



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2019	Course: CSAD 111 Anatomy and Physiology of the Speech Mechanism.	Section: 04
Meeting Days: Tuesday/Thursday	Meeting Times: 4:00-5:15 PM	Location: Folsom 1050
Instructor: Dana Farias, M.S. CCC-SLP	Email: <a href="mailto:drfarias@ucdavis.edu">drfarias@ucdavis.edu</a>	Phone: 916-734-3140
Office Location: Folsom Hall 2000 cubicle A	Office Hours/Appointments: T/TR 5:15-6:15 by appt	

#### Catalogue Course Description:

**CSAD 111. Anatomy and Physiology of the Speech Mechanism.**

**3 Units**

**Prerequisite(s):** [CHDV 30](#), [DEAF 51](#), [PSYC 2](#), and [STAT 1](#)

**Corequisite(s):** [CSAD 110](#)

**Term Typically Offered:** Fall only

Anatomical, physiological and neurological bases of speech. Covers development, normal structure and function. A general course in human anatomy is recommended as background.

#### Place of Course in Program

Undergraduate course designed to facilitate learning the anatomy and physiology of speech

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	Addressed by this course (Y/N)
Competence in the Disciplines: <i>The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.</i>	Y
Knowledge of Human Cultures and the Physical and Natural World <i>through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.</i>	Y
Intellectual and Practical Skills, Including: <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</i>	Y
Personal and Social Responsibility, Including: <i>civic knowledge and engagement—local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges</i>	Y
Integrative Learning**, Including: <i>synthesis and advanced accomplishment across general and specialized studies</i>	Y

## Course Learning Outcomes:

### UNDERGRADUATE

Mastery of each student-learning outcome listed below is indicated by a grade of C or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a C. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

### **CSAD 111 SPECIFIC STUDENT LEARNING OUTCOMES:**

1. The student will identify those anatomic structures involved in the processes of speech.
2. The student will describe the physiological processes and underlying neurological processes involved in respiration
3. The student will describe the physiological processes and underlying neurological processes involved in phonation
4. The student will describe the physiological processes and underlying neurological processes involved in articulation
5. The student will describe the physiological processes and underlying neurological processes involved in resonance of speech
6. The student will describe what happens when disease or disorders interfere with these processes

Course Learning Outcome	Components Indicating Competence	Grades Received
1 Identifying anatomical structures	Exams 1-4; Quiz, class participation	
2 Physiology of respiration	Exam 2, class participation	
3 Physiology of phonation	Exam 3, class participation	
4 Physiology or articulation	Exam 4, class participation	
5 Physiology of resonance of speech	Exam 4, class participation	
6 Identifying effects of disease or disorders	Exams 1-4, Quiz, class participation	

## Textbooks and Materials:

### Required Texts

Anatomy & Phys for Speech etc. (TEXT ONLY), Author: Seikel, Publisher: Cengage Learning, Edition: 5th, Year Published: 2015

## Online Resources:

CANVAS

## Course Requirements/Components:

This course is designed to facilitate your learning the anatomy and physiology of speech. Much of what we'll cover is easier to understand if you are able to visualize the structures. The text book and PowerPoint lectures and recommended websites contain images, models and videos to aid in this process. Please note that class lectures will include more information than that contained on the PowerPoint slides. It is strongly advised that you not only attend class, but review the PowerPoint slides and read assigned book chapters prior to class.

## Grading Policy:

### Examinations and Grading

1. Four exams will be given, in addition to a comprehensive exam (please bring scantron forms)
2. Each exam (including the final) is worth 100 points.
3. Quiz is worth 10 points. Class participation is worth 10 points.
4. Total points possible—520
5. Missed exams require a medical excuse. You must notify me prior to the test if you cannot be there.
6. Exams must be made up within one week.
7. Penalty for missed exams is the value of that exam (i.e., 100).

Letter grades are assigned according to the following scores

(The percentage of 520 possible points):

94.5-100 A	89.5-94.4A-	
86.5-89.4B+	83.5-86.4B	79.5-83.4B-
76.5-79.4C+	73.5-76.4C	69.5-73.4C-
66.5-69.4D+	63.5-66.4D	59.5-63.4D-
Below 59.5	F	

## Course Policies/Procedures:

Mastery of each student learning outcome listed below is indicated by a grade of C or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a C. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

## TENTATIVE Course Schedule/Outline:

### Neuroanatomy & Neurophysiology

#### Week 1, August 27th, August 29th

Topics: Introduction to Course, Anatomic Orientation, Introduction to Neuroanatomy

Reading: Chapter 1 (readings should always be completed before that class meeting)

#### Week 2, September 3rd, 5th

Topic: Neuroanatomy

Reading: Chapter 11

Supplemental:

<http://www.youtube.com/watch?v=mtdBGOvj-No> ( Neuro Exam)

<http://www.neuroexam.com/> (Neuro exam and study material)

<http://www.youtube.com/watch?v=9hhfM7rQHiM> (circle of willis)

<http://www.anatomyzone.com/tutorials/neuro/brain/basic-parts-of-the-brain> (brain)

#### Week 3, September 10th, 12th

Topic: Neuroanatomy & Neurophysiology

Reading: Chapter 11 & Chapter 12

#### Week 4, September 17th 19th

Topic: Neurophysiology

Reading: Chapter 12 (also portions of Chap 9 &10 on hearing)

#### Week 5, September 24th

Exam

Exam, September 24th: Basic Concepts, Neuroanatomy, Neurophysiology

## Respiratory Anatomy and Physiology

### Week 5, September 26th

Topic: Anatomy of Respiration

Reading: Chapter 2

Supplemental: <http://www.youtube.com/watch?v=DoSTehS7iq8> (respiration-gas exchange)

<http://www.youtube.com/watch?v=gYSIWceGMxY&feature=related> (how we breathe)

### Week 6, October 1st, 3rd

Topic: Anatomy & Physiology of Respiration

Reading: Chapter 2 & Chapter 3

### Week 7, October 8th 10th (Guest Lecture)

Topics: Anatomy & Physiology of Respiration

Reading: Chapter 2 & Chapter 3

### Week 8, October 15th Anatomy & Physiology of Respiration (review for exam)

Exam October 17th: Anatomy and Physiology of Respiration

## Pronator Anatomy & Physiology

### Week 8, October 22nd

Topics: Anatomy of Phonation

Reading: Chapter 4

### Week 9, October 24th

Topic: Anatomy and Physiology of Phonation

Reading: Chapter 4 & Chapter 5

Supplemental:

[http://www.youtube.com/watch?v=Z\\_ZGqn1tZn8](http://www.youtube.com/watch?v=Z_ZGqn1tZn8) (the talking larynx)

<http://www.youtube.com/watch?v=lqeDLsP1ISE> (muscles of larynx)

<http://www.youtube.com/watch?v=wjRsa77u6OU> (endoscopy)

Week 10 October 29th, October 31st

Topic: Physiology of Phonation

Reading: Chapter 5

Week 11, November 5th

Exam November 5th: Phonation

Articulation and Resonance Anatomy & Physiology

Week 11, November 7th

Topic: Anatomy of Articulation and Resonance

Reading: Chapter 6

Week 12, November 12th, 14th

Topic: Anatomy of Articulation and Resonance

Reading: Chapter 6 & Chapter 7

Week 13, November 19th, November 21st

Topic: Physiology of Articulation, Resonance, Mastication and Deglutition

Reading: Chapter 6 & Chapter 7

Supplemental: <http://www.youtube.com/watch?v=uxHUUgLeNzk> (MBS)

Week 14, November 26th, November 28 (no class Thanksgiving)

Topic: Physiology of Articulation, Resonance, Mastication and Deglutition

Reading: Chapter 7 & Chapter 8

Week 15, December 3rd (\*\* exam), 5th (review for final)

Exam: December 3rd: Articulation and Resonance, Mastication and Deglutition

Topics (5th): Review for final

Final Exam:

Comprehensive Exam Thursday, 12/12/19 3:00-5:00

# Additional Information

## Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

## Sac State's Academic Honesty Policy & Procedures:

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.” Read more about Sac State's Academic Honesty Policy & Procedures at the following website: <http://www.csus.edu/umannual/student/stu-0100.htm>

**Definitions:** At Sac State, “cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.” **Plagiarism** is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution.” Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

## Understand When You May Drop This Course:

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.

## Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at [sswd@csus.edu](mailto:sswd@csus.edu).

## Basic Needs Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available.

<https://www.csus.edu/basicneeds/>

## Other Resources

Testing Center: <https://www.csus.edu/testing/>

Library: <https://library.csus.edu/>

Services to Students with Disabilities: <https://www.csus.edu/sswd/>

Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>

Peer & Academic Resource Center: <https://www.csus.edu/parc/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/saseep/>

Case Manager, Office of Student Affairs: <https://www.csus.edu/student/casemanager/>



# Knowledge And Skills Acquisition (KASA) For Certification in Speech-Language Pathology

## **CSAD 111 Anatomy and Physiology of the Speech Mechanism**

### Standard IV-A

- The student will demonstrate prerequisite knowledge of the biological sciences.

### Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: biological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: neurological bases of human communication.

### Standard IV-B: Swallowing Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: biological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: neurological bases of human communication.