

COMMUNICATION SCIENCES AND DISORDERS 3010
Fundamentals of Speech and Voice I
FALL 2007

INSTRUCTOR: Patrick Finn, Ph.D.

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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) neurological.

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.

COURSE EVALUATION AND DATES:

Exam	Percent Final Grade	Exam Date
Exam 1 – Respiratory System	22.5%	Sept. 6
Exam 2 – Phonatory System	22.5%	Oct. 4
Exam 3 – Articulatory System	22.5%	Nov. 8
Exam 4 – Nervous System	22.5%	Dec. 11 8-11 am
WebCT Quizzes	10.0%	TBA

EXAMS/SPELLING POLICY: Exams will consist of various question formats: multiple choice, true/false, matching, short answer, and picture labeling. Correct spelling is important. One point will be deducted for every 2 errors, up to 3 points maximum.

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

Functional anatomy of speech lends itself ideally to honing of information mastery skills.

Perkins & Kent (1986, p. xii)

TOPICS AND READINGS:

Week:	Topic	Readings: Perkins & Kent
Aug. 16 (1)	<ul style="list-style-type: none"> • Course syllabus • Overview of Speech Production 	<ul style="list-style-type: none"> • Course Syllabus • Ch. 1
Aug. 20 (2)	<ul style="list-style-type: none"> • Terms & Anatomical Planes • Respiratory Anatomy 	<ul style="list-style-type: none"> • Preface • Ch. 2
Aug. 27 (3)	<ul style="list-style-type: none"> • Respiratory Anatomy • Respiratory Physiology 	<ul style="list-style-type: none"> • Ch. 2 • Ch. 3
Sept. 3 (4)	<ul style="list-style-type: none"> • Respiratory Physiology 	<ul style="list-style-type: none"> • Ch. 3
Sept. 10 (5)	<ul style="list-style-type: none"> • Phonatory Anatomy 	<ul style="list-style-type: none"> • Ch. 4, 139-140
Sept. 17 (6)	<ul style="list-style-type: none"> • Phonatory Anatomy 	<ul style="list-style-type: none"> • Ch. 4, 139-140
Sept. 24 (7)	<ul style="list-style-type: none"> • Laryngeal Physiology 	<ul style="list-style-type: none"> • Ch. 5
Oct. 1 (8)	<ul style="list-style-type: none"> • Laryngeal Physiology 	<ul style="list-style-type: none"> • Ch. 5
Oct. 8 (9)	<ul style="list-style-type: none"> • Articulatory Anatomy 	<ul style="list-style-type: none"> • Ch. 6
Oct. 15 (10)	<ul style="list-style-type: none"> • Articulatory Anatomy 	<ul style="list-style-type: none"> • Ch. 6
Oct. 22 (11)	<ul style="list-style-type: none"> • Articulatory Physiology • Thursday - Holiday 	<ul style="list-style-type: none"> • Ch. 7
Oct. 29 (12)	<ul style="list-style-type: none"> • Articulatory Physiology 	<ul style="list-style-type: none"> • Ch. 7
Nov. 5 (13)	<ul style="list-style-type: none"> • Articulatory Physiology 	<ul style="list-style-type: none"> • Ch. 7
Nov. 12 (14)	<ul style="list-style-type: none"> • Nervous System • Peripheral Nervous System 	<ul style="list-style-type: none"> • Ch. 11 (Read only) • Ch. 12
Nov. 19.(15)	<ul style="list-style-type: none"> • Central Nervous System • Wed & Thurs - Holiday 	<ul style="list-style-type: none"> • Ch. 13
Nov. 26 (16)	<ul style="list-style-type: none"> • Central Nervous System • Neurology: Central Processing 	<ul style="list-style-type: none"> • Ch. 13 • Ch. 15
Dec. 3 (17)	<ul style="list-style-type: none"> • Neurology: Output Processing 	<ul style="list-style-type: none"> • Ch. 16

TEACHING STATEMENT: This course addresses basic knowledge about the biological systems that are essential for understanding normal speech production. A firm understanding of these systems is essential for becoming a competent helping professional who assesses and manages communication disorders. Normal speech production is based on a complex process and it is amazing that it works as well as it does. And it is important to appreciate that this course is not only about information that you need to know to be a clinician, but it is also about you, which should make it an intrinsically fascinating topic. It is also about a process that you engage in countless times per day, with hardly ever thinking about it. It is a natural process! At the same time, the terms we use to describe this process are not natural. Anatomical terms are not part of our everyday vocabulary and, thus, it means that this can be a very demanding course that requires considerable time and effort to master its content. As the instructor for this course, I will provide as many opportunities as I reasonably can to help you master the material. But, ultimately, it will be your responsibility to learn it and use it. Enjoy!

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)

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

C+ = 70-74.9 = Satisfactory

C = 65-69.9

C- = 60-64.9 = Passing

D = 50-59.9

F = 0-49.9 = Failure

All assignments are due during class on the due date, unless otherwise noted. Late papers and assignments are penalized 2 points per day past the due time and date.

Exams will not be rescheduled, with the exception of medical emergency. Make up exams will be more difficult than originally assigned exams and arranged at the instructor's convenience.

Academic Honesty: This is an important University of Georgia academic policy and I completely support it.

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/>

Attendance Policy: Regular attendance is expected, but will not be monitored directly by the instructor.

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 the instructor 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.*