CSD 4000  Anatomy & Physiology of Speech & Language

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CSD 4000  Anatomy & Physiology of Speech & Language

Harding University
College of Allied Health
3 Credit Hours
Class Meetings Times – T/R 11:30 – 12:15
Swaid 103

Instructor:  Melanie Meeker, PhD, CCC-SLP  Semester/Term:  Fall 2020
Phone (office):  (501) 279-4633  Office Hours:  by appointment via Google Meets
Email:  mmeeker@harding.edu or in person – email for an appointment

Course Information

Course Communication Protocols
I plan to utilize Canvas Announcements as my primary means of communication with you as a group. I may also send emails to your Harding email account on occasion, especially for individual communication. I would prefer that you use my Harding email and you can expect a reply from me within 24 hours during the week. Please don’t expect emails to be answered during the weekend, but I will try. Students are expected to check emails daily and a timely response from you is appreciated. I will use Google Meets for office hours and am happy to schedule times to meet with you individually to discuss any course concept, assignment, quiz or review an exam. Please send me an invitation using Google Calendar. I have most availability on Mondays and Wednesdays.

Netiquette – for any course component completed online this semester
As servants of Christ, we must know how to address each other via all methods of communication - whether online or on-ground. We realize that in an online classroom, students may be across the globe - all the more reason to state what to expect when communicating online. When it comes to our communication, let's remember the following: Harding University is a Christian university and expectations are that the relationship and communication style between one another should reflect Harding's Christian mission.

When communicating with teachers or classmates, please remain professional and courteous. Review the guidelines for Netiquette found on the Canvas homepage for this course. Remember to use person-first language (child with Down syndrome) rather than disability-first language (Down syndrome child). When/If we meet together online, please be prepared to share your screen and open your mic to fully participate in the online conversation.
University Mission Statement

Harding's mission is to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals. This involves the following goals:

1. **Generally, the integration of faith, learning and living** - developing the whole person through a commitment to Christ and to the Bible as the Word of God, an emphasis on lifelong intellectual growth, and the encouragement of Christian service and world missions through a servant-leadership lifestyle.

2. **Specifically, the development of Christian scholarship** - while acknowledging dependence on God, stressing Christian commitment to intellectual excellence through a strong liberal arts foundation and effective professional preparation.

3. **The promotion of Christian ethics** - creating an atmosphere that emphasizes integrity and purity of thought and action.

4. **The development of lasting relationships** - fostering personal and social relationships through interaction among faculty, staff and students; and stressing a lifelong commitment to marriage and the Christian family.

5. **The promotion of wellness** - emphasizing that the body is the temple of the Holy Spirit and that lifetime health habits contribute to a better quality of life.

6. **The promotion of citizenship within a global perspective** - developing a Christian understanding of and respect for other cultures through an emphasis on liberty and justice.

Department Mission Statement

The educational mission of the Communication Sciences and Disorders program at Harding University is to prepare highly competent speech-language pathologists in a rigorous academic curriculum with an emphasis on Christian living.

Catalog Description

Normal anatomy and physiology of speech and language will be presented. Specific breakdowns in anatomical and physiological functioning resulting in communication disorders will be discussed.

Integration of Faith and Learning Statement

There is nothing that convinces me more of God’s sovereignty over this fallen world than learning more and more about His masterpiece – the human body. You are an absolute miracle – the workmanship of His almighty hand. You are a living, breathing, walking “study aid” for this course. If you have negative preconceived notions about this course, let go of them.

Prerequisites

BIOL 1200 is a prerequisite for this course (Human Structure & Function)
Course Rationale
This course is designed to provide the undergraduate student in communication sciences and disorders with a functional knowledge of the anatomy and physiology of speech and language production. Attention is given to the specific structures, muscles, and function of respiration, phonation, resonance, and articulation. An overview of the central and peripheral nervous systems is provided. By the conclusion of this course students are expected to know the location and function of the primary structures and muscles of the speech/language mechanism as well as understand how these structures function to produce speech, language, cognition, and swallowing.

Course Materials


Textbook Rationale
I know that textbooks represent a significant cost for the college student. In this course, you will utilize the required text heavily and it is an excellent resource for you as you enter graduate school and build a professional library. This book contains excellent photographs, illustrations, and diagrams of the human body which are very helpful in mastering this course content, which is visual in nature.

