SLHS 503: Advanced Speech Physiology

Instructor: Ignatius Nip, Ph.D., CCC-SLP
Office: SLHS 242
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E-mail: inip@mail.sdsu.edu
Office Hours: Tuesdays 12:00pm-1:30PM and Wednesdays 2:00-3:30pm. Please sign up for a 15 min. timeslot ahead of time. Sign-up sheets are in front of my office. If you cannot meet with me at these times, please email me to set up an appointment.

Course Location: AH 3113
Course Times: Tuesdays and Thursdays 2:00-3:15 PM
Course Website: http://blackboard.sdsu.edu/

Course Description and Objectives:
This course will cover: theoretical models of speech production and development; the anatomical and physiological bases of speech, voice, resonance, and fluency; the use of speech science instrumentation to assist in the assessment, diagnosis, treatment, and management of communication disorders, including speech, voice, resonance, and fluency.

Outcomes and Competencies
Summary: Upon completion of the course, students will be able to demonstrate knowledge of anatomy and physiology as related to speech production, to demonstrate understanding of the principles of assessing motor speech disorders in children and adults, and to demonstrate knowledge of principles for the treatment and management of motor speech disorders.

This course meets the following outcomes and standards:

SDSU Student Outcomes Assessment Program (SOAP) Outcomes:

Undergraduate Outcomes: 1A; 1B; 1C; 2A; 2B; 2C; 3A; 3B
Graduate Outcomes: 1A; 1B; 1C; 2A; 2B; 2C; 2E; 3A; 3B; 4A; 4B; 4C;

Speech-Language Pathology Knowledge and Skills (KASA – ASHA/CAA) Standards:

III-A: Knowledge of Basic Principles
Biological and physical sciences

III-B: Basic Communication and Swallowing Processes
Biological, neurological, acoustic, psychological, developmental, and linguistic processes

III-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences
Articulation, fluency, voice, and resonance: including etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates

III-D: Prevention, Assessment, and Intervention
Articulation, fluency, voice, and resonance: Principles and methods of assessment for people with communication disorders across the life span, including consideration of anatomical physiological, psychological, developmental, linguistic, and cultural correlates of the disorders. Interaction and interdependence of speech, language, and hearing in the discipline of human communication sciences and disorders.
III-F: Research
Processes used in research and the integration of research principles into evidence-based clinical practice.

**California Commission on Teaching Credentialing (CTC) Standards:**
*General Program Standards*
1: Program Design, Rationale and Coordination
2: Professional, Legal, and Ethical Practices
3: Educating Diverse Learners

*Speech-Language Pathology Standards*
1: Speech, Language, Hearing, and Swallowing Mechanisms
3: Speech, Language, Hearing, and Swallowing Disorders
4: Assessment of Speech and Language Disorders

**Remediation**
Students in the M.A. program in speech-language pathology as well as doctoral students working toward clinical certification will be reviewed every Fall and Spring semester by the faculty of the Speech and Language Sciences Division. Each student’s academic and clinical progress will be addressed; remediation recommendations, if any, will be determined by the faculty of the Division.

**Students with Disabilities: Americans with Disabilities Act (ADA) Accommodation**
The University is committed to providing reasonable academic accommodation to students with disabilities. The Student Disability Services Office provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact Student Disability Services for information regarding accommodations. Students who need accommodation of their disabilities should contact me privately, to discuss specific accommodations for which they have received authorization. If you need accommodation due to a disability, but have not registered with Student Disability Services at 619-594-6473 (Calpulli Center, Suite 3101), please do so before making an appointment to see me.

**Religious Observances**
The University’s policy on absence for religious observances is as follows: “By the end of the second week of classes, students should notify the instructors of affected courses of planned absences for religious observances. Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances.”

