

**UNIVERSITY OF WESTERN ONTARIO**  
**SCHOOL OF COMMUNICATION SCIENCES AND DISORDERS**  
**COMMSCI 4411A: INTRODUCTION TO SPEECH AND LANGUAGE DISORDERS**  
**FALL 2020**

|                             |  |
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| <b>Instructor:</b>          | Hillary Ganek, PhD, CCC-SLP, LSLS Cert. AVT  |
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| <b>Office Hours:</b>        | By appointment   |
| <b>Lectures:</b>            | Asynchronous   |
| <b>Location:</b>            | OWL  |
| <b>Teaching Assistants:</b> | Antonia Akintunde (last names A-De)<br>Alyssa Janes (last names Dh-Li)<br>Kathryn Rollins (last names Lo-Ra)<br>Jessi-Rae Schroeder (last names Ro-Wi) |

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### **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 and audiologists, including the epidemiology, etiology, 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 give 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. Ganek and the guest experts will present material in recorded lectures, via assigned required readings, and through videotapes, and case examples. Students are strongly urged to participate in class discussions through the OWL Forum.

### **D. COURSE WEBPAGE**

Lectures and lecture slides will be available to stream and download from the OWL course webpage. Lectures will be posted by course section and are to be viewed at your convenience. 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. It is available electronically through the Western Library. Please refer to the 'Course Readings' link on the OWL site. The book is also available for purchase in hardcopy format at the Main Campus Book Store, Amazon, or electronic format via [iTunes/iBooks](#) or [Google Play](#):

Robb, M. P. (2020). *Intro: a guide to communication sciences and disorders*, **3rd edition**. San Diego, CA: Plural Publishing.

## 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 one written assignment
7. Complete reflections on two expert sessions and three peer rankings for each expert reflection

### F.2 Grading

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

| Component                             | Date  | % of Course Grade   |
|---------------------------------------|---|---------------------|
| Exam 1: Foundations & Hearing         | September 28-29   | 25                  |
| Assignment: Individual Experience     | Oct 16 @ 11:59pm  | 15                  |
| Exam 2: Developmental                 | October 22-23   | 25                  |
| Expert Reflections with peer rankings | 1. Assigned Nov 9 @ 9am<br>2. Reflections due Nov 16 @ 9am<br>3. Peer Rankings due Nov 23 @ 9am | 10<br>(2 x 5% each) |
| Exam 3: Acquired                      | <b>TBA</b> (during Exam period)   | 25                  |

The policy of the CSD program is that the assigned course grade is the instructor's final assessment of a student's performance and already includes any and all grade rounding an instructor has chosen to implement. Assigned grades "close to" X% will not be further rounded up, with the exception that grades submitted with decimal percentages are rounded up or down to the nearest integer by the Registrar before appearing on the student's record.

### 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.
- Exams will be conducted online through the OWL website. A 'practice' exam is available on OWL to familiarize students to the online testing system.

- Exams must be completed within 1.5hrs and can be written anytime within the set dates and Western University's hours of instruction for first-entry undergraduate programs (8:30am-10pm Monday-Thursday; 8:30am- 5:30pm Friday)
- 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 Week 1, 2, & 3.
    - Exam 2 will cover material from Week 5, 6, & 7.
    - Exam 3 will cover material from Week 10, 11, 12, & 13

### **F.2.2 Assignment**

Students will complete one assignment to help them learn about one individual's experience with having a communication disorder. Students will prepare an overview of the *personal experience* of one individual with a communication disorder. 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.

