Introduction
To
Communication Disorders and Sciences

CDS 105

Fall 2016

Instructor: Kitty Martin
Communication Disorders and Sciences
Rehabilitation Institute
Southern Illinois University
Carbondale, Illinois

Please bring this syllabus to each class

In case of extenuating circumstances, this syllabus is subject to change. All changes, including time distribution of topics covered, will be announced in class, as far in advance as possible.
Course Title: Introduction to Communication Disorders and Sciences

Catalogue Number: CDS 105

Undergraduate Catalogue Description: 3 credits. A general survey course devoted to the discussion of various topics in speech, language, and hearing disorders. Special emphasis is placed on causative classification and the incidence in the current population,

Meeting Date, Time and Location:
   Tuesday and Thursday
   11:00 – 12:15
   Lawson 131

Course Instructor:
   Kitty Martin, M.S. CCC-SLP
   Senior Lecturer/ Clinical Supervisor
   Rehabilitation Institute
   Communication Disorders & Sciences
   kittym@siu.edu

Office Location/Hours:
   Rehn 322 (located in the Rehn 308 Suite)
   Phone: 618-453-7723
   Email: kittym@siu.edu

Appointments are suggested to accommodate needs of students. If emailing a request for appointment, suggest at least two possible times that you would like to meet. Also indicate the purpose of the visit.

Textbook:
Boston: Allyn and Bacon. Ed 5

Introduction: This course is required for fulfillment of the B.S. degree in Communication Disorders and Sciences. It is recommended that the course be taken in the first semester of the four-semester sequence of major courses. The material covered in this course is necessary as a prerequisite to advanced courses in the study of speech-language pathology and audiology. This course is intended for undergraduate students who are beginning the
CDS program, as well for students from other disciplines. Students in various disciplines could benefit from this course. It is assumed that students attending this class will have limited or no knowledge of communication and communication disorder. This course is a beginning course for a degree leading to a profession in speech language pathology and/or audiology.

**Course Objectives:**

The community associated with American Speech-Language-Hearing Association has indicated the need for areas of learning concentration for optimum undergraduate experience. The objectives below reflect some introductory schemas needed for foundational knowledge and skills for Communication Disorders and Sciences. Assuming that some of you will want to enter those professions included under communication disorders, by the conclusion of this class, with applied effort on your part, you will be able to:

1. Recognize and describe the roles of speech-language pathologists, audiologists, and speech-language-hearing scientists.
2. Recognize and explain the normal process of speech, language and hearing in the normal person recognizing cultural diversity.
3. Define communication and explain its importance to humanity.
4. Understand and analyze how human communication, including speech, language and hearing, changes throughout the lifespan.
5. Apply understanding of communication knowledge to your own communication strengths and challenges considering cultural correlates.
6. Categorize communication strengths and challenges to increasing perception of ordered and disordered communication.
7. Identify and analyze prevention of communication disorders, especially with populations at risk.
8. Classify general assessment and intervention for various communication challenges.
9. Communicate changing attitudes toward individuals with disability over time regarding legislation, social response, education, and intervention
10. Develop skills to identify the value of evidenced based practice in effective consideration of communication disorders and sciences.
11. Name characteristics of positive professional development for speech language pathologists and audiologists, reflecting on application to personal skills.

**Punctuality:** Class begins promptly at 11:00 and ends at 12:15 p.m. It is expected that each student will remain for the entire class period.

**Method of Instruction:** Discussion/Lecture/Activities/Video/Computer Activities/Projects/ Reflection activities. Learning challenges and strengths will be addressed with diversified instruction. Instruction will be given to strengthen student ownership of learning with subsequent opportunity to develop metalinguistic and metacognitive abilities.

**Course Requirements**

1. The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

2. **Bring textbook and notes to each class.** It is expected that student will read assignments prior to class. Not all text content will be addressed in class. However, student is responsible for information in the text (metacognition-know how you think and learn—own your learning—you earn your grade and acquired knowledge).

3. Class attendance is required. (See policy under Evaluation and Grades) Attendance will usually be taken. If a student arrives after attendance has been taken it is the responsibility of the student to notify the instructor immediately after class and sign the attendance sheet, or they will be counted as absent.

4. This class is a preparatory class for the profession of speech-language pathology and/or audiology. The skills of listening, reflective thinking, discussion and oral presentation are critical skills in your future professional experience. Participation in class is important. Remember that future recommendation letters may include description of professional behaviors observed in course work. Such behaviors might include collaboration, participation, inquiry, critical thinking, creativity, peer interaction, faculty interaction, timeliness, attendance, research curiosity, and conceptual application in class.
response, writing skills (grammar, organization, cohesion, diverse syntax), and oral presentation.

5. Students will be asked to assess their strengths and challenges on quizzes, tests, projects, presentations and activities. Students are encouraged to develop reflective thinking, owning their learning. Remember to be precise, specific, and describe versus label. Learning to think, reflect, and "talk the talk" prepares you for graduate school and professional work as a speech language pathologist/audiologist.

