



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2024	Course: CSAD 111 Anatomy and Physiology of the Speech Mechanism	Section: 50
Meeting Days: Tuesday/Thursday	Meeting Times: 12pm-1:15pm	Location: FLS 1051
Instructor: Tonia Davis, PhD, CCC-SLP	Email: tonia.davis@csus.edu	Phone: 916-278- 6679
Office Location: Folsom Hall 2316 Suite 2404D	Office Hours/Appointments: Mondays 12-1pm Tuesdays 11-12pm Wednesdays 12-1pm	

#### 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.

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	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,</b> 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
<b>Personal and Social Responsibility,</b> 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>	N
<b>Integrative Learning**,</b> 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:**

In preparation for courses on disordered systems, students will be able to identify and describe the typical anatomy and physiology of the following systems:

1. Respiration
2. Phonation
3. Articulation, Mastication, & Deglutition
4. Audition
5. Neuroanatomy

Course Learning Outcome	Components Indicating Competence	Grades Received
1	Exam 1, Lab 1	
2	Exam 2, Lab 2	
3	Exam 3, Lab 3, Lab 4	
4	Exam 4, Lab 5	
5	Exam 5, Lab 6	

## Textbooks and Materials:

### **Required Text**

Ferrand, C.T. (2021). *The Speech and Hearing Anatomy Course Companion Workbook*. CTF Publications.

Available at the CSUS bookstore for \$60 or can be purchased from the publisher for \$46 (<https://aplusanatomy.com/>). The first two weeks' page ranges are available on Canvas in case you are ordering from the publisher.

### **Strongly Recommended Electronic Resource**

Human Biodigital. <https://human.biodigital.com/explore>

### **Canvas**

All powerpoints, labs, study guides, and supplemental materials will be [posted on Canvas](#).

### **Scantrons**

The CSAD Department uses scantron **883-E** for nearly all courses. For this course, only the front side of the scantron is needed, so nearly any scantron will work. Please feel free to use old/extra scantrons as long as they are not bent and will run through the scantron machine.

## **Other Materials**

For various lab activities, you may need construction paper, scissors, glue/tape, pipe cleaners, and markers/crayons/coloring pencils, playdough or modeling clay. You may wish to use additional materials. Please feel free to be creative and use whatever you have at home.

## **Grading Policy:**

The *Anatomy and Physiology of the Speech and Hearing Mechanism* course includes two major components of assessment: examinations and laboratory activities. Please see the schedule for due dates for all assessment.

1. Five Examinations (100 points each)
2. Six Labs (20 points each)

Letter grades are assigned according to the following scores:

	A 95-100%	A- 90-94%
B+ 88-89%	B 83-87%	B- 80-82%
C+ 78-79%	C 73-77%	C- 70-72%
D+ 68-69%	D 63-67%	D- 60-62%
	F Below 60%	

## **Course Policies/Procedures:**

### **Attendance**

Attendance in all lectures is expected, but lecture is not graded. Please make every effort to attend each class section. Students are responsible for all material covered in class. If you need to miss class, please get a copy of the notes from a classmate.

### **Audio-Recording**

Students may audio-record lectures for their own personal use as a study tool. Audio-recording devices must be placed at the front of the classroom for the duration of the lecture. Non-lecture activities (such as lab activities or reviewing tests) may not be recorded. Students **may not** post recordings to any online platform (e.g., Google Drive) or share via electronic means (e.g., Slack, Discord). If students are found to have posted recordings online, this will be considered a violation of the Hornet Honor Code and students will be referred to the Conduct Council.

### **Exams & Makeups**

Exams are closed note, closed book, individual measures of knowledge. Exams include picture ID, multiple choice, true/false, matching, and/or short answer questions (one paragraph or less). Students who receive accommodations for exams should contact the instructor directly.

