

COMD 133 - Intro Speech/Lng Path + Aud

Fall 2020

Section 001: TBA TBA on M W from 8:00 am - 9:15 am

Instructor/TA Info

Instructor Information

Name: Tyson Harmon

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Or By Appointment

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TA Information

Name: Riley Robertson

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Name: Briel Garner

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Name: Kelsey Tindall

Office Hours: Fri 10:00am-2:00pm

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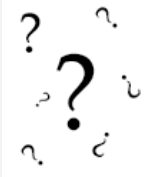
Course Information

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 communication disorders.

Materials

| Item | Price (new) | Price (used) |
|------|----------------|-----------------|
|------|----------------|-----------------|

| | | |
|---|---|---------------|
|  | Communication Sci & Disorders 3E <i>Required</i> by Justice, L | 179.99 135.00 |
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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 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% |

Grading Policy

You will be expected to engage with all course material including (a) viewing all lecture material (whether pre-recorded or live), (b) completing reading reflections, quizzes and assignments by their due date, and (c) taking the midterm and the final exams. Reading reflection assignments will help you gain foundational knowledge about each disorder that will be discussed prior to attending class or viewing lecture material. These must be submitted in Learning Suite before the class start time on their listed due date (please do not ask for an extension as it will not be granted). The quizzes and exams will cover information presented in class as well as assigned reading and viewing material. Like reading reflection assignments, quizzes must be submitted in

Learning Suite before the class start time on their listed due date. Quizzes must be completed within 15 minutes in a single sitting. I will automatically drop your lowest quiz score. Each quiz opens at the end of a class period and closes before the start of the next class. Because of the flexibility in when you can take these quizzes, it is anticipated that every student will take the quiz during the allotted time. If you are absolutely unable to take a quiz during the time it is offered, I will ONLY consider extending the due date in cases of illness or university excused absences. Documentation of illness is required for such an extension.

Because this course is being administered remotely, midterm and final exams will be offered via Learning Suite and proctored using Proctorio software. To complete quizzes and exams, each student must have access to a computer with a webcam and reliable internet connection. Students who do not have this access must contact the instructor prior to the midterm so that a solution can be identified. Each exam will contain multiple choice, true/ false, and a small number of open-ended questions and will be worth 100 points total.

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. Final grades will be assigned based on total points received. No curve or changing of the grading scale will be done at the end of the semester.

Participation Policy

Please see "Classroom Procedures"

Classroom Procedures

You are expected to attend and participate in all live class meetings and engage with all on-demand material. It is hard to perform well on quizzes and exams without actively participating in class. For class meetings, we will use Zoom. If you are not familiar with Zoom or want to learn more about how you can use it, you can find help at <https://go.byu.edu/zoomtraining>. During Zoom meetings, you are required to abide by the following policies:

1. Join the class meeting on time and stay for the duration of the class period.
2. Use a distraction-free environment.
3. Abide by BYU dress and grooming standards.
4. Absolutely no Zoom access or use while driving.
5. Login with actual names and not pseudonyms or netID.
6. Mute the microphone unless you are speaking.

Please be attentive and respectful during 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. To facilitate active learning activities and group discussions throughout the semester, you will be randomly assigned to a group consisting of approximately 4 students. This will be the group that you meet with for all in-class breakout sessions and other discussion-based activities. This is NOT an assigned study group, although it may also effectively serve this purpose if the members of the group so desire. During live Zoom meetings, you will be meeting frequently with your assigned discussion group. Your attendance and participation in these group meetings is required and will help both you and your

group members be successful in the course. Your self-report on your attendance and participation in your group meetings at the end of the semester will contribute to your grade in the class.

Assignments

Assignment Descriptions

Initial Group Meeting and Introduction Video

Due: Saturday, Sep 05 at 11:59 pm

During the first week of the semester, meet together as a group to get to know each other. Possible discussion topics/questions are listed below:

- Personal and family background
- What brought you to BYU?
- Why did you decide to take COMD 133?
- What experiences do you have with communication disorders? For example, do you have a family member with a communication disorder? Have you observed an SLP or Audiologist? Etc.
- What do you hope to learn from this class?

DUE SEP 5, 11:59 PM. Each group will create a video (no longer than 1 min) introducing their group to the class and post it to Digital Dialog on Learning Suite. At a minimum, the video should include (a) each member's name, (b) something unique about each member, and (c) one thing that every member of the group has in common. Be creative with this and have fun!

