

CSD 408 Introduction to Speech Science
Fall, 2016
CPS 233
T, Th 2:00-2:50 CPS

Instructor: Dr. Leslie Plonsker, Ph.D., CCC-SLP
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Office Hours: To be announced

Required Text

Ferrand, C. (2014). Speech Science: An integrated Approach to Theory and Clinical Practice San Diego: Pearson.

Purpose of the Course

This course is designed to provide student with opportunities to think critically and flexibly about the physiologic, acoustic and physical concepts related to normal speech production and speech perception. Emphasis is placed on the development of problem-solving skills through application to speech and voice disorders. This course adheres to ASHA Standard 4A

In order to promote an appreciation for how the physiological and acoustic concepts in this course apply to various clinical contexts, it is anticipated that students will be exposed to at least five

speech and/or voice assessments analyses commonly used to assess particular areas of speech and voice disorders.

Objectives

Upon completion of this course students will be able to:

- Explain the normal physiological and acoustic processes underlying speech production.
Explain the purpose of selected speech and voice assessments.
Integrate the material covered in this course into future courses emphasizing speech and voice disorders
- Explain how clinical instrumentation can be utilized to measure selected acoustic and physiologic parameters of speech and voice

Course Requirements

- Rental of the required text
- Attendance to all class lectures
- Participation in classroom activities and attention to instrumental demonstrations
- Completion of laboratory and other written assignments

COURSE STRUCTURE

The structure of this course will consist of mostly lecture with opportunities for students to work in small groups.

HOW TO SUCCEED IN CSD 408

Professionalism

This semester, some of you will be enrolled in clinical practicum for the first time. As part of your evaluation for this experience, your clinical supervisor will assess your performance as it relates to professionalism. Some of the areas that will be evaluated might include the following:

- Oral and written communication
- Attendance in therapy sessions and supervision meetings
- Preparation for therapy
- Respectful and courteous interactions with your clients, their caregivers, your co-clinicians, and your supervisors.
- Adherence to deadlines
- Response to constructive criticism
- Initiative
- Critical thinking
- Active Listening
- Creativity

The behaviors and attitudes above could easily be modified for application in a classroom situation (e.g., “preparation for therapy” could read “preparation for class” and attendance in therapy” could adjusted to “attendance in class”). I expect that we will all maintain a professional and respectful attitude when interacting with each other.

Attendance

It is important for you to come to class in order to satisfy the objectives of this course. More importantly, regular attendance demonstrates an interest and a desire to learn the subject matter and skills necessary to becoming an SLP or an Audiologist. In fact, faculty and staff regularly comment on students’ attendance in recommendation letters for graduate school. Attendance will be taken each class period.

It should be obvious that this instructor believes class attendance is important to your learning in this course. However, she also acknowledges that sometimes missing class for personal/family emergencies and illness cannot be avoided. **If you must miss class, please obtain any hand-outs and assignments from a classmate. The instructor will not provide these materials.**

Meetings with the Instructor

After I have finalized my clinic schedule, I will determine days and times for office hours and announce them in class. Throughout the semester, you are strongly encouraged to meet with me during these times, if you have any questions or concerns regarding class dynamics, the learning environment, course content, assignments, or exams. It is always best if these concerns are discussed soon after they occur. If my office hours are not sufficient, please schedule an appointment with me by checking on the calendar on my office door, and writing your name in a blank space. I will always make time to meet with you.

Academic Honesty

The policy of the University is quite clear with respect to cheating and plagiarism. These practices will not be tolerated at UWSP, by the School of Communicative Disorders, or in the classroom. The penalties are appropriately severe. If you are unfamiliar with student conduct requirements, you are asked to familiarize yourself with these policies and guidelines which can be found in the University Handbook in Public Folders on your Microsoft Outlook Program.

ASSIGNMENTS AND EXAMS

Application Assignments

You will be required to complete a **total of 3 assignments** during the semester. The primary focus of the assignments will be practical/clinical application of the concepts covered in class. Each assignment will be worth **10 points for a total of 30 possible points**. The total number of points earned on the assignments will be included in the calculation of your final grade. Due dates will be assigned when the assignments are given out in class. Expect to be given at least one week to complete each assignment.

