

**SPLH 261 Survey of communication disorders – Hybrid (3 credits)**  
Spring 2019 Syllabus

- Class Meetings: Tuesday/Thursday 11 am - 12:15 pm, Dole 2096
- Instructor: Panying Rong, Ph.D.  
[prong@ku.edu](mailto:prong@ku.edu)  
Office: 3046 Dole  
Responsibilities: in-class lectures, in-class activities, answer all course-related questions
- Instructor Office Hours: Tuesday, 3:45 – 4:45 pm or by appointment
- \*Preferred Reference: Dr. or Professor Rong  
She, her, hers
- GTA: Kelley Nelson-Strouts, MA, CCC-SLP  
[knelson10@kumc.edu](mailto:knelson10@kumc.edu)  
Office: 2154 Haworth  
Responsibilities: grade assignments, answer assignment and grade related questions
- GTA Office Hours: By appointment
- \*Preferred Reference: Ms. Nelson-Strouts  
She, her, hers

\*This course will be conducted in an atmosphere of mutual respect of all gender expressions and identities. Please address us as indicated by our preferred names and pronouns (as listed above). We were provided with a class roster with student names as they appear in enroll and pay. We will learn your name and pronoun preferences through a first day introductions.

**Teaching Philosophy and/or Instructor Bio**

I'm an Assistant Professor of Speech-Language-Hearing. My area of interest is acquired motor speech disorders. My research focuses on better understanding the neuropathological mechanisms of speech loss in persons with neurodegenerative diseases like ALS with the aim to improve the diagnosis and treatment of dysarthria in these populations.

Given the hybrid format of this course, you will spend part of the time studying online course materials, taking quizzes, and completing assignments outside the classroom. When we meet in class, we will have a variety of interactive activities that aim to help you to reinforce what you learned from the course materials and develop important skills such as critical thinking, problem solving, oral presentation, and writing. I encourage you to actively participate in these in-class activities and take the opportunity to ask questions.

**Course Description**

This course will introduce you to normal development and processes of human communication. It will also survey the various disorders that occur when these processes are delayed or disrupted. You will learn about the role of speech-language pathologists, audiologists, as well as speech, language, and hearing scientists who investigate and provide clinical services to people, across the lifespan, with communication disorders.

This course meets the requirements of the American Speech- Language-Hearing Association's (ASHA) Knowledge Standards IV-B Normal Processes, IV-C Communication Disorders, and IV-D Clinical Application in the area of Foundations.

#### *Why take this course?*

For students who want to pursue a career in Speech-Language Pathology or Audiology, this course will provide the fundamental knowledge of the profession, which lays the foundation for other SPLH courses addressing different types of communication disorders. For students who have not decided on their career path, this course will provide an overview of the field of communication disorders, including the scientific basis, current best practice and challenges, to help to identify your area of interest. Above all, this course will provide opportunities for all students to practice a variety of important skills including critical thinking, problem solving, writing, oral presentation, and teamwork.

### **Learning Objectives**

At the end of this course it is anticipated that students will be able to:

1. Develop foundational knowledge of normal and deviant speech, language, and hearing in adults and children.
2. Apply critical thinking skills to case studies.
3. Differentiate communication disorders and their impact on the diagnosed individual.
4. Analyze and interpret various types of data used to evaluate speech, language, and hearing disorders.
5. Prepare written communication that utilizes standards in the profession in order to convey knowledge, information, and pursue inquiry.

Specific learning objectives will be listed on Blackboard for each module. Your learning in these areas will be evaluated by quizzes, case study projects, as well as individual and group activities.

### **Required Course Materials**

Required Text: Chabon, S. S. & Cohn, E. R. (2011). *The Communication Disorders Casebook: Learning by Example*. Pearson: Boston.

Blackboard website: <http://courseware.ku.edu>. The internet browser that interacts best with Blackboard is Mozilla Firefox: <http://www.mozilla.com> for free download.

### **Required Course Activities**

#### **1. *On-line quizzes (150 points)***

After completing the reading and watch the videos, students will take short open-book quizzes on Blackboard. Even though the quizzes are open book and open note, students are to take the quizzes individually. Students may not share quiz information, receive help, or help another person. This is considered academic misconduct.

