

University of Texas at Tyler
Department of Health & Kinesiology
Communication Sciences & Disorders
COMD 3306 Introduction to Communication Disorders
Summer -I- 2021 (100% ONLINE)

Instructor: Ahmed M. Abdelal, Ph.D., CCC-SLP
Associate Professor of and Director Communication Sciences & Disorders
Telephone: (903) 565-6417 **E-mail:** aabdelal@uttyler.edu
Office: 126 HPR
Class Meeting Time: ONLINE, with 2 live Zoom session (One from 6:00-7:00 pm on 6/03, and 1 TBD)

I am available 5 days a week via email, and I make sure to respond to emails within a short time frame, except when I am in classes, meetings, or traveling to conferences. I am also available during limited times during the weekend, but my responses will be inconsistent.

This syllabus is intended for use in conjunction with the course's Canvas.

INTRODUCTION

Welcome to *Introduction to Communication Sciences and Disorders*. The purpose of this syllabus is to acquaint you with the content, requirements and expectations of this course. Please refer to it as your guide toward attaining the highest possible grade at the end of the course.

Important: I do not give extra credit work in this course or in any of my courses. I provide all my students with every possible tool that, if used as directed, will lead to success in this course. The chance you have to do well is the chance you have now. This syllabus is our contract, and you should refer to it on a regular basis to know about assignments and their due dates. At the end of the course, please do not try to negotiate your grade with me. I do not give you grades: the grade you earn is the grade you get.

COURSE DESCRIPTION AND OBJECTIVES

Introduction to Communication Sciences and Disorders is designed to provide students who are preparing for careers in healthcare with information about the professions of speech-language pathology and audiology. Students will be provided with an overview of various speech, language and hearing disorders, as well as about typical diagnostic, intervention and case management techniques used by speech-language pathologists and audiologists. The course will include information about the variety of clinical services that professionals engaged in the practice of communication sciences and disorders typically provide in both educational and medical settings. The roles of communication sciences and disorders professionals as integral members of the healthcare community will also be emphasized throughout the course.

Required Text:

Gillam, R.B. & Marquardt, T.P. (2021). *Communication Sciences and Disorders: From Science to Clinical Practice, 4th Edition*. Jones and Bartlett Learning: Burlington MA. Older editions of this textbook are not acceptable for this course. It does not matter if you have the print version or the electronic version.

COURSE OUTCOMES

Upon completion of this course, you should be able to:

1. Explain terminology theories, and principles typically encountered in the field of communication sciences and disorders.
2. Display an understanding of the basic principles of normal speech, language and hearing processes.

3. Evidence the development of critical and clinical thinking as prerequisites for courses on the disordered processes of communication.
4. Differentiate among commonly used methods for classifying and describing disorders of communication.
5. Identify the etiologies, symptoms, and characteristics of a variety of communication disorders.

Teaching Methods

This course is 100% online. The content will be organized into three major parts: overview of the professions of speech language pathology and audiology; normal processes of communication, speech and language; disorders of speech, language, cognition, and swallowing. A wide variety of teaching tools will be utilized including online Power Point presentations; weekly discussion forums; videos, websites; and individual assignments.

How Classes Are Organized:

There will be 2 classes each week. Each class will focus on 1 chapter/topic from the textbook. For every class, students are required to (a) read the assigned chapter, (b) take the chapter quiz, (c) complete Discussion Board assignments, and (d) submit any other assignments by due that week.

The first class of every week is 8:00 am MONDAY-11:59 pm Wednesday. The agenda and materials for this class will be available at 8:00 am and the assignments (except for the first DB posting) will be due by 11:59 pm WEDNESDAY. For classes that start on Monday, the first DB posting will be due by 2:00 pm TUESDAY in order to give your colleagues the opportunity to read and respond to it by WEDNESDAY.

The second class of the week is 8:00 am Thursday-11:59 pm SUNDAY. Except for the first DB posting, assignments for this class are due by 11:59 pm Sunday. The first DB posting for this class is due by 11:59 pm FRIDAY. The additional postings will be due by 11:59 pm SUNDAY. Detailed guidelines for DB assignments are under the Assignments section below and in the Discussion Board Forum for each class.