Quiz 1

Due: Monday, Sep 14 at 8:00 am

Child Language Reading Reflection

Due: Wednesday, Sep 16 at 8:00 am

After completing the introductory readings about child language disorders (Ch. 7 199-202; 209-214), open this assignment and respond to the questions as directed.

Adult Language Disorders Reading Reflection

Due: Wednesday, Sep 23 at 8:00 am

After completing the introductory readings about adult language disorders (Chapter 8, pp. 240-243; 257 & Table 8.4), open this assignment and respond to the questions as directed.

Speech Sound Disorders Reading Reflection

Due: Wednesday, Oct 07 at 8:00 am

After completing the introductory readings about speech sound disorders (Chapter 2, pp. 59-62 - Achievements in Speech Section; Chapter 9, pp. 272-276; 283-284), open this assignment and respond to the questions as directed.

Quiz 3

Due: Wednesday, Oct 07 at 8:00 am

Motor Speech Disorders Reading Reflection

Due: Wednesday, Oct 14 at 8:00 am

After completing the introductory readings about motor speech disorders (Chapter 12, pp. 396; 406-413 reading only the "Defining Characteristics" sections for AOS, CAS, Acquired and Developmental Dysarthria), open this assignment and respond to the questions as directed.

Quiz 4

Due: Monday, Oct 19 at 8:00 am

Voice Disorders Reading Reflection

Due: Wednesday, Oct 21 at 8:00 am

After completing the introductory readings about voice disorders (Chapter 11, pp. 355-358), open this assignment and respond to the questions as directed.

Midterm

Due: Tuesday, Oct 27 at 9:00 pm

Fluency Disorders Reading Reflection

Due: Wednesday, Oct 28 at 8:00 am

After completing the introductory readings about fluency disorders (Chapter 10, pp. 313-320), open this assignment and respond to the questions as directed.

Media Assignment

Due: Friday, Oct 30 at 11:59 pm

COMD 133 Media Assignment

For the media assignment, you will need to **choose 1** of the following videos to watch that depicts the experience of someone with a communication disorder. You must choose one video from the following three options:

1. *Temple Grandin* (2010), HBO movie (<https://youtu.be/cpkN0JdXRpM>)
 - a. Available through HBLL media center* or Amazon Prime Video (<https://www.amazon.com/Temple-Grandin-Claire-Danes/dp/B009MEEZXI>)
2. Interview with Dr. Grandin (episode of *Conversations from Penn State*)
 - a. Available through YouTube (http://www.youtube.com/watch?v=zt_G7Zw5I8c)
3. *Aphasia the Movie* ([https://www.aphasiathemovie.com/Aphasia Project/Aphasia the Movie.html](https://www.aphasiathemovie.com/Aphasia%20Project/Aphasia%20the%20Movie.html))
 - a. Available through HBLL media center*

After watching the video, please respond to the questions that pertain to the video you chose to watch.

*Note. Films available through the HBLL media center are reserved for on-site use only (you will have to watch the movie in the library).

Temple Grandin movie:

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)

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?

Aphasia the movie

1. What was the cause of Mr. Carl McIntyre's aphasia?
2. How does Carl define aphasia? Explain how you see this definition manifest in Carl. Besides his aphasia, how else did Carl's stroke affect his life?
3. To what extent do you think Mr. McIntyre is typical of people with aphasia?
4. How did others react to Carl's aphasia? How do you think you would feel if you were in Carl's shoes?
5. What was the question that the speech therapist asked Carl one year after his stroke that he did not want to talk about?

Dysphagia Reading Reflection

Due: Wednesday, Nov 04 at 8:00 am

After completing the introductory readings about dysphagia (Chapter 15, 507-512), open this assignment and respond to the questions as directed.

Quiz 5

Due: Wednesday, Nov 11 at 8:00 am

Hearing Reading Reflection

Due: Wednesday, Nov 18 at 8:00 am

After completing the introductory readings about hearing loss (Chapter 1, pp. 18-20; Chapter 3, 104-108), open this assignment and respond to the questions as directed.

