

University of Wisconsin-Whitewater
College of Education
Department of Communication Sciences and Disorders

**Comdis 270 Introduction of Communicative Disorders
3 credits, Spring 2011**

ROOM: Roseman 1016
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CLASS TIME: MWF 11:00 to 11:50 AM
CLASSROOM: Winther 2001
OFFICE HRS: MW 1:00 to 3:00 PM
R 10:00 to 2:00 PM. Please try to make an
appt since I may be working in the lab.
Signup sheet for appts is on my office door.

I. Course Description:

The course provides an overview of communicative disorders across the lifespan. Topics include normal communication behavior, the causes and impact of speech, language and hearing disorders, legislation and regulations, resources, cultural and diversity issues, and the role of professionals in the identification and treatment of individuals with communicative disorders. This course has been approved as a general education requirement (GI).

UWW Undergraduate and Graduate Catalog:

<http://www.uww.edu/registrar/catalogs/index.html>

II. Learning Outcomes for Students Linked to Professional Standards

ASHA Standards Website:

HTTP://WWW.ASHA.ORG/CERTIFICATION/SLP_STANDARDS/

Wisconsin Teaching Standards (WTS) Website:

<http://www.dpi.state.wi.us/dpi/dlsis/tel/pi34.html#teacherstandards3402>

A. Knowledge/Content	Standards	
By the end of the semester students will:	ASHA	WTS
1. Explain the normal process of human communication including biological, neurological, acoustic, psychological, developmental/lifespan, linguistic and cultural aspects.	III-B	1,2
2. Understand the nature of speech, language, hearing, and communication disorders and differences including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.	III-C	2
3. Describe the impact of communicative disorders on people in social, educational and occupational settings.	III-C	2
4. Understand how to interact appropriately and ethically with individuals with a communicative disorder in the student's chosen career.	III-C	10
7. Describe the state and federal legislation and regulations (e.g., ADA, IDEIA) that affect people with communicative disorders.	III-D	10
8. Identify agencies and resources that provide assistance to people	III-D	10

with communicative disorders (e.g., Wisconsin Telecommunications Relay Service, DPI, DVR, Center for the Deaf and Hard of Hearing, etc.). 9. Describe the roles of different professionals such as speech-language pathologists, audiologists, physicians, and teachers of the deaf in the identification, education and treatment of people with communicative disorders		10
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III. Course Format

Material for students will be delivered through classroom lectures, web based material, readings, computer-based multimedia, and guest speakers. Students are expected to read material and complete assignments prior to class in order to be appropriately prepared. Students can expect to study a minimum of two hours out of class for every hour in class (not just the night before exams).

IV. Learning Experiences

Students are expected to complete at least two, but not more than five outside, assignments. Guidelines for completing these outside assignments are detailed below:

- No assignments will be accepted after the deadline for that topic. This is to prevent a flood of several hundred last minute submissions at the end of the semester. Additional papers may be submitted for extra credit. See calendar for deadlines[†].
- All assignments **MUST** be transmitted to the instructor via the dropbox feature of Desire2Learn. **No hard copies or email attachments accepted.**
- All assignments **MUST** be in Rich Text Format (RTF) or MS Word (.doc or docx). **MS Works, Word Perfect, Google Docs** and **Appleworks** do not translate well on d2L dropbox. You may have to use a lab computer if you are having difficulty.
- When submitting your paper make sure that you put your name and major (including undecided) at the top of the paper.
- All papers will receive a score between -4 to +4 that will be added to your final grade.

Points added to final point total.	Description
4	Report is at least two double typed pages, contains no spelling or grammatical errors, and accurately describes the activity. The student has shown excellent insight and reflection into the disability or activity.
4	Report is at least two double typed pages, contains no spelling or grammatical errors, and accurately describes the activity. The report is good, but does not show a high level of insight or reflection.
2	Report shows spelling or grammatical errors or does not accurately describe the activity.
0	Is of insufficient length, grossly inadequate (e.g., does not address the topic area).
-4	Not submitted, or information fraudulently obtained.

a. Wear foam earplugs for one day including at least one class period (make sure you get permission from the instructor ahead of time). These earplugs must be obtained from and returned to Dr. Bradley. Write a two-page report on the experience. Note: If you drive, please remove the earplugs. We've had a couple of people almost get into accidents. You should reflect on your experience. That is, what would it be to have this disorder on a full-time basis. Use <last name>_earplugs.docx * as your file name. For example, if your last name is Smith, your file name would look like this... smith_earplugs.docx

b. Pretend to stutter and use it in at least two communication situations involving strangers in a public

place. Write a two-page (minimum) report on reactions of those with whom you interacted. Have the experience observed by another person who will also write a paragraph concerning his/her feelings during the experience. The paragraph should be included in the same document that you submit via d2L. You should reflect on your experience. Use <last name>_stutter.docx * as your file name. For example, if your last name is Smith, your file name would look like this... smith_stutter.docx

c. Try to go through a day without speaking with anyone. For an extra challenge you can try not to communicate in any way with others. Keep a diary of the experience, noting when you wanted to communicate and any difficulties encountered. You should reflect on your experience. Use <last name>_notalking.docx * as your file name. For example, if your last name is Smith, your file name would look like this... smith_notalking.docx

d. Spend at least 20 minutes with a child between two and four years of age. The session should be tape-recorded or video-taped. Provide a written transcript of ten minutes of this taped session. Write a two-page report on how your subject deviated from normal adult semantics, syntax, and phonology. You should reflect on your experience. Use <last name>_transcribe.docx * as your file name. For example, if your last name is Smith, your file name would look like this... smith_transcribe.docx

