

**SELECTED TOPICS IN LINGUISTICS (01:615:471):
INTRODUCTION TO COMMUNICATIVE SCIENCES AND DISORDERS
FALL 2016 SYLLABUS**

Time/Location: TTH 4:30-5:50/HH-A1

Instructor: Marina Gulak, M.S., CCC-SLP

E-mail: marina.gulak@rutgers.edu

Office Hours/Location: By appointment

Required Textbook:

Hedge, M.N. (2010). *Introduction to Communicative Disorders* (4th ed.). Austin, TX: Pro Ed. ISBN: 978-1416404255.

COURSE DESCRIPTION

This course serves as an introduction to the scientific study of human communication and communication disorders. We will explore: a) basic components of human communication; b) typical acquisition of speech and language milestones; c) the relationship between culture and language; d) anatomy and physiology of speech, language, hearing, and swallowing; and e) the nature and causes of disorders of language, speech, hearing, and swallowing. Assessment and treatment procedures will be addressed. We will also examine the professional roles and responsibilities of Speech-Language Pathologists and Audiologists.

COURSE OBJECTIVES

Students will:

1. Define the terms communication, language, and speech.
2. Describe the components of human communication (voice, articulation, language, fluency, hearing) and their corresponding disorders.
3. Examine the professions of Speech-Language Pathology and Audiology; describe the requirements necessary to obtain certification from the American Speech-Language-Hearing Association (ASHA).
4. Understand language in the context of culture; describe language differences versus language disorders.
5. Understand the structural mechanisms and physiological systems (respiratory, phonatory, articulatory, nervous) affecting language, speech, hearing, and swallowing.
6. Describe milestones in child speech and language acquisition, including preverbal behaviors, phonology, morphology, semantics, syntax, pragmatics, and conversational/narrative skills.
7. Define disorders of articulation, language, voice, fluency, hearing, and swallowing; describe possible causes and diagnostic features.
8. Understand the relationship between language and literacy development; describe how to promote the development of literacy skills.
9. Describe procedures and techniques utilized during assessment and intervention of speech-language-hearing disorders.

Course objectives are based on the following ASHA Standards for the Certificate of Clinical Competence in Speech-Language Pathology:

Standard IV-B

The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-H

The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

Methods of Evaluation: Examinations and written assignments

GRADING

Grades are assigned based on a points system. Percentage scores are calculated based on the number of points earned out of 300.

Midterm Exam: 100 pts.

Cumulative Final Exam: 150 pts.

Two Written Assignments: 50 pts. (25 pts. each)

1. Summary/critique of research article
2. Assessment plan based on a case study

Grade	Percentage Score
A	90-100
B+	86-89
B	80-85
C+	76-79
C	70-75
D	60-69
F	59 and below

ATTENDANCE/MAKE-UP POLICY

Attendance is required at all classes. Students who miss class are responsible for all content covered during their absence. Please notify the instructor in advance (through e-mail) if you will be absent. No exam make-ups will be offered, unless the student presents the instructor with a physician's note (other reasons for missing exams will also be considered on a case-by-case basis). All assignments must be turned in by the assigned due dates. Five points will be deducted for each day an assignment is late.

PLAGARISM

Students must comply with the Rutgers University Academic Integrity Policy (<http://academicintegrity.rutgers.edu/academic-integrity-policy/>).

STUDENTS WITH DISABILITIES

Accommodations are provided to students with disabilities. Please contact the Office of Disability Services for Students (<https://ods.rutgers.edu>) for more information.

LECTURE SCHEDULE (tentative)

9/6	Course Introduction/Communication & its Disorders	Ch. 1, pp.1-21
9/8	Communication & its Disorders	Ch. 1, pp. 21-35
9/13	Introduction to the Professions/Culture & Communication	Ch. 15, Ch. 2
9/15	Articulation & Phonology	Ch. 4, pp. 108-115, Ch. 5, pp. 133-154
9/20	Articulation & Phonological Disorders	Ch. 5, pp. 154-177
9/22	Articulation & Phonological Disorders	Ch. 5, pp. 154-177
9/27	Language Acquisition	Ch. 6, pp. 183-205
9/29	Language Disorders in Children	Ch. 6, pp. 205-228
10/4	Language Disorders in Children	Ch. 6, pp. 205-228
10/6	<i>Special Topics: Autism</i>	Ch. 11, pp. 426-434
10/11	Literacy	Ch. 12
10/13	Hearing Disorders	Ch. 13
10/18	Audiological Rehabilitation	Ch. 14
10/20	MIDTERM	
10/25	<i>Special Topics: Multiple Disabilities (Pediatric)</i>	Ch. 11, pp. 419-426, 434-442
10/27	Fluency Disorders	Ch. 7
11/1	Voice Disorders	Ch. 4, pp. 96-108, Ch. 8
11/3	Voice Disorders	Ch. 9
11/8	Dysphagia	Ch. 10, pp. 401-412
11/10	Adult Language Disorders	Ch.4, pp.116-130, Ch. 10, pp. 351-368
11/15	Adult Language Disorders	Ch. 10, pp. 383-401
11/17	Motor Speech Disorders	Ch. 10, pp. 369-383
11/22	<i>Special Topics: AAC</i>	Ch. 11, pp. 442-449
11/29	Assessment	Additional assigned reading
12/1	Assessment	Additional assigned reading
12/6	Intervention/Therapeutic Procedures	Additional assigned reading
12/8	Intervention/Therapeutic Procedures	Additional assigned reading
12/13	<i>Review for final exam</i>	