

CD 500: LEVELING THE BACKGROUND IN COMMUNICATION DISORDERS AND SCIENCES

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COURSE DESCRIPTION

Welcome to CD 500. I'm Reed Elliott, an Associate Professor in the Department of Communication Disorders and Sciences, California State University, Northridge. I'll be your instructor and guide for the next eight weeks. Our first task will be to find out what you learned, and, more importantly, what you remember from your undergraduate coursework. Once we've identified your strengths and needs, I'll help reacquaint you with, or acquire, the essential knowledge, skills, and competencies you'll need for success in upcoming graduate studies in Communication Disorders and Sciences. In the following sections of this syllabus, I'll detail how the course works, what you'll need to do, and what you can expect to get from doing it. Don't worry if some of this sounds a little overwhelming. Twelve previous Cohorts have walked this same path, survived and prospered! Remember that much of what we'll be doing is review. Ultimately, the purpose of CD 500 is to smooth your way and ease your transition into subsequent graduate-level coursework. And you won't be alone. Your Cohort peers and I will be there to help and support you every step of the way.

There are a wide variety of academic, experiential and professional backgrounds among those entering the graduate studies program in Communication Disorders and Sciences at California State University, Northridge. CD 500 equalizes and updates essential basic knowledge, concepts, and competencies. To accomplish this objective, CD 500 provides a course introduction and then a presentation of seven critical instructional "strands":

1. Unit 1 Instructional Module: An Introduction to CD 500
2. Unit 2 Instructional Module: Anatomical and Neurophysiological Foundations of Speech and Language Development and Disorders
3. Unit 3 Instructional Module: Hearing, Hearing Disorders, and Hearing Science
4. Unit 4 Instructional Module: Development and Disorders of Speech, Articulation, and Phonology
5. Unit 5 Instructional Module: Voice and Voice Disorders
6. Unit 6 Instructional Module: Fluency and Fluency Disorders
7. Unit 7 Instructional Module: Language Acquisition and Language Disorders
8. Unit 8 Instructional Module: Impact of Dialect and Second Language Acquisition on Typical Speech and Language Development

KNOWLEDGE AND SKILLS ANALYSIS (KASA) FOR DEPARTMENT MAJORS

The American Speech, Language, and Hearing Association (ASHA) wants both you and I to be clear about where the teaching in this course actually contributes to skills students need to become Speech/Language Pathologists or Audiologists. Accordingly:

For majors in speech/language pathology this course contributes to:

1. Standard III-B. Basic Communication
 - Basic communication processes
 - Biological
 - Neurological
 - Acoustic
 - Psychological
 - Developmental/lifespan
 - Linguistic
 - Cultural

2. Standard III-C. Articulation, Fluency, Voice/Resonance, Receptive and Expressive Language, Hearing, Social Aspects of Communication

- Knowledge
 - Etiologies
 - Characteristics
 - Prevention
 - Assessment
 - Intervention

Standard III-D. Prevention, assessment, and treatment methodologies for the following disorder categories:

- Articulation
 - Prevention
 - Assessment
 - Intervention
- Fluency
 - Prevention
 - Assessment
 - Intervention
- Voice and resonance
 - Prevention
 - Assessment
 - Intervention
- Receptive and expressive language
 - Prevention
 - Assessment
 - Intervention
- Social aspects of communication
 - Prevention
 - Assessment
 - Intervention

COURSE LEARNING OBJECTIVES

1. **In the first course week, we'll measure your level of pre-instructional mastery of the core competencies in each of the seven strands.** Being tested is always a bit unsettling. In this case, it helps to know that the tests you're taking are designed to provide a clear and objective picture of your strengths and your needs. **They DON'T impact your final course grade in ANY way.** So relax. The purpose of the baselines is to highlight areas that need augmentation and to serve as a measure of your progress.
2. **We'll begin the instructional process in course week 2.** This phase of CD 500 is divided into a series of seven, week-long Instructional Units that correspond to the seven strands assessed in baseline testing. As you progress through each Instructional Unit, you'll take three short quizzes – repeatedly, if necessary. **These, too, have NO DIRECT IMPACT on your final course grade.** Rather, they provide practice in specific test-taking skills and assure mastery and retention of knowledge and competencies you'll need to do well on the final exam for that strand, and more importantly, to do well in upcoming graduate studies and clinical practicum. Quizzes also let you know when you've missed or misunderstood critical concepts. You'll know when extra review is needed, and you'll know exactly what to review.

3. **Each week, at any time that's convenient to you between 8:00 Saturday morning and Sunday at midnight, you'll take a "final exam" covering that week's instructional materials (thus completing one of the seven required course "strands"). This testing measures your post-instructional skill mastery.** You'll have a concrete measure and an assurance of your preparation for success in graduate level coursework. If final testing suggests that you have remaining needs for extra help or guidance, you and your faculty advisor will know where to take effective corrective action.

Upon completion of this course, at a level of proficiency expected for students at the entry level of graduate studies, you'll be able to:

1. Define features, milestones and landmarks of normal speech, language, and hearing development and will be able to discuss variables that complicate normal communicative skills development across the lifespan.
2. Describe critical components and processes of anatomy, physiology, and neurology that pertain to normal and disordered development of speech, language, and hearing.
3. Discuss important issues that arise in diagnosis and treatment of specific disorders of voice, fluency, and speech sound production.
4. Compare and contrast the diagnosis and treatment of several specific disorders that can affect language development and communicative competence.

Most importantly, you'll have the foundation you need for success in your upcoming graduate studies, and in your career as a Speech and Language Pathologist.