Further details about content are provided in the Assignment folder on OWL and during the lecture in Week 4 (Sept. 28). Students are encouraged to discuss their topic and content with Dr. Ganek 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 5:00 pm on October 16** via the course website. Late submissions will receive 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 Week 8, students will have the privilege of listening to multiple presentations by experts in communication disorders.
- 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 Friday, **Monday November 9 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 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. Ganek's lectures, textbook, assignment)
  - 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 November 16th**. 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 Nov 16 at 9:10 am), each student will be assigned six reflections submitted by other students 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 (3 for reflection 1, and 3 for reflection 2).
- The student will read the first set of assigned reflections then rank order them based on overall quality by assigning each reflection one of the following grades: 5 (best of the 3), 4.5, or 4 (weakest of the four). Each of these grades can be assigned to only one of the three assigned reflections. The student will repeat this process for the second set of three assigned 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 5:00pm on Monday November 23rd**. Students must submit all 3 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).

#### **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. Ganek or a teaching assistant will post answers to questions submitted on the Forum within 24 hours (weekends and holidays excluded).

Dr. Ganek and the Teaching Assistants will NOT answer any questions 24 hours before or after an exam. Nor will they answer questions during an exam to avoid unfair advantages to those who have not yet submit their work.

#### **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. Ganek. 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. Ganek if they will not be submitting their assignment by email 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 the assignment after the 5:00pm 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 5:01pm Friday and 5:00pm on Monday, and will be recorded at 14/20.
  - The penalty for failing to submit an assigned Reflection or failing to complete all 3 assigned peer rankings for that Reflection by the 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. Ganek **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. Ganek 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](mailto: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](mailto: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](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. Ganek and the *Publication Manual of the American Psychological Association – 6<sup>th</sup> 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 are 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 on the OWL website and during 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 in the OWL Forum.

## **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**

| <b>WEEK</b>                     | <b>TOPIC</b>   | <b>READINGS</b>                                       |
|---------------------------------|--|---|
| Week 1<br>Sept 9                | Course Overview<br>Communication Science               | Syllabus  |
|                                 | Communication Disorders & Professions                  | Chapter 1   |
| Week 2<br>Sept 14               | Anatomy of Speech                                      | Chapter 2, p. 31-41                                   |
|                                 | Anatomy of Hearing                                     | Chapter 2, p. 41-54                                   |
| Week 3<br>Sept 21               | Hearing Disorders                                      | Chapter 12  |
|                                 | Auditory Rehabilitation                                | Chapter 13  |
| <b>Sept 28-29</b>               | <b>Foundations &amp; Hearing Exam</b>                  |   |
| Week 4<br>Sept 28               | Development of <i>Individual Experience Assignment</i> | Syllabus (section F.2.2 and Assignment folder on OWL) |
| Week 5<br>Oct 5                 | Child Language Disorders I                             | Chapter 3   |
|                                 | Child Language Disorders II                            |   |
| Week 6<br>Oct 12                | Child Speech Sound Disorders                           | Chapter 4   |
|                                 | Fluency Disorders                                      | Chapter 5   |
| <b>Oct 16</b>                   | <b>Individual Experience Assignment due</b>            |   |
| Week 7<br>Oct 19                | Cleft Lip and Palate                                   | Chapter 6   |
| <b>Oct 22-23</b>                | <b>Developmental Exam</b>                              |   |
| Week 8<br>Oct 26                | Expert Presenters                                      |   |
| <b>Week 9<br/>Nov 2</b>         | <b>Reading Week</b>                                    |   |
| Week 10<br>Nov 9                | Voice Disorders  | Chapter 7   |
| <b>Nov 9</b>                    | <b>Notification of assigned Expert Reflections</b>     |   |
| Week 11<br>Nov 16               | Neurogenic Communication Disorders I                   | Chapter 8   |
|                                 | Neurogenic Communication Disorders II                  |   |
| <b>Nov 16</b>                   | <b>Expert Reflections due (9:00am)</b>                 |   |
|                                 | <b>Notification of assigned peer rankings (9:10am)</b> |   |
| Week 12<br>Nov 23               | Dysphagia  | Chapter 9   |
| <b>Nov 23</b>                   | <b>Peer rankings due</b>                               |   |
| Week 13<br>Nov 30               | AAC  | Chapter 10  |
| <b>TBA (during Exam period)</b> | <b>Acquired Exam</b>                                   |   |