A. COURSE GOAL
At the end of the course, students will have a fundamental understanding of the types of speech, voice, swallowing, hearing, language, and cognitive-communication disorders seen by speech-language pathologists, including the epidemiology, aetiology, symptomatology, assessment, and treatment of these disorders in children and adults.

B. LEARNING OBJECTIVES
Students will be able to:
1. Discuss the scope of practice of speech-language pathologists and audiologists.
2. Name the fundamental anatomical and neuroanatomical structures involved in speech, voice, resonance, swallowing, hearing, language, and cognitive-communication disorders.
3. Identify speech, language, and communication developmental milestones.
4. Define and explain the distinguishing features of speech, voice, resonance, swallowing, hearing, language, and cognitive-communication disorders as well as describe illustrative examples for different age groups.
5. Describe basic aspects of assessment and intervention for speech, voice, resonance, swallowing, hearing, language, and cognitive-communication disorders.

C. COURSE FORMAT
The course is mostly lecture based, and includes expert presenters who have clinical and/or research expertise in a specific area of communication sciences and disorders. Dr. Cardy and the guest experts will present material in lectures, via assigned required readings, and through videotapes, demonstrations, activities, and case examples. Students are strongly urged to participate in class discussions and activities.

D. COURSE WEBPAGE
Lecture slides will be available for download from the OWL Sakai course webpage at least one day prior to the lecture. It is strongly recommended that students subscribe to email notifications about Announcements and Forum postings (see section F.2.4 for further detail about the course Forum) on
the OWL course site, or ensure that they check the course website on a regular basis.

E. REQUIRED TEXT AND READINGS

There is one required textbook available for purchase in hardcopy format at the UWO Books Plus (near Elborn College) or electronic format via iTunes/iBooks or Google Play:


Additional required readings (listed in section J. Lecture schedule) will be available for download from the course website.

F. COURSE REQUIREMENTS AND GRADING

F.1 Student Responsibilities

1. Obtain readings (other than the textbook) and lecture slides from course website
2. Complete assigned readings prior to lecture
3. Attend lectures and expert presentations
4. Participate in class discussions
5. Complete three examinations
6. Complete two assignments
7. Complete reflections on two expert sessions and four peer rankings for each expert reflection

F.2 Grading

Students will be evaluated on the basis of their performance on:

<table>
<thead>
<tr>
<th>Component</th>
<th>Date</th>
<th>% of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1: Foundations &amp; Hearing</td>
<td>Oct 4</td>
<td>20</td>
</tr>
<tr>
<td>Assignment 1: Individual Experience</td>
<td>Oct 18 @ 2pm</td>
<td>10</td>
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<tr>
<td>Exam 2: Developmental</td>
<td>Nov 1</td>
<td>20</td>
</tr>
<tr>
<td>Exam 3: Acquired</td>
<td>Nov 22</td>
<td>20</td>
</tr>
<tr>
<td>Assignment 2: Literature Comparison</td>
<td>Nov 29 @ 2pm</td>
<td>20</td>
</tr>
<tr>
<td>Expert Reflections with peer ranking</td>
<td>1. Assigned Dec 7 @ 9am 2. Reflections due Dec 11 @ 9am 3. Peer Rankings due Dec 15 @ 9am</td>
<td>10 (2 x 5% each)</td>
</tr>
</tbody>
</table>

F.2.1 Examinations

Exam Format:
- Examinations consist of a combination of objective questions and case studies in multiple choice, true/false, and diagram formats.

Exam Content:
- Students are responsible for the material from assigned readings and the lectures. Questions may be taken from material in the assigned readings even though it may not have been discussed directly in class.
- The examinations are **not cumulative**.
  - Exam 1 will cover material from September 11 to 27.
  - Exam 2 will cover material from October 16 to 30.
  - Exam 3 will cover material from November 6 to 22.
F.2.2 Assignments

1. Students will complete two assignments that, collectively, help them to learn about how one individual’s experience with having a communication disorder is similar to and different from what is reported in the literature as typical of people with that communication disorder.

