

COMD 2600-INTRODUCTION TO COMMUNICATION DISORDERS

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COURSE TAs:

COURSE PRE-REQUISITES:

Must be ready to have a good learning experience and contribute to a positive, energetic 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. The main goal of this course is to increase your understanding of basic communication processes and the challenges faced by individuals with communication disorders.

REQUIRED TEXT:

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

COURSE OBJECTIVES:

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

1. Develop a basic understanding of typical communication processes and theories (Standard III-B)
2. Develop an awareness of a range of communication disorders of speech, language and/or 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)

To achieve these objectives students will:

- Read assigned chapters, and watch power point/lecture presentations
- Participate in, and complete class experiential activities
- Participate in test review sessions

- Complete tests

ASSIGNMENTS & EXAMS:

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. Please copy and paste your response on Canvas. 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."

Introduction to Profession Assignment (10 pts): Write a one page (minimum) to two page (maximum) report (12 font) that explains how you became interested in this profession and why it appeals to you. For example: How did you decide to enroll in this course? Have you had any experiences previously where you were introduced to a speech-language pathologist or audiologist that piqued your interest in this field of practice? Do you have a relative already working in this field?

Communication Disorder Experiential Independent Lab Assignments: Six (6), worth 15 points each: Having a communication disorder affects an individual's every day 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.

Each assignment will have several questions tied to each experience. A personal reflection paper will be written by answering and reflecting on these questions. 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.

Discussion Board Participation for Action Items from Chapter Overviews: 15 Action Items, worth 5 points each: After watching the chapter overview videos, you will get on the discussion board and make a 2-5 sentence response on your thoughts and reflection of the Action Items addressed at the end of the overview video.

EXAMS: Six (6) worth 50 points each.-- You are responsible for all information introduced in the textbook, as well as power point with accompanying chapter overview. Exams will be administered via 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. There will be two, 45-minute review sessions on Thursday and Friday prior to the exams; with the Thursday review being an evening review, and the Friday review being a morning review session. Times will be announced to the class the first week of the semester. **Tests will then open Friday at 12:00 noon MST, and must be completed by Saturday, the next day, at 11:59 p.m MST. You are on your honor to not share test questions with other classmates.**

FINAL EXAM (100 points): The comprehensive exam will cover information in all of the chapters we have studied over the course of the semester, with emphasis on chapters 14 and 15. You will have 120 minutes to complete the exam. The exam consists of 50 questions, 2 points each. This test will not be open note, book, friend, browser, or text messaging, only open knowledge you have stored in your brain. There will be two available test reviews announced two weeks prior to the end of the semester, and will be held the last week of the semester, prior to the final exam. The final exam will open 2:00 p.m. MST on the last Thursday of the course, and will close at 11:59 p.m. MST, on the final Friday of the course.

If you have an emergency, you will need to provide official health or emergency work documentation in order to be allowed to make up a test you have missed.

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 (Article VII. Grievances, pages 25-30).

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 used 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.

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.

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: Emergency arrangements for taking an exam late must be made PRIOR to the scheduled time of the exam. Please do not request alternate exam dates for non-emergency reasons (e.g., a family vacation, wedding).

GRADES:

95-100% = A

90%-94% = 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

61%-63% = D-

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