REQUIRED TEXTBOOK AND READINGS

For better or worse, I've written and developed many of the instructional material for this course. I simply couldn't pass up the opportunity to hand down all my heart-felt beliefs, sorely-learned truths, and benighted prejudices. In order to ensure that you're exposed to more than just my point of view and to round out your learning in areas in which my own wisdom may be, shall we say, less than exhaustive, I'll also be making some reading assignments from the course textbook. A single textbook is required for CD 500:

Anderson, N.B. and Shames, G.H. (2011) ***Human Communication Disorders***, eighth edition, Allyn & Bacon, ISBN-13: 978-0137061334; ISBN-10: 0137061331

Please DON'T attempt to use other editions of this textbook. *They differ not only in pagination (making it difficult or impossible to complete reading assignments as specified), but, more importantly, they differ in content. Several chapters in the 8th edition are completely rewritten by new authors. Information in such chapters often differs in important ways from previous presentations. **Get the current textbook!***

Okay. That said, I've got to tell you that this textbook is truly one of the best of its type. It has the advantages of being recently published, is heavily research-based, and has individual chapters written by some of the outstanding figures working in our field. Not only is the book surprisingly comprehensive, the chapter authors, the editors, and the publisher seem to have made an unusual and largely successful effort to present controversial areas in a refreshingly open-minded and even-handed way.

You need to be aware that test questions are drawn from BOTH the computer-based instructional modules and the assigned textbook readings. The textbook and computer-based

instructional modules are intended to be **complimentary and mutually supportive - NOT redundant**. In general, related but **different information is presented in the computer-based instructional modules and the textbook**. Detailed and specific study guides are provided for each unit to help you know exactly what information you need to master.

It's my goal to see that each of you has a well-rounded exposure to the diverse and sometimes opposing views that exist and add interest to our profession.

ONLINE DISCUSSION FORUM GUIDELINES

The online Discussion Forums (available weekly in *Canvas*) are a way to address general "questions to the group." Typically, these involve issues for which immediate resolution is not needed. Forum "strands" sometimes go on for days or even weeks as various class members (and the instructor) weigh in on posted topics.

Be aware that "professional demeanor" is an expectation of people training for a career in speech/language pathology. All communications on CD 500 Forums are required to address issues of direct and specific relevance to this course and are to adhere strictly to rules of acceptable professional conduct (see the American Speech, Language and Hearing Association's *Code of Ethics* at <http://www.asha.org/docs/html/ET2010-00309.html>). Violations are subject to disciplinary measures as specified in the CSUN Student Conduct Code. This information is online at <http://www.csun.edu/a&r/soc/studentconduct.html#responsibilities>

Online Forum discussions provide an opportunity for rich and meaningful learning and interaction. Every student in the class is expected to monitor the Discussion Forums and to participate. Active and regular participation is important as a means of learning and reflecting on course content and making higher level connections between weekly topics.

COURSE REQUIREMENTS

The final course grade in CD 500 is based on four factors ALL of which must be satisfactorily completed.

Complete Seven Diagnostic Baseline Exams

(credit/no credit)

Purpose: The baseline tests have two purposes. First, they serve as a means of assessing your skills and knowledge at the starting line. Second, when compared to your quiz and final exam scores, they provide a means for measuring your progress and your competence as the course progresses.

The baseline tests can be taken in any order, but each can be taken only ONCE. If you're feeling especially brave or energetic, you can choose to take tests in more than one strand during a single, online session. The only catch is that **ONCE YOU'RE LOGGED INTO A SPECIFIC TEST, YOU MUST COMPLETE IT—there's no backing out once you start a test**. Tests cover the following strands:

1. Anatomical and Neurophysiological Foundations of Speech and Language Development and Disorders
2. Hearing, Hearing Disorders, and Hearing Science
3. Development and Disorders of Speech, Articulation, and Phonology
4. Voice and Voice Disorders
5. Fluency and Fluency Disorders

6. Language Acquisition and Language Disorders
7. Impact of Dialect and Second Language Acquisition on Typical Speech and Language Development

Although it's not unusual for students to do rather poorly on baselines (baseline scores typically average 65% or less), scores on Final Exams, without exception over 12 previous Cohorts, show dramatic improvement (more than 90% is a typical average for the final exams). Bottom line – relax. The baseline tests are your friends.

Due date: ALL seven baseline exams MUST be completed BEFORE midnight on Sunday of course week 1.

Complete ALL Seven Instructional Units

(credit/no credit)

Purpose: This part of the course will bring you “up to speed” in all the areas you’ll need for success in the rest of your graduate-level coursework, and, ultimately, in your upcoming career as a speech/language pathologist.

Here, you’ll complete assigned readings from the textbook as well as viewing presentations and listening to commentary in computer-based instructional modules. There is an initial introductory unit, and seven, subsequent Instructional Units – eight units in all. The seven Instructional Units, each with an associated final exam, appear one-by-one beginning in course week 2 and terminating at the end of course week 8.

Due Dates: Instructional units must be completed by midnight on Sunday of the course week in which they’re assigned. Completing an instructional unit requires finishing all assigned textbook readings, the computer-based instructional module (lecture), taking and passing the unit’s three quizzes with scores at or above 85%, and taking the unit’s associated final exam. Unit 1 occurs in course week 1, Unit 2 in course week 2, etc. through course week 8.

Pass ALL Quizzes in Each Instructional Unit

(minimum score of 85%)

Purpose: The quiz process enables students to master and retain essential course information and prepares them to successfully take final exams.

At three points in each of the seven Instructional Units, you’ll be directed to take a quiz to insure that you’ve understood and retained essential information and mastered essential skills taught in that section of the Unit. Students can take every quiz as many times as needed to achieve a MINIMUM score of 85% (or a maximum score of the student’s choice). Once you’ve passed all three quizzes in an Instructional Unit at or above the 85% level, you’ll be eligible to take week’s final exam. More on that in a moment. Each Instructional Unit contains three, separate Study Guides addressing preparation for each of the three quizzes that will occur in that course week. NOTE: Quizzes are for student information only. They do NOT directly impact the final course grade. Getting a low score on a quiz does not harm your ultimate course grade in any way. It just tells you that more study is needed and it tells you what that studying needs to address. The quizzes are your friends.

NOTE: **Failure to obtain a minimum score of 85% or better on ANY quiz in an Instructional Unit before 11:00 PM on Sunday of a given course week will exclude the student from accessing that week’s Final Exam.** This is a serious issue. In general, it should never happen. Should such a situation arise, however, it will be necessary to contact the Instructor immediately to plan for remedial measures. Email the Instructor at reed.elliott@csun.edu.