2. Students will prepare:
   a. Assignment 1: an overview of the personal experience of one individual with a communication disorder, and
   b. Assignment 2: an overview of the scientific literature describing the typical features of individuals with that communication disorder, and the student’s assessment of the similarities and differences between the individual’s personal experiences and what is described as typical of the communication disorder.

3. The individual experience should centre on a communication disorder (i.e., a disorder of speech, voice, resonance, swallowing, hearing, language, or cognitive-communication), and be directly related to the discipline of communication sciences and disorders or to the professions of audiology or speech-language pathology. For example, if the selected disorder is autism, the summary should specifically focus on the speech/language/communication impairments in autism.

4. Further details about content are provided in the Appendix and during the lecture on October 2nd.

5. Students are encouraged to discuss their topic and content with Dr. Cardy or the Teaching Assistants during in a scheduled appointment or via e-mail.

Assignment Submission Procedure:
Students are required to submit their assignments electronically by 2:00 pm on the deadline date via the course website. Late submissions will received a late penalty (see F.2.5 for more information on late assignment policies).

F.2.3 Expert Reflections with Peer Rankings
Expert Presentations
- During each of the last four class sessions, students will have the privilege of listening to multiple presentations by experts in communication disorders, including researchers, clinicians, and people with communication disorders. Numerous speakers will present during a single class session.
- As described below, the task in preparing reflections on the expert presentations is for students to reflect on an element of the presentation that was interesting to them, not to summarize the entire talk. So, writing down everything that the speakers say or have on their slides is not necessary for successful completion of the expert reflections. Instead, students should sit back and enjoy the expert presentations, and only take notes about what is new, interesting, and surprising to them, that is, things that made them think!

Reflections:
- On Thursday, December 7 at 9:00am, students will be randomly assigned two expert presentations via two Assignments posted on the course website. Students must complete both reflection assignments.
- For each assigned expert presentation, students will submit a reflection that a) discusses an aspect of that presentation of greatest interest to them, and b) relates it to what they have already learned in the course.
- Each reflection should:
  a. clearly identify an aspect of the expert presentation that the student found most interesting
  b. thoughtfully relate that aspect of the expert presentation to course content (e.g., Dr. Cardy’s lectures, textbook, assignments)
  c. accurately represent the content of the expert presentation and the course
  d. be well-written with strong clarity of expression and organization
  e. be no more than 300 words
• Each reflection is worth 5 marks, and will consist of an average of the four marks assigned by four anonymous peer rankers (see below).
• Both reflections are due **electronically by 9:00 am on Monday, December 11.** Because the assignment of peer rankers depends on submission by this deadline, late submissions cannot be accepted (see F.2.5 for more information on late assignment policies).

**Peer Rankings:**
• Immediately following the reflection submission deadline (i.e., on Dec. 11 at 9:10 am), each student will be assigned four reflections submitted by other students within each of their two Expert Reflections Assignments on the course website. The assigned peer reflections will have been written about the same expert presentations for which the peer ranker prepared his/her own reflections.
• The student will read the four assigned reflections then rank order them based on overall quality by assigning each reflection one of the following grades: 5 (best of the 4), 4.5, 4, or 3.5 (weakest of the four). Each of these grades can be assigned to only one of the four assigned reflections. The student will repeat this process for the second set of four assigned peer reflections.
• Peer grading is double-blind, meaning that peer rankers will not know the identity of the authors of the reflections they are grading, and the authors will not know the identities of their peer rankers.
• Both sets of peer rankings are due **electronically by 9:00 am on Friday, December 15.** Students must submit all 4 assigned peer rankings for each reflection by this deadline in order to receive a grade for their own reflections (see F.2.5 for more information on late assignment policies).

**F.2.4 Student Questions**
Students must use the course website (*Forums* section) to post any questions that they may have about the exams, the assignments, and the reflections. Dr. Cardy or a teaching assistant will post answers to questions submitted on the Forum within 24 hours (weekends and holidays excluded). Therefore, for the exams and assignment deadlines that fall on a Wednesday, questions should be posted no later than 2pm on Tuesday in order to be guaranteed a response. For the reflections, which are due on a Monday, questions should be posted no later than 2pm on the previous Friday.

