

CSD 4010: Speech and Voice Science

Harding University
College of Allied Health
3 Credit Hours

Class Meeting Times: Monday/Wednesday/Friday 1:00-1:50 pm
Swaid 215

Instructor: Jaime Walker, M.S., CCC-SLP
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Email: jlwalker@harding.edu

Office Hours: email for an appointment
Semester/Term: Spring 2023

Course Communication

I will use Canvas to communicate with you as a group. I may also send emails to your Harding email accounts, especially for individual communication. I prefer you use my Harding email, and you can expect a reply within 24 hours during the week. Please ensure your notifications are turned on, so you do not miss any announcements. I am available each week for office hours and am happy to schedule times to meet with you individually or in a small group to discuss course concepts, assignments, quizzes, or to review an exam. If my office door is open, you are welcome to stop in, but I may have to reschedule a time with you.

Classroom Code of Conduct

1. Cell phone policy: No cell phones or electronic devices during quizzes and exams – violations of this policy will earn a “0” on the quiz/exam. Do not use cell phone as a watch. Please do not text or check your social media during class.
2. If you use your laptop during class time, keep it relevant to what we’re doing in 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.
4. You are expected to attend ALL classes. If you need to miss a class period, please inform me via email prior to the class period. Any work due remains due on that day. You have 3 unexcused absences for this class. As stated in the Student Handbook, excessive absences can result in being dropped from the course with the grade of “F.”
5. Late work on daily assignments will not be accepted and earns a grade of zero.
6. Cheating in all its forms is inconsistent with the Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade.
7. Students who share assignments with students taking the course in a subsequent or previous semester may be subject to having an academic integrity sanction added to their college record.
8. No audio/video recordings of class may be made without the instructor’s consent.
9. Students are encouraged to review each exam with the course instructor.

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

Our program excels in developing highly-skilled and professional graduates who are ready to impact their local and global communities by improving the lives of those they serve. Christian faculty and staff are invested in providing an unparalleled experience utilizing a comprehensive curriculum, contemporary technology, and state-of-the-art facilities to engage students in reaching their full potential, both educationally and spiritually. As a result, our students exemplify ethical leadership, critical thinking, and interprofessional collaboration to support top of the license practice.

Course Description

[Course Catalog Description](#)

A study of the physical concepts related to sound and voice, the acoustics of voice production and sound, psychoacoustics, and theories of speech perception and production. Topics include clinical application (related disorders and development, evaluation, and treatment) and related instrumentation. Prerequisites: CSD 3250, PHS 1060 or equivalent.

Integration of Faith and Learning

In this course, students will learn the science foundations of our profession and will learn that science and faith are not at odds with each other. Faith demands high expectations, which will be reflected in the learning standards in this course and in the clinical applications of the concepts learned in this course.

Required Course Materials

Behrman, A. (2023). Speech and voice science (4th ed.). Plural Publishing.

Ferrand, C. (2021). The Speech and Hearing Anatomy Course Companion Workbook. CTF Publications.

Additional Resources may be used:

Journal articles, videos, and other resources are posted on Canvas Computerized Speech Lab (CSL) in the HUSC

Learning Objectives

University Learning Objective

1. Students will demonstrate effective communication (e.g. written, non-written, spoken).
2. Students will examine issues, ideas, artifacts, and/or events in order to formulate or assess an opinion or conclusion.
3. Students will identify and apply the principles and processes of scientific reasoning.