Due Dates: All three quizzes (in each of seven instructional units) must be taken and PASSED (85% or better) before 11:00 PM on Sunday of each course week beginning in course week 2 and ending in course week 8.

Complete ALL Seven Final Exams

(average of seven)

Purpose: The Final Exams are summative assessments designed to measure what and how much students have learned and retained from all experiences in the course (i.e., Canvas-based instructional modules, textbook reading assignments, etc.). Final exams employ questions drawn quasi-randomly from large pools so that, although all students will be tested on the same, predictable concepts (see weekly Study Guides), no two students will see the same questions on their exams.

You finish this course by completing all seven final exams, one-by-one, one a week beginning in course week 2 and ending in course week 8. As explained in the preceding section, you become eligible to take a given week's final exam by passing that week's series of three quizzes with a score of 85% or more on EACH quiz. **Each of the seven final exams can be taken only once** (quizzes, of course, can be taken as many times as you like – ideally until you can consistently score in the range you'd like to receive on the final, but with a minimum score of 85%).

You obtain credit in CD 500 by satisfactorily completing all four course requirements. Your course grade in CD 500 is computed by averaging the scores obtained on the seven final exams.

Due Dates: There are seven final exams in CD 500. These appear one-at-a-time, one per course week beginning at the end of course week 2. Each week, once you've passed the week's three unit quizzes (85% minimum on EACH), you're eligible to take the associated final exam. Exams can be taken any time that is convenient to the student beginning at 8:00 AM (Pacific Time) Saturday mornings and ending at 11:59 PM on Sunday. For example, course week 2's final exam will be available from 8:00 AM Saturday until 11:59 PM on Sunday of course week 2. Course week 3's final exam will be available from 8:00 AM Saturday until 11:59 PM on Sunday of course week 3, etc.

LETTER GRADE ALLOCATION

I **don't** use a plus/minus grading scale in CD 500, so calculating your final course grade is easy. Grades are assigned as follows:

Total Percentage	Letter Grade
89.5 – 100	A
79.5 – 89.49	B
69.5 – 79.49	C
64.5 – 69.49	D
0 – 64.49	F

For example, imagine a hypothetical student who takes all seven initial baseline assessments, completes the seven Instructional Units, passes all required quizzes with a score of 85% or better, and takes all seven final exams earning the following scores:

- Unit 1: Introduction to CD 500 – baseline exams (do not factor into final grade)
- Unit 2: Anatomical and Neurophysiological Foundations of Speech and Language Development and Disorders = 82%
- Unit 3: Hearing, Hearing Disorders, and Hearing Sciences = 86%

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4. Unit 4: Development and Disorders of Speech, Articulation, and Phonology =81%
5. Unit 5: Voice and Voice Disorders = 79%
6. Unit 6: Fluency and Fluency Disorders = 88%
7. Unit 7: Language Development and Language Disorders =90%
8. Unit 8: Impact of Dialect and Second Language Acquisition on Typical Speech and Language Development = 91%

Having completed all four course requirements, the student now is eligible to receive a course grade which is computed by adding all seven final exam percentages together and dividing the result by seven. In this case:

$$(82 + 86 + 81 + 79 + 88 + 90 + 91)/7 = 597/7 = 85.2\%$$

Our student has earned a “B” in CD 500 and rushes out to celebrate. **Note that the 79% earned on the Voice and Voice Disorders final suggests a remaining area of potentially significant weakness for our student** (because it’s below the “bare minimum” level of 80% required to pass coursework at the graduate level). Although our student has “passed” CD 500 and can move on, **he or she now is aware of that need and can take additional steps to address it** (but DO note that he or she did pass CD 500 with a grade of “B.” You DON’T have to “pass” every final in order of “pass” CD 500 – it’s a good thing to “pass” every final – and the higher the final exam score the better – but it’s NOT “required” for every score to be above 80% in order to pass the class).

In fairness to all, please be aware that I don’t make “after the fact” grade changes based on a student being “almost” at the next highest grade. If your final percentage in this class is 89.49, you’ll have earned, and will receive, a B. If your percentage is 89.5, you’ll have earned, and will receive, an A. **If you’re determined to get an A in this course, DON’T take chances. Keep your grades solidly in the A range right from the start.** It’s not the instructor’s job to “give” grades - it’s the student’s job to earn them.

COURSE SCHEDULE

Treat CD 500 as a MONDAY class. Report to class every Monday morning and start work right away, finishing all assigned work well BEFORE the Sunday 11:59 PM deadline. That way, if something unexpected “comes up” and slows you down, you’ll have time to recover. **CD 500 is NOT “self-paced.” It’s essential to complete all assignments ON TIME.**

Each week’s quiz and final exam links are ONLY available that week! Late completion of quizzes and final exams is not an option. Failure to complete all quizzes with a score of 85% or better makes the student ineligible to take the week’s final exam. Unless there are mitigating circumstances, in cases where a final exam is not completed in the week it’s assigned, a score of zero will be recorded.

The following schedule gives detailed information about the course scope and sequence. **Specific and detailed assignments also are provided each week in the "Weekly Assignments" sections on Canvas.**

Week 1:

Learning Objectives:

- Become familiar with course requirements and the scope and sequence of information to be taught. Complete all seven baseline examinations before 11:59 PM (Pacific Time) on Sunday.

Required Readings:

- From the textbook:

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- There are no assigned readings from the textbook this week.
- From *Canvas*:
 - Read all information supplied in the “Course Information” section (e.g., the Course Syllabus, How to Proceed – and Succeed, a Minimum Schedule for Success, etc.)
 - Read all information supplied under the heading “Unit 1: Introduction to CD500.”
 - This includes the Introductory Unit 1 Overview, the Introductory Module (lecture), the week’s Discussion Forum and a brief note about quizzes (of which there are none until next week – course week 2).

