



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2023	Course: CSAD 101	Section: 01
Meeting Days: Tuesday-Thursday	Meeting Times: 10:30-11:45	Location: In person; Folsom Hall 1063
Instructor: Dr. Celeste Roseberry-McKibbin	Email: celeste@csus.edu	Phone: 916-278-6601
Office Location: Folsom Hall 2404H	Office Hours/Appointments: Monday and Wednesday 11-12, Thursday 12-1	

#### Catalogue Course Description:

**CSAD 101. Introduction to Communication Sciences and Disorders, 3 Units**

**Prerequisite(s): None**

Term Typically Offered: **Fall and Spring**

This survey course serves as an introduction to the field of communication sciences and disorders (CSAD; speech language pathology and audiology) and serves three general groups of students: (1) undergraduate majors in CSAD, (2) undergraduate students considering a major in CSAD, and (3) students from related fields, such as education, nursing, health sciences, etc. Through the course, students will gain a broad understanding of clinical work and research in the field of communication sciences and disorders.

#### Place of Course in Program

**Typically taken by students prior to enrollment in junior-year sequence. Not required to begin major coursework. This course meets the General Education Standards for Area D: The Individual and Society.**

<b>Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)</b>	Addressed by this course (Y/N)
<b>Competence in the Disciplines:</b> <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

<b>Knowledge of Human Cultures and the Physical and Natural World</b> <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
<b>Intellectual and Practical Skills, including:</b> <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
<b>Personal and Social Responsibility Including:</b> <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
<b>Integrative Learning** , Including:</b> <i>synthesis and advanced accomplishment across general and specialized studies</i>	Y

**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 101 SPECIFIC STUDENT LEARNING OUTCOMES:**

The community associated with American Speech-Language-Hearing Association (ASHA) has indicated the need for areas of learning concentration for an optimal undergraduate experience. The objectives below reflect some introductory schemas needed for foundational knowledge and skills for Communication Sciences and Disorders. Assuming that some of you will want to enter those professions included under communication disorders, by the conclusion of this class, with applied effort on your part, you will be able to:

1. Recognize and describe the roles of speech-language pathologists, audiologists, and speech-language-hearing scientists across settings and across the lifespan.
2. Recognize and explain the processes of speech, language and hearing development with special attention to recognizing cultural and linguistic diversity.
3. Analyze how human communication, including speech, language, and hearing, changes throughout the lifespan.
4. Apply understanding of communication knowledge to your own communication strengths and challenges considering cultural correlates.
5. Identify and describe disorders of speech, language, and hearing and their etiologies.
6. Describe the role of speech language pathologists and audiologists in the prevention of communication disorders, especially in populations at risk.
7. Classify common intervention strategies in speech, language, and hearing disorders (e.g., technological interventions, behavioral interventions, etc.).
8. Communicate changing attitudes toward individuals with disabilities over time regarding legislation, social response, education, and intervention.
9. Develop skills to identify the value of evidenced based practice in effective consideration of communication disorders and sciences.
10. Describe and evaluate ethical and social values in their historical and cultural contexts.

11. Explain and apply the principles and methods of academic disciplines to the study of social and individual behavior.
12. Demonstrate an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.
13. Explain and critically examine social dynamics and issues in their historical and cultural contexts.

Course Learning Outcome	Components Indicating Competence	Grades Received
1	Exam 1	
2	Exam 1, 2, 3, 4, 5, 6	
3	Reflection assignments	
4	Reflection assignments	
5	Exam 1, 2, 3; Handout	
6	Exam 1, 2, 3, 4, 5, 6	
7	Exam 1, 2, 3, 4, 5, 6	
8	Reflection assignments	
9	Exam 1, 2, 3, 4, 5, 6	
10	Reflection assignments	
11	Reflection assignments	

### Textbooks and Materials:

#### COURSE MATERIALS:

**Required text:** Fogle, P.T. (2023). *Essentials of communication sciences and disorders* (3<sup>rd</sup> ed.). Jones and Bartlett Learning. Note: It is very important to have the 3<sup>rd</sup> edition of the book so you can have all the latest information and research.

To access the online program in the textbook, the course id for this class is ABFB63.

#### Online Resources:

**Canvas:** I'll use Canvas for announcements and posting your grades. I'll use my website <https://webpages.csus.edu/celeste/> for posting the syllabus and all PowerPoints and study guides. Guest speakers will present synchronously via Zoom.

