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### CSD 110.50N: Introduction to Speech, Language, and Audiology

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Schoffer Closson, Jennifer K., "CSD 110.50N: Introduction to Speech, Language, and Audiology" (2023).  
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## **CSD 110 50N: Introduction to Speech, Language, and Audiology**

1/17/23 – 3/10/23 | 3 credits | Distance | Monday Content Posted by Noon | CRN 32483

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**Instructor:** Jennifer Schoffer Closson, Ed D, CCC-SLP she/her

**Email:** [jennifer.closson@mso.umt.edu](mailto:jennifer.closson@mso.umt.edu) | Subject: CSD 110 S23

Email is preferred communication mode

**Phone:** 406-243-5261 | Zoom Meeting ID 4062435261

**Appointments:** By arrangement – please email to set up

### **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](mailto: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 is a compressed 8-week course offered fully online in an asynchronous learning environment. Student learning is supported by Moodle, an online learning platform. The course content is divided into 13 topic units over the course of the 8-weeks, Expected learning for all 8-weeks will take place between the scheduled dates of this specific course 08/29/22-10/21/22. **Due to the compressed format and fast-paced online learning environment, fully online SLHOS courses do not follow the traditional on-campus UM academic calendar. Students are responsible for all deadlines described in the syllabus and course calendar.**

## 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, 6<sup>th</sup> 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 Professor Permar 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 Permar 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 Professor Permar 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 Aber Hall, 1<sup>st</sup> floor, 406.243.2243, or [ode@umontana.edu](mailto: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

Chapter quizzes	10%
Exams	30%
Assignments	30%
Semester Assignments	30%
<b>Total</b>	<b>100%</b>

## 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	<u>First contribution to discussion only.</u> 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 ↓

### CSD 110 Spring 2023: Tentative Class Calendar is subject to change as needed.

Week Starting	Topics & Readings	Assignments Due by Noon on Mondays Watch Moodle for Deadlines
1/17/23	<b>Week 1:</b> Introductions & Syllabus Review Chapter 1: The Field, The Professionals, and The Clients	Introductory assignments Chapter 1 quiz (required prior to starting content)
1/23/23	<b>Week 2:</b> Chapter 2: Typical and Disordered Communication Chapter 3: Anatomy and Physiology of the Speech Mechanism	Chapter 2 quiz (required prior to starting content) Chapter 3 quiz (required prior to starting content) Chapter 1 assignment
1/30/23	<b>Week 3:</b> Chapter 4: Childhood Language Impairments Chapter 5: Speech Sound Disorders	Chapter 4 quiz (required prior to starting content) Chapter 5 quiz (required prior to starting content) Chapter 2 assignment Chapter 3 assignment
2/6/23	<b>Week 4:</b> Chapter 6: Developmental Literacy Impairments Chapter 7: Adult Language Impairments	Chapter 6 quiz (required prior to starting content) Chapter 7 quiz (required prior to starting content) Chapter 4 assignment Chapter 5 assignment
2/13/23	<b>Week 5:</b> <b>Exam 1 (2/15/23)</b> Chapter 8: Fluency Disorders	Chapter 8 quiz (required prior to starting content) Chapter 6 assignment Chapter 7 assignment

<b>Week Starting</b>	<b>Topics &amp; Readings</b>	<b>Assignments Due by Noon on Mondays Watch Moodle for Deadlines</b>
<b>2/21/23</b>	<b>Topic 6:</b> Chapter 9: Voice and Resonance Disorders Chapter 10: Motor Speech Disorders	Chapter 9 quiz (required prior to starting content) Chapter 10 quiz (required prior to starting content) Chapter 8 assignment  Reflection paper
<b>2/27/23</b>	<b>Week 7:</b> Chapter 11: Disorders of Swallowing Chapter 12: Audiology and Hearing Loss	Chapter 11 quiz (required prior to starting content) Chapter 12 quiz (required prior to starting content) Chapter 9 assignment Chapter 10 assignment
<b>3/6/23</b>	<b>Week 8:</b> Chapter 13: AAC	Chapter 13 quiz (required prior to starting content) Chapter 11 assignment Chapter 12 assignment
<b>Course Closes 3/13/23 Noon</b>	<b>Exam 2 (3/10/23)</b>	Chapter 13 assignment Observation assignment Extra credit assignment

### **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.