COURSE SYLLABUS

INSTRUCTOR: Ms. Lee Robinson, M. S., CCC-SLP, Associate Clinical Professor, Speech and Language Clinic Director/Graduate Internship Coordinator

OFFICE HOURS: Friday 10-12 or by appointment. Office address: 158 TLRB Voice mail and office phone: 801-422-7650. Email: lee_robinson@byu.edu

PREREQUISITS: As listed in the COMD undergraduate handbook prerequisites for this course are: COMD 133, 230, 330, 350, 331, 351. If you have not taken these courses you must see me before continuing in the class.

TEXT BOOK AND READING SCHEDULE: This textbook is used as supplemental material for the class. We may discuss the contents of the chapters in class. Any quiz or exam questions from the textbook will come from the “Know it, Use it” sections found at the end of each chapter.


<table>
<thead>
<tr>
<th>Reading</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Chapters 1-2</td>
<td>Sept. 16</td>
</tr>
<tr>
<td>Chapters 3-5</td>
<td>Sept. 23</td>
</tr>
<tr>
<td>ASHA Code of Ethics (on blackboard)</td>
<td>Sept. 30</td>
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<tr>
<td>Chapter 9</td>
<td>Oct. 14</td>
</tr>
<tr>
<td>Chapter 8</td>
<td>Oct. 28</td>
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<tr>
<td>Chapter 10</td>
<td>Nov. 11</td>
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</tbody>
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COURSE DESCRIPTION: This course covers a wide range of topics including ethics, professional report writing, professional organizations such as ASHA and AAA, public school policy, Medicare and health care policy, speech technicians, licensure and the Certificate of Clinical Competence, leadership skills, and other current issues pertaining to the field of communication disorders.

COURSE PURPOSE: It is my intent to help students discover the professionals within themselves and instill in students a desire to always behave with honor, dignity and respect for themselves and others.

MISSION STATEMENT: The institutional objectives of Brigham Young University are to educate the minds and spirits of students, advance truth and knowledge, extend the blessings of learning to all members of the church, and develop friendships for the University and the Church. Within this university framework the David O. McKay College of Education has developed a conceptual framework (CF) that (1) embraces and applies the moral dimensions of teaching, (2) demonstrates academic excellence, (3) models collaboration and (4) teaches students to act with social competence. Additionally, the Department of Communication Disorders (ComD) addresses the American Speech-Language Hearing Association (ASHA)
accreditation requirements by providing course work and clinical practicum that meet the Council on Academic Accreditation (CAA) standards.

**COURSE LEARNING OUTCOMES:**

1. Students will understand the importance of being positive representatives of BYU and the Church of Jesus Christ of Latter-day Saints and will behave in an ethical and professional manner when interacting with other professionals, clients, caregivers, faculty, staff, fellow students, etc (CAA standard III-E, CF4).

2. Students will look for ways to apply professional behavior and leadership skills in their daily lives to improve their relationships with family, friends, fellow students, faculty, staff, ward members, etc (CAA standard III-E, CF4).

3. Students will discover for themselves how their personal worthiness and commitment to the principles of the gospel of Jesus Christ will prepare them to be competent and confident professionals (CAA standard III-E, CF4).

4. Students will demonstrate knowledge of contemporary professional issues [see CLASS TOPICS] through class discussion, class writings, role-plays, out-of-class writing assignments and other application activities (CAA standard III-G, III-H, CF1, 4).

5. Students will collaborate with a partner to write an assessment report and will learn to value the editing process as a means to improve written communication (CAA standard III-D, IV-G Evaluation f, Interaction b, d, CF3).

**STUDENT LEARNING GOALS: Take a few minutes and write your personal goals for this class.**

1. 

2. 

3. 

**EXAMS:** We will have one midterm and one final exam. The midterm will be worth 50 pts. The final will be worth 100 pts. Each exam will cover lecture material and assigned readings. You will take the midterm in the testing center on any of the following three days: **Monday October 27th, Tuesday October 28th or Wednesday October 29th**. You will take the final in the testing center on any of the following days: **Monday December 15th through Friday December 19th**. You can take an exam late without penalty only when you provide written proof of serious illness, death in the family, or extenuating circumstance to me. Otherwise, late exams will be penalized 15% per day late. If you need to take a test early you should see me well in advance to make arrangements. I do not grade exams on the curve.
PREPARING FOR EXAMS: My exams are comprised of T/F, matching, multiple-choice. Each power point includes a slide entitled Lesson Objectives. These lesson objectives should guide you as to what is important to learn and study for the exams. When we review for the exam in class, students should come to the review having already studied for the exam. The purpose of the review is to answer any questions that may have come up in your review of the lecture or reading material.

QUIZZES/OUT OF CLASS WRITING ASSIGNMENTS: Ten (10) quizzes and/or class writing assignments will be given throughout the semester. Each quiz/assignment will be worth 10 points. The quizzes must be taken during class time on the day given. If you are absent on the day of a quiz you will not be allowed to make it up (the only exception being official university excused absences). Quiz/assignment questions will come from lectures and readings. Students may earn an additional 20 points towards their quiz scores if they choose to meet with the writing fellows (see PAPERS for details). Quizzes/assignments will be graded for quality of content, correctness of content, and writing mechanics (spelling, grammar, punctuation-assignments only). Out of class written assignments must be typed and at least one page in length, double-spaced.

PAPERS: In Blackboard please see the folder titled PAPERS in Course Documents for information regarding the two major writing assignments required to complete this course. We will review this document together in class. I will announce and remind you to bring a copy of the document to class.

