



College of Health
and Human Services

Syllabus

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

Course prefix, Section number and Title: CSD 191, Communication Disorders in Society, section 1252

Term/Year: Fall 2022

Total Units of Course Credit: 3

Course Pre-requisites: None

Mode of Instruction: online asynchronous

Professor: Michelle Thomas, M.S., CCC-SLP

Professor's Contact Information: office phone- 928-523-7439

Email- Michelle.Thomas2@nau.edu

Building- HP #66, room #309

Send Messages to the professor in Bb Learn through the messaging feature in the main course menu. Messages are checked several times daily with a prompt response. Phone messages are checked daily with a prompt response.

Professor's Availability: ARIZONA Time- Office Hours: Mondays, 1:30-3:00 pm and Thursdays 4:00-5:00 pm or by appointment. We can meet in-person (Room 309 in Health Professions BLDG 66) or via ZOOM. If you join office hours via ZOOM, please use the following link:

Michelle Lynne Thomas is inviting you to a scheduled Zoom meeting.

Join Zoom Meeting

<https://nau.zoom.us/j/2095840342?pwd=Y3pyRXMvcTRQeThQVW9rZlNtWGxJUT09>

Meeting ID: 209 584 0342

Password: Thomas

Course Purpose: The purpose of this course is to introduce students to the study of human communication and its disorders across the lifespan. Students will learn about the professions of speech-language pathology, audiology, and related fields and explore the characteristics, etiologies, assessment, and treatment approaches for specific disorders. Additionally, this course will encourage students to develop insight into the impact that communication disorders and differences have on individuals, families, and society.

Course Student Learning Outcomes: In this course, students will:

- Demonstrate a basic understanding of the anatomical, physiological, and neurological foundations of various communication disorders.
- Identify characteristics of developmental and acquired communication disorders (e.g., of speech sound production, language, voice, fluency, hearing, swallowing).
- Identify characteristics of communication differences and disorders across the lifespan, and across culturally and linguistically diverse populations.
- Develop insight into the impact that communication disorders have on individuals, families, and society.
- Understand the role of the speech-language pathologist, audiologist, and professionals in related fields (e.g., physical therapy, occupational therapy, medicine, etc.) in the care of individuals with communication disorders.
- Develop professional skills, including oral and written communication, critical thinking, problem solving, and advocacy.

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). **These will be administered online through your Bb Learn class shell.** 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/or other 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. **8 matching quizzes** will be administered, one with each module (5 points each). These quizzes can be taken multiple times and are always available to take at your convenience by the due dates (see below). They are super easy and are administered to keep you engaged with each module, so don't stress!

4. **Communication Breakdown Assignment** Module 2 (see instructions in module 2)

5. There will be **5 graded class discussions** (10 points each). Details for each discussion are found in the discussion area of Bb Learn (see main course menu under messages). Due dates for each discussion are listed below.

Grading System: All exams and quizzes are administered through Bb Learn

DUE DATES (ALSO LISTED ON YOUR COURSE CALENDAR)

Exam 1 100 points (**Opens Oct. 10th 8:30 am, Due Oct. 17th 11:59 pm**)

Modules 1-4

Exam 2 100 points (**Opens Nov.14th at 8:30 am, Due Nov. 21st at 11:59 pm**)

Modules 5-8

Exam 3 100 points (**Opens Dec. 8th at 8:30 am, Due Dec. 15th at 11:59 pm**)

Modules 9-11

Term Paper 100 points (Due **November 30th** by 11:59pm)

Discussions **due at 11:59 pm on the following dates:**

Module 1 (due **Sept. 4th**)

Module 3 (due **Oct. 2nd**)

Module 4 (due **Oct. 9th**)

Module 7 (due **Nov. 6th**)

Module 10 (due **Dec. 4th**)

Communication Breakdown Assignment Module 2 (September 18th at 11:59pm)

Matching Quizzes (all quizzes are due at 11:59 pm on due date below)

Quiz #1 (module 1) 9/4	Quiz #6 (module 6) 10/30
Quiz #2 (module 2) 9/18	Quiz #7 (module 7) 11/6
Quiz #3 (module 3) 10/2	Quiz #8 (module 8) 11/13
Quiz #4 (module 4) 10/9	
Quiz #5 (module 5) 10/23	

