San José State University  
Communicative Disorders and Sciences  
EDSP 110-01: Resources in Human Communication  
Fall 2019

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Email: Carol.zepecki@sjsu.edu or czepecki@verizon.net
Office Hours: Tuesday 8:00 – 9:00 and 3:00-4:00 and by appointment
Class Days/Time: Tuesday 9:00-11:45
Classroom: Sweeney Hall 449

Course Format
This course will be delivered through on-site and occasional on-line classes that include lecture, videos, discussions and various activities involving case studies and critical thinking. A laptop, Internet access and software are required to complete this course. See Student Technology Resources below for available computer/laptop/device on campus.

Faculty Web Page and MYSJSU Messaging
Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking with the messaging system through MySJSU at http://my.sjsu.edu (or other communication system as indicated by the instructor) to learn of any updates.

Course Description
This course provides an introduction to the scope of human communication disorders and public attitudes affecting educational, sociological, psychological and vocational opportunities of the communication disordered, and the management resources for the communication handicapped.

This course is for students who are considering a major in speech-language pathology and/or audiology, or students interested in nursing, education, early childhood studies or social work. It provides students with an overview of the scientific study of communication, the nature of communication disorders, and the various disorders that interfere with communication. Students will receive basic information about communication based on research and field experiences presented through lectures, class discussions, video and observations.

Course Learning Outcomes – CLO
Upon successful completion of this course, students will be able to:

1. Indicate an awareness of the various professional roles and settings included involved in the field of Communicative Disorders and Sciences. (ASHA Standard IV-G)
2. Identify the procedures for completing an educational program in Speech-Language Pathology and Audiology at San Jose State University and the requirements for credentials, licensure and certification in communicative sciences careers. (ASHA Standards IV-G and V-B)
3. Identify the organizations and publications related to the study of Speech-Language Pathology and Audiology and reflect on this information both verbally and in writing. (ASHA Standards IV-G and V-A).
4. Understand and demonstrate knowledge of the development and characteristics of speech, language and communication. (ASHA Standard IV-A-D)
5. Know the common disorders of speech and language and their cause. (ASHA Standards A-D)
6. Understand the symptoms, assessment, and treatment of all speech and language disorders. (ASHA Standard IV-D)
7. Demonstrate an understanding of alternative methods of communication. (ASHA Standard IV-D)
8. Identify and manage ethical considerations in professional activities and the role research in evidence-based practice (ASHA Standards IV E-G)
ASHA STANDARDS

This course meets the following Standards for the Certification of Clinical Competence: (2016):

- **Standard IV-A**: The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences. (CLO 4 - 7)
- **Standard IV-B**: The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the lifespan. (CLO 4 - 7)
- **Standard IV-C**: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas of study: (1) articulation, (2) fluency, (3) voice and resonance, (4) receptive and expressive language in speaking, listening, reading and writing, (5) hearing and the impact on speech and language, (6) swallowing, (7) cognitive aspects of communication, (8) social aspects of communication, (augmentative and alternative communication modalities. (CLO 4 – 7)
- **Standard IV-D**: For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates. (CLO 4-7)
- **Standard IV-E**: The applicant must have demonstrated knowledge of standards of ethical conduct. (CLO 8)
- **Standard IV-F**: The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice. (CLO 8)
- **Standard IV-G**: The applicant must have demonstrated knowledge of contemporary professional issues. (CLO 1 – 3, 8)
- **Standard V-A**: The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice. (CLO 3)
- **Standard V-B**: The applicant for certification must have completed a program of study that includes experiences sufficient in breadth and depth to achieve the following skill outcomes; evaluation, intervention, interaction and personal qualities. (CLO 1-8)

**Required Texts and Readings**

**Textbook**


(There is a 4th and 5th edition as well. Many chapters are the same, but you will need to work with someone who has a 6th edition in order to stay aligned with the information.)