You may opt in for HU Access to the textbook for this semester only, you may purchase your book from the HU Bookstore, directly from the publisher, or from Amazon. A link to an online version of your text is available on the Canvas course.

Learning Objectives

University Learning Outcomes (ULOs)

This course supports mastery of the following ULOs:
ULO 4 (Critical Thinking): Students will gather and evaluate available information and make a reasoned argument based on that data.
ULO 9 (Personal Wellness): Students will demonstrate knowledge and skills for nurturing physical and emotional health.
Relationship to ASHA Standards:

ASHA upholds eight Standards related to academic and clinical training as well as continuing education, acquisition and maintenance of your CCCs. These Standards have been recently revised and new standards became effective January 1, 2020. The revised Standards are available in your departmental handbook and students are encouraged to review them. This course primarily contributes to evidence of skills described in Standards IV-B, IV-C and IV-D.

Program Learning Outcomes (PLOs)

PLO #3 – Students will demonstrate basic knowledge of human anatomy & physiology supporting speech, language, voice and swallowing.
PLO #11 – Students will demonstrate proficiency in speech and hearing science

Course Learning Objectives (CLOs)

Upon completion of this course, you will be able to:
1. Use common directional terms to describe anatomical structures for speech, voice and swallowing in their relationship to each other and other parts of the body
2. Be able to list cranial nerves and their basic functions
3. Describe the organization and function of central and peripheral nervous systems
4. Match disorders of speech, language and cognition with corresponding sites of lesion
5. Describe origin, insertion, action and innervation of musculature for speech, voice and swallowing
6. Construct models of larynx and brain, identifying key structures
7. Describe basic physiology governing cognition, language, phonation, respiration, articulation, resonance and swallowing
8. Discuss the Bernoulli principle and Boyle’s law as they relate to phonation and respiration

Grading and Assignment Details

Grading Information

You will be given feedback during the duration of this course. Feedback will primarily be in the form of grades on quizzes, exams and projects. The intent of this feedback is to inform you of how well you met the expectations for these components and help you identify strategies for mastering the course material.

Assessment of the knowledge, skills, and proficiency of each student for the purpose of assigning a letter grade at the completion of this course will be based on the following course components:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Exams</td>
<td>50%</td>
</tr>
<tr>
<td>Exam #1 – Neurology &amp; Basics of A&amp;P</td>
<td></td>
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<tr>
<td>Exam #2 – Respiration</td>
<td></td>
</tr>
<tr>
<td>Exam #3 – Phonation</td>
<td></td>
</tr>
<tr>
<td>Exam #4 - Articulation/Resonance</td>
<td></td>
</tr>
<tr>
<td>Final Exam (Comprehensive)</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes – there are 12</td>
<td>10%</td>
</tr>
</tbody>
</table>
Class Projects  20%

- Clay brain
- Clay larynx
- Respiration t-shirt
- Case study assignment

Grade schedule:

A- 90-100
B- 80-89
C- 70-79
D- 60-69
F- less than 60

Grades are not gifts; they are earned. The instructor does not *GIVE* grades; rather the student *EARNS* the grade through organization, diligence, planning, and execution.

Students are expected to assume individual responsibility for the quality, presentation and timeliness of their own work. Late work is not accepted and earns a grade of zero. Extra credit opportunities are not available so please submit your best work on time.

Course Assignment Details

This course is divided into sections. Each section will cover the structure (anatomy) and function (physiology) of each body system. Specific breakdowns in anatomical and physiological functioning resulting in communication disorders will be discussed. The systems covered in this course include:

1) Basics of Anatomy & Physiology
2) Neurology
3) Respiration
4) Phonation
5) Articulation & Resonance

Each of the five systems above is represented by a module in Canvas. Each module contains pre-recorded Echo Lectures which you listen to. You should also plan to read the corresponding chapters in your textbook. Each module will contain at least two quizzes and you can take them multiple times. Canvas will record the highest grade on each quiz at the time that the quiz closes.