The quizzes will be available by Monday of each week (if not sooner) and will end Thursday at 9 am. Once started, there is a limited amount of time to complete the quiz. The amount of time will vary by quiz length. The quiz will typically include true/false, multiple choice, matching, fill in the blank, and short answer questions that will cover the reading and video content.

For each week's modules, all quizzes should be completed by **9 am on Thursday**.

\*\*\*There will be NO opportunities to make-up or postpone quizzes for unexcused reasons.

#### **2. *On-line and in-class assignments (150 points)***

In addition to the quizzes, there will be various assignments under each module on Blackboard. All assignments should be completed individually within the assigned time frame. Students may not share assignment information, receive help, or help another person. This is considered academic misconduct.

\*\*\*There will be NO opportunities to make-up or postpone assignments for unexcused reasons.

3. ***Final project (80 points)***

Final project will be announced in the fourth quarter of the semester. Final project will be completed by groups of 2-3 students in lieu of a final exam. In this project, each group will complete a case study using the knowledge and tools learned in this course. Each group will divide the work equally among the group members and together develop a PowerPoint presentation (specific instructions will be provided on Blackboard). During the last week of the semester, each group will present their project in class. A copy of the presentation should be submitted on Blackboard by **5 pm, May 10, 2019**.

4. ***Peer review (30 points)***

Every student will complete a peer review for a presentation from another group. The peer review should be submitted on Blackboard by **5 pm, May 15, 2019**. A copy of the review will be provided to the group after all the reviews have been scored. The reviewer's name will not be included in the copy submitted to the group.

5. ***In-class activities (extra points)***

Various activities (e.g., case study, group discussion, presentation) will be announced and completed in class throughout the semester. These activities will assess student knowledge of key concepts as well as critical thinking, problem solving, and presentation skills. Extra points will be provided to those who participate in these in-class activities.

\*\*\*There will be no opportunities to make-up in-class activities if students miss the class for unexcused reasons.

### **Course Grade**

The University has prescribed definitions for grades. The University Senate Rules and Regulations define grades in the following way <http://policy.ku.edu/governance/USRR#art2sect2para3>:

2.2.1.1 The grade of A will be reported for achievement of outstanding quality

2.2.1.2 The grade of B will be reported for achievement of high quality

2.2.1.3 The grade of C will be reported for achievement of acceptable quality

2.2.1.4 The grade of D will be reported for achievement that is minimally passing but at less than acceptable quality

2.2.2 The letters F, U (unsatisfactory), and NC (no credit) shall indicate that the quality of work was such that, to obtain credit, the student must repeat the regular work of the course

In this course, quality of achievement will be evaluated through points earned on online quizzes and assignments, final project, and peer review of final project. Points assigned for each requirement will be in-line with the above described scale. The relationship between percentage scores on a 100 scale and quality of achievement is as follows:

Percentage	Quality of Achievement	Final Letter Grade (GPA)
94-100 %	Outstanding	A (4.0)
90-93 %		A- (3.7)
87-89 %	High	B+ (3.3)
84-86 %		B (3.0)
80-83 %		B- (2.7)
77-79 %	Acceptable	C+ (2.3)
74-76 %		C (2.0)
70-73 %		C- (1.7)
67-69 %	Minimal	D+ (1.3)
64-66 %		D (1.0)
60-63 %		D- (0.7)
<= 59 %	Inadequate	F (0.0)

