

# COMD 133 - Intro Speech/Lng Path + Aud

Fall 2018

Section 001: 3714 HBLL on T Th from 10:00 am - 10:50 am

## Instructor/TA Info

### Instructor Information

**Name:** Bonnie Brinton

**127 TLRB:** 127 TLRB

**801-422-4319:** 801-422-4319

**Tues., Thurs. 9:30 am--10:30 am:** Tue 1:00pm-2:00pm

Thu 12:30pm-1:30pm

Or By Appointment

**bonnie\_brinton@byu.edu:** bonnie\_brinton@byu.edu

**Name:** Tyson Harmon

**127 TLRB:** 138 TLRB

**801-422-4319:** 801-422-1251

**Tues., Thurs. 9:30 am--10:30 am:** Only By Appointment

**bonnie\_brinton@byu.edu:** tyson\_harmon@byu.edu

### TA Information

**Name:** Mollie McCurdy

**127 TLRB:** TLRB #111

**Tues., Thurs. 9:30 am--10:30 am:** Wed, Thu 6:00pm-8:00pm

**bonnie\_brinton@byu.edu:** comdintrota@gmail.com

**Name:** Rebekah Forbes

**127 TLRB:** TLRB #111

**bonnie\_brinton@byu.edu:** comdintrota@gmail.com

**Name:** Alli Barney

**127 TLRB:** TLRB #111

Tues., Thurs. 9:30 am--10:30 am: Mon, Wed 1:30pm-3:30pm

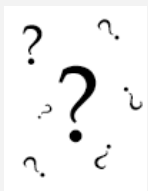
bonnie\_brinton@byu.edu: allison.m.barney@gmail.com

## Course Information

### Description

The purpose of this class is to acquaint you with the fields of speech-language pathology and audiology. We will discuss a range of communication processes as well as some of the communication disorders that can affect these processes. We will also discuss what speech-language pathologists (SLPs) and audiologists do in order to facilitate communication in individuals with communicative impairments.

### Materials

Item	Price (new)	Price (used)
 Communication Sci & Disorders 3E <i>Required</i> by Justice, L	182.00	136.50

### Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%

E 0%

## **Learning Outcomes**

### **Human Communication and Systems**

Demonstrate basic understanding of human communication and the systems involved.

### **Clinical Applications**

Demonstrate an initial understanding of the clinical applications of the fields of speech-language pathology and audiology.

### **Basic Concepts and Terms**

Demonstrate understanding of some basic concepts and terms associated with the practice of speech-language pathology and audiology.

### **Familiarity with Disorders and Professions**

Demonstrate basic familiarity with a variety of communication disorders and the professions of speech-language pathology and audiology.

### **Grading Policy**

You will be expected to attend class, complete quizzes and any assignments, take the midterm and the final exams. The quizzes and exams will cover assigned reading and viewing material as well as information presented in class. Grades will be assigned based on total points received. You will be allowed to drop your lowest quiz score. Make-up quizzes may be offered ONLY in cases of illness or university excused absences. Documentation of illness is required to make up a quiz.

Quizzes may be unannounced, so it is best to come to class prepared. The midterm and final exams will be offered in the testing center. The test format will be objective

(multiple choice, true/ false, matching, etc.). The final and midterm exams each contain 50 questions worth 2 points each (100 points). Quizzes may be short answer, short essay, or objective.

Please note that inasmuch as your lowest quiz score will be dropped, we do NOT offer extra credit opportunities for this class. This policy applies to ALL students.

Grading Scale: The grading scale appearing in Learning Suite is a guideline only. The instructor will determine the grading scale at the end of the semester. In the past, the scale has been adjusted in favor of the students. Please do NOT try to negotiate a higher grade by asking for extra credit or other special considerations. The grading scale will be the same for each and every student.

### **Participation Policy**

Please see "Classroom Procedures"

### **Classroom Procedures**

Please be attentive and respectful in class. Even if you do not want to listen, there is always the offhand chance that someone else does. Please turn off your cell phones and refrain from texting, surfing the internet, playing video games, or finding other fascinating things to do on your computer/phone/iPad, etc. during class. If you need to talk on your cell phone, send or read texts, visit with your classmates, read the paper, check your facebook, find out about movie times, etc. please be gracious enough to leave the classroom to do it. If it is evident that you are engaged in any of these activities in class,

you will receive a zero on the next (or previous) quiz. If you struggle with alertness in class, feel free to stand up at the back of the class for a few minutes. Please avoid sleeping (especially snoring) in class. It hurts the instructors' feelings.