Course Requirements- (must be completed to earn credit in this course):

1. There will be four examinations and a final. The final will be comprehensive.

2. Each student will make a three-dimensional model of a the left cerebral hemisphere and the larynx. Clay (Model Magic) is available at WalMart, Hobby Lobby, or online. Play-Dough is not recommended; it falls apart when dry and you will be sad. Your larynx model should be able to stand on its own. You’ll also complete a t-shirt depicting the muscles of the respiratory system. You should plan to turn these in at class time on the day they are due. In case of an online situation, the projects will be photographed and videotaped for submission in Canvas for grading. Examples of work submitted in previous semesters are available on Canvas. Rubrics for each project and “helpful hints” are available on Canvas and should be referenced prior to project completion.
3. Each chapter will have at least one accompanying quiz on Canvas. You will have multiple opportunities to take each quiz. It is possible that you can earn a perfect score in this part of the course but that will require diligence on your part.

4. The final two weeks of this semester will be used to complete a case study analysis where you will apply the knowledge you’ve gained in the class.

**Participation/Attendance**

Full participation in each class meeting is required for the success of the entire class. True exchange of academic ideas can only be achieved with everyone actively participating. Attendance at each in person or synchronous online class meeting is expected and will be recorded. If online, please be prepared to share your screen and verbally participate in discussions. Come to class having read the material, viewed the accompanying Echo Lectures and have your questions ready. Anatomy involves some complex concepts and large amounts of material that is probably new to you. I truly want you to be successful in mastering this course material but cannot answer questions that you don’t ask. In my classroom, there are no “dumb” questions. I will always respect your willingness to seek a greater depth of knowledge and promise to never knowingly make a student feel “silly” for asking a question in class – it’s a safe place to pursue knowledge. Please make sure that you maintain that sense of safety by honoring your classmates’ pursuit of knowledge.

Masks and appropriate social distancing will be required in the classroom and while in the Swaid Center for Health Sciences. Should you need to miss class due to illness or quarantine, please communicate with me prior to class time via email. We will utilize a seating chart in this class – please follow it for the duration of the semester.

We’ll use an A/B schedule this semester. Half of you (A group) will meet face to face on Tuesdays and online on Thursdays. The other half (B group) will meet face to face on Thursdays and online on Tuesdays. Attendance will be taken for both groups on both days. If you need to miss a class period, please inform me via email prior to the class period. Any student who misses more than 2 class meetings will have the final grade lowered by one letter for each subsequent absence.

Class will be recorded for students who have excused absences.

Attendance Policy: [Harding University Attendance Policy](#)

**Submitting Assignments**

Please use Canvas for submitting assignments; each assignment has a correlating spot for submission. Name your file in a way that identifies you and the project you’re submitting. An example might be Meeker Larynx or Meeker Brain. If your file is too large to upload to Canvas, use Google Drive. Please follow up on your submission with an email to me, alerting me to look for it.
Technology Details

Technology Requirements
For a list of Canvas supported browsers, visit the Canvas community website. This course requires that you have access to a computer that has internet capabilities. You are responsible for having a reliable computer and internet connection throughout the course. You will need to have access to, and be able to use, the following:

1. Microsoft Office 365
2. Adobe Acrobat
3. Webcam (for proctoring of unit exams and the final)
4. Digital camera/video recorder for submitting projects if online – your smartphone will be sufficient

Technical Support
For technical assistance from 8:00 a.m. - 5:00 p.m., M-F, please contact the e-Learning Help Desk at
Phone: 501-279-5201
Email: elearning@harding.edu
Web: E-Learning Web Address
For Canvas assistance, search Canvas Guides.

Technical Skills
The following foundational skills are expected of all students who access Canvas. This list represents a minimum expectation of your ability to function effectively in a technical environment.

1. Access Harding’s Canvas and navigate course content
2. Written communication skills, email, attachments, uploading, and downloading capabilities
3. Online etiquette (netiquette), including privacy and security awareness
4. How to change browser / refresh a page / other basic computer tasks
5. Navigate the Internet for scholarly research
6. Utilize basic software / app programs needed for word processing, data analysis, and presentations

Learning Management System
Canvas is the Learning Management System (LMS) used in this course. Canvas sends an email confirmation to your Harding University email once an assignment is graded or an announcement is posted. Canvas can be accessed using Harding’s Canvas Login. For additional information relating to Canvas, including tutorials, and supported web browsers, please visit Harding’s IST Canvas page or Instructure Canvas Help Center.

