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CSD 420.01: Speech and Hearing Science

Jennifer K. Schoffer Closson

University of Montana, Missoula, jennifer.closson@umontana.edu

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University of
MONTANA



CSD 420: Speech & Hearing Science

8/28/22 – 12/15/22 | 3 credits | Face to Face | T & Th 3:30-4:50 Curry Health 008 | CRN 73273

Jennifer Schoffer Closson, Ed D, CCC-SLP she/her
Content Developer, Instructor

Email: Jennifer.closson@mso.umt.edu | Subject Line: CSD 420

Phone: 406-243-5261 | Office: 023 Curry or via Zoom Meeting ID 4062435261

Appointments: By arrangement

Welcome from the Instructor:

Welcome to CSD 420! This course offers an exciting opportunity to analyze the “whys” and “hows” of our very complex communication system. Our time together will be broken into 8 units; the first part of the unit will look at the science; the second half will look at the clinical application. My goal is to enrich your understanding of the subsystems of communication to enhance your clinical experience and open your mind to research possibilities.

This is my 20th year in the field of speech language pathology. My experience is quite varied and I have worn many hats over the years. I am excited to teach at the undergraduate level and you will find that I am quite passionate about my chosen vocation. I hope to pass my enthusiasm on to you, my future colleagues, and look forward to getting to know each of you.

- DSC

Land Acknowledgement

The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispel people. We honor the path they have always shown us in caring for this place for the generations to come.

Course Catalogue Description

Offered intermittently. Prereq., CSD 222, CSD 320, and CSD 330. Physiologic, neurologic, and acoustic aspects of human communication, theoretical framework for speech and hearing science, and principles of acoustics applied to speech language pathology across the lifespan. Level: Undergraduate

Course Format

This course will be hosted online. The Moodle course shell will supplement assignments and information. Students will expect a combination of open and closed book tests, learning activities/assignments, lecture, and semester assignments.

Course Objectives

The student will:

1. Students will understand the nature of sound and the clinical application of the concepts presented.
2. Students will understand resonance and the clinical application of the concepts presented.
3. Students will understand the articulatory system and the clinical application with relation to speech intelligibility.
4. Students will develop their understanding of cleft palate and related disorders and clinical application of this material.
5. Students will understand the phonatory system and the related clinical application.
6. Students will understand the respiratory system with respect of anatomy and physiology and the clinical application of this information.
7. Students will develop their understanding of nervous system in relation to speech production and the clinical application of this material.
8. Students will understand models and theories related to communication.

Course Guidelines and Policies

Students are expected to attend/participate in all sessions and are responsible for any content that is missed because of absence. **If you are unable to attend/participate in a class, please email your instructors ahead of time requesting to be excused.** Students are expected to participate in all activities and complete all assignments on time.

Required Textbooks

[Speech Science: An Integrated Approach to Theory and Clinical Practice](#)

Fourth Edition by Carole T. Ferrand

ISBN-13: 9780134508481

Independent Knowledge & Access to:

Sufficient internet speed/bandwidth, Word processing, PDF converter, Flipgrid, Video Recording (e.g., phone, computer), screen recording (e.g., screencast-o-matic, computer's internal camera), PPT voice over, Zoom, upload to YouTube, Loom, Moodle, and TedTalk. **When facing difficulty using technology, contact IT Help (406) 243-4357.**

Absences

Students must notify Dr. Schoffer Closson of serious circumstances that result in a missed exam or final in order to be considered for rescheduling. Should an unforeseen event such as hospitalization or

family emergency result in missing an exam, students must consult with Professor Closson regarding possible accommodations to be determined at the discretion of the instructor; furthermore, students may be asked to provide written verification of the circumstances. Students must make every effort to contact Dr. Schoffer Closson prior to missing the exam or submission deadline.

Late assignments

Work submitted late will result in the reduction of 2 points per day the assignment is late. Students are encouraged to turn assignments in on time.

Technology Expectations

Students will be required to have the ability to access Moodle. Please refer to the following document for basic system requirements: [Basic Minimum System Requirements for Moodle](#). Students must be able to access technology to complete assignments such as printing and scanning devices as well as word processing programs. Students can download the [Microsoft Office Suite](#) through the University.

