

## COMD 2600-INTRODUCTION TO COMMUNICATION DISORDERS

**INSTRUCTORS:** Kendra Schofield, M.Ed., CCC-SLP

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**COURSE TAs:** TBA

### **COURSE PRE-REQUISITES:**

Must be ready to have a good learning experience and contribute to a positive, energetic, online learning atmosphere!

### **COURSE DESCRIPTION:**

Undergraduate level introduction to childhood and adult communication disorders. This course will provide an introduction to the various aspects of typical and disordered communication, including speech, language and hearing across the lifespan. The main goal of this course is to increase your understanding of basic communication processes and the challenges faced by individuals with communication disorders. You are expected to complete all assignments and exams by the due date.

### **REQUIRED TEXT:**

Communication Sciences and Disorders: From Science to Clinical Practice: 3<sup>rd</sup> Edition. Gillam & Marquardt (Eds.). ISBN 9781284043075

\*There are several online activities, including images and videos that only new texts provide with an access code. I have provided links in the modules for the chapters that include videos and images. However, there are supplemental activities that you may be interested in, that are only available with a new text and access code. It is not necessary to purchase a new text with an access code, as this Canvas course provides the portion of the online tools necessary for the course.

### **COMMUNICATION:**

All communication with instructor or TA will be completed by email or comments on assignments in Canvas. Instructor or TAs will respond to student emails within 24 hours M-F. If emails are submitted on weekends (Sat-Sun), a longer response time of 48 hours is to be expected.

### **COURSE OBJECTIVES:**

In order to meet American Speech Language and Hearing Association (ASHA) standards, students will:

1. Develop a basic understanding of communication disorders, including vocabulary, processes, and theories. (Standard III-B)
2. Develop an awareness of a range of communication disorders of speech, language and hearing. (Standard III-C,D)
3. Develop a basic understanding of the foundations of clinical practice in speech-language pathology and audiology. (Standard III-B,C,D)

4. Develop an understanding of the scope of practice of speech-language pathologists and audiologists. (Standard III-B,C,D & IV-G)

Student learning will also be tied to USU's IDEA Objectives, including:

I: Developing basic cognitive background

1- Gaining factual knowledge (terminology, classifications, methods, trends)--Chapter Readings, Chapter supplemental videos, Power Points, Review Videos.

2-Learning fundamental principles, generalizations, or theories--Chapter Readings, Chapter supplemental videos, Power Points, Review Videos

II: Application of Learning

3- Learning to apply course materials (to improve rational thinking, problem solving and decisions)--Discussion Boards, Experiential Labs, Exams.

III: Expressiveness

8-Developing skills in expressing oneself orally or in writing--Discussion Boards, Experiential Labs.

\*\*To achieve these objectives students will:

- Read assigned chapters, and watch power point/lecture presentations
- Post responses for discussion topics/action items.
- Participate in, and complete class experiential activities
- Participate in test review sessions
- Complete tests

### ASSIGNMENTS & EXAMS:

Prior to beginning assignments, please complete the "Check Your Understanding" quiz, and "Acknowledgement" page, after reading the following pages of information found in Module #1: "Academic Dishonesty Defined", "Honor Pledge", and "Repercussions of Violations."

**\*All assignments are due on the due dates/close dates at the times stated in Canvas, Mountain Standard Time. Please make sure to adjust your preparation and submission times in Canvas to Mountain Standard Time, and make adjustments accordingly.**

**\*Adjust Canvas settings to receive all course announcements. There will be announcement sent out to give details about certain assignments, and when test review sessions will be held. The syllabus is subject to change, please abide by due dates in Canvas, and descriptions for assignments.**

**Introduce Self Assignment (5 pts):** You will be required to enter a greeting and brief introduction of yourself to the rest of the class on the first discussion board. I look forward to getting to know you better, as I'm sure others in the class are interested as well. ie: "Hi Everyone! My name is \_\_\_\_\_. This is my 1st semester in the program, and I am really excited for this course. I live in sunny CA, and have two cats. I currently work as a finance secretary for a law firm, and am excited to begin learning about this new area of study."

**Communication Disorder Experiential Independent Lab Assignments: Six (6), worth 10 points each:** Having a communication disorder affects an individual's everyday life. To gain a greater understanding of, and empathy for individuals with communication disorders, you will complete six experiential assignments throughout the semester. These assignments in no way belittle, or make fun of the population that exhibit a communication disorder, but provide an excellent learning opportunity for students to understand the theories and treatment procedures clinicians use to provide treatment to individuals with communication disorders.

Each assignment will have several questions tied to each experience. Please include the questions in your written reflection assignment, so the instructor and TAs can grade each paper with ease, and award you the points you deserve for completing these assignments. **The papers are to be 1.5 pages minimum, to 3-pages pages maximum, typed in 12-point font, double-spaced, submitted in Canvas by due date.** An example of how to format the reflection papers is provided in the modules.

Experiential Labs #3 and #5 have alternative assignments for the experiences, and may be performed in place of the experiential lab. These alternate assignments are described in the individual assignments. The other assignment not chosen to be completed for Labs #3 and #5 can be completed for extra credit, which is open for turn-in all semester, and will have a due date on the late day of coursework, prior to finals week. Please see date/time in Canvas. These extra credit assignments will be worth 5 points each.