**Commitment to Diversity and Inclusion**
The University is committed to cultivating “…a campus climate that promotes human dignity, civility, and mutual appreciation for the uniqueness of each member of our community…Freedom from discrimination, harassment, and violence against persons or property is a basic right and is requisite for learning. Freedom of speech shall be protected. By the same token, the campus community shall denounce and confront acts of intolerance, abusive behaviors, and the beliefs and past events that have separated us as a people.”

**Academic Honesty**
Students are expected to maintain the highest standards of academic honesty and respect. According to SDSU’s Center for Student Rights and Responsibilities, students may be expelled, suspended, or put on probation for academic dishonesty.
Per SDSU's STANDARDS FOR STUDENT CONDUCT, examples of academic dishonesty include cheating that is intended to gain unfair academic advantage; plagiarism that is intended to gain unfair academic advantage; furnishing false information to a University official, faculty member, or campus office; forgery, alteration, or misuse of a University document, key, or identification instrument; misrepresenting oneself to be an authorized agent of the University or one of its auxiliaries; encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

**Examples of cheating** include unauthorized sharing of answers during an exam, use of unauthorized notes or study materials during an exam, altering an exam and resubmitting it for regrading, having another student take an exam for you or submit assignments in your name, participating in unauthorized collaboration on coursework to be graded, providing false data for a research paper, or creating/citing false or fictitious references for a term paper. Submitting the same paper for multiple classes may also be considered cheating if not authorized by the instructors involved.

**Examples of plagiarism** include any attempt to take credit for work that is not your own, such as using direct quotes from an author without using quotation marks or indentation in a paper, paraphrasing work that is not your own without giving credit to the original source of the idea, or failing to properly cite all sources in the body of your work.

*Please be advised that even the mere appearance of these behaviors falls within the definition of dishonesty.*

**California State University Executive Order 969 mandates faculty reporting of all incidents of academic misconduct.**

**Required Text, Readings, and Materials:**


Other readings will be made available on Blackboard.

Readings, unless otherwise marked in the schedule, are required. Students are strongly encouraged to read ALL required and recommended material before class.

**General Policies:**

1. **Classroom Behavior:** Please show respect to your instructors and your classmates. Cell phones are a distraction to those around you, even on “vibrate”. Please TURN OFF or SILENCE your phone before class or labs start. Text-messaging is also distracting and students are asked NOT to text-message during class or labs. Students seen text-messaging will be asked to leave class.

2. **Tests:** Students will need to bring a ParScore form for each exam. The four exams will only require the smaller ParScore (red) form. Students will be asked to turn off cell phones and leave their bags at the front of the class for each test.

3. **Attendance and Class Participation:** Class meetings will be mixture of lecture, discussion, and lab work. Regular attendance and class participation will be expected from all students and will be an important factor in determining borderline grades for this course.

4. **Make-ups/Incompletes:** There will be NO opportunities available for make-ups or incompletes except in emergencies as determined by the instructor or in special circumstances, with arrangements made in ADVANCE with the instructor. *All approved make-ups will be written during the final exam week.*

5. **Please check with me if you wish to record lectures.**

6. **Tests and quizzes will not be handed back.** If you would like to see your test or quiz, please see me in office hours where we will review the test or quiz together.

7. **Students may earn extra credit (up to 6 points or 2%) for participating in a research study in the School of Speech, Language, and Hearing Sciences. Participation in one research study**
will count towards an extra 1% for the final grade in the class. Students must provide written evidence of their participation. Please note that you may NOT use the same research experience for extra credit in multiple classes.

Grading:
A = 93-100%; A- = 90-92.5%
B+ = 87-89.5%; B = 83-86.5%; B- = 80-82.5%
C+ = 77-79.5%; C = 73-76.5%; C- = 70-72.5%
D+ = 67-69.5%; D = 63-66.5%; D- = 60-62.5%
F = 0-59.5%

Grading will be evaluated on the following (total points = 300):

1. Online assignments (60 pts or 20%): Online assignments on Blackboard will be regularly assigned to be completed outside of class time. You must complete the assignment in one session, otherwise Blackboard will submit your incomplete assignment for grading. *Once the assignment is submitted by Blackboard, regardless of whether or not it was complete, the assignment will graded “as is”. No exceptions. Assignments will include multiple choice, true/false, matching, fill-in-the-blank, and short answer questions.

