1. Catalog Course Description

Voice – Current concepts regarding anatomy and physiology, etiology, assessment and treatment of hyperfunctional and organic voice disorders.


Clicker: CPS:RF

Recommended Readings: In the Library Reserve Room
Do you stutter? A guide for teens
If your child stutters: a guide for parents
Advice to those who stutter

*The following learning objectives will be covered and assessed through lecture, discussion, recorded examples, homework assignments, in-class projects and examinations.

KASA (Knowledge And Skills Acquisition) Standards addressed:
III-A: Demonstrate knowledge of the principles of:
   • Biological sciences
Students will demonstrate knowledge of:
   1. Cellular processes in vocal fold histology, laryngeal hydration, and hormonal fluctuations that affect the voice.
   2. Cellular processes of respiration.
III-B: Demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
Students will demonstrate knowledge of:
1. Origin and insertion of muscles that affect respiration, phonation, and resonance.
2. Places and spaces in the larynx that are important to swallowing disorders and voice production.
3. Neurological bases of normal respiration, phonation, resonance, and fluency, as well as neurological deficits that affect them.
5. Development of confirmed or chronic stuttering.

III-C: Demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.
Students will demonstrate knowledge of:
1. Social aspects of communication involving voice and fluency disorders.
2. Acoustic measurements and perceptual correlates of voice disorders.
4. Characteristics of normally disfluent and stuttered speech.
5. Etiological subgroups in fluency disorders (e.g., developmental stuttering, neurogenic stuttering).
6. Differentiating among a number of perspectives on etiology and development of stuttering.
7. Stuttering in the context of co-occurring phonological and language disorders.
8. Current findings in the voice and fluency literatures.

III-D: Possess knowledge of the principles and methods of prevention, assessment and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.
Students will demonstrate knowledge of:
1. Diagnostic processes using instrumentation and other procedures for voice assessment.
2. Vocal hygiene, behavioral, symptomatic, and other voice treatment procedures.
4. Ethical considerations for treatment of voice disorders.
5. Ethical considerations for treatment of stuttering.
7. Collaboration with family and other professionals in delivery of service.

IV-G: Complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes (in addition to clinical experiences, skills may be demonstrated through successful performance on academic course work and examinations, independent projects, or other appropriate alternative methods):
Evaluation: Standards 1a-1g
Intervention: Standards 2a-2g
Interaction and Personal Qualities: Standards 3a-3d
Students will:
1. Transcribe and classify disfluent speech according to various classification systems (e.g., core and accessory).
2. Identify affective, behavioral and cognitive aspects of fluency disorders.
3. Develop case history formats for clients across the life span that reflect theoretical foundations and an understanding of the nature of fluency disorders.
5. Differentiate between intervention approaches for prevention of chronic stuttering and direct treatment of existing stuttering.
6. Identify characteristics, strengths and weaknesses of various common approaches to fluency treatment (e.g., stuttering modification, fluency shaping, intensive, traditional).

COURSE REQUIREMENTS:
1. Class attendance and participation
2. Readings as assigned
3. Quizzes
4. Four written examinations
5. Six current article assignments, three each in fluency and voice, and one out-of-class assignment.
6. Clickers

EXPECTATIONS:
Students are expected to attend class regularly and to be prepared to participate in class discussions. There is no specific attendance requirement, however quizzes will be given on a weekly basis and quizzes and exams must be taken on the scheduled dates and times. No rescheduling or make-ups will be allowed for quizzes. All make-up exams will be taken during dead week at 8 pm December 8th. Make-up exams will consist of one essay question covering the material you missed.
If you are absent from class, you are responsible for all material covered. Please remember that 3 units of class time = 9 hours of study per week.

Cell phones are to be turned off throughout the class period. Students are expected to conduct themselves in a manner that demonstrates respect for others, democratic values, understanding of an appropriate social contract, and respect for diversity. Academic dishonesty of any kind will not be tolerated and will be dealt with under established University policy.

EVALUATION:
1. 4 written examinations 400 pts.
   a. Examinations will consist of short answers, fill-in-the-blank, brief description, matching, multiple choice questions, and essays. Exams will be kept for 2 weeks in my office, then they will be destroyed and discarded.
2. 10 quizzes on readings from the Conture and Andrews texts. 100 pts.
   a. Quizzes will consist of 10 questions worth 1 pt. each.
   b. A quiz will be given during dead week.
3. 7 assignments: 1 out-of-class assignment and 6 article reviews. 70 pts.

STUDENT PERFORMANCE CRITERIA:
EXAMS - There will be four in-class exams, each worth 100 points. The final will not be cumulative.
QUIZZES - There will be 10 quizzes worth 10 points each that will cover reading material.
ASSIGNMENTS- The out-of-class assignment must have 10 entries or it is incomplete and will not be accepted. The article reviews must be in the proper format or they will not be accepted. Each assignment is valued at 10 pts.

