

**SYLLABUS**  
**SPHR 2104: Speech and Language Disorders**  
**Fall, 2015**  
**Tuesday, Thursday 3:45-5:00, Monroe 113**

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**CONTACT INFORMATION:**

**Instructor:** Adrienne Hancock, Ph.D.

**Contact Info:** hancock@gwu.edu (202) 994-0975

**Office Hours:** Tuesdays and Thursdays, 2:30-3:30, Room 216 in Hall of Govt

**COURSE MATERIALS:**

**Required Text:**

Owens, R., Metz, D.E., Farinella, K. (2011). Introduction to communication disorders: A lifespan evidence-based perspective, 5<sup>th</sup> ed. Boston, MA: Pearson.

**Supplementary Readings** may be assigned as necessary and will be made available on Blackboard.

**Blackboard website:** Lectures, grades, most handouts, and helpful resources will be posted on the course blackboard site.

**COURSE DESCRIPTION:**

Survey of the nature and causes of developmental and acquired disorders of speech and language. Emphasis on prevention and effective communication with persons having a speech–language impairment. This is an introductory course that addresses knowledge and skills delineated in the ASHA Standards for the Certificate of Clinical Competence: ASHA Standard III-B, ASHA Standard III-C, ASHA Standard III-D, ASHA Standard III-E ([www.asha.org](http://www.asha.org)).

**COURSE OBJECTIVES:**

The student will:

1. Explain the scopes of practice for speech-language pathology and audiology. (Standard III-H)
2. Identify potential career paths in the communication sciences and disorders discipline. (Standard III-H)
3. Describe requirements to obtain and maintain professional credentials. (Standard III-H)
4. Define basic terminology related to human communication disorders, such as articulation, fluency, voice, language, pragmatics, hearing, swallowing, and cognition. (Standard III-B)
5. Discriminate hearing, speech, language, cognitive, and swallowing disorders. (Standard III-C)
6. Explain the bases of various communication and related disorders. (Standard III-C)
7. Describe characteristic deficits and abilities of various communication and related disorders. (Standard III-C)
8. Predict the psychosocial impact of communication and related disorders. (Standard III-C)
9. Describe the basic principles of evaluating and assessing individuals with communication disorders. (Standard III-D)
10. Analyze abnormal communication. (Standard III-D)
11. Analyze clinical techniques for treatment of a communication or related disorder. (Standard III-D)
12. Analyze professional published writing in the communication sciences discipline.

13. Synthesize information from a professional journal article to draw conclusion relevant to clinical practice of speech-language pathology or audiology.

**COURSE REQUIREMENTS**

\*If you are in the *WID section*, please see additional assignment sheet for instructions and grading guidelines regarding 3 additional assignments: creation of a brochure advertising professions in communication sciences and disorders, a written analysis of a research article, and a research paper about a communication disorder.

\*If you are *not in the WID section*, please see additional assignment sheet for instructions and grading guidelines regarding 3 graphic organizers you will create regarding the professions of communication sciences and disorders, and two speech or language disorders of your choice.

**AAC activity:** Students will watch a webcast about AAC and then *independently* take an on-line quiz (via Blackboard) about the content.

**Clinical Observations:** Two observations (1 hour each) in GWU’s Speech and Hearing Center are required for this course. *Each observation must be of a different client.* Each time, you will complete an observation form and get it signed by the supervisor of the graduate clinician you observe. See Blackboard for specific guidelines and observation form.

**Pre-class online quizzes:** Eight quizzes are to be completed INDEPENDENTLY prior to class-by 3:30 on the assigned day. Quizzes will cover the material in the associated chapter. Questions are generally matching, multiple choice or fill in the blank questions. Quizzes will be open textbook, timed, and may only be taken once. At the end of the semester, the 6 highest scores (from the eight quizzes) will be averaged to comprise a quiz grade. Extensions or make-up quizzes are NOT permitted.

**Written Final Exam:** This is a cumulative, take-home essay exam that is to be completed independently by each student. The exam questions are already posted on Blackboard.

**Grading Criteria:**

Your final grade will be determined as follows:

Non-WID section		WID section	
Graphic Organizer: CSD professions	10%	Brochure: CSD Professions	5%
Graphic Organizer: Disorder 1	15%	Written analysis of research article	10%
Graphic Organizer: Disorder 2	15%	Disorder Research Paper	15%
AAC activity	10%	2 peer reviews	10% (5 each)
2 Clinical Observations	10% (5 each)	AAC activity	10%
6 best quiz grades (of 8)	30%	2 Clinical Observations	10% (5 each)
Final Exam (essay)	10%	6 best quiz grades (of 8)	30%
		Final Exam (essay)	10%

Grade Cutoffs

	89-87	B+	79-77	C+	69-67	D+	59-0	F
100-94	A	86-84	B	76-74	C	66-64	D	
93-90	A-	83-80	B-	73-70	C-	63-60	D-	

*Learning the content of this course will require that students demonstrate knowledge and comprehension (approximately 60% of assessments), ability to apply material (10%), as well as analyze, evaluate, and synthesize/construct information (30%).*

## **COURSE POLICIES**

1. **If you miss class for ANY reason:** After your first **two** absences you will be penalized by **1% per absence** from your total class grade. For an absence to be “excused”, you must present documentation and preferably tell the instructor in advance. In addition, in-class assignments cannot be made up. **You are responsible** for all material and announcements made in class. Make arrangements to get information from another class member.
2. **Participate.** This is both an issue of respect as well as good work ethics. Anything you do in our classroom should be related to what we are doing in the class. Assignments for other classes, Facebook, reading the news, e-mailing, writing a grocery list, etc. are examples of unrelated activities. If you appear to be distracted by something on your laptop or cellphone you will be asked to put it away ONCE. Any instance after that, you will be asked to leave the classroom and you will be penalized by 1% of your final grade.

## **Academic Honor Code**

As students at George Washington University, you are expected to uphold the Code of Academic Integrity (<http://www.gwu.edu/~ntegrity/code.html>). Academic dishonesty is defined as **cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.** Reported infractions will be discussed privately with the student(s). If it is determined that someone has violated the Academic Honor Code, that person(s) will earn 0 points for that assignment, or possibly receive a failing grade for the course. Violations will be reported to the University Judicial Officer in the Office of Academic Integrity.

## **Americans with Disabilities Act**

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to GWU students with disabilities, contact Disability Support Services, Marvin Center Suite 242, V/TDD: (202) 994-8250 <http://gwired.gwu.edu/dss/> (This syllabus and other class materials are available in alternative format upon request.)

## **University Counseling Center (UCC)**

The University Counseling Center (UCC) offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include crisis and emergency mental health consultations, and confidential assessment, counseling services (individual and small group), and referrals

<http://gwired.gwu.edu/counsel/CounselingServices/AcademicSupportServices>  
202-994-5300

## **Security**

In the case of an emergency, if at all possible, the class should shelter in place. If the building that the class is in is affected, follow the evacuation procedures for the building. After evacuation, seek shelter at a predetermined rendezvous location.

**SYLLABUS CHANGE POLICY:** This syllabus is a guide for the course and is subject to change with advanced notice. Changes will be posted on Blackboard.