



California State University, Sacramento
 Department of Communication Sciences and Disorders
 Bachelor of Science Degree Program
 SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2025	Course: CSAD-101	Section: 02
Meeting Days: Monday/Wednesday	Meeting Times: 2:00-3:15	Location: Eureka Hall 115
Instructor: Keith Haberstock M.S. CCC-SLP		Email: keith.haberstock@csus.edu
Office Hours: Wednesday 12:45-1:30 (by appointment)		Location: Folsom Hall Nursing 2000

Catalogue Course Description:

CSAD 101 Introduction to Communication Sciences and Disorders.

3 Units

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.

Sacramento State Baccalaureate Learning Goals

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

Expected Learning Outcomes (ELO)

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	
12	Reflection assignments	
13	Reflection assignments	

Textbooks, Materials, and Online Resources:

COURSE MATERIALS:

Required text: Fogle, P.T. (2023). *Essentials of Communication Sciences and Disorders* (3rd ed.). Jones and Bartlett Learning. Note: It is very important to have the 3rd edition of the book so you can have all the latest information and research.

Online Resources:

Canvas: This course is embedded into a Web Course format. You *must* have an active Sac Link account and use CSUS's Canvas to access lectures, course assignments, class discussions and class email. See participation note below.

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.

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. 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. Doing the readings is critical to good test performance. 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 20**

points on the exam will cover material in the readings not directly referred to in the lecture. (*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:

Source	Points	% of Grade
Reflections	50	11%
4 Exams	400	89%
Total	450	100%

Letter grades are assigned according to the following scores

Percentage	Letter
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

CSUS Grading Policy

The CSUS Grading Policy (Policy# 11476953) can be found at:
<https://sacramentostate.policystat.com/policy/11476953/latest>

Attendance Policy

Students are expected to attend class on a regular basis.

There will be several in-class reflections that will not be announced. Remember that you will need to complete 5 of these and there will be no opportunity to make these up since they will be handed in during class. I will ALWAYS offer time at the beginning of each lecture to answer questions regarding previously

covered material. Following each class period, I expect you to be reading and studying the lecture material so this will allow you time for confirmation of ideas or clarification. I will be posting recorded lectures but will not be available to answer questions that were covered in a lecture you missed. Please communicate with fellow students to get notes, explanations, etc. as needed.

Study Tips

****Read the readings before class****

1. Review each day's lecture notes **later that same day** to aid retention.
2. Review a lot! Research with adult learners shows that in order to truly master information, you have to hear it at least 4 times and practice it 6-8 times.
3. It is **very** helpful to study with other people. Being part of a study group is one of the biggest positive predictors of success.
4. Recite and write! Recite or repeat material out loud. Write it out (in longhand, not on the computer). Reciting and writing solidify information in your memory.
5. Study a little every day rather than cramming once or twice. For example, it is better to study 20-30 minutes a day than to study 6 hours the night before an exam.
6. Remember every course unit = 3 hours of studying outside of class. Thus, for a 3-unit class, you would study/do homework 9 hours a week.
7. Make flashcards—3 x 5 cards are good. Carry them with you everywhere and review whenever possible—even 2-3 minutes in the 10 items or less line at Safeway helps! Put the term/definition on one side and the exact definition from the book on the other side.
8. **Write your own test questions in the instructor's style.**

Course Policies/Procedures:

Policy on making up exams: There will be 6 exams offered - 5 will be given during the semester, and there will be a Final Exam during finals week. You **MUST** take 4 exams. If you take all 6 exams, I will count your 4 highest ones. Because you only need to take 4 out of the 6 exams **there will be no makeup exams offered for any reason.** 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.

Students who have testing accommodations based on documentation provided by Disability Access Center (DAC) will be required to schedule their exams within the Academic Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/> Testing must be scheduled on the day of the exam as listed in the Syllabus unless prior arrangements have been made with Professor Haberstock.

E-MAIL: I check emails Monday through Friday during the school year between the hours of 8:00 A.M.-5:00 P.M. Thus, for 45 hours a week, I answer email and will do my best to reply within 1-2 days. I do not answer emails on weekends or during vacations. Please e-mail me to make an office hour appointment.

