

**California State University, Chico**  
**CMSD 362**  
**Anatomy and Physiology of the Speech and Hearing**  
**Mechanisms**  
**Fall 2018 (3 units)**  
**Monday and Wednesday 4:00-5:15 PM; THMA 106**

Instructor: Megan Willi, Ph.D., CCC-SLP  
Office: AJH 130C  
Office Hours: Tuesday 1:00-2:00 pm and Wednesday 2:00-3:00 pm  
Office phone: 898-6394  
Email: mwilli@csuchico.edu

**DESCRIPTION OF THE COURSE**

CMSD 362 is a lecture-style course designed to provide students with a basic understanding of the anatomy and physiology of the speech production and perception mechanisms. Emphasis will be placed on systems involved with respiration, phonation, articulation, audition, and neurology. The information presented in this class is essential and will lay the foundation for continued learning in communication disorders.

**COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES (SLO)**

Students will complete a course sufficient in breadth and depth to achieve the required skills required by ASHA and CCTC as follows:

Course SLOs	Implementation	Criteria	Program SLOs	Accreditation Standards		
				CAA	CFCC	CCTC
Be able to comprehend basic principles of anatomy and physiology as it pertains to the speech and hearing mechanisms and use correct standard anatomical terminology.	Graded Assignments (Morphemes Assignments)  Exams	80% accuracy	SLO 1 SLO 2	3.1.2B	IV-A	SLP-1

<p>Demonstrate the ability to memorize, visually identify, and verbally describe the location and function of all anatomical structures and systems, along with their substructures, judged important for speech, language, and hearing.</p>	<p>Graded Assignments (Model Larynx, Oral-Mechanism Evaluation)</p> <p>Exams</p>	<p>80% accuracy</p>	<p>SLO 1 SLO 2</p>	<p>3.1.2B</p>	<p>IV-A</p>	<p>SLP-1</p>
<p>Appreciate the complexity of the speech and hearing mechanisms and how the systems of verbal communication are related to one another during normal speech, language, and hearing processes.</p>	<p>Graded Assignments (In-class Activities)</p>	<p>80% accuracy</p>	<p>SLO 2</p>	<p>3.1.2B</p>	<p>IV-A</p>	<p>SLP-1</p>
<p>Demonstrate the ability to analyze, synthesize, and evaluate the relationship that exists between the organs and structures in each system of verbal communication and how disorders and/or differences in these systems impact human communication.</p>	<p>Graded Assignments (In-class Activities, Model Larynx, Oral-Mechanism Evaluation, Oral-Peripheral Evaluation)</p> <p>Exams</p>	<p>80% accuracy</p>	<p>SLO 1 SLO 2 SLO 5</p>	<p>3.1.2B 3.1.6B</p>	<p>IV-B</p>	<p>SLP-1</p>

Appreciate the comparative diversity of the speech and hearing mechanisms as it pertains to communication in different age group populations, across gender, and those with communication disorders.	Graded Assignments (In-class Activities)  Exams	80% accuracy	SLO 2	3.1.2B	IV-B	SLP-1
Be able to synthesize your knowledge of normal anatomy and physiology of the speech and hearing mechanisms to appreciate more fully the pathology of speech, language and hearing disorders.	Graded Assignments (In-class Activities, Model Larynx, Oral-Mechanism Evaluation, Oral-Peripheral Evaluation)  Exams	80% accuracy	SLO 1 SLO 2 SLO 5	3.1.2B 3.1.6B	IV-B	SLP-1

### **PROGRAM SLOs**

1. Demonstrate ability to think critically, flexibly and creatively, analyze and integrate learning, reason, express informed opinions, information literacy, and utilize judgment across diverse concepts and problems.
2. Demonstrate knowledge of normal aspects of communication and culturally linguistic differences across the lifespan.
3. Demonstrate knowledge of communication disorders and culturally symptomatology, prevention, diagnosis and treatment.
4. Demonstrate ability to utilize professional oral and written communication skills.
5. Demonstrate effective interpersonal and team communication skills.

CAA - Council on Academic Accreditation in Audiology and Speech-Language Pathology.

<https://caa.asha.org/wp-content/uploads/Accreditation-Standards-Documentation-Guidance.pdf>

CFCC - Council for Clinical Certification in Audiology and Speech-Language Pathology

<https://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards>

CTCC - California Commission on Teaching Credentialing

<https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/special-education-standards-2013.pdf?sfvrsn=9c98fd69>

## **USE OF BLACKBOARD LEARN**

Blackboard Learn will contain the course syllabus, descriptions of assignments with grading rubrics, and announcements. You are responsible for regularly checking the online resources, which are accessed through the portal at: <http://portal.csuchico.edu>.

## **REQUIREMENTS**

### **Readings**

Reading assignments correspond to each week's topics. Come to class with readings completed so you are ready to participate fully in discussions.

