



Anatomy and Physiology of Speech and Language

CSD 264 | SPRING 2024

TUES/THURS, 3:30-4:45 PM | CPS 116

**PAMELA TERRELL,
PH.D., CCC-SLP**



CPS 034



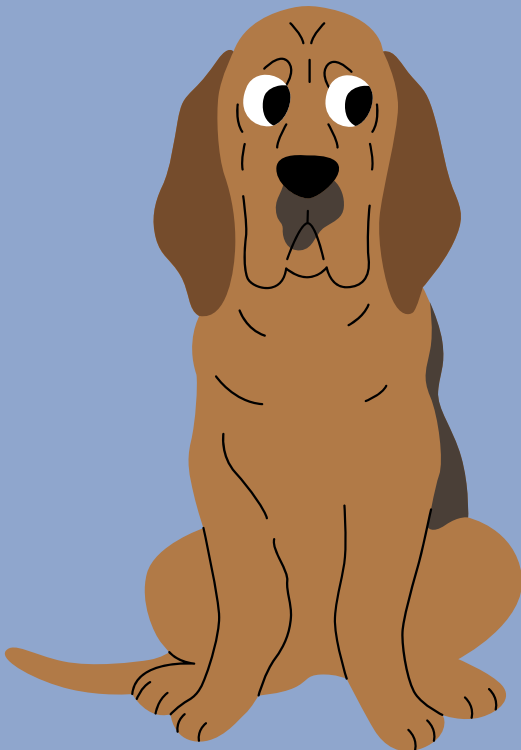
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Office Hours TBD



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COURSE DESCRIPTION

Thinking, talking, and listening are things we do every day and with very little thought. Have you ever stopped to consider everything that your body is doing when you formulate an idea, form a word in your mouth, or listen to a funny joke?

Our bodies are fearfully and wonderfully made! The detailed design and function of our vocal cords, our tongues, our cochleas, our lungs are so complex and perfect to the tasks that they were created to do.

In this course, we'll learn about the muscles, carilages, nerves, and other structures necessary for communication. We'll also learn about the function of these anatomical parts and how they work together to form the respiratory, phonatory, articulatory, and resonantory systems of the human body.

As we learn about anatomy and physiology, we'll keep the metaphor of a bloodhound in mind. Bloodhound are gentle dogs who are excellent at tracking scents. They are know for their ability to track with great endurance and they love to work together in groups, often with detectives. Let's put our noses to the ground, get ready to track, and solve some medical mysteries!

Course Objectives

1. Students will identify and name anatomical structures of the respiratory, phonatory, and articulatory/resonance systems.
2. Students will explain the origin, insertion, and function of anatomical structures of the respiratory, phonatory, and articulatory/resonance systems.
3. Students will describe the physiology of the respiratory, phonatory, and articulatory/resonance systems.
4. Students will apply anatomy and physiology terminology to case studies and develop hypotheses about etiology, diagnosis, or functional impairment
5. Students will explain the process of speech production from inspiration to word production, integrating the respiratory, phonatory, and articulatory/resonance systems.
6. Students will collaborate with others to make models and visualizations of anatomical and physiological systems and reflect upon what they learned.

