# California State University, Sacramento

# Department of Communication Sciences and Disorders

## UNDERGRADUATE SYLLABUS & COURSE OUTLINE

| Semester/Year:<br>Fall 2021 | Course:<br>199 – Independent Study | Section:<br>06 |
|---|---|---|
| Meeting Days:<br>TBD | Meeting Times:<br>TBD | Location:<br>Zoom |
| Instructor:<br>Laura Gaeta, Ph.D. | Email:<br>l.gaeta@csus.edu | Phone:<br>916-278-4701 |
| Office Location:<br>Zoom | Office Hours/Appointments:<br>Email for appointment via Zoom. | |

## Catalogue Course Description:

**CSAD 199.    Independent Study**                                                                                  **1 Unit**
**Prerequisite(s):** CSAD 130; Instructor approval; Undergraduate senior in Communication Sciences and Disorders
Independent study.

## Place of Course in Program

This independent study is designed for students interested in audiology. Students will learn about rehabilitation for people with hearing loss, and they will develop a digital (online) resource for a project idea.

| Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG) | Addressed by this course (Y/N) |
|---|---|
| **Competence in the Disciplines:** *The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.* | Y |
| **Knowledge of Human Cultures and the Physical and Natural World** *through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts.  Focused by engagement with big questions, contemporary and enduring.* | Y |
| **Intellectual and Practical Skills, Including**: *inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.* | Y |
| **Personal and Social Responsibility, Including**: *civic knowledge and engagement—local and global, intercultural knowledge and competence\*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world  challenges* | Y |
| **Integrative Learning\*\*, Including:** *synthesis and advanced accomplishment across general and specialized studies* | Y |

## Course Learning Outcomes:

**CSAD 199 SPECIFIC STUDENT LEARNING OUTCOMES:**

Upon completion of this course, students will:

1. Perform a literature search for recent publications on a topic.
2. Develop a resource on a topic related to aural rehabilitation based on published evidence.
3. Present resource in a project showcase.
4. Reflect on project as it relates to aural rehabilitation.

| Course Learning Outcome | Components Indicating Competence | Grades Received |
|---|---|---|
| 1-2 | Progress documents, project idea design, article summaries, project draft | |
| 3 | Project showcase presentation | |
| 4 | Reflection paper | |

## Textbooks and Materials:

No textbook. Readings will be available on Canvas. Students will critically read research articles on a topic.

## Online Resources:

canvas.csus.edu

Microsoft Word and PowerPoint; Adobe Reader

Canvas will be used as the learning management site for dissemination of course readings, handouts, assignments and associated rubrics, announcements, and resources.

## Course Requirements/Components:

## Projects:

o Communication strategies: Create scenarios based on communication difficulties and recommended strategies. Include scripts for effective repair strategy use.
o Auditory training: Develop a list of auditory training programs. Include information about the program, including features, interface, cost, etc.
o Lipreading: Make a visual guide of different visemes as seen on the lips/mouth/face.
o Clear speech: Write sentences for developing skills and practicing clear speech.
o Smartphone/tablet applications: Demonstrate and summarize helpful apps for people with hearing loss. Include availability, cost, ease of use, etc.

**Class Participation:**
Students are expected to actively participate in discussions and are required to have read the assigned material prior to class meetings. Expectations for Zoom netiquette are outlined below.

**Class Attendance:**
Attendance at meetings is necessary for this course because the course meets to review progress and discuss. No more than one unexcused absence is allowed. More than one unexcused absence will result in a deduction of 15 points from the course total for each absence. Students are expected to join the call on time. During weeks with no scheduled class, students may meet individually with the instructor, or they may continue work on their project.

If you are sick, stay home and do not attend class. Notify your instructor. Please self-diagnose if you are experiencing any COVID- like symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea,

diarrhea, or headache) or have had exposure to someone who has tested positive for COVID contact Student Health & Counseling Services (SHCS) at 916-278-6461 to receive guidance and/or medical care. You are asked to report any possible COVID related illnesses/exposures to SHCS via this link COVID-19 Illness/Exposure Report Form: https://sacstateshcs.wufoo.com/forms/covid19-illnessexposure-report/ Expect a call from SHCS within 24 hours. The CDC provides a good source of information regarding COVID-19 and a way to self-check symptoms: https://www.cdc.gov/coronavirus/2019-ncov/index.html

**Class Assignments:**

Course grades will be based on progress documents, Rubrics for all major assignments and the final summary paper will be available on Canvas. Turnitin.com will be used for assignments submitted online.

**Course Grades:**

Course grades are based on completion of progress meeting documents, article summaries, project idea design, draft of the project, showcase presentation, and a reflection paper.

For students who become ill or who are placed under quarantine during the COVID-19 pandemic, contact the instructor so that due dates for the below assignments can be adjusted (student will not be penalized in these cases). Follow the Sacramento County Public Health Department's advice: frequently wash hands with warm, soapy water for at least 20 seconds; avoid touching eyes, nose, and mouth; cover coughs and sneezes with a tissue then throw the tissue in the trash; and stay home when you are sick. For information about COVID-19 assessment and remote learning, students are directed to the Sac State mobile app.