The Powerpoint slides shown in class will NOT be available on Learning Suite. It is important that you attend class and pay attention to the information presented in class. If you have questions about information presented in class or on the slides, feel free to contact a TA or the instructors. The teaching assistants will have copies of the Powerpoints, and you are welcome to review these slides with a TA during office hours.

### **HBLL Course Reserve Readings**

HBLL Course Reserve Readings  
password is bri133

### **Assignments**

#### **Assignment Description**

#### **Media Assignment**

Due: Wednesday, Oct 31 at 11:59 pm

For the media assignment, you will need to watch the HBO movie, Temple Grandin.

This movie is available for check out in the library. If you would prefer to watch an

interview with Dr. Grandin, you may watch the episode of Conversations from Penn

State in which Patty Satalia interviews Dr. Grandin. The U-tube address is as follows:

[http://www.youtube.com/watch?v=zt\\_G7Zw5l8c](http://www.youtube.com/watch?v=zt_G7Zw5l8c)

Please respond to the following questions for the movie OR the interview (you do not need to do both). The due date will be announced in class and posted in Learning Suite. You may submit this assignment electronically in LS.

From the movie, Temple Grandin

1. Why was Temple so hesitant to go to college?
2. The movie shows a doctor explaining the cause of autism to Temple's mother. What was the cause he described? Do you think this causal explanation makes sense? Why or why not?
3. To what extent do you think Dr. Grandin is typical of individuals with ASD?
4. What did Temple's aunt do to teach her about facial expression?
5. Dr. Grandin indicates that her mother helped her to understand that she was different, but \_\_\_\_\_ . (fill in the blank)

The interview from Penn State

1. According to Dr. Grandin, what characterizes a "specialist mind?"
2. What did Dr. Grandin say was the worst part of high school for her?
3. In learning to regulate her emotions, Dr. Grandin indicated she had to switch from anger to \_\_\_\_\_. (fill in the blank)
4. To what extent do you think Dr. Grandin is typical of individuals with ASD?
5. What did Dr. Grandin say about following long strings of verbal directions?

### **Midterm**

Due: Monday, Nov 05 at 6:00 pm

The midterm exam will consist of 50 questions worth 2 points each. The questions will be in multiple choice and true-false formats.

### **Quiz 1**

Due: Tuesday, Dec 11 at 10:59 pm

### **Quiz 2**

Due: Tuesday, Dec 11 at 11:59 pm

### **Quiz 3**

Due: Tuesday, Dec 11 at 11:59 pm

### **Quiz 5**

Due: Tuesday, Dec 11 at 11:59 pm

### **Quiz 4**

Due: Tuesday, Dec 11 at 11:59 pm

### **Name Game**

Due: Thursday, Dec 13 at 10:59 pm

The name game: We want to learn your names, but our classes are large and it's a difficult task. We're begging for your help. For you to earn 5 points on the name game, we must learn your name. Please tell us your name whenever you see us or whenever you talk in class. Stop by our offices during office hours, bring us a photo of yourself, wear a name tag to class, do whatever you think will help jog our cognitive processes. We'll award the points at the end of the semester. But don't panic, if you introduce yourself to us and tell us your name at least 3 times outside of class during the semester, we will award your 5 points whether we can retrieve your name or not. Please note, you need to introduce yourself to Dr. Brinton and as well as to Dr. Harmon.

### **Quiz 6**

Due: Thursday, Dec 13 at 11:59 pm

### **Quiz 7**

Due: Thursday, Dec 13 at 11:59 pm

### **Final**

Due: Wednesday, Dec 19 at 9:00 pm

The final exam will consist of 50 questions worth 2 points each. The questions will be in multiple choice and true-false formats. The exam is comprehensive, but

questions covering information presented before the midterm exam will be limited to those concepts tested on the midterm exam. The exact questions may be different from those on the midterm however.

## Schedule

Date	Column 1	Column 2
T Sep 04 Tuesday	Introduction, fundamentals of communication	Chapter 1  Please note that this schedule is tentative and subject to change.
Th Sep 06 Thursday	Fundamentals of communication	Chapter 1
T Sep 11 Tuesday	Careers in Speech- Language Pathology and Audiology	Chapter 1
Th Sep 13 Thursday	Anatomy and Physiology of the Speech Mechanism: The whirlwind tour	Chapter 3
T Sep 18 Tuesday	Anatomy and Physiology of the Speech Mechanism: The whirlwind tour	Chapter 3
Th Sep 20 Thursday	Overview of development	Chapter 2



