CGSC 376 - Introduction to Communication Disorders

Fall 2009
106 McDowell
Monday/Wednesday
9:05-10:20 a.m.

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Office Hours: Flexible; call for appointment

What is this course about?

CGSC 376 provides an introduction to the field of communication disorders. It examines the complex behaviors of speech, language and hearing and their changes throughout the lifespan, as well as the variety of communication disorders arising from biological, environmental, and behavioral factors.

The course activities are designed to give students opportunities for insight about the experiences of both clinical service personnel and individuals with communicative disabilities. The course is intended as a survey of the field, and as such it will not address any single issue in the depth required as a basis for practice. The information gained in this course will, however, permit students to recognize the differences among various communication disorders and to understand the relevance of the disorders to other aspects of an individual’s life.

What will I learn?

Upon completion of this course, you will be able to:

1. Identify communication problems as they relate to voice, articulation, language, fluency, or hearing.
2. Identify the role of various anatomical features in the production of communication.
3. Transcribe utterances using the International Phonetic Alphabet.
4. Identify types of communication disorders based on their characteristics.
5. Distinguish between developmental and acquired disorders of communication.
6. Identify causes of communication disorders and approaches to preventing and/or ameliorating various disorders.
7. Describe the professional responsibilities of a speech/language pathologist and audiologist, the practice issues arising from different therapeutic settings, and the importance of the team approach to evaluation and treatment.
Programmatic Learning Goals for the B.S. in Cognitive Science

By the end of the Cognitive Science Major, students will...

1. **Communicate** scientific ideas and methods (i.e., discuss and solve scientific problems and/or provide data or arguments in support of a scientific hypothesis) clearly and effectively, both orally and in writing. (Gen Ed Goal 1)

2. **Critically assess** scientific research (primary source articles and/or lab reports), methods, and/or problem solving related to cognitive science, linguistics, and speech pathology. (Gen Ed Goal 2)

3. **Synthesize** multiple methodological or disciplinary research perspectives to analyze a scientific problem and make improvements that advance the issue, debate, or research (Gen Ed Goals 3 and 5).

Class Materials

Required Text


Required Readings and Resources

Readings and websites have been selected by the instructor to complement course content. When supplemental readings are required, they will be supplied by the instructor at least one week prior to the beginning of the topic unit to which they pertain. There will be no additional cost to students for these materials. Recommended web-based resources are noted on the class schedule and in the text. The textbook includes a CD that supplements the text and classroom material.

Course Requirements

Required Reading

Lectures are designed to complement, not replace, assigned reading. Students are responsible for all material designated as required— from the text, from readings handed out in class, and from recommended websites. Students will derive maximum benefit from class activities when they have first familiarized themselves with the topic area. It is recommended that all reading associated with a particular topic area be completed prior to the first class session in which that topic is to be addressed. From time to time, student familiarity with readings will be assessed prior to class discussion on that topic, so BE PREPARED!
Engagement in Class Activities

The class is comprised of individuals with wide-ranging backgrounds and perspectives. Your learning will be enriched by your involvement in in-class activities and discussions, as well as your out-of-class work in support of your assigned “Perpectives Partner” (more about this later). Meaningful, consistent, high-quality engagement with these activities will be recognized with 20 points toward the overall grade for the class. Engagement is only possible when one is present; punctual and consistent attendance is a key element in getting full credit for engagement.

Assigned Projects

Clinical Observation: Each student is required to complete 10 hours of clinical observation during the semester. A number of certified speech/language pathologists and audiologists have agreed to host students seeking observation opportunities. The arrangements for these visits are the responsibility of the student, with no more than two students at a time observing a single clinical interaction. At least two distinct clinical settings should be visited by each student.

Your manner and dress should be appropriate to the workplace. Jeans, shorts, casual t-shirts, flip-flops, and/or very short dresses are not appropriate attire. You should look and act like a member of the clinical staff. Be prompt, courteous, and professional. If you are unable to make a scheduled observation, please show respect for staff at the site and call in advance with your apologies.

If you need to leave a message for a clinician, and you desire a return phone call, make sure you provide a local number. Most facilities prohibit long-distance calls, thus clinicians cannot return calls to cell phone numbers with non-302 area codes.

Only direct observation time counts toward the 10 hour requirement. Forms will be provided on which you can document your experiences and obtain sign-off from the clinician. Completion of the 10 hours and adequate documentation is worth 40 points toward the final grade, and is due by the end of class on December 7th.

Expanding Your Perspective: A separate handout describes the requirements for this assignment. In addition to the guidelines, this handout also contains a list of books that document the experience of having a significant communication disorder. Each student will read one of these books and submit a written product
following the guidelines provided. Students should notify the instructor by the September 14th class regarding their choice of book.

The quality of the writing and the quality of the content are equally important in this assignment. To give you abundant opportunities for input and support as you develop a well-reasoned and well-written paper, we will engage in some group activities designed to hone your analytical and writing skills. You will also submit a draft of your paper for both peer review and instructor review prior to the submission of the final product, which is due by the end of class on December 2nd, and will be worth 40 points toward the final grade.

Exams

Four tests, each worth 50 points, will be given over the course of the semester. The first three will cover only the material in the preceding units. The fourth test, administered on the last day of class, will focus not only on the material covered in the last unit, but will also require some synthesis of information gained over the course of the semester. Students are expected to take exams on the scheduled dates; the only exceptions will be for situations constituting University-approved absences:

a. Absences on religious holidays listed in University calendars are recognized as an excused absence. Nevertheless, students are urged to remind the instructor of their intention to be absent on a particular upcoming holiday.

b. Absences on religious holidays not listed in University calendars, as well as absences due to athletic participation or other extracurricular activities in which students are official representatives of the University, shall be recognized as excused absences when the student informs the instructor in writing during the first two weeks of the semester of these planned absences for the semester. Absences due to similar events which could not have been anticipated earlier in the semester will be recognized as excused absences upon advance notification of the instructor by an appropriate faculty adviser or athletic coach.

c. Absences due to serious illness or death within a student's family are recognized as excused absences. To validate such absences, the student should present evidence to the Dean's Office of his or her college. The
Dean’s Office will then provide a letter of verification to all of the student’s instructors for the term.

d. Absences due to serious illness (e.g., hospitalization, surgery, or protracted medical illness or convalescence) shall also be recognized as excused absences. To validate such absences, the student should present evidence of the illness to the Dean’s Office of his or her college. Supportive evidence will be provided on the student’s request by the Student Health Service directly to the respective Deans.

e. Absence due to short-term military duty in the National Guard or active reserve is recognized as an excused absence. To validate such an absence, the student should present evidence to the Dean’s Office of his or her college. The Dean’s Office will then provide a letter of verification to all of the student’s instructors for the term.

**Grading**

The maximum number of points available for each activity is as follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Test 1</td>
<td>50</td>
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<tr>
<td>Test 2</td>
<td>50</td>
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<tr>
<td>Test 3</td>
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<td>Test 4</td>
<td>50</td>
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<tr>
<td>“Perspective” Assignment</td>
<td>40</td>
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<tr>
<td>Observations/Documentation</td>
<td>40</td>
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<tr>
<td>Class Participation</td>
<td>20</td>
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Grades will be awarded on the basis of the number of points earned:

- 270-300  A
- 240-269  B
- 210-239  C
- 180-209  D
- Below 180 F