Summary of points possible

Exam 1 100 points

Modules 1-4

Exam 2 100 points

Modules 5-8

Exam 3 (Final Exam) 100 points

Modules 9-11

Term Paper 100 points

Matching Quizzes (modules 1-8) 40 points

Assignment Module 2 20 points

Discussion Posts 50 points

Total points possible= 510 points

90%-100%= A

80%-89%= B

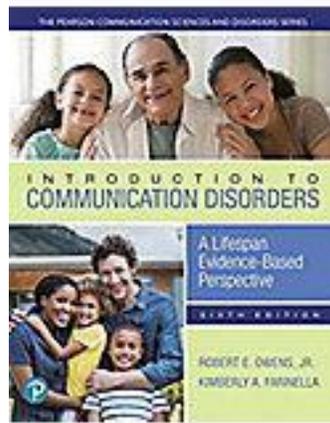
70%-79%= C

60-69%= D

59% and below= F

Readings and Materials:

Owens, R.E., Farinella, K.A., (2019). *Introduction to Communication Disorders, A Lifespan Evidence-Based Perspective (6th ed.)*. New York: Pearson Education. (E-text, see below)



Introduction to Communication Disorders

Edition: 6th

ISBN: 9780134801551

By: Owens

Class Outline:

The following will be analyzed both scientifically with regard to etiology, assessment and treatment and from a creative perspective involving media.

Modules 1-4

The field of speech pathology and related fields

The communication chain

Stuttering (Fluency Disorders)

The voice and its disorders

Modules 5-8

Articulation and phonological disorders (Speech Sound Disorders)

Language and Literacy development and disorders

Hearing loss and deafness

Motor speech disorders and dysphagia

Modules 9-11

Aphasia in adults

Communication disorders resulting from dementia (Cognitive Impairment)

Communication disorders resulting from traumatic brain injury (TBI)

Class Policies:

When having technical difficulties please contact the student technology center at NAU. Please do not message the instructor.

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.

Late assignments may receive a score of 0.

Clinical Experience

Undergraduate students may need clinical experience to either prepare for admission to a graduate program (25 hours of observation) or to become eligible for an SLPA license (100 hours of clinical interaction with clients). These are two separate requirements with each serving a different purpose. The 25 hours of observation required for graduate school do not count toward the 100 hours of clinical interaction required for an SLPA license in Arizona. Some states require both observation and supervised clinical interaction for SLPA applicants. Contact your state licensing body to verify requirements in your state. The prerequisites for clinical experience vary by clinical site. However, the standard expectation for undergraduate students in the NAU CSD department is that they will have the following in place before they participate in any clinical activities: IVP fingerprint clearance card (for students in Arizona); immunization records; proof of HIPAA training (<https://in.nau.edu/its/hipaa/>); and student liability insurance. **For students seeking 100 hours of clinical interaction to obtain an SLPA license, contact Dr. Jeff Meeks at Jeffrey.meeks@nau.edu at least a full semester before the date you plan to begin your practicum for specific instructions.**

University Policies:

COVID-19 REQUIREMENTS AND INFORMATION

Additional information about the University's response to COVID-19 is available from the **Jacks are Back!** web page located at <https://nau.edu/jacks-are-back>.

SYLLABUS POLICY STATEMENTS

ACADEMIC INTEGRITY

NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people's ideas or contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own. Academic integrity is expected not only during formal coursework, but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct. All students are encouraged to complete NAU's online academic integrity workshop available in the E-Learning Center and should review the full *Academic Integrity* policy available at <https://policy.nau.edu/policy/policy.aspx?num=100601>.

COPYRIGHT INFRINGEMENT

All lectures and course materials, including but not limited to exams, quizzes, study outlines, and similar materials are protected by copyright. These materials may not be shared, uploaded, distributed, reproduced, or publicly displayed without the express written permission of NAU. Sharing materials on websites such as Course Hero, Chegg, or related websites is considered copyright infringement subject to United States Copyright Law and a violation of NAU Student Code of Conduct. For additional information on ABOR policies relating to course materials, please refer to ABOR Policy 6-908 A(2)(5).

COURSE TIME COMMITMENT

Pursuant to Arizona Board of Regents guidance (ABOR Policy 2-224, *Academic Credit*), each unit of credit requires a minimum of 45 hours of work by students, including but not limited to, class time, preparation, homework, and studying. For example, for a 3-credit course a student should expect to work at least 8.5 hours each week in a 16-week session and a minimum of 33 hours per week for a 3-credit course in a 4-week session.

