Fall 8-1-2022

CSD 110.01: Introduction to Speech, Language, and Audiology

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CSD 110: Introduction to Speech, Language, and Audiology

8/29/22 – 12/16/22 | 3 credits | Face to Face| Curry Health Center 073 |CRN 70962

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Covid 19 Information

As UM returns to primarily face-to-face classes, we anticipate most students will attend classes in person. If you need a COVID-related accommodation in order to attend class, email the Office of Disability Equity at ODE@umontana.edu. ODE will work with you and your advisor on a case-by-case basis. Please refer to the Provost's webpage for additional COVID-related resources for mental health, academic support, and updates. You may also visit the Curry Health webpage for symptom and health information related to COVID.

Land Acknowledgement

The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispel people. We honor the path they have always shown us in caring for this place for the generations to come.

Course Catalogue Description

CSD 110: Introduction to the scientific study of human communication and its disorders and to the professions of Speech-Language Pathology and Audiology. Overview of biological systems of speech, language, and hearing and the nature and treatment of communication disorders.

Course Format

This course will be hosted online. The Moodle course shell will supplement assignments and information. Students will expect a combination of open and closed book tests, learning activities/assignments, lecture, and semester assignments.

Course Objectives

The student will:

1. Develop their understanding of the various professions within communication sciences and disorders
2. Know the difference between typical and disordered communication
3. Gain knowledge in the anatomy and physiology of the speech production mechanism
4. Develop their understanding of childhood language impairments
5. Gain knowledge in speech sound disorders
6. Demonstrate understanding of literacy development and impairments
7. Demonstrate understanding of adult language impairments
8. Gain knowledge in the area of fluency disorders
9. Demonstrate understanding of voice and resonance disorders
10. Gain knowledge of motor speech disorders
11. Gain knowledge in the area of swallowing disorders
12. Become familiar with audiology and hearing loss
13. Demonstrate understanding in the area of augmented and alternative communication

Course Guidelines and Policies

Students are expected to attend/participate in all sessions and are responsible for any content that is missed because of absence. **If you are unable to attend/participate in a class, please email your instructors ahead of time requesting to be excused.** Students are expected to participate in all activities and complete all assignments on time.

Required Textbooks

Owens & Farinella: **Introduction to Communication Disorders**
A Lifespan Evidence-Based Perspective, 6th Edition
ISBN-13:   9780134801599

Independent Knowledge & Access to:

Sufficient internet speed/bandwidth, Word processing, PDF converter, Flipgrid, Video Recording (e.g., phone, computer), screen recording (e.g., screencast-o-matic, computer's internal camera), PPT voice over, Zoom, upload to YouTube, Loom, Moodle, and TedTalk. **When facing difficulty using technology, contact IT Help (406) 243-4357.**

Absences

Students must notify Dr. Schoffer Closson of serious circumstances that result in a missed exam or final in order to be considered for rescheduling. Should an unforeseen event such as hospitalization or family emergency result in missing an exam, students must consult with Professor Closson regarding possible accommodations to be determined at the discretion of the instructor; furthermore, students may be asked to provide written verification of the circumstances. Students must make every effort to contact Dr. Schoffer Closson prior to missing the exam or submission deadline.

Late assignments

Work submitted late will result in the reduction of 2 points *per day* the assignment is late. Students are encouraged to turn assignments in on time.

Technology Expectations

Students will be required to have the ability to access Moodle. Please refer to the following document for basic system requirements: Basic Minimum System Requirements for Moodle. Students must be able to access technology to complete assignments such as printing and scanning devices as well as word processing programs. Students can download the Microsoft Office Suite through the University.

Academic Honesty

Students are expected to adhere to academic conduct policies of the University of Montana as explained in Article IV of your University of Montana Student Conduct Code: "Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. Academic misconduct is defined as all forms of academic dishonesty, including but not limited to: (1) plagiarism, (2) misconduct during an examination or academic exercise, (3) unauthorized possession of examination or other course materials, (4) tampering with course materials, (5) submitting false information, (6) submitting work previously presented in another course, (7) improperly influencing conduct, (8) substituting, or arranging substitution, for another student during an examination or other academic exercise, (9) facilitating academic dishonesty, and (10) Altering transcripts, grades, examinations, or other academically related documents."

