

CD 323 ~ Rhythm, Voice, & Neurogenic Communication Disorders

Spring 2020

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Office Hours: Mon./Wed. 12:00 – 1:00; Tues./Thurs. 11:00 – 12:00; or by appointment
Class meeting times: MWF 1:00 pm, 313 University Hall

Course Description

Introduction to the nature and treatment of rhythm, voice, and neurogenic communication disorders.
Prerequisite: CD 212

Learning Objectives

By the end of this course, you should be able to:

- Discuss issues related to clinical presentation, etiology, assessment, and treatment for fluency, voice, and neurogenic communication disorders
- Evaluate a peer-reviewed research study dealing with assessment or treatment of a fluency, voice, or neurogenic communication disorder, with an emphasis on evidence-based practice

Textbook

In an effort to provide meaningful, current, and varied materials and reduce your costs, this course is using key Open Educational Resources (OERs), in compliance with Indiana State's OER initiative (Strategic Plan Goal 5, Initiative 3). OERs are free, openly-licensed documents and other media that can be used by instructors to supplement or replace traditional texts.

All course materials, then, will be available via the course Blackboard site. Please look in the Module Reading folders in each Learning Module for descriptions of and links to the assigned readings and multimedia that have been carefully selected to help you grapple with and master the course objectives in efficient, effective, and engaging ways (Merrill, 2013, p. xix).

Course Policies

1. My goal is for you to excel in this class and to develop the skills necessary to succeed in your chosen career. However, **you have the major responsibility for doing well**. Achievement of course standards requires *you* to know what you need to do to improve your performance. You are expected to study carefully all reading material and the feedback returned to you, to note evaluation comments made to the entire class regarding assignments returned, and to participate in group and class activities. *You cannot meet the objectives of this course by being a passive learner*. As the semester progresses, you should be able to implement several ideas to improve your performance. Also, you are expected to ask questions and or/schedule individual appointments to clarify evaluations or other aspects of the course not clear to you.

2. **Time-management** is crucial to your success as a student. Typical 3-credit-hour courses meet 2.5 hours every week, and you are expected to spend 2-3 times that on activities outside the classroom. Therefore, in general you should spend a total of 7.5-10 hours per week for this course.
3. Turn in all work on time. Work turned in after the posted due date and time is considered late. **Late work on assignments will be penalized one letter grade.** It is always possible to submit an assignment before the due date. Always make backup copies of your work in the event of a computer problem, as technical issues are not a valid excuse for late work.

Requests to make up missed in-class quizzes will be granted only in exceptional circumstances and only with written documentation (doctor's note, obituary, etc.) If you know in advance that you will need to miss class on the day of a scheduled quiz, or if you have missed a quiz due to exceptional unforeseen circumstances, **please contact me as soon as possible.**

4. **ETIQUETTE: Be courteous and respectful** to your classmates and your instructor through considerate **etiquette**. In this course, you are expected to comply with the [Sycamore Standard](#) which emphasizes respect, dignity, and integrity. In this course, that includes (but is not limited to):
 - a. Maintaining a formal, respectful, civil, professional tone with *all* course communications, including but not limited to journals, discussion boards, wikis, and emails.
 - b. Use Standard American English for all projects and posts. This means no text-speak.
 - c. Avoid derogatory language, obscenity, and hate speech.
 - d. Avoid the use of CAPS in writing, as this indicates shouting.

Consider applying these [Examples of Good Netiquette](#) to your online communications throughout your courses. The [ISU Code of Student Conduct](#) grants instructors authority to maintain classroom discipline, including asking disruptive students to leave the classroom.

5. It is expected that you will attend class regularly and arrive on time. Attendance will be taken at all class meetings, and absences will only be excused with appropriate documentation. Students with fewer than three (3) unexcused absences during the semester will receive a 3% bonus toward their overall course grade.

Communication Policy

Please understand that your professor is not on-call 24/7. You can expect responses to your inquiries based on the following guidelines:

-  You should **check your ISU email daily** to stay current and avoid missing any important announcements or other correspondence. Missing important communications may jeopardize your success in the course. To email your instructors or classmates, you can access the Send Email feature through Blackboard via the Tools button.
-  Before emailing your instructor a question or calling, please **consult the Syllabus, Blackboard site, and textbook**. You will find many answers among the sources provided. Emails or phone messages that ask questions that can be answered by reading the available resources will result in a response conveying as much.
-  Emails to the instructor will be **answered in no later than 48 business hours** (and usually sooner); emails are not likely to be answered during the weekend or on holidays. Be assured, I *will* respond to your inquiries.