## Course Calendar

<b>Date</b>	<b>Module Topics/activities</b>
<b>T 01/22/19</b> In-Class Outside of Class	Career options/Communication terms/Speech chain/Biological foundations Course and Syllabus Overview; In-class activities Modules and Quizzes
<b>R 01/24/19</b> In-Class Outside of Class	Quizzes due 9 am In-class assignment and activities
<b>T 01/29/19</b> In-Class Outside of Class	Overview of case studies and sources of information In-class activities Modules and Quizzes
<b>R 01/31/19</b> In-Class Outside of Class	Pre-class assignment and Quizzes due 9 am In-class assignment and activities
<b>T 02/05/19</b> In-Class Outside of Class	Infant and toddler speech and language development In-class activities Modules and Quizzes
<b>R 02/07/19</b> In-Class Outside of Class	Pre-class assignment and Quizzes due 9 am In-class assignment and activities
<b>T 02/12/19</b> In-Class Outside of Class	Preschool and school-aged speech disorders In-class activities Modules and Quizzes
<b>R 02/14/19</b> In-Class Outside of Class	Pre-class assignment and Quizzes due 9 am In-class assignment and activities
<b>T 02/19/19</b> In-Class Outside of Class	Preschool and school-aged language disorders In-class activities Modules and Quizzes
<b>R 02/21/19</b> In-Class Outside of Class	Pre-class assignment and Quizzes due 9 am In-class assignment and activities
<b>T 02/26/19</b> In-Class Outside of Class	Preschool and school-aged language differences In-class activities Modules and Quizzes
<b>R 02/28/19</b> In-Class Outside of Class	Pre-class assignment and Quizzes due 9 am In-class assignment and activities
<b>T 03/05/19</b> In-Class Outside of Class	AAC In-class activities Modules and Quizzes
<b>R 03/07/19</b> In-Class Outside of Class	Pre-class assignment and Quizzes due 9 am In-class assignment and activities
<b>03/11/19 – 03/17/19</b>	<b>Spring break</b>
<b>T 03/19/19</b> In-Class Outside of Class	Hearing science In-class activities Modules and Quizzes
<b>R 03/21/19</b>	Pre-class assignment and Quizzes due 9 am

In-Class	In-class assignment and activities
Outside of Class	
<b>T 03/26/19</b>	Hearing loss
In-Class	In-class activities
Outside of Class	Modules and Quizzes
<b>R 03/28/19</b>	Pre-class assignment and Quizzes due 9 am
In-Class	In-class assignment and activities
Outside of Class	
<b>T 04/02/19</b>	Hearing assessment & Hearing Intervention
In-Class	In-class activities
Outside of Class	Modules and Quizzes
<b>R 04/04/19</b>	Pre-class assignment and Quizzes due 9 am
In-Class	In-class assignment and activities
Outside of Class	
<b>T 04/09/19</b>	Adult aphasia
In-Class	In-class activities
Outside of Class	Modules and Quizzes
<b>R 04/11/19</b>	Pre-class assignment and Quizzes due 9 am
In-Class	In-class assignment and activities
Outside of Class	
<b>T 04/16/19</b>	Fluency
In-Class	In-class activities
Outside of Class	Modules and Quizzes
<b>R 04/18/19</b>	Pre-class assignment and Quizzes due 9 am
In-Class	In-class assignment and activities
Outside of Class	
<b>T 04/23/19</b>	Voice
In-Class	In-class activities
Outside of Class	Modules and Quizzes
<b>R 04/25/19</b>	Pre-class assignment and Quizzes due 9 am
In-Class	In-class assignment and activities
Outside of Class	
<b>T 04/30/19</b>	Swallowing
In-Class	In-class activities
Outside of Class	Modules and Quizzes
<b>R 05/02/19</b>	Quizzes due 9 am
In-Class	In-class assignment and activities
Outside of Class	
<b>T 05/07/19</b>	Final project
In-Class	Final project presentation and peer review
Outside of Class	
<b>R 05/09/19</b>	Final project
In-Class	Final project presentation and peer review
Outside of Class	

## Course Policies

The following policies are relevant to this course.

### Accommodations

<http://access.ku.edu/syllabus-statement-0>

"The Academic Achievement and Access Center (AAAC) coordinates academic accommodations and services for all eligible KU students with disabilities. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. They are located in 22 Strong Hall and can be reached at 785-864-4064 (V/TTY). Information about their services can be found at <http://www.access.ku.edu>. Please contact me privately in regard to your needs in this course."

### Religious Observances

<http://policy.ku.edu/governance/USRR#art1sect4>

Should the examination schedule for this course conflict with your mandated religious observance, please contact me at the beginning of the semester so that we can schedule a make-up exam at a mutually acceptable time. In addition, students will not be penalized for absence from regularly scheduled class activities which conflict with mandated religious observances. Students are responsible for initiating discussion with the instructor to reach a mutually acceptable solution.