Makeups will be allowed only with documentation of need (e.g., doctor's note, police report). If students cannot makeup the exam by the time it is returned to the class for review, they will need to take a makeup during finals week. All makeups will take place at the [Testing Center](#).

### **Late Assignments**

All laboratory activities will be turned in via [Canvas](#). Labs will be accepted late with a penalty of two points per day late (10%). Labs will not be accepted after 10 days (score of 0).

### **Office Hours Policies**

Office hours will take place both in person in my office at FLS 2404D. Office hours follow a “drop in” format. If you need an office hours appointment outside of these times, please email the instructor at [tonia.davis@csus.edu](mailto:tonia.davis@csus.edu) to set up a time. I am happy to host office hours on Zoom via appointment – please email the instructor.

Zoom link: <https://csus.zoom.us/j/84171004692>

### **Letters of Reference**

I accept requests for letters of reference for graduate school in the fall of your senior year (for students applying as seniors; by November 15), or spring of your senior year (for students applying after graduating). Should you need a letter of reference for a scholarship opportunity, I would be happy to provide one. I typically need approximately two weeks to write a letter of reference; however, during “grad apps season” (November-February), I will often need four weeks’ notice.

### **Commitment to a Safe Learning Environment**

I am committed to each student’s success in learning within a caring, responsive, and safe environment that is free of discrimination, violence, and bullying. Our program works to ensure that all students have the opportunity and support to develop to their fullest potential and share a personal and meaningful bond with peers and faculty within the program. Please don’t be a bystander to acts of harassment, discrimination, or hatred.

### **Land Acknowledgment**

We are mindful in acknowledging that the land that Sacramento State is located on, was and continues to be occupied by the indigenous people of this area, the Miwok, Maidu, and Nisenan.

# 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.” The use of artificial intelligence, including ChatGPT, without attribution is considered plagiarism.

Note: Any form of academic dishonesty, including cheating and plagiarism, shall be reported to the [Office of Student Conduct](#).

## Department Policy on Use of APA format

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

## 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.

## Inclusivity:

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences 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 the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

## 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 Disability Access Center (DAC), 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 DAC and meet with a DAC counselor to request special accommodation before classes start. **Sacramento State Disability Access Center (DAC)** 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, DAC provides consultation and serves as the information resource on disability related issues to the campus community. DAC 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 [dac@csus.edu](mailto:dac@csus.edu).

## Religious Observance Policy:

No student should ever have to choose between important religious observances and academic commitments. Students who wish to participate in religious observances that conflict with other obligations should proactively make arrangements with their instructors and coaches to do so. Instructors are encouraged to accommodate students' planned absence for religious observances with respect to tests, examinations, graded assignments, deadlines, or class participation.

## 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.

Sac State is committed to supporting students and fostering a campus environment free of sexual misconduct and gender-based discrimination. If a student chooses to disclose to a faculty or staff member an experience related to sexual misconduct which includes rape, relationship violence, or stalking, all faculty and staff are obligated to report this disclosure to the university's Title IX Coordinator. Sac State's Title IX Coordinator is William "Skip" Bishop. Please email [equalopportunity@csus.edu](mailto:equalopportunity@csus.edu) or (916) 278-5770. Upon receipt of the report, the Title IX Coordinator will contact you to inform you of your rights and options as a survivor and connect you with support resources, including resolution options for holding accountable the person who harmed you. Students who elect not to discuss their experience with the Title IX Coordinator can speak confidentially to the following confidential resources:

Student Health & Counseling Services at The WELL On Campus

Phone Number: 916-278-6461

Website: [www.csus.edu/shcs](http://www.csus.edu/shcs)

[Campus Confidential Advocate](#) – Laura Swartzen

Email: [weave@csus.edu](mailto:weave@csus.edu)

On Campus Phone Number: 916-278-5850 (during business hours)

WEAVE 24/7 Hotline: 916-920-2952

## Basic Needs Support

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is available. 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 website](#).