**Discussion Board Participation for Action Items from Chapter Overviews: 15 Action Items, worth 5 points each:** After reading assigned chapters, reviewing power points, and watching the chapter overview videos in the modules, you will get on the discussion board and make a **5 sentence minimum response** on your thoughts, knowledge of the topic, and provide reflection of the Discussion Topics/Action Items presented. You will be randomly assigned to discussion boards, and do not need to post a separate response to other discussion boards. Feel free to respond to the posts your peers make--sharing information as a 'discussion' will help you share perspectives and insights on these topics. **You will be graded on your original post only, not on your responses to other group members posts.**

**EXAMS: Six (6) worth 50 points each.** You are responsible for all information introduced in the textbook, as well as power points with accompanying chapter overview videos. Exams will be administered via Proctorio, which requires the Google Chrome browser to open Proctorio. You will be given 60 minutes to take the exams. Each exam has 25 questions, worth 2 points each. The exam is open brain--no open notes, textbook, browser, friend/neighbor, or text. You are on your honor to take the exam without your peers or other items. Proctorio will ask that you provide a room scan during your testing period, so please take exams on a laptop, or desktop with removable webcam. **You cannot take exams on a smart phone or tablet.** There will be a 45-60 minute review session a few days prior to the test opening, and will be accessed through Adobe Connect. TAs will send out announcements as to who will be conducting the review, and at what time. The reviews can be accessed live, and will be recorded for viewing after the review is held. **Exams will open Fridays at 12:00 p.m. noon MST, and must be completed by the following Thursday, at 11:59 p.m MST. The 'due date' is the date the exam closes. Remember that the exam opens up the Friday before the 'due date'. Try taking your exams as early as possible so as not to interfere with the next module activities. If you delay taking the tests, you will start to have assignments pile up. You are on your honor to not share test questions with other classmates.**

**FINAL EXAM (100 points):** The final exam is on the Chapters 13-15 of the book, and is not comprehensive of all chapters. **The final will be available beginning Monday of finals week at 12:01 a.m. MST, and will close Friday of finals week at 12:00 p.m. (noon) MST.**

**If you have an emergency and cannot take the test during the test availability, you must contact me immediately via email, and will need to provide official health or emergency work documentation, or severe weather which may interfere with power for an extended period of time, in order to be allowed to make up a test you have missed. Otherwise, please be prudent in taking tests during the open time.**

**LATE ASSIGNMENT SUBMISSIONS (Extended Turn-in Window):** You are expected to turn in all assignments by the due date. The dates for each assignment are listed at the end of the syllabus. There will be a 3-day late-turn-in-window beyond the due date that submissions will be accepted. *If you miss the original turn-in date for a report or assignment, it will be marked "late" and there will be 1 point automatically deducted from the overall score. After the 3-day late turn-in period, the assignment cannot be turned in for points, and will receive a '0'.* **If you cannot meet the assigned deadlines please DO NOT take this class.** Weddings, vacations, sporting events, mild illness, family activities, busy (but not emergency) work schedules, falling asleep at the computer, and computer issues that caused you to not submit until 12:01 a.m. (two minutes past the due dates) **will not be allowed extensions beyond the 3-day extended window for submissions.** Please do not wait until 11:57 p.m. MST to try to submit assignments, if something happens that delays your submission, you will receive a late point deduction. Please plan ahead, and make the necessary adjustments in your schedule too allow you to participate fully in the course.

**EXTRA CREDIT:** As mentioned earlier, there is an opportunity to earn a total of 10 extra credit points for the course. The extra credit can be submitted any time prior to the last day of the course, prior to finals week. Extra credit is earned by completing either the alternative assignments for Experiential Labs #3 and #5, or if the alternative assignments were completed the for the first assignments, then the actual experiential labs #3 and #5 should be completed. Extra Credit 1 is for Lab #3, and Extra Credit 2 is for Lab #5. Five points will be awarded for each extra credit assignment completed, for a total of 10 points.

## COURSE POLICIES:

### **Academic Integrity - "The Honor System"**

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

*The Honor Pledge:* To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

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## **Grievance Process (Student Code)**

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: [http://studentlife.tsc.usu.edu/stuserv/pdf/student\\_code.pdf](http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf) (Links to an external site.)[Links to an external site.](#) (Article VII. Grievances, pages 25-30).

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## **Plagiarism**

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

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## **Sexual Harassment**

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at (435) 797-1266.

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## **Students with Disabilities**

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

## **Withdrawal Policy and "I" Grade Policy**

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a

student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor. Students also must have a passing grade for the course when the decision to take an 'incomplete'. A contract for terms of completion of the course must be signed by student, returned to instructor, and approved by d

**ATTENDANCE:** As this is an online course, there will not be an attendance grade. Attendance for the course will be in the form of completing assignments.

**GRADES:**

93-100% = A

90%-92% = A-

87%-89% = B+

84%-86%= B

80%-83%= B-

77%-79% = C+

74%-76% = C

70%-73% = C-

67%-69% = D+

64%-66% = D

0%63%=F

(\*USU does not allow D- grade to be given).