



Department of Speech-Language Pathology & Audiology

Course: **SPEECH SCIENCE**
SPPA 310 3 credits
Spring 2017 Tuesday and Thursday 10:30-11:45
Bell Hall- Room 181

Instructor: Karen Kellogg , M.A. CCC-SLP
Adjunct Clinical Professor of Speech Language Pathology
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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:



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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 emailed to students, 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. Three tardies equals one absence. Any tardy beyond 15 minutes late will be coded as an absence from class.

2. **Examinations:** There will be three 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.

Labs missed due to an excused absence will be prorated, however vocabulary is still due. Tests missed due to an excused absence may be made up within three days after the absence.

3. **Projects/Lab:** These projects are to solidify the information and provide you a comfort level through hands on experience, that is necessary as a Speech-Language Pathologist and/or Audiologist. Lab notebooks will be turned in 4 times during the semester. It will include vocabulary, name of experiment, what concept was being studied, and what the results were. At home assignment is worth 50 pts. Each lab completed correctly will receive 50 pts each. Lab will be very important in getting hands-on practice with concepts. They can not be made up. Please make every effort to attend as lecture material may be presented as well during this time.

5. Changes to this course outline, assignments, 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.



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8. **Student Responsibilities:** Email is the official form of communication for this class. Students are responsible for checking their Andrews University email, or email address provided by the student, daily.
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.
11. **Professionalism** is key in becoming a speech language pathologist or audiologist. Therefore, the following is expected:
 - Laptops and phones may only be used for class purposes. Texting, surfing, etc. will be addressed and consequences/warnings may occur.
 - Food or drink in the classroom is allowed, however it is the student's responsibility to take care of any trash or spills. Remember there are other classes in this room and they deserve a clean environment.
 - Talking in class Courtesy for instructor and fellow classmates requires that you do not talk during instruction
 - Time Management -Students are expected to turn in the assignment and labs on time. Failure to do so will result in loss of 20% of points for the assignment/lab for every day the assignment is late. Please have a medical excuse for an extended period of absence.
 - Personal responsibility-It is the student's responsibility to follow the syllabus and any alterations of such and be prepared for class. Asking for special consideration and excuses should be avoided.

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		
Exams	2 tests of 75 points and final of 150 pts.	300	
At home assignment		50	
Lab book assignments	6 at 50	300	



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TENTATIVE COURSE OUTLINE

Date		TOPIC	ASSIGNMENT
January	10	Orientation/ Syllabus Review	
	12	Chapter 1 Nature of Sound	
	17	Lab-vocabulary plus experiments	
	19	Chapter 2 Resonance	
	24	Lab-vocabulary plus experiments	
	26	Chapter 3- The Articulatory System	Turn in lab book
	31	The Articulatory System	
	Feb 2	Chapter 4 Lab: Articulation Lab: vocabulary, vowel quadrangle sheet Consonant worksheet	
February	7	Chapter 4 Clinical Application	
	9	FIRST EXAM	Exam Ch.1-4
	11	Chapter 7 Respiration	
	14	Lab vocabulary plus experiments	
	16	Chapter 8 Clinical App Respiration	Turn in Lab book
	21	No Class	
	23	Chapter 5 Phonation	
	28	Chapter 5 Phonation Lab and vocabulary	
March	2	Chapter 6 Clinical Application Phonation	
	7	Visipitch	
	9	Visipitch	
	14	SECOND EXAM ch 5-7	Turn in Lab book
	16	No class early spring break release	
	21	Spring Break	



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March	23	Spring Break	
	28	Chapter 9: Auditory System	
	30	Chapter 9 :Auditory System	
	April 4	Lab	
	6	Chapter 11	
	11	Nervous System	
	13	Complete Review ex p.389 and Case Study p.404	No Class at home assignment
	18	Chapter 12 Clinical Application-Nervous System	Turn in Lab book
	20	Visipitch	Turn in at home assignment
	25	Visipitch	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	27	Review for Comprehensive Final Examination	TBA

INSTRUCTOR PROFILE



Karen Kellogg, M.A. CCC-SLP
Adjunct Professor Speech-Language Pathology

Education

Michigan State University BA Elementary Education 1981

Michigan State University MA Speech Pathology 1984

Biography

Karen Kellogg is an Adjunct Professor for Andrews University in the department of Speech-Language Pathology and Audiology.

Born in Southwestern Michigan, Karen graduated from Michigan State University with a B.A. in Elementary Education in 1981. She received her M. A. in Speech Pathology in 1984 from the same institution. She has worked over 30 years in the public and private sector as a school speech-language pathologist.

Karen teaches Introduction to Speech-Language Pathology and Audiology, Normal Language Development and Child Language Disorders.

She is the mother of one daughter Megan, and proud grandmother of Nico and Jake.