

**CD 300 HUMAN COMMUNICATION DEVELOPMENT AND DISORDERS
(non-CD majors only)**

Instructor: Amy Brewington
Office Hours: M 12:00 – 1:00 pm
Office Phone: 338-1001 (leave message)
Course Time: M 9:10 – 11:55 am
Email: amybrewington@yahoo.com

Fall, 2007
Office: TBA
Course Room: BH 151

I. COURSE DESCRIPTION:

Communicative development and disorders; processes and models; language universals; bases of language; speech, language, and hearing impairments; family and cultural influences; bilingualism and dialectal variations; evaluation of communicative effectiveness.

II. KNOWLEDGE BASE THEME:

“Preparing reflective and innovative professionals as leaders who insure the educational development of diverse populations within dynamic educational contexts.”

Goals and Objectives:

A. Human Growth, Development, and Learning Theory: Demonstrate rudimentary knowledge of the etiology or causal theories, and where appropriate, biological bases, psychological bases, neurologic bases, and environmental bases of a variety of speech, language, and hearing disorders, including but not limited to neurogenic disorders, stuttering, voice disorders, cleft palate, cerebral palsy, child language disorders, articulation disorders, hearing disorders.

B. Assessment and Evaluation: Demonstrate rudimentary knowledge of techniques used in assessment and habilitation or rehabilitation of the above disorders.

III. CALENDAR

<u>Week</u>	<u>Date</u>	<u>Topic and Reading</u>	<u>Activity/Assignment Due</u>
1	8/27	Introduction	P&B, Ch. 1
2	9/3	LABOR DAY (No classes)	
3	9/10	Biological foundations of communication	P&B, Ch. 2
4	9/17	Sounds in communication	P&B, Ch. 3
5	9/24	Exam I (9:10-10:30) Disorders of articulation (10:30-11:55)	Covers Chs. 1-3 P&B, Ch. 4
6	10/1	Disorders of fluency	P&B, Ch. 5
7	10/8	Disorders of voice and swallowing Written “Compare-and-Contrast” Article review essay due today.	P&B, Ch. 6
8	10/15	Exam II (9:10-10:30) Language (10:30-11:55)	Covers Chs. 4-6 P&B, Ch. 7

9	10/22	Disorders of language in children	P&B, Ch. 8
10	10/29	Disorders of language in adults	P&B, Ch. 9
11	11/5	The biological foundations of hearing Disorders of hearing in children in children & adults	P&B, Ch. 10 P&B, Ch. 11
12	11/12	No Classes – Veterans Day	
13	11/19	Thanksgiving recess	
14	11/26	Presentations Bring enough copies of your presentations for everyone.	
15	12/3	Presentations Bring enough copies of your presentations for everyone.	
16	12/10	Exam III (9:10-10:30)	Covers P&B, Chs. 7-11

IV. TEXT MATERIALS:

REQUIRED READINGS:

Plante, E. & Beeson, P. (2008). *Communication and Communication Disorders: A Clinical Introduction, Third Edition*. Pearson Education Inc: MA.

V. COURSE REQUIREMENTS:

1. Read assigned text.
2. Take three exams.
3. Participate in class activities and class discussion.
4. One written compare-and-contrast article review essay, no more than five pages long, submitted with copies of both articles (see attached grade sheet).
5. One oral presentation and accompanying written handout (see attached grade sheet).

No late assignments will be accepted.

No test makeups without instructor approval **prior to test date**.

Distribution of Grade Points:

Exams (Average Score)	70%
Written compare-and-contrast article review essay	10%
Oral presentation and accompanying handout	20%
Participation (weighed positively or negatively in cases of borderline grades)	5%
Grades based on the following percentages:	

A+ 100+	B+ 87-89	C+ 77-79	D 60-69	F 50-59
A 93-99	B 83-86	C 73-76		
A- 90-92	B- 80-82	C- 70-72		

VI. GRADING CRITERIA (SEE ATTACHED GRADE SHEETS FOR SPECIFIC ASSIGNMENTS):

A. EXAMS.

Exams will cover the previous weeks' readings and lectures, and will consist of multiple choice, fill-ins and short essays.

B. WRITTEN COMPARE-AND-CONTRAST ARTICLE REVIEW ESSAY.

For this assignment, choose two articles that cover the same topic, or very similar topics, that are relevant to communicative disorders. Articles must come from communicative disorders journals. Examples include *American Journal of Speech-Language Pathology and Audiology*, *Journal of Medical Speech-Language Pathology*, and *Language, Speech, and Hearing Services in the Schools*. The articles must be no older than six years old (that is, published no earlier than 2001). Permission must be obtained from the instructor to confirm your topic choice. Obtain and make copies of your articles (these must be included with your essay – I will return them to you when I return your essay). Read them carefully, and feel free to highlight, or write comments and questions on your article photocopies. Summarize each article. Compare and contrast the two articles. Generate your own thoughts, ideas, and further questions. Envision what clinical application might look like. Write it all down. Write carefully – your spelling grammar, and biographical form will all be part of the grade you receive in this assignment.

Examples of the APA (American Psychological Association) format to be used for your references are found in the lists of references in our journals. We will also cover this in class.

C. ORAL PRESENTATION AND ACCOMPANYING WRITTEN HANDOUT.

Completion of this assignment will result in deeper knowledge of a topic of interest, and presents an opportunity to share your expertise with your fellow students. You will present on your topic for ten minutes, following the format described in the grade sheet attached. You will hand out your one-page summary (front and back) to the class. At the end of this assignment, the class will all have deeper knowledge of particular areas and accompanying handouts of all presentations.

VII. BIBLIOGRAPHY:

Additional reading references and handouts will be distributed in class.

VIII. Accommodation Statement: If you are a disabled student requiring special accommodation in this course, you must be registered with the Disability Programs and Resource Center (DPRC). Your counselor will give you a letter which you must deliver to the instructor in person, at which time an appointment will be arranged to discuss appropriate accommodation. This must be accomplished during the first three weeks of the semester.

