

Course: **SPEECH SCIENCE**
SPPA 310 3 credits
Spring 2016 Tuesday and Thursday 12:30-1:45pm
Bell Hall 181

Instructor: Tammy Shilling, M.A. CCC-SLP
Associate Clinical Professor of Speech Language Pathology
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Office hours: posted on office door

Required Textbooks: Ferrand, Carole T. *Speech Science*, third edition (2014). Pearson.

Course Description: Provides intermediate level information regarding speech production, the nature of the speech signal, physics of sound and how speech is processed. Areas of study include anatomy, physics, speech and hearing disorders as well as neurophysiology. Understanding of speech production/perception and its impact on communication will also be discussed.

Course Objectives: By the end of this course, you will be able to:

1. Identify the anatomical structures of the speech and auditory systems.
2. Discuss the possible communication challenges of several speech and hearing disorders.
3. Explain the nature of several speech, language and hearing disorders.
4. Demonstrate skill in explaining etiologies, characteristics and developmental impact of speech and hearing disorders in oral presentations and written projects.
5. Possess knowledge of principles and methods of prevention, assessment and intervention for people with speech and hearing disorders.

Asha Certification Standards

This course addresses the following Knowledge and Skill Areas (KASA) required for ASHA certification in Speech-Language Pathology by ASHA's Council for Clinical Certification (CFCC):

Standard III-A: Demonstrate knowledge of biological sciences, physical sciences, mathematics, and social/behavioral sciences.

Standard III-B: Demonstrate knowledge of basic human communication processes, including their biological, neurological, acoustic, psychological, developmental, linguistic and cultural bases.

Standard III-C: Demonstrate knowledge of the nature of speech, language, hearing and communications disorders and differences including their etiologies, characteristics,

anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

Course Requirements:

1. **Class Attendance:** Attendance and promptness is vitally important to the continuity of class discussion. If you find you will be unable to attend class, please notify the teacher **prior to the class**. If you miss class, handouts may be requested, Powerpoints will be on Learning Hub, and please make arrangements with a fellow classmate for lecture notes. Three absences will be allowed. Absences beyond that will jeopardize your grade 2% per day missed after the third day. Prolonged illness with physician explanation will be dealt with individually.
2. **Quizzes:** Take-home quizzes or in-class quizzes will be scheduled and announced throughout the semester - 10-20 points each.
3. **Examinations:** There will be two examinations throughout the semester worth 75 - 150 points each. Examinations may only be made up with a physician's note or if arrangements are made ahead of time with the Professor.

Quizzes missed due to an excused absence will be prorated. Tests missed due to an excused absence may be made up within three days after the absence.

4. **Projects:** Throughout the semester, individual and group projects will be assigned as they pertain to a specific chapter of study. These projects may include, but will not be limited to, brochures, power point presentations, written documents, web searches, demonstrations and oral presentations (10-75 points each). More information about specific requirements for each project will be given during the semester. You will be asked to present/prepare projects for different audiences such as parents, physicians, teachers, and insurance companies. These projects are to solidify the information and provide you a comfort level in your communication and presentation skills that are necessary as a Speech-Language Pathologist and/or Audiologist.
5. Changes to this course outline, assignments, quizzes and exams may be changed as deemed necessary by the professor to foster optimal instruction. This can include additional assignments, review quizzes or assignments and extra credit.
6. **Academic Integrity:** University learning thrives on the rigor of individual investigation, the authentic exchange of ideas, and a corporate commitment to integrity and mutual respect. University learning requires all members of the academic community to behave honestly. Andrews University anchors its practices in the teachings of the Bible as well as in widely established and honorable academic traditions. As the apostle Paul calls us to authenticity in our Christian walk, so the educational institution demands of its participant's true and accurate self-representation. In Ephesians, Paul invites believers "to be renewed in the spirit of your minds, and to clothe yourselves with the new self, created according to the likeness of God in true righteousness and holiness" (Ephesians

4:23-24). As scholars and as Christ's servants, we build His living body through our honesty in all things, both small and great. To that end Andrews University's faculty and students pledge to learn and grow together, committing to the following standards and affirming honesty as a core component of an Andrews University education.

7. **American Disabilities Act:** Andrews University is committed to the education of all students on campus. If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.
8. **Student Responsibilities:** Email and Moodle/Learning Hub are the official form of communication for this class. Students are responsible for checking their Andrews University email, Moodle, and iVue alerts on a daily basis.
9. Recording devices are allowed only if pre-approved by the instructor, and if approved, under no circumstance are recordings- visual or verbal- to be posted on a public website.
10. **Emergency Protocols:** Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

Grading: Grades will be calculated on a percentage basis as follows:

94.0 - 100%	A	73.5-77.99%	C
90.0 - 93.99%	A-	70.0-73.49%	C-
87.5 - 89.99%	B+	65.0-69.99%	D
83.5 - 87.49%	B	Below 65%	F
80.0 - 83.49%	B-		
77.5 - 79.99%	C+		

TENTATIVE COURSE OUTLINE

Date		TOPIC	ASSIGNMENT
January	5	Orientation/ Syllabus Review /Assign Project 1	
	7	Chapter 1 Nature of Sound – Web Web Pages/Presentations	Web Page Presentations
	12	Chapter 2 Resonance - Web	Web Page Presentations
	14		Web Page Presentations
	19*	Chapter 3- The Articulatory System	
	21*		In-class assignment
	26	Chapter 4 Clinical Application: Articulation	Equipment Presentations Due
	28		Equipment Presentations Due
February	2	Chapter 7 Respiration	
	4		Brochure Rough Draft
	9	Chapter 8 Clinical Application: Respiration	
	11		Brochure Due
	16		Mid-Term Examination
	18		
	23	Chapter5: Phonation	
	25		
March	1	Chapter 6 Clinical Application: Phonation	
	3		
	8	Visipitch Lab	
	10		
	15		
	17	NO CLASS – SPRING BREAK	
	22	Chapter 9 Auditory system	
	24		
	27	Chapter 10 Clinical Application: Auditory System	Letter Rough Draft
	31		
	5	Chapter 11 Nervous System	
	7		Letter Due
	12	Chapter 12 Clinical Application Nervous System	
	14		
	19	Final Project Presentation	

	21	Final Project Presentation	
Final Exam		Comprehensive Final Examination	TBA