SEMESTER GRADING: I will base semester grades on total points earned. I will not drop any exam scores. I do not grade on the curve. Grades will be computed from the following points:

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Midterm</td>
<td>50</td>
</tr>
<tr>
<td>Final</td>
<td>100</td>
</tr>
<tr>
<td>Quiz/writing</td>
<td>100</td>
</tr>
<tr>
<td>Paper 1</td>
<td>100</td>
</tr>
<tr>
<td>Paper 2</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>450</td>
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Semester grades will be calculated by taking the total number of points earned divided by 450. Letter grades are then assigned based on the scale below:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>95-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-94%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
</tr>
<tr>
<td>83-86%</td>
<td>B</td>
</tr>
<tr>
<td>80-82%</td>
<td>B-</td>
</tr>
<tr>
<td>77-79%</td>
<td>C+</td>
</tr>
<tr>
<td>73-76%</td>
<td>C</td>
</tr>
<tr>
<td>70-72%</td>
<td>C-</td>
</tr>
<tr>
<td>67-69%</td>
<td>D+</td>
</tr>
<tr>
<td>63-66%</td>
<td>D</td>
</tr>
<tr>
<td>60-62%</td>
<td>D-</td>
</tr>
<tr>
<td>Below 60%</td>
<td>E</td>
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COURSE TOPICS:


IMPORTANT DATES:

<table>
<thead>
<tr>
<th>Date</th>
<th>Important event</th>
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<tbody>
<tr>
<td>Tuesday September 2</td>
<td>Class begins</td>
</tr>
<tr>
<td>Tuesday September 9</td>
<td>Writing partners identified/Confidentiality form signed and turned in to me</td>
</tr>
<tr>
<td>Thursday October 2</td>
<td>Paper #1 rough draft due in class/peer review</td>
</tr>
<tr>
<td>Thursday October 9</td>
<td>Paper #1 rough draft returned to students</td>
</tr>
<tr>
<td>Thursday October 23</td>
<td>Paper #1 final draft due in class (with previous drafts)</td>
</tr>
<tr>
<td>Thursday October 23</td>
<td>Review for midterm in class, come prepared to ask questions</td>
</tr>
<tr>
<td>Monday October 27-Wednesday October 29</td>
<td>Midterm in testing center</td>
</tr>
<tr>
<td>Thursday October 30</td>
<td>Paper #1 returned to students</td>
</tr>
<tr>
<td>Thursday November 6</td>
<td>Paper #2 rough draft due in class/peer review</td>
</tr>
<tr>
<td>Thursday November 13</td>
<td>Paper #2 returned to students</td>
</tr>
<tr>
<td>Thursday November 20</td>
<td>CLASS CANCELLED DUE TO ASHA</td>
</tr>
<tr>
<td>Tuesday Nov. 25 and Thursday Nov. 27</td>
<td>CLASS CANCELLED DUE TO THANKSGIVING</td>
</tr>
<tr>
<td>Thursday December 4</td>
<td>Paper #2 final draft due in class (with previous drafts)</td>
</tr>
<tr>
<td>Thursday December 11</td>
<td>Last day of class, review for the final, turn back papers</td>
</tr>
<tr>
<td>Friday Dec. 12-Saturday Dec. 13</td>
<td>Reading days</td>
</tr>
<tr>
<td>Monday Dec. 15-Friday Dec. 19</td>
<td>Final exam in the testing center</td>
</tr>
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CLASSROOM PROCEDURES AND PARTICIPATION: In order to create a positive learning environment for each and every student in class I expect each student to be a responsible citizen of the class. A responsible citizen turns off electronic devices before class has started. She also stops talking with classmates and turns her attention to me when I call the class to order. She does not engage in side conversations while I am lecturing and encourages her fellow classmates to pay attention. A responsible citizen of this class behaves like a professional by using her computer only for note taking purposes (see Policy below). She also engages in the role-plays, discussions, in-class writing and other activities of the class with enthusiasm. She asks thoughtful questions and comes to class prepared to discuss the out-of-class assignments and readings.
RECOMMENDED STUDY HABITS AND OTHER TIPS: I usually provide students with a study guide for the exams. Follow it and you will do well on the exams. I rely on email to keep students updated on what is going to happen in class from day to day. Please pay attention to my emails. I post copies of the powerpoints on blackboard to facilitate your note taking. Be aware that the slides I use in class are not always the same as the slides I’ve posted for you. Be polite when interacting with my TAs. A student who is nice to me but not nice to my TAs is not a nice student.

USE OF TECHNOLOGY IN THE CLASSROOM (The Seatbelt Phenomenon): Technology is an essential part of today’s learning environment. However, when used inappropriately, technology can hinder learning. Most of you have sat next to others who use their laptops or PDA’s in class to check e-mail, talk to friends, instant message, search the Internet, or play games. Unfortunately, every person sitting around such students is distracted by this behavior. As a result of such distraction and its subsequent negative effects on the learning environment, I have adopted the following policy for this class: Using laptops or PDA’s in class to legitimately take notes or work on class projects is allowed, but all other use of laptops or PDA’s in class is prohibited. Please respect your fellow students and professors and abide by this policy.

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 University Accessibility Center (UAC) located at 1520 WSC, 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC. 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 by contacting the Equal Employment Office at 422-5895, D-285 ASB.

PREVENTING SEXUAL HARASSMENT: Title IX of the Education Amendments 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 Employment Office at 422-5895 or 267-5689 (24-hours); or contact the Honor Code Office at 422-2847.

HONOR CODE: In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university.

Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.