

San José State University, Lurie College of Education
Department of Communicative Disorders & Sciences (CDS)
EDSP 110, Resources for Human Communication Disorders (3 units); Fall, 2019

Instructor: Paul W. Cascella
Office Location: Sweeney Hall, Room 232
Telephone: 408-924-3753
Email: paul.cascella@sjsu.edu
Office Hours: Drop in: Thursday, 11:00am-12:00pm; Friday, 7:30-8:30am
By appointment: as-scheduled
Class Days/Times: Thursday, 12:00-2:45pm
Classroom: SH 334
Prerequisites: CDS major, upper division standing, or instructor consent

Course Description: Scope of human communication disorders and public attitudes affecting educational, sociological, psychological and vocational opportunities of the communication disordered. Management resources for the communication handicapped.

Course Learning Outcomes (CLOs):

1. Students will observe and objectively describe speech, language, hearing, and swallowing disorders across the lifespan;
2. Students will describe the underlying structures and physiology of normal and atypical speech-language development, hearing, and swallowing;
3. Students will implement critical thinking (i.e., problem-solving; intellectual commitment; reasoning) and information literacy strategies (i.e., evaluation and application) in the context of autobiographies, contemporary films, webpages, and publicly accessible videotaped clips (i.e., case examples) depicting communication disorders;
4. Students will describe a client's perspective regarding the impact of a communication disorder on the person's sense-of self, employment, and interpersonal relationships;
5. Students will demonstrate the ability to lead and productively engage in group situations.

Program Learning Outcomes (PLOs): This course emphasizes 4 CDS undergraduate PLOs:

- PLO 1 Students will demonstrate effective oral and written communication skills
(PLO 1 is linked to CLOs 1, 2, 3, 4, & 5);
- PLO 2 Students will demonstrate effective problem solving and critical thinking skills
(PLO 2 is linked to CLOs 3 & 4);
- PLO 4 Students will demonstrate knowledge of basic communication and communicative disorders and differences across the lifespan
(PLO 4 is linked to CLOs 1, 2, 3, & 4);
- PLO 8 Students will demonstrate an awareness of and appreciation for their role as future professionals in a diverse society
(PLO 8 is linked to CLOs 1, 2, 3, 4, & 5).

Required Textbook:

[Introduction to Communication Disorders](#), 6th edition, 2019

By Robert E. Owens & Kimberly A. Farinella

Published by Pearson, New York

ISBN-13: 978-0-13-480147-6

Cost: Digital Subscription = \$29.99; Digital Subscription and Print = \$94.99; Print = \$88.65

Required Film: One selection from Appendix 2b1

Required Autobiography: One selection from Appendix 3a

ASHA Observation Hours: Students will earn ASHA observation hours via guided instruction during this course. Students will track their ASHA hours via the [CDS Summary of Observation Hours Form](#).

CDS Library Liaison: [Suzie Bahmanyar](#)

Phone: 408-808-2654

Email: suzie.bahmanyar@sjsu.edu

Please note: Suzie's email signature block includes an appointment calendar.

Course Requirements and Assignments:

1. Self-Directed Learning and In-Class Teaching Opportunities (30%)

- a. This assignment emphasizes CLOs 1, 2, & 5 and PLOs 1, 2, & 4.
- b. Students can complete this assignment individually, or in 2 to 4-person groups (assigned a single grade).
- c. Task: While writing definitions for the weekly key vocabulary words (see appendix 1a), students will enact a 4-step Mindful Learning process. Students will bring 2 copies of their written answers to class, 1 for the instructor and 1 for group discussion.

4-Step Process

1. Pre-Reading Estimate (with Verbal Rehearsal): Before reading the chapter, review the list of each week's key concepts and identify the ones you can already verbally describe. Practice saying the definitions aloud (in your own words) to yourself or a study partner. Then, mark the ones (via **yellow highlighter**) in which you feel knowledgeable and write a definition.
2. Read and Re-Assess (with Verbal Rehearsal & Comprehension Monitoring): While reading the chapter, confirm and fine-tune your verbal and written descriptions of the key concepts identified in step #1 by saying these aloud in your own words to yourself or a study partner again as you are writing the definitions. If you confirmed your prior knowledge, add a half blue line to the prior yellow (i.e., **half yellow and half blue**). If you realized you don't really understand the concept, highlight the key term in **half yellow and half green**.

3. Read, Self-Teach, Assess (with Verbal Rehearsal & Comprehension Monitoring): Teach yourself the new key concepts that are not previously highlighted. Practice saying these aloud in your own words to yourself or a study partner as you are writing the definitions. Then, with a blue highlighter, identify the key concepts you can now additionally verbally describe. With a green highlighter, identify the key concepts you cannot verbally describe.
4. Teach Others in-Class (with Verbal Rehearsal and Comprehension Monitoring): At the beginning of class, small groups of students will lead the discussion about the weekly study questions while being paired with the instructor. Students will clarify key terms, provide examples (as necessary), be respectful to others' ideas, and address inquiries from their peers.
 - d. Grading: Students will submit one copy of the weekly answers to the instructor. Full credit will be assigned for completing the task and no credit for not completing the task. The lowest graded assignment will be dropped from the total tally. At the end of the in-class teaching opportunity, weekly instructors will complete a self-rating on their oral communication skills (appendix 1b).
 - e. Schedule: The course calendar and appendix 1a identify this assignment's due dates.

