



COMD 2330

Anatomy and Physiology for Communication Sciences and Disorders

Term: *Fall 2026*

Course Dates: Aug 25-Dec 8, 2026

Professor: Amber N. Chauncey, MA, CCC-SLP

Course Times: Face-to-Face (section 001) OR online (section 060), TTh, 8:00-9:20am

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Course Overview

This course is designed to introduce undergraduate students of communication sciences and disorders to an overview of the anatomy and physiology of speech, language, hearing, and swallowing. We will explore the anatomy and physiology of skeletal and soft tissue structures responsible for respiration, phonation, articulation and resonance. Then we will focus on the anatomy and physiology of typical deglutition and swallowing processes. Students will also learn about auditory anatomy and physiology to understand hearing and the auditory pathway to the brain. Lastly, we will focus on brain regions and networks responsible for language perception and production.

Student Learning Outcomes

After successfully completing this course, you will be able to:

- Define concepts and scientific terminology pertaining to human anatomy and physiology
- Identify the anatomical structures involved in speech, language, hearing, and swallowing
- Explain the role of the respiratory system in speech production and swallowing
- Explain the role of the phonatory system in speech production and swallowing
- Explain the role of the articulatory system in speech production and swallowing
- Explain the role of the auditory system in speech perception and production
- Explain the role of the nervous system in speech perception and production, swallowing, and language comprehension and production

Required Textbooks and Readings

- **Textbook**
Seikel, J. A., Drumright, D. G., & Hudock, D. J. (2025). *Anatomy & Physiology for Speech, Language, and Hearing* (7th ed.). Plural Publishing. ISBN13: 978-1-63550-628-0.
- **Additional Readings:** During the semester you may have other readings assigned and posted on Canvas.

Course Structure

Students are encouraged to complete the assigned readings and review the lecture slides prior to each class period. The content of this course will be presented in multiple modalities, including class presentations, labs, case studies, literature reviews, student presentations, YouTube videos, online activities, and class discussions. You will have both individual work and the opportunity to work with each other during this class. Canvas will be an important part of this course. Additional readings, discussion topics, case studies, and assignments will be posted there.

Tips for Success in this Course

1. **Participate.** I encourage you to not just show up to class but to actively engage during class time. Meaningfully attend to the information presented, consider and answer questions posed, ask questions when needed, and engage your classmates in conversation about the course content. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills.
2. **Manage your time.** I get it—students usually juggle a lot, and I know you have commitments beyond this class. Still, doing your best often means carving out enough dedicated time for coursework. Try scheduling

specific blocks of time and ensure you have enough room to finish assignments, allowing extra space for any tech issues that might pop up.

3. **Login regularly.** I recommend that you log in to Canvas at minimum a few times a week to view announcements, download notes available, participate in discussion posts, and see any assignment updates.
4. **Do not fall behind.** This class moves at a quick pace with a large amount of specialized content/knowledge. If you feel you are starting to fall behind, check in with me as soon as possible so we can troubleshoot together. It will be hard to keep up with the course content if you fall behind early on. Please do not wait until later in the semester to ask for help or to admit you need additional assistance.
5. **Use Canvas notification settings.** Pro tip! Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable notifications to be sent instantly or daily. ([Canvas Notification Guide](#))
6. **Use tools to help facilitate learning.** When studying anatomy, consider use of colored pencils or highlighters for color coding and differentiating structures. Flashcards are a great resource to reinforce key concepts, definitions, and functions. Tracing paper and transparent sticky notes can be used to trace, color, and label structures from text. Review videos to visualize the movements or relationships between structures.
7. **Ask for help if needed.** If you are struggling with a course concept, reach out to me and your classmates for support.

Graded Course Requirements Information

Assignments (five total worth 80 points each for a total of 400 points)

- Assignments may include reading activities, lab activities, worksheets, labeling, or quizzes completed either in class or outside of class. If you do your reading beforehand as suggested and attend class regularly, you should find that you are set up for success on these activities.
- Assignments will be spaced out to include one assignment per unit section (respiration, phonation, articulation and resonance, mastication and deglutition combined with hearing, and neuro).

Attendance, Participation & Engagement (worth 100 points together)

- During live class
- During group discussion board activities
- Simply being present for class is not sufficient to earn full points in this category

Exams (five exams worth 100 points each for 500 points total)

- Exams will be taken either online in class or online at home. Content includes multiple choice, true/false, matching, labeling, short answer, application, and case studies.
- Exams will be spaced out to include one exam per unit section (respiration, phonation, articulation and resonance, mastication and deglutition combined with hearing, and neuro).