Click here for Instructure Canvas Accessibility and Privacy Policies.
Policies and Procedures

University Policies

Drop and Add Dates
The official start date is August 24 and the last day to add this class is August 28. The course will end on December 11 and the last day to drop is December 3. Please refer to the University’s policy regarding drop/add if you have specific questions.

University 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 Accreditation of the Higher Learning Commission as well as standards of many discipline-specific specialty accrediting agencies. 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 units. Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement of holistic university learning outcomes. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes used to sequentially improve teaching and learning processes. Additionally, a holistic assessment of student achievement of university learning outcomes is coordinated by the university Director of Assessment used to spur continuous improvement of teaching and learning.

Students with Disabilities Accommodations
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 condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Office of Disability Services and Educational Access at the beginning of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Office of Disability Services and Educational Access as soon as possible in order to get academic accommodations in place for the remainder of the semester. The Office of Disability Services and Educational Access is located in Room 226 in the Student Center, telephone, (501) 279-4019.

Since some students in online courses will not have access to the Office of Disability Services and Educational Access located on the Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax (501-279-5702) or mail (915 E. Market Ave., Box 12268, Searcy, AR 72149-5615) to the Office of Disability Services and Educational Access on the Searcy campus. The necessary forms are available at the Student Life Disabilities Services Website. Upon receiving the appropriate documentation approved by ADA guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Director of Disability Services and Educational Access. If you have questions, please contact the
Since students on an international campus will not have access to the Office of Disability Services and Educational Access located on Harding University's Searcy campus, the student must self-identify with the International Studies office prior to being accepted for a semester abroad. Reasonable academic accommodations (e.g. extended time on tests, a quiet room/no distractions for testing, etc.) may be made by the faculty on an international campus. However, a doctor’s statement will be required for a physical or psychological disability stating that the student is capable of fully participating in the rigorous travel itinerary (group and independent travel) as well as intense academics the semester he/she is abroad.

**Code of Academic Conduct**

Students of Harding University are expected to be honorable and to observe standards of academic conduct appropriate to a community of Christian scholars. Harding University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Harding expects its students to conduct themselves as responsible citizens in a Christian community. Enrollment at the University is viewed as a privilege that brings the attendant responsibilities and accountability. In order to encourage Christian living and growth, the University administers a student Code of Conduct. This code is provided to every student upon enrollment. Upon registration to the University, students acknowledge and agree to abide by this code. Harding University reserves the right to refuse admission or dismiss students whose lifestyle is not consistent with the Christian principles for which Harding stands; and when the general welfare of the institution requires such action. Students suspended for disciplinary reasons during a semester may receive a grade of “F” in all courses for that semester. Please visit the appropriate Harding University Student Handbook (undergraduate or graduate/professional) for further details.

**Academic Integrity Policy**

The goal of academic integrity is to achieve the highest level of integrity without need to invoke procedures or sanctions. To approach that goal, faculty must communicate forthrightly and persuasively to students the importance of academic honesty. Please plan to spend at least a few minutes of your first class meeting each semester enunciating the basic principles you expect to see enacted, and please reinforce this message in your syllabus. A simple statement such as one of the following would suffice:

Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Director of Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.
Chapter quizzes will benefit you most if they’re done independently, although comparing answers with a peer after you’ve taken the quiz is acceptable. It’s acceptable to work alongside a peer when completing projects, although each student should complete his/her own project. Examinations should be done individually and not discussed with peers afterwards.

**Referencing Information**

As the accepted writing style of business, psychology, education, and social science programs across the globe, the American Psychological Association publication format (otherwise known as APA Style) is the required writing style for this course. Learning to conduct scholarly research is a natural part of academic work, and will help you succeed at Harding University. Conducting scholarly, professional and industry research is required for this course.

If a source is questionable, e.g., Wikipedia, other wikis, ask.com, answers.yahoo.com, etc., please contact your professor for clarity and permission before using a source that falls outside the scope of traditional academic standards. It is also important that you show how these references assisted your academic work; so make sure you reference your sources in every assignment you submit, no matter how mundane the assignment may be. Failure to properly and completely cite your sources may constitute plagiarism or cheating, as delineated in the Academic Code of Conduct. Bottom line, remember these two simple rules: 1) give credit where credit is due, and 2) if it isn’t your words, ideas or thoughts, it is someone else’s and needs to be cited.