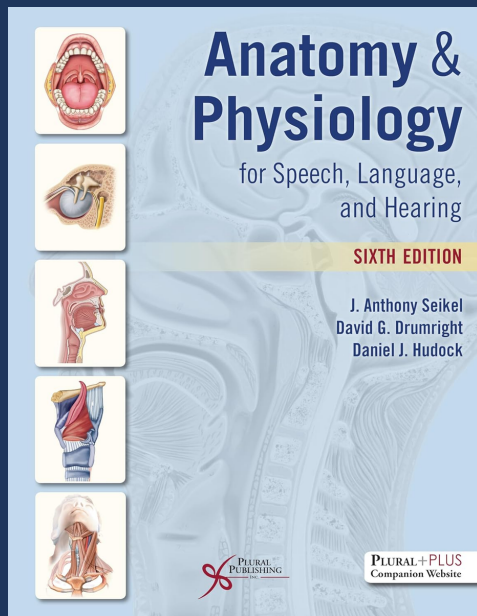
Course Assignments

- Weekly Quizzes: There will be a weekly online quiz on each chapter or assigned topic. You may take the quiz up to three times and your highest score will be kept.
- Unit Exams: There will be three exams on each unit/physiological system. These exams will be on paper and in class. They will contain objective questions, labeling of diagrams, short answer, and discussion.
- Unit Case Reflections: Each unit will be introduced with a case study. You will create questions and hypotheses about the case, further develop them throughout the unit, and then reflect upon what you learned at the conclusion of each unit.
- Final Exam: The final exam will be comprehensive. It will contain objective questions, labeling of diagrams, short answer, discussion, and a case study.
- Labs/Application Activities: There will be a variety of lab and application activities in class to learn and practice concepts.

“Fortunately, most of our vital physiological functions are involuntary, as some amongst us would forget them.”

— **Stewart Stafford**

Dates	Topic	Reading
1/23-25	Basics of Anatomy	Ch. 1
1/30-2/1	Course Overview; Basics of Anatomy	Ch. 1
2/6-8	Anatomy of Respiration-skeletal system and tissue	Ch. 2 (pp. 47-87)
2/13-15	Anatomy of Respiration: air movement; muscles	Ch. 2 (pp. 88-131)
2/20-22	Physiology of Respiration	Ch. 3
2/27-29	Review; Exam 1	Ch. 1-3
3/5-7	Anatomy of Phonation	Ch. 4
3/12-14	Physiology of Phonation	Ch. 5
3/19-21	SPRING BREAK--NO CLASS!	
3/26-28	Phonation: Putting it all together	Ch. 4 & 5
4/2-4	Review; Exam 2	Ch. 4-5
4/9-11	Anatomy of Articulation and Resonance: articulators, bones, and teeth	Ch. 6 (pp. 305-358)
4/16-18	Anatomy of Articulation and Resonance: cavities, muscles	Ch. 6 (pp. 359-400)
4/23-25	Physiology of Articulation and Resonance	Ch. 7
4/30-5/2	Articulation/Resonance: Putting it all together	Ch. 6 & 7
5/7-9	Review; Exam 3	Ch. 6-7
Monday, 5/13 2:45-4:45 pm	FINAL EXAM	



Required Text Rental:

Seikel, J. A., Drumright, D. G., & King, D. W. (2021). Anatomy and physiology for speech, language, and hearing (6th Ed.). Clifton Park, NY: Cengage Learning.

Recommended:

- Flash cards – Kaplan Medical Anatomy Flashcards
- The Speech and Hearing Anatomy Course Companion Workbook
<https://aplusanatomy.com/>

Grading policy

Weekly Quizzes	15%
Unit Exams	25%
Unit Case Reflections	15%
Lab/Application Activities	25%
Final Exam	20%

Grading Scale

A: 93-100% A-: 90-92% B+ 87-89% B 83-86% B- 80-82% C+ 77-79%
C: 73-76% C-: 70-72% D+ 67-69% D 63-66% D- 60-62% <60% = F

If a percentage has a decimal >0.45, then I will round up IF you have participated regularly and put forth your best effort in class. I reserve the right not to round up if I feel that you have not actively prepared for and contributed to the class.