DISRUPTIVE BEHAVIOR

Membership in NAU's academic community entails a special obligation to maintain class environments that are conducive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during course-related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not interfere with normal class activities or violate the rights of others. Instructors have the authority and responsibility to address disruptive behavior that interferes with student learning, which can include the involuntary withdrawal of a student from a course with a grade of "W". For additional information, see NAU's *Disruptive Behavior in an Instructional Setting* policy at <https://nau.edu/university-policy-library/disruptive-behavior>.

NONDISCRIMINATION AND ANTI-HARASSMENT

NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, veteran status and genetic information. Certain consensual amorous or sexual relationships between faculty and students are also prohibited as set forth in the *Consensual Romantic and Sexual Relationships* policy. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU's *Nondiscrimination and Anti-Harassment* policy. EAO also assists with religious accommodations. For additional information about nondiscrimination or anti-harassment or to file a complaint, contact EAO located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011, or by phone at 928-523-3312 (TTY: 928-523-1006), fax at 928-523-9977, email at equityandaccess@nau.edu, or visit the EAO website at <https://nau.edu/equity-and-access>.

TITLE IX

Title IX of the Education Amendments of 1972, as amended, protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. In accordance with Title IX, Northern Arizona University prohibits discrimination based on sex or gender in all its programs or activities. Sex discrimination includes sexual harassment, sexual assault, relationship violence, and stalking. NAU does not discriminate on the basis of sex in the education programs or activities that it operates, including in admission and employment. NAU is committed to providing an environment free from discrimination based on sex or gender and provides a number of supportive measures that assist students, faculty, and staff.

One may direct inquiries concerning the application of Title IX to either or both the Title IX Coordinator or the U.S. Department of Education, Assistant Secretary, Office of Civil Rights. You may contact the Title IX Coordinator in the Office for the Resolution of Sexual Misconduct by phone at 928-523-5434, by fax at 928-523-0640, or by email at titleix@nau.edu. In furtherance of its Title IX obligations, NAU promptly will investigate or equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. The Office for the Resolution of Sexual Misconduct (ORSM): Title IX Institutional Compliance, Prevention & Response addresses matters that fall under the university's Sexual Misconduct policy. Additional important information and related resources, including how to request immediate help or confidential support following an act of sexual violence, is available at <https://in.nau.edu/title-ix>.

ACCESSIBILITY

Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), 928-523-8747 (fax), or dr@nau.edu (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online at <https://nau.edu/disability-resources/student-eligibility-process> or by contacting Disability Resources.

The Director of Disability Resources, Jamie Axelrod, serves as NAU's Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at jamie.axelrod@nau.edu.

RESPONSIBLE CONDUCT OF RESEARCH

Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at <https://nau.edu/research/compliance/research-integrity>.

MISCONDUCT IN RESEARCH

As noted, NAU expects every student to firmly adhere to a strong code of academic integrity in all their scholarly pursuits. This includes avoiding fabrication, falsification, or plagiarism when conducting research or reporting research results. Engaging in research misconduct may result in serious disciplinary consequences. Students must also report any suspected or actual instances of research misconduct of which they become aware. Allegations of research misconduct should be reported to your instructor or the University's Research Integrity Officer, Dr. David Faguy, who can be reached at david.faguy@nau.edu or 928-523-6117. More information about misconduct in research is available at <https://nau.edu/university-policy-library/misconduct-in-research>.

SENSITIVE COURSE MATERIALS

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In their college studies, students can expect to encounter and to critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.

Last revised August 4, 2022

REFERENCES:

- Owens, R.E., Farinella, K.A., (2019). *Introduction to Communication Disorders, A Lifespan Evidence-Based Perspective (6th ed.)*. New York: Pearson Education.
- 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.

Media References

The Brady Bunch Movie (110) Movie CLIP - I Don't Understand You (1995) HD -
<http://www.kaltura.com/tiny/cbh2w>

Rain Man (1111) Movie CLIP - One for Bad, Two for Good (1988) HD -

<http://www.kaltura.com/tiny/88980>

The Elephant Man - Train Station Scene - <http://www.kaltura.com/tiny/d57vd> (direct link to captioned video)

Top Comedian DREW LYNCH Gets Golden Buzzer America's Got Talent 2015 -

<http://www.kaltura.com/tiny/17rn8>

America's Got Talent 2012 - Tim Poe, SingerWar Veteran – YouTube -

<http://www.kaltura.com/tiny/06jjk>

Julie talking about the loss of her voice part1 – YouTube - <http://www.kaltura.com/tiny/87two>

