

Introduction to Communication Sciences and Disorders

COMD 1306 Syllabus

Spring 2023: Monday & Wednesday, 2:30-3:55pm, HPR 253

Instructor

Tina Melamed, PhD,
CCC-SLP

Email

tmelamed@uttyler.edu

Office Location

HPR 108

Office Hours

Monday 10:30-1:30

or by appointment

Course Overview

The purpose of this class is to introduce you to the scientific study of communication, the nature of communication disorders, and the professions of audiology and speech-language pathology. We will cover basic information about disorders of speech, language, and hearing. We will also discuss assessment and intervention, and what it means to have a communication disorder.

Through the lectures, homework assignments, quizzes, and tests, you will develop the skills you need to understand these professions and the wide variety of disorders professionals in the field assess and treat. You will be ready for your next classes, graduate school, your career, or whatever you envision for yourself next.

Required Text

Communication Sciences and Disorders: From Science to Clinical Practice (4th Ed.). Gillam & Marquardt. ISBN: 978-1-284-17968-2 (I don't care if it's a physical book or an e-book, I just care that you read it).

Course Materials

- UT Tyler Canvas
 - All of your assignments, quizzes, and tests will be hosted within Canvas

Resources

- asha.org/students
- Dr. Melamed! If you are having trouble with any course content, please contact me ASAP. I am here to help you succeed.

Prerequisites

A desire to learn about the field of communication sciences and disorders, a good attitude, and pictures of your pets or kids (if applicable).

Why are you here?

Course Learning Objectives

This course contains practical information about assessment and treatment of communication disorders. It provides a broad overview of speech, language, and hearing science as well as the professions of speech-language pathology and audiology. Students will be introduced to the basic concepts and information regarding the definition, identification, classification, and treatment approaches for disorders of speech, language, hearing, cognition, and swallowing affecting pediatric through geriatric populations.

By the end of this course, you will be able to...

1. Define the scope of practice for the professions of audiology and speech-language pathology, including the credentials needed for practice.
2. Recognize the historical perspective in communication disorders and how attitudes toward these disorders have evolved.
3. Identify and explain the anatomy and physiology of the speech, voice, and hearing mechanisms.
4. Apply resources to formulate clinical questions.
5. Understand how to locate and evaluate levels of research utilized in evidence-based practice.
6. Describe phases of typical verbal and nonverbal language development.
7. Discuss foundational skills in the therapeutic process, including key components of data collection and documentation.
8. Describe typical speech development across early childhood and influences of cultural variations.
9. Name etiologies and characteristics of speech production disorders, including assessment and intervention strategies as well as the influence of cultural variation.
10. Classify etiologies and characteristics of fluency disorders, voice disorders, cleft lip and palate, child speech and language impairments, adult speech and language impairments, swallowing disorders, hearing disorders, and various adult cognitive impairments.
11. Identify assessment and intervention strategies for fluency disorders, voice disorders, cleft lip and palate, child speech and language impairments, adult speech and language impairments, swallowing disorders, hearing disorders, and various adult cognitive impairments.
12. Name considerations and major types of augmentative and alternative communication systems
13. Recognize counseling roles and responsibilities in speech-language pathology and audiology, including what is within the scope of practice
14. Recognize situations involving the Health Insurance Portability and Accountability Act (HIPAA) and Code of Ethics importance to the fields of communication disorders.

ASHA Standards for Knowledge Outcomes

If you are hoping to become a speech-language pathologist or SLP-assistant, you will be required to meet these minimum standards to demonstrate your knowledge. We will address parts of each of these standards in our class:

1. Standard IV-B: [the student] must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
2. Standard IV-C: [the student] must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas: receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g. gestures, signs, body language), and literacy in speaking, listening, reading, and writing.
3. Standard IV-D: for each of the areas specified in standard IV-C, [the student] must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including the consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.
4. Standard IV-E: [the student] must have demonstrated knowledge of the basic standards of ethical conduct within the fields of audiology and speech-language pathology.
5. Standard IV-G: [the student] must have demonstrated knowledge of contemporary professional issues.
6. Standard IV-H: [the student] must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.
7. Standard V-A: [the student] must have demonstrated skills in oral and written or other forms of communications sufficient for entry into professional practice.

Tips for Success

Reading Tips

READ THE TOPIC BEFORE THE LECTURE! That means, if we are going to discuss speech science, read chapter 4 (speech science) before that class so you're prepared!

