

## **CMSD 4110: SPEECH DISORDERS**

### **Spring Semester 2005**

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**Office hours:** Mon. 11-1 & by appointment

Class will meet Monday/Wednesday/Friday, 10:10 to 11:00 a.m., in Aderhold Hall Room G-5.

*This course syllabus is a general plan for the course: deviations, if necessary, will be announced to the class by the instructor.*

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### **Description**

CMSD 4110 is a lecture-style course designed to provide students with an introductory understanding of motor speech disorders. This course assumes you have successfully completed courses in anatomy/physiology of speech, phonetics, and language development. It is your responsibility to review the foundational material from these prerequisite courses in preparation for this course. Chapters 2 and 3 in your textbook provide a brief review of these topics.

### **Objectives**

At the completion of CMSD 4110, students should be able to

1. explain some overriding principles related to studying and treating the disorders of human speech production, and use those principles in problem-solving about these disorders; and
2. explain at a pre-professional level the causes, characteristics, and possible treatments of some major disorders of speech production, including articulation/phonology disorders, voice and resonance disorders, disorders of speech fluency, and neurogenic speech disorders.

*This course is not intended to provide students with enough information about speech disorders to be able to serve as treatment providers without the direct supervision of a certified and licensed speech-language pathologist.*

### **Text and Reading Assignments**

1. Your primary text for this class is Anderson, N.B., & Shames, G.H. (2002). *Human communication disorders: An introduction (6<sup>th</sup> ed.)*. Boston, MA: Allyn & Bacon.
2. Several additional (REQUIRED) readings are on reserve at OIT, on the 2<sup>nd</sup> floor of Aderhold Hall. These include journal articles, chapters from books other than your textbook, and other related materials. You are to find the assigned reading, copy it with your own resources, and return the reading immediately. You are NOT to take the

readings home-this will prohibit your classmates from reading and completing assignments. Two copies of the readings will be placed in OIT for convenience.

3. All reading assignments are specified in the attached schedule. Some are listed twice, under two different days; take that as a big hint. Unless otherwise noted, all reading is REQUIRED. Read it at least twice, once before class and look over it again after. At least twice.

### **Exams, requirements, etc.**

**Exams.** This class will have four noncumulative exams. Either three or four will count toward your grade, as explained below. Exams will draw from lectures, interactive discussions and activities, *Reading* assignments, and READINGS (yes this is included twice for a reason...hint, hint). Exams include *primarily* multiple choice, true/false, matching, or fill-in questions. I will discuss exam format in more detail before your first exam.

**Papers.** Instead of any one of the exams, you might choose to write an 8- to 10-page paper (typed, double-spaced) about any aspect of the nature or treatment of speech disorders that interests you. Additional details and expectations for papers are explained in a separate handout, and I highly encourage you to consider this option. Papers are due by 6:00 p.m. on Wednesday, April 20.

**Final course grades.** Your course grade will be based primarily on four scores: your best three exam scores (24% of course grade each) plus either your fourth exam or your paper, whichever is better (24% of course grade). If you do poorly on one of the examinations and wish to replace it by writing a paper, I will take the highest 4 of your 5 scores as your final grade. The remaining 4% is for 2-5 unannounced SHORT pop-quizzes, attendance, preparation, contributions to class exercises, and general professional appropriateness in connection with this course. I adhere to a strict scheme that requires 90% for an "A," 80% for a "B," 70% for a "C," and 60% for a "D." No rounding will be done for any scores (i.e. you earn an 89.6% your grade is a B) No exception to this rule will be made....PERIOD.

### **Missed exams, quizzes, late papers, etc:**

**There will be no make-up exams for this course.** If you miss one of the first three exams, you may write a paper for your fourth score. Papers are due by 6:00 p.m. on Wednesday, April 20, and *will not be accepted late*. If you must miss the fourth exam because of sudden serious illness or other unavoidable personal problem, and if you need that exam to serve as your fourth score because you did not write a paper, and if you bring me official written documentation that explains specifically why you could not take the exam, I will assign the grade of Incomplete and we will then develop alternative assignments for you to complete during Summer semester 2005.