Student Concerns/Course Accommodations: Any student who does not understand or accept the contents or terms of this syllabus must notify the instructor in writing within one week of receiving this syllabus to schedule a meeting to discuss the student's concerns. Any student that requires course accommodations based on documentation provided by the Disability Access Center (DAC) must provide required documentation from Students with Disabilities within one week of receiving this syllabus and before examinations (if appropriate).

Recording: To facilitate students' learning and provide universal access, students are permitted to audio record live lectures. Students may not post or use the recordings in any other setting (e.g., social media) for any purpose. However, out of respect for fellow classmates and to allow all students to feel comfortable actively participating in class discussion, **students are not permitted to video record live lectures.**

Course Schedule/Outline:

TENTATIVE Course Schedule/Outline:

Week	Date	Topic	Readings/Practice
1	Jan 20	MLK Jr. HOLIDAY	NO CLASS
	Jan 22	Introduction: Course Overview; take roll; Syllabus review	Reading: Review Canvas and Course Syllabus
2	Jan 27	Essentials of Communication and its Disorders <i>Communication modalities</i> <i>Disorders of communication</i> <i>Classification of communication disorders</i>	Reading: Chapter 1
	Jan 29	Essentials (con't)	
3	Feb 3	Professionals in Communication Sciences and Disorders <i>Professional ethics and cultural competence</i> <i>Interdisciplinary teams in service settings</i>	Reading: Chapter 2 (See PowerPoint for specific pages)
	Feb 5	Independent Study of lectures. No lecture will be held.	Work on study notes for Exam #1
4	Feb 10	Anatomy and Physiology of Speech and Language <i>Systems of respiration, phonation, articulation, resonance</i> <i>The nervous system</i>	Reading: Chapter 3
	Feb 12	Speech and Language Development <i>Cultural and linguistic diversity considerations</i> <i>Speech development: typical milestones</i> <i>Language development: typical milestones</i>	Reading: Chapter 4 (See PowerPoint for specific pages)
5	Feb 17	Exam #1	
	Feb 19	Speech Sound Disorders—Articulation and Phonology <i>Nature of articulation & phonological disorders</i> <i>Assessment and intervention for children with speech sound disorders</i> <i>Orofacial myofunctional disorders</i>	Reading: Chapter 5
6	Feb 24	Guest Speaker: Dr. Ariel Cassar <i>"Hearing Assessment, Amplification, and Aural Rehabilitation"</i>	*Folsom Hall: Room 2604 Audiology Clinic Tour*
	Feb 26	Language Disorders in Children <i>Nature of developmental language disorder</i> <i>Assessment and intervention for children with language disorders</i>	Reading: Chapter 7 (See PowerPoint for specific pages)

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Readings/Practice</u>
7	Mar 3	Literacy Disorders in Children <i>Emergent literacy considerations</i> <i>Learning to read and reading to learn</i> <i>Assessment and intervention for children with literacy disorders</i>	Reading: Chapter 8
	Mar 5	Exam #2	
8	Mar 10	Autism Spectrum Disorders and Developmental Disabilities <i>Autism spectrum disorder (ASD)</i> <i>Developmental disabilities</i> <i>Social and emotional impacts of ASD and developmental disabilities</i>	Reading: Chapter 10
	Mar 12	Attention-Deficit/Hyperactivity Disorders & Sensory Processing Disorder <i>ADHD</i> <i>Sensory processing disorder</i>	Reading: Chapter 9
9	Mar 17	Guest Speaker: Peri Walker MS CCC-SLP <i>"Hospital-Based therapy for speech, language, and Dysphagia"</i>	LOCATION TBD
	Mar 19	Essentials of Fluency Disorders <i>Typical disfluency</i> <i>Defining stuttering</i> <i>General principles of assessment and treatment</i>	Reading: Chapter 12 (See PowerPoint for specific pages)
10	Mar 24	Essentials of Fluency Disorders (con't)	
	Mar 26	Exam #3	
11	Mar 31	CESAR CHAVEZ HOLIDAY	NO CLASS
	April 2	SPRING BREAK	NO CLASS
12	April 7	Voice Disorders in Children and Adults <i>Causes and prevention of voice disorders</i> <i>Voice disorders related to functional and organic etiologies</i> <i>Transgender voice considerations</i> <i>Principles of assessment and treatment</i>	Reading: Chapter 13 (See PowerPoint for specific pages)
	April 9	Voice Disorders (con't)	
13	April 14	Cleft Lip and Palate <i>Etiologies of cleft lip and palate</i> <i>Challenges associated with cleft palate</i> <i>Surgical management, assessment, & treatment</i>	Reading: Chapter 14