- 📧 Emails must be sent **using your ISU email account** (associated with Blackboard). Emails that are sent using non-ISU accounts are automatically funneled by the email program into the junk folder, which is very rarely checked.
- 📧 **Emails must contain at least the following information:** your name and the course ID (CD 213). Emails that do not contain the above identifying information may be deemed spam/junk and may be inadvertently deleted.
- 📞 The *easiest* and most *efficient* way to get ahold of me is email; however, if you choose to call, **voicemails** to my office phone will be returned within two business days. I am not available to take phone calls after 4:30 p.m. Eastern time.

Grades

The following scale will be used to determine grades:

| | | | |
|----|---------|----|--------|
| A+ | 97-100% | C+ | 77-79% |
| A | 94-96% | C | 74-76% |
| A- | 90-93% | C- | 70-73% |
| B+ | 87-89% | D+ | 67-69% |
| B | 84-86 % | D | 64-66% |
| B- | 80-83% | D- | 60-63% |
| | | F | 0-59% |

The work you do this semester will be weighted as follows:

| | |
|---------------------------|-----|
| In-Class Quizzes | 12% |
| Exam 1 | 12% |
| Exam 2 | 12% |
| Exam 3 | 12% |
| Weekly Reflections | 26% |
| Research Study Assignment | 13% |
| In-Class Activities | 13% |

All of the above grading categories are defined below:

- 12 In-Class Quizzes (1% of grade each):** There will be a series of 13 in-class quizzes over the course of the semester. Quizzes will assess factual knowledge of material that was covered in class and/or the resources available on Blackboard. Your lowest quiz score will be dropped, so that only 12 quiz scores will figure into your overall course grade.
- 3 Take-Home Exams (12% of grade each):** Exams will be based on material covered in readings, other resources, and in class. All exams will be take-home and will consist of short-answer essay questions. The final exam will *not* be cumulative but will only include material covered during the last part of the course.

3. **Weekly Reflections (2% of grade each):** Each week you will be asked to view a video or visit a website and respond, in writing, to a series of open-ended reflection questions. Reflections will be due on Blackboard before the start of class each Wednesday.

4. **Research Study Assignment (13% of grade):** You will choose a peer-reviewed research article about assessment or treatment of a fluency, neurogenic, or voice disorder and complete a brief written assignment about the study. The choice of an appropriate research article will count for 2% of your overall grade, and the written portions of the assignment will count for 11% of your overall course grade.

5. **In-Class Activities (1% of grade each):** We will have a series of hands-on or discussion activities during class meeting times, as listed below. You will receive full credit for participation in each activity.

Throughout the semester, you can expect to receive grades (along with any associated feedback) within two weeks of the exam or due date. You can also set up your [Blackboard notifications](#) so that you are emailed each time a grade has been updated.

TENTATIVE COURSE SCHEDULE:

Please note: This tentative schedule may be revised, as necessary, during the semester. Any changes will be discussed in class and posted on the course Blackboard site.

| Week | Date | Topic | Assignments |
|------|---------------|--|-------------------------------|
| 1 | Wed., Jan. 15 | Intro to Rhythm, Voice, & Neurogenics | |
| | Fri., Jan. 17 | Fluency Disorders: Clinical Features | <i>In-Class Activity #1</i> |
| 2 | Mon., Jan. 20 | Martin Luther King Jr. Day – No Classes | |
| | Wed., Jan. 22 | Fluency Disorders: Clinical Features | Reflection #1 Due Wed. |
| | Fri., Jan. 24 | | |
| 3 | Mon., Jan. 27 | Fluency Disorders: Etiology | <i>In-Class Activity #2</i> |
| | Wed., Jan. 29 | | Quiz 1 Mon. |
| | Fri., Jan. 31 | | Reflection #2 Due Wed. |
| 4 | Mon., Feb. 3 | Fluency Disorders: Assessment | <i>In-Class Activity #3</i> |
| | Wed., Feb. 5 | | Quiz 2 Mon. |
| | Fri., Feb. 7 | | Reflection #3 Due Wed. |
| 5 | Mon., Feb. 10 | Fluency Disorders: Treatment with Children | <i>In-Class Activity #4</i> |
| | Wed., Feb. 12 | | Quiz 3 Mon. |
| | Fri., Feb. 14 | | Reflection #4 Due Wed. |
| 6 | Mon., Feb. 17 | Fluency Disorders: Treatment with Adults | <i>In-Class Activity #5</i> |
| | Wed., Feb. 19 | | Quiz 4 Mon. |
| | Fri., Feb. 21 | | Reflection #5 Due Wed. |