**Extra Credit:** There will be approximately 2-5 opportunities for extra credit throughout the semester. Taken together these opportunities can add up to 2% to your class grade. Dates and times for these opportunities will NOT be announced and cannot be "made up" earlier or later under any circumstances. They will be announced during the class period (beginning, middle, end) and you HAVE to be present when the extra credit opportunity is announced to take advantage of it. These opportunities are provided because past experience has shown us that

students who attend class regularly and stay throughout the class period perform better than students who are absent or partially attend class. These extra credit opportunities will include (but are not limited to) a combination of things, e.g., in-class group activities, pop-quizzes, reaction papers, etc. Because these are for extra credit, you are not required to take them.

### **Assorted things:**

- Turn off all cell phone and pagers. If you know you may need to be reached in an emergency, please keep your cell phone/pager on vibrate mode and leave the classroom to answer the call. If your cell phone goes off and disrupts our class, I reserve the right to lower your class participation grade. No excuses! **TURN OFF OR SILENCE YOUR PHONE!**
- Attendance and class participation at all lectures is expected. You are responsible for getting copies of class notes, handouts, etc. that were presented on any day you were absent. Be prepared to ask and answer my questions, and engage in discussion.
- College level organization, grammar, punctuation, spelling, etc. are expected on all work. Refer to the Publication Manual of the American Psychological Association, Fifth Edition, for specific guidelines on **referencing**.
- A grade of C or better is required in order for this course to count toward degree completion.
- Refer to your student bulletin and schedule of classes for details about drop/add, course withdrawal policies and procedures, and any other general UGA academic policies at <http://www.reg.uga.edu/or.nsf/public/acalendar>
- The laws, regulations, and ethical codes of the country, the state, the University, and ASHA, about such things as discrimination, academic dishonesty, client confidentiality, and public accuracy, among others, apply to this class and will be observed.
- I do my very best to understand points of view that differ from mine, to be considerate to the people who express those views, to explain my views considerately, and to change my views when change is warranted. I expect the same consideration and balance from you, both in your dealings with me and -- much more importantly -- in your dealings with each other.
- This is The University of Georgia, and you are all college seniors.
- I have a “small class mentality,” even about big classes.

### **Academic Honesty**

All assignments are to be completed independently unless instructed otherwise. The University of Georgia's Policy on Academic Honesty will be **STRICTLY** followed for this course. All academic work must meet the standards contained in “A Culture of Honesty.” The student Honor Code of The University of Georgia states very simply “I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.” All academic work completed at the University of Georgia, including in this class, must meet the standards contained in “A Culture of Honesty.” All students are responsible for informing themselves about those standards before performing any academic work, and the instructors will adhere to those university policies (including contacting the appropriate Vice-President if academic dishonesty is suspected). Please familiarize yourself with the UGA Academic Honesty Policy at: [http://www.uga.edu/ovpi/academic\\_honesty/academic\\_honesty.htm](http://www.uga.edu/ovpi/academic_honesty/academic_honesty.htm) Students in this department are also expected to be familiar with and to abide by the plagiarism guidelines developed by the CMSD faculty; ask for another copy if you need one.

For this course in particular, academic honesty will come into play in several ways. First, take as your starting point the view that we want you to talk with your colleagues about what you are learning – talking about it is part of learning it. Nevertheless, everything you turn in as your own work must be your work and only your work. Thus, please feel free to talk with your colleagues about the assigned readings, about anything that happened in class, or about how any of this relates to your other classes. **The exams, assignments, and/or paper however, should be completed independently.** KEEP YOUR EYES ON YOUR OWN PAPER DURING EXAMS! If a suspect someone is cheating, I will follow UGA guidelines as well as implement a class seating chart for all further exams.

### **Special Needs**

Students with documented physical, learning or other disabilities please arrange to talk with me within the first week of class so that we can appropriately accommodate your needs from the beginning of the course. Students with more general concerns or needs please also come talk to me; I'd much rather know about and try to prevent potential problems than have to figure out how to fix an actual problem later.

### **Tips for success**

- Read the assigned readings before class. Do not assume I will go over all the important information from a reading in class.
- Form study groups and work to support each other's learning.
- Take notes during class. Full notes will not be posted on WebCT.
- Visit my office hours or make an appointment with me if you need any help with this class. **DON'T WAIT UNTIL THE WEEK OF THE EXAM!**
- Study your materials a little everyday. It will be very hard to "cram" the amount of information in which you will be responsible.
- Relate new information as much as possible to something you've already learned.