**F.2.5 Policies on Late Assignments and Missed Exams**
• Students who miss an exam or fail to submit an assignment by the due date will not be allowed to write the exam or have their assignment graded without satisfactory, original written documentation of acute medical or compassionate reasons.
  ✫ Students must provide their written documentation to their Faculty Dean’s office and not to Dr. Cardy. It will be the Dean’s office that will determine whether accommodation is warranted. Whenever possible, the documentation should be provided on the day of or within two working days after the scheduled exam or due date.
  ✫ As a courtesy, students are asked to inform Dr. Cardy that they will be absent or will not be submitting their assignment by email or phone in advance of missing the exam or due date.
• In accordance with UWO’s medical note policy, a Western Student Medical Certificate (SMC) is required where students are seeking academic accommodation due to illness. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. Where it is not possible to have an SMC completed by the attending physician, students must request documentation sufficient to demonstrate that their ability to meet their academic responsibilities was seriously affected at the time of the exam or due date. For more detailed information, visit Western’s Policy on Accommodation for Illness.
• Every effort will be made to offer a make-up exam for students who have been given accommodation for a missed exam. If the student is unable to attend the make-up exam, the student’s final grade will be re-weighted based to the remaining exams and assignments.
• Penalties:
  - The penalty for missing an exam without authorization accommodation is a grade of zero for that exam.
  - The penalty for submitting an assignment after the Wednesday 2:00 pm deadline without authorized accommodation is 10% for each 24 hour period that it is late, e.g., an assignment graded as 16/20 will have 2 points deducted from the mark if submitted between 2:01 pm on Wednesday and 2:00 pm on Thursday, and will be recorded as 14/20. An assignment graded as 15/20 will have 4 points deducted from the mark if submitted between 2:01 pm on Thursday and 2:00 pm on Friday, and will be recorded as 11/20, and so on.
  - The penalty for failing to submit an assigned Reflection by the Monday 9:00 am deadline or failing to complete all 4 assigned peer rankings for that Reflection by the Friday 9:00 am deadline without authorized accommodation is a grade of zero for that Reflection.

F.2.6 Grading Questions and Appeals
• Students who wish to appeal the marks given on an exam or assignment are required to present their concerns to Dr. Cardy in writing one week after the exam or assignment is returned. This grace period allows students time to reflect on their mark and any feedback given, and to prepare evidence for their position.
• Written appeals of the decision reached by Dr. Cardy on marking for the assignment and exams are to be addressed to the School Director (Dr. Laura Murray, Rm 1004, Elborn College, lmurra57@uwo.ca)
• Written appeals of the decision reached by the School Director are addressed to the Dean of Health Sciences (Dr. Jayne Garland, jgarland@uwo.ca).
• Enquiries may be made with the Western's Office of the Ombudsperson at any stage of this process.

G. STANDARDS OF SCHOLARSHIP
Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Students must write their assignment in their own words. Whenever students take an idea or a passage of text from another author or authors, they must acknowledge their credit by using quotation marks where appropriate and by proper referencing of the sources of the information. Consult with Dr. Cardy and the Publication Manual of the American Psychological Association – 6th edition to ensure proper acknowledgement and citation of previously published material. Plagiarism is the unacknowledged use of another writer’s ideas or words, and is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.
H. CIVILITY IN THE CLASSROOM

Students are expected to adhere to high standards of conduct while in the classroom during lectures and examinations, which means showing due consideration for their classmates, the instructor, teaching assistants, and expert presenters. All course participants are asked to comply with the following reasonable expectations for classroom civility:

1. Students, the instructor, teaching assistants, and expert presenters will behave in a manner that is welcoming, supportive, and respectful of cultural and individual differences at all times.
2. Students are expected to participate in the course by asking questions and contributing comments during lectures.
3. Conduct that could distract fellow students, the instructor, or expert presenters during a lecture must be avoided. This includes but is not limited to carrying on conversations with classmates, passing notes, non-academic use of electronic devices (see below), sleeping, and overt inattention.
4. Please arrive on time for class. Students who are unavoidably late are requested to enter quietly and take the nearest seat.
5. Phones and other electronic devices are to be turned off during class. Receiving and sending messages should not be undertaken during the lecture.
6. Computers may be used solely for course purposes (i.e., taking notes). Students must not browse the web, use email, or engage in social networking during class.