Select either 2a or 2b

2a. Webpage Review: Oral Report (15%); Written Paper (25%)

- a. This assignment emphasizes CLOs 1, 3, 4, & 5 and PLOs 1, 2, 4, & 8.
- b. Students can complete this assignment in 2 to 4-person groups (assigned a single grade).
- c. Task: Students will systematically evaluate a contemporary webpage (see appendix 2a1) related to people with communication or swallowing disorders. Students will present their initial findings in a 15-minute oral presentation and their complete findings in a written paper (10 to 12 pages; APA format). In their analysis, student teams will describe and express opinions (supported with concrete examples) on the webpage's:
 - i. organization and design;
 - ii. images and visual representations;
 - iii. subject matter credibility based on collateral resources;
 - iv. accessibility and a user's experience;
 - v. relevance for people with the condition, and the family members of people with the condition;
 - vi. relevance to undergraduate students considering audiology and speech-language pathology and their emerging specialty interests;
 - vii. relevance to people from diverse groups (i.e., gender, race, socio-economic status, sexual orientation, age, and languages-spoken);
 - viii. relevance to credentialed professionals (audiologists and speech-language pathologists) who work with people with the condition.

- ix. Please note: for the written paper, students should report the Flesch-Kincaid Grade Level Test statistics and the percent of passive sentences available via [Microsoft Office](#).
- d. Grading: A self-, peer-, and instructor-oral grading rubric (appendix 2a2) will be used, as well as instructor-written grading rubrics (appendices 2a3, 2a4, 2a5).
- e. Schedule: The course calendar and appendix 2a1 identify the assignment dates. The oral presentation will occur first and the written report is due one week later.

2b. Movie Review: Oral Report (15%); Written Paper (25%)

- a. This assignment emphasizes CLOs 1, 3, 4, & 5 and PLOs 1, 2, 4, & 8.
- b. Students can complete this assignment in 2 to 4-person groups (assigned a single grade).
- c. Task: Students will systematically review a film related to communication disorders (appendix 2b1). Students will present an initial analysis in a 15-minute oral presentation and their complete findings in a written paper (10 to 12 pages; APA format). In the analysis, student teams will describe and express opinions (supported with concrete examples) about the following topics**:
 - i. Introduction: Identify background information about the disorder being depicted; be sure to cite sources in your description of the disorder;
 - ii. Summary: Provide a) a brief overview of the story, and b) the particular events that happen to the character(s) with a communication disorder;
 - iii. Character Analysis: Describe whether the communication disorder(s) is/are depicted accurately by citing specific examples;
 - iv. Event Analysis: Analyze the film's plot, important events, and climax; analyze whether the communication disorder is central to the story;
 - v. Creative elements: Describe the characters, dialogue, camera work, costumes, use of colors, genre, tone, symbols, or anything that adds to or detracts from a) the overall story and b) the depiction of the characters with communication disorders;
 - vi. Opinion/Conclusion: Offer a summary opinion about whether the filmmaker succeeded in her/his goal regarding a) the film in general, and b) the portrayal of a communication disorder.
 - vii. Please note: for the written paper, students should report the Flesch-Kincaid Grade Level Test statistics and the percent of passive sentences available via [Microsoft Office](#).
- d. Grading: A self-, peer-, and instructor-oral grading rubric (appendix 2b2) will be used, as well as instructor-written grading rubrics (appendices 2b3, 2b4, & 2b5).
- e. Schedule: The course calendar and appendix 2b1 identify the assignment dates.

The oral presentation will occur first and the written report is due one week later.

**adapted from Source Essay Writing Service <http://sourceessay.com/important-elements-of-movie-review/>

3. Autobiography or Inter-Professional Book Review (30%)

- a. This assignment emphasizes CLOs 1, 3, 4, & 5 and PLOs 1, 2, 4, & 8.

- b. Students can complete this assignment individually or in 2 to 4-person groups (assigned a single grade).
- c. Task: In a 10-minute oral presentation and single-page handout (double-sided), students will systematically review an autobiography related to communication disorders or related interdisciplinary practices (appendix 3a). In their analysis, students will describe and express opinions (supported with concrete examples) about the following topics**:
 - a. Introduction: Identify background information about the topic being depicted;
 - b. Character or Topic Analysis: Describe whether the communication disorder(s) is/are depicted accurately and/or whether the topic is accurately and convincingly described; cite specific examples to support your claims;
 - c. Opinion/Conclusion: Offer a summary opinion about whether the author succeeded in her/his goal regarding a) the book in general, and b) the portrayal of a communication disorder (if applicable)
- d. Grading: A self-, peer-, and instructor- oral report grading rubric is attached (appendix 3b) as well as an instructor-written report grading rubric (appendix 3c).
- e. Schedule: The final exam will be on Tuesday, 12/17/19 9:45am -12:00pm.

**adapted from Source Essay Writing Service <http://sourceessay.com/important-elements-of-movie-review/>

Additional Grading Information: Late work will be assigned a zero (0) grade. *Late* is defined as any assignment not given to the instructor at the beginning of the class period when it is due. Extra credit opportunities will not be available. Final course grades will be assigned as:

A+ = 97.5 to 100%	A = 93.5 to 97.4%	A- = 89.5 to 93.4%
B+ = 87.5 to 89.4%	B = 83.5 to 87.4%	B- = 79.5 to 83.4%
C+ = 77.5 to 79.4%	C = 73.5 to 77.4%	C- = 69.5 to 73.4%
D+ = 67.5 to 69.4%	D = 63.5 to 67.4%	D- = 59.5 to 63.4%
		F = <59.5%

Classroom and University Policies:

Students will be expected to actively participate and engage in weekly class discussions and conduct themselves in an ethical, collegial, and professional manner. Student attendance is expected at every class. As a professional courtesy, the instructor should be notified of anticipated absences. The following SJSU policies apply to EDSP 110:

[General Expectations, Rights and Responsibilities of the Student](#)
[Workload and Credit Hour Requirements](#)
[Attendance and Participation](#)
[Timely Feedback on Class Assignments](#)
[Accommodation to Students' Religious Holidays](#)
[Dropping and Adding](#)
[Consent for Recording of Class and Public Sharing of Instructor Material](#)
[Academic integrity](#)
[Campus Policy in Compliance with the American Disabilities Act](#)
[Student Technology Resources](#)
[SJSU Peer Connections](#)

Anticipated Week-by-Week Calendar

1st Class, Thursday, August 22, 2019

Topics: Introduction; and Syllabus Review; ASHA; AAA; State Association; Key Terms

2nd Class, Thursday, August 29, 2019

Topic: Introduction to Typical & Disordered Communication across the Clinical Practice Areas

Required Reading: Owens & Farinella, pp. 1 to 14

Required Reading: Owens & Farinella, pp. 15 to 34

3rd class, Thursday, September 5, 2019

Topic: Introduction to Voice and Resonance Disorders

Required Reading: Owens & Farinella, pp. 245 to 263

4th Class, Thursday, September 12, 2019

Topics: Introduction to Motor Speech Disorders

Required Reading: Owens & Farinella, pp. 277 to 295

5th class, Thursday, September 19, 2019

Topic: Introduction to Fluency Disorders

Required Reading: Owens & Farinella, pp. 225 to 236

6th class, Thursday, September 26, 2019

No in-Class Meeting; Communication Disorders Movie or Webpage Assignments

7th class, Thursday, October 3, 2019

Topic: Introduction to Swallowing Disorders

Required Reading: Owens & Farinella, pp. 303 to 330

8th class, Thursday, October 10, 2019

Webpage Reviews: Voice & Craniofacial Disorders; Speech Sound Disorders & Motor Speech Disorders; Stuttering & Fluency Disorders

Movie Reviews: King's Speech (2010); The Theory of Everything (2014); My Left Foot (1989)

9th class, Thursday, October 17, 2019

Topic: Introduction to Augmentative and Alternative Communication

Required Reading: Owens & Farinella, pp. 383 to 394

10th class, Thursday, October 24, 2019

Topic: Introduction to Speech Sound Disorders

Required Reading: Owens & Farinella, pp. 109 to 129

11th class, Thursday, October 31, 2019

Topic: Introduction to Adult Language Impairments

Required Reading: Owens & Farinella, pp. 179 to 197; 205 to 207; 210 to 214; 216 to 219

12th class, Thursday, November 7, 2019

Webpage Reviews: Swallowing Disorders; Adult Language Impairments; Augmentative & Alternative Communication

Movie Reviews: The Diving Bell and the Butterfly (2007); Still Alice (2014); Away from Her (2006); Regarding Henry (1991)

13th class, Thursday, November 14, 2019

Topic: Audiology & Hearing Loss; Owens & Farinella, pp. 333 to 355

14th class, Thursday, November 21, 2019

Multiple Webpage Reviews: Audiology; Child Language Disorders

Movie Reviews: The Other Sister (1999); What's Eating Gilbert Grape (1993); Children of a Lesser God (1986); Temple Grandin (2010)

15th Week; No class, Thursday, November 28, 2019; Thanksgiving Holiday

15th class, Thursday December 5, 2019

Topic: Introduction to Child Language Disorders; Owens & Farinella, pp. 63 to 94

Friday, 12/6/19, 3:00-8:00pm; Lurie College Learning Showcase

An opportunity for students from across Lurie College programs to showcase their work for one another and the larger community, including for example, research activities, capstone projects, learning portfolios, and end-of-course projects.

16th Class Tuesday, December 17, 2019

Final Exam 9:45am to 12:00pm

Autobiography and Inter-Professional Presentations

Appendix 1a.

Self-Directed Learning and In-Class Teaching Opportunity Assignment Dates

1st Class, Thursday, August 22, 2019; Owens & Farinella, pp. 1 to 14

1. Communication disorder
2. Speech disorder v. language disorder
3. Hearing disorder
4. Feeding v. swallowing disorder
5. Audiologist
6. Speech-language pathologist
7. State licensure v. national certification (CCC-SLP; CCC-A) v. teaching certification
8. Speech scientist v. language scientist v. hearing scientist
9. Newborn hearing screenings
10. Evidence-based practice
11. Efficacy v. efficiency

2nd Class, Thursday, August 29, 2019; Owens & Farinella, pp. 15 to 34

1. Sociolinguistics
2. Communication environment
3. Language
4. Grammar
5. Phonology
6. Phonotactic rules
7. Morphology
8. Bound morpheme v. free morpheme
9. Syntax
10. Semantics
11. Pragmatics
12. Articulation
13. Fluency
14. Voice
15. Pitch v. Loudness
16. Stress
17. Intonation
18. Nonverbal communication v. nonvocal communication
19. Kinesics
20. Proxemics
21. Chronemics
22. Natural variations in communication
23. Mark Table 2.1 for future reference
24. Etiology
25. Congenital disorder v. acquired disorder
26. Dialect
27. Mark Figure 2.3 for future reference

28. Disorders of form v. content v. use
29. Mark for future reference: Articulation disorders; Fluency disorders; Voice disorders; Hearing disorders; Dysphagia
30. Mark figure 2.4 for future reference
31. Prevalence v. Incidence
32. Mark table 2.2 for future reference