T Sep 25 Tuesday	Overview of Development	Chapter 2
Th Sep 27 Thursday	Overview of Development Language Impairment in Children	Chapter 6
T Oct 02 Tuesday	Language Impairment in Children	Chapter 6 Visit this site: <a href="http://www.internationalcommunicationproject.com">www.internationalcommunicationproject.com</a>
Th Oct 04 Thursday	Language Impairment in Children/ASD	Chapter 6
T Oct 09 Tuesday	ASD	<p><a href="https://www.youtube.com/watch?v=o65l1YAVaYc&amp;noredirect=1">https://www.youtube.com/watch?v=o65l1YAVaYc&amp;noredirect=1</a> Watch this video.</p> <p>Also watch this one: <a href="https://www.youtube.com/watch?v=EyBiTlFpOM">https://www.youtube.com/watch?v=EyBiTlFpOM</a></p> <p>Chapter 6</p> <p>Watch the Temple Grandin movie OR the interview and complete the questions (see assignments). Media Assignment due Oct 30</p>
Th Oct 11 Thursday	intellectual impairment	Chapter 6
T Oct 16 Tuesday	Speech sound disorders	Chapter 9

Th Oct 18 Thursday	Speech Sound disorders	Chapter 9
T Oct 23 Tuesday	Speech Sound Disorders	Chapter 9
Th Oct 25 Thursday	Voice Disorders	Chapter 9
T Oct 30 Tuesday	Voice Disorders	Chapter 9  MEDIA ASSIGNMENT DUE
W Oct 31 Wednesday	<b>Midterm Opens</b>	
Th Nov 01 Thursday	Swallowing disorders	Chapter 15 Watch this video: <a href="https://www.youtube.com/watch?v=hf2kRD85zvc">https://www.youtube.com/watch?v=hf2kRD85zvc</a>
M Nov 05 Monday	<b>Midterm Closes</b>	
T Nov 06 Tuesday	Language impairment in adults	Chapter 8

Watch this video: <https://www.youtube.com/watch?v=-HGfaCXGfaw&index=4&list=PL2ul975Uj3le2GZ1GpL93qH5pGn36aQ>

And listen to this news

story: <https://www.npr.org/2018/07/16/629362007/drop-by-drop-how-poetry-helped-the-u-s-military-in-afghanistan>

Consider the impact a stroke can have on language, communication and life participation.

Th Nov 08 Thursday	Language impairment in adults	Work through these online simulations of aphasia: <a href="http://aphasiacorner.com/aphasia-simulations/index.html">http://aphasiacorner.com/aphasia-simulations/index.html</a>  Chapter 8
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T Nov 13 Tuesday	Language impairment in adults	Chapter 8
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Th Nov 15 Thursday	Motor speech disorders	Chapter 12
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T Nov 20 Tuesday	<b>Friday Instruction</b>	
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Th Nov 22 Thursday	<b>Thanksgiving Holiday</b>	
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T Nov 27 Tuesday	Motor speech disorders	Chapter 12
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Th Nov 29 Thursday	Fluency	Chapter 10  Watch Stuttering for Kids by Kids (stuttering foundation) : <a href="https://www.youtube.com/watch?v=Po-WMo8vXRY">https://www.youtube.com/watch?v=Po-WMo8vXRY</a>
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Watch this video:



	12/20/2018)
	<b>Final Opens</b>
W Dec 19 Wednesday	Final Exam: Offered through the testing center, Dec. 15- 19
	<b>Final Closes</b>
Th Dec 20 Thursday	

## University Policies

### 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 every instructor's 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.

### Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy,

sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

### **Student Disability**

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), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. 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.

### **Academic Honesty**

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character.

"President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

### **Deliberation Guidelines**

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should:

- (1) Remember that we are each responsible for enabling a productive, respectful dialogue.
- (2) To enable time for everyone to speak, strive to be concise with your thoughts.
- (3) Respect all speakers by listening actively.
- (4) Treat others with the respect that you would like them to treat you with, regardless of your differences.
- (5) Do not interrupt others.
- (6) Always try to understand what is being said before you respond.
- (7) Ask for clarification instead of making assumptions.
- (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack.
- (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion.
- (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information.
- (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person.
- (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating.

Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation.

(<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

### **Devotional Attendance**

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

### **Mental Health Concerns**

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, [caps.byu.edu](https://caps.byu.edu)) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

### **Inappropriate Use Of Course Materials**

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

### **Plagiarism**



Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law.

**Intentional Plagiarism-** Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

**Inadvertent Plagiarism-** Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

Examples of plagiarism include:

- Direct Plagiarism-** The verbatim copying of an original source without acknowledging the source.
- Paraphrased Plagiarism-** The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own.
- Plagiarism Mosaic-** The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source.
- Insufficient Acknowledgement-** The partial or incomplete attribution of words, ideas, or data from an original source.

Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

## Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010