IOWA STATE UNIVERSITY

CmDis/Ling 275: Introduction to Communication Disorders
TR 9:30 – 10:50 AM (Pearson 2106) – Spring 2011

Instructor: H. S. Venkatagiri, Ph. D.
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Office Hours: Tuesday, Wednesday, and Thursday, 11 AM – 12 Noon and by appointment at other times.
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Description: The course provides an overview of speech, language and hearing disorders in children and adults. The course is suitable for prospective teachers, speech-language pathologists, audiologists, rehabilitation professionals, social workers, and any one who is likely to interact with children and adults with disabilities.

Objectives: After successful completion of this course, you will be:
1. Know how speech is produced and comprehended.
2. Acquainted with the basic linguistic concepts relevant to American English.
3. Aware of how speech and language abilities develop in a child.
4. Able to classify and describe various communication disorders in children and adults.
5. Familiar with the basic management options for selected communication disorders.


Web Site: Log on to Iowa State University WebCT to access our course web site. Visit this site often to check your grade, view/print lecture overheads, and complete assignments.

*Important* Be sure to check the points and the grade you have received after each test and bring to the attention of the instructor any discrepancy by email. No changes can be made to your grade after the grade report is submitted at the end of the semester.

Grading: The grading is on a percentage basis as follows (Total points = 302)

- A = 93%
- A- = 90%
- B+ = 87%
- B = 84%
- B- = 81%
- C+ = 78%
- C = 75%
- C- = 72%
- D+ = 69%
- D = 66%
- D- = 63%

Make-up Tests: Permission to make up tests will be given only for documented medical and family reasons. There will be a 10 points penalty for each make-up test without proper documentation.

Attendance: Class attendance and participation are expected. There will be several unannounced in-class activities during the semester, each of them worth 1 EXTRA CREDIT point. If you miss an in-class activity for whatever reason, it cannot be made up later.

*Important* If you have a disability that requires special arrangements, please bring a SAAR form from the Disability Resources office (294-7220; 1076 Student Services Building) specifying the accommodation(s) you will need.

Test Format: Each test will consist of a set multiple-choice questions. Tests will always cover the assigned chapters in the textbook; any additional readings and exercises assigned, and class overheads and lectures.

Classroom Etiquette: Please refrain from reading newspapers and other reading materials or making private conversations during class lectures. You are, of course, encouraged to ask questions and make public comments intended for the entire class.

Assignments: 1. The course calendar below lists the chapters in the textbook that you should read by the dates indicated.
2. Answer the Study Questions found at the end of each of the chapters listed in the Course Calendar below (chapter 7 is excluded). This assignment is due on or before April 28 and is worth 52 points (four points for each of the 13 chapters we will cover in class).

This assignment will be evaluated for completeness (all questions are answered), content (answers are sufficient and accurate), grammar, spelling, and punctuation (writing is grammatically correct and appropriate for an academic paper), and timely submission. Write your answers in complete sentences and do not use nonstandard abbreviations. Define or describe all technical terms when you use them the first time. Type the question and then the answer below it. Group all questions related to a chapter together under the chapter heading.

There is no need to submit a paper copy. Submit an rtf file as an attachment by clicking “Submit Chapter Questions” on our course web site. Please submit a single file, not a separate file for each chapter. This assignment will help you prepare for the tests even as you earn a considerable amount of points!

Please Note: The course calendar and topics, the number and dates of tests and assignments and the points for tests and assignments are tentative and subject to change (with adequate notice!).

Course Outline and Calendar

January 11 Course description and calendar; tests and grading; assignments; introductions; What are communication disorders? (Preface and Chapters 1 and 14)
13, 18 How do we hear and what can go wrong with it? (Chapter 2 (pages 49-53); Chapter 10)
20 How does a hearing loss affect children and adults? (Chapter 10)
25 What options exist for children and adults with a hearing loss? (Chapter 10)
27 What is stuttering and what causes it? (Chapter 5)
February 1, 3 What treatment is available for children and adults who stutter? (Chapter 8)
8 How do we produce voice? (Chapter 2 (pages 40 – 44))
10, 15 What are voice disorders and can we talk without a “voice box”? (Chapter 9)
17 What is a disorder of swallowing and why should we be concerned about it?
22 ☺☺☺ Test # 1 (75 points) ☺☺☺ – Bring a #2 pencil to class.

March 1 How do children learn the sounds of the English language? (Chapter 4)
3, 8 What is lisping and what are some other types of speech sound production disorders? (Chapter 4)
10 How do cleft palate and other structural defects affect speech production? (Chapter 11)
22 ☺☺☺ MARCH 14 – 18, SPRING BREAK ☺☺☺
24, 29 How does the brain control our movements? (Chapter 2 (48-49))

April 5, 7 What is language and why only humans have a language? (Chapter 3)
12 How do children acquire language? (Chapter 3)
14, 19 How does autism and other cognitive disorders affect communication in children and what are the management options? (Chapters 5 and 6)
21, 26 How do brain stroke and dementia affect language production in adults? How can technology help adults and children with cognitive disorders? (Chapter 12)
28 Review and conclusions; Course evaluation – Bring a #2 pencil to class.

May 2 (9:45 – 11:45 PM) ☺☺☺ Final Examination (100 points) ☺☺☺ – 75 points for materials covered since the last test; 25 points comprehensive drawn mainly from the overheads. Bring a #2 pencil. (In the same room where we regularly meet)