

**CSC 642 – Fall, 2011**  
**Neurology of Speech, Language and Hearing**  
**Daniel C. Tullos, Ph.D., CCC-SLP**

**Course Description:**

Neuroanatomy and neurophysiology with a concentration on neurological mechanisms related to speech, language and hearing.

**Required Texts:**

American Psychological Association (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author (ISBN: 9781433805615)

Bhatnagar, S. C., (2008). Neuroscience: For the study of communicative disorders (3<sup>rd</sup> Edition). Philadelphia: Lippincott Williams & Wilkins. (ISBN: 1605476617)

**Student Learning Objectives:**

1. Students will be familiar with basic anatomical structures of the central and peripheral nervous systems. (Standard III-B)
2. Students will understand normal neural mechanisms that support human communication. (Standard III-B)
3. Students will be familiar with the neurology underlying speech, language, and hearing disorders. (Standard III-B)

**Course Requirements:**

1. Three exams will be administered. The format of each exam may vary and will be discussed prior to the exam date. Exams will be comprehensive in the sense that performance will rely on the understanding of previous material.
2. Students will thoroughly complete and submit quiz questions presented at the end of each chapter. Questions must be completed individually and are not a group project. Questions will be submitted on the assigned dates. They will not be accepted after the due date unless the student has made prior arrangements.

**Changes in Course Requirements:**

The instructor reserves the right to change the course assignments and/or testing procedures. However, students will be adequately notified of any changes during class meetings.

**Grades:**

- 90% Exams and Final
- 10% Chapter Review Questions

**Professional conduct:**

Please abide by the following rules to allow for the best learning environment for you and your fellow classmates.

1. Cell phone policy- Turn off cell phones. (Any exceptions must be discussed with the instructor.) No text messaging allowed, no matter how quiet yours may be. No cell phones or electronic devices during quizzes and exams or you will earn a “0” on your quiz or exam. Do not use a cell phone as a watch. **Turn it off and put it away!**
2. No lap-top usage for surfing the web. Laptops may be used strictly for note taking. (Proof may be required and you may be required to produce the notes.) No “IMs” (instant messaging) during class.
3. Come to class on time to minimize distractions and be considerate of the rest of the class. Remain until the class is dismissed. If you have a client immediately following class, you must set up your room and materials before class.
4. Any requests for assignment changes must be approved **ahead** of time. No exceptions!

**Students with Disabilities:** It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations, must contact the instructor and the Disabilities Office at the *beginning* of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Director *as soon as possible* in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 102 of the Lee Academic Center, telephone (501) 279-4019.

**Academic Integrity:** Cheating in all its forms is inconsistent with Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade. Students who share assignments with students taking the course in a subsequent semester may be subject to having an academic integrity sanction added to their college record.

**Assessment:** Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission of the North Central Association of Colleges and Schools. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in

fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: **The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.**

This course adheres to university guidelines regarding workload requirements per credit hour.