

knowledge will allow students to begin to read and interpret the professional literature in behavioral neuroscience and apply it to clinical populations with communication and cognitive disorders.

American Speech, Language & Hearing Association Standards: The following accomplished practices from the ASHA Standards and Implementations for the Certificate of Clinical Competence in Speech-Language Pathology have been incorporated into course lectures and assignments:

- Standard III A: Professional writing
- Standard III B: Knowledge of principles of biological and physical sciences
- Standard III C: Knowledge of biological and neurological bases of human communication and swallowing abilities
- Standard III D: Knowledge of etiologies and characteristics of speech, language, hearing, communication and swallowing disorders

Course Requirements: Students are expected to read, comprehend, and be able to demonstrate their understanding of the assigned portions of the text, assigned readings, and other class activities.

- **Exams:** Two, 50-point quizzes will be administered and will together comprise 33.33% of the grade (100 points). In addition to the quizzes, a cumulative, 100 point final exam will be administered and will comprise 33.33% of the grade.

The remainder of the grade will be based upon instructor evaluation of a clinical case study (50 points, 16.66%) an Internet project (25 points, 8.33%), a brief composition based upon an assigned reading (10 points, 3.3%) and participation during in-class activities and attendance (15 points, 5%).

- **Clinical Case Study** (50 points, 16.66%): Near the end of the semester (due Nov. 18), students will complete a written clinical case study that illustrates a neurogenic communication/ cognitive disorder. This should be no longer than 5 double-spaced, typewritten or word-processed pages. This case study should be written according to current American Psychological Association (APA) Style Guidelines (Publication Manual of the American Psychological Association – Fourth Edition, (1994), available online or Fifth Edition (2001), available for purchase).

Cases may be real or fictional. If real, preserve subject privacy and anonymity by using initials or a fictional name. The following format should be used:

History (age, gender, social history)

Onset and course of the neurological disease and condition

Onset and course of the communicative/cognitive and/or swallowing disorder

Current communication/ cognitive/ swallowing status

Presentation of the neurogenic basis of the disorder/ condition

Presentation of other facts about the disease or condition

There are hundreds of examples of clinical conditions that could be selected for your case study. Feel free to choose one of your own, or select from the following:

Autism	Traumatic Brain Injury	Neurofibromatosis
Bell's Palsy	Seizure Disorder	Cerebrovascular accident
Parkinson's Disease	Multiple Sclerosis	Amyotrophic lateral sclerosis
Myasthenia Gravis	Huntington's Chorea	Cerebral Palsy
Acoustic Neuroma	Cortical Deafness	Muscular Dystrophy
Focal Dystonia	Spasmodic torticollis	Alzheimer's Disease
Pick's Disease	Meningioma	Cerebral tumor
Friedrich's Ataxia	Korsakoff Syndrome	Primary Progressive Aphasia
Spasmodic Dysphonia	Wilson's Disease	Vocal Fold Paralysis

- **Assigned Reading and Book Review** (10 points, 3.3%): Students will read *The Diving Bell and the Butterfly* by Jean-Dominique Bauby, and will compose a written reflection upon this book. Compositions should be brief, no more than 100 words in length, and may include opinions of the book, knowledge gained from the book, and applications of this work to class material and discussion. (10 points)
- **Internet Project** (25 points, 8.33%): A variety of rich and wondrous learning resources related to class content are available on the Internet. Some sites are trash. Some sites are treasures. Students will be expected to have or to develop the skills necessary for accessing Internet and World Wide Web sources. A list of excellent sites is presented in this syllabus that will complement and expand course material, and provide interactive learning and review activities related to the brain and human communication. Students may access these sites or find other relevant sources as often as they like during the course. Students are expected to begin accessing these sites early in the class. On October 1, please turn in a log of your Internet use. This log should be one typewritten page and consist of five or more entries, each including: the site address, a brief description of the site, your number of visits, and your personal brief evaluation of its usefulness to you. In fact, let's rate each site in the fashion of the restaurant reviewer for the local paper. Include this rating in your evaluation:

5 brains = Outstanding	4 brains = Very Useful
3 brains = Good, but no big deal	2 brains = Whatever
1 brain = Pretty stinky, don't bother	0 brains = No brainer

- **Discussion of assigned essay readings** (part of participation grade): An essay on topics relevant to this course will be assigned to each student. Students will be responsible for reading and preparing to discuss the essay assigned to them. On November 20, each student will briefly describe to the class the essay and his/her response to it. The instructors will facilitate class discussion on the issues raised by the essays and comments.

