Prerequisites: Graduate standing and enrollment in SLP Program or by consent of instructor

I. Course Description:

Physical bases and processes of the production and perception of speech, language, and hearing, including biomechanics and the source-filter theory of speech production.

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 reflects 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 supports the mission of the Speech-Language Pathology Program:

The mission of the Speech-Language Pathology Program is to prepare knowledgeable professionals committed to enhancing the quality of life of persons with communication disorders. To meet this mission, the program emphasizes the importance of scientific study, critical thinking skills, interdisciplinary collaboration, ethical principles, the responsibility to educate the public about communication disorders, and the importance of continued professional development throughout one’s career.

This course supports the following Communication Sciences and Disorders Program Learning Outcome (PLO):

V. Student learning outcome: The students will demonstrate an understanding of the research process and evidence-based practice.

This course addresses the following standards of the Council for Clinical Certification of the American Speech-Language Hearing Association (2020 Standards effective Jan 1, 2020):


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 cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Course specific learning objectives - Upon completion of this course, students will:

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>ASHA CFCC Standard</th>
<th>Assignment</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate basic understanding of simple and complex sounds and their analysis</td>
<td>IV-B</td>
<td>Classroom Lecture and Group Discussion</td>
<td>Exams</td>
</tr>
<tr>
<td>Characterize the acoustic characteristics of vowels and consonants</td>
<td>IV-B</td>
<td>Classroom Lecture and Group Discussion; Project</td>
<td>Projects; Exams</td>
</tr>
<tr>
<td>Describe anatomical and physiological bases of respiration, phonation, articulation, hearing, and the nervous system</td>
<td>IV-B</td>
<td>Classroom Lecture and Group Discussion</td>
<td>Exams</td>
</tr>
<tr>
<td>Become familiar with appropriate recording (acoustics) procedures and relevant software for clinical use</td>
<td>IV-B</td>
<td>Classroom Lecture and Group Discussion; Project</td>
<td>Projects; Exams</td>
</tr>
</tbody>
</table>

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Each class period will consist of either a lecture or discussion format, with some sessions culminating in group activities and/or practice of course components. Open discussion of topic materials and questions are greatly
encouraged. Please be an active consumer of this course and read required chapters and/or PowerPoint slides ahead of time and come prepared to discuss them in class. Ask questions, be willing to share experiences, and express concerns.

Audiovisual stimuli and other electronic media will be utilized to foster knowledge and acquisition of the study area. This course may employ aspects of distance learning technology which may include Skype video presentations and/or online correspondence.

As your instructor for this course, I have the utmost respect for my students and expect the same in return. I value an open-door policy. I will be available to discuss any issues/concerns via email, phone, and/or in person. If you are in need of help with subject material, please contact me as soon as possible so we can discuss strategies to help you succeed in the course. You may contact me via email: prezasrf@sfasu.edu, office phone: 936-468-1337, or via GroupMe (will be set up for course use).

I check email regularly and receive email notifications on my cell phone. Moreover, I also will be available on the GroupMe App for direct messaging, if needed. The app will allow me to respond more quickly in some cases (i.e., evenings, weekends). If you are sending a message for the first time, please start with your full name so that I am aware of whom I am communicating with. I generally respond to messages most days until 11pm and will respond to any request within 24-48 hours (weekday).

Theoretical didactic presentations and discussion will be blended with group activities and projects in this course. Students will be assigned projects and will be tested using pop quizzes as well as two exams (i.e., midterm, final). The final exam will be comprehensive.

**Project 1 – Voice Analysis (Due March 19, 2020).** For this project, you are asked to collect information related to voice measures. These data are often used in the clinical setting both for evaluation/assessment purposes and also for charting progress towards treatment (pre, mid, post). Working in groups of three or four, you will collect information on your own voice. Group members can help you collect the information and it would be wise to practice as a clinician obtaining measures from a client (role-play in groups). Although your group members are assisting with data collection, this is an individual assignment and you will be graded on your own interpretation of data related to your voice. Data collection for the assignment includes the following:

