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**Syllabus**

**Department/Academic Unit:** Department of Communication Sciences and Disorders

**Course prefix, Section number and Title:** CSD 191, sec 1181-3137, Communication Disorders in Literature and Media

**Term/Year:**

**Total Units of Course Credit:** 3

**Course Pre-requisites:** None

**Mode of Instruction:** face to face

**Instructor:** Michelle “Shelly” Thomas, M.S., CCC-SLP

**Instructor’s Contact Information:** office phone- 928-523-7439

Email- Michelle.Thomas2@nau.edu

Building- HP #66, room #309

**Instructor’s Availability:** Office hours TTH 1:00-3:00 pm or by appointment

**Send Messages to the instructor in Bb Learn**. **Messages are checked several times daily with a prompt response. Phone messages are checked daily with a prompt response. Saturdays and Sundays not included.**

**Course Purpose:** The thematic focus of this course will be Valuing the Diversity of Human Experience, and it is a liberal studies course in the Science/Applied Science distribution block. The purpose of this course is to explore communication disorders as they are portrayed in literature and media. The goal of this course is twofold. First, the portrayal of communication disorders in literature and media will be used to explore society's perception of people who have them. The instructor will provide and solicit examples of communication disorders from literature and media. Using these examples, each major communication disorder will be discussed relative to the student's preconceived ideas about them. Topics to be discussed include the student's perceptions of people with communication disorders, psychological and vocational implications, and societal stereotypes and prejudices. Second, each communication disorder will be discussed from a clinical and scientific perspective, and information will be provided about etiology, diagnosis and treatment. The profession of speech-language pathology and audiology as well as other disciplines involved in the diagnosis and treatment of communication disorders will also be discussed. The concepts will be discussed in the framework of the Communication Chain which provides a systematic structure for understanding the relationship among all aspects of speech, voice, language and hearing. The communication chain looks at the origin and structure of verbal thought, motor programming of respiration, phonation, articulation, resonance and prosody, acoustic transmission of sound pressure waves, sound detection, perception and interpretation of the signals in the auditory association areas of the cortex. Some videos, films, and podcasts will be played in their entirety, and segments of others, which illustrate communication disorders. There will be a discussion section where students can discuss how the video, film, or podcast affected the student and his or her perceptions of people with communication disorders.

**Course Student Learning Outcomes:** This course will address several of the essential skills, (critical thinking, critical reading, ethical reasoning, scientific inquiry, effective writing, and effective oral communication), and will pay particular attention to critical thinking and scientific inquiry.

* Students will demonstrate introductory knowledge of causes, diagnosis and treatment of categories of communication disorders through readings and lectures (scientific inquiry, critical reading).
* Students will view clips from movies and/or read books which include a character with a communication disorder and discuss the author's or screenwriter's use of him or her to help build the story line, increase the general interest of the book, and/or for plot development (critical thinking, critical reading, ethical reasoning).
* Students will demonstrate the ability to analyze communication disorders in literature and media and critically address prejudices, stereotypes, and stigmas associated with them (ethical reasoning, critical reading).
* Students will describe responsible, ethical ways the motion picture industry, print and electronic media portray communication disordered individuals (critical thinking, ethical reasoning).
* Students will write a research paper addressing communication disorders and address current scientific thought about their etiology, diagnosis and treatment (critical thinking, scientific inquiry, effective writing).

**Assignments/ Assessments of Course Student Learning Outcomes:**

1. There will be **Three multiple choice examinations** given throughout the semester (see below for availability dates/due dates- subject to change- check announcements for changes). You will have one hour and thirty minutes (90 minutes) to complete each exam. Each student will have two opportunities to take each test, but you must take the exam within the time period they are available as stated. There will be no acceptable excuse for missing an exam (computer difficulties included). All tests are open book; you will have two opportunities to take each test. The highest grade you achieve is the test score that will be recorded.

2. There is also a required **Term Paper** (see details under term paper for expectations and grading on main course content page). Students will write a term paper addressing the portrayal of a communication disorder in literature and media. This exercise is intended to develop critical thinking skills and writing abilities. This assignment might be a particularly useful one to include in a learning portfolio, since it encompasses both types of writing style (research paper/general overview).