- I recommend going to the “summary” section at the end of the chapter FIRST to get an idea of what's coming. Then go back and read the chapter.
 - You won't know what it all means, but it will help you focus on the most important details when you go back.
 - It's a good idea to read your book with a highlighter in your hand (or if your book is electronic, use the cursor to highlight).
- After you're done with the assigned reading activity, you can go back to the summary. Does it make more sense now? If it doesn't, that might mean you need to go back and focus on certain concepts again.

Course Tips

- Print out the course schedule and put it at the front of your binder or notebook.
- Write all homework and reading activity due dates in your planner or calendar. Highlight them on your copy of the schedule if you want to.
- I will post lecture slides before each class. I really don't want you sitting and writing every word I say, so I'm going to give you the slides in the hopes that you will come to class, sit, and listen to what I say that is not written down on the slides.
- If you need more practice with a specific concept or topic, please email me and I will send you more practice activities and advice for that topic.

Course Schedule

As with all plans, the calendar below is subject to change depending upon how we are progressing in class. Any changes or modifications will be discussed in class and sent in writing to students. Those concerning new or changed deadlines will be posted at least 1 week in advance.

Remember: assignments are due **BEFORE CLASS!**

Week	Course calendar & content guide		Notes
1 M	1/9	<u>In Class</u> Introductions, Intro to CSD, reading activity preparation - ✓ Syllabus Quiz <u>Homework</u> (due 1/11) Intro post on canvas Reading Activity 1: Chapter 1	
W	1/11	<u>In Class</u> Continuing Intro to CSD, Chapter 1 <u>Homework</u> (due 1/18)) Reading Activity 2: Chapter 2	
2 M	1/16	NO CLASS- MARTIN LUTHOR KING JR DAY	
W	1/18	<u>In class</u> Chapter 2: Communication Across the Lifespan <u>Homework</u> (due 1/23) PICO question activity	
3 M	1/23	<u>In class</u> Continuing communication across the lifespan <u>Homework</u> (due 1/25) CLD/AAE activity	REMINDER: census date.
W	1/25	<u>In class</u> The Social and Cultural Bases of Communication <u>Homework</u> (due 1/30) Labeling activity (speech anatomy)	
4 M	1/30	<u>In class</u> Speech science <u>Homework</u> (due 2/1) Form groups for 5-minute presentations, and email me!	
W	2/1	<u>In class</u> Speech science	

5 M	2/6	<u>In class</u> Developmental speech disorders <u>Homework</u> (due 2/8) Clinical activity: diagnosis and treatment of speech disorders	
W	2/8	<u>In class</u> Developmental speech disorders	
6 M	2/13	<u>In class</u> Voice disorders	
W	2/15	<u>In class</u> Cleft lip and palate <u>Homework</u> (due 2/20) Voice or cleft lip and palate (your choice!) clinical activity	
7 M	2/20	<u>In class</u> Fluency disorders <u>Homework</u> (due 2/22)	
W	2/22	<u>In class</u> Fluency disorders <u>Homework</u> (due 2/27) Fluency disorders clinical activity	
8 M	2/27	<u>In class</u> Motor speech disorders <u>Homework</u> (due 3/1) Make sure your 5-minute presentations are underway!	
W	3/1	<u>In class</u> AAC	
9 M	3/6	<u>In class</u> Dysphagia <u>Homework</u> (due 3/8) Motor speech disorders, AAC, or dysphagia (your choice!) clinical activity	
W	3/8	MIDTERM EXAM	
10 M	3/13	NO CLASS- SPRING BREAK	Have fun! Stay safe! Drink water!!
W	3/15	NO CLASS- SPRING BREAK!	
11 M	3/20	<u>In class</u> Language disorders in children	
W	3/22	<u>In class</u> Language disorders in children <u>Homework</u> (due 3/27) Language disorders clinical activity	

12 M	3/27	<u>In class</u> Acquired neurogenic language disorders	
W	3/29	<u>In class</u> Acquired neurogenic language disorders <u>Homework</u> (due 4/3) finalize your 5-minute presentations! You have 2 weeks!	
13 M	4/3	<u>In class</u> Hearing science <u>Homework</u> (due 4/5) Hearing anatomy labeling activity	
W	4/5	<u>In class</u> Hearing disorders	
14 M	4/10	<u>In class</u> Audiologic rehabilitation <u>Homework</u> (due 4/12) Presentations next class!	
W	4/12	<u>In class</u> 5 minute presentations!	
15 M	4/17	<u>In class</u> ASHA requirements for licensure in SLP/AuD/SLPA	
W	4/19	<u>In class</u> Texas state requirements for licensure in SLP/AuD/SLPA	
16 M	4/24	<u>In class</u> Flex topic- we'll use this time to catch up if we're behind	
W	4/26	FINAL EXAM	Thank you for all of your hard work this semester!

