

**COMMUNICATION SCIENCES AND DISORDERS 3010**  
**Anatomy and Physiology of Speech**  
**(Fundamentals of Speech and Voice I)**  
**FALL 2008**

**INSTRUCTOR:** Patrick Finn, Ph.D.  
**OFFICE:** Aderhold 514  
**OFFICE HOURS:** M 9:30-11:30  
**OFFICE PHONE:** 706-542-4572  
**EMAIL:** pfinn@uga.edu  
**WEB:** <https://webct.uga.edu/>

Considering how ill-suited much of the human speech equipment is for its task, the fact that we can speak at all is all the more remarkable (Perkins & Kent, 1986, p. 3).

**COURSE DESCRIPTION:** The purpose of this course is to introduce the student to the basic anatomy and physiology of the speech mechanism. Four systems will be examined: (1) respiratory, (2) phonatory, (3) articulatory, and (4) nervous.

**LEARNER GOALS:**

1. Recognize and identify basic anatomical structures of respiratory, phonatory, articulatory, and nervous systems for speech production.
2. Describe the basic function of the respiratory, phonatory, articulatory, and nervous systems for speech production.
3. Identify how problems with these systems might lead to disorders.

**REQUIRED TEXT:**

Perkins, W.H., & Kent, R.D. (1986). *Functional anatomy of speech, language, and hearing: A primer*. Needham Heights, MA: Allyn & Bacon.

**OPTIONAL TEXT:**

Netter, F.H. (2006). *Atlas of human anatomy (4<sup>th</sup> ed.)*. Philadelphia, PA: Saunders/Elsevier.

**COURSE EVALUATION AND DATES:**

Assignment	Percent Final Grade	Date
Exam 1 – Respiratory System	22.75%	Sept. 23
Exam 2 – Phonatory System	22.75%	Oct. 14
Exam 3 – Articulatory System	22.75%	Nov. 20
Exam 4 – Nervous System	22.75%	Dec. 11 (8-11 am)
WebCT Quizzes	8%	TBA
Student Bios	1%	TBA

**EXAMS/QUIZZES:** Exams and quizzes will consist of various question formats, such as multiple choice, true/false, matching, short answer, and picture labeling. Exams will be in class. Quizzes will usually be every other week on WebCT. The purpose of in-class exams is to evaluate what you have learned. Much of anatomy is factual; thus, memorization is inevitable. On the other hand, physiology is functional. Thus, understanding of concepts is necessary as well. The purpose of WebCT quizzes is to encourage you to keep up with the material. Quizzes will be unmonitored and accessible on-line for 24 hours, with an average duration of about 20 minutes.

**SPELLING:** Spelling must be correct on WebCT quizzes. For in-class exams, 1 point will be deducted for every 2 errors, up to 4 points maximum.

**STUDENT BIOS/OFFICE HOURS:** It is difficult to meet everyone in a large undergraduate classroom. Thus, I will meet with students individually during office hours, or a scheduled alternative, for at least 5 to 10 minutes. You will be required to prepare and submit a 1-page, single-spaced biography at our meeting (see WebCT for details).

Your meeting time will be assigned randomly to one of the weeks of the semester (see WebCT). To receive full points, you must meet with me by your scheduled time of the semester with your prepared biography. You can meet before then if you prefer; but email me in advance if you want to do so. Otherwise, my office hours are available any other time for your questions, concerns, and so on. Feel free to email your questions, as well.

**TOPICS AND READINGS:**

Week:	Topic	Readings: Perkins & Kent
Aug. 18 (1)	<ul style="list-style-type: none"> <li>Review course syllabus</li> <li>Overview of speech production</li> <li>How to deal with anatomical terms and planes</li> </ul>	<ul style="list-style-type: none"> <li>Course Syllabus</li> <li>Ch. 1</li> <li>Preface</li> </ul>
Aug. 25 (2)	<ul style="list-style-type: none"> <li>Detailed look at respiratory anatomy</li> </ul>	<ul style="list-style-type: none"> <li>Ch. 2</li> </ul>
Sept. 1 (3)	<ul style="list-style-type: none"> <li>Detailed look at respiratory anatomy</li> </ul>	<ul style="list-style-type: none"> <li>Ch. 2</li> </ul>
Sept. 8 (4)	<ul style="list-style-type: none"> <li>How does the respiratory system contribute to speech production</li> </ul>	<ul style="list-style-type: none"> <li>Ch. 3</li> </ul>
Sept. 15 (5)	<ul style="list-style-type: none"> <li>How does the respiratory system contribute to speech production</li> <li>Detailed look at phonatory anatomy</li> </ul>	<ul style="list-style-type: none"> <li>Ch.3</li> <li>Ch. 4, 139-140</li> </ul>
Sept. 22 (6)	<ul style="list-style-type: none"> <li>Detailed look at phonatory anatomy</li> </ul>	<ul style="list-style-type: none"> <li>Ch. 4, 139-140</li> </ul>
Sept. 29 (7)	<ul style="list-style-type: none"> <li>Detailed look at phonatory anatomy</li> </ul>	<ul style="list-style-type: none"> <li>Ch. 4, 139-140</li> </ul>
Oct. 6 (8)	<ul style="list-style-type: none"> <li>How does the phonatory system contribute to speech production</li> </ul>	<ul style="list-style-type: none"> <li>Ch. 5</li> </ul>
Oct. 13 (9)	<ul style="list-style-type: none"> <li>Detailed look at articulatory anatomy</li> </ul>	<ul style="list-style-type: none"> <li>Ch. 6</li> </ul>
Oct. 20 (10)	<ul style="list-style-type: none"> <li>Detailed look at articulatory anatomy</li> </ul>	<ul style="list-style-type: none"> <li>Ch. 6</li> </ul>
Oct. 27 (11)	<ul style="list-style-type: none"> <li>Detailed look at articulatory anatomy</li> </ul>	<ul style="list-style-type: none"> <li>Ch. 6</li> </ul>
Nov. 3 (12)	<ul style="list-style-type: none"> <li>How does the articulatory system contribute to speech production</li> </ul>	<ul style="list-style-type: none"> <li>Ch. 7</li> </ul>
Nov. 5 (13)	<ul style="list-style-type: none"> <li>How does the articulatory system contribute to speech production</li> </ul>	<ul style="list-style-type: none"> <li>Ch. 7</li> </ul>
Nov. 10 (14)	<ul style="list-style-type: none"> <li>A broad overview of the nervous system</li> <li>Detailed look at the peripheral nervous system</li> </ul>	<ul style="list-style-type: none"> <li>Ch. 11 (Read only)</li> <li>Ch. 12</li> </ul>
Nov. 17.(15)	<ul style="list-style-type: none"> <li>Detailed look at the central nervous system</li> </ul>	<ul style="list-style-type: none"> <li>Ch. 13 &amp; 15</li> </ul>
Nov. 24 (16)	<ul style="list-style-type: none"> <li>Thanksgiving Break</li> </ul>	
Dec. 1 (17)	<ul style="list-style-type: none"> <li>How does the central nervous system control speech production</li> </ul>	<ul style="list-style-type: none"> <li>Ch. 16</li> </ul>
Dec. 8 (18)	<ul style="list-style-type: none"> <li>No class</li> </ul>	