Lecture:

- From *Canvas*:
 - Complete the Unit 1 Introductory Module: An Introduction to CD500

Assignments:

1. **Complete ALL diagnostic baseline testing** (available on *Canvas*) BEFORE 11:59 PM (Pacific Time) on Sunday of course week 1
2. **Access Instructional Module 1** (see “lecture” above) in the Week 1 materials on *Canvas* and review it thoroughly. **NOTE: these materials are available in course week 1 ONLY.** They will disappear entirely after week 1, so the time to access them is in week 1.
3. Read all materials in the Course Information section on *Canvas* (e.g., the Syllabus, How to Proceed and Succeed, A Minimum Schedule for Success, How to Avoid Problems When Taking Assessments and Quizzes).
4. If you haven’t already done so, **obtain the required textbook** (you MUST have it BEFORE Monday of Course Week 2 at the latest).

Week 2

Learning Objectives:

- In course week 2 we'll address the anatomical and neurophysiological foundations of speech and language development; the impact of diversity and the role of evidenced based therapy practices. Adequate maturation of these systems within bounds of diversity, forms the basis on which both speech and language develop typically occur.
- **CTCPD 1a, 3c, 5b, 5c; CTCSLP 1a, 1b, 1c**

Required Readings:

- Read the Assignments for Unit 2 on *Canvas*
- From the textbook:
 - For quiz one:
 1. Read Anderson, N.B. and Shames, G.H. (2011) *Human Communication Disorders*, eighth edition, pages 73 – 77, and 274
 - For quiz two:
 1. Read Anderson, N.B. and Shames, G.H. (2011) *Human Communication Disorders*, eighth edition, starting on bottom of 274 – 283, 286 – 297, and bottom of 298 and all of 299.
 - For quiz three:
 1. Read Anderson, N.B. and Shames, G.H. (2011) *Human Communication Disorders*, eighth edition, pages 382 – 400 and 403 – 404.
- From *Canvas*:
- Study Guides for Week 2 Quizzes 1, 2, and 3
- **Lecture:**
- Complete the Unit 2 Instructional Module: The Neurophysiology of Speech and Language Development (available on *Canvas*).
- **Assignments:**
 1. **Complete all required textbook readings**, see “required readings” above.

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2. **Complete Unit 2 Instructional Module (Neurophysiology)**, see "lecture" above.
3. **Pass all three quizzes** associated with this week's instructional materials **at or above 85% BEFORE 10:29 PM** (Pacific Time) on Sunday of course week 2.
4. **TAKE Final On line Exam 1 (Anatomical and Neurophysiological Foundations and Processes of Normal and Disordered Speech and Language Development; and special considerations when assessing clients from diverse populations) available on Canvas from 8:00 AM (Pacific Time) Saturday until 11:59 PM Sunday** of course week 2. **CTCPD, 3a, 3c, 5b, 5c CTCSLP 1a, 1b, 1c,**

Week 3

Learning Objectives:

Typical development of spoken language is heavily dependent on adequate hearing acuity. In this week's materials we'll review how we hear, the many ways hearing can be impaired, specific effects of specific types and severities of hearing loss, some educational strategies for success with children who have significant hearing impairment, and the basics of interpretation of audiograms. This also includes a discussion on the use of interpreters, the provision of services to clients with diverse backgrounds; and the basics of Alternative and Augmentative Devices, including instructing clients and their families on the use of hearing aids and other speech generating devices. **CTCSLP 4f, 5d, 5f**

Required Readings:

- Read the Assignments for Unit 3 on Canvas
- From the textbook:
 - For quiz one:
 - Read Anderson, N.B. and Shames, G.H. (2011) Human Communication Disorders, eighth edition, pages 475 - 483, and 491 – 497
 - For quiz two:
 - Read Anderson, N.B. and Shames, G.H. (2011) Human Communication Disorders, eighth edition, pages 504 – 513
 - For quiz three:
 - Read Anderson, N.B. and Shames, G.H. (2011) Human Communication Disorders, eighth edition, pages 472 – 475 and 484 - 492
- From *Canvas*:
 - Study Guides for Week 3, Quizzes 1, 2, and 3

Lecture:

- Complete the Unit 3 Instructional Module: Hearing and Its Impact on Speech and Language Development, issues of Cultural Diversity when assessing and training clients and their families in the use of AAC Devices such as hearing aids and SGD (Speech Generating Devices). (on *Canvas*)

Assignments:

1. **Complete all required textbook readings**, see "required readings" above.
2. **Pass all three quizzes** associated with this week's instructional materials **at or above 85% BEFORE 10:29 PM** (Pacific Time) on Sunday of course week 3.
TAKE Final On line Exam 2 (Hearing, Hearing Disorders and Hearing Science, AAC Devices assessment and training, and issues of Cultural Diversity) available on Canvas from 8:00 AM (Pacific Time) Saturday until 11:59 PM Sunday of course week 3. **CTCSLP 1c, 4f, 5d, 5f.**

Week 4:

Learning Objectives:

- One of the infant's first tasks in learning to communicate using spoken language is to acquire the language's sound system. Initially this is a "receptive" task - learning to hear and discriminate between sounds allowed and expected in the child's language and dialect. Ultimately, however, children must learn to produce the sounds of speech. This is a complex motor and cognitive task so it's no surprise that many otherwise typically-developing children experience difficulties. In order to identify and treat the problems that arise, speech pathologists have developed several ways to describe what's happening when we "speak." We'll review those sometimes divergent viewpoints and understand how they have influenced the way speech/language specialists assess and treat disorders impacting the production of intelligible speech sounds.

