SPLH 261: Survey of Communication Disorders
Fall Semester, 2015; T/R 8–9:15 am
2092 Dole Human Development Center

Course Instructor: Matthew Gillispie, PhD, CCC-SLP
Email: wm@ku.edu (This is the best way to contact me!)
Phone: 864-0643
Office: 2101B Haworth
Office Hours: TBA, and by appointment

Course TA: Troy Dargin
Email: tdargin@ku.edu
Office: 3017 Dole
Office Hours: by appointment; email to schedule

Course Description
SPLH 261: Survey of Communication Disorders meets the requirements for KU’s Core Curriculum Goal 3: Develop a basis of knowledge across fundamental areas of study (social sciences). This course will introduce you to normal development and processes of human communication, and survey the various disorders that occur when these processes are delayed or disrupted. You will learn about the role of speech-language pathologist, audiologists, and speech, language, and hearing scientists who investigate and provide clinical services to people, across the lifespan, with communication disorders.

SPLH 261: Survey of Communication Disorders also help meet the requirements of the American Speech-Language-Hearing Association’s (ASHA) Knowledge Standards III-B Normal Processes, III-C Communication Disorders, and III-D Clinical Application in the area of Foundations.

Learning Outcome
Upon completion of this course, you will exhibit basic competence in the principles, theories, and investigative methods of:

a) human communication across the lifespan;
b) the nature of speech, language, hearing, and swallowing disorders;
c) cultural and linguistic influences on communication and services; and
d) evidence-based clinical practices in speech-language pathology and audiology.

Your learning in these areas will be evaluated by quizzes, exams, and individual and group activities.

Course Materials
Required Text:

Additional readings may be assigned throughout the semester. These readings will be available through Blackboard. You will need Adobe Acrobat Reader to access these files.
Course Website:  

Requirements

1. **Readings**
   Students are expected to read all assigned readings prior to class (see schedule of responsibilities for assigned readings). The readings **will not** be explicitly summarized in class. There are many basic concepts that you will learn from the readings, and you are expected to learn about these concepts prior to class. Students should be prepared to integrate material covered in the readings with material presented in recorded lectures, in-class lectures, and in-class discussions and activities. To help students extract important and relevant information from the readings, a list of principles and concepts will be available in the Study Guides section of Blackboard.

2. **Recorded Lectures**
   In an effort to create more class time for active, engaged learning activities, some lectures will be pre-recorded and posted to Blackboard. You are expected to view these prerecorded lectures prior to due dates just as you are expected to complete readings prior to due dates. Readings and prerecorded lectures will be required for you to have success with quizzes and in-class, group activities.

3. **PowerPoint Slides**
   While PowerPoint slides will be available on the Lecture Slides section of Blackboard, students will be expected to take notes in class to supplement the material presented on the slides. PowerPoint slides are meant to guide your listening and learning, as well as add to the knowledge gained from readings. Every attempt will be made to post slides prior to the class meeting; however, on occasion, the final version of the slides may not be posted until after the class presentation.

4. **Video**
   Videos will supplement your readings and class lectures. These audio-visual presentations will allow you to experience the material from a different perspective than those provided in readings and lectures. You are encouraged to watch these videos prior to class and quizzes. Sometimes these videos will be presented again in class lectures or to support an in-class activity. These videos can be accessed in the Class Videos section of Blackboard.

5. **Participation and Application (50 points, 25% of grade)**
   Due to the nature of a “survey” course, a large volume of material will be covered. **To be successful in learning the material of this course, attending lectures, taking notes, and participating in discussions and group activities is required.** There will be 3 components to your participation and application points: class attendance, participation in group discussion and activities, and your group’s performance on these activities. Attendance checks (10 points), participation ratings (10 points), and application activities/discussion (30 points) will be compiled for your total Participation and Application score (50 points). Each component is described below:
**Attendance:** Over the course of the semester, 7 attendance checks will occur for 2 points each. Only 5 of these attendance checks will count toward your grade (5 x 2 = 10 points). Therefore, you have 2 free absences.

**Participation:** At the beginning of the semester, you will be divided into work groups/teams. Throughout the semester, you will work with your group in various activities. All of these activities will take place in class and will include group quizzes and activities. These activities allow you to engage and apply course concepts for a deeper level of understanding. At the end of the semester, you will anonymously rate each group members’ participation on the following criterion: attendance and participation, preparedness for activities, and productive contributions to group activities. Based on these ratings, I will assign you a score out of a possible 10 points.

**Application:** As mentioned above, you will be divided into groups for in-class activities and online discussion. Over the course of the semester, these activities and discussions will be graded and worth a total of 30 points. Everyone on the team gets the same amount of points unless you did not participate. If you do not attend class on the day of an in-class activity, you will not receive your team’s points. As these events occur, more information and reminders will be provided in class and posted to Blackboard Announcements.