1. **Class Participation:** Class participation is essential to your success in this class. The following criteria comprise online class participation:
 - a. **Attendance:** Attendance for the purposes of this online course is defined as frequent and consistent logging in to the Canvas course site and regularly participating in online interactive activities such as discussion boards. If you do not regularly log into to the course you will not only miss important information that has been presented to the class, but you may also change the group dynamics by not being available to participate in a group activity. Students who fail to log into the course for more than 7 days will be considered absent for that week. Student who do not participate in the course for one week or longer will be automatically removed from the course, unless they produce written proof of being hospitalized or on jury during throughout that week.
 - b. **Punctuality:** Punctuality for the purposes of this online course is defined as logging in to and participating in online discussions and other interactive activities in a timely manner. When you wait until the last minute to participate in online discussions and activities, you not only miss out on important learning opportunities, but you also disrupt the smooth flow of communication for other online participants. Frequent last-minute postings will be negatively reflected on your class participation grade.
 - c. **Engagement:** Active learning is essential for your success in this course. Students will participate in all online discussion topics by thoughtfully reading peer-contributions and by responding with relevant comments that support the ongoing discussion.
 - d. **Preparation:** Due dates and times for all assignments are noted on Canvas and you must post all assignments to Canvas at the time that they are due. Extensions will not be considered except under extenuating circumstances that are documented by written evidence. You must prepare all readings and

exercises prior to logging into discussion boards so that you are able to engage in a meaningful discussion of the material.

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, guidelines, 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 instructors 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.

Additional Examples of academic dishonesty and plagiarism:

-Copying part or all of a colleague’s assignment and submitting it as if it were your own work. In this situation both students will be penalized.

-Putting information from a book, article, etc. into a written assignment without clearly attributing the information to the source and documenting the source in the body of the assignment.

-Copying, printing or sharing online quizzes

-Submitting assignments that were previously used for another course.

-Sharing information about exams and/or quizzes with other students

These are just examples of acts of dishonesty that lead to failing the course and further disciplinary action.

Assignments will be submitted via the Safe Assign anti-plagiarism online system, which will immediately trace any words a student plagiarizes from any source out there. Any violations will be taken very seriously.

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 903.566.7079.

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 (Sept. 10th) 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)

COURSE REQUIREMENTS:

UT Tyler University Email Address/Canvas Account

Students are expected to have and use their UT TYLER email address. The instructor will ONLY use this address. Course information will be posted on Canvas. It is the students' responsibility to be aware of information and announcements posted on Canvas. You will also receive course announcements via email. Students who may need technical assistance with Canvas or the CD, are advised to contact IT. Technicians are available 24/7. Providing such assistance is not part of the instructor's job.

Your first assignment is as follows:

Please read the syllabus thoroughly prior to the first class and bring any questions you may have to class.

Note: Students are responsible for keeping up with course announcements and accessing the course site on a regular basis. The system keeps login data, which will give the instructor a record of your level of participation and activities throughout the course. Failure to access materials for an extended period of time (I.e., one week or longer) will result in removal from the course, unless the student produces WRITTEN evidence of an emergency during the inactive time.

Online Course Delivery and Assignment Submission:

Note: This online course will NOT be subject to emergency campus closures. If classes are canceled due to bad weather or an emergency, the schedule for this class will NOT be changed.

Due to the fact that summer courses are condensed, classes in this course will be held twice a week. There is no specific "meeting" time for classes. Instead, students will read and view the assigned materials for every class, complete the assigned quiz and the Discussion Board activity, and submit written assignments within designated time frames. Assignment DUE DATES are available on Canvas, and at the end of the syllabus. **LATE submissions are NOT accepted. So, please do not ask me if you may submit an assignment after its due date.** Accommodations to this policy will be made only in the case of an **extended illness** that is documented in writing by a physician; or an extended jury duty. Guidelines for all assignments will be posted at least one week in advance, and excuses will not be accepted unless there is an EXTENDED illness or death of an immediate family member. Moreover, no student should expect to receive:

- Special consideration for undocumented absences
- Extensions on due dates, in the absence of a corresponding documented absence
- Extra credit work to make up for poor performance on assigned work
- Modification of grading policies to improve the student's grade
- A change in grade to address concerns regarding:
 - Progression in the student's program
 - Admission to an academic program
 - Expectations of the student of the student's family

Important:

- **Please DO NOT send ANY assignments by email.** If you do so, the assignment will NOT be opened and you will be wasting your time. Assignments can be graded only if they are posted in the correct folder. If you experience technical problems, and you email me ahead of the deadline, I will be available to help you post the assignment.