3rd class, Thursday, September 5, 2019; Owens & Farinella, pp. 245 to 263

1. Voice
2. Resonance
3. Velopharyngeal structures and closure
4. Craniofacial anomalies
5. Vocal pitch
6. Monopitch v. monoloudness
7. Speech rate v. speech rhythm
8. Presbyphonia
9. Edema v. atrophy
10. Voice disorder
11. Resonance disorder
12. Mark for future reference: Predisposal factors for a voice disorder
13. Organic v. functional voice disorder
14. Dysphonia
15. Vocal nodules
16. Breathiness
17. Mark for future reference the voice pathologies (i.e., vocal polyps to laryngeal web)
18. Aphonia
19. Laryngeal cancer
20. Stoma
21. Vocal fold paralysis
22. General characteristics of PD
23. Mark for future reference the speech, language, and swallowing characteristics associated with PD and ALS;
24. Cleft lip and cleft palate
25. Audible nasal emission
26. Hypernasality v. hyponasality

4th Class, Thursday, September 12, 2019; Owens & Farinella, pp. 277 to 295

1. Motor speech disorder
2. Mark for future reference: Structures that manage motor speech control and Motor speech production process
3. Dysarthria
4. Mark table 10.1 for future reference
5. Muscular Dystrophy
6. Bell's Palsy

7. Idiopathic
8. Mark for future reference: Progressive Bulbar Palsy
9. Fasciculations
10. Mark for future reference Myasthenia Gravis
11. Ataxia
12. Mark for future reference Hypokinesia
13. Parkinson's Disease
14. Tremor v. tic
15. Tourette's Syndrome
16. Dystonia
17. Mark for future reference Huntington's Chorea
18. Amyotrophic Lateral Sclerosis
19. Apraxia of speech among adults
20. Apraxia of speech among children
21. Mark table 10.2 for future reference
22. Causes of cerebral palsy
23. Characteristics of cerebral palsy
24. Mark table 10.3 for future reference
25. Mark for future reference speech associated with Spastic v. Athetoid v. Ataxic CP

5th class, Thursday, September 19, 2019; Owens & Farinella, pp. 225 to 236

1. Prolongation
2. Repetition
3. Whole word repetition v. part-word repetition
4. Block
5. Spontaneous recovery
6. What are the risk factors associated with lifelong stuttering?
7. What is the incidence of stuttering; what is the prevalence of stuttering; why are they different?
8. What is the sex ratio of stuttering among young children versus school-age children; why are they different?
9. Familial incidence
10. What are the speech behaviors associated with normal disfluencies?
11. Mark for future reference: What are the speech behaviors associated with stuttering?
12. Give an example of a clustered disfluency
13. Secondary behavior
14. Why do secondary behaviors occur?
15. Mark for future reference: Neurogenic stuttering
16. Mark for future reference: How is neurogenic stuttering different than developmental stuttering?
17. When is stuttering's onset?
18. Mark for future reference: What are the core differences at the different stages of stuttering (borderline, beginning, intermediate, and advanced) (see table 8.2)?

19. Mark for future reference: Cerebral dominance theory, Diagnosogenic theory, Psychological theory, Covert repair hypothesis, Demands and capacities model, Packman and Attanasio 3-factor model

6th class, Thursday, September 26, 2019: None

7th class, Thursday, October 3, 2019; Owens & Farinella, pp. 303 to 330

1. Gastroesophageal reflux
2. What does it mean when someone says that food “went down the wrong pipe”?
3. Physiologically, why might food come out of your nose if you laugh while you are eating?
4. Oral preparation phase
5. Bolus
6. Oral phase v. pharyngeal phase v. esophageal phase
7. Oral preparation and oral phase problems
8. Pharyngeal phase problems
9. Peristalsis
10. Esophageal phase problems
11. Feeding disorders v. swallowing disorders v. pediatric dysphagia
12. Mark for future reference: Characteristics of pediatric dysphagia associated with the topics from prematurity to HIV (Human Immunodeficiency Virus)
13. Mark for future reference: Characteristics of adult dysphagia associated with stroke to silent aspiration

8th class, Thursday, October 10, 2019: None

9th class, Thursday, October 17, 2019; Owens & Farinella, pp. 383 to 394

1. Augmentative and alternative communication
2. Speech-generating devices
3. World Health Organization’s ICF framework
4. Prevalence of AAC
5. Aided v. unaided AAC
6. Symbols
7. Vocalization v. speech
8. American Sign Language v. Amer-Ind v. Signed English v. Fingerspelling
9. Iconic v. transparent v. opaque
10. Tech Levels: no-, low-, mid-, high-
11. Tangible symbols v. graphic symbols
12. Braille
13. Multimodal communication
14. Direct selection access v. indirect selection access
15. AAC efficiency v. AAC effectiveness
16. Visual v. auditory scanning
17. Digitized v. synthesized

10th class, Thursday, October 24, 2019; Owens & Farinella, pp. 109 to 129

1. Speech sound disorder
2. Phonotactic rules
3. Allophones
4. Vowels v. consonants
5. Manner v. place v. voicing
6. Mark for reference the different places of articulation (p. 111)
7. Mark for reference the different manners of articulation (p. 112)
8. Voiced v. voiceless sounds
9. Diphthong
10. Reflexive and vegetative sounds
11. Gooing/Cooing
12. Duplicated v. variegated babbling
13. Jargon
14. Protowords (phonetically consistent forms)
15. Phonological patterns
16. Mark Table 5.2 for future reference
17. Immature phonological patterns
18. Phonology v. articulation
19. Open v. closed syllable
20. Speech sound errors: substitution v. omission v. distortion v. addition
21. Mark for future reference: Correlates (risk factors) associated with speech sound disorders (figure 5.3)
22. Mark for future reference: Speech characteristics associated with cognitive impairment, language impairment, hearing loss, craniofacial anomalies
23. Speech dialectal variations
24. Mark table 5.5 for future reference

11th class, Thursday, October 31, 2019; Owens & Farinella, pp. 179 to 197; 205 to 207; 210 to 214; 216 to 219

