

**San Jose State University
College of Education
Department of Communicative Disorders and Sciences
EDSP 110**

**Resources in Human Communication
Fall Semester 2015**

Course and Contact Information

Instructor:	Carol Zepecki, Ed.D, CCC-SLP
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Office Hours:	Tuesday or Thursday 2:30-3:30 Also by appointment
Class Days/Time:	Tuesday 9:00-11:45 Section 06
Classroom:	Sweeney Hall SH 120 – Section 06
Prerequisites:	None

COURSE WEB PAGE AND MESSAGING

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website at <https://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through Canvas to learn of any updates. For a first-time user of Canvas, the instructions are available at <http://www.sjsu.edu/at/ec/canvas/index.html>.

COURSE DESCRIPTION

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.

LEARNING OUTCOMES (Course Learning Outcomes – CLO)

Upon successful completion of this course, students will be able to:

- CLO 1: Describe the various professional roles included in the field of Communicative Disorders and Sciences.
- CLO 2: Indicate an awareness of the professional settings available for Speech-Language Pathologists and Audiologists.
- CLO 3: Identify the procedures for completing the Educational program in Speech-Language Pathology and Audiology at San Jose State University (SJSU).
- CLO 4 Describe how the program at SJSU meets the requirements for credentials, licensure and certification in communicative sciences careers
- CLO 5 Identify the organizations and publications related to the study of Speech-Language Pathology and Audiology
- CLO 6: Understand the development and characteristics of Speech, Language and Communication.
- CLO 7: Know the common disorders of speech and language and their cause.

- CLO 8: Understand the symptoms, assessment, and treatment of language delay in related disorders
- CLO 9: Know the cause and types of articulatory and phonological disorders
- CLO 10: Understand the treatment of Stuttering and related fluency disorders, voice and craniofacial disorders,
- CLO 12: Demonstrate an understanding of neurogenic disorders of speech and aphasia
- CLO 14: Demonstrate an understanding of hearing disorders and aural rehabilitation
- CLO 15: Demonstrate an understanding of alternative methods of communicatio

Assigned Text

Introduction to Communication Disorders - *A Lifespan Evidence-Based Perspective.*
Authors: Owens, Mertz and Farinella. Any of the following editions
Edition 3, Edition 4, Edition 5

Library Liaisons:

- Teresa Slobuski - 408-808-2318 - Teresa.slslobuski@sjsu.edu
- Emily Chan - 408-808-2044 - Emily.chan@sjsu.edu

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

COURSE REQUIREMENTS

Students are required to **attend and participate in all classes and complete all assignments as described.** Students are responsible for all material presented in class. If you miss a class, you are responsible for obtaining the material by asking a fellow student for the notes and for any other information. The breadth and depth of material to be covered necessitates regular attendance.

Quizzes – 12 highest 10 will be counted up to 20 points each	200 points
Book or movie about an individual with disabilities - review and comment 50 points each	20 points
5 Video summaries 10 points each	50 points
Clinical observation write up and presentation	20 points
Autism article and questions	10 points
Quick Read	10 points
Exams 2 – 20 points each	40 points
Total	350 points

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

GRADING POLICY

Quizzes – 20 points each (10 counted for 200 points)

There will be 12 throughout the semester. Each will be worth 20 points. The highest 10 quizzes will be counted for a total of 200 points. These quizzes will be based on the information from the book and the powerpoint information concerning that topic.

Book or movie about an individual with a disability – 20 points

Review and comment on your perceptions and thoughts about the movie or book.

A list of possible choices are available in Canvas, and other books and movies are possible as well with approval of instructor.

Video Responses – 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 before or on the day of the next class.

Clinical Observation and write up - Total 20 points

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. I will give you a list of possible settings and contact information. I will also provide information about the write-up on Canvas. The write up needs to be 1-3 pages single-spaced and include information about:

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.

Quick Read – 10 points

I will give you a short article. You will need to read it and summarize it in a 1-2 minute class presentation the following week.

Review and question – Autism Article – 10 points

You will be assigned an article about autism. You will need to answer take-home questions related to the article.

Exams – 20 points each = 40 possible points

There will be a mid-term and a final exam. 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.

Grade Equivalents

A+ 98-100%	A 94-97%	A- 90-93%
B+ 87-89%	B 84-86%	B- 80-83%
C+ 77-79%	C 74-76%	C- 70-73%
D 60-69%	F- below 60%	

Note: “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](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

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.

UNIVERSITY POLICIES

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises.