Important: Before submitting an assignment, make sure to open the file and verify that this is draft you want to submit. If a student submits the wrong assignment (while still within the due date) and then requests to resubmit the assignment, 5% of the assignment grade will be subtracted. Submissions after the due date are not accepted under any circumstances.

- Make sure to submit assignment via a PC and in Microsoft WORD format. Assignments that are not submitted in an accessible format will receive ZERO credits
- Also, even though I allow you to submit assignments by 11:59 pm, I will not be available to help you after 10:00 pm. Plan accordingly.

COURSE ASSIGNMENTS:

2. **Self-Introductions Assignment:** (20 points)

The purpose of this assignment is to help course participants to get to know one another and to identify their learning goals for this course. You will develop a PowerPoint presentation to fully address how key factors in your life history have influenced your career choice or have had an impact on your career goals. You will apply this information to your interest in learning more about the field of speech-language pathology and audiology. You will post this assignment in the DB forum designated for it. After posting your self-introduction, you are required to respond to the introduction of at least 1 colleague. Here are main points you should address in your self-intro:

- Your academic background, major and minor, current work, etc.
- What makes you interested in in this course and in studying communication disorders/speech-language pathology
- Your career goals
- From a professional standpoint, where do you see yourself 4-5 years from now
- Include a picture, unless you prefer not to

Power Point and Prezi are the only acceptable formats for this introduction assignment. You are encouraged to include a picture of yourself in order to make it easier for your colleagues to relate to you.

3. **Online quizzes:** (420 points)

There will be a quiz for each assigned chapter of the textbook. Quizzes are based on information presented in text chapters. These quizzes are not meant as take-home quizzes: you are expected to read the assigned chapter thoroughly and understand it before you take the quiz. As soon as you complete a quiz, your grade will be available in the grade book. These quizzes consist of multiple-choice and true-false questions, and the time it takes to read a question is the time to answer it. On average, most students should finish a quiz within 15 -20 minutes. However, to accommodate students who may have learning disabilities, the time is doubled for the whole class. Thus, the average quiz time limit is 30-40 minutes. You are advised to make good use of your time. If you spend time flipping through the text and looking for answers, your time will expire before you finish, and your grade will be based on the number of items you finished. Under these circumstances there will be no makeups of any kind. The system keeps a detailed log on your activity and the number of seconds/minutes you spend on each question.

Quizzes will go offline after the submission deadline and will not be reopened. There will be no make-up quizzes if you miss the due date. *Note: The purpose of these quizzes is to help you understand and retain the concepts presented in the class. It is critical that you read the assigned chapter prior to starting a quiz.*

4. **ASHA Website Search (70):**

Students will download a list of questions (posted on BB, under Assignments). Each student will access the website of the *American Speech language Hearing Association* (www.asha.org) and related official sites (if needed) to answer these questions. You can also access any other credible websites you want in order to

answer these questions. In order for a student to get the maximum grade on this assignment, s/he must answer each question fully and accurately and must copy and paste the link of the page where the answer was found.

5. **Term Research Project: CHOOSE ONLY one of the following:**

Students have a choice of (a) writing a research paper on a topic of that is part of this course) OR (b) Interview a patient and write a summary of the interview.

a. **Option A: Research Paper (150):**

The purpose of this assignment is to allow course participants to conduct an in-depth search on a specific communication disorders topic of their choice. The topic must be a communication disorders topic. To find topics, read the names of textbook chapters and chapter subheadings. **Topics related to Reading (e.g., dyslexia) are not part of communication disorders**, and will not be acceptable for this assignment. Prior to starting your paper, you need to formulate the title of your paper and send the title to me for approval.

The body of the paper will consist of 2,000 to 2,500 words. It MUST be FULLY in APA style, with double-spaced pages, using a 12 Times New Romans font. Detailed instructions and examples of written papers in APA style are available on Purdue OWL at the following link:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

The word count does not include the cover sheet or the reference list. No abstract is required. Papers exceeding the word count will not be accepted for credit. Specific guidelines and a grading rubric are available in the Course Assignment folder (in the course menu). A link will be available for you to submit the assignment.