- APA Resources
- Purdue Online Writing Lab

The Harding University Writing Center is also available to provide help with planning, writing, organizing, or revising an essay as well as with using MLA, Chicago, or APA formats. You can schedule an appointment with the Writing Center at harding.mywconline.com or ask questions via email at HardingUniversityWritingCenter@gmail.com.

**Turnitin**

During this course, the originality of various assignments submitted by students will be checked via Turnitin, an organization leading the way in both plagiarism detection and student learning. Turnitin provides institutions, faculty, and students with a variety of academic tools, including originality checks, online grading capabilities, and even peer reviewed feedback. Turnitin is integrated with the assignment settings used by the instructor when preparing assignments in Canvas.

**Student Declaration**

Submitting an electronic document at Harding University constitutes an agreement with the following declaration:

- I affirm that the work submitted is of my own accord, is original, and contains the necessary and appropriate citations, where the work is of another source.
- I affirm that this assignment has not previously been submitted in any form.
● When submitting assignments to Turnitin, I acknowledge and adhere to its disclaimer statements.
● To uphold Harding University’s Academic Integrity Covenant

Academic Grievance Policy
If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the denial of academic progression, a procedure has been established to resolve the grievance.

The student must initiate the written Academic Grievance Appeal within five business days after notification of the final grade in Pipeline or notification of denial of academic progression. In cases of both course grade and academic progression appeals, students are encouraged to first engage the involved faculty member in a good faith discussion (in person or via telephone or email) as the first step in resolving any concerns. If resolution is not achieved, a student may submit a written academic grievance by following the policy set forth in the Harding University catalog. All students should be familiar with this policy.

Time Management Expectations
For every course credit hour, the typical student should expect to spend at least forty-five clock hours of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least one hundred thirty-five hours dedicated to the course.

Dress Code
You must adhere to the dress code for all work done in a course, where either a static or video image of yourself is submitted. Students coming to class out of dress code will be asked to leave and an unexcused absence will be recorded.

Course Policies

Course Academic Conduct
All acts of dishonesty in any academic work constitute academic misconduct. As a student of Harding University, you should avoid all cases that will be construed as academic misconduct. This includes, but is not necessarily limited to, the following:
1. Cheating: Use or attempted use of unauthorized materials, information, or study aids in any academic exercise.
2. Plagiarism: Representing the words, ideas, or data of another as your own in any academic exercise.
3. Fabrication: Falsification or unauthorized invention of any information or citation in an academic exercise.
4. Aiding and Abetting Academic Dishonesty: Intentionally helping or attempting to help another student commit an act of academic dishonesty.
5. **Conduct unbecoming a professional while participating in a practicum, internship, field experience, or any similar academic experience:** Conduct unbecoming a professional includes, but is not limited to, standards of conduct stated in any Harding University student handbooks as well as standards and codes of conduct associated with professional organizations related to the student's academic discipline.

6. **Respect:** Students are expected to respect other classmates' opinions and ideas at all times. Since online students cannot see body language and other nonverbal cues, it is essential to word comments carefully and to refrain from such things as sarcasm, which can be taken negatively in the online world. Read posts for content and then read posts for context. If the message can be taken negatively in any way, the suggestion is to re-word the post until you are sure that it will not be taken defensively. Another key issue is to refrain from certain discussions that evoke strong reaction. This may include such things as:
- Stereotypes of any nature, whether it be profession or class of people
- Politics, no matter your personal leanings, respect should be shown in differences of opinions and ideas

**Canvas or Internet Outage Policy**

As a (potential online) learner, you must be able to manage technical difficulties such as power outages, connection problems, and other technical issues. Technology will sometimes fail. For this reason, it is advisable to complete your assigned work prior to the due date.

**Instructor**

If your instructor experiences power outage, Internet service outage, LMS (Canvas) or other technical issues that significantly affect the timing of distributing online assignments, grading assignments, or significantly interferes with communicating with students, adjustments to due dates will be made.

**Student**

If you experience power outage, Internet service outage, LMS (Canvas) or other technical issues, nonetheless you are held responsible for completing your assigned work in a timely manner. Harding University is not responsible for the student’s access to a working computer or reliable Internet service. Internet outage or having computer issues is not an excuse for late work. A backup plan for reliable Internet service and working computer is prudent.

