

University of Florida
College of Public Health & Health Professions
Department of Speech, Language, and Hearing Sciences
SPA 4250: Introduction to Speech Disorders
Summer C, 2021

- **Delivery Format:** Online; primarily asynchronous, with live, recorded chat sessions
- **Chat sessions:** Tuesdays, 7 to 8 p.m., via videoconference in the course's Canvas website
- **E-Learning (Canvas) Course Access:** <https://ufl.instructure.com/courses>

Instructor Name: Kenneth J. Logan, Ph.D., CCC-SLP

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Office Hours: By appointment

Preferred Course Communications: Canvas email system

Teaching Assistant: Alyssa Terry, M.S., CCC-SLP

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Office Hours: By appointment

Course Prerequisites: SPA3003: *Phonetic Theory and Transcription*; SPA3101: *Speech Anatomy & Physiology*

Course description: This 3-credit course covers the study of speech-based disorders of communication arising from impairments in phonology, speech motor control, articulation, resonance, voice, and fluency.

This course provides students with an introduction to disorders that affect speech production. Basic information about normal speech development is reviewed and used as platform for studying the nature, assessment, prevention, and treatment of articulation, fluency, voice, and resonance disorders. Disorders that often co-occur with specific speech disorders will be discussed, as well. The role of cultural variables in the identification of speech differences and disorders also will be examined, along with characteristics of speech disorders at various points of the life span.

Relation of Course Content to Program Outcomes/Clinical Certification Standards

This course addresses the following clinical certification standards in speech-language pathology:

Standard	Outcome
IV-B	Knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases; and the ability to integrate information pertaining to normal and abnormal human development across the life span.
IV-C	Knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas: speech sound production, fluency, voice and resonance, social aspects of communication, and augmentative and alternative communication.
IV-D	Knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.
IV-E	Knowledge of standards of ethical conduct.
IV-F	Knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.
IV-G	Knowledge of contemporary professional issues.

V-A	Skills in oral and written communication that pertain to clinical practice.
V-B	Skills used in clinical evaluation and treatment.

Course Objectives and/or Goals

After completing this course, students will be able to:

- 1) Describe normal bases of speech production and how speech differs from language and communication.
- 2) Describe the role of science in the treatment of speech disorders.
- 3) Describe how speech disorders differ from language disorders, and how the various speech disorders differ from one another.
- 4) Distinguish between a speech difference and a speech disorder.
- 5) Describe, analyze, and interpret research findings related to:
 - a) The etiology and characteristics of fluency, voice, articulation, and resonance disorders,
 - b) The effects of speech disorders on the performance of daily activities and quality of life,
 - c) The effects of environmental and personal factors on speech functioning and disability.
- 6) Compare and contrast assessment and treatment procedures that speech-language pathologists use to address speech fluency, articulation, voice, and/or resonance disorders.
- 7) Analyze and interpret clinical data that pertain to articulation, fluency, and voice functioning.
- 8) Describe evidence-based methods used to treat articulation, fluency, and voice disorders.
- 9) Describe how the characteristics of speech disorders vary across the lifespan.
- 10) Discuss how cultural factors affect the clinical management of individuals with speech disorders.
- 11) Describe ethical issues that can arise when treating people who have speech disorders.
- 12) Demonstrate basic assessment skills used with articulation, fluency, voice, and resonance disorders.

Instructional Approach

In this distance-learning environment, course content will be presented through a combination of recorded lectures and live sessions that are conducted online (i.e., "online chat sessions"). The online chat sessions enable the instructor to interact with students in a more dynamic manner than is possible during recorded lectures. Students should complete the recorded lectures and associated assignments that precede each chat session.

Although live attendance at the live chat sessions is recommended, it is not required. Students are, however, required to watch the recordings of the chats when they are unable to attend the live session.

RECORDED CHAT SESSIONS STATEMENT

Our class chat sessions will be audio-visually recorded for students in the class to refer to and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilized a profile image agree to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-muted during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "typed chat" feature, allowing students to type questions and comments live. The typed chat portion of the meetings will not be recorded or shared with students. As in all courses, unauthorized recording and unauthorized sharing of recorded materials are prohibited.