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Required Readings:

- Read the Assignments for Unit 4 on Canvas
- From the textbook:
 - For quiz one:
 - Read Anderson, N.B. and Shames, G.H. (2011) Human Communication Disorders, eighth edition, pages 57 – 70 and 48 – top half of 50
 - For quiz two:
 - Read Anderson, N.B. and Shames, G.H. (2011) Human Communication Disorders, eighth edition, 43 – 46, 70 – 73 and 50 - 53
 - For quiz three:
 - Read Anderson, N.B. and Shames, G.H. (2011) Human Communication Disorders, eighth edition, pages 46 – top half of 48 and 135 – 161
- From *Canvas*:
 - Study Guides for Week 4, Quizzes 1, 2, and 3

Lecture:

- Complete the Unit 4 Instructional Module: Hearing and Its Impact on Speech and Language Development (available on Canvas)

Assignments:

1. **Complete all required textbook readings**, see “required readings” above.
2. **Complete Unit 4 Instructional Module** (Development and Disorders of Speech, Articulation and Phonology), see “lecture” above.
3. **Pass all three quizzes associated** with this week’s instructional materials **at or above 85% BEFORE 10:29 PM** (Pacific Time) on Sunday of course week 4.
4. **TAKE Final Exam 3 (Development and Disorders of Speech, Articulation and Phonology) available on Canvas from 8:00 AM (Pacific Time) Saturday until 11:59 PM Sunday** of course week 4.

Week 5

Learning Objectives:

- Communication by means of speech requires a healthy, intact vocal mechanism. A variety of factors can negatively impact that mechanism, the quality of vocal output, and, as a result, the effectiveness of spoken communication. Some factors that damage vocal quality are based on physical abnormality of either, or both, structure and function of the respiratory, phonatory, and/or oral peripheral mechanisms. Commonly, however, vocal abuse is the ultimate source of most voice disorders. Understanding the components that impact production of typical vocal quality, the ways in which those components can be damaged, the symptoms and causes of various types of voice disorders and their treatment, are the objectives of this week’s instructional materials.

Required Readings:

- Read the Assignments for Unit 5 on Canvas
- From the textbook:
 - For quiz one:
 - Read Anderson, N.B. and Shames, G.H. (2011) Human Communication Disorders, eighth edition, pages 62 – 67, 202 – 207, and 210 - 214
 - For quiz two:
 - There are no associated textbook readings for this quiz
 - For quiz three:
 - Read Anderson, N.B. and Shames, G.H. (2011) Human Communication Disorders, eighth edition, pages 215 – 221, 209 – 210, and 222 – 236

- From *Canvas*:
 - *Study Guides for Week 5, Quizzes 1, 2, and 3*
- **Lecture:**
 - Complete the Unit 5 Instructional Module: Voice and Voice Disorders (available on Canvas)
- **Assignments:**
 1. **Complete all required textbook readings**, see “required readings” above.
 2. **Complete Unit 5 Instructional Module** (Voice and Voice Disorders), see “lecture” above.
 3. **Pass all three quizzes** associated with this week’s instructional materials **at or above 85% BEFORE 10:29 PM** (Pacific Time) on Sunday of course week 5.
 4. **TAKE Final Exam 4 (Voice and Voice Disorders) available on Canvas from 8:00 AM (Pacific Time) Saturday until 11:59 PM Sunday** of course week 5.

Week 6

Learning Objectives:

- Knowing and being able to intelligibly produce the sounds of speech are not the only speech behaviors necessary for efficient and effective spoken communication. Disorders of fluency disrupt the speech stream in ways that can significantly impair transmission of spoken messages. In this unit we’ll study the defining symptoms, assessment of, and treatment for disorders of fluency including stuttering and cluttering.

Required Readings

- Read the Assignments for Unit 6 on Canvas
- From the textbook:
 - For quiz one:
 - Read Anderson, N.B. and Shames, G.H. (2011) Human Communication Disorders, eighth edition, pages 169 – 174
 - For quiz two:
 - Read Anderson, N.B. and Shames, G.H. (2011) Human Communication Disorders, eighth edition, pages 174 – 188
 - For quiz three:
 - Read Anderson, N.B. and Shames, G.H. (2011) Human Communication Disorders, eighth edition, pages 189 - 199 and review 171
- From *Canvas*:
 - *Study Guides for Week 6, Quizzes 1, 2, and 3*

Lecture:

- Complete the Unit 6 Instructional Module: Fluency and Fluency Disorders (available on Canvas)

Assignments:

1. **Complete all required textbook readings**, see “required readings” above.
2. **Complete Unit 6 Instructional Module** (Fluency and Fluency Disorders), see “lecture” above.
3. **Pass all three quizzes** associated with this week’s instructional materials **at or above 85% BEFORE 10:29 PM** (Pacific Time) on Sunday of course week 6.
4. **TAKE Final Exam 5 (Fluency and Fluency Disorders) available on Canvas from 8:00 AM (Pacific Time) Saturday until 11:59 PM Sunday** of course week 6.

Week 7

Learning Objectives:

- As children master the sound system of their native language and dialect, they acquire the capacity to learn the sound patterns we call "words." This is the basis of vocabulary development and it's the most basic element of semantics. Soon thereafter children begin to combine words to create increasingly precise communications that take advantage of spoken language - a new and powerful "mode" with which to fulfill the communicative functions they explored prelinguistically in infancy.

- As children's multiword utterances grow in length, the issue of word order assumes ever-increasing importance. In multiword utterances, manipulating word order manipulates meaning - assertions become questions, comments become protests, all without changing any of the words used, merely their order. Moreover, the meaning of the individual words employed can be manipulated through the lawful use of agreed-upon prefixes and suffixes. Rules that govern sequencing and transformation of sentences, and rules that govern transformation of words are the domain of syntax and morphology. Finally, acquiring true communicative competence requires more than having adequate pronunciation, vocabulary and grammar - it requires the ability to alter these elements to fit the setting, the communicative purpose, and the communicative needs of the partners in any given interaction. This is the domain of "pragmatics." This includes recognition of Cultural Heritage, religion, gender, sexual orientation etc. They will learn strategies to communicate effectively with diverse populations of all kinds. Taken altogether, these
- elements are what we mean when we talk about "language development." That development, its various disorders, their assessment and ; the history and ethics involved, and the regulations in place relative to providing services to diverse populations, are the subjects of Unit 7.

