

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
Department of Communication Sciences and Disorders

UNCG



COURSE OUTLINE Fall 2005

CSD 250: Concepts in Communication Sciences
Fall 2005
Ferguson Building, 322
Wednesdays 5:30-8:20

Concepts in Communication Sciences

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Every time you sign your name to one of my tests, you acknowledge that you have read the UNCG Academic Integrity Policy, <http://saf.dept.uncg.edu/conduct/policies/academic.integrity.html> I take this very seriously and remember, on all our assignments, EXCEPT the small group project, you work independently and you credit the work of others. If you have ANY questions about what this means, let's talk in class about it! [As your grandmother would say...cheating only cheats the cheater.](#)

I. Course Description:

For freshmen and sophomores.

Concepts essential in understanding human communication; factors affecting life-long development and competency of speech, language and hearing. This fall: information about how communication disorders reveals information about NORMAL communication. I will include information about prevention of communication disorders and cultural/ethnic/gender/geographical differences in normal and disordered human communication

Blackboard: This class is posted online at the new Blackboard version 6 site which is now at <https://blackboard.uncg.edu/> but if you go to the old Blackboard URL some of you are used to, that will work as well. Most class information will be posted on BB, in a variety of formats: Word pages, Power Point Slides, and web pages or links. Please note that I update lectures prior to class (sometimes there is “cutting edge info...this just in!” so do not print off too many lectures in advance. Students need an active **university** email address to be able to access the site. Please sign up and activate your account if you have not done so. If you have a yahoo or some other account (“wildbabe@hotmail.com”), please keep in mind that you might not show up on the course list and you might not receive important information if you have your UNCG information forwarded. The instructor frequently interacts with the class via internet email and through the blackboard website. Additionally, class assignments and homework questions are also posted on Blackboard. Grades will also be posted online in the blackboard online grade book. Students can access their grades securely on Blackboard and check if assignments are graded and recorded. Test results will be posted online in the Blackboard grade book. If you are new to Blackboard and have any problems, please let me know.

II. **Course Objectives:**

The Standards listed below reflect some of the knowledge and skills that the American Speech-Language-Hearing Association has outlined for those in communication disorders professions. I will assume that only some of you will want to enter those professions. This course is a good elective for anyone interested in normal or disordered human communication...yours or someone else.

- A. Through assigned readings, lectures, and assignments, students will gain knowledge of the normal human communication, including biological sciences, physical sciences, and social/behavioral sciences. (ASHA Standard III-A)
- B. Each student will have a brief overview of speech, language and hearing disorders that may occur and how we can learn about normal human communication from these disorders. (ASHA Standard III-C)
- C. Each student will learn about how human communication, including speech, language and hearing, changes throughout the lifespan. (ASHA Standard III-B)
- D. Each student will learn about normal human communication in all its varieties through observation of children and adults in class and in their surroundings. (ASHA Standard III-A)
- E. Each student will learn how to self-evaluate his/her own communication strengths and challenges (ASHA Standard III-D)

- F. Each student, in a small group, will learn to educate another group—the public, other students, family members—through a group project focusing on prevention of a communication disorder or highlighting a population at risk (ASHA Standard III-D)
- G. Each student will reflect, in writing, about one communication disorder or one communication topic of interest to him/her and be ready to discuss this in class. (ASHA Standard II-C)

III. Required Texts

I have ordered the text, Introduction to Speech, Language, and Hearing Disorders by Franklin H. Silverman. **THIRD EDITION**

We also have an online version of the text. The online version offers audio and video clips, interactive information and more! When you purchased the Silverman book, you also got a Book Activation Key (number) which came packaged with your textbook. This enables you to go online and look at the information (to be explained in class). You will also need this course registration number:

Course Registration ID: **to be given in class , see your Blackboard Course Agenda for THE SECRET number!!**

Again, you will need your Book Activation Key ((number) and the course registration number to get on the web site. We will be given a name, email and number to contact in case of any problems with the web site. I will demo how to do this. Stay calm.

IV. Assignments:

Class time is divided into three different learning formats: (a) **class business**, in which YOU (and sometimes Ms. Amy Sample, world's best graduate assistant) and I) contribute items of interest you have brought from the outside world. Sometimes I will ask you to bring something specific, but not usually; (b) **content lectures or discussions with Hooper or guest speakers/panels** (with assigned readings and study questions); and (c) hands on experience in **small or large group activities** or class presentations by you or your group. Please follow the class schedule carefully to know when readings, assignment, and activities are due. Note that in the readings and assignments you will learn about normal and disordered human communication, prevention of problems, at risk populations, and differences between and among all of us. The UNCG calendar may help you. See <http://www.uncg.edu/reg/Calendar/acaCal/fa05.html>

- A. **Readings and web surfing:** You will be asked to read chapters from the Silverman book, readings that I post to the BB site, web pages that I link to the BB site, and articles and web pages unique to YOU, based on your interests. I will ask that you read the items **BEFORE** the corresponding class, beginning with class two—you are a free bird for class #1. You will be able to

contribute to the class so much more if you do so. If I think that you are not keeping up with the readings, we may need to have a little chat/pep talk, OK?