Course Materials and Technology (required materials)

- **Required textbook:** Gillam, R. B., & Marquardt, T. P. (2021). *Communication sciences and disorders: From science to clinical practice* (4th ed). Burlington, MA: Jones and Bartlett Learning. [ISBN: 9781284043075]
 - Please note that this course will be participating in the UF All Access program.
 - Login at <https://bsd.ufl.edu/allaccess> and Opt-In to gain access to your required course materials.
 - UF All Access will provide you with your required materials digitally at a reduced price and the charges will post directly to your student account, allowing any available Financial Aid funds to cover the cost of your materials.
 - This option will be available starting 1 week prior to the first day of classes and ending 3 weeks after the first day of class.
- Instructor provided materials (e.g., Lecture slide, informational handouts)
- Additional readings posted via UF Course Reserves

COURSE AGENDA (Topics and Assignments)

Semester Dates	TOPICS		Readings & Assignment Due Dates
	Recorded Lectures	Chat Sessions	
1. May 10-14	Basic Concepts and Terminology	Live Chat: 5/11 @ 7 – 8 pm -Syllabus Overview -Introductory concepts	Chapter 1 (Intro to CSD) & Chapter 2 (Communication Across the Lifespan) <i>Ungraded "Welcome Discussion"</i>
2. May 17 – 21	Principles of clinical practice; Normal bases of fluency	Live Chat: 5/18 @ 7 – 8 pm -Normal Comm. Dev	Text: Chapter 3 (Social & Cultural Bases of Comm.) -Discussion 1: Open 5/20 to 5/24 -Quiz 1: Open May 20 – 24
3. May 24 – 28	Normal speech production; Nature of Fluency Disorders	Live Chat: 5/25 @ 7 – 8 pm -Acquired Stuttering -Consumer resources	Chapter 4 (Speech Science) & Chapter 8 (Fluency Disorders) -Fluency analysis opens 5/26 -Quiz 2: Open May 27 – 31
4. June 1 – 4 (Memorial Day Holiday 5/31)	Fluency disorders: Assessment & Goals Setting	Live Chat: 6/1 @ 7 – 8 pm -Fluency enhancing conditions	-Quiz 3: Open June 3 – 7
5. June 7 – 11	Fluency disorders: Treatment; Speech sound disorders: Characteristics	Live Chat: 6/8 @ 7 – 8 pm -Speech sound disorders: Etiology & characteristics	-Discussion 2: Open 6/9 – 6/14 -Fluency analysis: Due June 11 Chapter 5 (Developmental Speech Disorders)
6. June 14 – 18	Speech sound disorders: Etiology and characteristics, Assessment approaches	Live Chat: 6/15 @ 7 – 8 pm -Speech sound disorders: Diagnosis and Goal Setting	Exam 1: Open June 17 – 21 -Articulation analysis: Opens 6/16
June 21 – 25	SUMMER BREAK		Chapter 9 (Motor Speech Disorders) Chapter 11 (Language Disorders in Children)
7. June 28–July 2	Speech sound disorders: Etiology and characteristics, assessment, & treatment	Live Chat: 6/29 @ 7 – 8 pm -Speech disorders vs. Language disorders	Chapter 12 (Acquired Neurogenic Lang. Disorders) Quiz 4: Open July 1 – 5
8. July 6 – 9 (Independence Day Holiday 7/5)	Treatment of speech sound disorders; Augmentative & Alternative Communication	Live Chat: 7/7 @ 7 – 8 pm -Evaluating research	Text: Chapter 10 (Augmentative & Alternative Comm.) -Quiz 5: Open July 8 – 12 -Artic analysis: Due: July 12

9. July 12 – 16	Cleft Palate & Resonance Disorders/Treatment of Speech Sound Disorders	Live Chat: 7/13 @ 7 – 8 pm -Swallowing Disorders	Chapter 7 (Cleft Lip & Palate) <i>-Research Analysis Topic: 7/14</i>
10. July 19 – 23	Voice Disorders: Etiology & Characteristics; Laryngectomy	Live Chat: 7/20 @ 7 – 8 pm	Chapter 6 (Voice Disorders) <i>-Quiz 6: Open July 22 – 26</i>
11. July 26 – 30	Voice & Resonance Disorders: Assessment & Treatment	Live Chat: 7/27 @ 7 – 8 pm -Special Topics in Speech and Swallowing	<u>Skim</u> Chapters 14 (Hearing Science), 15 (Hearing Disorders) & 16 (Audiologic Rehabilitation) <i>-Exam 2: Open July 29 – Aug 2</i> <i>-Discussion 3: Open 7/29 - 8/2</i>
12. August 2 – 6	No new recorded lectures	Live Chat: 8/3 @ 7 – 8 pm -Hearing Loss and Speech Impairment -Research analysis forum	<i>-Discussion 3: Due 8/2</i> <i>-Research Analysis: Due 8/3</i> <i>-Exam 3: Due Aug 2</i>