CTCPD 2a, 2b; CTCSLP 5d

Required Readings:

- Read the Assignments for Unit 7 on Canvas
- From the textbook:
 - For quiz one:
 - Read Anderson, N.B. and Shames, G.H. (2011) Human Communication Disorders, eighth edition, pages 18 - 43
 - For quiz two:
 - Read Anderson, N.B. and Shames, G.H. (2011) Human Communication Disorders, eighth edition, pages 338 - 350
 - For quiz three:
 - Read Anderson, N.B. and Shames, G.H. (2011) Human Communication Disorders, eighth edition, pages 350 – 360
- From *Canvas*:
 - *Study Guides for Week 7, Quizzes 1, 2, and 3*

Lecture:

- Complete the Unit 7 Instructional Module: Language Development and Disorders (available on *Canvas*)

Assignments:

1. **Complete all required textbook readings**, see "required readings" above.
2. **Complete Unit 7 Instructional Module** (Language Development and Disorders), see "lecture" above.
3. **Pass all three quizzes** associated with this week's instructional materials **at or above 85% BEFORE 10:29 PM** (Pacific Time) on Sunday of course week 7.
4. **TAKE On line Objective Final Exam 6** (Language Development and Disorders, Philosophical and Historical issues; and ethical standards and evidence based rehabilitation services including the provision of services to clients from diverse populations and the use interpreters) available on Canvas from 8:00 AM (Pacific Time) Saturday until 11:59 PM Sunday of course week 7. **CTCPD 2a, 2b; CTCSLP 4f, 5d**

Week 8:

Learning Objectives:

- English is a living language. Its constant evolution and growth are a product of absorbing elements of the languages and dialects it has embraced over many centuries. At any given moment, however, "standard" English (the form we teach to foreigners – and native speakers - in school and the form expected of "well educated" English users communicating in formal settings) is not necessarily the form spoken or written even by all "native" English speakers. There are potential academic and social penalties associated with not having familiarity and fluency with the "standard" form of American English. Much of the business and professional world expect it. Indeed, demand it. So do many formal social settings. Speaking a dialect can be both a blessing and a curse. A potential blessing is the membership speaking a dialect provides to specific racial, geographic, cultural, and/or social groups. The curse is the danger of being stereotyped.

CD 500 - Syllabus

blessings and curses impact people who learn English as a second language. A surprisingly large number of Americans speak a language other than English as their "primary" language. It is in school that these people often first encounter Standard American English, both spoken and written, with complications similar to those of English dialect speakers. An important difference is that the educational system acknowledges these complications and attempts to compensate for them - in varying ways and with varying results. The impact of dialect and second language acquisition is the topic of our final week in CD 500.

Required Readings:

- Read the Assignments for Unit 8 on *Canvas*
- From the textbook:
 - For quiz one:
 - Read Anderson, N.B. and Shames, G.H. (2011) *Human Communication Disorders*, eighth edition, pages 85 – top half of 90
 - For quiz two:
 - No associated textbook reading assignment
 - For quiz three:
 - No associated textbook reading assignment
- From *Canvas*:
 - *Study Guides for Week 8, Quizzes 1, 2, and 3*

Lecture:

- Complete the Unit 8 Instructional Module: The Impact of Dialect and Second Language Acquisition on Typical Language Development (available on Canvas)

Assignments:

1. **Complete all required textbook readings**, see "required readings" above.
2. **Complete Unit 8 Instructional Module** (The Impact of Dialect and Second Language Acquisition), see "lecture" above.
3. **Pass all three quizzes** associated with this week's instructional materials **at or above 85% BEFORE 10:29 PM** (Pacific Time) on Sunday of course week 8.
4. **TAKE Final Exam 7 (Dialect and Second Language Acquisition) available on Canvas from 8:00 AM (Pacific Time) Saturday until 11:59 PM Sunday** of course week 8.
5. **Complete the Course Evaluation Survey** (available on *Canvas*) before 11:59 PM (Pacific Time) on Sunday of course week 8.

HELP!

Both as students and as practicing clinicians, we live in a world in which "the whole is greater than the sum of the parts." When we work together, when we collaborate, the net product is consistently better than work produced as isolated individuals. Bear this in mind when you find yourself needing help. Remember, help is always at hand. All you have to do is reach out and ask for it. Where can you get help? You have several choices.

- **Peers (and ways of accessing them):** Speech/Language Pathology and Audiology are collaborative professions. Now is a good time to make a habit of turning to your colleagues for help. The day will come (all too soon) when I'm no longer there to support you. I want to encourage development of collegial attitudes and skills you'll need as a graduate student and, ultimately, as a practicing clinician. Start by learning to turn to your peers for help. I'll discuss some specific ways to do that below.
- **The Discussion Forums (available weekly on *Canvas*):** The Forums are a way to pose general "questions to the group." Typically, forum posts address issues for which an immediate resolution isn't essential. Forum

“strands” sometimes go on for days or even weeks as various class members (and the instructor) “weigh in” on a given posted topic. Every student in the class is expected to monitor Forums and to participate. Be aware that “professional demeanor” is an expectation of people training for a career in speech/language pathology. All communications on CD 500 Forums are required to address issues of direct and specific relevance to this course and are to adhere strictly to rules of acceptable professional conduct (see the American Speech, Language and Hearing Association’s *Code of Ethics* at <http://www.asha.org/docs/html/ET2010-00309.html>). Violations are subject to disciplinary measures as specified in the CSUN *Student Conduct Code*. This information is available in the University Catalog and online at <http://www.csun.edu/a&r/soc/studentconduct.html#responsibilities> **NOTE:** Test question CONCEPTS may be discussed freely on Forums and other venues but **NEVER discuss specific test question or answer WORDING except in an email sent directly to the instructor. Revealing specific test question or answer wording anywhere else may constitute cheating and is potentially subject to disciplinary action** as specified in the CSUN *Student Conduct Code*.

