Prerequisites: None

I. Course Description

Speech production is a complex process of coding a message (that initially exist as brain activation patterns) in terms of movements, aerodynamic events, and acoustic stream that is decoded by listeners to obtain the intended message. This course will introduce the students to the fundamentals of these peripheral processes that contribute to speech communication. Classes will be primarily lecture-based, supplemented by videos, illustrations, handouts, and in-class review activities. Lecture will generally follow the text with additional material presented.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes)

This course reflects the following core values of the College of Education:

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. In the Perkins College of Education, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community.

This course also supports the mission of the Department of Human Services:

The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students’ personal and professional development.

This course also supports the mission of the Speech-Language Pathology Program.

The mission of the Speech-Language Pathology Program is to prepare knowledgeable caring professionals committed to educating the public, properly diagnosing and effectively treating persons with communication and swallowing disorders across the lifespan, thereby improving their quality of life. To meet this mission, the program embraces cultural and linguistic diversity, emphasizes the importance of evidence based practice, critical thinking skills, interdisciplinary collaboration, ethical principles and continued professional development throughout one’s career.
This course also supports the Core Objectives/Outcomes of the THECB.

- Critical Thinking Skills
  - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills
  - To include effective development, interpretation and expression of ideas through written, oral and visual communication.
- Empirical and Quantitative Skills
  - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- Teamwork
  - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- Personal Responsibility
  - To include the ability to connect choices, actions and consequences to ethical decision-making
- Social Responsibility
  - To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

This course addresses the following standard(s) of the Council for Clinical Certification of the American Speech-Language-Hearing Association:

- Standard I: Degree
- Standard II: Education Program
- **Standard III**: Program of Study
- Standard IV: Knowledge of Outcomes
- Standard V: Skills Outcomes
- Standard VI: Assessment
- Standard VII: Speech-Language Pathology Clinical Fellow
- Standard VIII: Maintenance of Certification

Standard III-B. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

Standard III-C. The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

Standard III-D: The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

**Program Learning Outcomes:**

I. The student will demonstrate knowledge of major anatomical structures utilized in the communication process.

II. The student will demonstrate knowledge of physiological processes utilized in communication.

III. The student will recognize and articulate the foundational skills related to normal speech and language development.

IV. The student will demonstrate understanding of the process of assessing communication disorders.

V. The student will analyze, interpret, and synthesize evidence-based procedures in the treatment of communication disorders.
VI. The student will demonstrate professional writing skills appropriate for clinical management.

Specific Student Learning Outcomes for Phonetics (SLO):

1. The students will gain basic anatomical knowledge about respiratory, phonatory, articulatory/resonance, and auditory/vestibular subsystems.
2. The student will gain basic physiological processes that sets in motion set neuromuscular, aerodynamic, and acoustic events that result in speech.
3. The student will appreciate the relationship between various level of the production process.

III. Course Assignments, Activities, Instructional Strategies & Use of Technology

Reading Assignments:
Text chapters that correspond to selected course topics/activities are listed on the course schedule, below. The listing is comprehensive and according to the date(s) the topic(s) will first be introduced. Each time we meet, I will assign specific chapters for you to read prior to our next class discussion.

Examinations:
There will be three scheduled examinations. After each section there will be a short review of the material covered. Examination dates are listed on the course schedule, below.

Quizzes:
There will be six pre-quizzes covering the “affix and part-word box” found at the beginning of each chapter. Following completion of each section there will be six post-quizzes. These will be announced and are tentatively scheduled for the dates listed below.

Projects:
There will be one major project in this course, requiring the construction of a model of a chosen subsystem. A more detailed handout outlining all the requirements will be given in class. There will also be an oral project in which you must express in both layman’s terms and anatomical terms how a chosen subsystem works.

Coloring Pages:
Throughout the course you will have 10 A&P coloring assignments. These will be a completion grade at 5 points each. They will not be accepted late.

Participation:
Successful class interactions depend on prepared and present communicators! You are expected to attend each class and to participate in all class discussions and activities. This includes actively listening, asking and answering questions, expressing your opinion and/or making other relevant and timely comments. Diversions due to personal notes, visiting, working on day planners, etc. is not considered appropriate and will be addressed when observed. Cell phones are to be silent during class. Texting during class (reading, composing, or sending messages) is NOT accepted and will be addressed as observed. Please be respectful and considerate of your peers and instructor.

IV. Evaluation and Assessment (Grading)

Points for grade are as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three scheduled examinations</td>
<td>300</td>
</tr>
<tr>
<td>Model Project</td>
<td>50</td>
</tr>
<tr>
<td>Oral Project</td>
<td>50</td>
</tr>
<tr>
<td>Twelve quizzes</td>
<td>120</td>
</tr>
<tr>
<td>Coloring Pages</td>
<td>50</td>
</tr>
<tr>
<td>Total Points</td>
<td>570</td>
</tr>
</tbody>
</table>

The course grading scale is as follows:
Grade Calculation: (Points Earned to date) / (Points Possible to Date) x 100 = Current Grade

Avoid point penalties by attending class and by submitting assignments on time and according to the required formats. Late assignments are only accepted for excused absences or by the discretion of the instructor. Late work must be turned in at the next class period after an excused absence to receive credit. No late work will be accepted Finals Week without written permission from the instructor attached. Make-ups for scheduled exams will be allowed only in an extreme emergency including illness or death of a family member and documentation must be provided. You are responsible for scheduling the make-up exam with the instructor. This must be done within one week of your missed exam.

V. Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>DAY</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>8-28</td>
<td>Introduction, Terminology, and Basic Concepts</td>
<td>Ch 1 &amp; Ch. 2</td>
</tr>
<tr>
<td>Th</td>
<td>8-30</td>
<td>Ch. 3 Pre- Quiz Medical Term Part Box Terminology and Basic Concepts</td>
<td>Ch. 3</td>
</tr>
<tr>
<td>T</td>
<td>9-4</td>
<td>The Structural Organization of Humans</td>
<td>Ch. 3</td>
</tr>
<tr>
<td>Th</td>
<td>9-6</td>
<td>Post Quiz chapters 1-3 Review</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>9-11</td>
<td>Ch. 4-5 Pre-Quiz affixes and part-word box Anatomy and Physiology of the Nervous System</td>
<td>Ch. 4</td>
</tr>
<tr>
<td>Th</td>
<td>9-13</td>
<td>Pathology of the Nervous System</td>
<td>Ch. 5</td>
</tr>
<tr>
<td>T</td>
<td>9-18</td>
<td>Post Quiz chapters 4-5 Review</td>
<td></td>
</tr>
<tr>
<td>Th</td>
<td>9-20</td>
<td>Exam 1</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>9-25</td>
<td>Ch. 6-7 Pre-Quiz affixes and part-word box Anatomy and Physiology of the Respiratory System</td>
<td>Ch 6</td>
</tr>
<tr>
<td>Th</td>
<td>9-27</td>
<td>Pathology of the Respiratory System</td>
<td>Ch. 7</td>
</tr>
<tr>
<td>T</td>
<td>10-2</td>
<td>Post Quiz Ch. 6-7 Review</td>
<td></td>
</tr>
<tr>
<td>Th</td>
<td>10-4</td>
<td>Ch. 8-9 Pre-Quiz affixes and part-word box Anatomy of the phonatory System</td>
<td>Ch. 8</td>
</tr>
<tr>
<td>T</td>
<td>10-9</td>
<td>Building the larynx</td>
<td></td>
</tr>
<tr>
<td>Th</td>
<td>10-11</td>
<td>Physiology of the Phonatory System</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>10-16</td>
<td>Pathology of the Phonatory System</td>
<td>Ch. 9</td>
</tr>
<tr>
<td>Th</td>
<td>10-18</td>
<td>Post Quiz Ch. 8-9 Review</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>10-23</td>
<td>Exam 2</td>
<td></td>
</tr>
</tbody>
</table>
Th 10-25 Ch. 10-11 Pre-Quiz affixes and part-word box
Anatomy of the Articulatory System Ch. 10
T 10-30 Physiology of the Articulatory System
Th 11-1 Pathology of the Articulatory System Ch. 11
T 11-6 Post Quiz Ch. 10-11 Review
Th 11-8 Ch. 12-13 Pre-Quiz affixes and part-word box
Anatomy and Physiology of the Auditory System Ch. 12
T 11-13 Pathology of the Auditory System Ch. 13
Th 11-15 Online Post-Quiz Ch. 12-13
NO CLASS - ASHA
T 11-20 NO CLASS - Break
Th 11-22 NO CLASS - Break
T 11-27 Project Due Group A
Th 11-29 Project Due Group B
T 12-4 Review
Th 12-6 Final

VI. Readings

Required texts and materials:

1. Fuller, Pimentel, Peregay: Applied Anatomy & Physiology for Speech-Language Pathology & Audiology

VII. Course Evaluations

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

In addition to the electronic course evaluation you will be asked to complete at the conclusion of the semester, I welcome your comments, feedback and suggestions throughout the duration of the course.

VIII. Student Ethics and Other Policy Information
Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

For this course: As stated above, regular attendance in class is required. Absences will be excused only by documentation and instructor approval. If you miss a class, it is your responsibility to obtain handouts and class notes from your peers. Absence is not an excuse for missing information, handouts, class notes, etc. If you miss class during an exam, quiz or other assignment that a grade was given, you are responsible for providing written documentation (illness, hospitalization, death in the family) so that you may make up that grade. You are also responsible for scheduling the make-up within 2 days of a quiz and 4 days of an exam.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, or an assignment; and/or;
- helping or attempting to help another in an act of cheating of plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy A-54
At the discretion of the instruction of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e. Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

**Respect for Diversity**

The Speech-Language Pathology program embraces a notion that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

**IX. Other Relevant Course Information**

Communication for this course will be done in class and through D2L. Please check D2L often to get announcements, print out handouts, check your grades, etc.

If you have difficulty accessing D2L, contact Student Support – 498-1919

*Study resources:*

www.anatomyzone.com

Search cadaver videos on YouTube