Required Text:

1. Seikel J.A., Drumright D., & Seikel P. (2013). **Essentials of Anatomy and Physiology for Communication Disorders, Second Edition**. Delmar Cengage Learning

Suggested Supplemental Resources and Supplies:

2. Computer (PC or MAC), reliable Internet connectivity and e-mail access.  
\*For Use Outside of Class
3. McFarland, D.H. (2009) Netter's Atlas of Anatomy for Speech, Swallowing, and Hearing

## **ASSIGNMENTS AND GRADING PROCEDURES**

**Exams (460 points out of 600)** –There will be four examinations and a final. Each examination ranges in point value from 60-100 points. The final exam is scheduled for **Monday, December 17, 2018 from 6:00-7:50 pm**. Exams will typically include the following sections: *multiple choice, true-false, fill-ins, short*

*answer, and essay.* Everything discussed in class or assigned as reading is considered “testable information.”

**Individual Assignments (90 points out of 600)** – Assignments will consist of activities and written responses to prompts. A description of each assignment along with grading rubrics will be posted on Blackboard Learn. All assignments are due by the beginning of class and must be submitted on Blackboard Learn unless specific written instructions are provided in the assignment grading rubric.

- Learning Styles Assignment (10 points)- A description of the assignment and a grading rubric will be posted on Blackboard Learn.
- Morphemes Assignment (20 points). A description of the assignment and a grading rubric will be posted on Blackboard Learn.
- Model Larynx Assignment (20 points). A description of the assignment and a grading rubric will be posted on Blackboard Learn.
- Oral-Mechanism Evaluation Assignment (20 points)- A description of the assignment and a grading rubric will be posted on Blackboard Learn.
- Oral-Peripheral Evaluation Assignment (20 points)- A description of the assignment and a grading rubric will be posted on Blackboard Learn.

**In-class Activities (50 points out of 600)** – Working in small groups, students will collaborate in order to complete activities and respond to question prompts.

- In-class Activities (10 points each)- Each will student turn-in responses to question prompts related to the in-class activities.
- In-class activities will not be announced prior to class or posted in the syllabus. Attendance is mandatory and students with unexcused absences will not be able to make-up the activities. Students with excused absences must provide a documented reason of a serious and compelling nature and make arrangements with the instructor to make-up the assignment.

**Extra Credit (10 points)** – Optional assignment to enhance student learning and experience.

- A description of the extra credit assignment, due date, and a grading rubric will be posted on Blackboard Learn.
- Each student is welcome to participate in **one extra credit opportunity** during the semester and the assignment must be completed by the due date.

## **FINAL GRADES**

<b>Percentage Score</b>	<b>Grade</b>
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
60-69	D
Below 60	F

### **COURSE POLICIES AND EXPECTATIONS**

- 1) Attendance is mandatory. Students are expected to be punctual and remain for the entire class period.
- 2) Everyone is to treat each other with respect and tolerance.
- 3) Cell phone use is not allowed in class.
- 4) Assignments turned in after the stated due date will not be accepted.
- 5) Make-up examinations will only be administered under extraordinary circumstances, when there is a documented reason of a serious and compelling nature. A make-up examination will not be the same as the original examination, but will be based on the same body of material and information.
- 6) Disputes about points earned on an assignment or an exam will only be discussed during office hours.
- 7) Students will be proactive and take responsibility for learning. Do not merely memorize the information. Make an effort to fully understand class content.

### **UNIVERSITY POLICIES AND CAMPUS RESOURCES**

#### **Rigorous Learning (excerpted from CSU statement of Academic Rigor):**

Rigorous students are part of the equation of rigorous teaching and learning. A rigorous education is vigorous, difficult, deeply satisfying work, and it requires a lifestyle conducive to achieving excellence. College is not a temporary diversion or a period of entertainment, but a fundamental piece of student character, citizenship, and employment future. A diploma and good grades from a demanding institution count for something.

Rigorous students:

- 1) Set high personal standards, develop a strong sense of purpose, come to class well prepared, and complete assignments on time.

- 2) Develop an effective relationship with the instructor, in and outside of class, and make the most of University advising and other services.
- 3) Treat the instructor, fellow students, and the classroom environment with complete respect. Give each class full attention and participation. Do not miss class, arrive late, or leave early.
- 4) Accept continuing responsibility for learning and for grades earned.
- 5) Approach each class in a professional manner, as if the class was real employment. Treat a full-course load as full-time work and spend no less time on it. Determine exactly what is expected.
- 6) Experiment with all teaching and learning strategies used in classes, and also determine which work best for them.
- 7) Demonstrate complete honesty and integrity.

### **Academic Honesty**

Understanding ethics and ethical behavior in practice and in research is part of your training as a CMSD student. Academic honesty is the first step toward adhering to the guidelines of your chosen profession. Although collaboration with other students is encouraged through study groups, etc., you are expected to do your own work on individual assignments and examinations. If it is apparent or suspected that you are turning in work that is not your own, it will be dealt with under the guidelines of the University's policy on academic dishonesty.