Quiz 6

Due: Wednesday, Nov 18 at 8:00 am

Quiz 7

Due: Monday, Dec 07 at 8:00 am

Name Game

Due: Wednesday, Dec 09 at 10:59 pm

The Name Game

I want to learn your names, but my classes are large and it's a difficult task. I'm begging for your help. For you to earn 5 points on the name game, you must introduce yourself to me at least three times throughout the semester. Be creative, have fun, and help me learn who you are. Here are a few ideas of what you could do:

- Tell me your name whenever you see me or whenever you talk in class.
- Stop by my office during office hours or join me on Zoom during virtual office hours to introduce yourself.
- Email me to introduce yourself (including photos can be really helpful).
- Remain on Zoom after class to introduce yourself and ask a question.

I will award the points at the end of the semester.

Final Exam

Due: Wednesday, Dec 09 at 11:59 pm

Discussion Group Self-Evaluation

Due: Saturday, Dec 12 at 11:59 pm

Each student will complete a self-evaluation in Learning Suite to give an accounting of their participation in their assigned group.

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.

Preventing 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 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. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Employment Office at 801-422-5895, D-285 ASB for help.

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.

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.

Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives

and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

Mental Health

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) 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>.

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

Schedule

| Date | Column 1 | Column 2 |
|-----------------------|---|--|
| M Aug 31 Monday | Fundamentals of communication | Please note that this schedule is tentative and subject to change. Chapter 1 (pp. 5-9) Child Language Reading Reflection Opens Initial Group Meeting and Introduction Video Opens |
| W Sep 02 Wednesday | Careers in Speech-Language Pathology and | Chapter 1 (pp. 28-32) |

| Audiology | | |
|-----------------------|--|--|
| Sa Sep 05 Saturday | | Initial Group Meeting and Introduction Video Closes |
| M Sep 07 Monday | Labor Day NO CLASS | |
| W Sep 09 Wednesday | UNIT 1: LANGUAGE Introduction to Language Lecture Content: What is Language? What are the Domains of Language? Anatomy and Physiology of Language? Typical Language Development Lecture Content: | Chapter 1 (pp. 11-15) Chapter 2 (pp. 37-49) Chapter 3 (pp. 85-95) Quiz 1 Opens |
| M Sep 14 Monday | Overview of Language Anatomy and Physiology of Language Typical Language Development | Quiz 1 Closes Chapter 7 (pp. 199-202, 209-214) |
| W Sep 16 Wednesday | Child Language Disorders: Developmental Language Disorder (DLD) Lecture Content: Additional Content: DLD: The Consensus Explained with Dr. Bishop Child Language Disorders: Intellectual | Child Language Reading Reflection Closes Chapter 7 Adult Language Disorders Reading Reflection Opens |

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| | <p>Impairment Lecture Content:</p> <p>Child Language Disorders: Autism Spectrum Disorder (ASD) Lecture Content: Additional Content: Healthcare Triage #1 Healthcare Triage #2</p> | |
| M Sep 21 Monday | DLD ASD Intellectual Impairment | Chapter 7 |
| W Sep 23 Wednesday | <p>Adult Cognitive-Linguistic Disorders Lecture Content: Additional Content: Angie Aparo's Story Felisa Hervey's Story Consider the impact a stroke can have on language, communication, and life participation.</p> | <p>Adult Language Disorders Reading Reflection Closes</p> <p>Chapter 8 (pp. 240-243; 257 & Table 8.4)</p> |
| M Sep 28 Monday | Adult Cognitive-Linguistic Disorders | <p>Chapter 8</p> <p>Supplemental Study: Work through these online simulations of aphasia: http://aphasiacorner.com/aphasia-simulations/index.html</p> <p>Speech Sound Disorders Reading Reflection Opens</p> |
| W Sep 30 Wednesday | <p>Adult Cognitive-Linguistic Disorders Lecture Content:</p> | Chapter 8 |
| M Oct 05 Monday | Adult Cognitive-Linguistic Disorders | Chapter 8 |