2. Quizzes (30 pts or 10% each; 60pts or 20% total): Two quizzes will be administered at the beginning of class. Questions may include true/false, multiple choice, fill-in-the-bland and/or matching.

3. Tests (60 pts or 20% each; 180 pts or 60% total): Three tests will be administered at the beginning of class. Questions may include true/false, multiple choice, matching, fill-in-the-blank and/or short-answer.

Course Schedule
All chapters and page numbers from Hixon, Weismer, & Hoit (2008) unless otherwise noted

<table>
<thead>
<tr>
<th>Week of</th>
<th>Class Meeting 1 (Tues)</th>
<th>Class Meeting 2 (Thurs)</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Aug. 28</td>
<td>Intro, Speech Production</td>
<td>Intro: Production</td>
<td>Ch. 1, 7, 8, Kent, 2008;</td>
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<td></td>
<td>Theories</td>
<td>Theories (cont’d)</td>
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<tr>
<td>Sept. 4</td>
<td>Speech Production Theories</td>
<td>Methodologies in Speech</td>
<td>Ch. 9, Borden et al. (1994)</td>
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<td></td>
<td>(cont’d); Methodologies</td>
<td>Science</td>
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<td>Sept. 11</td>
<td><strong>NO CLASS ONLINE LECTURE</strong></td>
<td><strong>NO CLASS ONLINE LECTURE</strong></td>
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<td>Methodologies (cont’d)</td>
<td>Respiration: Anatomy</td>
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<td>review</td>
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<td>Sept. 18</td>
<td>Respiration: Physiology</td>
<td>Test 1 (Aug. 28-Sept.11)</td>
<td>Ch. 2</td>
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<td>Review for Test 1</td>
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<td>Sept. 25</td>
<td>Respiration: Physiology</td>
<td>Respiration: Physiology</td>
<td>Ch. 2, Wang et al. (2009)</td>
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<td>Oct. 2</td>
<td>Respiration: Clinical</td>
<td>Quiz 1</td>
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<td>Application</td>
<td>Phonation: Anatomy</td>
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<td>Review</td>
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<td>Oct. 9</td>
<td>Phonation: Anatomy</td>
<td>Phonation: Acoustics</td>
<td>Ch. 3</td>
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<td>review (cont’d)</td>
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<td>Oct. 16</td>
<td>Phonation: Acoustics</td>
<td>Phonation: Physiology</td>
<td>Ch. 3</td>
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<td>Oct. 23</td>
<td>Phonation: Clinical</td>
<td><strong>Test 2</strong></td>
<td>Ch. 3</td>
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<td>Application</td>
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<td>Resp &amp; Phon: Review</td>
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<tr>
<td>Oct. 30</td>
<td>VP: Anatomy Review</td>
<td>VP: Physiology</td>
<td>Ch. 4, Ch. 8 (p. 403-412)</td>
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<td>Nov. 6</td>
<td>VP: Physiology</td>
<td>VP: Clinical Application</td>
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<td>Nov. 13</td>
<td>Quiz 2</td>
<td>Articulation: Anatomy</td>
<td>No Class (ASHA)</td>
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<td>Nov. 20</td>
<td>Articulation: Anatomy (cont’d); Physiology</td>
<td>No Class (Thanksgiving)</td>
<td>Ch. 5</td>
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<tr>
<td>Dec. 4</td>
<td>Articulation: Kinematics</td>
<td>Articulation: Clinical Application</td>
<td>VP &amp; Artic: Review</td>
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<td>Dec. 13</td>
<td>FINAL EXAM</td>
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<td>Ch. 5</td>
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**Readings**