1. Competent adult communication patterns
2. Contralateral
3. Left v. right hemisphere functions
4. Broca's area v. Wernicke's area
5. Aphasia
6. Incidence of aphasia
7. Hemiparesis v. hemiplegia
8. Hemianopsia
9. Mark vocabulary definitions (p. 190) and table 7.1 for future reference
10. Fluent aphasia v. Non-fluent aphasia
11. Global or mixed aphasia
12. Stroke
13. Ischemic stroke

14. Cerebral arteriosclerosis
15. Embolism
16. Transient ischemic attack
17. Hemorrhage
18. Aneurysm
19. Arteriovenous malformation
20. Mark for future reference: Primary progressive aphasia, Risk factors for aphasia
21. Perseveration
22. Disinhibition
23. Spontaneous recover
24. Characteristics of RHBD
25. Mark for future reference: speech-language, executive function and paralinguistic characteristics associated with RDHD
26. TBI characteristics
27. Mark for future reference: TBI causes, incidence, pragmatic impairments, lifespan characteristics
28. Amnesia
29. Mark figure 7.10 for future reference
30. Cortical v. subcortical characteristics of cognitive impairment
31. Alzheimer's Disease v. Mild Cognitive Impairment

12th class, Thursday, November 7, 2019; None

13th class, Thursday, November 14, 2019; Owens & Farinella, pp. 333 to 355

1. Incidence and prevalence of hearing loss
2. Contrast impairment, disability, and participation restriction
3. The impact of hearing loss on children and adults
4. The impact of hearing loss on parents of children with hearing loss
5. How is deafness a cultural trait?
6. Deaf (capital D) v. deaf (lower case d)
7. What does it mean to say someone regards an impairment from a pathological perspective?
8. The Au.D. degree v. the Ph.D. degree
9. Four (4) fundamentals of sound
10. Sound wave
11. Intensity v. Frequency
12. Mark for future reference: Parts of the outer, middle, and inner ear
13. Conductive system v. sensorineural system
14. Conductive hearing loss v. sensorineural hearing loss v. mixed hearing loss
15. Mark for future reference: Anotia v. microtia; Atresia; Stenosis
16. Cerumen management
17. Otolaryngologist
18. Perforated eardrum
19. Mark for future reference: Otosclerosis; Ossicular discontinuity
20. Otitis media

21. Eustachian tube dysfunction
22. Otitis media with effusion
23. Myringotomy
24. Pressure equalization tube
25. Prelingual v. postlingual
26. Mark for future reference: topics from Aplasia (dysplasia)maternal rubella to Noise induced hearing loss
27. Temporary v. permanent threshold shift
28. Presbycusis
29. Auditory processing disorder
30. Early detection and intervention programs

14th class, Thursday, November 21, 2019; None

15th Week; No class, Thursday, November 28, 2019; Thanksgiving Holiday

15th class, Thursday December 5, 2019; Owens & Farinella, pp. 63 to 94

1. Language impairment v. language differences
2. Developmental v. acquired impairments
3. Mark table 4.1 for future reference
4. Intentional communication (intentionality)
5. What does it mean to say that language is symbolic?
6. Mark for future reference the characteristics of use, content, and form among toddlers, preschoolers and children
7. Specific language impairment
8. Working memory
9. Executive function
10. Characteristics of specific language impairment and social communication disorder
11. Mark for future reference: Language characteristics associated with: intellectual disability to children exposed to abuse/neglect
12. Individualized family service plan (IFSP)
13. Mark figure 4.1 for future reference

16th Class Tuesday, December 17, 2019, 9:45am to 12:00pm; Final Exam: Autobiography Presentation

Appendix 1b. In-Class Teaching Opportunities Oral Grading Rubric (Self-Evaluation)

Name:

Was knowledgeable about the subject matter	Always	Mostly	Sometimes	Rarely	Not Applicable
Provided helpful examples to illustrate a main point	Always	Mostly	Sometimes	Rarely	Not Applicable
Explained concepts using both professional and de-jargonized terms	Always	Mostly	Sometimes	Rarely	Not Applicable
After answering a question, confirmed that the answer was helpful	Always	Mostly	Sometimes	Rarely	Not Applicable
Listened carefully to students' conceptions of the answer	Always	Mostly	Sometimes	Rarely	Not Applicable
Answered questions concisely	Always	Mostly	Sometimes	Rarely	Not Applicable
Used appropriate body language (e.g., eye contact, gestures, body posture)	Always	Mostly	Sometimes	Rarely	Not Applicable
Spoke at an appropriate speech rate	Always	Mostly	Sometimes	Rarely	Not Applicable
Leading and talking in front of the class helped me further understand the key terms	Always	Mostly	Sometimes	Rarely	Not Applicable
As I was leading and talking in front of the class, I also monitored my comprehension of the key terms	Always	Mostly	Sometimes	Rarely	Not Applicable

Comments:

Appendix 2a1.

Webpage Options and Assignment Dates

Voice & Craniofacial Disorders; Oral Presentation 10/10/19; Written Paper 10/17/19

1. [The Voice Foundation](#)
2. [American Cleft Palate-Craniofacial Association](#)
3. [International Association of Laryngectomees](#)

Speech Sound Disorders & Motor Speech Disorders 1 and 2; Oral Presentation 10/10/19; Written Paper 10/17/19

1. [Parkinson's Foundation](#)
2. [United Cerebral Palsy](#)
3. [Huntington's Disease Society of America](#)
4. [Myasthenia Gravis Foundation of America](#)
5. [Tourette Association of America](#)
6. [Muscular Dystrophy Association](#)

Fluency Disorders; Oral Presentation 10/10/19; Written Paper 10/17/19

1. [Stuttering Foundation of America](#)
2. [Friends: National Association of Young People who Stutter](#)
3. [National Stuttering Association](#)
4. [The Stuttering Association for the Young](#)