1. Maximum Vowel Prolongation (MVP; instructions on Brightspace/D2L)
2. S/Z Ratio (instructions on Brightspace/D2L)
3. Recordings of /a/ and /i/ vowels (Visi-Pitch Instructions on Brighampace/D2L)
4. In addition to the above data collection, you will need to work with a partner (one of the members of your group) to complete the CVE Screening Assessment (copy of the CVE Screener on Brighampace/D2L). For this portion, you will record yourself reading the Grandfather Passage (available on Brighamace/D2L) as well as a short conversation sample about any topic (about 5 minutes). You and your partner will rate your voice using the CVE screener, which is a perceptual (subjective) measure. Use your best clinical intuition to determine how you should rate the voice. Once you have collected all of the information, you are asked to write a 2-page (minimum) reflection discussing your findings. Information from your data collection should be included in the reflection. These data should include: MVP and S/Z averages, fundamental frequency, percentages of parameters from the Visi-Pitch software (including areas of “red” on the graph), and perceptual findings from the screener. Printouts of your Visi-Pitch information should be embedded in your
reflection. Use the reflection as an opportunity to think openly about your own voice, including strengths and weaknesses (areas of improvement), the process of collecting voice information, and perhaps the subjectivity of rating someone else’s voice. These are just recommendations as your reflection is entirely your own perceptions of the process. However, the data mentioned above related to the collection process must be included in some way.

Project 2 – CAPE-V Normal vs. Disordered Voices (Due April 30, 2020). For this project, we are continuing the collection of critical data related to voice measures. Working in groups similar to the last assignment (about 3 to 4), you are asked to collect additional data related to your own voice and also to evaluate disordered voices. As a reminder, group members can help you collect the information; however, you are primarily responsible for your own voice data as well as your own personal judgments of a disordered voice. You will be graded on your own interpretation of data related to both. Data should be included in a 3- to 4-page paper.

Data collection for this project will consist of the following:

1. Completion of the CAPE-V for your own voice and one other group member – following the guidelines from the handouts in class. It is recommended that you work in groups and administer the CAPE-V to one another for practice. You should rate yourself given the criteria and also rate at least one classmate – and share that info with them. Please take this information seriously and provide constructive feedback to your classmate (and receive the constructive feedback graciously from your classmate!). Questions for the reflection paper:
   i. How does your CAPE-V overall rating compare to that of your classmates?
   ii. How does your overall perception of the CAPE-V compare to the CVE Screener that you completed for Project 1?
   iii. What are areas of strengths and/or weaknesses (if any) related to your voice and your classmate’s voice?
   iv. What additional factors do you feel contribute to how we rate ourselves?

2. Completion of the CAPE-V for an audio sample of disordered voices – following the same guidelines from the handouts in class. Voice samples will be provided on D2L for this assignment (four samples). You must complete all four voice samples. You are asked to use the CAPE-V and rate the disordered voice samples independently. Once you have rated the samples (following the instructions), you should compare and contrast the disordered voice samples in your paper. Questions for the reflection paper:
   i. What is the process of collecting data for voice measures?
   ii. What did you learn from this experience?
   iii. What did you find similar/different from the various disordered voice samples? (you should have separate paragraphs for each disordered voice and list characteristics of each, including your own perceptions – similar to an evaluation report)
   iv. What, if any, was similar or different from your own personal voice samples and the disordered voice samples?
   v. How is the information important for work in the clinical setting?

Discussion Posts. Discussion posts will be utilized in order to augment the learning experience with online modules related to speech science. Topics may include speech spectrogram analysis, Utilization of nasometer, formant frequency analysis, audio equipment for speech sciences, and other disorder-specific topics related to assessment and treatment of certain conditions. Discussion posts will be announced in advance and will be made available at least 3 weeks prior to due dates.
IV. Evaluation and Assessments (Grading):

Calculation of grades. Your overall point value will determine your letter grade as described in the table:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project 1</td>
<td>50</td>
</tr>
<tr>
<td>Project 2</td>
<td>50</td>
</tr>
<tr>
<td>Discussion Posts</td>
<td>50</td>
</tr>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>450</strong></td>
</tr>
</tbody>
</table>

Grades will be assigned as follows (per SFASU regulations):

A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69% and F = Below 60%

Grade points are listed above and the grade you receive in the course will correspond to the letter grade shown. If you receive a .5 or higher in the course (e.g., 89.50 – 89.99), I will round your grade up to the next letter grade. I WILL NOT round your grade if you receive a .4 or lower in the course (e.g., 89.0 – 89.499). No exceptions.

*You can keep track of your grades for this course online (i.e., Brightspace/D2L). If you have questions on how to access your grades online, please let me know in class or contact me by phone, email, or text.

If you are having trouble with the content of this class, please contact me as soon as possible. I am happy to help clarify concepts and expectations to alleviate your concern(s) and help facilitate the earning of a higher grade through a better understanding and comprehension of class material.