### Diversity, Equity, and Inclusion

The Department of Speech-Language-Hearing endorses and adheres to the College's statement on diversity, equity, and inclusion. Cultural and linguistic diversity are central to the field of speech-language-hearing and an integral part of clinical practice as an audiologist or speech-language pathologist. As a department, we strive to create an environment where differences are valued and respected, and all people have an equitable opportunity for success. We believe that all students benefit from training and experiences that will help them to learn, lead, and serve in an increasingly diverse society. Consequently, we are committed to enhancing the training we provide around cultural and linguistic diversity.

### Civility and Respect

Civility and respect for the opinions of others are very important in an academic environment. It is likely you may not agree with everything that is said or discussed in the classroom. Courteous behavior and responses are expected at all times. When you disagree with someone, be sure that you make a distinction between criticizing an idea and criticizing the person. Expressions or actions that disparage a person's or race, ethnicity, nationality, culture, gender, gender identity / expression, religion, sexual orientation, age, disability, or marital, parental, or veteran status are contrary to the mission of this course and will not be tolerated.

### Medical Crisis

<http://policy.ku.edu/governance/USRR#art1sect4>

Students with a verifiable medical crisis of a relative or friend may be excused from being present for scheduled examinations and tests. It is the responsibility of the student to initiate discussion with the instructor, prior to the examination/test if possible or as soon as possible after the event. The instructor and student shall come to a mutually agreeable method of making up the missed work.

Although the university policy on medical crisis only applies to friends or relatives of a student, I apply this policy to the students in my course. If you have a verifiable medical or personal crisis, please let me know as soon as possible so that we can work together to establish a schedule for making up missed work.

## Academic Misconduct

Students should review the university policy on Academic conduct at:

<http://policy.ku.edu/governance/USRR#art2sect6>

Although on-line quizzes and on-line assignments are completed out of class, students must complete these assessments on their own. Submitting an assignment that is exactly the same as or is highly similar to another current or former student's assignment is considered academic misconduct. Similarity between assignments will be monitored using Safe Assign in Blackboard.

## Intellectual Property

<http://policy.ku.edu/provost/intellectual-property-policy>

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor may grant permission for students to audio or video record lectures, on the condition that these recordings are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

## Commercial Note-Taking Ventures

Pursuant to the University of Kansas' [Policy on Commercial Note-Taking Ventures](#), commercial note-taking is not permitted in this course. Lecture notes and course materials may be taken for personal use, for the purpose of mastering the course material, and may not be sold to any person or entity in any form. Any student engaged in or contributing to the commercial exchange of notes or course materials will be subject to discipline, including academic misconduct charges, in accordance with University policy. Please note: note-taking provided by a student volunteer for a student with a disability, as a reasonable accommodation under the ADA, is not the same as commercial note-taking and is not covered under this policy.

## Concealed Carry

Individuals who choose to carry concealed handguns **are solely responsible to do so in a safe and secure manner in strict conformity with [state and federal laws](#) and [KU weapons policy](#)**. Safety measures outlined in the KU weapons policy specify that a concealed handgun:

- Must be under the constant control of the carrier.
- Must be out of view, concealed either on the body of the carrier, or backpack, purse, or bag that remains under the carrier's custody and control.
- Must be in a holster that covers the trigger area and secures any external hammer in an uncocked position
- Must have the safety on, and have no round in the chamber.

## Tests and Quizzes

Instructors are allowed by Kansas Board of Regents policy, to require backpacks, purses and other bags be placed back of classroom during exams and quizzes, and as such those items will not be under the constant control of the individual. Students who choose to carry a concealed handgun in a purse, backpack, or bag must review and plan each day accordingly, and are responsible for making alternate arrangements as necessary. The university does not provide appropriate secured storage for concealed handguns.

Individuals who violate the KU weapons policy may be asked to leave campus with the weapon and may face disciplinary action under the appropriate university code of conduct.

Individuals who violate the KU weapons policy may face disciplinary action under the appropriate university code of conduct, including dismissal from the course.