**Instructor:** Rebecca C. Swift, PhD., PLP., LSSP  

**Course Time & Location:**  
T/Th 9:30am-10:45am  
HSTC 322  

**Email:** Rebecca.swift@sfasu.edu  

**Credits:** 3 credits  

**Office Hours (Zoom):** Mon 8am-9am & Fri 8am-9am (please schedule an appointment with me at least a day in advance through email provided above, not via D2L).  

**Zoom Link:** https://sfasu.zoom.us/j/4794846949  

**Prerequisites:** C or better in CSDS 2330 (Anatomy and Physiology of Speech)

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**I. Course Description:** The course is designed to address neurological bases related to speech language pathology. The course will educate students about the nervous system and its role in speech and language, pathological conditions that lead to communication disorders and the signs/symptoms related to those disorders. This senior level undergraduate course is expected to serve as a foundation for advanced graduate level coursework in speech, language and cognitive functions.

**II. Course Delivery:** This course is in- person, face to face.

**III. Course Justification:** This is an on-campus course that meets twice a week. Students have significant weekly reading assignments, quizzes, peer-teaching, group presentation, and three exams (pre midterm, mid-term, and post mid-term), and a final examination. These activities average at a minimum 6 hours of work each weekly to prepare outside of classroom hours.

**IV. Diversity Statement:**  
Stephen F. Austin State University  
At SFA, our commitment to diversity and inclusion is more than words—it is actions. We believe diversity and inclusion are the keys to promoting more engaged individuals locally and globally. We at SFA are committed to amplifying a campus culture that nurtures belonging and embraces similarities while celebrating that every Lumberjack will be different. Those differences are valued, acknowledged, and supported purposefully. We encompass ground-breaking strategies fostered from our diverse campus while taking a holistic approach to how we function as a university.
James I. Perkins College of Education
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

Program of Communication Sciences and Disorders
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.

V. Core Values
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:
i. Academic excellence through critical, reflective, and creative thinking
ii. Life-long learning
iii. Collaboration and shared decision-making
iv. Openness to new ideas, to culturally diverse people, and to innovation and change
v. Integrity, responsibility, diligence, and ethical behavior
vi. 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:

i. Critical Thinking Skills: To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

ii. Communication Skills: To include effective development, interpretation, and expression of ideas through written, oral and visual communication.

iii. Empirical and Quantitative Skills: To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

iv. Teamwork: To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

v. Personal Responsibility: To include the ability to connect choices, actions and consequences to ethical decision making.

vi. Social Responsibility: To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

VI. Intended Learning Outcomes/Goals/Objectives 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.

ii. 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.

Student Learning Outcomes: Upon completion of this course, given appropriate level of guidance and supervision for a beginner to intermediate level clinical practicum, students will be able to:

i. Describe the anatomy and physiology of the nervous system underlying motor speech control and its disorders.

ii. Identify etiologies and salient characteristics of various types of motor speech disorders.

iii. Identify the characteristics of various communication modalities for individuals with motor speech disorders.

iv. Describe appropriate assessment principles and methods and identify the components of a motor speech evaluation.

v. Distinguish motor speech disorders from other neurogenic communication disorders.

vi. Describe varied therapeutic principles and procedures, treatment efficacy, and ethical issues pertinent to motor speech disorders.

vii. Discuss components of education and counseling for patients, family, and other professionals.

VII. Course Assignments, Activities, Instructional Strategies, use of Technology:
The course is delivered through D2L. Students should use D2L regularly to access course materials. Difficulty in accessing D2L should be brought to the instructor’s attention immediately.

**Examinations:** There will be 3 examinations. The final exam is comprehensive. The exams will consist of true-false, multiple choice, short answer questions, and label the parts.

**Pop quizzes:** There will be 5 pop quizzes throughout the course. The quizzes will be composed of multiple choices, fill in the blanks, and short answers. Prior announcement will not be given; however, the content will be easy. This is to encourage your attendance and help you check your learning status. Overall, you can earn a maximum of 50 points, each quiz is worth 10 points. These quizzes cannot be made up if you are absent.

**Group Show-Off:** This is a peer-teaching assignment. You will be put into small groups and choose a topic from a list provided to create an infographic (e.g., brochure, informational pamphlet, multi-slide social media post, etc.) or short video (e.g., reel/TikTok/YouTube). Your topic must be related to neurological symptoms and signs of communication/language disorders. You can use any video/screen recording software or video social media you wish to teach the concept you chose. Your video/infographic presentation should be within 3-5 minutes and do justice to the topic. You will be presenting your project to the class. You can earn a maximum of 100 points.

**Evaluation and Assessments (Grading):**

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<thead>
<tr>
<th></th>
<th>Points</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
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<tr>
<td>Exam 2</td>
<td>150</td>
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<tr>
<td>Final Exam</td>
<td>200</td>
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<tr>
<td>Quizzes</td>
<td>50</td>
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<tr>
<td>Project</td>
<td>100</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>600</strong></td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100% (500-600)</td>
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<tr>
<td>B</td>
<td>80-89% (400-599)</td>
</tr>
<tr>
<td>C</td>
<td>70-79% (300-499)</td>
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<tr>
<td>D</td>
<td>60-69% (200-399)</td>
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<tr>
<td>F</td>
<td>&lt;59 (299 or below)</td>
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**Extra Credit:**
Any student with no more than one absence throughout the semester will receive five points added to their total points at the end of the semester.

