Prerequisites: SPH 210, SPH 230, SPH 371, and admission to the undergraduate Communication Sciences and Disorders Program.

I. Course Description

Techniques for teaching speech, reading, and oral communication.

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
  o To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

• Teamwork
  o 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
  o To include the ability to connect choices, actions and consequences to ethical decision-making

• Social Responsibility
  o 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:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tr>
<td>I</td>
<td>Degree</td>
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<tr>
<td>II</td>
<td>Education Program</td>
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<td>III</td>
<td>Program of Study</td>
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<td>IV</td>
<td>Knowledge of Outcomes</td>
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<td>V</td>
<td>Skills Outcomes</td>
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<td>VI</td>
<td>Assessment</td>
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<tr>
<td>VII</td>
<td>Speech-Language Pathology Clinical Fellow</td>
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<td>VIII</td>
<td>Maintenance of Certification</td>
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**Standard IV: Knowledge of Outcomes**

Standard IV-B: The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:
  - Articulation
  - Fluency
  - Voice and resonance
  - Receptive and expressive language
  - Cognitive aspects of communication
  - Social aspects of communication
  - Augmentative and alternative communication modalities

Standard IV-D: For each of the areas specified in Standard IV-C, the applicant must have demonstrated current 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.

Standard IV-E: The applicant must have demonstrated knowledge of standards of ethical conduct.

Standard IV-F: The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

**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 student will demonstrate understanding of the profession of audiology especially as it relates to the Speech-Language Pathologist.
2. The student will demonstrate knowledge of the anatomy and function of the auditory system.
3. The student will demonstrate understanding of disorders of the auditory system.
4. The student will demonstrate understanding of evaluation of the auditory system especially as it relates to the Speech-Language Pathologist.
5. The student will demonstrate knowledge of the role of the Speech-Language Pathologist in management of disorders of the auditory system.
6. The student will describe multicultural issues and implications for assessment and intervention of auditory system.

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 two scheduled examinations. Exams are comprehensive, a general review in handout format will be provided a week prior to exam.

Quizzes: There will be five quizzes periodically throughout the semester. They will be announced one week prior.

Project/Presentation:
There will be one major project/presentation. Group assignments and requirements will be discussed.

Reflections: Each student will complete a two-page mini-review paper (double spaced, Times New Roman font-12 point with one inch margins) on your perceptions of the following movie: Sound and Fury (Aronson Film Associates and Public Policy Productions) The first several paragraphs of the review should be a brief synopsis of the movie while the bulk of the paper should be devoted to your thoughts and insights regarding the movie. You may discuss this assignment with classmates, but you should complete the work on your own.

Each student (in pairs) will complete a two page review/reflection paper (double spaced, Times New Roman font-12 point with one inch margins) of an assigned article.

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. Please be respectful and considerate of your peers and instructor.

IV. Evaluation and Assessment (Grading)
Points for grade are as follows:

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<tr>
<td>Midterm</td>
<td>100</td>
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<tr>
<td>Final</td>
<td>100</td>
</tr>
<tr>
<td>Aural Rehab Kit</td>
<td>50</td>
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<tr>
<td>Project Presentation</td>
<td>50</td>
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<tr>
<td>Article Review</td>
<td>25</td>
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<tr>
<td>Sound and Fury Response</td>
<td>25</td>
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<tr>
<td>Quiz (5)</td>
<td>25</td>
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</table>

Total Points: 375

The course grading scale is as follows:

Grade Calculation: \( \frac{\text{Points Earned to date}}{\text{Points Possible to Date}} \times 100 = \text{Current Grade} \)

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.

Individual grades will be rounded up when appropriate. Due to this, final grades will NOT be rounded up. A final grade of a 90.1 and a 90.9 are both a 90.

V. Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>DATE</th>
<th>DAY</th>
<th>TOPIC</th>
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</thead>
<tbody>
<tr>
<td>7/10</td>
<td>Tues</td>
<td>Intro, Fundamentals of Hearing, Listening, and Speaking</td>
</tr>
<tr>
<td>7/11</td>
<td>Wed</td>
<td>Diagnosis Hearing Loss</td>
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<tr>
<td>7/12</td>
<td>Thurs</td>
<td>Amplification Options</td>
</tr>
<tr>
<td>7/16</td>
<td>Mon</td>
<td>Communication Options</td>
</tr>
<tr>
<td>7/17</td>
<td>Tues</td>
<td>Intervention Issues</td>
</tr>
<tr>
<td>7/18</td>
<td>Wed</td>
<td>Auditory Work</td>
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<tr>
<td>7/19</td>
<td>Thurs</td>
<td><strong>Midterm</strong></td>
</tr>
<tr>
<td>7/23</td>
<td>Mon</td>
<td>Treatment - Young Children</td>
</tr>
<tr>
<td>7/24</td>
<td>Tues</td>
<td>Treatment - School Age Children</td>
</tr>
<tr>
<td>7/25</td>
<td>Wed</td>
<td>DASL</td>
</tr>
<tr>
<td>7/26</td>
<td>Thurs</td>
<td><strong>NO CLASS</strong></td>
</tr>
<tr>
<td>7/30</td>
<td>Mon</td>
<td>CAPD</td>
</tr>
<tr>
<td>7/31</td>
<td>Tues</td>
<td>Treatment - Young to Middle Aged Adults</td>
</tr>
<tr>
<td>8/1</td>
<td>Wed</td>
<td>Treatment – Elderly</td>
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<tr>
<td>8/2</td>
<td>Thurs</td>
<td>Group work</td>
</tr>
<tr>
<td>8/6</td>
<td>Mon</td>
<td>Group work</td>
</tr>
</tbody>
</table>
8/7   Tues   Presentations
8/8   Wed   Presentations
8/9   Thurs  Final

**NOTICE:** These dates and/or topics may be subject to change according to the instructor’s discretion.

VI. Readings

Required texts and materials:


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 (TDD) 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 or 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