Before writing your paper, you are required to email me the title of your paper to make sure it is 100% related to the course. Your title cannot exceed 14 words, must be related to a communication sciences and disorders topic pertaining directly to the course. You MUST use at least 4 JOURNAL articles. They cannot be books or websites. Any additional sources you use must be journal articles. Both the title and the 4 articles must be listed in the References section according to APA style.

Option B: Interview a Communication Disorders Patient OR a Clinician (SLP or Audiologist)

Students choosing to interview a patient/clinician must follow specific guidelines that are available on Bb. The student identifies a speech language pathologist/audiologist OR a person who is OFFICIALLY diagnosed with a communication or swallowing disorder, conduct an interview, and submits a write-up of the interview. Detailed guidelines and a grading rubric are available in the Assignment and Guidelines folder on Bb.

It is the student's responsibility to find the person to interview. Please do not ask me for suggestions. You may refer to local school, private clinics, hospital websites, etc. to identify and reach out to professionals. If you choose to interview a patient, that person CANNOT be a sibling. If the person is a young child (i.e., up to 10 years old), you can interview the parent/caregiver with (or instead of) the child. The law requires strict protection of the patient's privacy. Therefore, if you choose to interview a patient, you can only refer to them by their initials or with a fake name.

6. **Discussion Board Forums and Interactive Activities: (280)**

Students will participate in weekly discussion board forums about the current subject matter that is being studied. Students will be provided with discussion prompts, a video-clip, an assigned reading, and questions that encourage dialogue through which a topic can be explored on a personal dimension. You are required to post 3 times during each class. Here are the guidelines:

- Your first posting will respond directly to the forum's prompt and MUST be at least 150 words in length. Posts will be entered into a word counter. **A post that does not meet the word count rule will receive**

ZERO. The initial post for MONDAY classes will be due by 11:59 pm MONDAY. This post is worth 10 points. The 2 additional postings are worth 7.5 points each. The minimum word count for each of these is 100 words. Postings not meeting this condition will receive a grade of ZERO. The initial posting for classes that start THURSDAY will be due by 11:59 pm FRIDAY. The additional 2 postings will be due by 11:59 pm SUNDAY.

Your postings must show good understanding of the course content (textbook, assigned readings, videos, etc.). In your postings, you should substantiate the points you make with reference to the textbook and/or any other research-based sources (journal articles, documentaries, books, etc.). Then, you must document any sources you use according to APA guidelines. For step-by-step information on how to use APA style, go to Purdue OWL:

(https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

Important: To form a well-thought posting, you should first type it as a word document, use the word counter to make sure it meets the minimum word count. You can then copy and paste it directly to the forum. Postings that are entered as an attachment are not considered discussion and will receive ZERO credits. You must use the reply button and enter your response directly into the discussion window. Each posting will be graded INDIVIDUALLY, and the word count for one posting will not carry to the word count of another. If any individual posting does not meet the required word count, it will automatically receive a grade of zero.

Missed Discussion Board Assignments CANNOT be made up under any circumstances (i.e., even if the student has a perfectly legitimate excused absence). The purpose of Discussion Board assignments is to stimulate discussion on topics pertaining to the course content. Therefore, once a discussion ends, contributing to it will be totally irrelevant. Once a DB forum closes, it will not be reopened under any circumstances.

How to Post Your Forum: Responses:

Your DB postings/comments must be typed (or pasted) INSIDE the DB forum window itself. Discussion comments CANNOT be posted as attachments. Posts not placed directly INSIDE the allocated window will receive a ZERO. More details under DB Assignments below.

All other assignments need to be submitted as WORD DOC ATTACHMENTS. Use the “Browse” feature, locate your written assignment on your computer/USB, select the CORRECT folder, and post it. It is your responsibility to verify that you submit the correct file. Not doing so will affect your grade.

