

CSD 4130
Organic Speech Disorders
3 SEMESTER HOURS
Spec. Ed./Comm.Disorders Bldg. 155
Mondays and Wednesdays, 3:30 – 4:45

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

None.

COURSE DESCRIPTION

Prerequisite: CSD 4020

A study of the development, genetics and syndromes associated with organic speech disorders such as oro-facial anomalies, cerebral palsy and other physically and/or medically involved populations.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

(identify those that apply to the course)

- I. **CONTENT AND CURRICULUM:** Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Educators support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. **ASSESSMENT:** Educators understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. **PLANNING AND INSTRUCTION:** Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM:** Educators recognize, participate in, and contribute to teaching and learning as a profession.

LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

COURSE OBJECTIVES (CO):

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

1. Learn the underlying causes and characteristics of organic speech disorders and classify disorder types (Standards III-C and III-D)
2. Understand appropriate causes and characteristics of organic speech disorders (Standards III-C)
3. Learn to identify the basic intervention strategies and programs and identify the differential behaviors within each etiology group. (Standards III-C and III-D)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Students will attend class regularly and participate in class discussions. (CO 1-3).

2. Students will be assessed via 1 written examination, 2 quizzes, and 1 class project (CO 1-3).
3. Students will complete an informative pamphlet designed for hypothetical parents of children with a specific syndrome/disorder (CO 1-3).
4. Students will complete a 5-10 minute presentation to the class regarding a specific syndrome.

COURSE EVALUATION

Exam I:	100 points
Informative Pamphlet	100 points
Presentation	25 points
Quiz 1	25 points
Quiz 2	25 points
<u>Quiz 3</u>	<u>25 points</u>
TOTAL	300 points

The following grading scale will be used for the assignment of the final grade:

A- 90-100%	270 – 300 points
B- 80-90%	240 – 269 points
C- 70-80%	210 – 239 points
D- 60-70%	209 – 180 points
F- Below 60%	<179 points

ATTENDANCE POLICY

A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course. 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, Ph.D., CCC-SLP

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Telephone Number: 219-1328

Email Address: mdcarter@valdosta.edu

Office Hours:

Monday: 8:30 – 9:00; 10:30 – 11:30; 1:00 – 2:00

Tuesday: 9:00 – 9:30; 1:00 – 3:00

Wednesday: 10:30 – 11:30; 1:00 – 2:00

Thursday: 1:00 – 2:30

Friday: 8:30 – 9:00; 10:30 – 11:00

COURSE SCHEDULE**

1/7	Introduction, Syllabus
1/9-1/14	Genetics
1/16-1/28	Cerebral Palsy
1/21	MARTIN LUTHER KING, JR. HOLIDAY/NO CLASS
1/30	Video Presentation: <i>Beyond Limits</i> /Review for Exam I
2/4	EXAM I
2/6	Organic Voice Disorders/Laryngectomees
2/11-2/20	Cranofacial Anomalies
2/25	QUIZ 1 /Autism
2/27	Video Presentation: TBA
3/4	Amyotrophic Lateral Sclerosis/Multiple Sclerosis
3/6	Parkinson's/Huntington's Disease/Review Exam I
3/11	QUIZ 2 /Epilepsy/Schizophrenia/Creutzfeldt-Jacob Disease
3/13-3/25	Aphasia/TBI
3/18-3/22	SPRING BREAK/NO CLASS
3/27	Video Presentation: Aphasia!
4/1-4/3	Vascular, Frontotemporal, and Alzheimer Type Dementias
4/8	Dyslexia
4/10	QUIZ 3 /Introduction to Presentation and Pamphlet
4/15-4/22	Syndromes
4/24	ALL PAMPHLETS DUE
4/24	PRESENTATIONS
4/29	PRESENTATIONS

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