- **CSUN Email:** You have CSUN email access to every member of the Cohort. If you have questions or problems, start by turning to your colleagues whenever possible. If you need to reach me by email, know that I’m usually pretty good about responding to messages within 24 hours. My CSUN email address is reed.elliott@csun.edu. Although I am ready and willing to look at and respond to emails during “business hours,” I’m NOT ready or willing to live on the Internet (and my wife and family certainly aren’t ready for me to do that). That means I’m generally be available Monday through Friday, 8:00 AM to 5:00 PM (Eastern Time Zone – I live in North Carolina). If you attempt to contact me at other times don’t expect a response until the next businessday.
- **Phone:** In case of **EMERGENCY** or **genuinely dire need**, I may be reached through the Communication Disorders and Sciences Department or through the Office of Extended Learning. Call the Office of Extended Learning at (818) 677-2822. Ask them to call my cell phone or home number with your message. I’ll return your call as soon as possible.
- **Social media sites and other unsecured communication channels – a caution.** It’s natural to think of using social media sites such as *Facebook* or *Twitter* as “off campus” venues to share and interact about course materials and issues. Be careful. This can be risky. There are hazards attached to using social media or other unsecured communication channels when communicating potentially sensitive or private information. First, **you must NEVER discuss other students or potentially private information on social media sites**. Doing so risks violating aspects of the Student Conduct Code with associated academic disciplinary actions (see Forums above). Second, things shared through media such as *Facebook* or *Twitter* are not being shared with everyone in the class. Not everyone chooses to use social media. Things that are only communicated through social media are inherently excluding some members of our group. **On the whole, it’s better and safer to use the Canvas Forums and other CSUN-provided communication channels** which are accessible to everyone and are secure. As a rule of thumb, social media are acceptable primarily for “social” purposes – they generally are NOT appropriate for professional communication. You are expected to exercise caution and good judgment.

MANAGING TECHNICAL DIFFICULTIES OR OTHER COURSE PROBLEMS

Although modern computers and networks have reached such a state of perfection that “glitches” rarely or never occur (ask anyone), occasional technical difficulties arise when foolish mortals use the internet as a teaching conduit. Sadly, the nature and timing of such problems are unpredictable, so you’ll have to handle these disasters individually as they occur. The following suggestions are provided as an admittedly inadequate starting point:

- **Problems with the ISP (server):** Your ISP is the company that provides your internet service (e.g., Verizon, AT&T, Comcast etc.). If you’re having problems connecting with your server, start by

contacting them directly. Most ISP's have a 24-hour technical hot-line. I strongly recommend (based on bitter experience) that you obtain and WRITE DOWN the technical assistance contact numbers for your ISP BEFORE problems arise. Once you no longer can get online, it becomes more problematic to access these numbers.

- **Problems with Canvas:** If the problems you're having appear to be caused by *Canvas*, you either can abandon all hope or contact the Distance Learning Technical Support Team by telephone at 818-677-6410 or by email at support@csundlsg.com. Telephone tech support is available 9– 5 Pacific Time on weekdays.
- **Other technical or general problems with the course:** If you're having any problems with the course, start by telling me about them. I WANT to help. Should I be unable to resolve the issue, you also may contact Sherry Foldvary, the Distance Learning Coordinator. Contact information is listed below:

Reed Elliott, MA, CCC-SLP, Associate Professor

E mail: reed.elliott@csun.edu

Phone: (818) 677-2822

Address: Department of Communication Disorders and Sciences

California State University, Northridge

18111 Nordhoff St.

Northridge, CA 91430-8279

Sherry Foldvary, MA, CCC-SLP, Distance Learning Coordinator

E mail: sherry.foldvary@csun.edu

Phone: (818) 677-2880

FAX: (818) 677-5598

Address: Department of Communication Disorders and Sciences

California State University, Northridge

18111 Nordhoff St.

Northridge, CA 91430-8279

PROVISIONS FOR SPECIAL NEEDS

If you have a disability and need accommodations, please register with the [Disability Resources and Educational Services](#) (DRES) office or the [National Center on Deafness](#) (NCOD). The DRES office is located in Bayramian Hall 110 and can be reached at (818) 677-2684. NCOD is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at (818) 677-2611.

Please contact Sherry Foldvary if you require assistance in registering with CSUN Disability Resources and Educational Services or the National Center on Deafness. **Once you have registered and signed a service contract, please inform Sherry Foldvary AND the instructor as soon as possible so that required accommodations can be implemented immediately.**

Remember, just because you've had an instructor before, does NOT mean they're required to be aware of your continuing special needs. It's the student's responsibility to notify all instructors of their special needs each and every semester.

SOME GENERAL COURSE POLICIES AND REQUIREMENTS

Instructional Units:

One introductory unit and seven instructional units compose the teaching element of CD 500. Each unit's required work must be completed BEFORE midnight (Pacific Time Zone) Sunday of the week it's assigned. For example, the first week's assignments and materials must all be completed before midnight (Pacific time) on Sunday of course week 1. Course week 2's materials and assignments must be completed before midnight of course week 2, etc. If you find yourself in an unplanned, emergency situation in which you must request an extension, you'll need to contact the instructor (Reed) via email (reed.elliott@csun.edu) to explain your problem and get permission.

Quizzes and Examinations:

Both quizzes and final exams are open book. Students have 30 minutes to complete each quiz and 90 minutes to complete each final exam. Be aware that *Canvas* either "autosubmits" or "dumps" at the end of the specified period (it chooses – we have no power over its decision). If you aren't done in the allotted timeframe, and you're lucky, the work you HAVE completed will be autosubmitted (whether you like it or not) with zeros recorded for all uncompleted problems. If you're not lucky and you try to exceed the time limit, *Canvas* may dump all your work and give you a zero on the entire test! Moral of story – pay attention to the allotted time and complete your work **well before** the deadline (the operative word here is "before").

Quizzes may be taken at any time and as many times as the student likes DURING the course week in which they're assigned. For example, course week 2 quizzes are available all week long during course week 2. As we move into course week 3, however, the course week 2 quizzes will no longer be available.