**Useful Resources**

- American Speech-Language-Hearing Association (ASHA) Evidence-Based Practice (EPB) resources at http://www.asha.org/Members/ebp/intro.htm
- ASHA’s National Center for Evidence-Based Practice in Communication Disorders (N-CEP) systematic reviews at http://www.asha.org/members/ebp/EBSRs/
- ASHA’s Practice Portal at http://www.asha.org/Practice-Portal/
- American Psychological Association (APA, 6th Ed.) style: APA style is required for all written assignments. Look under “In-text Citation” and “Reference List” sections for guidelines on Purdue Online Writing Lab (OWL) at http://owl.english.purdue.edu/owl/resource/560/01/

**Library Liaison**

- Suzie Bahmanyar – Suzie.Bahmanyar@sjsu.edu

**Other materials and support**

Various materials will need to be obtained and/or created to meet the needs of your client. It is highly encouraged that you borrow from the clinic or peers before purchasing your own to ensure that it will be useful. It is not necessary to purchase expensive therapy materials. Many toys for typically developing children and items used for activities of daily
living are as effective as marketed “therapy materials.” If you plan to borrow materials from the clinic, be sure to arrive with plenty of time to make adjustments in case the intended materials are not available. **Your materials must be ready and available at the start of class.**

- **SJSU Accessible Education Center:** [http://www.sjsu.edu/aec/](http://www.sjsu.edu/aec/)
- **King Library: Communicative Disorders and Sciences Services:** [http://libguides.sjsu.edu/CDS](http://libguides.sjsu.edu/CDS)
- **Writing Center:** [http://www.sjsu.edu/writingcenter/](http://www.sjsu.edu/writingcenter/)
- **Counseling and Psychological Services:** [http://www.sjsu.edu/counseling](http://www.sjsu.edu/counseling)
- **Peer Connections:** [http://peerconnections.sjsu.edu](http://peerconnections.sjsu.edu)
- **Student Technology Resources:** Computer labs for student use are available in the Academic Success Center at [http://www.sjsu.edu/at/asc/](http://www.sjsu.edu/at/asc/) located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

<table>
<thead>
<tr>
<th>Writing Center</th>
<th><a href="http://www.sjsu.edu/writingcenter/">http://www.sjsu.edu/writingcenter/</a></th>
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<tbody>
<tr>
<td>Counseling Services</td>
<td><a href="http://www.sjsu.edu/counseling/">http://www.sjsu.edu/counseling/</a></td>
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<tr>
<td>Peer Connections</td>
<td><a href="http://peerconnections.sjsu.edu/about_us/">http://peerconnections.sjsu.edu/about_us/</a></td>
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<td>Student Technology Resources</td>
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**Course Requirements and Assignments**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction or preparation/studying or course related activities including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. More information can be found at:

- Office of Graduate and Undergraduate Programs at [http://www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/)

**Assignments.** See the attached course calendar/schedule for exam/due dates and the assignment description for specific instructions/rubrics.

1. **Quizzes – 10 points each (12 counted for 120 points)**
   There will be 13 throughout the semester. Each will be worth 10 points. The highest 12 quizzes will be counted for a total of 120 points. These quizzes will be based on the information from the book and the power-point information concerning that topic. The quizzes will be given during the last 15 minutes of class.

2. **Video Summaries 10 points each for a total of 50 points**
   You will be assigned videos to watch throughout the course. You will complete a summary of these videos and submit them electronically in Canvas on Saturday evening prior to class.