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|----|---------------|---|---|
| 7 | Mon., Feb. 24 | Neurogenic Disorders: Clinical Features | <i>In-Class Activity #6</i> |
| | Wed., Feb. 26 | | Quiz 5 Mon. |
| | Fri., Feb. 28 | | Reflection #6 Due Wed. |
| | | | Exam #1 Due Fri. |
| 8 | Mon., Mar. 2 | Neurogenic Disorders: Etiology | <i>In-Class Activity #7</i> |
| | Wed., Mar. 4 | | Quiz 6 Mon. |
| | Fri., Mar. 6 | | Reflection #7 Due Wed. |
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| 9 | Mon., Mar. 9 | Neurogenic Disorders: Assessment | <i>In-Class Activity #8</i> |
| | Wed., Mar. 11 | | Quiz 7 Mon. |
| | Fri., Mar. 13 | | Reflection #8 Due Wed. |
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| 10 | Mon., Mar. 16 | Neurogenic Disorders: Treatment | <i>In-Class Activity #9</i> |
| | Wed., Mar. 18 | | Quiz 8 Mon. |
| | Fri., Mar. 20 | | Reflection #9 Due Wed. |
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| | Mon., Mar. 23 | Spring Break – No Classes | |
| | Wed., Mar. 25 | | |
| | Fri., Mar. 27 | | |
| | | | |
| 11 | Mon., Mar. 30 | Voice Disorders: Clinical Features | <i>In-Class Activity #10</i> |
| | Wed., Apr. 1 | | Quiz 9 Mon. |
| | Fri., Apr. 3 | | Reflection #10 Due Wed. |
| | | | Exam #2 Due Fri. |
| 12 | Mon., Apr. 6 | Voice Disorders: Etiology | <i>In-Class Activity #11</i> |
| | Wed., Apr. 8 | | Quiz 10 Mon. |
| | Fri., Apr. 10 | | Reflection #11 Due Wed. |
| | | | Choice of Research Article Due Fri. |
| 13 | Mon., Apr. 13 | Voice Disorders: Assessment | <i>In-Class Activity #12</i> |
| | Wed., Apr. 15 | | Quiz 11 Mon. |
| | Fri., Apr. 17 | | Reflection #12 Due Wed. |
| | | | |
| 14 | Mon., Apr. 20 | Voice Disorders: Treatment | <i>In-Class Activity #13</i> |
| | Wed., Apr. 22 | | Quiz 12 Mon. |
| | Fri., Apr. 24 | | Reflection #13 Due Wed. |
| | | | Research Article Assignment Due Fri. |
| 15 | Mon., Apr. 27 | Study Week | Quiz 13 Mon. |
| | Wed., Apr. 29 | | |
| | Fri., May 1 | | |
| | | | |
| | Wed., May 6 | Exam 3 Due (3:00 p.m.) | |

Plagiarism, Academic Honesty, and Citing Sources

In academia, our ideas are our currency. Since this is the case, we make sure that we recognize appropriately the work (or ideas) of others that we use and we expect them to do the same when they

use our ideas. You, too, are expected to give credit when using another person's ideas. When writing a paper, you must use correctly either the MLA or APA citation style. If you intentionally plagiarize (falsify or contrive sources, lift text directly from a book or website, submit another person's work as your own, etc.), you will earn a 0% on the assignment in question and I will report your conduct to Student Judicial.

Statement on Non-Discrimination, Harassment, and Sexual Misconduct

Indiana State University is committed to inclusive excellence. To further this goal, the university does not tolerate discrimination in its programs or activities on the basis of: race, color, national origin, gender, age, sexual orientation, gender identity or expression, disability, veteran status, or any other protected class. Title IX of the Educational Amendments of 1972 in particular prohibits discrimination based on sex in any educational institution that receives federal funding. This includes sexual violence, sexual misconduct, sexual harassment, dating violence, domestic violence, and stalking. If you witness or experience any forms of the above discrimination, you are asked to report the incident immediately to Public Safety: 812-237-5555 or to the Equal Opportunity & Title IX Office: 812-237-8954.