Plagiarism/Academic Conduct/Student Code of Conduct

Plagiarism is further defined in the University of Montana's Student Conduct Code as "Representing another person's words, ideas, data, or materials as one's own." Students must acknowledge the work of others using appropriate referencing procedures as described in the APA Manual. Students may be penalized for plagiarism under academic misconduct policies, which may include disciplinary sanctions, suspension, or expulsion.

Submission of work taken directly from another source (e.g., lesson plan copied from a book, the Internet, or material developed by another student) will be considered plagiarism and grounds for no credit on the assignment unless properly credited. Students are encouraged to use a variety of resources in obtaining ideas and illustrations that will help complete assignments. See the APA Guide (7th edition) for the correct method to cite other authors' work. Another useful resource I strongly recommend is The Purdue OWL.

Disability Modifications

The Equal Opportunity and Affirmative Action Office and the Office for Disability Equity (ODE) support the University of Montana in assuring equal access to instruction through collaboration between students with disabilities, instructors, and ODE. If you have a disability that adversely affects your academic performance, and you have not already registered with ODE, please contact ODE in the Lommasson Center 154, 406.243.2243, or ode@umontana.edu . I will work with you and ODE to provide an appropriate modification. Read&Write literacy support software is available to students.

Diversity Statement

Your experience in this class is important to me. I welcome individuals of all backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, races, national origins, religious affiliations, sexual orientations, ages, abilities, and other visible and nonvisible differences. Please know that I will gladly honor your request to address you by an alternate name or gender pronoun. All members of this class are expected to contribute to a welcoming, respectful, and inclusive environment for every other member of this class.

Performance Assessments

Examinations

Understanding of the course material will be assessed with midterm and final examinations. Exams will be closed book. The exams may include questions in the following format: multiple-choice, matching, fill-in the blank, short answer, true/false, and diagrams. Exam questions will be based on materials from the videos, course materials, websites, readings, and assignments. Exams may not be taken early; please make travel plans accordingly. Using your phone to take an exam may result in images associated with questions being partially blocked or omitted. **Please use a computer to take your exam.**

Quizzes

Students will be required to complete a quiz on the topic **prior to the lectures**. The quizzes will be in the Moodle shell and are open book. They are not timed, but they do have a closure date and time. Be mindful of due dates in your Moodle shell and the course calendar.

Semester Assignments

There will be 2 semester assignments. Information will be provided in the Moodle shell. One is a reflection paper and one is an observation report. Students will be given the opportunity for one extra credit assignment and it will be detailed in the Moodle shell.

Participation

Students will participate in forums, discussions, written responses, individual, and group activities. These activities will occur throughout the term, will be embedded in the course content, and will be graded. Only students with excused absences (i.e. doctor's note, prior approval from the instructor) will have an opportunity to make-up assignments. Forums will be graded as such:

0 points	Cheerleading (i.e. I agree, good job, etc.) as a response, or no contribution at all.
1 point	Participation that reflects a basic understanding, but does not encourage reflection, thought, or further discussion.
2 points	Thoughtful participation that demonstrates a full understanding of the topic and encourages others' learning by providing additional informational resources (refer to articles, share videos and webpages at least once throughout the thread), opportunity for reflection, or encourages deeper discussion.

3 points	First contribution to discussion only. All the elements of the "two point" section plus bringing in an outside resource such as a webpage (.edu or .org), video, TedTalk, article, etc.

Grading Criteria:

The grading scale is as follows:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93-100%	90-92%	87-89%	83-86%	80-82%	77-79%	73-76%	70-72%	67-69%	63-66%	60-62%	59 ↓

Chapter Quizzes = 25%

Chapter Assignments = 25%

Semester assignments = 25%

Exams = 25%

Calendar (please read paragraph below carefully)

This course relies on the 2022-2023 Academic Calendar. Please see the following table for an overview of course sessions, topics, and deadlines.

CSD 110 Fall 2022: Tentative Class Calendar is subject to change as needed.

