

SAN JOSÉ STATE UNIVERSITY  
DEPARTMENT OF COMMUNICATIVE DISORDERS & SCIENCES  
**EDSP 161 Normal Processes of Speech, Language and Hearing Fall Semester 2015**

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### **COURSE INFORMATION**

*Instructor:* Anita Schaack MS CCC

*Office Location:* SH 115

*Telephone:* 924-3665

*Email:* [anita.schaack@sjsu.edu](mailto:anita.schaack@sjsu.edu) (**PREFERRED CONTACT**)

*Office Hours:* BY APPOINTMENT

*Class* TH 1:00 -3:45

*Days/Time:*

*Classroom:* SH 120

### **Course Description:**

- EDSP 161 is an introductory neuroscience course designed to provide basic knowledge and understanding of neuroanatomy and neurophysiology with special emphasis on the processes, which underlie swallowing, speech, language, hearing, cognition and vision across cultures.
- The student shall demonstrate knowledge of human embryology, central, peripheral, and autonomic nervous system anatomy and physiology, underlying processes for vision, audition, speech and language, brain specialization, and instrumentation for neurological evaluation.

### **Course Learning Outcomes and Goals**

CLO 1 The student shall demonstrate understanding of the anatomy, physiology, and acoustics of speech including the processes of respiration, phonation, articulation, and resonance (ASHA Standard IV-A, IV-B; Exams 1-2 and Assignments 1-3)

CLO 2 The student shall demonstrate knowledge of basic human communication and swallowing processes, pertaining to normal and abnormal human development across the life span. (ASHA Standard IV-A, IV-B; Exams 1-3 and Assignments 1-2)

CLO 3 The student shall demonstrate knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological in the areas of neurological disorders. (ASHA Standard IV-C; Exam 4 and Assignment 3)

Course Objective/ Learning Outcome	Course Requirement				
	Exam 1	Exam 2	Exam 3	Exam 4	Assignments
IV-A	X	X	X		X
IV-B	X	X	X		X
IV-C				X	X

**Prerequisites:**

- EDSP 113 (A&P of Speech) is a prerequisite for this course. Review information and notes from your course as necessary to refresh your knowledge of anatomy and physiology.

**Readings**

**Required text:**

- Rouse, H. (2015). Neuroanatomy for Speech Language Pathology and Audiology. Burlington: Jones & Bartlett Learning

**Other recommended reference books:**

- Love, Webb. & Adler, R. (2008). Neurology for the speech-language pathologist. (5<sup>th</sup> Ed.). St. Louis: Mosby-Elsevier.
- Seikel, J.A., King, D.W., & Drumright, D.G. (2010). Anatomy & Physiology for Speech, Language, and Hearing (4<sup>th</sup> edition)
  - Available in electronic version at [www.coursesmart.com](http://www.coursesmart.com)
- LaPointe L.L. (2012). Atlas of Neuroanatomy for Communication Science and Disorders. New York: Thieme Publishers.
- Diamond, M. C., Scheibel, A. B., & Elson, L. M. (1985). The human brain-coloring book. New York: Harper & Row Publishers.

**Library liaisons:**

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<http://libguides.sjsu.edu/communicationdisorders>

## Lecture Outlines:

The purpose of these outlines is to provide you some help in following the lecture and improving your real-time comprehension of the material. Lecture outlines will be on the web, through Canvas. **I HIGHLY RECOMMEND** you take advantage of this convenience.

## Course Requirements

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Course Requirements	Description	Points toward final grade	Date Due
4 exams		(4) @20% each	Varied
Assignments		20% of grade	Varied

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

Grades will be determined using the point system detailed above.

Your letter grade is based on the following scale.

A+	100% to 98%	B+	89% to 87%	C+	79% to 77%	D	69% to 60%
A	97% to 94%	B	86% to 84%	C	76% to 74%	F	59% & below
A-	93% to 90%	B-	83% to 80%	C-	73% to 70%		

**All work must be submitted on time. Late assignments will NOT be accepted.**

See Academic Integrity statement below.

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.

## Class Etiquette:

- In consideration of others in the class please arrive to class on time and make sure your cell phones are turned off or are on silent mode.