Attendance: Attendance at all class meetings is strongly encouraged. Attendance roll will be taken at random intervals. Absences will be noticed and noted. You are responsible for all the material in the course and it is your responsibility to get material from your peers if you must miss a class. Unexpected absences due to family or medical emergencies will be excused at the discretion of the instructors. Quizzes and the Final Exam must be taken on the scheduled dates. Contact the instructor to discuss any absences that occur unexpectedly. If a Quiz or Exam is missed due to illness or emergency, the student is responsible for contacting the instructors as soon as possible to arrange a make-up date.

****A note of courtesy...**mobile phone ringing during class is an increasingly frequent distraction. Please turn off or set mobile or cellular phones on silent ring during class.

Grading: Each student's final grade will be determined by adding all points earned during the semester. A total of 300 points is possible. Letter grades will be assigned relative to the following percentages of points earned:

100- 92%	A	76- 72%	C
91- 90%	A-	71- 70%	C-
89- 87%	B+	69- 67%	D+
86- 82%	B	66- 62%	D
81- 80%	B-	61- 55%	D-
79- 77%	C+	54- 0%	F

Students with disabilities needing academic accommodations should:

1. Register with and provide documentation to the Student Disability Resource Center (SDRC)
2. Bring a letter to the instructor from SCRC indicating your need for academic accommodations. This should be done within the first week of class.

For more information, contact the Student Disability Resource Center

850 644-9566 (voice)

850 644-8504 (TDD)

SDRC@admin.fsu.edu

<http://www.fsu.edu/~staffair/dean/StudentDisability/>

Academic Honor Code:

Students are reminded of the Florida State University Academic Honor Code as it relates to the integrity of your own work and intolerance of violations of integrity by others. Please refer to the Student Handbook for details.

Date	Topic
Aug. 26	Introduction and Historical Perspective Webster, Chapter 1
Aug. 28 Sept. 2	Nerve Cells and Muscles Webster, Chapter 2
Sept. 4 Sept 9 Sept. 11 Sept. 16	Gross Anatomy and Blood Supply Webster, Chapter 3
Sept. 18 Sept. 23	Internal Organization of Spinal Cord and Hindbrain Webster, Chapter 4
Sept. 25	Internal Organization of the Forebrain Webster, Chapter 5
Sept. 30	Quiz 1 (Chapters 1-5)
Oct. 2 Oct. 7	Sensory Systems Webster, Chapter 6 Oct 2: Internet Log Due
Oct. 9 Oct. 14	Peripheral and Central Auditory Systems Vestibular System Webster, Chapters 7, 8, & 9
Oct. 16 Oct. 21	Cortical Organization and Speech Perception Webster, Chapter 10
Oct. 23	Quiz 2 (Chapters 6-10)
Oct. 28	Cortex, Language, Cognition Webster, Chapter 11
Oct. 30 Nov. 4 Nov. 6	Cortex, Language, Neuropathologies Webster, Chapter 11, Lecture Notes Oct 30: Review of <i>The Diving Bell and the Butterfly</i> due “Trick or Treat” Nov. 6: Guest lecture: Dr. Elizabeth Ward from Australia

Nov. 11	School holiday: Veteran's Day. Fly your flag, no classes.
Nov. 13	Work Day: No class, work on clinical case study assignment. Instructors at ASHA conference
Nov. 18 Nov. 20	Cortex, Language, Neuropathologies (cont'd) Nov 18: Clinical Case Study Due Nov 20: Class discussion of assigned essays
Nov. 25	Speech Production and Motor Speech Disorders Webster, Chapter 12
Nov. 27	No Class, Thanksgiving.....gobble, gobble, Tums.
Dec. 2	Speech Production and Motor Speech Disorders Webster, Chapter 12
Dec. 4	Final Exam Review
Dec. 12 (Friday)	Final Exam 12:30 pm – 2:30 pm, same room (Sandels 108)

Study Suggestions:

1. Read the topic material indicated before it is to be discussed in class
2. As you read, write down every term that is unfamiliar to you and test yourself every day on these terms.
3. Be sure you are able to spell all terms correctly. Points will be deducted for spelling errors on quizzes and exams. Confirm that your spelling is consistent with lecture notes and text.
4. Study briefly every day rather than for longer periods more infrequently. Research has shown that distributed practice is more efficient than massed practice for learning and retention. This is particularly true for tasks that require much memorization and new learning of terms and vocabulary.
5. Cooperative learning may help. Find a study partner for the purpose of quizzing each other. For some, mastering the material in this class may take a minimum of 12 hours preparation per week (3 hours for each credit hour). Some students find that making 'flash cards' aids their learning. Continually adding cards as new information is presented is a good way to study or review for exams.
6. Avoid the 'learn and forget' approach. You will need much of this material in the future for other courses, for graduate school if that is in your plans, and eventually as a practicing professional in communication disorders.