Academic Honesty

Students are expected to adhere to academic conduct policies of the University of Montana as explained in Article IV of your [University of Montana Student Conduct Code](#): “Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. Academic misconduct is defined as all forms of academic dishonesty, including but not limited to: (1) plagiarism, (2) misconduct during an examination or academic exercise, (3) unauthorized possession of examination or other course materials, (4) tampering with course materials, (5) submitting false information, (6) submitting work previously presented in another course, (7) improperly influencing conduct, (8) substituting, or arranging substitution, for another student during an examination or other academic exercise, (9) facilitating academic dishonesty, and (10) Altering transcripts, grades, examinations, or other academically related documents.”

Plagiarism/Academic Conduct/Student Code of Conduct

Plagiarism is further defined in the [University of Montana’s Student Conduct Code](#) as “Representing another person’s words, ideas, data, or materials as one’s own.” Students must acknowledge the work of others using appropriate referencing procedures as described in the APA Manual. Students may be penalized for plagiarism under academic misconduct policies, which may include disciplinary sanctions, suspension, or expulsion.

Submission of work taken directly from another source (e.g., lesson plan copied from a book, the Internet, or material developed by another student) will be considered plagiarism and grounds for no credit on the assignment unless properly credited. Students are encouraged to use a variety of resources in obtaining ideas and illustrations that will help complete assignments. See the APA Guide (7th edition) for the correct method to cite other authors’ work. Another useful resource I strongly recommend is [The Purdue OWL](#).

Disability Modifications

The [Equal Opportunity and Affirmative Action Office](#) and the [Office for Disability Equity](#) (ODE) support the University of Montana in assuring equal access to instruction through collaboration between

students with disabilities, instructors, and ODE. If you have a disability that adversely affects your academic performance, and you have not already registered with ODE, please contact ODE in the Lommasson Center 154, 406.243.2243, or ode@umontana.edu . I will work with you and ODE to provide an appropriate modification. [Read&Write](#) literacy support software is available to students.

Diversity Statement

Your experience in this class is important to me. I welcome individuals of all backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, races, national origins, religious affiliations, sexual orientations, ages, abilities, and other visible and nonvisible differences. Please know that I will gladly honor your request to address you by an alternate name or gender pronoun. All members of this class are expected to contribute to a welcoming, respectful, and inclusive environment for every other member of this class.

Performance Assessments

Examinations

Understanding of the course material will be assessed with midterm and final examinations. Exams will be closed book. The exams may include questions in the following format: multiple-choice, matching, fill-in the blank, short answer, true/false, and diagrams. Exam questions will be based on materials from the videos, course materials, websites, readings, and assignments. Exams may not be taken early; please make travel plans accordingly. Using your phone to take an exam may result in images associated with questions being partially blocked or omitted. **Please use a computer to take your exam.**

Quizzes

Students will be required to complete a quiz on the topic **prior to the lectures**. The quizzes will be in the Moodle shell and are open book. They are not timed, but they do have a closure date and time. Be mindful of due dates in your Moodle shell and the course calendar.

Semester Assignments

There will be in class and/or homework assignments associated with each unit of this course.

Participation

Students will participate in forums, discussions, written responses, individual, and group activities. These activities will occur throughout the term, will be embedded in the course content, and will be graded. Only students with excused absences (i.e. doctor's note, prior approval from the instructor) will have an opportunity to make-up assignments. Forums will be graded as such:

0 points	Cheerleading (i.e. I agree, good job, etc.) as a response, or no contribution at all.
1 point	Participation that reflects a basic understanding, but does not encourage reflection, thought, or further discussion.
2 points	Thoughtful participation that demonstrates a full understanding of the topic and encourages others' learning by providing additional informational resources (refer to

	articles, share videos and webpages at least once throughout the thread), opportunity for reflection, or encourages deeper discussion.
3 points	<u>First contribution to discussion only.</u> All the elements of the “two point” section plus bringing in an outside resource such as a webpage (.edu or .org), video, TedTalk, article, etc.