See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “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.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. 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.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

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) at 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> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must

notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <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.

SJSU Peer Connections (Optional)

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

COLLEGE AND DEPARTMENT POLICIES

Vision Statement

The faculty of the College of Education at San Jose 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 changing circumstances.

Mission Statement

College of Education: The mission of the College of Education is to prepare educators who will enhance the quality of education for all students in our culturally diverse, technologically complex world.

Department of Communicative Disorders and Sciences: The mission of the Department of Communicative Disorders and Sciences is to provide a high quality program for Speech-Language Pathologists to meet the communicative needs of an increasingly diverse multilingual/multicultural population. The program follows an academic and clinical curriculum based on a sound theoretical framework and research to train competent practitioners who participate in life-long learning experiences. The program is enhanced through faculty, academic, and clinical expertise, trans- disciplinary and family collaboration and technological advancements in assessment and intervention.

HIPPA 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 will be required to adhere to these policies.

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 Clinic Coordinator and/or Chair of the Communicative Disorders & Sciences Department for disciplinary action.

TENTATIVE SCHEDULE **TUESDAY CLASS**

Week	Class Topics/Activities	Homework
		Before coming to class – Read information on Profession of Speech and Language Pathology
1 - 8/25	-Review of Greensheet -Discussion of Disabilities -Professions of Speech Pathology and Audiology	Read Chapter on Typical and Disordered Communication Choose Book or movie about Disabilities
2 - 9/1	Quiz #1 – Profession of Speech Pathology and Audiology Info – Typical and Disordered Communication	Read Chapter on Anatomy and Physiology of Speech, Language and Hearing Watch video - Brain and Language http://www.youtube.com/watch?v=5KXIDUo18aA&feature=related - do summary
3 - 9/8	Quiz #2 – Typical and Disordered Communication - Info Anatomy and Physiology	Read Chapter on Assessment and Intervention Set up an observation of an Audiologist or Speech Pathologist
4 - 9/15	Quiz #3 – Anatomy and Physiology -Info on Assessment and Intervention	Read Chapter on Childhood Language Impairments Watch video – Childhood Speech and Language Delays http://www.youtube.com/watch?v=uFC4UK5rk4E - write a summary
5 - 9/22	Quiz #4 – Assessment and Intervention -Info Childhood Language Impairments Give out quick reads	Read Chapter on Literacy Finish your summary of the Book or Movie about someone with a disability. Bring in or email the summary before class on 9/29.
6 - 9/29	Quiz #5 – Childhood Language Impairments Info – Literacy	Read Chapter on Adult Language Do quick read and prepare 3 min. oral summary for class
7 - 10/6	Quiz #6 – Literacy Info – Adult Language Quick read summary presentations	Read Chapter on Fluency Watch video – Stuttering http://www.youtube.com/watch?v=Lj2IsxxCSS8 - write a summary
8 - 10/13	Mid-term – Adult Language – case review – in class Info - Fluency	Read Chapter on Voice Disorders Watch a video of your choice about a disability or an individual with a disability. (any length is fine) Write a summary.
9 - 10/20	Quiz #7 – Fluency Info -Voice Disorders	Read Chapter on Articulation and Phonology Watch video – an assessment http://www.youtube.com/watch?v=oqc

		92i 14FM no summary – will talk about it in class
10 -10/27	Quiz #8 – Voice Disorders Info – Articulation and Phonology	Read Chapter on Neurogenic Disorders/Motor Speech
11- 11/3	Quiz #9 – Articulation and Phonology Info - Motor Speech/Neurogenic Disorders	Read Chapter on Swallowing Finish up your observation on a Speech Pathologist or audiologist
12 - 11/10	Quiz #10 – Motor Speech – Neurogenic Disorders Info Swallowing Presentations	Read Chapter on Hearing Disorders Talk with a student who is involved in assessing hearing disorders, or someone who has a hearing aide. Ask them about their experiences. We will talk about it in class.
13 - 11/17	Quiz #11 –Neurogenic Disorders Info on Hearing Disorders Presentations	Read Chapter on AAC Watch Video – Auditory Processing http://www.youtube.com/watch?v=6F6fVGg7LLg&feature=related no summary – will talk in class
14 - 11/24	Quiz #12 – Hearing Disorders Info on AAC Presentations	Read article on autism and answer questions – Hand in or send by email on or before 12/1
15 -12/1	Autism Presentations	
16-12/8	Review of experiences Vocabulary review Presentations	
12/14-12/16	Final Exam	