Unit	Date 2022	Topic and Readings	Due
	8/30	Introduction and Syllabus Review Chapter 1 Quiz Open	
01	9/1	Chapter 1 Lecture Chapter 2 Quiz Open	Due by 11:00 am - Chapter 1 quiz - Introductory assignments from Moodle
01	9/6	Chapter 1 Assignment	
02	9/8	Chapter 2 Lecture Chapter 3 Quiz Open	Due by 11:00 am - Chapter 2 quiz - Chapter 1 assignment
02	9/13	Chapter 2 Assignment	
03	9/15	Chapter 3 Lecture Chapter 4 Quiz Open	Due by 11:00 am - Chapter 3 quiz - Chapter 2 assignment
03	9/20	Chapter 3 Assignment	
04	9/22	Chapter 4 Lecture Chapter 5 Quiz Open	Due by 11:00 am - Chapter 4 quiz - Chapter 3 assignment
04	9/27	Chapter 4 Assignment	

Unit	Date 2022	Topic and Readings	Due
05	9/29	Chapter 5 Lecture Chapter 6 Quiz Open	Due by 11:00 am - Chapter 5 quiz - Chapter 4 assignment
05	10/4	Chapter 5 Assignment	
06	10/6	Chapter 6 Lecture Chapter 7 Quiz Open	Due by 11:00 am - Chapter 6 quiz - Chapter 5 assignment
06	10/11	**REMOTE LEARNING DAY** Chapter 6 Assignment	
07	10/13	Chapter 7 Chapter 8 Quiz Open	Due by 11:00 am - Chapter 7 quiz - Chapter 6 assignment
07	10/18	Chapter 7 Assignment/Test Prep	
08	10/20	**REMOTE LEARNING DAY** Chapter 8 Lecture Chapter 9 Quiz Open	Due by 11:00 am - Chapter 8 quiz - Chapter 7 assignment
	10/25	**EXAM 1 – Bring Computer** Chapter 1-7	
08	10/27	**REMOTE LEARNING DAY** Chapter 8 Assignment	
09	11/1	Chapter 9 Lecture Chapter 10 Quiz Open	Due by 11:00 am - Chapter 9 quiz - Chapter 8 assignment - **Reflection paper**
09	11/3	Chapter 9 Assignment	
	11/8	**NO CLASS** – Election Day	
10	11/10	Chapter 10 Lecture Chapter 11 Quiz Open	Due by 11:00 am - Chapter 10 quiz - Chapter 9 assignment
10	11/15	Chapter 10 Assignment	
11	11/17	Chapter 11 Lecture Chapter 12 Quiz Open	Due by 11:00 am - Chapter 11 quiz - Chapter 10 assignment
11	11/21	Chapter 11 Assignment	
	11/24	**NO CLASS** - Thanksgiving	
12	11/29	Chapter 12 Lecture Chapter 13 Quiz Open	Due by 11:00 am - Chapter 12 quiz - Chapter 11 Assignment
12	12/1	Chapter 12 Assignment	
13	12/6	Chapter 13 Lecture	Due by 11:00 am - Chapter 13 quiz

Unit	Date 2022	Topic and Readings	Due
			- Chapter 12 assignments - **Observation assignment**
13	12/8	Chapter 13 Assignment	
	12/12	**EXAM 2 – Bring Computer** Chapter 8-13 10:10-12:10 Curry 073	Due by 10:00 am - Chapter 13 assignment - **Extra credit assignments**

Student Resources

Please see the course Moodle shell for a list of campus resources available to help students be successful across UM courses. UM provides a wide range of supports for tutoring, financial, and personal development. The UM Diversity Center has a comprehensive list of resources on its webpage.

Place of Course in Program

Purpose

The purpose of this three-credit course is to provide students with an introductory knowledge of Speech, Language, and Hearing Sciences providing the foundation for future coursework. The course fulfills the undergraduate course requirement for a major in Communicative Sciences and Disorders and SLP Assistant certificate requirement.

Conceptual Framework for Learning Community and Diversity

As part of the School of Speech, Language, Hearing, and Occupational Sciences, this course will provide students with a learning community that a) integrates ideas, b) encourages cooperative endeavors, and c) respects diversity and individual worth. *The goals of the learning community will be demonstrated through the following course-specific experiences:*

a. Participating in classroom discussion and small group work;
b. Conducting assessments and describing language abilities of children with language impairments regardless of etiology;
c. Developing treatments to promote language learning in a contextualized and systems framework.

Mission of the School of Speech, Language, Hearing, & Occupational Sciences

The mission of the School of Speech, Language, Hearing, & Occupational Sciences is to prepare students for progressive, collaborative, and research-minded careers in speech-language pathology, audiology, and related fields through rigorous academic and clinical training. We strive to be innovative in the use of technology and program delivery to provide services to traditionally underserved regions and populations. Through our emphasis on typical and atypical speech, language, cognition, swallowing, and hearing function, students gain knowledge and skills along with ethical and culturally competent values that foster a commitment to lifelong learning and civic engagement.