6. **Reading/Prerecorded Lecture Quizzes (30 points, 15% of grade)**
   Reading quizzes will target concepts from the assigned readings and prerecorded lectures (when applicable), prior to discussing them in class. These quizzes are intended to prepare you for in-class activities and discussions as well as give you practice for taking online unit exams. Quizzes will be administered via Blackboard (Quizzes and Exams section) and **due on selected Thursdays by 7:55am** (see Schedule of Responsibilities). Students should attempt to answer each question without referring to the textbook, and then verify their answers before submitting. Seven (7) quizzes are scheduled; however, only your best 6 quizzes will be counted toward your final grade (6 x 5 points = 30). **There will be no opportunities to make-up or postpone reading quizzes. Quizzes must represent a student’s own independent work. This means you are not to help or be helped on these quizzes.**

7. **Exams (120 points, 60% of grade)**
   Three exams will evaluate your understanding of material presented in class and your readings. Each unit exam will be worth 40 points and will primarily consist of objective questions (e.g., multiple choice, true/false, matching), although short-answer questions may be used.

   Key concepts will be provided on in the Study Guides section of Blackboard. Students should use this information to help study for the exams.

   Exams will be posted in the Quizzes and Exams section of Blackboard. See the Scheduled of Responsibilities for when exams will be posted to Blackboard and when they are due. Once posted to Blackboard, you will have approximately 24 hours (or less) to start the exam. Once you start the exam, you will have 50 minutes to complete the exam. This means you need to develop a plan for studying and completing the exam. **Note that there will be no opportunities to make-up or postpone exams (see optional final below).**
8. **Optional Cumulative Final Exam (40 points used to replace lowest exam score)**
   The optional cumulative final examination will be administered during the final exam period. It will be completed in our classroom during our course’s regularly scheduled exam period. The final examination will be cumulative in nature and the grade on this exam will replace your lowest exam score. If you are satisfied with your exam scores, you may forego the optional cumulative final exam. The optional final cannot replace your quiz scores.

9. **Observations**
   You are required to complete 1 clinical observation and summary report. You have 2 options to complete this observation requirement:

   1. You may use one of the videos I have listed or linked in the Observation Videos section of Blackboard.
   2. You may search and find your own online video of a person with a communication disorder. The video (or compilation of videos) must be at least 30 minutes in length, and the video have instructor approval. To obtain instructor approval, please email the link(s) to the instructor.

   To document your observation, you will turn-in a one-page Observation Report (see Course Documents section of Blackboard). Failure to complete an observation and submit an Observation Report will result in lowering your final grade by one full letter grade (e.g., from an A- to a B-). This observation and report needs is due no later than **Tuesday, November 24th**, the Tuesday before Thanksgiving Break.

10. **Extra Credit (2 x 3 points = 6 points)**
   You will have the opportunity to complete 2 extra credit assignments (3 points each) during the semester. The first opportunity is to write a 1-2 page paper on a famous person who has or had a communication disorder. Include a description of the person’s communication disorder, how they overcame (or working to overcome) their disorder, and the impact on their life. The second extra credit opportunity is to conduct a second observation and report (see **Observations** above). Both extra credit reports must be labeled “Extra Credit” and turned-in no later than **Tuesday, November 24th**.

**Academic Misconduct**
Students are expected to observe all University guidelines pertaining to academic misconduct. As stated in the University Senate Rules and Regulations (2.6.1):

“Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another’s work; violation of regulations or ethical codes for the treatment of human or animal subjects; or otherwise acting dishonestly in research.”
Academic misconduct will not be tolerated and will be dealt with in accordance with all University rules and regulations.

**Accommodations**
The Academic Achievement and Access Center (AAAC) coordinates academic accommodations and services for all eligible KU students with disabilities. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. They are located in 22 Strong Hall and can be reached at 785-864-4064 (V/TTY). Information about their services can be found at http://www.access.ku.edu. Please contact me privately in regard to your needs in this course.

If a scheduled lecture or exam is in conflict with a mandated religious observance, please speak to the instructor privately so that alternative arrangements may be made. These alternate arrangements must be made within **one** week of receiving this syllabus. You will be required to provide notification of the conflict in writing (e-mail is acceptable).

**Grading**
In this course, quality of achievement will be evaluated through points earned on exams, participation and application of concepts, and on-line quizzes. This course will also apply the College of Liberal Arts and Sciences optional plus/minus grading system. The relationship between total points accumulated and quality of achievement is as follows:

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Letter Grade</th>
<th>Total Points</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>185-200</td>
<td>A</td>
<td>145-154</td>
<td>C</td>
</tr>
<tr>
<td>179-184</td>
<td>A-</td>
<td>139-144</td>
<td>C-</td>
</tr>
<tr>
<td>175-178</td>
<td>B+</td>
<td>135-138</td>
<td>D+</td>
</tr>
<tr>
<td>165-174</td>
<td>B</td>
<td>125-134</td>
<td>D</td>
</tr>
<tr>
<td>159-164</td>
<td>B-</td>
<td>119-124</td>
<td>D-</td>
</tr>
<tr>
<td>155-158</td>
<td>C+</td>
<td>0-118</td>
<td>F</td>
</tr>
</tbody>
</table>