**Late Assignment Policy:**
It is the expectation that all assignments will be submitted on time; however, certain critical situations may warrant an extension. These situations must be communicated with the instructor in advance, and the discretion for an extension rest with the instructor.
### VIII. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapter</th>
<th>Contents</th>
<th>Due Dates</th>
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</thead>
<tbody>
<tr>
<td>1 Aug 29 &amp; 31</td>
<td>Intro/ Brief History Henley text Ch 1&amp;2 Webb Ch 4</td>
<td>Neuron Structure and Function</td>
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<tr>
<td>2 Sept 5 &amp; 8</td>
<td>Henley Ch 3&amp;4 Webb Ch 4</td>
<td>Neuron Structure and Function</td>
<td></td>
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<tr>
<td>3 Sept 12 &amp; 15</td>
<td>Henley Ch 5&amp;6 Webb Ch 4</td>
<td>Neuron Structure and Function</td>
<td></td>
</tr>
<tr>
<td>4 Sept 19 &amp; 21</td>
<td>Henley Ch 8&amp;9</td>
<td>Synapses &amp; Neurotransmitters</td>
<td>Class will not meet on Thurs the 21st. Use this as a review time</td>
</tr>
<tr>
<td>5 Sept 26 &amp; 28</td>
<td>Exam 1 Tuesday Webb Ch 2 and Henley 16&amp;17</td>
<td>Organization of the Nervous System</td>
<td>EXAM 1 (09/26)</td>
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<tr>
<td>6 Oct 3 &amp; 5</td>
<td>Webb Ch 3 and Henley 16&amp;17</td>
<td>Organization of the Nervous System</td>
<td></td>
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<tr>
<td>7 Oct 10 &amp; 12</td>
<td>Webb Ch 5 Henley Ch 18-24</td>
<td>Sensory Systems</td>
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<tr>
<td>8 Oct 17 &amp; 19</td>
<td>Webb Ch 6</td>
<td>Neuromotor Control of Speech</td>
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<tr>
<td>9 Oct 24 &amp; 26</td>
<td>Webb Ch 7 Henley Ch 25-28</td>
<td>Cranial Nerves &amp; Motor System</td>
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<tr>
<td>10 Oct 31 &amp; Nov 2</td>
<td>Review Tuesday Exam Thursday</td>
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<td>EXAM 2 Nov 2nd</td>
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<tr>
<td>11 Nov 7 &amp; 9</td>
<td>Webb Ch 8</td>
<td>Clinical Speech Syndromes</td>
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<tr>
<td>12 Nov 14 &amp; 16</td>
<td>Webb Ch 9</td>
<td>Central Language Mech. &amp; Learning</td>
<td>Project Due</td>
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<tr>
<td>13 Nov 21 &amp; 23</td>
<td>THANKSGIVING BREAK</td>
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<tr>
<td>14 Nov 28 &amp; 30</td>
<td>Webb Ch 10</td>
<td>Adult Disorders</td>
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<tr>
<td>15 Dec 5 &amp; 7</td>
<td>Webb Ch 12 &amp;13 Review</td>
<td>Pediatric Clinical Syndromes/Disorders</td>
<td></td>
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<tr>
<td>16 Dec 12 &amp; 14</td>
<td>Exam</td>
<td></td>
<td>FINAL EXAM</td>
</tr>
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### IX. Required Readings:


### X. Course Evaluations:

Near the end 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. What does the instructor need to know about aspects of the course that went well and should be continued? What does the instructor need to know about aspects of the course that need more attention or should be replaced? What aspects of the course provided the greatest learning opportunity? 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.

XI. Student Ethics and Other Policies

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. Makeup work must be completed as soon as possible after returning from an absence.

Documentation must be provided for any absences. In such instances, it is the responsibility of the student to provide documentation as soon as possible. Do not wait for the instructor to request such documents. Any student with no more than one absence throughout the semester will receive five points added to their total points at the end of the semester. Late assignments will not be accepted unless permission is granted from the instructor.

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 accommodation(s). For additional information, go to http://www.sfasu.edu/disabilityservices/
**Student Academic Dishonesty: Policy 4.1**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades: Policy 5.5**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

**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 Early Alert Program at SFA.

**Student Wellness and Well-Being**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

**The Dean of Students Office** (Rusk Building, 3rd floor lobby)  
[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)  
936.468.7249  
donos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202  
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)  
936.468.1041

**The Health and Wellness Hub** “The Hub”  
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

[www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)  
936.468.4008  
thehub@sfasu.edu

**Crisis Resources:**

- Burke 24-hour crisis line: 1.800.392.8343
• National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• johCrisis Text Line: Text HELLO to 741-741