Policies and Procedures

Course Grading

Attendance	5%
Homework assignments (12 total)	50%
Tests (2 total)	20%
5-Minute Group Presentation	25%

Note: You can check in with your grade progress any time on the canvas grades section.

Grades Assigned

A = 90-100 **B = 80-89** **C = 70-79** **D = 60-69** **F = <60**

Reminder: You must receive a course grade of at least a C to progress to the next course in the COMD program. You can do this! You will earn the grade you work for.

I will round up to the next point for grades that end with .5 or higher.

I will not round up to the next point for grades ending in .4 or lower.

Late Work Policy

I encourage you to avoid submitting late work, as you will end up behind schedule and have a difficult time making up for lost time. If you submit your work one day late, you can still qualify for 60% of the original points.

Attendance

I encourage you to attend every class. Attendance will count for 5% of your grade as an incentive. If an extreme circumstance prevents you from attending class, these will be dealt with on a case-by-case basis.

Cell Phone and Other Electronics Policy

Please avoid using cell phones in class. It can prevent you and others from learning. In the case of an emergency, please take your phone outside.

For in-class tests, you will need to use a computer with internet access.

You are free to use your computer to take notes if that is easier for you. However, please refrain from doing anything *other* than taking notes in class. It prevents you from learning, and it can distract the students sitting around you.

Accommodations

If you need accommodations, please let me know as soon as possible. You have the right to have your needs met in a timely manner.

Additional Information

UNIVERSITY POLICIES

A. **UT Tyler Honor Code:** 1. Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. Students Rights and Responsibilities To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

B. **Campus Carry:** 1. We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

C. **UT Tyler a Tobacco-Free University:** 1. All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

D. **Academic Honesty Policy:** Students will adhere to the highest standards of academic honesty. Anyone caught cheating will earn a “0” for that assignment and will be subject to academic and disciplinary action. Plagiarism (the use of written and oral words or ideas of another person, including another student, without the expressed acknowledgment of the speaker’s or writer’s indebtedness to that person) will not be tolerated. This includes the use of papers or other materials previously submitted to instructors in other classes, as well as video and audio recordings. Students caught plagiarizing will fail this class and be subject to academic and disciplinary action.

E. **Student Standards of Academic Conduct** 1. Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

a. “Cheating” includes, but is not limited to:

- i copying from another student’s test paper;
- ii using, during a test, materials not authorized by the person giving the test;
- iii failure to comply with instructions given by the person administering the test;
- iv possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes.” The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- v using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;

vi collaborating with or seeking aid from another student during a test or other assignment without authority; vii discussing the contents of an examination with another student who will take the examination; viii divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student; ix substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment; x paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program; xi falsifying research data, laboratory reports, and/or other academic work offered for credit; xii taking, keeping, misplacing, or damaging the property of the University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and xii misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

b. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

c. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty. d. All written work that is submitted will be subject to review by plagiarism software.

2. **The U-T Tyler Writing Center** provides professional writing tutoring for all students in all disciplines. If you wish to use the Writing Center, you should plan for a minimum of two hour-long tutorials per assignment: the first to provide an initial consultation and drafting plan, and the second to follow up. Be prepared to take an active role in your learning, as you will be asked to discuss your work during your tutorial. While Writing Center tutors are happy to provide constructive criticism and teach effective writing techniques, under no circumstances will they fix, repair, or operate on your paper.

Location: BUS 202. Appointments: 903-565-5995.

3. **Disability/Accessibility Services:**

a. In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application.

b. **The Student Accessibility and Resources (SAR)** office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call

4. Grade Replacement/Forgiveness and Census Date Policies:

a. Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

b. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

c. The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- i Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- ii Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- iii Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- iv Being reinstated or re-enrolled in classes after being dropped for non-payment v Completing the process for tuition exemptions or waivers through Financial Aid

5. State-Mandated Course Drop Policy: a. Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). b. Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

6. Student Absence due to Religious Observance: a. Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

7. Student Absence for University-Sponsored Events and Activities: If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time, the instructor will set a date and time when make-up assignments will be completed.

8. Social Security and FERPA Statement: It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the

Family Educational Rights and Privacy Act; grades will not be transmitted electronically. 10. Emergency Exits and Evacuation: a. Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

F. UT Tyler Resources for Students:

1. UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
2. UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
3. The Mathematics Learning Center, RBN 4021 (This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses).
4. UT Tyler Counseling Center (903.566.7254)
5. For more information about grading, academic policies, and add/drop, see here:
<https://uttyler.smartcatalogiq.com/en/2016-2017/Catalog/Undergraduate-Academic-Policies/Grading-System>