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## **CMSD 4110: Spring 2005**

### **Topical Outline: Initial Schedule of Topics, Readings, and Assignments**

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*All deadlines and due dates are listed here with the exception of unannounced class work and extra credit assignments.*

#### **January 10 – February 4 : Part One – Articulation and Phonology**

**Monday, Jan. 10**                      **Introduction to the Course**

**Wednesday, Jan. 12**              **Communication, Culture, and Speech**

Textbook: pp. 107-140

ASHA (1983) Position statement on dialects

**Friday, Jan. 14**                      **Speech Development**

Textbook: pp. 29-34; 57-69

Smit (1986)

**Monday, Jan. 17**                      **HOLIDAY**

**Wednesday, Jan. 19**              **Idiopathic Articulation Disorders**

Emerick & Haynes (1986), pp. 152-161

**Friday, Jan. 21**                      **Articulation Assessment**

Emerick & Haynes (1986), pp. 161-168

**Monday, Jan. 24**                      **Idiopathic phonological disorders**

Textbook: pp. 142-157

Read (or re-read) textbook pp. 34-56; think specifically about how language development is related to speech sounds. *I know this is a lot of reading, so if you have to read one “quickly” make it pp.34-56. (This isn’t an excuse to not even look over it!)*

**Wednesday, Jan. 26**              **Phonological assessment**

Textbook: pp. 157-174

**Friday, Jan. 28**                      **Articulation vs. Phonological approach**

Bauman-Waengler (2004) pp. 163-204; don’t panic, many examples included here.

**Monday, Jan. 31**                      **Articulation treatment**

Textbook: pp. 175-185

Bernthal & Bankson (1998), pp. 407-411

Refer back to relevant parts of Bauman-Waengler (2004) pp. 163-204

**Wednesday, Feb. 2                      Phonology treatment**

Textbook: pp. 175-176; 178-185

Geirut (1998)

Refer back to relevant parts of Bauman-Waengler (2004) pp. 163-204

**Friday, Feb. 4                              Exam #1 – Articulation and Phonology**

**February 7 – February 25 : Part Two -- Voice and Resonance Disorders**

**Monday, Feb. 7                              Classifying Voice Disorders**

Textbook: pp. 351-354

Dalston (2004) pp. 283-285

**Wednesday, Feb. 9                        Disorders of Vocal Misuse/Abuse**

Textbook: pp. 364-366

Owens et al. (2003) pp. 289-294

**Friday, Feb. 11                              Physiological/Neurological Voice Disorders**

Textbook: pp. 361-365; 367-370

Owens et al. (2003) pp. 294-299

**Monday, Feb. 14                            Spasmodic Dysphonia**

Stewart, Brin, & Blitzer (1997)

**Wednesday, Feb. 16                        Cancer and Laryngectomy**

Textbook: pp. 385-391

Slavin (1997)

**Friday, Feb. 18                              Resonance Disorders / Cleft Palate**

Textbook: pp. 370-371; 396-418

**Monday, Feb. 21                            Voice Treatments**

Textbook: pp. 375-384

Ramig & Verdolini (1998)

**Wednesday, Feb. 23                        Voice Treatments and Review**

**Friday, Feb. 25                              Exam #2 -- Voice and Resonance Disorders**

**February 28 - April 1: Part Three -- Organic and Neurogenic Speech Disorders**

**Monday, Feb. 28**                      **Definitions and Frameworks**

**Wednesday, Mar. 2**                **Dysarthrias**  
Textbook: pp. 443-446; 479-484 (concentrate on dysarthria)  
Bloom & Ferrand (1997) pp. 174-182

**Friday, Mar. 4**                      **Dysarthria Therapy**  
Yorkston (1996)

**Monday, Mar. 7**                      **Apraxia**  
Textbook: pp. 480-482  
Bloom & Ferrand (1997) pp. 173-174

**Wednesday, Mar. 9**                **Dysphagia**  
Logemann (1997)

**Friday, Mar. 11**                      **Speech and Deafness**  
Israelite & Jennings (1997)

**March 14 – March 18 SPRING BREAK!**

**Monday, Mar. 21**                      **Cerebral Palsy**  
Textbook: pp. 446-466

**Wednesday, Mar. 23**                **Alternative/Augmentative Communication**  
Textbook: pp. 466-469

**Friday, Mar. 25**                      **Oral-Peripheral Exam**  
Textbook: pp. 170-171

**Monday, Mar. 28**                      **Organic/Neuromotor Assessment and Treatment**  
Textbook pp. 460-470; 493-507  
Logemann (1997)  
Yorkston (1996)

