

Speech, Language, and Hearing Sciences 207
Survey of Human Communication and Its Disorders
Fall 2011

Instructor: Pélégie M. Beeson, Ph.D.
Office: Speech, Language, and Hearing Sciences Room 308
Phone: 621-9879 **Email:** pelagie@email.arizona.edu
Beeson Website: <http://beeson.web.arizona.edu/>
Class Time: Tuesdays and Thursdays 9:30 – 10:45 a.m.
Room: Harvill Building, Room 305
Teaching Assistant: Thomas Kaskie tkaskie@email.arizona.edu
TA Office hours TBA
Beeson Office hours: Mondays 3:00 – 4:00 Thursdays 2:00 – 3:00

Purpose: The purpose of this course is to introduce students to the scientific study of human communication and its disorders, and to provide an introduction to the professions of Speech-Language Pathology and Audiology. The readings and lectures will provide an overview of the biological systems of speech, language, and hearing and a basic understanding of the nature and treatment of communication disorders across the life span. In addition, the course is intended to increase awareness and sensitivity to communication disorders so that class participants benefit as communicators themselves.

Format: Lectures will be provided by the course instructor and guest lecturers who will share their knowledge and clinical expertise. The textbook will provide background information to be highlighted, expanded, and complemented by lectures. Each student will also select a book to read from a suggested list that will provide a more personal view of a communication disorder. A **written book review** will be completed, and students will provide informal book reviews in a small group format at the end of the semester.

Learner Objectives

By the end of this class, students should:

- demonstrate a basic understanding of the biological foundations for speech, language, and hearing
- recognize characteristics of developmental and acquired impairments of speech, language, and hearing -- including impairments of articulation, voice, swallowing, fluency, language, and hearing
- understand the role of speech-language pathologists in the diagnosis and treatment of communication disorders
- understand the role of audiologists in the prevention, diagnosis, and management of hearing impairments
- develop insight regarding the impact of various communication disorders on development and participation in life activities.
- be better equipped to interact with individuals with communication impairments

Required Text: *Communication and Communication Disorders: A Clinical Introduction, Third Edition.* Elena Plante & Pelagie M. Beeson (2008). Boston: Allyn & Bacon.

Lecture Notes: Lecture notes will be posted on the course website on D2L (Desire 2 Learn) at <http://d2l.arizona.edu/>. Login using your U of A NetID and password.

Grading: Four exams will be administered during the semester worth 40 to 60 points each (see below). Each exam will cover the preceding section of the course. The final exam will include 10 points that pertain to the entire course. The written book review will be worth 40 points (guidelines will be provided). An additional outside activity (Case Example) will be worth 10 points. There is a total of 220 possible points in the course.

Exam 1	40 points
Exam 2	40 points
Exam 3	40 points
Exam 4	50 points
Case Example*	10 points
<u>Book Review*</u>	<u>40 points</u>
	220 total

Grades will be awarded as follows:

198 – 220 = A	90% - 100%
176 – 197 = B	80% - 89%
154 – 175 = C	70% - 79%
132 – 153 = D	60% - 69%
< 132 = E	< 60%

Up to 6 extra credit points can be earned by correctly responding to written questions presented during class. In other words, during some classes students will be given a question that they may choose to answer (in writing) for extra credit.

*More detail will be provided about these assignments on separate handouts.

Grades will be accessible on the secure course website located at <http://d2l.arizona.edu/>, which requires your personal UA NetID and password.

Please note that the final grade is based upon your total number of points accrued. The extra credit opportunities will occur over the course of the semester and there will be no additional extra credit opportunities at the end of the semester. Grades are awarded on the basis of your total points, so there is no “rounding up.” For example, you need 198 or more points out of 220 for an A, so 197 points is a B even though it is 89.54%.

Regarding Students with Disabilities

Students with Disabilities: If you anticipate barriers related to the format or requirements of this course, please meet with me so that we can discuss ways to ensure your full participation in the course. If you determine that disability-related accommodations are necessary, please register with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

**SPH 207 Survey of Human Communication and Its Disorders
Fall 2011**

Harvill Building., Room 305
Tuesdays and Thursdays 9:30 – 10:45 a.m.

	Class Date	Topic	Reading
1	Tuesday August 23	Introduction	Chapter 1
2	Thursday August 25	Biological Foundations of Speech and Language: Respiration and Phonation	Chapter 2
3	Tuesday Aug. 30	Biological Foundations of Speech and Language: Upper Airway & Neural Substrates	Chapter 2
4	Thursday Sept. 1	Articulation and Speech Sounds	Chapter 3
5	Tuesday Sept. 6	Articulation and Speech Sounds	Chapter 3
6	Thursday Sept. 8	Early Speech and Language Development	Chapter 3
7	Tuesday Sept. 13	Review for exam	
8	Thursday Sept. 15	Exam 1 (40 Points)	
9	Tuesday Sept. 20	Disorders of Articulation in Children	Chapter 4
10	Thursday Sept. 22	Disorders of Articulation in Adults	Chapter 4
11	Tuesday Sept. 27	Accented English and Accent Reduction	Chapter 4
12	Thursday Sept. 29	Disorders of Fluency (Select book for review by this date)	Chapter 5
13	Tuesday Oct. 4	Voice Disorders	Chapter 6
14	Thursday Oct. 6	Disorders of Swallowing (Dysphagia)	Chapter 6
15	Tuesday Oct. 11	Voice Disorders Exam review	Chapter 6
16	Thursday Oct. 13	Exam 2 (40 points)	
17	Tuesday Oct. 18	Language and Language Acquisition	Chapter 7
18	Thursday Oct. 20	Language Disorders in Children	Chapter 8
19	Tuesday Oct. 25	Language Disorders in Children: Autism	Chapter 8

**SPH 207 Survey of Human Communication and Its Disorders
Fall 2011**

Harvill Building., Room 305
Tuesdays and Thursdays 9:30 – 10:45 a.m.