I. SUPPORT SERVICES

Students who have documented disabilities and require exam or classroom accommodation of any kind are strongly encouraged to contact Services for Students with Disabilities (SSD; 519-661-2147). Staff at SSD will provide guidance about university policies and procedures regarding accommodation for disabilities.

Students who are in emotional/mental distress should refer to Mental Health@Western for a complete list of options about how to obtain help.

Services related to a variety of other supports can be located at Registrarial Services, USC Student Support Services, and the Student Development Centre.
### J. LECTURE SCHEDULE AND REQUIRED READINGS

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>Assigned Readings</th>
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<tbody>
<tr>
<td>Sep 11</td>
<td>Course Overview</td>
<td>Syllabus</td>
</tr>
<tr>
<td></td>
<td>Communication Science</td>
<td>Ch 1 pp 4-6, 22-24</td>
</tr>
<tr>
<td>Sep 13</td>
<td>Communication Disorders &amp; Professions</td>
<td>Ch 2 pp 28-35, 40-47</td>
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<td>Readings posted on OWL</td>
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<tr>
<td>Sep 18</td>
<td>Anatomy of Speech and Hearing I</td>
<td>Ch 3 pp. 62-82</td>
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<td>Sep 20</td>
<td>Anatomy of Speech and Hearing II</td>
<td>Ch 12 pp 338-341, 344-362</td>
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<td>Sep 25</td>
<td>Hearing Disorders</td>
<td>Ch 13 pp 370, 375-396</td>
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<td>Sep 27</td>
<td>Auditory Rehabilitation</td>
<td>Syllabus (section F.2.2 and Appendix)</td>
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<tr>
<td>Oct 2</td>
<td>Development of Individual Experience and Literature Comparison Assignments</td>
<td>Syllabus (section F.2.2 and Appendix)</td>
</tr>
<tr>
<td>Oct 4</td>
<td>FOUNDATIONS &amp; HEARING EXAM COVERING SEP 11–27</td>
<td></td>
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<tr>
<td></td>
<td>***IN EC 2155 and EC 1330 (ROOM ASSIGNED BY LAST NAME)</td>
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<td>Oct 9-13</td>
<td>FALL READING WEEK – NO CLASSES</td>
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<td>Oct 16</td>
<td>Child Language Disorders I</td>
<td>Ch 4 pp 96-104, 105 (section on Roger Brown only), 106-112, 115-125</td>
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<td>Oct 18</td>
<td>Individual Experience Assignment due</td>
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<td></td>
<td>Child Language Disorders II</td>
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<tr>
<td>Oct 23</td>
<td>Child Phonological Disorders</td>
<td>Ch 5 pp 130-138, 141-145, 146-160</td>
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<td>Oct 25</td>
<td>Fluency Disorders</td>
<td>Ch 6 pp 164-165, 170-184</td>
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<td>Oct 30</td>
<td>Cleft Lip and Palate</td>
<td>Ch 7 pp 190-193, 197-210</td>
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<td>Nov 1</td>
<td>DEVELOPMENTAL EXAM COVERING OCT 16–30 ***IN EC 2168A/B</td>
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<td>Nov 6</td>
<td>Voice Disorders</td>
<td>Ch 8 pp 216-219, 224-229, 231-240</td>
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<td>Nov 8</td>
<td>Neurogenic Communication Disorders I</td>
<td>Ch 9 pp 244-250, 255-261, 263-269</td>
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<td>Nov 13</td>
<td>Neurogenic Communication Disorders II</td>
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<td>Nov 15</td>
<td>Neurogenic Communication Disorders III/AAC</td>
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<td>Nov 20</td>
<td>Dysphagia</td>
<td>Ch 10 pp 276-280, 282-299</td>
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<td>Nov 22</td>
<td>ACQUIRED EXAM COVERING NOV 6–22 ***IN EC 2168A/B</td>
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<td>Nov 27</td>
<td>EXPERTS I</td>
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<tr>
<td>Dec 6</td>
<td>EXPERTS IV</td>
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<td>Dec 11</td>
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<td>Notification of assigned peer rankings</td>
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<tr>
<td>Dec 15</td>
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APPENDIX
Assignments 1 and 2