3. Five Pop Quizzes administered randomly and orally in class worth 25 points total (5 points each). Pop quizzes will cover previous lectures and/or readings.

**Grading System: All exams are administered through Bb Learn. The term paper is also submitted in Bb Learn.**

Examination I 100 points (opens February 22nd 11:00 am - due February 26th 11:59 pm) Modules 1-4

Examination II 100 points (opens March 29th 11:00 am - due April 2nd 11:59 pm) Modules 5-7

Examination III 100 points (opens May 3rd 11:00 am - due May 8th 11:59 pm) Modules 8-11

Term Paper 100 points (always available and due April 22nd at 11:59pm)

Pop Quizzes (5) 25 points (administered orally in class/handwritten by the student and turned in in class)

Total points possible= 425 points

90%-100%= A

80%-89%= B

70%-79%= C

60-69%= D

59% and below= F

**Readings and Materials:**

Owens, R.E., Farinella, K.A., & Dale E.M. (2015). *Introduction to Communication*

*Disorders, A Lifespan Evidence-Based Perspective (5th ed.).* Boston: Pearson Education. (E-text, see below)

**Intro to Communication Disorders (Video-Enh Access Code)** Edition: 5th



Author: Owens

Edition: 5th

**Class Outline:**

The following will be analyzed both from a literature and media perspective (especially their ethical considerations), and scientifically with regard to etiology, diagnosis and treatment.

Modules 1-4

The field of speech pathology and related fields

The communication chain

Stuttering (Fluency Disorders)

The voice and its disorders

Modules 5-7

Articulation and phonological disorders

Language and Literacy development and disorders

Hearing loss and deafness

Modules 8-11

Motor speech disorders and dysphagia

Aphasia in adults

Communication disorders resulting from dementia

Communication disorders resulting from traumatic brain injury (TBI)

**Class Policies:**

**Attendance** is expected and as stated above there will be random quizzes administered worth a total of 25 points, so please come to class!

When having technical difficulties please contact the student technology center at NAU. Please do not message the instructor. No cell phone use during class. You may use a laptop for note taking.

Make-up policy

Exams are to be taken as scheduled. Retests may not be given. Make-up exams will only be allowed in the event that the student has an institutional excuse and/or is given prior approval by the instructor. This applies to computer problems. If you have an unreliable computer system or online provider, you are advised to complete work early and/or utilize other computer facilities.

Follow academic integrity policies stated below:

Plagiarism: It is understood that in developing any required class projects, that the student cites each reference source and gives the proper credit for an idea, quotation or finding. Failure to cite the source of referenced material is unprofessional and violates the code of conduct for undergraduates.

Cheating: Cheating is intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. Cheating on any exam will result in an "F" or "0" points awarded for that exam.

You will be expected to do your own work. Any suspicion of the contrary will be fully investigated and possibly result in consequences appropriate for academic dishonesty. For this class, all cases of academic dishonesty will be processed at the maximum penalty level of NAU's policy (see below). Examples of academic dishonesty include but are not limited to: intentional plagiarism (claiming the work of others are your own), unintentional plagiarism (not accurately acknowledging the work of others), using any amount of purchased or borrowed material from services that provide research papers or term papers, submitting the work of a group as that of an individual, using text found on the internet without appropriate citation, and others.

**University Policies:** Academic integrity policies for NAU are found here:

 <https://policy.nau.edu/policy/policy.aspx?num=100601>.

Disability resources for NAU are found here:

<http://nau.edu/Disability-Resources/>

Safe working and learning environment policies at NAU are found here:

<https://nau.edu/Equity-and-Access/_Forms/Safe-working-and-Learning/>

**REFERENCES:**

Owens, R.E., Farinella, K.A., & Dale E.M. (2015). *Introduction to Communication*

*Disorders, A Lifespan Evidence-Based Perspective (5th ed.).* Boston: Pearson Education.

Tanner (2012). *Exploring Communication Disorders: A 21st Century Introduction*

*Through Literature and Media Second (2nd ed.).* Boston: Pearson Education.