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| | <p>Grad Student Presentation: Adult speech and language</p> | <p>Watch the Temple Grandin movie OR the interview OR the Aphasia movie and complete the questions (see assignments). Media Assignment due October 30th</p> |
| | | <p>Quiz 3 Opens</p> |
| <p>W Oct 07 Wednesday</p> | <p>UNIT 2: SPEECH</p> <p>Overview of Speech; Anatomy and Physiology of Speech Lecture Content:</p> <p>Speech Sound Disorders Lecture Content:</p> | <p>Quiz 3 Closes Speech Sound Disorders Reading Reflection Closes Motor Speech Disorders Reading Reflection Opens</p> <p>Chapter 2 (pp. 59-62) Achievements in Speech Section Chapter 9 (pp. 272-276; 283-284)</p> <p>Chapter 1 (pp. 15-18) Chapter 3 (pp. 96-104)</p> |
| <p>M Oct 12 Monday</p> | <p>Speech Sound Disorders</p> <p>Grad Student Presentation: Child speech and language</p> | <p>Chapter 9</p> |
| <p>W Oct 14 Wednesday</p> | <p>Motor speech disorders Lecture Content: Additional Content: Childhood Apraxia of Speech Video</p> | <p>Chapter 12 (pp. 396; 406-413 reading only the "Defining Characteristics" sections for AOS, CAS, Acquired and Developmental Dysarthria)</p> <p>Motor Speech Disorders Reading Reflection Closes Quiz 4 Opens Voice Disorders Reading Reflection Opens</p> |
| <p>M Oct 19 Monday</p> | <p>Motor speech disorders</p> | <p>Quiz 4 Closes</p> <p>Chapter 12</p> <p>**MIDTERM EXAM FROM OCTOBER 20 THROUGH OCTOBER 23</p> |

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| W Oct 21 Wednesday | Voice Disorders Lecture Content: | **MIDTERM EXAM FROM OCTOBER 20 THROUGH OCTOBER 23 Fluency Disorders Reading Reflection Opens Voice Disorders Reading Reflection Closes Chapter 11 (pp. 355-358) |
| M Oct 26 Monday | Voice Disorders | Chapter 11 |
| W Oct 28 Wednesday | Fluency Disorders Lecture Content: Additional Content: What is stuttering like? Stuttering: For Kids by Kids | Chapter 10 (pp. 313-320) Fluency Disorders Reading Reflection Closes Dysphagia Reading Reflection Opens |
| F Oct 30 Friday | | Media Assignment |
| M Nov 02 Monday | Fluency Disorders | Chapter 10 |
| W Nov 04 Wednesday | UNIT 3: SWALLOWING Overview of swallowing and dysphagia Lecture Content: Adult Dysphagia Lecture Content: Additional Content: MBS example | Chapter 15 (507-512) Dysphagia Reading Reflection Closes Hearing Reading Reflection Opens |
| M Nov 09 Monday | Adult Dysphagia | Chapter 15 Quiz 5 Opens |
| W Nov 11 Wednesday | Pediatric Feeding and Swallowing Lecture Content: | Quiz 5 Closes Chapter 15 |
| M Nov 16 Monday | Pediatric Feeding and Swallowing | Chapter 15 |

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| | | Quiz 6 Opens |
| | Grad Student Presentation: Dysphagia | |
| W Nov 18 Wednesday | UNIT 4: HEARING Overview of Hearing; Anatomy and Physiology of Hearing Lecture Content: | Quiz 6 Closes Hearing Reading Reflection Closes Chapter 1 (pp. 18-20) Chapter 3 (104-108) |
| M Nov 23 Monday | Overview of Hearing; Anatomy and Physiology of Hearing | Chapter 1 (pp. 18-20) Chapter 3 (104-108) |
| T Nov 24 Tuesday | Friday Instruction | |
| W Nov 25 Wednesday | No Classes | |
| M Nov 30 Monday | Hearing Loss in Children Lecture Content: | Chapter 13 (pp. 440-443, 451-455) Chapter 14 (pp. 479-484) |
| W Dec 02 Wednesday | Hearing Loss in Adults Lecture Content: | Chapters 13-14 Quiz 7 Opens |
| M Dec 07 Monday | Hearing loss in Children and Adults | Chapters 13-14 Quiz 7 Closes Discussion Group Self-Evaluation Opens |
| W Dec 09 Wednesday | **FINAL EXAM FROM DECEMBER 12 THROUGH DECEMBER 16 ON LEARNING SUITE Wrap up | Name Game |
| F Dec 11 Friday | Fall Exam Preparation (12/11/2020 - 12/11/2020) | |

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| Sa Dec 12 Saturday | First Day of Fall Final Exams (12/12/2020 - 12/17/2020) | Discussion Group Self-Evaluation Closes |
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