- You are responsible for obtaining copies of any class notes or handouts that were presented and distributed on a day you were absent.
- Read and use your greensheet.
- Be prepared and ready to answer questions during any given class
- Participate in class discussions by making comments, answering and asking questions
- Function as a good classroom citizen by respecting other opinions and being an active listener
- Communicate with me about concerns as they arise

## Remediation

For students entering the professions of speech-language pathology and audiology, the ultimate goal is not merely to earn a passing grade in a course or on an examination or assignment. Rather, it is to demonstrate the acquisition of knowledge and skills relative to certification standards in the profession(s). As such, students are required to demonstrate adequate proficiency in essential knowledge and skill areas, as determined by the academic instructor. If student performance for one or more specific knowledge/skill area is below expectations, instructors may require remediation and implement strategies that may include, but are not limited to, the following:

- Rewriting/resubmitting incorrect/incomplete test answer(s)
- Providing oral explanations of content material
- Redoing all or part of academic projects
- Completing directed readings
- Viewing supplemental videos
- Other targeted activities

*These additional remediation activities will not alter the grade earned on a particular examination or assignment; however, they will ensure that each student has demonstrated acquisition of each of the knowledge and/or skill areas targeted in the course.*

## Illness and Absence Policy for Exams and Assignments

At the discretion of the instructor, make-up exams will be given in cases of documented illnesses and/or emergencies **ONLY**. For illnesses, documentation must be in the form of a written note from your personal physician. For personal or family-related emergencies, an appropriate verification of the absence will be required. **Documentation must be procured within one week.**

In case you are ill or have an emergency, please let me know your status **within 24 hours** after the missed exam/assignment date by email, phone, or in person. **Any notification after the 24-hour period will not be accepted, and you will not be able to make up the missed deadline.**

**Observed religious holidays: you must inform me of your absence during the first week of class to make any necessary arrangement regarding assigned deadlines.**

## 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.”

## **Adding/Dropping**

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 calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/).

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/>.

## **UNIVERSITY POLICIES**

### **University Mission Statement**

In collaboration with nearby industries and communities, SJSU faculty and staff are dedicated to achieving the university's mission as a responsive institution of the state of California: To enrich the lives of its students, to transmit knowledge to its students along with the necessary skills for applying it in the service of our society, and to expand the base of knowledge through research and scholarship.

### **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.

### **Academic Integrity Statement**

Let me start by saying that the following information is **not** meant to scare you but rather to inform you, so you and I can avoid misunderstandings that pertain to your work.

Part of your training in CD&S involves understanding ethics and ethical behavior in practice and research. Information on academic honesty is the first step toward this goal.

As a member of this class and a student at SJSU, you are honor bound to observe and demand academic honesty and integrity from yourself and those around you.

SJSU's policy on Academic Integrity will be STRICTLY followed for this course. Your own commitment to learning, as evidenced by your enrollment at San Jose State University (SJSU), and the University's Integrity Policy require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Judicial Affairs. The policy on academic integrity can be found at:

[http://sa.sjsu.edu/judicial\\_affairs/index.html](http://sa.sjsu.edu/judicial_affairs/index.html)

If you are caught cheating on any assignment and if this transgression is verified after due process, you will receive a zero for that specific assignment and/or an E for the entire course, depending on the severity of the infraction.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, *all assignments are to be completed by the individual student unless otherwise specified*. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

In summary, all students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academics. The penalties for academic dishonesty are severe and *ignorance is not an acceptable defense*. The Student Conduct Code defines academic offenses and details procedures for dealing with them. All students are expected to be familiar with the content of the Student Conduct Code.

### **Campus policy in compliance with the Americans with Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need 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 requires that students with disabilities register with the Disability Resource Center (DRC) to establish a record of their disability. Accommodations of Students with Special Needs Students are referred to the [Disability Resource Center](http://www.drc.sjsu.edu/policies/default.htm), Administration Building 110, (408) 924-6000 (voice), (408) 924-5990 (TDD). You may access their policies and services via the website at: <http://www.drc.sjsu.edu/policies/default.htm>.