3. **Quick Read – 20 points**
   You will be given a short article. You will need to read it, write a short summary (1-2 pages) and present the information in a 1 or 2 minute class presentation. **Due 9/21.**

4. **Mid-term examination - 20 points.**
   You will be assigned an article about autism. You will need to answer take-home questions related to the article. **Due 10/5**

5. **Book Review – 20 points**
Answer questions and summarize book by Rob Schindler. **Hot Dogs and Hamburgers.** Austin: River Grove Books. 2012. (Book to be provided) **Due 10/19**

**6. Clinical Observation and write up - Total 30 points Due 11/2**

You will need to observe a clinician working with someone with a communication disorder in a setting in which Speech and Language Pathologists or Audiologists work. You will be provided with a list of possible settings and contact information, and a model of the write-up on Canvas. The write up needs to be at least 4-5 pages and follow the model to include:

1. What you observed
2. Your analysis of the session based on what you have learned about speech and language therapy and treatment, and
3. How this observation might affect your future career plans

You will also give the class a brief summary of your visit. A schedule will be developed for your presentation.

**-Final exam - 20 points.**

You will be required to respond to a case situation and problem solve the situation by applying knowledge that you have learned during the semester. **Due Date based on exam schedule**

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**Grading Information: Determination of Points**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Quizzes – 1 highest 12 will be counted up to 20 points each (CLO 1-8)</td>
<td>120 points</td>
</tr>
<tr>
<td>5 Video summaries 10 points each</td>
<td>50 points</td>
</tr>
<tr>
<td>Clinical observation write up and presentation (CLO 1-8)</td>
<td>30 points</td>
</tr>
<tr>
<td>Review of Book Hot Dogs and Hamburgers (CLO 5-6)</td>
<td>20 points</td>
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<tr>
<td>Quick Read (CLO 3-4)</td>
<td>20 points</td>
</tr>
<tr>
<td>Exams 2 – 20 points each</td>
<td>40 points</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>280 points</strong></td>
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**Grade Appeals:** The instructor welcomes appeals to any grade. Grade appeals must be a written argument substantiated with evidence and citations (if necessary). Grade appeals are due one week from when the assignment is returned. **Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.”** See University Policy F13-1 at [http://www.sjsu.edu/senate/docs/F13-1.pdf](http://www.sjsu.edu/senate/docs/F13-1.pdf) for more details.

Grades will be based on points applied to the rubrics presented for each assignment or for the actual points achieved on the examination.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>96.5 to 100 %</td>
</tr>
<tr>
<td>A</td>
<td>92.5 to 96.4%</td>
</tr>
<tr>
<td>A-</td>
<td>89.5 to 92.4%</td>
</tr>
<tr>
<td>B+</td>
<td>86.5 to 89.4%</td>
</tr>
<tr>
<td>B</td>
<td>82.5 to 86.4%</td>
</tr>
<tr>
<td>B-</td>
<td>79.5 to 82.4%</td>
</tr>
<tr>
<td>C+</td>
<td>76.5 to 79.4%</td>
</tr>
<tr>
<td>C</td>
<td>72.5 to 76.4%</td>
</tr>
<tr>
<td>C-</td>
<td>69.5 to 72.4%</td>
</tr>
<tr>
<td>D</td>
<td>59.5 to 69.4%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 59.5%</td>
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**Classroom Protocol**

Students are expected to complete all assignments on time unless they have spoken to the instructor and a new date has been established. Students must have cell phones turned off during class and clinic sessions.

**Assignment Due Dates:** All assignments are due on the dates listed and must be submitted in Canvas.

**Attendance/Participation:** Students are expected to attend all scheduled classes. The instructor should be notified of upcoming excused absences. Students will be expected to hand in all assignments on time. Students will be expected to demonstrate collegiality, verbal problem solving, critical thinking, and active participation in class discussions.

**Writing Requirements:** Students should adhere to the APA (American Psychological Association) Manual. Primary cites should be used; a secondary source is allowed when the primary source is not available or written in a non-English language. The APA Manual is available in the King library.