Swallowing Disorders; Oral Presentation 11/7/19; Written Paper 11/14/19

1. [National Foundation of Swallowing Disorders](#)
2. [Dysphagia Research Society](#)

Augmentative & Alternative Communication; Oral Presentation 11/7/19; Written Paper 11/14/19

1. [International Society for Augmentative and Alternative Communication](#)
2. [United States Society for Augmentative and Alternative Communication](#)
3. [Communication Disabilities Access Canada](#)

Adult Language Impairments; Oral Presentation 11/7/19; Written Paper 11/14/19

1. [National Aphasia Association](#)
2. [Brain Injury Association of America](#)
3. [Brain Trauma Foundation](#)
4. [United States Brain Injury Alliance](#)

Child Language Disorders; Oral Presentation 11/21/19; Written Paper 12/5/19

1. [National Down Syndrome Congress](#)
2. [Autism Speaks](#)
3. [National Autism Association](#)
4. [The ARC for People with Intellectual and Developmental Disabilities](#)
5. [Learning Disabilities Association of America](#)
6. [National Center for Learning Disabilities](#)

Audiology; Oral Presentation 11/21/19; Written Paper 12/5/19

1. [National Association of the Deaf](#)
2. [World Federation of the Deaf](#)
3. [National Black Deaf Advocates](#)

Appendix 2a2.

Webpage Review: Oral Communication Rubric

This rubric includes verbatim and adapted concepts from the Association of American Colleges and Universities (https://teaching.berkeley.edu/sites/default/files/value_rubric_packet.pdf).

Name of Person(s) being Graded:

Name of Person doing the Grading:

<p>1. Organization: specific introduction & conclusion, sequenced material, & smooth transitions</p> <p>a) Advanced Skills: Clearly and consistently observable, skillful, and cohesive</p> <p>b) Competent Skills: Clearly and consistently observable</p> <p>c) Emerging Skills: Intermittently observable</p> <p>d) Novice Skills: Not observable</p>
<p>2. Delivery techniques: pace, language, posture, gestures, eye contact, & vocal expressiveness</p> <p>a) Advanced Skills: Compelling & polished & confident</p> <p>b) Competent Skills: Interesting & comfortable</p> <p>c) Emerging Skills: Momentary & tentative</p> <p>d) Novice Skills: Distracting & uncomfortable</p>
<p>3. Supporting Material: appropriate reference to information and relevant authorities</p> <p>a) Advanced Skills: Significantly supported the presentation & the presenter's credibility</p> <p>b) Competent Skills: Generally supported the presentation & the presenter's credibility</p> <p>c) Emerging Skills: Partially supported the presentation & the presenter's credibility</p> <p>d) Novice Skills: Minimally supported the presentation & the presenter's credibility</p>
<p>4. Central Message: core ideas, explanations, & conclusions</p> <p>a) Advanced Skills: Compelling; precisely stated, memorable, & strongly supported</p> <p>b) Competent Skills: Clear; well-stated and consistent with the supporting material</p> <p>c) Emerging Skills: Able to be deduced; but not explicitly stated</p> <p>d) Novice Skills: Not inducible, inconsistently stated, and/or obscure</p>

Comments:

Appendix 2a3.

Webpage Review: Written Communication Checklist I

The written presentation described and presented well-reasoned opinions about:			
1. organization and design;	Yes	Sort Of	No
2. images and visual representations;	Yes	Sort Of	No
3. subject matter credibility based on collateral resources;	Yes	Sort Of	No
4. accessibility and a user's experience;	Yes	Sort Of	No
5. relevance for people with the condition, and the family members of people with the condition;	Yes	Sort Of	No
6. relevance to undergraduate students considering audiology and speech-language pathology and their emerging specialty interests;	Yes	Sort Of	No
7. relevance to people from diverse groups (i.e., gender, race, socio-economic status, sexual orientation, age, and languages-spoken)	Yes	Sort Of	No
8. relevance to credentialed professionals (audiologists and speech-language pathologists) who work with people with the condition.	Yes	Sort Of	No

Appendix 2a4.

Webpage Review: Written Communication Rubric II

Writing Conventions			
Complete sentences	Mostly	Sometimes	Rarely
Correct word (vocabulary) usage	Mostly	Sometimes	Rarely
Correct paragraph formatting and topic sentences	Mostly	Sometimes	Rarely
Active voice (reported percent of passive sentences) Y N	Mostly	Sometimes	Rarely
Correct spelling	Mostly	Sometimes	Rarely
Correct grammar	Mostly	Sometimes	Rarely
Correct punctuation	Mostly	Sometimes	Rarely
Smooth transitions (i.e., absence of rapid topic shifts)	Mostly	Sometimes	Rarely

Appendix 2a5. Webpage Review: Written Communication Rubric III

This rubric includes verbatim and adapted concepts from the Association of American Colleges and Universities (https://teaching.berkeley.edu/sites/default/files/value_rubric_packet.pdf).

Existing Knowledge	<ul style="list-style-type: none">a. Advanced Skills: Synthesizes in-depth information from the webpage representing various points of view/approachesb. Competent Skills: Presents in-depth information from the webpage representing various points of view/approachesc. Emerging Skills: Presents information from the webpage representing limited points of view/approachesd. Novice Skills: Presents information from the webpage representing limited points of view/approaches
Analysis	<ul style="list-style-type: none">a) Advanced Skills: Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to major ideasb) Competent Skills: Organizes evidence to reveal important patterns, differences, or similarities related to major ideasc) Emerging Skills: Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities of the major ideasd) Novice Skills: Lists evidence but the information is unorganized and/or weakly supports major ideas
Conclusion	<ul style="list-style-type: none">a) Advanced Skills: Writes a logical, balanced, and integrated conclusion; Includes content analysis, and evidence-supported opinions about the webpage.b) Competent Skills: Writes a logical, but not integrated, conclusion; Focuses on individual, but not collective, elements of the webpage; Some balance of the topics' relative importance.c) Emerging Skills: Writes a general summary of the webpage and her/his opinions.d) Novice Skills: Writes an ambiguous, and unsupported conclusion about the webpage.