Final grades will be based on a 570-point total and will be distributed as follows:


Please remember that a minimum GPA of 2.5 is necessary for major classes in order to remain a continuing student in the major.

Any class in the major can only be repeated with a grade of C- or below. However, the policy for repeating grades at CSUS is currently being changed. It is strongly recommended that you plan to ace this class the first time around.

5 pts. extra credit is available by attending one of the clinics listed on SacCT.

Study until you know the material.

A teacher does not give you a grade, you earn your grade.

It is recommended that students:

1. Retrieve the outlines and PowerPoints from SacCT. The syllabus, PowerPoint slides, and outlines of class topics will be posted on SacCT in Course Content.
2. Read the text ahead of class to correlate readings with information that will be presented in lecture to reinforce learning.
3. Outline readings.
4. Take notes in class and later rewrite and organize them using the outline as a guide, or rewrite and reorganize them as personally needed for understanding. Be sure that information can be related to other relevant information.
5. Study in a focused and quiet environment. Recent neurological research indicates that multi-tasking is a myth and results in ‘inferior’ learning, relying on the corpus striatum (habitual learning) rather than the hippocampus (declarative learning). Declarative learning can be manipulated, organized, and applied to unfamiliar situations. Habitual learning, like learning to stir a pot, helps you with stirring other pots but not with critical thinking.
6. Refer to Dr. Roseberry’s tips on how to study effectively.
7. E-mail me directly at blantona@csus.edu I will not use SacCT for communication other than postings in Course Content. You cannot leave messages on my office phone.
8. Understand: The brain is a pattern seeker, thus repetition is a great learning tool. Rewriting and reorganizing your notes and outlines aids in learning with every re-reading of the material.
9. Understand: 1 hr. class time/wk. = 1 unit = 3 hrs. study. Any 3 unit class = 9 hrs. study.

There are a lot of resources on campus to help you with your academic work. Don’t hesitate to use them.
# TENTATIVE CLASS SCHEDULE:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READING</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug. 30</td>
<td>Conture Ch 2</td>
<td>Ask people what causes stuttering</td>
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<td>2</td>
<td>Sep. 6</td>
<td>Conture Ch 1 Epidemiology article</td>
<td>Article review Quiz</td>
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<tr>
<td>3</td>
<td>Sep. 13</td>
<td>Conture Ch 3</td>
<td>Article review Quiz</td>
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<tr>
<td>4</td>
<td>Sep. 20</td>
<td>Conture Ch 9 &amp; 10</td>
<td>Exam Monday</td>
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<td>5</td>
<td>Sep. 27</td>
<td>Conture Ch 14</td>
<td>Article review Quiz</td>
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<td>6</td>
<td>Oct. 4</td>
<td>Conture Ch 4</td>
<td>Quiz</td>
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<td>7</td>
<td>Oct. 11</td>
<td>Recommended, not required Conture Ch 16 &amp; 17</td>
<td>Exam Wednesday</td>
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<td>8</td>
<td>Oct. 18</td>
<td>Andrews Ch 1</td>
<td>Quiz</td>
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<td>9</td>
<td>Oct. 25</td>
<td>Andrews Ch 6</td>
<td>Article review on stroke and voice Quiz</td>
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<tr>
<td>10</td>
<td>Nov. 1</td>
<td>Neurology Cont.</td>
<td>Quiz</td>
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<td>11</td>
<td>Nov. 8</td>
<td>Andrews Ch 5</td>
<td>11/11 Veteran’s Day Quiz</td>
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<td>Nov. 15</td>
<td>Andrews Ch 9</td>
<td>Article review on voice assessment Quiz</td>
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<td>13</td>
<td>Nov. 22</td>
<td>Voice disorders</td>
<td>Thanksgiving 11/25</td>
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<td>14</td>
<td>Nov. 29</td>
<td>Andrews Ch 2</td>
<td>Article review on voice treatment</td>
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<td>15</td>
<td>Dec. 6</td>
<td>Andrews Ch 3</td>
<td>Quiz</td>
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<td>16</td>
<td>Dec. 8</td>
<td>Assessment and Treatment Cont.</td>
<td>Quiz</td>
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<td></td>
<td>Dec. 8</td>
<td>Exam Make-ups</td>
<td>8 am – 10 am 12:45 pm – 2:45 pm</td>
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<th>ASSIGNMENT</th>
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<tr>
<td>16</td>
<td>Final</td>
<td>Section I</td>
<td>Wed. 12/15</td>
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<td>Section II</td>
<td>Mon. 12/13</td>
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<td>8 am – 10 am 12:45 pm – 2:45 pm</td>
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