**Consent for Recording of Class and Public Sharing of Instructor Material:** Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.
Students are welcome to audiotape any class after first having announced that an audio recording is being made at the beginning of each class. Audio recordings are for a student’s own private review. Students do not have the right to reproduce or distribute audio recordings without written permission from the instructor and every other student who was present when the audio recording was made. Course materials shared by the instructor are his intellectual property (unless otherwise designated) and cannot be shared publicly without his written permission. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

**University Policies**
Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information webpage at [http://www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/)

**College and Department policies**

**COE Vision Statement**: The faculty of the College of Education at San José State University agrees that excellence and equity matter - that each is necessary, and neither is sufficient in the absence of the other. We envision ourselves as a learning community of practitioner/scholars in continuous development, dialogue, and inquiry that enable us to revisit, review and revise our practice in an ongoing response to circumstances.

**Mission Statement - College of Education**: The mission of the Connie L. Lurie College of Education at San José State University is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for students in a culturally diverse, technologically complex, global community. The policies and practices of the Connie L. Lurie College of Education at San José State University are based on the belief that teaching in a democracy requires and must ensure that: • Students have access to an excellent and equitable education; • Educators at every level have knowledge of their subject matter and their students, value and engage in ethical practice and excellent pedagogy, and develop dispositions and habits of the mind that ensure that all students have equitable access to an excellent education; • Stakeholders be involved in the collegial community engaged in the professional conversation and decision making that delineate standards, assign resources, guide program design, and reward accomplishment in the College.

**CD&S Department Mission Statement**: The Mission of the Department of Communicative Disorders and Sciences is to provide rigorous academic and clinical preparation to students seeking careers working with individuals with communication disorders, and their families. We are guided by a commitment to scholarly research and principles of evidence-based practice. Our graduates will adhere to the highest ethical standards in serving the needs of our culturally and linguistically diverse community.

**HIPAA/FERPA Policy**
Policy Students will be considered members of the clinic workforce under regulations established by the Health Insurance Portability and Accountability Act (HIPAA). Students will receive instruction in following HIPAA policies and

**Confidentiality**
All clients have the right to confidentiality. Students are not to discuss cases outside of the Communicative Disorders & Sciences Clinic or in public access areas within CDS (e.g., restrooms, hallways, observation booths, etc.). Known violations of confidentiality will result in a stern reprimand. Serious and/or repeated violations will warrant referral to the Chair of the Communicative Disorders & Sciences Department for disciplinary action.

**Campus Policy in Compliance with the American Disabilities Act**
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at [http://www.sjsu.edu/aec](http://www.sjsu.edu/aec) to establish a record of their disability.

**Grievances**
When a dispute arises between a student and faculty member regarding a grade, academic honesty, academic freedom, mistreatment, or another matter, the student’s first responsibility is to arrange an appointment with the faculty member to discuss the issue. If mutual satisfaction is not reached in this manner, the next step is to arrange an appointment with the CD&S Department Chair who will work to resolve the dispute. Should the Department Chair be unsuccessful in attempts to mediate, a set of policies and procedures have been implemented by the Lurie College of Education (LCOE) to successfully resolve such issues. These [student dispute policies](http://www.sjsu.edu/gup/syllabusinfo/) are available on the LCOE website:
The Department of Communicative Disorders and Sciences at SJSU expects students to follow the grievance policies and procedures of the Department, LCOE, and SJSU. If concerns still exist, students may contact the Council on Academic Accreditation at the ASHA Action Center (1-800-498-2071). Further information may be found on the ASHA website (www.asha.org) under the ASHA Procedures of Complaints against Graduate Education Programs document. Chapter 4 includes specific information regarding academic grievance.