e. Interview an individual with an adult with a communication disorder (one on one) or parent of a child with a communication disorder. Provide either a taped recording of the session (preferred) or a phone number where we can confirm the interview. The tape will be returned. You should reflect on your experience. Use <last name>_interview.docx * as your file name. For example, if your last name is Smith, your file name would look like this... smith_interview.docx

f. Attend a professional conference involving communicative disorders such as the American Speech-Language-Hearing Association, Wisconsin Speech-Language-Hearing Association (WSHA), UWW Preschool Conference and write a two page summary of a workshop, seminar, professional paper, etc. Note: The WSHA convention will be held in Middleton in February (See me if interested). Use <last name>_conference.docx * as your file name. For example, if your last name is Smith, your file name would look like this... smith_conference.docx

g. From time to time there may be some opportunities to observe an audiological or hearing aid evaluation. If these opportunities become available I will let you know via email and will let three students at a time observe. You will then need to write a two-page report on your experience. Use <last name>_observe.docx * as your file name. For example, if your last name is Smith, your file name would look like this... smith_observe.docx

h. Shadow a speech-language pathologist or audiologist for at least four hours. These are for people who know speech-language pathologists or audiologists. I normally will not be able to arrange these activities. You should reflect on your experience. Use <last name>_shadow.docx * as your file name. For example, if your last name is Smith, your file name would look like this... smith_shadow.docx

* .doc and .rtf are acceptable.

V. Evaluation of Learning and Grading

There are five tests (including the final) that are equally weighted.

For each outside assignment, the student will increase their final grade by up to 4 points per assignment. For people who do not perform the outside assignments they will have 4 points deducted for their final grade for each assignment not completed. See the section on outside assignments at the end of the syllabus.

Assignment of Grades will be issued using the following point scale. Please be aware that I do not

negotiate grades. What you get is what you get.

A	186-200	B-	160-165	D+	136-139
A-	180-185	C+	156-159	D	126-135
B+	176-179	C	146-155	D-	120-125
B	166-175	C-	140-145	F	0-119

Attendance Policy:

It is expected that you will attend all classes. I take roll. Those students in the upper quartile for attendance will receive an additional four points to your final grade. Those in the lower quartile for attendance will have their grade reduced by four points.

If a student misses an exam due to illness they are expected to notify the instructor **prior to the exam**. Those who do not notify the instructor will need to provide a written documentation from a competent authority such as a physician, auto mechanic, lawyer, etc. and must be on that organization's letterhead or prescription pad. Examples of unacceptable excuses include spouses, friends, and parents.

VI. Course Materials

Required Textbooks

Text: Gilliam, R.B., Marquardt, T.P., and Martin, F.N. (2011). Communication Sciences and Disorders: From Science to Clinical Practice. (2nd Ed.). Jones and Bartlett: Boston

There will also be additional readings as noted in the content section of d2L.

VII. College of Education

Conceptual Framework

In keeping with our philosophy of "The Teacher as a Reflective Facilitator", we, as educators, are committed to acting as facilitators of your learning in our teacher education program. Our goal is to help you become a teacher who: facilitates your students' active participation in learning by providing creative learning experiences; improves your practice through reflection, active inquiry, and the assessment of your students' unique learning styles; understands the needs of a diverse community of learners; and promotes literacy in all areas, including technology. We strive to reflect our commitment to this philosophy in all courses required for licensure, and our own teaching practice, scholarship and service.

Code of Ethics

The College supports the ASHA Code of Ethics

VIII. UNIVERSITY POLICIES

The University of Wisconsin-Whitewater is dedicated to a safe, supportive, and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events (for details please refer to the current UW-Whitewater Undergraduate Timetable, the "Rights and Responsibilities" section of the Undergraduate Timetable, and the "Student Academic Disciplinary Procedures" (UWS Chapter 14)

For more details, see the Provost's website at <http://acadaff.uww.edu/OnlineSyllabiMand%20info.html>

IX. SYLLABUS CHANGES

The schedule and procedures in this course may change. Students are responsible for any syllabi changes announced in class, via E-mail, or in writing

X. COURSE OUTLINE

Topic	Approximate Dates (week of...)	Readings	Important Dates
Introduction & Overview	1/17		
The Profession / Ethics /	1/24	Chap 1	Last day to add ()
Speech & Language Development	1/31	Chap 2	
Speech & Language Development	2/7		Test 1 (Wednesday, 2/9)
Language Disorders	2/14	Chap 10 & 11	
Articulation & Phonology	2/21	Chapter 5	Final deadline to drop a course - W grade assigned.(9/16)
Fluency (stuttering)	2/28	Chapter 7	Test 2 (Wednesday, 3/2)
Voice Disorders	3/7	Chapter 6	
Diversity	3/14	Chapter 3	First Outside Assignment Due on 3/15
SPRING BREAK	3/21		
Craniofacial Disorders	3/28	Chapter 6	Test 3 (Wednesday, 3/30)
Acoustics	4/4	Chapter 13	
Hearing Disorders & Rehab	4/11	Chapters 14 & 15	
Deaf Culture and Deaf Education	4/18	Chapter 16	Test 4 (Monday, 4/20)
State & Federal Legislation	4/25		Second Outside Assignment Due on 4/30
Tinnitus and Swallowing	5/2	Chapters 9 & 12	Extra Credit Outside Assignments Due on 5/6
Geriatrics & Swallowing	5/9		Final Exam (Wednesday, 5/16; 10:00 AM)