### **Campus Policy in Compliance with the American Disabilities Act:**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours within the first two weeks of class. Students with disabilities requesting accommodations must register with the Accessibility Resource Center to establish a record of their disability. Special accommodations for exams require ample notice to the testing office and must be submitted to the instructor well in advance of the exam date.

### **Disability Services:**

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs within the first two weeks of class. Please also contact the Accessibility Resource Center to coordinate reasonable accommodations for students with documented disabilities. The Accessibility Resource Center is located in the Student Services Center Room 170. Their phone number is (530) 898-5959 V/TTY or fax 898-4411. Accessibility Resource Center online: <http://www.csuchico.edu/dss/studentServices/>.

### Add/Drop Policy:

Students may add or drop courses without restriction or penalty and without instructor approval during the first two weeks of the semester using the telephone registration system (TRACS) or, where necessary, by Change of Program (COP) form. During the third and fourth weeks of classes, COP forms are required in order to add and drop and need instructor's signature. After the end of the fourth week of the semester, all COP forms are required in order to add or drop will require a serious and compelling reason (University Catalog, 2011/2012) and require approval signatures of the instructor, department chair, and dean of the college. It is your responsibility to commit to dropping or continuing in class by the end of the second week. Do not assume that you will be automatically dropped for not attending class; doing so may result in you getting a failing grade for the class.

### Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct with the University. Students may speak to someone confidentially by contacting the Counseling and Wellness Center (898-6345) or Safe Place (898-3030). Information on campus reporting obligations and other Title IX related resources are available here: [www.csuchico.edu/title-ix](http://www.csuchico.edu/title-ix)

### **TENTATIVE SCHEDULE** \*Dates are subject to change at the discretion of the instructor

Date	Topic	Readings	Assignments, Tests, Deadlines
8/27	Syllabus Basic Elements of A&P	Syllabus Chapter 1 (pp. 1-24)	Assignment: Learning Styles
8/29	Respiratory System	Chapter 2 (pp. 27-62)	Assignment Due: Learning Styles
9/3	Labor Day	<b>No Class</b>	<b>No Class</b>
9/6	Respiratory System	Chapter 2 (pp. 62-115)	Assignment: Morphemes
9/10	Respiratory	Chapter 2	



	System	(pp. 83-115)	
9/13	Respiratory System	Review Chapters 1-2	<a href="#">Assignment Due: Morphemes</a>
9/17	Exam 1		<b>Exam 1</b>
9/20	Phonatory System	Chapter 3 (pp. 119-146)	Assignment: Model Larynx
9/24	Phonatory System	Chapter 3 (pp. 146-162)	
9/26	Phonatory System	Chapter 3 (pp. 162-179)	
10/1	Phonatory System	Chapter 3 (pp. 179-195)	<a href="#">Assignment Due: Model Larynx</a>
10/3	Phonatory System	Review Chapter 3	
10/8	Exam 2		<b>Exam 2</b>
10/10	Articulatory System	Chapter 4 (pp. 199-229)	Assignment: Oral Mechanism Evaluation
10/15	Articulatory System	Chapter 4 (pp. 229-245)	
10/17	Articulatory System	Chapter 4 (pp. 245-266)	
10/22	Articulatory System	Chapter 4 (pp. 266-287)	<a href="#">Assignment Due: Oral Mechanism Evaluation</a>
10/24	Articulatory System	Review Chapter 4	
10/29	Exam 3		<b>Exam 3</b>
10/31	Auditory System	Chapter 5 (pp. 293-314)	
11/5	Auditory System	Chapter 5 (pp. 314-328)	
11/7	Auditory System	Review Chapter 5	

11/12	Veterans Day (observed)	<b>No Class</b>	<b>No Class</b>
11/14	Exam 4		<b>Exam 4</b>  Extra Credit on Blackboard Learn
11/19	Fall (Thanksgiving) Break	<b>No Class</b>	<b>No Class</b>
11/21	Fall (Thanksgiving) Break	<b>No Class</b>	<b>No Class</b>
11/26	Nervous System	Chapter 6 (pp. 331-349)	Assignment: Oral- Peripheral Evaluation
11/28	Nervous System	Chapter 6 (pp. 349-355)	Extra Credit Due
12/3	Nervous System	Chapter 6 (pp. 355-371)	
12/5	Nervous System	Chapter 6 (pp. 371-391)	
12/10	Nervous System	Chapter 6 (pp. 391-407)	Assignment Due: Oral-Peripheral Evaluation
12/12	Nervous System	Review Chapter 6	
12/17	<b>*Final is Scheduled for Monday, December 17, 2018 from 6:00 to 7:50 pm</b>		