The number of points received on each assignment will be posted in the Grade Book section of Blackboard. If your level of achievement during this course is falling short of your goal, you are strongly encouraged to consult with the instructor and develop a study/learning plan.
Schedule of Responsibilities for Survey of Communication Disorders (SPLH 261)
Fall Semester, 2015

Week 1: Aug 25  Introduction and syllabus; Communication & Communication Disorders (Chapters 1, 13)
27  Communication & Communication Disorders; Audiology Scope of Practice (Chapters 1, 3); Acoustics (Chapter 3, pp. 46-52)

Week 2: Sept 1  Acoustics (Chapter 3, pp. 46-52); Hearing Science videos on Blackboard
Quiz #1 (Chapter 3 pp. 46-52 and Chapter 10) posted to Bb
3  Anatomy/Physiology of the Outer/Middle Ear (Chapter 10)
   Quiz #1 due at 7:55am

Week 3: 8  Guest Lecturer John Ferraro: Anatomy/Physiology of the Inner Ear (Chapter 10)
Quiz #2 (Chapter 11 pp. 282-305) posted to Bb
10  Types of hearing loss (Chapter 11, pp. 282-285); Basic Audiometry (pp. 296-305 of Chapter 11); Audiology videos
   Quiz #2 due by 7:55am
   Type of Hearing Loss prerecorded lecture due before class
   In-class, group activity (Types of Hearing Loss)

Week 4: 15  Pediatric Audiology; (Chapter 11)
   Quiz #3 (all of Chapter 11) posted to Bb
17  Amplification & Aural Habilitation (Chapter 11); Audiology videos
   Quiz #3 due by 7:55am

Week 5: 22  Adult Audiology (Chapter 12)
24  Amplification & Aural Rehabilitation (Chapter 12)

Week 6: 28  EXAM 1 posted to Bb and due by September 29th @ 11:55pm
29  Review (You can use this time for in-class review or to take the online exam)
   EXAM 1 due by 11:55pm
   Oct 1  SLP Scope of Practice; Biological Foundations of Speech and Language (review Chapter 1, Chapter 2)
   SLP Scope of Practice prerecorded lecture due before class

Week 7: 6  Neurological Foundations of Speech & Language (Chapter 2)
   Neurological Foundations prerecorded lecture due before class
   In-class, group activity (Neurological Foundations)
   Quiz #4 (Chapter 6) posted to Bb
8  Voice & Swallowing Disorders (Chapter 6); Swallowing videos on Bb
   Quiz #4 due by 7:55am

Week 8: 13  FALL BREAK – NO CLASS
15  GTA Lecture Troy Dargin: Voice & Swallowing Disorders (Chapter 6)
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity Details</th>
</tr>
</thead>
</table>
| 9      | 20   | Phonology and Phonological Development (pp. 53-69 of Chapter 3); *Phonology prerecorded lecture due before class*  
|        |      | **In-class activity (phonology)**  
|        | 22   | Developmental Speech Sound Disorders (pp. 70-94 of Chapter 4); Speech Disorders videos |
| 10     | 27   | Developmental Speech Sound Disorders (pp. 70-94 of Chapter 4); Acquired Speech Sound Disorders and AAC (pp. 94-104 of Chapter 4); Speech Disorders videos  
|        | 29   | Acquired Speech Sound Disorders and AAC (pp. 94-104 of Chapter 4)  
|        |      | **Quiz #5 (pp. 94-104 of chapter 4) posted** |
| 11: Nov| 2    | **Exam 2 posted to Blackboard and due by November 3rd by 11:55pm**  
|        | 3    | Review (You may use this time for in-class review or to complete the exam)  
|        |      | **Exam 2 due by 11:55pm**  
|        | 5    | Fluency Disorders (Chapter 5); Speech Disorders videos |
| 12     | 10   | Fluency Disorders (Chapter 5)  
|        | 12   | No Class Meeting. **Instead, watch Language Science prerecorded videos** |
| 13     | 17   | Language Science (pp. 158-164 of Chapter 7)  
|        |      | **In-class activity (language science)**  
|        | 19   | Language Development (pp. 165-184 of Chapter 7)  
|        |      | **Quiz #6 (Chapter 7) posted** |
| 14     | 24   | Language Differences and Developmental Disorders (Chapter 8); Language Disorders videos  
|        |      | **In-class, group activity (language differences and disorders)**  
|        | 26   | THANKSGIVING BREAK – NO CLASS |
| 15: Dec| 1    | Language Differences and Developmental Disorders (Chapter 8); Language Disorders videos; **Quiz #7 (Chapter 9) posted**  
|        | 3    | Acquired Language Disorders (Chapter 9); Language Disorders videos; **Quiz #7 due by 7:55am**  
|        |      | **In-class, group activity with Chapter 9 material** |
| 16     | 8    | Acquired Language Disorders (Chapter 9); Language Disorders videos; **EXAM 3 posted to Blackboard**  
|        | 10   | Review (You can use this time for in-class review or to take the online exam)  
|        |      | **EXAM 3 due by 11:55pm** |
| 17     | 18   | Optional Cumulative Final Exam, 7:30 – 10am |