

**CSD 4070**  
**Introduction to Fluency Disorders**  
**3 SEMESTER HOURS**  
**Spec. Ed./Comm.Disorders Bldg 155**  
**Tuesdays and Thursdays, 2:00-3:15**

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**Dewar College of Education**  
**Valdosta State University**  
**Department of Communication Sciences and Disorders**  
**Conceptual Framework: Guiding Principles (DEPOSITS)**  
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

### **REQUIRED TEXTBOOKS**

Yairi, E. & Seery, C. H. (2011). *Stuttering: Foundations and Clinical Applications*. Upper Saddle River, NJ: Pearson.

### **COURSE DESCRIPTION**

Provides basic information on the characteristics and nature of stuttering and causal theories. Some information on assessment and treatment of fluency skills is included in this course.

## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

STANDARD III-B: The student must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental and linguistic cultural bases.

STANDARD III-C: The student must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

STANDARD III-D: The student must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

STANDARD III G: The student must demonstrate knowledge of contemporary professional issues.

### **COURSE OBJECTIVES (CO):**

At the conclusion of this course and the related experiences the student will:

- CO 1. provide definitions of stuttering. (Standards III – B, III – C, III – D, III –G)
- CO 2. indicate prevalence and incidence of stuttering. (Standards III – B, III – C, III –D, III – G)
- CO 3. provide characteristics of the onset of stuttering. (Standards III – B, III – C, III – D, III – G)
- CO 4. state stuttering phenomenology. (Standards III – B, III – C, III – D, III – G)
- CO 5. provide severity issues relevant to stuttering. (Standards III – B, III – C, III – D, III – G)
- CO 6. discuss major theories regarding the etiology of stuttering Standards III –b, III – C, III – D, III – G)
- CO 7. provide information about the problems associated to the issues surrounding stuttering, it's nomenclature, description of characteristics, data collection, sample and sampling populations, and assessment. (Standards III – B, III – C, III – D, III – G)

### **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

1. Students will attend class regularly and participate in class discussions. (CO 1-6).
2. Students will be prepared to answer and discuss the study questions at the end of each chapter in the assigned text book (CO 1-6).
3. Students will complete a pseudo-stuttering task while on the telephone assignment and write a one page reaction paper regarding the experience (CO 2-3). This assignment will be conducted during the professor's office hours.

4. Students will write three 1-2 page reaction papers following the presentation of video clips throughout the semester.
5. Students will be required to complete a group research assignment that proposes a research study focusing on the area of fluency. The format of this paper will be discussed in class.

### **COURSE EVALUATION**

Exam I:	100 points
Exam II:	100 points
Pseudo-Stuttering Assignment	25 points
Reaction Papers	75 total points (25 points each)
Group Research Assignment	100
<u>Final Exam</u>	<u>100 points</u>
TOTAL	500 points

### **ATTENDANCE POLICY**

The University 20% absence policy regarding attendance will be strictly adhered to during this course. All students who have missed more than what the university policy indicates, will receive a failing grade. Please note that any incomplete assignments will affect your final grade. The course relies on participations and interaction of students and guest speakers. Make-up exams or assignments will not be administered unless the reason for missing the exam is documented. The student is responsible for contacting the professor either by email or by phone *prior* to missing the assignment.

### **DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM**

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

#### **FIRST OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).

3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

#### SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

#### **SPECIAL NEEDS STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, or handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall- South. The phone numbers are 229-245-2498 (V/VP) and 229-219-1348 (TTY).

#### **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

## **INSTRUCTOR**

Name: Matthew Carter, CCC-SLP

Office Number: 251

Telephone Number: 219-1328

Email Address: mdcarter@valdosta.edu

### **Office Hours:**

Monday: 9:30 – 11:30; 1:30 – 2:00

Tuesday: 10:30 – 11:30; 1:30 – 2:00; 3:30 – 4:30

Wednesday: 9:30 – 11:30; 1:30 – 2:00; 3:30 – 4:30

Thursday: 10:30 – 11:30; 1:30 – 2:00

## **COURSE SCHEDULE\*\***

8/14	Introduction, syllabus
8/16	Historical Approaches to Defining Stuttering (Chp. 1)
8/21 – 8/23	Nature of Stuttering (cont.) (Chps. 2-4)
8/28 – 8/30	Nature of Stuttering (cont.) (Chp. 5-6)
9/4	Nature of Stuttering (cont.) (Chp. 7)
9/6	Video Presentation #1/Overview of Exam I
<b>9/11</b>	<b>EXAM I</b>
9/13	Overview of Assessment and Diagnosis
<b>9/18</b>	<b>REACTION PAPER #1 DUE</b>
9/18	The Person who Stutters/Review of Exam I Results
9/20	The Person who Stutters (cont.)
9/25	Video Presentation #2
9/27	Multicultural Considerations
10/2	Preventing Stuttering
10/4	Counseling in Stuttering
<b>10/9</b>	<b>REACTION PAPER #2 DUE</b>
10/9	Historical Approaches to Treatment
10/11	Contemporary Approaches to Treatment
<b>10/16</b>	<b>FALL BREAK (NO CLASS)</b>
10/18	Success Rates of Treatment/Overview of Exam II
<b>10/23</b>	<b>EXAM II</b>
10/25	Introduction to General Research
10/30	Treatment Based Research
11/1	Neurologically Based Research
11/6	Emotionally Based Research
11/8	Video Presentation #3
11/13	Group Presentations
<b>11/15</b>	<b>ASHA CONFERENCE (NO CLASS)</b>
<b>11/20</b>	<b>REACTION PAPER #3 DUE</b>
11/20	Group Presentations
<b>11/22</b>	<b>THANKSGIVING BREAK (NO CLASS)</b>
<b>11/27</b>	<b>PSEUDOSTUTTERING REACTION PAPER DUE</b>
11/27	Group Presentations
11/29	Overview of Final Exam/Review of all written assignments (if needed)
<b>12/5</b>	<b>FINAL EXAM (2:45 – 4:45)</b>

**\*\*Course Schedule may be subject to change**