Grading Structure

Assignment	Percentage %
Attendance/Participation/Engagement	10%
Assignments as described above (5 total)	40%
Exams (5 total)	50%
Total	100%

**Grading Scale based
on 1,000 points
available**

- **A** - (90% or higher)
- **B** - (80 - 89%)
- **C** - (70 - 79%)
- **D** - (60 - 69%)
- **F** - (Below 60%)

I want your focus to be on learning and mastering content to set the basis for knowledge needed for your future career. I will provide all the content and structure you need to make a high grade in this class. If you complete your assignments on time and dedicate appropriate time to class engagement, studying for exams, and learning progress, you are set up to be highly successful in this course. It is up to you to do the work and dedicate the time to earn the A I am setting you up for. We work together to help you achieve success!

Late Work and Make-Up Exams:

If you are absent for an assignment/exam or unable to turn in an assignment on time for an emergency reason, it is your responsibility to alert me on the day of the work missed. If a valid reason for missing the work is established, you will be given an opportunity to make up the missed work. If an emergency reason is not established, work must be made up within two days with 30% of grade points sacrificed for lateness.

Online Participation:

Students participating in class via distance education must have reliable access to the video-conferencing platform used for class and a functioning webcam and microphone. To promote engagement, collaboration, and a learning environment comparable to the in-person classroom experience, students are expected to keep their cameras on and interact by asking/answering questions just like the students in person.

Online students are expected to participate fully in all course activities, including class discussions, breakout room activities, collaborative learning exercises, polls, and other interactive components. Participation expectations for online students are equivalent to those for in-person students. Students should attend class from an environment that minimizes distractions and supports active engagement in course activities. Active participation benefits both you, the student, and me as your instructor.

Your attendance grade depends upon your camera being on and your participation being active. If your camera is off, you will be marked absent for that class day unless prior arrangements have been made with me in advance. Otherwise, I have no way of knowing whether you are actually present and attending to class.

Course TENTATIVE schedule

Week	Topic	Text Reading	Assignment Due Dates
Week 1	Course Introduction Basic Elements of Anatomy	Syllabus, Chapter 1	Read syllabus before coming to class and bring any questions to class, Syllabus quiz on 8/27
Week 2	Anatomy of Respiration	Chapter 2	Assignment 1 (respiration) on 9/3
Week 3	Physiology of Respiration	Chapter 3	Exam 1 (basic anatomy and respiration) on 9/10
Week 4	Anatomy of Phonation	Chapter 4	
Week 5	Physiology of Phonation	Chapter 5	Assignment 2 (phonation) on 9/22
Week 6	Anatomy of Articulation and Resonation	Chapter 6	Exam 2 (phonation) on 9/29
Week 7	Anatomy of Articulation and Resonation	Chapter 6	
Week 8	Physiology of Articulation and Resonation	Chapter 7	Assignment 3 (articulation) on 10/13
Week 9	Physiology of Mastication and Deglutition	Chapter 8	Exam 3 (articulation and resonation) on 10/20
Week 10	Anatomy of Hearing	Chapter 9	
Week 11	Auditory Physiology	Chapter 10	Assignment 4 (swallowing or hearing- your choice) on 11/3
Week 12	Neuroanatomy	Chapter 11	Exam 4 (swallowing and hearing) on 11/10
Week 13	Neurophysiology	Chapter 12	
Week 14	Review, Catch-up week	Case studies for application	Assignment 5 (neuro) on 12/1
Week 15	Final (Dec 8th at 8am)		Exam 5 (neuro) on 12/8

Note: This is a tentative schedule, and subject to change as necessary – monitor the course page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

Attendance Policy:

Regular attendance in this course is mandatory and critical to your success in this course. Classes will begin on time and will utilize the full lecture class time. You are expected to be there on time and remain for the entire class time. If you plan to be out for any reason, please let me know ahead of time, and, if applicable, bring proof of written emergency (i.e., death in the family, car accident, illness, court appearance, etc.) to the next class you attend. Missing classes without an excused absence will lead to loss of class participation points. Habitually arriving late or leaving early will also lead to loss of class participation points as this is disruptive of class time and shows disrespect for fellow classmates and the professor. Ongoing issues with attendance will be reported to the registrar. If you are absent for any reason, it is your responsibility to get with your classmates about the content you missed.

Artificial Intelligence Statement:

For purposes of this course, AI is not permitted at all. AI WILL NOT HELP YOU MASTER A&P! I expect all work that students submit for this course to be their own. I have carefully designed all assignments and class activities to support your learning of knowledge and mastery of content. Doing your own work is best for your efforts in mastering course learning objectives. I expressly forbid using ChatGPT or any other artificial intelligence (AI) tools for any stage of the work process. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values.

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.

University Policies & Student Resources:

University policies and student resources are available on the University website and in Canvas under "Syllabus."

- [University Policy](#)
- [Student Resources](#)