**Please remember that some note taking is required during class.** You will see that some slides are blank; this is deliberate so that you will have the opportunity to take notes for deeper learning of information. Research is consistent that when you write things down by hand, you learn and remember them better. You are allowed to take notes by typing, but handwritten notes are highly recommended.

## SCHEDULE OF TOPICS AND TEST DATES

8/29/23	Introduction to course, take roll, discussion of exams and assignments, Love Talk Read PowerPoint
8/31/23	Essentials of Communication Sciences and Disorders Chapter 1 <i>Communication modalities</i> <i>Disorders of communication</i> <i>Classification of communication disorders</i>
9/5/23	Professionals in Communication Sciences and Disorders Chapter 2 <i>Professional ethics and cultural competence</i> <i>Interdisciplinary teams in service settings</i>
9/7/23	Panel guest speakers Jon and Nicki Buhay and Fidela Bouathong (working in schools and hospitals)
9/12/23	Anatomy and Physiology of Speech and Language Chapter 3 <i>Systems of respiration, phonation, resonance, and articulation</i> <i>The nervous system</i>
9/14/23	Speech and Language Development Chapter 4 <i>Cultural and linguistic diversity considerations</i> <i>Speech development: typical milestones</i> <i>Language development: typical milestones</i>
9/19/23	Test 1
9/21/23	Speech Sound Disorders—Articulation and Phonology Chapter 5 <i>Nature of articulation and phonological disorders</i> <i>Assessment and intervention for children with speech sound disorders</i> <i>Orofacial myofunctional disorders</i>

9/26/23	Guest speaker Amal Al Yousef—therapy for children with speech sound disorders
9/28/23	Language Disorders in Children Chapter 7 <i>Nature of developmental language disorder</i> <i>Assessment and intervention for children with language disorders</i>
10/3/23	Literacy Disorders in Children Chapter 8 <i>Emergent literacy considerations</i> <i>Learning to read and reading to learn</i> <i>Assessment and intervention for children with literacy disorders</i>
10/5/23	Guest speakers Juan Vasquez and Ian Felsoci—therapy for children with language and literacy disorders
10/10/23	Test 2
10/12/23	Attention-Deficit/Hyperactivity Disorders and Sensory Processing Disorder Chapter 9 <i>ADHD</i> <i>Sensory processing disorder</i>
10/17/23	Autism Spectrum Disorders and Developmental Disabilities Chapter 10 <i>Autism spectrum disorder (ASD)</i> <i>Developmental disabilities</i> <i>Social and emotional impacts of ASD and developmental disabilities</i>
10/19/23	Guest speaker Tasha Ketphanh: Fundamentals of Swallowing Assessment and Treatment (F2F)
10/24/23	Essentials of Fluency Disorders Chapter 12 <i>Typical disfluency</i> <i>Defining stuttering</i> <i>General principles of assessment and treatment</i>

10/26/23 Guest speaker Dr. Aishah Patterson: Specific Strategies for Assessment and Treatment of Individuals who Stutter and Their Families

10/31/23	Test 3
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11/2//23 Voice Disorders in Children and Adults

Chapter 13

*Causes and prevention of voice disorders*

*Voice disorders related to functional and organic etiologies*

*Transgender voice considerations*

*Principles of assessment and treatment*

11/7/23 Cleft Lip and Palate

Chapter 14

*Etiologies of cleft lip and palate*

*Challenges associated with cleft palate*

*Surgical management, assessment, and treatment*

11/9/23 Language Disorders in Adults

Chapter 15

*Etiologies of neurogenic speech, language, cognitive, and swallowing disorders*

*Types of aphasia*

11/14/23	Test 4
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11/16/23 Cognitive-Communication Disorders in Adults

Chapter 16

Assessment and intervention for traumatic brain injury

Right hemisphere syndrome

Service delivery to patients with dementia and their families

11/21/23 Anatomy and Physiology of Hearing and Types and Causes of Hearing Loss

Chapter 19

*Anatomy and physiology of the hearing mechanism*

*Types and causes of hearing loss*

*Communication disorders in individuals with hearing loss*

11/28/23	No class—Dr. R. conducting a national multicultural workshop—study for Test 5
11/30/23	Guest speaker Dr. Soumya Venkitakrishnan—Hearing Assessment, Amplification, and Aural Rehabilitation
12/5/23	Essential Counseling Principles and Skills for SLPs and Audiologists Chapter 21 <i>Boundaries and scope of practice within counseling work</i> <i>Personal qualities of effective helpers</i> <i>Counseling theories, approaches, and microskills</i>

12/7/23	Test 5
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The final, test 6, is given during finals week. I'll announce on Canvas the chapters and lectures that will be on the final.