With respect to sexual discrimination, instructors, faculty, and some staff are required by law and institutional policy to report what you share with them to the Equal Opportunity & Title IX Office. You do, however, have the option of sharing your information with the following confidential resources on campus that are not required to share:

- ISU Student Counseling Center: 812-237-3939; Gillum Hall, 2nd Floor
- Women's Resource Center/Victim Advocate: 812-237-3829; HMSU 7th Floor
- Associate Dean of Students/Respondent Advocate: 812-237-3829; HMSU 8th Floor

For more information about discrimination and the support resources to you through the Equal Opportunity & Title IX Office, visit this website: <https://www.indstate.edu/equalopportunity-titleix>. Please direct any questions or concerns to: Assistant Vice President for Equal Opportunity and Title IX Director; 812-237-8954; Parsons Hall 223; ISU-equalopportunity-titleix@indstate.edu.

ACES Departmental Diversity Statement

Diversity enriches us and calls us to action. We affirm that diversity in the teaching and learning process heightens our effectiveness as professionals, citizens, and social justice advocates. We continually strive to enhance a departmental culture of inclusiveness, as we engage with the different voices that comprise our local, national, and global societies.

Americans with Disabilities Act Statement

Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disabled Student Services within the Center for Student Success - <https://www.indstate.edu/services/student-success/cfss/student-support-services/disability-student-services>. You can contact the Center at 237 - 2700, 1st floor Normal Hall.

Laptop and Cell Phone Policy

Laptop Not Required for Course: Usage Permitted:

While there will be no in-class assignments or examinations for which the laptop will be used, your use of a laptop is generally permitted as long as usage remains within the bounds of Code of Student Conduct and it conforms to the provisions of this course as laid out in this syllabus. There may be periods where laptop usage is forbidden and if that occurs, failure to comply with this direction will be viewed as a violation of the Code of Student Conduct.

Cell phones are to be turned off or placed on 'silent' during class and kept out of sight. Please be courteous and refrain from distracting your classmates by checking phone calls, text messages, etc. during class.

"The Sycamore Standard"

Indiana State University Students at Indiana State University are expected to accept certain personal responsibilities that constitute the "standard" for behavior in a community of scholars.

As a student at Indiana State University:

I will practice personal and academic integrity; I will commit my energies to the pursuit of truth, learning, and scholarship; I will foster an environment conducive to the personal and academic accomplishment of all students; I will avoid activities that promote bigotry or intolerance; I will choose associations and define my relationships with others based on respect for individual rights and human dignity; I will conduct my life as a student in a manner that brings honor to me and to the University Community; I will discourage actions or behaviors by others that are contrary to these standards.

Adopted by the Indiana State University Student Government Association, April 17, 2002.

Academic Freedom Statement

"Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject."

The preceding comes from the American Association of University Professors statement on academic freedom. Though the entire statement speaks to many issues, it is this portion on the conduct of the course that is most relevant. This means that faculty have the right to conduct their class in a fashion they deem appropriate as long as the material presented meets the learning objectives laid out by the entire faculty. <http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>



Becoming a Complete Professional

The overarching theme of Indiana State University's educator preparation programs is *Becoming a Complete Professional*. This theme encompasses three broad areas that recognize essential areas of the work of an educator:

- Educator as Expert or Mediator of Learning,
- Educator as Person, and
- Educator as Member of Communities.

The word *complete* in the title acknowledges that, to be truly successful, an educator must be effective in all three of these areas. Similarly, the word *becoming* is included in the title because new graduates, alumni, and our faculty are never fully finished with their learning in their profession as a teacher, counselor, school psychologist, speech language pathologist, principal, or superintendent.

The component *Educator as Expert or Mediator of Learning* deals with an educator's professional skill as a mediator of students' learning and/or of the progress individuals make in achieving their potential. The component *Educator as Person* represents the traits and dispositions that make a successful educator justifiably respected and emulated by students while meeting the expectations of professional, state, and institutional standards. The component *Educator as Member of Communities* reflects the necessity of contributing to the various communities of which educators, as professionals, are members. A truly successful educator must concurrently exhibit the traits of mediator of learning, person, and member of communities while incorporating the latest knowledge and technologies and demonstrating multicultural competence and sensitivity to diversity.

At Indiana State, we care for your overall well-being. We want to help you get the care, referrals, and answers you need to ensure your success. Sycamores Care <https://www.indstate.edu/student-affairs/sycamores-care>