Grading Criteria:

The grading scale is as follows:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93-100%	90-92%	87-89%	83-86%	80-82%	77-79%	73-76%	70-72%	67-69%	63-66%	60-62%	59↓

Assignments & Quizzes = 70%

Exams = 30%

Calendar

This course relies on the [2023-2024 Academic Calendar](#). Please see the following table for an overview of course sessions, topics, and deadlines.

CSD 420 Fall 2023: Tentative Class Calendar is subject to change as needed.

Unit	Date 2023	Topic	Readings	Due By 3:30 PM
01	8/29	Introduction Unit 1	Chapter 1	
01	8/31	Unit 1		Chapter 1 Quiz
01	9/5	Unit 1 In Class Assignment		
02	9/7	Unit 2	Chapters 2 & 3	Unit 1 Assignments Chapter 2 Quiz
02	9/12	Unit 2		Chapter 3 Quiz
02	9/14	Unit 2		
02	9/19	Unit 2 In Class Assignment		
03	9/21	Unit 3	Chapters 4 & 5	Unit 2 Assignments Chapter 4 Quiz
03	9/26	Unit 3		Chapter 5 Quiz
03	9/28	Unit 3		
03	10/3	Unit 3 In Class Assignment		

Unit	Date 2023	Topic	Readings	Due By 3:30 PM
04	10/5	Unit 4	Chapters 6 & 7	Unit 3 Assignments Chapter 6 Quiz
04	10/10	Unit 4		Chapter 7 Quiz
04	10/12	Unit 4		
04	10/17	Unit 4 In Class Assignment		
05	10/19	Unit 5	Chapter 12	Unit 4 Assignments
	10/24	EXAM 1 – Bring Computer		
06	10/26	Unit 6	Chapters 8 & 9	Unit 5 Assignments Chapter 8 Quiz
06	10/31	Unit 6		Chapter 9 Quiz
06	11/2	Unit 6		
06	11/7	Unit 6 In Class Assignment		
07	11/9	Unit 7	Chapters 10 & 11	Unit 6 Assignments Chapter 10 Quiz
07	11/14	Unit 7		Chapter 11 Quiz
07	11/16	Unit 7		
07	11/21	Unit 7 In Class Assignment		
	11/23	NO CLASS - Thanksgiving		
08	11/28	Unit 8	Provided in Moodle Shell	Unit 7 Assignments
08	11/30	Unit 8		
08	12/5	Unit 8 In Class Assignment		
	12/7	Bonus Day		
	12/11 Weds.	EXAM 2 – Bring Computer 3:20-5:20 008 Curry		Unit 8 Assignments

Student Resources

Please see the course Moodle shell for a list of campus resources available to help students be successful across UM courses. UM provides a wide range of supports for tutoring, financial, and personal development. The UM Diversity Center has a [comprehensive list of resources](#) on its webpage.

Place of Course in Program

Purpose

The purpose of this three-credit course is to provide students with knowledge and understanding of speech and hearing sciences. The course fulfills the undergraduate course requirement for a major in Communicative Sciences and Disorders and SLP Assistant certificate requirement.

Conceptual Framework for Learning Community and Diversity

As part of the School of Speech, Language, Hearing, and Occupational Sciences, this course will provide students with a learning community that a) integrates ideas, b) encourages cooperative endeavors, and c) respects diversity and individual worth. *The goals of the learning community will be demonstrated through the following course-specific experiences:*

- a. Participating in classroom discussion and small group work;
- b. Conducting assessments and describing language abilities of children with language impairments regardless of etiology;
- c. Developing treatments to promote language learning in a contextualized and systems framework.

Mission of the School of Speech, Language, Hearing, & Occupational Sciences

The mission of the School of Speech, Language, Hearing, & Occupational Sciences is to prepare students for progressive, collaborative, and research-minded careers in speech-language pathology, audiology, and related fields through rigorous academic and clinical training. We strive to be innovative in the use of technology and program delivery to provide services to traditionally underserved regions and populations. Through our emphasis on typical and atypical speech, language, cognition, swallowing, and hearing function, students gain knowledge and skills along with ethical and culturally competent values that foster a commitment to lifelong learning and civic engagement.