

## **CMSD 4110: SPEECH DISORDERS**

### **Spring Semester 2007**

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**Instructor:** Jennifer Owen M.A., CCC-SLP

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**Office hours:** by appointment

Class will meet Tuesdays, 5:00 to 7:45 pm, 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 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. (2006). *Human communication disorders: An introduction (7<sup>th</sup> ed.)*. Boston, MA: Allyn & Bacon.
2. Several additional (REQUIRED) reading will be assigned throughout the semester. These may include journal articles, chapters from books other than your textbook, and other related materials.

## Exams

This class will have four non-cumulative exams. Exams will draw from lectures, interactive discussions and activities, and *Reading assignments*. Exams include *primarily* multiple choice, true/false, and short answer questions. I will discuss exam format in more detail before your first exam.

**Final Course Grades.** Your course grade will be based primarily on the four exams.

400-360	A
359-320	B
319-280	C
279-240	D
239 or less	F

## Missed Exams

Missing the midterm exams (except in the case of reasons 1 – 4 below) will result in a score of zero.

If you should miss an examination due to:

(1) serious illness (requiring medical care), (2) family emergency, (3) university sponsored activity, (4) religious holiday, **AND** you provide appropriate documentation, you may take a make-up exam. Job interviews, travel plans, and non-university-sponsored activities etc. will not be considered acceptable excuses for missing an exam. You must bring me the documentation for missing a scheduled examination as soon as possible and be approved for taking the Makeup Examination. You will not be allowed to take the makeup exam **without prior approval**. Makeup exams may be substantially different from the regular exams.

## Class Policies

- 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.
- 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.

### **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.

### **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.

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## **CMSD 4110: Spring 2007**

### **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 9th – February 6 : Part One – Articulation and Phonology**

<b>Tuesday, Jan. 09</b>	<b>Topics:</b>	Introduction Speech Development Communication, Culture, and Speech
	<b>Readings:</b>	1. Textbook Chapters 1, 2, 3, and 4 2. Additional Readings printed from WebCT - Scope of Practice in Speech Language Pathology - Scope of Practice in Audiology - Code of Ethics - ASHA Position Statement on Social Dialects
<b>Tuesday, Jan. 16</b>	<b>Topics:</b>	Articulation Disorders and Assessment Phonological disorders and Assessment
	<b>Readings:</b>	1. Additional Reading: <i>Chapter Five Assessment of Articulation Disorders</i> Emerick & Haynes (1986) 2. Textbook Chapter 6 pgs 149-174
<b>Tuesday, Jan. 23</b>	<b>Topics:</b>	Articulation vs. Phonological Approach Articulation Treatment
	<b>Readings:</b>	1. Additional Reading: Bauman-Waengler (2004) 2. Bernthal & Bankson (1998), pp. 407-411 3. Textbook Chapter 6 pgs 174-176
<b>Tuesday, Jan. 30</b>	<b>Topics:</b>	Phonology treatment Review
	<b>Readings:</b>	Textbook Chapter 6 pgs 176-182
<b>Tuesday, Feb. 06</b>	<b>Exam 1</b>	



**April 17 – May 8 : Part Four -- Fluency Disorders**

**Tuesday, April 17**

***Topic:*** Fluency Disorders

***Reading:*** 1. Textbook Chapter 7  
2. Additional Reading TBA

**Tuesday April 24**

***Topic:*** Fluency Disorders

***Reading:*** 1. Textbook Chapter 7  
2. Additional Reading TBA

**Tuesday May 8**

**Exam #4 -- Fluency Disorders**

(during scheduled final exam time, but not cumulative)