**Tentative Schedule** – Subject to minor changes – Fall 2019 EDSP 110

All classes will follow the same general format. You will be expected to read the content prior to class. Class time will then be devoted to further discussion, application activities and other assignments to ensure that you understand the topic. A quiz will be given at the end of each session.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Task</th>
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| Week 1 | 8/27 | Class content – Review of Syllabus, course requirements – introductions, general information  
Homework – Read Chapter 1 Profession of Speech, Language Pathology and Audiology  
Review study guide |
| Week 2 | 9/3 | Class content – Review of profession – Quiz 1 on Chapter 1  
Homework - Read Chapter 2 on Typical and Disordered Communication/study guide  
Watch Video – Summarize your thoughts in Canvas by 9/7  
[http://www.youtube.com/watch?v=5KXIDUo18aA&feature=related](http://www.youtube.com/watch?v=5KXIDUo18aA&feature=related) Language and Brain |
| Week 3 | 9/10 | Class content – Typical and Disordered Communication – Quiz on Chapter 2  
Homework - Read Chapter 3 on Anatomy and Physiology of Speech, Language and Hearing/study guide  
Watch video – Summarize your thoughts on Canvas by 9/14  
[http://www.youtube.com/watch?v=uFC4UK5rk4E](http://www.youtube.com/watch?v=uFC4UK5rk4E) Speech and Language Delays |
| Week 4 | 9/17 | Class content — Chapter 3 Anatomy and Physiology of Speech, Language and Hearing – Quiz on Chapter 3  
Homework - Read Chapter 4 on Childhood Language Impairments and autism/study guide  
Read article on autism |
| Week 5 | 9/24 | Class content — Childhood Language Impairments and autism Quiz on Chapter 4  
Homework - Read Chapter 5 on Developmental Literacy Impairments  
Read Quick read and prepare presentation – Written version due 9/21 |
| Week 6 | 10/1 | Class content –Developmental Literacy Impairments – Quiz on Chapter 5  
Homework - Read Chapter 6 Adult Language Impairments  
Quick Read presentations  
Answer questions on autism (Mid-term) – Due in Canvas by 10/5 |
| Week 7 | 10/8 | Class content – Adult Language Impairments – Quiz on Chapter 6  
Quick Read presentations  
Homework - Read Chapter 7 Fluency Disorders  
Watch video – Summarize your thoughts on Canvas by 10/12  
[https://www.youtube.com/watch?v=Tu01KJkvRiA](https://www.youtube.com/watch?v=Tu01KJkvRiA) Fluency |
| Week 8 | 10/15 | Class content – Fluency Disorders – Quiz on Chapter 7  
Homework - Read Chapter 8 Voice and Resonance  
Read and answer questions on Hot Dogs and Hamburgers book (must be in canvas by 10/19) |
| Week 9 | 10/22 | Class content – Voice and Resonance – Quiz on Chapter 8  
Homework - Read Chapter 9 on Disorders of Articulation  
Watch Video – Summarize your thoughts on Canvas by 10/26  
[https://www.youtube.com/watch?v=uZ2qPR4lAsw](https://www.youtube.com/watch?v=uZ2qPR4lAsw) Articulation Therapy |
| Week 10 | 10/29 | Class content – Disorders of Articulation – Quiz on Chapter 9  
Homework - Read Chapter 10 Motor Speech /Disorders  
Presentations on visits to SLP/Audiologist – Written presentations due 11/2 |
| Week 11 | 11/5 | Class content – Motor Speech Disorder – Quiz on Chapter 10  
Homework – Read Chapter 11 Disorders of Swallowing  
Presentations on visits to SLP/Audiologist |
| Week 12 | 11/12 | Class content –Disorders of Swallowing – Quiz on Chapter 11  
Homework - Read Chapter 12 on Audiology and Hearing Loss  
Watch video – Summarize your thoughts on Canvas by 11/16 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Class content</th>
<th>Additional Information</th>
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</table>
| Week 13| 11/19| Class content – Audiology and Hearing Loss – Quiz on Chapter 12  
Homework - Read Chapter 13 Augmentative and Alternative Communication |                                             |
| Week 14| 11/26| Class content – Augmentative and Alternative Communication Quiz on Chapter 13  
Homework – Watch ppt on Intervention and Assessment |                                             |
| Week 15| 12/3 | Class content – Intervention and Assessment – Case History for final |                                             |
| Exam   | TBD  | Class content – Intervention and Assessment – Case History for final |                                             |