ACADEMIC REQUIREMENTS AND GRADING

Graded Assignments

1. **EXAMS:** There are two exams, each of which covers roughly half of the course content. Exam 2 also may include general concepts that were addressed in the first half of the course. Exam content will be based on information from the recorded lectures, chat sessions, readings, and course assignments.
See course schedule for exam access dates.
 - No changes to the examination dates will be allowed unless approved by the instructor and for university-approved reasons (e.g., medical absence).
 - The exams will feature objective (multiple-choice question, true/false, fill-in-the-blank) and written, short-answer questions. Some test questions will require application of course concepts.
 - You are not permitted to use course notes, handouts, the textbook, assigned readings, or any other such resources during either of the exams.
 - You are not permitted to collaborate with classmates during either exam.
 - Exam that are submitted late without instructor approval will result in a grade of “0”
2. **QUIZZES:** There are 6 quizzes, each of which covers content from the most recent lecture(s) and chat session(s). Students can take each quiz twice; the higher of the two scores counts in the grade book.
 - Each quiz is open from 12 am Thursday to 11:59 pm Monday in the week it is due.
 - Quizzes that are submitted late without instructor approval will result in a grade of “0.”
3. **SKILL BUILDING ASSIGNMENTS**
 - a. **FLUENCY ANALYSIS:** You will apply course concepts to analyze fluency characteristics in samples of speech. See posted assignment for details.
 - b. **ARTICULATION ANALYSIS:** You will apply course concepts to describe speech sound production characteristics in samples of speech. See posted assignment for details.
 - c. **ANALYSIS OF PUBLISHED RESEARCH:** You will identify and analyze peer-reviewed research that deals with an aspect of speech disorder. See posted assignment for details.
4. **DISCUSSIONS AND GUIDED OBSERVATIONS:**
 - a. Students will submit three written contributions to class-wide discussion threads. Dates are posted on the Course Agenda (see above) See Assignments in Canvas for more details.

Course grades will be assigned as follows:

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Percentage of the 250 total points in class	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	<60
Grade points (toward your GPA)	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0

Note: Grades of *WF, I, NG,* and *S-U* each correspond with 0.0 grade points. For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at: <http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Assignment Grading

Assignments	Points and Percent of Total Grade	Certification Standard(s) Assessed
Exam 1	100 points (40% of final grade)	IV-B, C, D, E; V-A
Exam 2	100 points (40% of final grade)	IV-B, C, D, E; V-A
Quizzes	6 quizzes (2.5 points each; each quiz counts as 1% of course grade; total = 6% of final grade)	IV-B, C, D, E
Fluency Analysis	5 points (2% of final grade)	V-B
Artic Analysis	5 points (2% of final grade)	V-B
Research Analysis	10 points (4% of final grade)	IV-C, D, E, F; V-A
Discussion Posts	3 posts (5 points each; each post counts as 2% of final grade; total = 6% of final grade)	IV-B, C, D, E, G; V-A
TOTAL POINTS	250	

Policy Related to Make-up Exams or Other Work

If you will miss an assignment or examination deadline due to illness, emergency, or other acceptable reasons (see UF attendance policies), you must contact the professor beforehand.

- Unexcused absences for examinations will be graded as a "0." Other assignments that are submitted late will be lowered one letter grade.
- There are no make-up options for instances of un-excused late submissions of quizzes or exams.
- Please make note of the dates and times that the quizzes and exams are available and complete them on schedule!
- You must submit a ticket number from LSS when requesting any make-ups that are due to technical issues. The ticket number must indicate the time and date when the problem was reported to them. You **MUST** e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

MINIMUM TECHNOLOGY REQUIREMENTS

The University of Florida expects students to enter an online program to acquire computer hardware and software appropriate to their degree program. Most computers can meet the following general requirements. A student's computer configuration should include:

- Webcam
- Microphone
- Broadband connection to the Internet and related equipment (Cable/DSL modem)
- Microsoft Office Suite installed (provided by the university)

MINIMUM TECHNICAL SKILLS

To complete your tasks in this course, you will need a basic understanding of operating a computer and how to use word processing software.

ZOOM

Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants.