Course Policies

1. Contacting the instructor

- Student Hours: See the first page of the syllabus for established weekly student hours. That is the best time to see me. If those hours don't work, then email me for an appointment. You don't have to have a specific class-related question to attend office hours. I also enjoy when students drop in for a brief visit just to chat, as well as needing specific help in class or to talk about study strategies. Student hours will be held in my office or in the CPS Cafe. A Zoom option is also available as needed.
- Email: Your email should be clear, concise, and professional so that your issues can be responded to effectively. Include the entire thread of an ongoing email conversation so that I can recall the history of your issue without searching for other emails you have sent. Use a greeting (Dear Dr. Terrell) and signature with your first and last name, identify the course, and put a specific topic in the subject line (e.g., CSD 266 babbling question). I will try to respond within 24 hours. If I haven't responded in that timeframe, please send me a reminder email because sometimes yours may get "buried" in my inbox. If you want feedback on an assignment, we need to meet in person or over Zoom. To have and model a work/life balance, I don't respond to emails after 5:00 pm or on the weekends.
- Disability Accommodations: Students with documentation through disability services will be accommodated. I have worked hard to make all materials accessible to screen-readers and have added closed-captions where possible. I will use automatic subtitles during class. However, I'm only human and may have missed something. If I am not adequately meeting your accommodations, please let me know so I can adjust accordingly. If modifications are required due to a disability, please inform me and contact the Disability Resource Center to complete an Accommodations Request form. Phone: 346-3365 or Room 108--Collins Classroom Center.
- "Best by" Dates: We're in the Dairy State and know that milk is "best" by a specific date marked on the container. Therefore, all assignments have a "best by" date. This is the established deadline for each exam or assignment, and I anticipate most of you will submit assignments at this time. However, if you cannot meet the deadline, complete and submit the form on Canvas under "Class Resources." Like other best-by dates, the longer you go past the due date, the more the milk curdles, and I may not be able to guarantee the same amount of feedback as if you had met the original date.
- Attendance:
 - Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. In some class meetings you will have at least one project, exercise, test, and/or discussion that will count toward participation. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. I would encourage you to connect with a classmate early in the semester who can be a resource for you if you are sick or otherwise miss class.
 - Attendance to class can affect your grade. However, we are still in the midst of a pandemic and it is likely that many of you may become ill with COVID, flu, etc. Similarly, life events (family illness, births, transportation problems, etc.) happen. While I will be tracking attendance, your absence will not affect your grade, if you let me know prior to class that you will not be in attendance and you make-up the work in a timely manner. If you don't contact me, then there will be no opportunity to make up missed work. I am happy to work with you on extensions and a make-up plan. If it is an emergency and you cannot notify me prior to class, let me know as soon as possible. If you miss class due to illness, I do not need a doctor's excuse. You will not be offered a make up option for unexcused absences (e.g., leaving early for spring break).
 - Please refer to the "Absences due to Military Service" and "Religious Beliefs Accommodation" here.
 - If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans' educational benefit.
 - During the first eight days of the regular 16-week term, I will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes. If you do not make satisfactory arrangements with me regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

- Academic Integrity: Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.
- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.
 - (2) Examples of academic misconduct include, but are not limited to:
 - Cheating on an examination
 - Collaborating with others in work to be presented, contrary to the stated rules of the course
 - Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
 - Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
 - Stealing examinations or course materials
 - Submitting, if contrary to the rules of a course, work previously presented in another course
 - Tampering with the laboratory experiment or computer program of another student
 - Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.
- Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined [here](#).
 - Intellectual Property: Lecture materials and any potential recordings for CSD 266 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings and take notes for their personal use related to participation in this class. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation [Regent Policy Document 4-1]. Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

*Mystery creates wonder and
wonder is the basis of man's desire to understand.
Neil Armstrong*

Student Supports

Any student who faces challenges securing their food, housing, safety, healthcare or other crisis and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify me if you are comfortable in doing so, so that I can direct you to relevant campus resources (e.g., food pantry, counseling center, etc.). I am also posting resources in a module on Canvas. I am happy to assist you with issues beyond the classroom if I can and will maintain confidentiality. I want you to succeed.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this link. You may also contact the Dean of Students office directly at dos@uwsp.edu.

Resources:

Tutoring: Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science.
234 Collins Classroom Center, ext 3568

Advising: Academic and Career Advising Center, 209 Collins Classroom Center, ext 3226

Safety and General Support: Dean of Students Office, 212 Old Main, ext. 2611

Counseling Center: Delzell Hall, ext. 3553

Health Care: Delzell Hall, ext. 4646

EMERGENCIES

In the event of a medical emergency, call 911 or use red emergency phone located in clinic hallways. Offer assistance if trained and willing to do so. Guide emergency responders to victim.

In the event of a tornado warning, proceed to CSD Clinic hallways. Avoid wide-span rooms and buildings.

In the event of a fire alarm, evacuate the building in a calm manner. Meet in front of HEC building. Notify instructor or emergency command personnel of any missing individuals.

Active Shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders.



The body is a marvelous machine...a
chemical laboratory, a power-house.
Every movement, voluntary or
involuntary, full of secrets and
marvels

— Theodor Herzl —