Introduction to Audiology and Speech-Language Pathology
ASLP 133
Winter 2006

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Aims of a BYU Education
BYU seeks to develop students of faith, intellect, and character who have the skills and desire to continue learning to serve others throughout their lives. A BYU education is designed to be (UA1) spiritually strengthening, (UA2) intellectually enlarging, and (UA3) character building, leading to (UA4) lifelong learning and service. (UA) = University Aims.

David O. McKay College of Education
Conceptual Framework Aims
The David O. McKay College of Education seeks to prepare professionals who (CF1) embrace and apply moral dimensions of teaching, (CF2) demonstrate academic excellence, (CF3) engage in meaningful collaboration, and (CF4) act with social competence. (CF) = Conceptual Framework.

Audiology and Speech-Language Pathology Department
Counsel of Academic Accreditation (CAA) Standards
This course addresses the American Speech-Language Hearing Association (ASHA) CAA Standard III-B which states: The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural basis.

Course Objectives
Upon completion of this introduction to audiology and speech-language pathology the student will,

a. Have a comprehensive introductory overview of the history, research, and clinical applications of the professions of audiology and speech-language pathology; (UA2,3,4), (CF1,2,4), Standard III-B,

b. Have a working knowledge of the primary Internet sites available about audiology and speech-language pathology; (UA2,4), (CF2), Standard III-B,

c. Have a working knowledge of the general terms associated with audiology and speech-language pathology; (UA2,3,4), (CF2), Standard III-B.

d. Be thoroughly familiar with the assigned text, and the references therein, as a resource for future study of audiology and speech-language pathology (UA2,3,4), (CF1,2,4), Standard III-B.
Welcome
This introduction to the study of audiology and speech-language pathology is offered as a semester online course. By combining information from several sources -- instructor's notes, audio recordings, video clips, textual materials, and the Internet -- with materials from a current and acclaimed text, the student is provided a comprehensive overview of the subject. Availability of the instructor to the student is assured through e-mail contacts.

Course Design
This course was designed with and for the Internet. Plante and Beeson's text, *Communication and Communication Disorders: a Clinical Introduction*, provides the basic structure and much of the textual material. Incorporated into the 13 lessons are visual, auditory, and auditory/visual materials and hyperlinks to more than 80 Internet sites. These materials are intended not only to enhance and enliven the lessons but also to expose the student to some of the current researchers, practitioners, literature, and resources in audiology and speech-language pathology.

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Course Guide -- Demosthenes as Virtual Instructor
Demosthenes, 384-322 BCE, was a stutterer who, by dint of his own determination and perseverance, overcame his impairment. According to the Encyclopedia Britannica, 3, 462, 1976, he ". . . assiduously cultivated his speaking skills and became a professional speechwriter; [he is]. . . recognized as the greatest of Greek orators." See also, Encyclopedia Britannica, Macropaedia, 5, 578-580, 1976. Demosthenes will act as your guide throughout the course.

Textbook and Materials
The course relies on four sources of information about audiology and speech-language pathology: the text, Internet sites, video clips, and instructor's notes. You are expected to study each sufficiently to obtain a working knowledge of the information contained.

The textbook for this course is Plante & Beeson's Communication and Communication Disorders. In addition, I have arranged for Leeper & Barr's *i Search 2003 Communication Sciences and Disorders* to be packaged, at no extra cost, with the Plante and Beeson work. Both items are available at the BYU Bookstore.

Note: The audio-video portion of this course is important to you and you are expected to spend sufficient time watching and listening to each clip.
Course Schedule

This online course must be completed in the semester in which you register for it. If you are unable to follow the schedule, it is strongly recommended you drop the class by 18 January--and no record will be retained of your having registered. If you would rather hang on a while longer, you have until 8 February to drop with a "W" posted to your transcript. If you do not complete the course, a grade of "UW" will be posted.

Be aware that as a semester student you must abide by the course schedule provided by your instructor and that you may not resubmit assignments.
It is expected that each lesson will be completed, and the associated quiz submitted, by the date indicated. Quizzes taken after the posted dates will not be recorded; however, you may submit them earlier.