Program Learning Objectives

1. Students will demonstrate basic knowledge of human anatomy and physiology supporting speech, language, voice, and swallowing.
2. Students will demonstrate proficiency in academic writing related to the discipline
3. Students will demonstrate proficiency of speech and hearing science

Course Learning Objectives

1. Students will demonstrate understanding of the system of acoustics and determine the effects on speech perception and production
2. Students will demonstrate understanding of the function of body systems involved in respiration, phonation, and resonance in order to determine their connection to speech and voice production and disorders
3. Students will examine text (articles, textbooks, ect.) used in speech and voice science to develop hypothesis and reach conclusions logically
4. Students will utilize effective written communication skills to examine issues and/or ideas to construct a professional research paper detailing the connection to speech and voice science

Grading Information

You will be given feedback during the duration of this course. Feedback will primarily be in the form of grades on labs, 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:

Final grades will be determined as follows:

- A - 90 – 100%
- B- 80 – 89%
- C - 70 – 79%
- D - 60 - 69%
- F - below 60%

Course Assignments

Attendance

Attendance is expected at each class meeting and will be recorded. As stated in the Student Handbook, excessive absences can result in being dropped from the course with a grade of “F.” If you are ill and unable to attend class, you will need to email me, and I will determine if your absence will be excused. If you are quarantined, please contact the University (they will determine if it is excused) and me. If enough advance notice is given, the lecture that day will be recorded for you and available later that afternoon for your viewing. Should we move to remote learning, we will meet at our regular class time via Zoom for the remainder of the semester.

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

Completion of Workbook

You will be completing section five of the Speech and Hearing Anatomy Course Companion Workbook during this course. This section will be assigned through canvas during the appropriate chapters. This is a course requirement. Failure to complete the assignment will result in a failing grade (below 60) in the course, regardless of your grade prior to the missed assignment.

Exams

You will have three chapter/unit exams and one comprehensive final exam given during the semester. These will be given during class.

Research paper and presentation

You will write an original 5-page research paper on a topic related to speech and voice science. You will choose from a selection of topics provided in Canvas. Be prepared to give a 5-minute oral presentation based on this research. Grading rubrics for both assignments will be available on Canvas. This paper is a course requirement. Turning in your paper one day late will result in a 15-point deduction. If your paper is turned in two or more days late, you will earn a failing grade (below a 60%) in the course, regardless of your grade prior to the missed assignment.

Clinical Cases/Lab Responses

You will complete a series of clinical cases and participate in a variety of lab experiences which will extend your understanding and application of topics. Additional directions will be provided through canvas.

Observations

You will complete two hours of clinical observations in the area of voice. These hours will be completed during class through Master Clinician or speechpathology.com. If you need observation hours for graduation, please email me, and I will assign them to you through Master Clinician.

Course Grading

Clinical Case, Lab Responses, Reflections/Discussions-15%

Research Paper-15%

Research Presentation-5%

Exams- 65%

Late work on daily assignments will not be accepted and will earn a grade of zero.

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 Walker Lab 1. If your file is too large to upload to Canvas, use Google Drive. Please follow up on your submission to Google Drive with an email to me, alerting me to look for it.

Intellectual Property

Lectures, slides, notes and test questions are considered to be intellectual property and some course components are protected by an additional copyright. For these reasons, students may not record any portions of a class or photograph slides without the express permission of the course instructor. If notes are provided through Canvas, do not copy, print, or distribute. They are for your use in Canvas only.

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
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](#).

Drop and Add Dates

The official start date is January 9. The last day to add the class is January 13. The course will end on May 5 and the last day to drop is April 19. 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 Office of Disability Services and Educational Access at DisabilityServices@harding.edu or (501) 279-4019.

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.

I am happy to make any needed accommodations for you, but please speak with me well in advance of any that are expected (exams, assignments) so that we can develop a mutually acceptable and most beneficial/effective plan for implementation of those accommodations.

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

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](#).

Some elements of this course are designed to be completed with a peer (case studies and labs). Refrain from discussing exam content with any classmates, including students who have taken this course previously.

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.

Dress Code

All members of the Harding community are expected to maintain standards of modesty and decency in dress appropriate to the Christian lifestyle and consistent with professional employment expectations. For these reasons, students are expected to adhere to an established [dress code](#), whether online or in person. Students coming to class out of dress code will be asked to leave and an unexcused absence will be recorded. Additional standards of dress may be required by professional and clinical environments. Please check the CSD Student Handbook and CSD Clinic Handbook for additional information.