## **COLLEGE AND DEPARTMENTAL POLICIES**

### **Vision Statement**

The Lurie College of Education is an inclusive, engaged, diverse, intellectual community where teacher-scholars inspire life-long learning and advocacy for excellence and equity in education.

### **Mission Statement**

*College of Education:* The mission of the Lurie College of Education is to empower graduates with the skills, knowledge and dispositions that ensure access to excellence and equity in education for every student in our 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

**Department Vision:** We believe that the Department of Communicative Disorders and Sciences is uniquely positioned to serve as the professional hub for speech-language pathologists and audiologists in the Silicon Valley. Utilizing CDS faculty expertise as well as department and University resources, the program will:

- Be a source for ongoing professional development
- Establish University/Community partnerships to serve individuals with communicative disorders across the life-span
- Be a source of innovative models of professional preparation
- Contribute to the knowledge base of the disciplines
- Align with campus models of environmental sustainability

**Department Mission:** The Mission of the Department of Communicative Disorders and Sciences is to provide high-quality academic and clinical preparation to students seeking careers working with individuals who have speech, language and hearing disorders, and their families. Guided by principles of evidence-based practice and working in collaboration with other professionals, our graduates will adhere to the highest ethical standard in serving the needs of our diverse community.

**Core Characteristics of CDS Graduates relevant to this course**

- Graduates are knowledgeable about normal speech, language and communication behaviors across the lifespan (including geriatric). They are knowledgeable about the anatomy and physiology of the auditory and speech mechanisms and the neurological substrates of speech, language, and hearing.
- Graduates have a strong foundation in normal and bilingual speech, language and communication development.

**HIPAA 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 professional infraction. Serious and/or repeated violations will warrant referral to the Chair of the Communicative Disorders & Sciences Department for disciplinary action.

**CALENDAR - SUBJECT TO CHANGE BY INSTRUCTOR**

- Topic coverage is **flexible and strongly influenced by the pace of the class**. Changes in the format and pace of the course during the semester are up to the discretion of the instructor.
- The greensheet is only a general plan for the semester and deviations announced to the class by the instructor (via email, Canvas and/or class lectures) may be necessary as the semester progresses.
- Remember to consult Canvas frequently for updates or announcements

Week	Date	Class Topics & Assignments	Required Readings
1	Aug 20	Introduction Structure of the Nervous System	Chapters 3, 4 Seikel Ch. 12
2	Aug 27	Gross Neuroanatomy <ul style="list-style-type: none"> <li>• CNS</li> </ul>	Chapter 8 5 11 Seikel Ch. 11
3	Sept 3	Gross Neuroanatomy <ul style="list-style-type: none"> <li>• CNS</li> <li>• PNS</li> <li>• Blood supply</li> </ul>	Chapter 3 (PNS) Seikel Ch. 11 Chapter 7 (Blood Supply)
4	Sept 10	Blood supply ( <b>Assignment 1 Due</b> )	

5	Sept 17	<b>Exam 1</b> Sensory System	Chapter 11 (pg.180) Seikel Ch.12
6	Sept 24		
7	Oct 1	Sensory System Visual System	Chapter 11 (pg.190) Seikel Ch. 11
8	Oct 8	Visual System Cranial Nerves ( <b>Assignment 2 Due</b> )	Chapter 5 (pg.80); Seikel Ch. 11
9	Oct 15	<b>Exam 2</b> Cranial Nerves	Chapter 5
10	Oct 22	Motor System -Disorders	Chapter 11, 13 Seikel Ch. 12 (pg. 734)
11	Oct 29	Finish Cranial Nerves; Motor disorders Human Communication	Chapter 12
12	Nov 5	Human Communication Language and Cognitive Disorders ( <b>Assignment 3 Due</b> )	Chapter 12, 14
13	Nov 12 ASHA	<b>Exam 3</b> Language and Cognitive Disorders	Chapter 12 Seikel Ch. 12 (pg.744)
14	Nov 19	Language and Cognitive Disorders Continued Swallowing Disorders ( <b>Extra Credit Assignment Due</b> )	Chapter 13 Seikel Ch. 8
15	Nov 26	<b>Thanksgiving</b>	
16	Dec 3	Swallowing	

**Final Exam Tuesday December 15 1215-1430**