6. Take exams on time. If you should need to miss an exam, schedule with the instructor prior to the date of the exam. Reason for missing an exam will need documentation.

7. Complete all readings and assignments on time. I will conduct class with the assumption that all students have read the material beforehand. Quizzes and exams are based on readings, lectures, and discussions and/or assigned readings. Sitting in a lecture is not enough to do well in the class.

8. Some quizzes will be announced and some will not be announced. Quizzes may be given at the beginning or end of the session. If a student arrives late or leaves early, missing the quiz, they will not be allowed to make up missed quiz. Quizzes cannot be made up if session is missed. There are no exceptions to these requirements.

9. Guest speakers/ special presentations will prepare you for involvement in CDS program and profession.

Evaluation and Grades

Quizzes: There will be 4 quizzes. Some will be announced and some will be unannounced. They will be worth 25 points each for a total 100 points for quizzes. Quizzes may cover reading from text/handouts, lecture, and homework or be experiential in nature.

Points 100

Explorations There will be opportunity to demonstrate knowledge, professional disposition, writing skills, and personal communication skills, with specific projects. Some possible topics:

interviews 10) Professional disposition exploration 11) Self-reflection on personal communication skills. If you have concern with any assignment topic please do discuss this with me for possible accommodations. Each project will be worth 75 points each.

**Final Presentation**: Exploration of your own communication strengths and challenges. Suggestions, assessments, analysis of ideas, task efforts to increase skills will be given throughout semester. You must take initiative to work on this project throughout the semester. Caution about waiting until the last minute. Critical thinking, creativity, research & written expression are focus areas for these projects.

Points 100

**Class Attendance**: This class will meet two times a week for 75 minutes. Class attendance is required. You will be given 30 points at the beginning of the semester. After 3 absences, 10 points will be deducted for each absence. Attendance will usually be taken. If a student arrives after attendance is taken it is their responsibility to notify the instructor and sign the attendance sheet or they will be counted as absent. Attendance is critical. Remember if you fail to sign the attendance sheet you will be considered absent.

Points 30

530

**Final Grade**: Conversion to letter grade is calculated by points earned, divided by total possible points (X/530):

- 530 – 477 = A
- 476 – 424 = B
- 423- 371 = C
- 470 -318 = D
- Below 318= F

**Academic Honesty**: There will be a zero tolerance for plagiarism and academic dishonesty. Any student determined to have been cheating, plagiarizing or otherwise submitting someone else’s work as their own will receive a grade of “0” for that assignment. A second incident will result in an “F” for the course and a referral to appropriate academic review.
# CDS 105  Course Schedule

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Final Exam  (mandatory attendance)
Notes:

1. The instructor expects students to comply with University policies. Policies pertaining to student conduct are printed in the SIUC Catalog. Students may wish to review specifically the information in the Catalog on human subjects and the Student Conduct Code (especially regarding Acts of Academic Dishonesty).

2. If you consider yourself to be a student with an impairment/disability that necessitates academic adjustments or services, please inform the professor or contact the Disability Support Service Office at Woody Hall B-150 (453-5738).

3. Please be advised that only work with a grade assigned by the instructor of record, Kitty Martin, will count for your final grade for CDS 105.

4. Instructor reserves the right to change or modify course when deemed appropriate and/or necessary.

5. Emergency Procedures:
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT's website at www.bert.siu.edu, Department of Public Safety's website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

6. **Academic honesty:** In keeping with the college policy, academic dishonesty (cheating on class assignments/exams, etc.) will not be tolerated; students so engaged will be subject to disciplinary action.
SIUC Teacher Education Conceptual Framework:

This CDS course is aligned with the SIUC teacher education conceptual framework for training reflective clinicians and public school educators. At the conclusion of this course, students will be more knowledgeable and critically thoughtful about the curriculum, and the role of the speech-language pathologist/audiologist as a teaching professional.

The professional dispositions expected of every student in the COEHS:

The student demonstrates professionalism:

1. Dependability and reliability
2. Honesty, trustworthiness, ethics
3. Enthusiasm, love of learning and commitment to the profession

The student values human diversity:

1. Shows respect for, and sensitivity to the learning needs and abilities of all individuals
2. Shows respect for, and sensitivity to the diverse cultures, languages, races, and family compositions of all individuals
3. Strives for best practices to address diverse learning needs and abilities of all individuals
4. Strives for best practices to address diverse cultures, languages, races, and family compositions of all individuals
5. Collaborates with diverse peers, professional colleagues, staff and families

The candidate engages in professional development:

1. Engages in ongoing acquisition of knowledge
2. Engages in development of research-based practices
3. Assesses own performance and reflects on needed improvements
IMPORTANT DATES *  Semester Class
Begins:....................................................08/22/2016  Last day to add full-term course
(without Dean’s signature): ....08/28/2016  Last day to withdraw from the University with
a full refund:.......09/02/2016  Last day to drop a full-term course for a
credit/refund:.......................09/04/2016  Deadline to apply to graduate at the end of this
term:.....................09/16/2016  Last day to drop a full-term course (W grade, no
refund):............10/30/2016  Final examinations: .............................................12/12–
12/16/2016  Commencement: ...........................................................12/17/2016  Note: For
more detailed information on the above deadlines, please visit http://registrar.siu.edu/ calendars. For add/drop dates that
apply to shorter-than-full-term courses, please look at the Schedule of Classes search results at
http://registrar.siu.edu/schedclass/index.php  FALL SEMESTER HOLIDAYS  Labor Day Holiday
09/05/2016  Veterans Day Holiday 11/11/2016
11/27/2016  WITHDRAWAL POLICY ~ Undergraduate only  Students who officially register for
a session must officially withdraw from that registration in a timely manner to avoid being
charged as well as receiving a failing grade for those classes. An official withdrawal must be
initiated by the student, or on behalf of the student through the academic unit, and be processed
by the Registrar’s office. For the proper procedures to follow when dropping courses and when
withdrawing from SIU visit: http://registrar.siu.edu/students/withdrawal.php  INCOMPLETE
POLICY~ Undergraduate only  An INC grade may be assigned when, for reasons beyond their
control, students engaged in passing work are unable to complete all class assignments for the
course. An INC must be changed to a completed grade within one full semester (undergraduates),
and one full year (graduate students), from the close of the term in which the course was taken or
graduation, whichever occurs first. Should the student fail to complete the remaining course
requirements within the time period designat- ed, the incomplete will be converted to a grade of F
and such grade will be computed in the student's grade point average. For more information visit:
http://registrar.siu.edu/grades/incomplete.php  REPEAT POLICY  An undergraduate student
may, for the purpose of raising a grade, enroll in a course for credit more than once. For students
receiving a letter grade of A, B, C, D, or F, the course repetition must occur at Southern Illinois
University Carbondale. Effective for courses taken Summer 2013 or later, only the most recent
(last) grade will be calculated in the overall GPA and count toward hours earned. This policy
will be applied to all transferrable credit in that only the last grade will be used to calculate grade
point average. Only those courses taken at the same institu- tion are considered repeats under this
policy. See full policy at http://registrar.siu.edu/students/repeatclasses.php  GRADUATE
POLICIES  Graduate policies often vary from Undergraduate policies. To view the applicable
policies for graduate students, please refer to the graduate catalog at
http://gradschool.siu.edu/about-us/grad-catalog/  DISABILITY POLICY  Disability Support
Services provides the required academic and programmatic sup- port services to students with
permanent and temporary disabilities. DSS provides centralized coordination and referral

Office of the Provost: http://pvcaa.siu.edu/

SAFETY AWARENESS FACTS AND EDUCATION

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: [http://safe.siu.edu](http://safe.siu.edu)

SALUKI CARES

The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: call(618) 453-1492, email siucares@siu.edu, or [http://salukicares.siu.edu/](http://salukicares.siu.edu/)

SIU's EARLY WARNING INTERVENTION PROGRAM (EWIP)

Students enrolled in courses participating in SIU’s Early Warning Intervention Program might be contacted by University staff during a semester. More information can be found at the Core Curriculum’s Overview webpage: [http://corecurriculum.siu.edu/program-overview/](http://corecurriculum.siu.edu/program-overview/)

EMERGENCY PROCEDURES We ask that you become familiar with Emergency Preparedness @ SIU. Emergency response information is available on posters in buildings on campus, on the Emergency Preparedness @ SIU website, and through text and email alerts. To register for alerts visit: [http://emergency.siu.edu/](http://emergency.siu.edu/) STUDENT MULTICULTURAL RESOURCE CENTER The Student Multicultural Resource Center serves as a catalyst for inclusion, diversity and innovation. As the Center continues its work, we are here to ensure that you think, grow and succeed. We encourage you to stop by the Center, located in Grinnell Commons, to see the resources available and discover ways you can get involved on the campus. Visit us at [http://inclusiveexcellence.siu.edu/](http://inclusiveexcellence.siu.edu/) LEARNING AND SUPPORT SERVICES Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website: Tutoring: [http://tutoring.siu.edu/](http://tutoring.siu.edu/) Math Labs [http://math.siu.edu/courses/course-help.php](http://math.siu.edu/courses/course-help.php) WRITING CENTER The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit: [http://write.siu.edu/](http://write.siu.edu/) AFFIRMATIVE ACTION & EQUAL OPPORTUNITY Our office’s main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: [http://diversity.siu.edu/#](http://diversity.siu.edu/#) MILITARY COMMUNITY There are complexities of being a member of the military community and also a student. Drill schedules, calls to active duty, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate academic life. If you are a member of the military community and in need of accommodations please visit Veterans Services
at http://veterans.siu.edu/ Additional Resources: ADVISEMENT:
http://advisement.siu.edu/ SIU ONLINE: https://online.siu.edu/ SALUKI SOLUTION
FINDER: http://solutionfinder.siu.edu/ MORRIS LIBRARY HOURS:
http://libguides.lib.siu.edu/hours

Fall 2016 R. O’Rourke