**TEACHING STATEMENT:** This course is an introduction to basic knowledge about the biological systems required for normal speech production. A firm understanding of these systems is essential in order to become a professional in the field of communication disorders. It is helpful to appreciate that this course is also about you because it concerns the mechanical production of speech – a natural process that you engage in every day with hardly ever thinking about it. But be aware, the ease with which you produce this motor act can be deceiving. Normal speech production is an elaborate process, so much so that it is surprising it works as well as it does. Furthermore, the vocabulary we use to describe this process is far from every day. In fact, it is often archaic. As a result, this course can be challenging. It requires substantial time and effort to master its content. As the instructor, I will provide you with as many opportunities as I reasonably can to help you get there. But obviously, it is your responsibility to learn the material and apply it. Study hard and you will be rewarded with a deeper appreciation of the human body and the marvel of how it works.

**ASHA STANDARDS:** Content of this course partially satisfies Standards III-B, III-C, III-D.

## CLASS POLICIES:

### Determination of Class Grades

A = 95-100 = Excellent

A- = 90-94.9

B+ = 85-89.9 = Good

B = 80-84.9

B- = 75-79.9 = Satisfactory

C+ = 70-74.9

C = 65-69.9 = Passing

C- = 60-64.9 = Failing

D = 50-59.9

F = 0-49.9

**Make-up Exams/Quizzes:** Exams/Quizzes will not be rescheduled, with the exception of medical issues. A physician's note must be provided. Any other reasons for missing a scheduled exam/quiz must be strongly compelling and convincing. Supporting documentation, if available, must be provided. Make up exams will be more difficult than originally scheduled exams. Make-up quizzes will be completed at my office.

**Attendance Policy:** Regular attendance is expected, but will not be monitored. However, it is usually obvious who attends class and who does not. Students who attend class on a regular basis usually perform better than those who do not. If you are missing class because of illness or some other legitimate reason, you should let me know.

**Classroom Etiquette:** Punctuality: Arrive to class on time. Lateness is disruptive to me and your classmates. Cell phones: Turn OFF your cell phone. Ringtones during class are intrusive. Laptops: I would prefer you did not use laptops to take notes in class. Laptops often introduce temptations to engage in behavior that is unrelated to class, and it will usually be obvious to me, and even more so to nearby classmates, when you do this. If you must use them to take class notes, please check with me first.

**PowerPoint Slides:** My PowerPoint class presentations are unavailable to students. You might believe otherwise, but most students learn the material better when they write the information for themselves. I will provide sufficient class time for you to take notes.

**Academic Honesty:** This is an important University of Georgia academic policy. I completely support it and I take it seriously. So should you.

*All academic work must meet the standards contained in "A Culture of Honesty." Each student is responsible to inform themselves about those standards before performing any academic work.*

Please see this link: <http://www.uga.edu/honesty/>

**Special Needs and Accommodations:** Any student who does not understand or accept the contents of this syllabus or who has a disability or condition that compromises his/her ability to complete course requirements must notify me in writing within 2 weeks of receiving the syllabus. Students with disabilities who may require academic adjustments and/or reasonable accommodations in order to participate in course activities or meet course requirements must register with the Disability Resource Center (DRC). If you qualify for services through DRC, bring your letter of accommodations to me as soon as possible.

**Final Note:** *The syllabus is a general plan for the course; reasonable exceptions will be announced to the class, when necessary.*

Functional anatomy of speech lends itself ideally to honing of information mastery skills (Perkins & Kent, 1986, p. xii).