Appendix 2b1.

Movie Options and Assignment Dates

1. Motor Speech Disorders: [The Theory of Everything \(2014\)](#)
Oral Presentation 10/10/19; Written Paper 10/17/19
2. Motor Speech Disorders: [My Left Foot \(1989\)](#)
Oral Presentation 10/10/19; Written Paper 10/17/19
3. Stuttering: [The King's Speech \(2010\)](#)
Oral Presentation 10/10/19; Written Paper 10/17/19
4. Alternative & Augmentative Communication: [The Diving Bell and the Butterfly \(2007\)](#)
Oral Presentation 11/7/19; Written Paper 11/14/19
5. Adult Language Disorders: [Still Alice \(2014\)](#)
Oral Presentation 11/7/19; Written Paper 11/14/19
6. Adult Language Disorders: [Regarding Henry \(1991\)](#)
Oral Presentation 11/7/19; Written Paper 11/14/19
7. Adult Language Disorders: [Away from Her \(2006\)](#)
Oral Presentation 11/7/19; Written Paper 11/14/19
8. Intellectual Disability: [What's Eating Gilbert Grape \(1993\)](#)
Oral Presentation 11/21/19; Written Paper 12/5/19
9. Intellectual Disability (1999): [The Other Sister](#)
Oral Presentation 11/21/19; Written Paper 12/5/19
10. Hearing Impairment: [Children of a Lesser God \(1986\)](#)
Oral Presentation 11/21/19; Written Paper 12/5/19
11. Autism Spectrum Disorder: [Temple Grandin \(2010\)](#)
Oral Presentation 11/21/19; Written Paper 12/5/19

Appendix 2b2. Movie Review: Oral Communication Rubric

This rubric includes Verbatim and Adapted Concepts from the Association of American Colleges and Universities (https://teaching.berkeley.edu/sites/default/files/value_rubric_packet.pdf).

Name of Person(s) being Graded:

Name of Person doing the Grading:

<p>1. Organization: specific introduction & conclusion, sequenced material, & smooth transitions</p> <p>a) Advanced Skills: Clearly and consistently observable, skillful, and cohesive</p> <p>b) Competent Skills: Clearly and consistently observable</p> <p>c) Emerging Skills: Intermittently observable</p> <p>d) Novice Skills: Not observable</p>
<p>2. Delivery techniques: pace, language, posture, gestures, eye contact, & vocal expressiveness</p> <p>a) Advanced Skills: Compelling & polished & confident</p> <p>b) Competent Skills: Interesting & comfortable</p> <p>c) Emerging Skills: Momentary & tentative</p> <p>d) Novice Skills: Distracting & uncomfortable</p>
<p>3. Supporting Material: appropriate reference to information and relevant authorities</p> <p>a) Advanced Skills: Significantly supported the presentation & the presenter's credibility</p> <p>b) Competent Skills: Generally supported the presentation & the presenter's credibility</p> <p>c) Emerging Skills: Partially supported the presentation & the presenter's credibility</p> <p>d) Novice Skills: Minimally supported the presentation & the presenter's credibility</p>
<p>4. Central Message: core ideas, explanations, & conclusions</p> <p>a) Advanced Skills: Compelling; precisely stated, memorable, & strongly supported</p> <p>b) Competent Skills: Clear; well-stated and consistent with the supporting material</p> <p>c) Emerging Skills: Able to be deduced; but not explicitly stated</p> <p>d) Novice Skills: Not inducible, inconsistently stated, and/or obscure</p>

Appendix 2b3.

Movie Review: Written Communication Checklist I

**adapted from Source Essay Writing Service <http://sourceessay.com/important-elements-of-movie-review/>

The written presentation had well-reasoned comments, including:			
1. Introduction: background information about the disorder being depicted with citations;	Yes	Sort Of	No
2. Summary: a) a brief overview of the story, and b) the particular events that happen to the character(s) with a communication disorder;	Yes	Sort Of	No
3. Character Analysis: comments about whether the communication disorder(s) is/are depicted accurately by citing specific examples from the movie;	Yes	Sort Of	No
4. Event Analysis: Analysis of the movie's plot, important events, and climax, and whether the communication disorder is central to the story;	Yes	Sort Of	No
5. Creative Elements: Comments about the characters, dialogue, camera work, costumes, use of colors, genre, tone, symbols, or anything that adds to or detracts from a) the overall story and b) the characters with communication disorders;	Yes	Sort Of	No
6. Opinion/Conclusion: A summary opinion about whether the filmmaker succeeded in her/his goal regarding a) the movie in general, and b) the portrayal of a communication disorder.	Yes	Sort Of	No

Appendix 2b4.

Movie Review: Written Communication Rubric II

Writing Conventions			
Complete sentences	Mostly	Sometimes	Rarely
Correct word (vocabulary) usage	Mostly	Sometimes	Rarely
Cites sources	Mostly	Sometimes	Rarely
Correct paragraph formatting and topic sentences	Mostly	Sometimes	Rarely
Active voice (reported percent of passive sentences) Y N	Mostly	Sometimes	Rarely
Correct spelling	Mostly	Sometimes	Rarely
Correct grammar	Mostly	Sometimes	Rarely
Correct punctuation	Mostly	Sometimes	Rarely
Smooth transitions: Absence of rapid topic shifts	Mostly	Sometimes	Rarely

Appendix 2b5. Movie Review: Written Communication Rubric III

This rubric includes verbatim and adapted concepts from the Association of American Colleges and Universities (https://teaching.berkeley.edu/sites/default/files/value_rubric_packet.pdf).