**Testing Issues**

If you experience issues with Internet connection, power outage, computer, or LMS (Canvas) and are unable to complete or submit a test, do not panic. Your first step is to contact me as your instructor and I will provide you instructions on how to proceed. You may also report a problem to the E-learning help desk (501-279-5201). Response time is dependent on the time of day. The E-learning help desk is manned Monday through Friday from 8:00 am – 5:00 pm.
Inclement Weather
If inclement weather prohibits your participation in any element of this course, prompt communication with me is expected. Your personal safety is my primary concern. We will handle any instances that arise on a case by case basis.

Academic Support Services
Harding offers a wide variety of academic support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- Library
- Testing
- Tutoring
- Writing Center

Student Support Services
Harding offers a wide variety of student support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- Advising
- Registration
- Financial Aid
- Student Life
- Counseling
- Career Services

Additional Information
There is a tremendous amount of information in your text – we can’t possibly master ALL of it in 16 weeks. Pay attention to the quizzes – they will help guide you toward the information that I consider important in this course.

This course is additive in nature meaning that your understanding of future concepts is built upon understanding of earlier concepts. If you fall behind, catch up! If you’re lost, ask yourself if you are dedicating enough time to the material. If you are reading your textbook, watching the Echo lectures, spending adequate time with the material (according to the time expectations) and are still lost, see me (earlier rather than later). I want to help you be sucessful in this class.

In this course, spelling counts. Take the time to learn the correct spelling of each term – if it’s spelled wrong, it will be counted wrong. Basic anatomical terms and names of structures do not require capitalization (e.g. esophagus, neurons, larynx, palatoglossus). Structures/diseases named for people (e.g. Broca’s area, Parkinson disease, Alzheimer’s disease, circle of Willis) are capitalized.

Do yourself a favor and “crack the code” of anatomy early in this course. Learn the basic anatomical terms presented in the first chapter and you’ll have an easier time later. The first
anatomists were Greeks, thus many Greek (and Latin) terms form the basis for anatomical terminology. Your book does a great job of highlighting this in the margins – pay attention.

I am a firm believer that excellent treatment is built on a solid diagnostic foundation which is built on a clear understanding of what’s “normal.” You can’t reasonably expect to improve your patient’s function if you can’t identify the problem. Please view this course as foundational (not optional) for your skills as a diagnostician and clinician.

Tutoring is available in the Center for Student Success – it is a wonderful resource and totally free. Please use it, even if you don’t think you need it. Many students find it helpful just to talk with another CSD student about the material in the class.

Please take advantage of Office Hours. Office Hours represent time that I dedicate to you, my student, to support you in this class. My schedule varies significantly over the course of the week but any time you want to connect with me about course content outside of class time, just let me know.

Changes to Syllabus Notice

The instructor reserves the right to modify and update any part of the syllabus where necessary. You can expect that these changes will be for your perceived benefit and will be communicated in Canvas. It is your responsibility to stay up to date with any changes communicated by the professor.

COVID-19 Statement

Our goal is to provide a safe and positive learning environment for all of our students. As a faith-based university, we have a responsibility to care for one another. The current COVID-19 pandemic gives us a good opportunity to do so, by following the guidelines to minimize transmission of the novel coronavirus. Every precaution will be taken to be sure that class is conducted in a way that is safe and in compliance with state and university guidelines. If you feel a situation needs to be addressed in the classroom environment, please speak with me as soon as possible so that the situation can be improved.

Due to the uncertain and unusual climate during which this course is being offered, certain adjustments may have to be made including changes to meeting times, modalities and work assignments. Every effort will be made to notify students of any change as soon as possible. Because this course may/will be meeting using video conferencing, students are expected to find a safe, secure and reliable internet connection in order to participate in virtual meetings at the required level.

References

American Psychological Association Website. (2014).
<table>
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<th>Date</th>
<th>Topic</th>
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<th>Due/Activity</th>
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<td>Aug 27</td>
<td>Basic Elements</td>
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<td>Syllabus Quiz &amp; Chapter 1 Quiz</td>
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<td>Final Exam Week</td>
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