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.

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](#)

Changes to Syllabus Notice

The instructors reserve 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.

References

American Psychological Association Website. (2014).

Retrieved from <https://www.apa.org/about/apa/archives/apa-history.aspx>

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.

Date	Topic	Required Reading:	Assignments Due:
Week 1 – Jan 9	Syllabus Review	Ch. 1, Behrman	
Week 1 – Jan 11	Describing and Explaining Motion	Ch. 2, Behrman	
Week 1 – Jan 13	Describing and Explaining Motion		Getting to Know You
Week 2 – Jan 16	NO CLASS- MLK Day	Ch. 3, Behrman	
Week 2- Jan 18	Sound Waves		
Week 2 – Jan 20	Sound Waves		<i>Oscillation lab response due</i>
Week 3 – Jan 23	Auditory	Ch. 13, Hixon	
Week 3 – Jan 25	Auditory		
Week 3 – Jan 27	Auditory		
Week 4- Jan 30	Auditory		Section 5 of Workbook due
Week 4 – Feb 1	Review for Exam 1		Kahoot! review for Exam 1
Week 4 – Feb 3	Exam 1: Chapters 2, 3, and 13		
Week 5 – Feb 6	Respiration	Ch.4, Behrman	
Week 5– Feb 8	Respiration		
Week 5 – Feb 10	Respiration		
Week 6 – Feb 13	Respiration-Manometry Lab		
Week 6 – Feb 15	Phonation	Ch. 5, Behrman	
Week 6 – Feb 17	Phonation		
Week 7 – Feb 20	Phonation		
Week 7 – Feb 22	Phonation		<u>Clinical Case 3: Camp Voice due</u>
Week 7- Feb 24	Phonation	Ch. 6, Behrman	
Week 8 – Feb 27	Phonation		
Week 8– Mar 1	Review for Exam 2		Kahoot! Review for Exam 2
Week 8 – Mar 3	Exam 2: Chapters 4, 5, and 6		
Week 9 – Mar 13	Master Clinician		<i>Master Clinician Response 1</i>

Week 9 – Mar 15	Vowels	Ch. 7, Behrman	<i>Electrolarynx response due</i>
Week 9 – Mar 17	Vowels-Recorded NO IN PERSON CLASS		
Week 10- Mar 20	Vowels		<u>Clinical Case 6: Ataxic Dysarthria</u>
Week 10- Mar 22	Consonants	Ch. 8, Behrman	
Week 10- Mar 24	Consonants		
Week 11- Mar 27	Consonants		
Week 11- Mar 29	Consonants		<u>Clinical Case 8: Articulation Errors due</u>
Week 11- Mar 31	Prosody	Ch.9, Behrman	<u>Clinical Case 9: Parkinson's Disease Due</u>
Week 12- Apr 3	Review for Exam 3		Kahoot! Review for Exam 3
Week 12- Apr 5	Exam 3: Chapters 7, 8, and 9		
Week 12- Apr 7	Theories and Models of Speech Production	Ch. 10, Behrman	
Week 13- Apr 10	Theories and Models of Speech Production		Research Paper Due
Week 13- Apr 12	Theories of Speech Perception and Instrumentation	Ch. 11, Behrman Ch. 12, Behrman	<u>Clinical Case 13: Visual Feedback due</u>
Week 13- Apr 14	Master Clinician		<i>Master Clinician Response 2</i> Research Presentation Due
Week 14- Apr 17	Research Presentations		
Week 14- Apr 19	Research Presentations		Last day to drop classes
Week 14- Apr 21	Research Presentations		
Week 15- Apr 24	Research Presentations		
Week 15- Apr 26	Research Presentations		
Week 15- Apr 28	Review for Final		Kahoot! Review for final
Finals Week	Final Exam: Cumulative		