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Readings/Practice</u>
	April 16	Language Disorders in Adults <i>Etiologies of neurogenic speech, language, cognitive, and swallowing disorders</i> <i>Types of aphasia</i>	Reading: Chapter 15 (See PowerPoint for specific pages)
	April 21	Exam #4	
14	April 23	Cognitive-Communication Disorders in Adults <i>Assessment & intervention for TBI</i> <i>Right hemisphere syndrome</i> <i>Service delivery to patients with dementia and their families</i>	Reading: Chapter 16
15	April 28	Anatomy and Physiology of Hearing and Types and Causes of Hearing Loss <i>Anatomy & physiology of the hearing mechanism</i> <i>Types and causes of hearing loss</i> <i>Communication disorders in individuals with hearing loss</i>	Reading: Chapter 19
	April 30	Essential Counseling Principles and Skills for SLPs and Audiologists <i>Boundaries and scope of practice within counseling work</i> <i>Personal qualities of effective helpers</i> <i>Counseling theories, approaches, and microskills</i>	Reading: Chapter 21
16	May 5	Complete lectures and review for Exam #5 and Final Exam	
	May 7	Exam #5	
TBA		Final Exam	

Hornet Honor Code

<https://www.csus.edu/student-affairs/internal/documents/hornet-honor-code.pdf>

As proud members and representatives of the Sacramento State Hornet community, we commit ourselves to actively promoting honesty, integrity, respect, and care for every person, ensuring a welcoming campus environment, and striving to help every member of our Hornet family feel a strong sense of belonging.

As Hornets, we will:

- Promote an inclusive campus and community
- Listen and respect each other's thoughts, interests, and views Value diversity and learn from one another
- Engage daily with mutual trust, care, and integrity
- Support a culture of honor and adhere to campus policies for honesty, ethics, and conduct
- Be proud to be Sac State Hornets.

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:

<https://sacramentostate.policystat.com/policy/11300038/latest>

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.

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.

C- Grades for Prerequisite Courses

The Academic policy on prerequisite coursework posted in the Sac State Catalog Academic Policies (<https://catalog.csus.edu/academic-policies/>) within the Grading System Policies states:

C- Grades for Prerequisite Courses

A grade of "C-" or better is required for prerequisite courses. If a department requires a "C" or better in a prerequisite course and will not accept a "C-" grade, then the department must specify so in the catalog course description. This policy applies to all undergraduate-level courses.

Students who receive a grade below a "C-" may petition to continue in the CSAD BS program without repeating a major pre-requisite course at the link posted on the CSAD Handbooks: Resources, Forms and Information webpage: <https://www.csus.edu/college/health-human-services/communication-sciences-disorders/csad-handbooks.html>

Please note: filing a petition does not guarantee acceptance of prerequisite waiver. Each form will be reviewed on a case-by-case basis.

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 SSWD and meet with a SSWD 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 Additional information can be found on the DAC website: <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>

Crisis Assistance & Resource Education Support (CARES) 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 Crisis Assistance & Resource Education Support (CARES) website to learn more about your options and resources available. <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>

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 Mary Lee Vance. Please email 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: <https://www.csus.edu/student-life/health-counseling/counseling/>

Campus Confidential Advocate Email: weave@csus.edu

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

WEAVE 24/7 Hotline: 916-920-2952

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/testing/>

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

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

Sacramento State Disability Access Center (DAC): <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>

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

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

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>

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 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.