V. Tentative Course Outline/Calendar:*  

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| W1: Jan 16th | Review of Syllabus  
Overiew of Course/Nature of Sound  | Chapter 1    |
<p>| W2: Jan 23rd | Nature of sound/Respiratory System                 | Chapters 1 &amp; 2 |
| W3: Jan 30th | Respiratory System                                  | Chapters 2 &amp; 3 |
| W4: Feb 6th  | Respiratory System and Clinical Application         | Chapters 2, 3, &amp; 4 |
| W5: Feb 13th | Phonatory/Laryngeal System and Clinical Application | Chapters 4 &amp; 5 |
| W6: Feb 20th | Phonatory/Laryngeal System and Clinical Application | Chapters 4 &amp; 5 |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Event</th>
<th>Location</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>W7:</td>
<td>Feb 27th</td>
<td>SFA Library Topic Research with Tina Oswald</td>
<td>Info Lab 2</td>
<td>Meet in Library lobby at 5:00pm</td>
</tr>
<tr>
<td></td>
<td>W8: Mar 5th</td>
<td>Exam 1</td>
<td>Chapters 1 – 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SFA Library Topic Writing with Tina Oswald (Optional)</td>
<td>Info Lab 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mar 10th, 12th</td>
<td>Spring Break – No Class</td>
<td>Info Lab 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W9: Mar 19th</td>
<td>Articulatory/Resonatory System Project 1 Due</td>
<td>Chapter 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W10: Mar 26th</td>
<td>Articulatory/Resonatory System Speech Spectrograms Overview</td>
<td>Chapter 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W11: Apr 2nd</td>
<td>Articulatory/Resonatory System Theoretical Constructs of Phonology</td>
<td>Chapters 6 &amp; 7</td>
<td></td>
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<tr>
<td></td>
<td>W12: Apr 9th</td>
<td>NO CLASS – Easter Holiday</td>
<td>Info Lab 2</td>
<td></td>
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<tr>
<td></td>
<td>W13: Apr 16th</td>
<td>Exam 2</td>
<td>Info Lab 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W14: Apr 23rd</td>
<td>Auditory System and Clinical Application Nervous System</td>
<td>Chapters 7, 8, and 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W15 Apr 30th</td>
<td>Nervous System Project 2 Due</td>
<td>Chapter 10</td>
<td></td>
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<tr>
<td></td>
<td>May 5th</td>
<td>Final Exam (Tuesday, May 5th) 4:15pm – 6:45pm</td>
<td>Comprehensive Telecomm 322</td>
<td></td>
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</tbody>
</table>

*Course Outline subject to change. Any changes/modifications made will be discussed in class/online at least one week prior to the change. Every effort will be made to make positive changes which will benefit students (e.g., postponing an exam to a later date).

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

**Required:**


**LiveText Statement**

This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.
VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the Perkins 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 Perkins COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! In the Perkins COE, 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.**

VIII. Student Ethics and Other Policy Information:

**From the instructor:** Graduate level study is the final preparation before entering the profession. As such, students should consider class attendance to be similar to attendance in a professional setting (e.g., work-related activity). It is mandatory. Of course, life happens. If, for some reason, you are unable to attend class, it is expected that you will notify the instructor **PRIOR TO THE MISSED** class session. Phone text, email, and/or voicemail are acceptable forms of communicating a missed class period. It is expected that the student will communicate with a fellow classmate regarding missed lecture notes and materials before asking the instructor for additional 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 (including the first 12-day attendance report) 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. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Late Quizzes/Tests and Assignments:**

If you are ill when a quiz/test is scheduled, be sure to leave a message via phone, message (GroupMe), or email **prezasrf@sfasu.edu PRIOR TO** the quiz/test – indicating your absence. Without prior notice, students **WILL NOT** be able to make-up a missed quiz/test (Doctor’s note or other approved confirmation required for missed quiz/test).

**Acceptable Student Behavior:**

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 or inappropriate in the classroom. This includes inappropriate use of laptop computers or “surfing the web” during class time and/or texting using cell phones. If this type of activity occurs, those students will lose the privilege of bringing that device to class for the remainder of the semester, period. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

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, 936-468-3004 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/

Academic Integrity:
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.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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, on an assignment;
- 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;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission 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 5.5
At the discretion of the instructor 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. 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 policy 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 [http://www.sfasu.edu/judicial/earlyalert.asp](http://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, religion, 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, through D2L, and email. Please check D2L and your SFASU email often to get announcements, print out handouts, check your grades, etc.