On or before the date shown, complete each lesson and submit a response to the discussion question.
Jan. 13  **Class meeting with Instructor; 3-3:50 pm, 115 McKay Building**

Jan. 20  Lesson 1 - Introduction to the Professions of Audiology and Speech-Language Pathology and The Internet as a Resource in Audiology and Speech-Language Pathology

Jan. 21  **Last day to drop without a W**

Jan. 27  Lesson 2 - The Biological Foundations of Speech and Language

Feb. 3  Lesson 3 - Sounds in Communication

Feb. 10  Lesson 4 – Disorders of Articulation

Feb. 13  **Last day to drop with a W**

Feb. 17  Lesson 5 - Disorders of Fluency

Feb. 24  Lesson 6 - Disorders of Voice and Swallowing

Mar. 3  Lesson 7 - Language

Mar. 10  Lesson 8 - Disorders of Language in Children

Mar. 17  Lesson 9 - Disorders of Language in Adults

Mar. 24  Lesson 10 – Biological Foundations of Hearing

Mar. 31  Lesson 11 - Disorders of Hearing in Children

Apr. 7  Lesson 12 – Disorders of Hearing in Adults

Apr. 14  Lesson 13 – Professional Issues

Mar. 20-Apr. 18  Submit Online Evaluation

Apr. 22-24  **Final Exam on Campus**

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**Preventing Sexual Harassment**

Title IX of the Education Amendment of 1972 prohibits sex discrimination against any participant in an educational program or activity receiving federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Opportunity Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.
**Students With Disabilities**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability, which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the students and instructors by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Opportunity Office at 422-5895, D-282 ASB.

**Course Requirements**

a. Read carefully each of the chapters in the text

b. Study the instructor's notes

c. Study each of the Internet sites specified in the lessons

d. Respond to each of the discussion questions

e. Submit responses to each of the quizzes

f. Take the final examination

**Online Discussions**

If you respond to all 13 questions, your grade for the course will be raised one-half letter. For example, if your grade based on the 13 lesson quizzes and the final examination computes to a C+ AND you have participated on ALL discussion questions, you will be credited with a B- for the course.

**Assignments and Examinations**

Lesson Quizzes: An eight-item, multiple-choice type quiz, concludes lessons 1-12; for lesson 13, the quiz has four items. You will receive instant feedback on questions you miss when you submit your selections. You are encouraged to print out the questions and feedback in preparation for the Final Examination. Quizzes 1-12 each count for 5.5 percent of your course grade, and Quiz 13 counts for four percent.

Final Examination: At the conclusion of the course I will post an announcement with the days, times, and location of the final examination. The examination consists of 50 multiple-choice questions, similar to the questions used for the quizzes. The final examination is worth 30% of your course grade.
Course Evaluation

Course Evaluation: There is an online Course Evaluation that accompanies this course. Your input is critical! Semester Online courses are new to BYU and your responses will help improve them. You can access the Course Evaluation through your Route-Y account. There is a Student Ratings link on the right side of the screen. The Course Evaluation will not be available for this course until the end of the semester. Please fill it out and submit it towards the end of the course. Once again, your responses are critical to evaluating the Semester Online courses!

Grading

The final course grade will be based on your scores earned on the lesson quizzes and the final examination, as discussed above, and your participation on the discussion board.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Lesson 1-12 Quizzes</td>
<td>66%</td>
</tr>
<tr>
<td>Lesson 13 Quiz</td>
<td>4%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
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Following is the grading scale which will be applied to your combined performance on the quizzes and the final.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93.0 - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90.0 - 92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87.0 - 89.9%</td>
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<tr>
<td>B</td>
<td>83.0 - 86.9%</td>
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<tr>
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<td>C-</td>
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<tr>
<td>D+</td>
<td>67.0 - 69.9%</td>
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<tr>
<td>D</td>
<td>63.0 - 66.9%</td>
</tr>
<tr>
<td>D-</td>
<td>60.0 - 62.9%</td>
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<tr>
<td>E</td>
<td>59.9% (fail)</td>
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Remember: I reserve the right to adjust your grade based on participation with the online discussions, the class meetings, the audio-video elements and in meeting class deadlines. Your grades are automatically calculated by the computer based on my grading algorithm but will be changed shortly afterwards by me personally should any adjustments be appropriate.