People who share the same communication disorder “label” (e.g., fluency disorder, hearing impairment) can be vastly different in the types of problems that they have, what kind of services they have received, and how the communication disorder impacts their lives. You will summarize the personal experiences of one person with a communication disorder (Assignment 1), and compare and contrast those experiences with the typical features of that communication disorder as described in the scientific literature (Assignment 2).

1) ASSIGNMENT 1: INDIVIDUAL EXPERIENCE OF A COMMUNICATION DISORDER

a) Potential sources of personal experiences (choose one)

Interview of an individual with a communication disorder and/or their significant other(s)

• You are responsible for identifying and making contact with the person with whom you will conduct the interview.

OR

Book/film/documentary/blog about an individual with a communication disorder

• You can read/view an autobiographical/biographical account (i.e., a true, non-fiction report) of the personal experiences of one individual with a communication disorder.

• You are responsible for selecting a resource that provides you with the type of information about the individual (i.e., communication-related details) necessary for meeting the case content requirements. Not all books/films about people with communication disorders will provide sufficient information for all four of the elements that need to be covered.

b) Elements to be covered

Summarize the personal experience of an individual with a communication disorder (i.e., one disorder of speech, voice, resonance, swallowing, hearing, language, or cognitive-communication, or one disease/condition that includes communication disorder(s) as a part of the disease/condition, e.g., ALS, Down Syndrome, laryngeal cancer, traumatic brain injury, etc.). Include a description of the following four elements:

1. Communication-related features of the disorder (speech, language, voice, swallowing, and/or hearing)

2. Suspected or known causes (aetiology)

3. Communication-based (i.e., SLP/audiology) assessments and interventions

4. Impact on quality of life (e.g., activities of daily living, psychosocial and emotional well-being, educational and occupational achievement)

Based on the particular communication disorder or individual case that is being described, the amount of details you will have available for each of the four elements will vary, but efforts should be made to address each element to some extent. Do not omit any of these elements.
2) ASSIGNMENT 2: COMPARISON WITH TYPICAL FEATURES FROM LITERATURE
   
a) Summarize the scientific literature on same four elements of the communication disorder (features, aetiology, assessment/intervention, impact) as described for the individual experience in Assignment 1. Obtain information about the communication disorder from reputable sources of information only (i.e., research journals, members of the scientific community, reputable online resources).
   
b) Compare and contrast the individual’s experiences to what is described in the scientific literature as typical for that communication disorder. Identify which elements of the person’s experiences are similar to or typical of, and which are different from or atypical of, what is said in the literature about their disorder.
   
c) Make sure to provide only the most relevant information for each of the four elements, and to be clear and concise.

3) FORMATTING GUIDELINES FOR BOTH ASSIGNMENTS
   
a) Do not include your name anywhere on your submission. The submitted assignment must contain your student number only, located at the top of each page.
   
b) A title page is not required.
   
c) The submission should be a file created with a word processor such as Word or Pages (not PDF).
   
d) The filename must consist of your student number and the disorder type, e.g.,
      
      250123456_aphasia
      250123456_parkinsons
      250123456_stuttering
      250123456_hearing_impairment
      250123456_TBI
   
e) Assignment 1 must be no more than 800 words in length.
   
f) Assignment 2 must be no more than 1400 words in length, excluding the reference list.
   
g) Information can be presented in a format of your choosing: single or double-spaced text/paragraphs, point/note form, charts/tables/graphics, or a combination of these.
   
h) Descriptions must be written in your own words, and sources of scientific information must be cited in APA 6th edition style (including both in-text citations and a reference list).
   
i) Paraphrases of, rather than direct quotes from, sources are preferred.