**Wednesday, Mar. 30**                **Effectiveness of Speech Treatments**  
Yorkston (1996)

**Assignment:** Bring to class anything you have ever read or heard, from this class or anywhere else that suggested a particular kind of treatment for a particular kind of client. Did they “prove it”? In other words, find an example of therapy for an organic or neurogenic speech disorder and describe whether or not it worked. **ASSIGNMENT TO TURN IN FOR GRADE.**

**Friday, April 1**                      **Exam #3 -- Organic and Neurogenic Speech Disorders**

**April 4 – May 2 : Part Four -- Fluency Disorders**

- Monday, April 4**                      **Fluency, Disfluency, and Stuttering**  
Textbook: pp. 262-271
- Wednesday, April 6**                **Nature and Theories of Stuttering**  
Textbook, pp. 271-285
- Friday, April 8**                      **FICs**  
Bloodstein (1950)
- Monday, April 11**                    **Variability of Stuttering**  
Martin & Haroldson (1979)
- Wednesday, April 13**              **Cluttering**  
St. Louis & Myers (1998)
- Friday, April 15**                    **Adult-Onset Dysfluency**
- Monday, April 18**                   **Assessment of Fluency**  
Textbook: pp. 280-285
- Wednesday, April 20**              **Child Treatment**  
Costello (1983); focus on pp. 69-92; pp. 93-111 is supplement to 69-92-very helpful
- Friday, April 22**                    **Lidcombe Program**  
Onslow, Andrews, & Lincoln (1994)
- Monday, April 25**                   **Adult Treatment**  
Textbook: pp. 285-297  
Guitar & Peters (1991)
- Wednesday, April 27**              **Treatment Research Review**  
Bothe, et al. (2003)
- Friday, April 29**                    **Professional Ethics**  
Class assignment: "Let's Talk"
- Monday, May 2**                      **Review and class wrap-up**  
Resource: ASHA Fluency Terminology (not "required" reading, but a great resource for the final—big hint)
- Friday, May 6, 8:00-11:00 a.m.: Exam #4 -- Fluency Disorders**  
(during scheduled final exam time, but not cumulative)

## **About Writing a Paper for CMSD 4110**

I encourage you to consider writing a paper instead of just taking the four exams for this course. Preparing a paper will allow you to explore something that interests you, will give you much more of a sense of what is known and not known about speech disorders than I can give you in class, will give you some experience with details such as which journals publish information about speech disorders and where to find them, will give you some practice with pulling information together and thinking about it, and will, in all seriousness, contribute much more to your education in many ways than will memorizing some more stuff for another exam.

General guidelines for papers: Choose a topic or a question that interests you, about any speech disorder or disorders, and produce an 8- to 10-page paper about that topic or question. You may write a paper about a given topic whether or not you take the exam for that area of the course. You will probably start with your assigned readings, with some author or book or article that I mention in class, or with a general keyword or title-word search of the library computer databases (try Current Contents). Unless you have another idea (see below), think of your paper as a position paper, by which I mean that you should try to support some specific argument or position, instead of just randomly discussing an area. Remember, though, that we aren't allowed to just completely ignore contradictory evidence; I recommend something that your writing teachers might have called a "thesis-antithesis-synthesis" model.

Flexibility as to paper format: I am open and eager to discuss any ideas you have for projects or papers, as long as the final result is something approximating an 8- to 10-page write-up. You are welcome to observe a client with a speech disorder and write about her disorder and her treatment; split up a large area with a partner (but I will insist that each of you produce an independent paper in the end; this is one of my inflexible points); develop a literature-based research proposal instead of a review paper; or do just about anything else that we can agree will allow you to learn something new about speech disorders in a way that appeals to you. If you are going to do anything other than a basic library-based position paper, as described above in "General guidelines," clear your idea with me by Friday, March 25, at the absolute latest.

Mechanics: Papers and manuscripts in speech-language pathology are typed, double-spaced, on white paper, with 1-inch margins. Your work should have a title page, with the title of the paper and your name. Your work should use APA-style references and should have an APA-style reference list. The pages of your paper should be numbered consecutively in the top right corner and should be connected to each other with one staple in the top left corner; you're beyond those cute little plastic binder things now.

Due dates: Papers are due by 6:00 p.m. on Wednesday, April 20 and will not be accepted after 6:00 p.m. on Wednesday, April 20. If your life tends to become a country-blues song during the hour before a big paper is due, you might want to plan to bring your paper to class on Monday morning April 18.