Final Exams must be taken between 8:00 AM on Saturday and midnight on Sunday (Pacific Time) of the course week in which they're assigned. Students may take a given week's final at any time during that period. For example, course week 5's final exam will be available ONLY from 8:00 AM (Pacific Time) on Saturday until midnight on Sunday of course week 5. As we move into course week 6, the course week 5 final exam will no longer be available. Alterations in testing schedule will be considered individually in cases of extreme need or unexpected crisis. Students who experience problems that interfere with taking a specific Final Exam during the normal period of availability must contact the instructor in a timely manner to request alteration in test dates and times. Be prepared to provide documentation that substantiates an unavoidable and unforeseeable need for changing test dates and times. Be aware that personal "convenience" is NOT an acceptable reason for requesting an alteration in testing schedules.

Canvas Responsibilities

This course actively uses *Canvas* for posting of assignments, feedback, announcements, and more. Students are expected to monitor the *Canvas* course homepage, forums, and embedded organization pages regularly. If it's posted, you're responsible for knowing about it.

APPROPRIATE ACADEMIC CONDUCT

NOTE: The information regarding appropriate academic scholarship is excerpted from The Roland Tseng College of Extended Learning document entitled, *ACKNOWLEDGEMENT OF ACADEMIC AND PROFESSIONAL RESPONSIBILITIES*, which you received at the beginning of the program. Please review it if you have any questions.

ACADEMIC DISHONESTY

The maintenance of academic integrity and quality education is the responsibility of each student within this university and the California State University system. Cheating or plagiarism in connection with an academic program at a campus is listed in Section 41301, Title V, California

Code of Regulations, as an offense for which a student may be expelled, suspended, or given a less severe disciplinary sanction. Academic dishonesty is an especially serious offense and diminishes the quality of scholarship and defrauds those who depend upon the integrity of the campus programs. Such dishonesty includes:

A. CHEATING

“Cheating” is defined by the University as “intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.”

Comments:

1. Students completing any examination should assume that external assistance (e.g., books, notes, calculators, conversation with others) is prohibited unless specifically authorized by the instructor.
2. Students must not allow others to conduct research or prepare any work for them without advance authorization from the instructor. This comment includes, but is not limited to, the services of commercial term paper companies.
3. Substantial portions of the same academic work may not be submitted for credit in more than one course without authorization.

B. FABRICATION

“Fabrication” is defined by the University as “intentional falsification or invention of any information or citation in an academic exercise.”

Comments:

1. “Invented” information may not be used in any laboratory experiment or other academic exercise without notice to and authorization from the instructor. It would be improper, for example, to analyze one sample in an experiment and covertly “invent” data based on that single experiment for several more required analyses.
2. One should acknowledge reliance upon the actual source from which cited information was obtained. For example, a writer should not reproduce a quotation from a book review and indicate that the quotation was obtained from the book itself.
3. Students who attempt to alter and resubmit returned academic work with intent to defraud the faculty member will be in violation of this section. For example, a student may not change an answer on a returned exam and then claim that they deserve additional credit.

C. FACILITATING ACADEMIC DISHONESTY

“Facilitating academic dishonesty” is defined by the University as “intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.”

Comments:

1. For example, one who knowingly allowed another to copy from his or her paper during an examination would be in violation of this section.

D. PLAGIARISM

“Plagiarism” is defined by the University as “intentionally or knowingly representing the words, ideas, or work of another as one’s own in any academic exercise.”

Comments:

1. Direct Quotation: Every direct quotation must be identified by quotation marks, or by appropriate indentation or by other means of identification, and must be promptly cited in a footnote. Proper footnote style for any academic department is outlined by the APA Style Manual. This publication is available in the Matador Bookstore and is at the reference desk of the Oviatt Library.
2. Paraphrase: Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part in your own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Locke's comment . . ." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material.
3. Borrowed Facts or Information: Information obtained in one's reading or research which is not common knowledge among students in the course must be acknowledged. Examples of common knowledge might include the names of leaders of prominent nations, basic scientific laws, etc.

Materials which contribute only to one's general understanding of the subject may be acknowledged in the bibliography and need not be immediately footnoted. One footnote is usually sufficient to acknowledge indebtedness when a number of connected sentences in the paper draw their special information from one source. When direct quotations are used, however, quotation marks must be inserted and prompt acknowledgment is required.

COPYRIGHT AND THE TEACH ACT

As a privilege uniquely accorded to instructors and students, **the TEACH Act allows us to view (in class) images and media that are copyrighted by outside sources and would not necessarily be otherwise available to us.** The catch is that **we have to treat this privileged access with respect.**

This means:

1. **Do NOT download or copy the instructional modules** to your personal computer
2. **Do NOT print out the instructional modules**
3. **Do NOT share instructional modules in any format** with others

As a "rule of thumb," students are permitted a similar degree of access to online instructional materials as they would have had if they had taken the course in an on-campus classroom.

Think about it. In on-campus classes, students view the professor's presentation and take notes. That's how it works here, too. View the presentations and take notes. Take nothing else. To make it even easier for you, I supply "instructor's notes" on *Canvas* which provide downloadable access to all non-copyrighted information and graphic materials.

Violation of these requirements may constitute copyright infringement for which the violator is solely responsible.

In addition, do not ever copy, download or distribute the observation videos in whole or in part. Doing so may constitute a violation of client confidentiality and is specifically and seriously unethical behavior that may have significance

CD 500 LEVELING COURSE

Linking Document

Introduced (I)
Practiced (P)
Assessed (A)

CTCPD

Standard 2a	page 13	2a	page 13
Standard 2b	page 13	2b	page 13
Standard 3a	page 9	3a	page 10
Standard 3c	page 9	3c	page 10
Standard 5b	page 9	5b	page 10
Standard 5c	page 9	5c	page 10
Standard 5d	page 13	5d	page 13

CTCSLP

Standard 1a	page 9	1a	page 10
Standard 1b	page 9	1b	page 10
Standard 1c	page 9	1c	page 10
Standard 4f	page 10	4f	page 10
Standard 5d	page 10	5d	page 10
Standard 5f	page 10	5f	page 10