### Course Requirements/Components:

#### ASSESSMENT:

Student learning outcomes will be assessed with the following assessment strategies:

**Exams (100 points each to total 400 points):** There will be 6 exams—5 will be given during the semester, and there will be a final during finals week. The final is not cumulative. I will post (on Canvas) what specific material you are responsible for on the final. You must take four exams. There are no makeups for any reason. If you take all 6 exams, I will count your 4 highest ones. Being late for an exam will not entitle you to extra time. Please make sure you arrange your schedules to be here on time for the exams.

Examinations are based on lectures, readings, and case studies. Lectures will cover some of the book information plus additional information not covered in the text. Thus, class attendance is encouraged. Examinations will include 50 true-false, multiple choice, and matching questions worth 2 points each. Each exam is worth 100 points, and will be administered face to face via Scantron form (Form 883-E). For each exam, please bring a blue Scantron form 883-E and a No. 2 pencil to class. **A minimum of 30 points on the exam will cover material in the readings not directly referred to in the lecture.** Thus, doing the readings is critical to good test performance. (\*Note: I do not bring extra Scantrons to class. If you do not have a Scantron with you and a classmate doesn't have an extra, you cannot take that examination and will need to take the final. You may not leave class to purchase a Scantron.) Be sure to erase thoroughly on the Scantron. There is no leeway for "accidental" pencil marks or errors. In order to be fair and impartial, I will give you **whatever grade the Scantron machine indicates you earned.**

**In-class reflections:** There will be an opportunity for 8 in-class reflections, and you need to complete 5 of these for 10 points each. Total = 50 points. These will not be announced in advance. I'll hand out paper for you to write your reflection for the day, and you must hand it back to me before you leave

class. This is pass-fail. If you have filled out the reflection adequately, I'll add the 10 points onto Canvas for you. The reflections will not be handed back.

### **Grading Policy:**

**Your final Grade will be computed as follows:**

Reflections	50 points
4 Exams	400 points
Total:	450 points

The Final Grade will be computed as a % of points earned out of a total of 450 points as follows:

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

### **Course Policies/Procedures:**

**Policy on attendance:** *Students are expected to attend class on a regular basis.*

**Drop/Add:** Students may drop classes according to University/Department Policy. You should speak to me if you would like to add the course before attempting to do so. Students must fill out appropriate forms and meet University deadlines to drop or add classes.

### **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:**

Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please immediately contact Services for Students with Disabilities (SSWD) to discuss eligibility. A current accommodation letter from SSWD is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please be advised that disability-related academic adjustments are not retroactive. SSWD is located on the first floor of Lassen Hall 1008. Phone is 916-278-6955 and e-mail is [sswd@csus.edu](mailto:sswd@csus.edu). For a complete listing of services and current business hours visit <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>

### **Inclusivity:**

Students in this class are encouraged to speak up and participate in person, online if needed, and/or discussion posts. Each of us must show respect for each other because our class represents a diversity of beliefs, backgrounds, and experiences. I believe that this is what will enrich all of our experiences together. I recognize that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community or if you have a specific need, please contact me early in the semester so that we can work together to help you become an active and engaged member of our class and community. *This text was adapted from CSU Chico and Winona State University's posts.*

### **Basic Needs Support:**

If you are experiencing challenges with food, housing, financial, or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at [cares@csus.edu](mailto:cares@csus.edu) to speak with a case manager about the resources available to you. Check out the [CARES web page](#)

### [Student Health and Counseling Services](#)

Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer led health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost.

### [Title IX](#)

The University requires faculty and staff to report any personal disclosures of sexual misconduct including rape, dating/domestic violence and stalking to the Title IX Coordinator. Students who do not wish to report their experience to me or the Title IX Coordinator may speak to someone confidentially by contacting Student Health and Counseling Services.

### **Other Resources**

Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>

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

Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>

Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>

Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>

Crisis Assistance and Resource Education Support (CARES): <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>

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

**CSAD 101 Introduction to Communication Sciences and Disorders.**

This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) 2017 Knowledge and Skills Acquisition for certification in Speech-Language Pathology:

#### 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.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: acoustic bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: developmental/lifespan bases of human communication.