You can find resources and help using Zoom at ufl.zoom.us

TIPS FOR SUCCESS

Taking a course online can be a lot of fun! Here are some tips that will help you get the most of this course while taking full advantage of the online format:

- Schedule "class times" for yourself. It is important to do the coursework on time each week. You will receive a reduction in points for work that is turned in late!
- Read ALL material contained on the course website. There is a lot of helpful information that can save you time and help you meet the course's objectives.
- Print out the Course Schedule located in the Course Syllabus and check things off as you go.
- Take full advantage of the online discussion boards. Ask for help or clarification of the material if you need it.
- Take notes as you listen to the recorded lectures and chat sessions. The instructor's remarks about the points on the slides is likely to contain information that will be covered on exams and quizzes.
- Do not wait to ask questions! Waiting to ask a question might cause you to miss a due date.
- Do your work well before the due dates. Sometimes things happen. If your computer goes down when you are trying to submit an assignment, you will need time to troubleshoot the problem.
- To be extra safe, back up your work to an external hard drive, thumb drive, or through a cloud service.

Policy Related to Required Class Attendance

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog from this link unless otherwise noted in this syllabus (e.g. attendance policy above): <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>. This course is offered via distance learning. Students are expected to access all posted class materials at a pace that is consistent with the Weekly Course Schedule.

- Live chat sessions will be held most weeks (see Weekly Course Schedule). Attendance during the live chat sessions is optional but strongly recommended. You are responsible for all material presented during the live chats, even if you do not attend the live chat session. The live chats are recorded and

available for review within 48 hours after they take place.

- *Online Course materials:* You are expected to login to the online course <https://ufl.instructure.com> daily and monitor the course website in Canvas. You are responsible for all information posted in the online course. Engagement in course activities is an intrinsic aspect of professionalism.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior & Course Communication

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats: Repeated or serious violations of this policy can result in referral to the Dean of Students. For information on the Student Conduct Code see the Dean of Students' website:

<https://sccr.dso.ufl.edu/students/student-conduct-code/>

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

- **“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Academic Resources

- **E-learning technical support**, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.
 - **For support related to accessing the Chat Sessions**, contact Aaron McEnery: amcenery@phhp.ufl.edu

- **Career Resource Center**, Reitz Union, 392-1601. Career assistance and counseling.
<http://www.crc.ufl.edu/>
- **Library Support**, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- **Teaching Center, Broward Hall**, 392-2010 or 392-6420. General study skills and tutoring.
<http://teachingcenter.ufl.edu/>
- **Writing Studio**, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
<http://writing.ufl.edu/writing-studio/>
- **Student Complaints Campus:**
 - https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf
- **On-Line Students Complaints:** <http://www.distance.ufl.edu/student-complaint-process>

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you first must register with the Disability Resource Center (352-392-8565, <http://www.dso.ufl.edu/drc>). The Dean of Students Office will provide you with a letter of documentation of accommodations, which you then will give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me as early as possible in the semester.

Counseling and Student Health – Resources

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to negatively affecting your coursework, or already are negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- **The Counseling and Wellness Center** (352-392-1575) offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. For more information see: <http://www.counseling.ufl.edu>. On-line and in-person assistance is available.
- **U Matter, We Care:** If you or a friend is in distress, please contact <http://www.umatter.ufl.edu/> or 352 392- 1575 so that a team member can reach out to the person in distress.
- The **University Police Department** (352-392-1111; <http://www.police.ufl.edu>) or 911 for emergencies.
- The **Student Health Care Center at Shands** is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus.
 - Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or see the web site at: <https://shcc.ufl.edu/>
- **Sexual Assault Recovery Services (SARS)** Student Health Care Center, 392-1161.
- **Crisis intervention** is available 24/7 from:
Alachua County Crisis Center
(352) 264-6789
<https://www.alachuacounty.us/depts/css/crisiscenter/pages/crisiscenter.aspx>

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

PRIVACY AND ACCESSIBILITY POLICIES

For information about the privacy policies of the tools used in this course, see the links below:

- Instructure (Canvas)
 - [Privacy Policy.](#)
 - [Accessibility.](#)
- Zoom
 - [Privacy Policy](#)
 - [Accessibility](#)
- Sonic Foundry (Mediasite Streaming Video Player)
 - [Privacy Policy](#)
 - [Accessibility](#)
- Vimeo
 - [Privacy Policy](#)
 - [Accessibility](#)
- Microsoft
 - [Privacy Policy](#)
 - [Accessibility](#)
- YouTube (Google)
 - [Privacy Policy](#)
 - [Accessibility](#)
- Adobe
 - [Privacy Policy](#)
 - [Accessibility](#)