Grades and Feedback on assignments will be posted in the Canvas Grade Center. I will not transmit grades, scores or performance assessments through email due to privacy regulations. Please keep a personal copy of all assignments/projects/outlines that you have posted so your work can be resubmitted if there is a posting or transmission error. The grade of the course is based on a 840-point grading system distributed as follows:

Grade Distribution and Grading Key

<i>Final Grade Itemization</i>		<i>Grading Scale</i>			
Introductions	20	A	100-94.00%	C+	79.99-77.00%
ASHA website search	70	A-	93.99-90.00%	C	76.99-74.00%
Paper/Interview	100	B+	89.99-87.00%	C-	73.99-70.00%
Online Quizzes	360	B-	83.99-80.00%	F	<60%
Course Reflections	20				
Total	840				

TENTATIVE COURSE SCHEDULE

ASSIGNMENT DUE DATES: Specific due dates for all assignments are noted on Canvas in the location where the assignment is posted. Due date accommodations for emergency campus closings or holidays will be taken into consideration when posting assignment due dates to Canvas.

Date	Topic Covered	Assignment Due Dates
Class 1 6/01 T-W	<ul style="list-style-type: none"> Chapter 1: Introduction to the Disciplines 	Due by 11:59 pm TUESDAY 5/26 <ul style="list-style-type: none"> First DB Posting Due by 11:59 pm WEDNESDAY <ul style="list-style-type: none"> Self-Introduction Chapter Quiz 1 Additional posting
Class 2 6/03 R-S	<ul style="list-style-type: none"> Chapter 2: Communication Across the Lifespan 	Due by 11:59 pm FRIDAY <ul style="list-style-type: none"> First DB Post Due by 11:59 pm SUNDAY <ul style="list-style-type: none"> Chapter Quiz 2 Discussion Board posts ASHA website search
Class 3 6/07 M-W	<ul style="list-style-type: none"> Chapters 15 Hearing Disorders 	Due by 11:59 pm MONDAY <ul style="list-style-type: none"> Chapter Quiz Course Reflections
Class 4 6/10 R-S	<ul style="list-style-type: none"> Chapter 5: Developmental Speech Disorders 	Due by 11:59 pm THURSDAY <ul style="list-style-type: none"> First DB Post Due by 11:59 pm SUNDAY <ul style="list-style-type: none"> Chapter Quiz 2 Discussion Board posts
Class 5 6/14 M-W	<ul style="list-style-type: none"> Chapter 6: Voice Disorders 	Due by 11:59 pm MONDAY <ul style="list-style-type: none"> First DB Post Due by 11:59 pm WEDNESDAY <ul style="list-style-type: none"> Chapter Quiz 2 Discussion Board posts
Class 6 6/17 R-S	<ul style="list-style-type: none"> Chapter 7: Cleft Lip and Palate 	Due by 11:59 pm THURSDAY <ul style="list-style-type: none"> First DB Post Due by 11:59 pm SUNDAY <ul style="list-style-type: none"> Chapter Quiz 2 Discussion Board posts
Class 7 6/21 M-W	<ul style="list-style-type: none"> Chapter 8 Fluency Disorders 	Due by 11:59 pm MONDAY <ul style="list-style-type: none"> First DB Post Due by 11:59 pm WEDNESDAY <ul style="list-style-type: none"> Chapter Quiz 2 Discussion Board posts
Class 8 6/24 R-S	<ul style="list-style-type: none"> Chapter 9: Motor Speech Disorders Chapter 11 Dysphagia 	Due by 11:59 pm THURSDAY <ul style="list-style-type: none"> First DB Post Due by 11:59 pm SUNDAY <ul style="list-style-type: none"> Chapter Quiz Interview Write-up

		<ul style="list-style-type: none"> • 2 Discussion Board posts
Class 9 6/28 M-W	<ul style="list-style-type: none"> • Chapter 12 Language Impairment in Children 	Due by 11:59 pm MONDAY <ul style="list-style-type: none"> • First DB Post Due by 11:59 pm WEDNESDAY <ul style="list-style-type: none"> • Chapter Quiz • 2 Discussion Board posts
Class 10 7/01 R-S	<ul style="list-style-type: none"> • Chapter 13 Acquired Neurogenic Language Disorders 	Due by 11:59 pm THURSDAY <ul style="list-style-type: none"> • First DB Post Due by 11:59 pm SUNDAY <ul style="list-style-type: none"> • Chapter Quiz • 2 Discussion Board posts