Existing Knowledge	<ul style="list-style-type: none">a) Advanced Skills: Synthesizes in-depth information from relevant sources representing various points of view/approachesb) Competent Skills: Presents in-depth information from relevant sources representing various points of view/approachesc) Emerging Skills: Presents information from relevant sources representing limited points of view/approachesd) Novice Skills: Presents information from irrelevant sources representing limited points of view/approaches
Analysis	<ul style="list-style-type: none">a) Advanced Skills: Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to major ideasb) Competent Skills: Organizes evidence to reveal important patterns, differences, or similarities related to major ideasc) Emerging Skills: Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities of the major ideasd) Novice Skills: Lists evidence but the information is unorganized and/or weakly supports major ideas
Conclusion	<ul style="list-style-type: none">a) Advanced Skills: Writes a logical, balanced, and integrated conclusion; Includes content analysis, and evidence-supported opinions about the movieb) Competent Skills: Writes a logical, but not integrated, conclusion; Focuses on individual, but not collective, elements of the movie; Some balance of the topics' relative importancec) Emerging Skills: Writes a general summary of the movie and her/his opinionsd) Novice Skills: Writes an ambiguous, and unsupported conclusion about the movie

Appendix 3a.

Final Exam Autobiography & Inter-Professional Book Options

1. Motor Speech Disorders: *Lucky Man* by Michael J. Fox
2. Various Disabilities: *The Man who Mistook his Wife for a Hat* by Oliver Sacks
3. Various Disabilities: *An Anthropologist on Mars* by Oliver Sacks
4. Various Disabilities: *When the Air Hits Your Brain* by Frank Vertosick, Jr.
5. Learning Disabilities: *The Short Bus: A Journey Beyond Normal* by Jonathan Mooney
6. Learning Disabilities (Velo-Cardio-Facial Syndrome): *Growing Up Learning Disabled and Other Adventures* by Quinn Bradlee
7. Stuttering: *Dear World I Stutter* by James Hayden
8. Stuttering: *Stuttering: A Life Bound Up in Words* by Marty Jezer
9. Adult Language Disorders (Dementia): *On Pluto* by Greg O'Brien
10. Adult Language Disorders (Stroke): *My Stroke of Insight* by Jill Bolte Taylor
11. Childhood Disorders: *My Lobotomy* by Howard Dully and Charles Fleming
12. Autism Spectrum Disorder: *Thinking in Pictures* by Temple Grandin
13. Autism Spectrum Disorder: *Born on a Blue Day* by Daniel Tammet
14. Hearing Impairment: *Sounds like Home: Growing Up Black and Deaf in the South* by Mary Herring Wright
15. Hearing Impairment: *Hands of My Father* by Myron Uhlberg
16. Hearing Impairment/Visual Impairment: *The Story of My Life* by Helen Keller
17. Hearing Impairment: *Assembly Required: Notes from a Deaf Gay Life* by Raymond Luczak
18. Ethics & Medicine: *The Immortal Life of Henrietta Lacks* by Rebecca Skloot
19. Ethics & Medicine: *Surgically Shaping Children: Technology, Ethics, and the Pursuit of Normality* edited by Erik Parens

Appendix 3b.

Autobiography & Inter-Professional Oral Report: Oral Communication Rubric

This rubric includes Verbatim and Adapted Concepts from the Association of American Colleges and Universities

(https://teaching.berkeley.edu/sites/default/files/value_rubric_packet.pdf).

Name of Person(s) being Graded:

Name of Person doing the Grading:

1. Organization: specific introduction & conclusion, sequenced material, & smooth transitions a) Advanced Skills: Clearly and consistently observable, skillful, and cohesive b) Competent Skills: Clearly and consistently observable c) Emerging Skills: Intermittently observable d) Novice Skills: Not observable
2. Delivery techniques: pace, language, posture, gestures, eye contact, & vocal expressiveness a) Advanced Skills: Compelling & polished & confident b) Competent Skills: Interesting & comfortable c) Emerging Skills: Momentary & tentative d) Novice Skills: Distracting & uncomfortable
3. Supporting Material: appropriate reference to information and relevant authorities a) Advanced Skills: Significantly supported the presentation & the presenter's credibility b) Competent Skills: Generally supported the presentation & the presenter's credibility c) Emerging Skills: Partially supported the presentation & the presenter's credibility d) Novice Skills: Minimally supported the presentation & the presenter's credibility
4. Central Message: core ideas, explanations, & conclusions a) Advanced Skills: Compelling; precisely stated, memorable, & strongly supported b) Competent Skills: Clear; well-stated and consistent with the supporting material c) Emerging Skills: Able to be deduced; but not explicitly stated d) Novice Skills: Not inducible, inconsistently stated, and/or obscure

Comments:

Appendix 3c.

Autobiography & Inter-Professional Books: Oral and Written Reports

Name of Person(s) being Graded:

The oral presentation included:			
1. Introduction: background information about the disorder or topic	Yes	Sort Of	No
2. Character or Topic Analysis: statements about whether the communication disorder(s) is/are depicted accurately and/or whether the topic is accurately and convincingly portrayed by citing specific examples to support the claims	Yes	Sort Of	No
3. Opinion/Conclusion: provides a summary opinion about whether the author succeeded in her/his goal regarding a) the book in general, and b) the portrayal of a communication disorder (if applicable)	Yes	Sort Of	No