20	Thursday Oct. 27	Language Disorders in Adults: Aphasia	Chapter 9
21	Tuesday Nov. 1	Language Disorders in Adults: Right Hemisphere, Traumatic Brain Injury & Dementia	Chapter 9
22	Thursday Nov. 3	Language Disorders in Adults (and review for exam)	Chapter 9
23	Tuesday Nov. 8	Exam 3 (40 points)	
24	Thursday Nov. 10	Veterans Day – No classes	Chapter 10
25	Tuesday Nov. 15	Biological Foundations of Hearing I	Chapter 10
26	Thursday Nov. 17	Biological Foundations of Hearing II	Chapter 11
27	Tuesday Nov. 22	Hearing Assessment: Audiometry	Chapter 11
--	Thursday Nov. 24	Thanksgiving – No Class	
28	Tuesday Nov. 29	Hearing Impairment in Children	Chapter 11
29	Thursday Dec. 1	Hearing Impairment in Adults	Chapter 12
30	Tuesday Dec. 6	Book Reviews in Class Book Reviews Due	
	Thursday Dec. 15	10:30 – 12:30 Final Exam 50 pts = 40 on last section; 10 over entire course	

Notice: Any student who does not accept or understand the contents and terms of this syllabus or who has a disability or condition that compromises completion of course requirements must notify the instructor within the first week of receiving the syllabus.

How to do well in this class: Students who attend class regularly and complete the assigned readings are likely to do well in this class. **Class lectures** will serve to clarify the content of the readings, emphasize important points, and let you know what level of understanding is expected. Powerpoint slides from the lectures will be posted on the course website on D2L that will highlight major points. **You are encouraged to raise questions** during class or you can pose them in writing before or after class. Guest lecturers will typically reinforce and clarify key points made in your textbook, but will also offer personal insight and experience that will help you better understand communication disorders and the professions of speech-language pathology and audiology. If you attend class on a regular basis, you will recognize that important points are often raised repeatedly. You will have a good sense of what is likely to be on the upcoming exams and the level of understanding that is expected.

Class Attendance: Class attendance is not mandatory or recorded, so you do not need to contact the professor when you have to miss a class lecture, except on days when an exam is held or an assignment is due. If you miss a lecture, you should read the chapter and review the lecture notes for that day. You are encouraged to talk with another student regarding the in-class examples that you missed, which may further clarify the material. You can also meet with the TA if you have specific questions that remain after you have reviewed the material.

Exams: If you have a legitimate reason that causes you to miss class on the day of an examination, you must contact the professor prior to the examination to make arrangements in advance. If you have an unexpected and extreme emergency, such as a serious illness or accident on the day of the exam, then you (or a friend) must contact the professor by email or telephone as soon as possible (within 24 hours). All make-up exams must be arranged and taken prior to the next class period when the exams are returned and the answers are reviewed. After the exams have been returned, it is unlikely that you will be allowed to make up the exam, but in rare cases a make-up exam will be administered that includes short answer and essay questions, rather than the original multiple choice format.

Classroom Etiquette

- **Do not leave and re-enter the classroom during lectures** as it is distracting to students and lecturers. If you know that you will have to leave class early for a special reason, please sit close to the door. If you choose to leave class during the lecture, I would prefer that you do not reenter.
- If you use your laptop computer during class, do not browse the internet or read email during class. Any students doing this will be asked to leave the classroom.
- Please turn off all cell phones and pagers during class.

Code of Academic Integrity

Students must adhere to the Arizona Code of Academic Integrity. The guiding principle of academic integrity is that a student's submitted work must be his or her own. Students engaging in academic dishonesty diminish their education and bring discredit to the academic community. Conduct prohibited by the Code consists of all forms of academic dishonesty, including, but not limited to: cheating, fabrication, facilitating academic dishonesty, and plagiarism as set out and defined in the Code of Conduct, failure to observe rules of academic integrity established by the faculty member for a particular course; and attempting

to commit any act prohibited by the Code. All credit for this course will be forfeited if any coursework reflects a violation of the Code.

Please refer to University of Arizona Policies and Procedures website for a review of the Code of Conduct, The full version of the Code of Academic Integrity can be found at the website <http://deanofstudents.arizona.edu/codeofacademicintegrity> or at the Dean of Students Office, Room 203 Old Main.

Because space limitations may require that students sit close to one another during exams, please may every effort to keep your eyes focused on your own exam and do not let them wander around the room. Please allow for as much space as possible between you and the students next to you. In other words, if there are four seats in a row for two students, then students should spread out to leave empty seats between them. Any appearance of attempts to view the exam of another student will be challenged, and when it appears that cheating is taking place, the student is at risk of getting no credit for the exam and/or no credit for the course. Similarly, students should never view cell phones during an examination, so all such devices should be entirely out of view (stored in a pocket, backpack, or purse).