***** LATE ASSIGNMENTS *****

Any assignment handed in after 4PM the day it is due will be given a grade of zero (0).

IN CLASS ASSIGNMENTS

During the semester, students will work with their peers to solve clinical problems, create

It is anticipated that and there will **be at least 3** opportunities to participate use formal and informal instrumentation and earn points toward your final grade **(10 points)**

Exams

This instructor gives exams as a means of determining whether or not students are: 1. learning the information provided in lectures and readings, 2. demonstrating good problem-solving and critical thinking skills, and 3. developing a firm knowledge base for future learning. Exams in this course are to be considered a tool that the instructor will use to measure these important aspects of student learning, rather than a punitive form of evaluation. I also use the exams to determine if changes in my teaching are needed.

During the semester, a total of **3 exams** worth **100 points** each will be given. The first two exams will be non-cumulative. The format of these exams will be objective and will consist only of multiple choice, true/false and matching-type questions. The third exam will be given on the day of the final exam for the course. This exam will represent an integration of the content covered during the semester with particular focus on clinical application.

Exams will not be given any earlier than the scheduled date/time on the syllabus. You must notify the instructor prior to the exam if you cannot take it on the day it is scheduled. If you miss an exam without notifying the instructor, 10 points per day will be deducted from your exam grade until the exam is made up.

IF YOU HAVE ANY CONCERNS ABOUT COMPLETING THE REQUIREMENTS OF THIS COURSE, PLEASE SEE ME IMMEDIATELY.

Point Breakdown and Grading

Professional Development Form 25 points at mid-term and end of semester = 50 points

Application Assignments = 30

Exam 1 = 100

Exam 3 = 100

Exam 2 = 100

In Class Assignments= 30

Total Possible Points = 410

Final Grades

Final grades will be determined by the following percentages based upon a possible total of 380.
The grading scale for this course is as follows:

Grading Scale

95.00-100	A	74-77.99	C
91-94.99	A-	71-73.99	C-
88-90.99	B+	66-70.99	D+
84-87.99	B	61-65.99	D
81-83.99	B-	Below 61	F
78-80.99	C+		

Proposed Course Schedule

The schedule below represents the instructor's thinking at this time and may be subject to change. You will be notified if changes are necessary.

Dates	Topics, Readings in Text, Exams
September	
6	Introduction to Speech Science, Review Syllabus, Welcome Back Quiz
8	Chapter 7 Respiration
13	Continue with Respiration
15	Chapter 8 , Evaluation and Treatment for Disorders of Respiration
20	Continue with Evaluation and Treatment for Disorders of Respiration
22	Continue with Evaluation and Treatment for Disorders of Respiration
27	Continue with Evaluation and Treatment for Disorders of Respiration
29	
October	
	Exam 1
4	
6	Chapter 5, Phonatory System
11	Continue with Phonatory System
13	Continue with Phonatory System
18	Continue with Phonatory System
20	Chapter 6, Evaluation and Treatment for Phonatory Disorders
25	Continue with Phonatory Disorders
27	Continue with Phonatory Disorders
November	
1	Exam 2
3	Chapter 3, Articulatory System
8	Continue with Articulatory System

10	Continue with Articulation System
15	Continue with Articulatory System
17	Continue with Articulatory System
22	Chapter 4, Evaluation and Treatment of Articulation Disorders
24	No Class, Thanksgiving Day
29	Continue with Evaluation and Treatment of Articulation Disorders
December	
1	Continue with Evaluation and Treatment of Articulation Disorders
6	Continue with Evaluation and Treatment of Articulation Disorders
8	Continue with Evaluation and Treatment of Articulation Disorders
13	Continue with Evaluation and Treatment of Articulation Disorders
15	Review for Exam 3
	Exam #3 Final Exam Date, December 16, 2015 from 10:15-12:00