- B. **Small Group Projects:** On August 31 I will divide you into small groups. On Sept 14 you will have the class time to start working with your group. BEFORE that date, you can communicate electronically (email or BB). Each group will have a teaching project in which you teach others about a topic of interest. The topic can be a communication problem, difference or disorder, a population at risk for a communication disorder, difference or problem, OR something wild and wacky about communication. Your topic must be approved by me, but I tend to say “the sky’s the limit.” Think outside of the voice box. Your group must produce a “product” that can be presented to the class on November 30, the last day of class-- presentation night, and which can, in some way, be permanent (a web page, a handout, a brochure, a video or cd or dvd, or an artistic product or anything else I can’t think of right now). Here are some minimal requirements for the project:

- The information must be **evidence based**. That means, you can’t make it up! You must have at least THREE high quality journal references for your topic (you can email Sally or me if in doubt) Not to worry...we are going to learn how to do a lit search. In the Electronic CITI in the library we will learn a terrific way to search the literature for CSD articles. You will learn how to use ComDisDome, <http://library.uncg.edu/depts/ref/bibs/csd.html> and you will learn about our terrific library page, <http://library.uncg.edu/depts/ref/bibs/csd.html> for CSD. I will discuss in class what a quality article might be. In addition to the journal articles, you can have other references: web pages with correct citations, interviews with experts, or book chapters. The instructor must have a reference list if it is not readily available, such as on a web page you post. I need to see that you met this requirement.
- You must be able to present/discuss your project in **10 minutes**. We will have 3-4 people per group. I will be very strict on time on Nov. 30 and you will either lose points or the hook will drag you off stage, or both! Think of this as Last Comic Standing or Late Night at the Apollo. No, there will not be a rock to rub.
- Your project must have a name, such as “Smoking Prevention Programs to help prevent cancer of the larynx.” Or, “Why African American Women are at risk for aphasia, the language disorder after stroke.” Or, “Why my Tabor City Dialect is just as good as your New Yawk City dialect.” OR, “What Guilford County Schools should do for children who do not speak English.” OR, “Why my speech is beautiful: a painting,” OR, “Why boys sound like girls but men don’t sound like women,” OR, “Why we need support groups for parents of cleft lip and palate children.” Get the picture?
- You must have something for the class to hold...a handout or something. And you must let them know the name and role of

each group member...what did each person do? It would be nice for the class to have the reference list. Some of you may have, as your product, a web page or brochure and this would already be there.

- You must enjoy this project. It is fine to laugh and have fun! You might just learn something.
- You should agree upon the following three roles in the group: a group leader to organize things, a group communicator who will contact people, follow up, email, etc., and a group secretary who will keep notes. You can name yourself king, queen, and princess or prince or whatever you like. Enjoy.
- You should be willing to evaluate your group and the individuals in the group at the end of the semester. That's how life/jobs work.

Think of this as a Big NONPaper. But I don't want a Big Paper. You did that in high school English. This is Better. Did I mention fun?

C. Exams: There will be two exams this semester...One at before midterm and one at the end, on exam day. The first exam will be **one hour, on OCT 5**, and it will **at the midpoint of class, circa 6:30**. I have designed the exam to last an hour, but if you are a slow test taker or have special test taking needs, you can use more time. The second exam, which is technically non cumulative, will be on the regularly scheduled exam day for this class. See the UNCG exam calendar: <http://www.uncg.edu/reg/Calendar/examCal/Fa04.html>, "Evening classes meeting in three-hour blocks (for example, between 7:00 and 10:00) will have the examination at the first regular class period during exam week." The **exam will begin at 5:00** and I have designed this exam to last approximately **an hour and a half**, but again, you may stay longer if you are a slower test taker. There will be review sessions prior to each exam for answering questions and going over materials. A reminder: each chapter of your book has a study guide. If you have any special learning needs, please make sure you bring me information/documentation from the Office of Disability Services. If you think you may need their services, please let me know. They are terrific. I encourage ALL of you to use the Writing Center and the Speaking Center...you tuition dollars at work.

D. Self evaluation of communication and observation of others:

You will turn in two "forms" which are structured reflective papers. The first is a communication evaluation of your own speech, language, and hearing skills. The second is a report of the communication of someone else, using the same form. These will be provided to you in class and will be due after midterm, but before the turkey goes in the oven in November. The form is titled, "communication evaluation form."

E. Class participation:

Part of your responsibility as a college student is to engage in peer and professor teaching. For some of the classes I would like you to bring “class business” to class, explained in the first class. I would like you to ask (good) questions and make (good) comments. What is good? We can talk. We can decide if we want discussion forums for your small group. Your group members will evaluate you and you will be able to see contributions from others. Whatever your communication style, share it with someone! Finally, a tiny part of your class participation is that you must meet with the professor, as discussed in class one. All you have to do it show up to get credit for this! I would like you to sign up for a brief (10ish min) appointment so we can get to know each other a little. You will sign up in small groups—3-4 . I would like to know a little about you and your communication background. See you there!

V. Your performance, the points:

Exam One	50
Exam Two	100
Class participation	50
Communication Evals (2 @50 pts)	100
Group Project	200

Total points **500**

Points and Grades:

485-500	A+
465-484	A
450-464	A-
435-449	B+
420-434	B
400-419	B-
385-399	C+
370-384	C
350-369	C-
335-349	D+
320-334	D
300-319	D-
299 and below	F