Julie talking about the loss of her voice part2 – YouTube - <http://www.kaltura.com/tiny/b84nv>

Philip on Peyton Manning and Love Without Reason LWR – YouTube -

<http://www.kaltura.com/tiny/6lzz5>

Big Bang Barry's Articulation - <http://www.kaltura.com/tiny/47ugj>

the godfather best scene - <http://www.kaltura.com/tiny/wkk2b> (direct link to captioned video)

My Left Foot (310) Movie CLIP - Christy Plays Soccer (1989) HD –

<http://www.kaltura.com/tiny/li59v>

Awakenings (1990) - The Drug Isn't Working Scene (710) Movieclips -

<http://www.kaltura.com/tiny/yk5cy>

The Theory of Everything - Official Trailer (Universal Pictures) HD -

<http://www.kaltura.com/tiny/odfy8>

Stephen Hawking's Voice and the Machine That Powers It - <http://www.kaltura.com/tiny/jsdit>

LSVT LOUD Speech Therapy for Parkinson disease - <http://www.kaltura.com/tiny/k8xt1>

Swallow Study - <http://www.kaltura.com/tiny/wxxqx>

Not Impossible Labs Presents Don's Voice - <http://www.kaltura.com/tiny/ocel7>

Brain Injury Dialogues -Full Documentary- <http://www.kaltura.com/tiny/f101f> (direct link to captioned video)

Highlights of Diane Sawyer's interview with Gabby Giffords 26 -

<http://www.kaltura.com/tiny/1otu3>

Abe Simpson Compilation - <http://www.kaltura.com/tiny/clhb9>

Away from Her (511) Movie CLIP - I'm Your Husband (2006) HD -

<http://www.kaltura.com/tiny/472gt>

Alzheimer's Disease in The Notebook - <http://www.kaltura.com/tiny/15kcy>

Still Alice clip – Lost - <http://www.kaltura.com/tiny/f5hzt>

The Best Years Of Our Lives - PTSD Nightmare - Available November 5 –

<http://www.kaltura.com/tiny/aepov>

CONCUSSION - Official Trailer (HD) - <http://www.kaltura.com/tiny/cw0c5>

NPR's Diane Rehm and Spasmodic Dysphonia - <http://www.kaltura.com/tiny/2m44y> (direct link to captioned video)

Rabbit Season, Duck Season trilogy - <http://www.kaltura.com/tiny/41iot>

Modern Family The Many Mispronunciations of Sofia Vergara's 'Gloria' -

<http://www.kaltura.com/tiny/659jc>

The Good Doctor 1x11 Shaun Murphy and Lea first kiss - <http://www.kaltura.com/tiny/guunk>

Selective Mutism, Raj (Big Bang Theory) - <http://www.kaltura.com/tiny/3ig88>

Bradley Cooper's doctor walks us through A Star Is Born's tinnitus troubles -

<http://www.kaltura.com/tiny/gepg9>

Baby Driver CJ Jones Joseph On Set Movie Interview - <http://www.kaltura.com/tiny/8qkx2>

My Left Foot (410) Movie CLIP - Speech Therapy (1989) HD -

<http://www.kaltura.com/tiny/qiosn>

Myasthenia Gravis - My Symptoms - <http://www.kaltura.com/tiny/g2wkt>

ARTHUR - Dudley Moore - Rhode Island could beat the crap out of it in a war -

<http://www.kaltura.com/tiny/1tou9>

Ryan Reynolds, Michael J. Fox Team Up Against Parkinson's TODAY -

<http://www.kaltura.com/tiny/gbraq>

My Parkinson's Story Speech and Swallowing - <http://www.kaltura.com/tiny/7ov69>

Porky Pig's Debut - <http://www.kaltura.com/tiny/4t8fg> (direct link to captioned video)

Harry Potter and the Sorcerer's Stone - Harry Meets Quirrell (HD) -

<http://www.kaltura.com/tiny/h0ksz>

One Flew Over the Cuckoo's Nest Billy Bibbit Scene - <http://www.kaltura.com/tiny/22gzj>

Great Moments in Speech Therapy - <http://www.kaltura.com/tiny/a23zx>

Stuttering Modification and Fluency Shaping Techniques -

<http://www.kaltura.com/tiny/9dqsw>

Top 10 Celebrity Voice Actors from Animated Family Movies -

<http://www.kaltura.com/tiny/4i061>