## Other Resources

- The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>
- Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>
- Library: <https://library.csus.edu/> for consultation: Rachel Stark, MS, AHIP, [stark@csus.edu](mailto:stark@csus.edu)
- Disability Access Center: <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>
- Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>
- 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/>
- CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>
- Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>
- Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>
- SMART Thinking (tutoring resource): <https://www.csus.edu/student-affairs/centers-programs/degrees-project/internal/documents/smarthinking.pdf>

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

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

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-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.

Please **email** the instructor, Dr. Davis, at [tonia.davis@csus.edu](mailto:tonia.davis@csus.edu) with the following information by the end of the first week of the course:

- Your name, including pronunciation guidance, and pronouns
- Have you taken anatomy before? If so, what was your experience? If not, what are you excited or nervous about?
- What experiences have led you to the field of Communication Sciences and Disorders (Speech Pathology and Audiology)?
- Is there any additional information I should know to support you in succeeding in this course?



### Tentative Course Schedule:

<b>Date</b>	<b>Topic</b>	<b>Read</b>	<b>Due</b>
WEEK 1 Jan 22-26 CFA Strike – Classes online	Introduction Syllabus Overview	Review syllabus before class	
	Nomenclature	Pg. 1-9	
WEEK 2 Jan 29-Feb 2	Tissues	Pg. 12-61	
	Respiratory Structures – Bones & Cartilage	Pg. 64-75	
WEEK 3 Feb 5-9	Respiratory Muscles	Pg. 70-75	<i>Boyle's Law lab due Sunday</i>
	Respiratory Mechanics – Boyle's Law; Volumes & Capacities	Pg. 76-88	
WEEK 4 Feb 12-16	Respiratory Disorders & Exam Review	Review	
	<b>Exam 1</b>		
WEEK 5 Feb 19-23 Note: class is held on President's Day	Laryngeal Structures: Bones & Cartilages	Pg. 92-112	<i>Build a Larynx lab due Sunday</i>
	Laryngeal Structures: Cavities & Surrounding Structures	Pg. 113-121	
WEEK 6 Feb 26-Mar 1	Laryngeal Muscles: Intrinsic	Pg. 126-131	
	Laryngeal Muscles: Extrinsic	Pg. 122-125	
WEEK 7 Mar 4-8	Mechanics of Phonation – Bernoulli Principle	Pg. 132-149	
	Laryngeal Disorders & Exam Review	Review	
WEEK 8 Mar 11-15	<b>Exam 2</b>		
	<i>CSHA Convention – no class</i>		
<b>Spring Break – March 18-22</b>			
WEEK 9 Mar 25-29	Oral Cavity	Pg. 174-193	<i>Oral Cavity lab due Sunday</i>
	Craniofacial Structures – Bones	Pg. 152-159	
WEEK 10 Apr 1-5	Craniofacial Structures	Pg. 169-173	<i>Facial Muscles lab due Sunday</i>
	Facial Muscles	Pg. 160-167; 182-189	

WEEK 11 Apr 8-12	Mechanics of Chewing & Swallowing	169-173	
	<b>Exam 3</b>		
WEEK 12 Apr 15-19	Introduction to Neuroanatomy Structures of the Brain & Spinal Cord	Pg. 246-258	
	Continue Structures of the Brain Neural Pathways for Speech and Hearing	Pg. 259-267	
WEEK 13 Apr 22-26	Cranial and Spinal Nerves	Pg. 268-277	<i>Cranial Nerves lab due Sunday</i>
	Vascular & Ventricular Systems	Pg. 253; 259; 278-279	
WEEK 14 Apr 29-May 3	Exam Review	Review	
	<b>Exam 4</b>		
WEEK 15 May 6-10	Auditory Structures: Outer & Middle Ear	Pg. 214-223	<i>Build an Ear lab due Sunday</i>
	Auditory Structures: Inner Ear	Pg. 224-243	
Finals Week	<b>Cumulative Final Exam Date TBA</b>		