## Grading Policy:

| Source | Points | % of Grade |
|---|---|---|
| Progress meeting documents (10 points each x 2) | 20 | 20 |
| Article summaries (2 points each x 5) | 10 | 10 |
| Project idea design | 10 | 10 |
| Project draft | 5 | 5 |
| Project showcase presentation | 25 | 25 |
| Project | 15 | 15 |

| | | |
|---|---|---|
| Reflection paper | 15 | 15 |
| Total | 100 | 100% |

Letter grades are assigned according to the following scores

| Points | % | Letter |
|---|---|---|
| 95-100 | 95-100 | A |
| 90-94 | 90-94% | A- |
| 87-89 | 87-89% | B+ |
| 83-86 | 83-86% | B |
| 80-82 | 80-82% | B- |
| 77-79 | 77-79% | C+ |
| 73-76 | 73-76% | C |
| 70-72 | 70-72% | C- |
| 67-69 | 67-69% | D+ |
| 63-66 | 63-66% | D |
| 60-62 | 60-62% | D- |
| < 60 | < 60% | F |

## Course Policies/Procedures:

Students will be required to attend all scheduled meeting calls. Students are responsible for all assigned readings, whether discussed in class or not. Students who miss the meeting must obtain the assignments and missed work from the instructor. Course materials will be available on Canvas. Turnitin will be used for written assignments. This course will follow department policies regarding academic misconduct and academic writing. Recording of lecture is not permitted unless the student has received has received prior approval (with appropriate documentation) from the instructor.

## TENTATIVE Course Schedule/Outline:

Course schedule with due dates will be discussed on the first day.

- **Week 1: Week of September 20**
  - Group meeting: Introduction, what is AR, projects
  - To do: Arrange meeting with Rachel Stark, MS, AHIP
- **Week 2: Week of September 27**
  - To do: Meet with Rachel Stark, MS, AHIP, to begin literature search on topic in AR
- **Week 3: Week of October 4**
  - Identify five peer-reviewed articles on topic and share with instructor
  - Continue searching for articles on topic based on instructor feedback
- **Week 4: Week of October 11**
  - Group meeting: Project assignments
- **Week 5: Week of October 18**
  - To do: Submit project idea with justification.
  - When idea is approved, begin work on resource
- **Week 6: Week of October 25**
  - Work on resource
- **Week 7: Week of November 1**

- o Work on resource
  - o To do: Submit progress document #1
- **Week 8: Week of November 8**
  - o Individual meetings: Discuss progress on resource
- **Week 9: Week of November 15**
  - o Work on resource
  - o To do: Submit progress document #2
- **Week 10: Week of November 22**
  - o To do: Submit draft of project
- **Week 11: Week of November 29**
  - o Finish work on project based on instructor feedback
- **Week 12: Week of December 6**
  - o Project showcase
- **Week 13: Week of December 13**
  - o Reflections due

# Online Learning
For additional information, please review the CSAD Handbooks website
https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-resources.html

## Zoom/ Online Instruction privacy and relevant rights and responsibilities:
Any time that a class session is recorded during the COVID-19-related Remote Instruction Period, students will be notified. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote Instruction Period subject to the following:
Only students enrolled in the subject class during the Remote Instruction Period may view the recording.
- Students may not post or use the recordings in any other setting (e.g., social media) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.
- Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.
- If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a nonsecure digital platform.

## Important Tips for Success as an Online Learner
There are some basic technical skills and requirements that you will need to have to be successful in this online course. If you have difficulties using Canvas, please go through the Canvas Student Tour.
- ***Begin planning now for private, uninterrupted time in your schedule*** to complete the assignments – preferably in at least one-hour blocks and at least three times a week. It can be easy to fall behind!
- *Check your email account regularly* for updated information. We will be using your Saclink email account for communication. Use Saclink e-mail for private messages to the instructor and other students.
- Read directions carefully.
- For online communication, conventions of on-line etiquette ("netiquette"), which include a courtesy to all users, will be observed. Please see Guidelines for Online Discussions.

## Attitudes & Technical Skills Required
You will find that the following attitude will significantly contribute to your success in this online class:
- A positive attitude towards technology
- An open mind towards online education
- Willingness to share your experiences with others
- Strong analytical and critical thinking skills for when you "get stuck"
- Resourcefulness - don't be afraid to click on links and explore and ask questions
- Time management

Online learning requires only basic technical skills:
- Be competent with file management (for example, creating a folder on your desktop, moving files from one location to another, finding a saved file)
- Possess internet navigation skills
- Update your Internet browser
- Send and receive email
- Create and save documents (Word, PowerPoint, Excel or HTML)
- Toggle between two open software applications on your computer
- Copy text from a word processing program and paste them into another program

## Technical Assistance

Seek help when you can't access Canvas or class materials.

- For technical assistance, contact the IRT Help Desk. Visit AIRC 2005 during [open hours](#) to speak with the IRT Service Desk Team, or call (916)278-7337. [IRT website.](#)
- For assistance with course materials, contact your instructor

## Spam and Phishing Scams

- Learn how to stay safe and protect yourself from hackers who may try to access your personal information: [Don't Fall for a Phishing Scam](#)
- Use anti-virus, anti-spyware, and anti-malware software. [Sac State's Software and Tools](#) available for download.
- Use pins and passwords to secure your computer and devices- don't share your password with anyone. Use strong passwords that include a combination of letters and numbers that no one can guess.

## Canvas Student App

Canvas is fully functional on many types of smartphones and tablets. Compatible devices include platforms such as iPhone/iPad/iPod Touch, and Android. However, it is recommended that you do not solely rely on one of these devices to complete your online course work. Access to a computer is still needed for many online activities. Visit the [Mobile section](#) of the [Canvas Guides](#) website for more information.

# Additional Information

## Commitment to Integrity:
As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

## Sac State's Academic Honesty Policy & Procedures:
"The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades." Read more about Sac State's Academic Honesty Policy & Procedures at the following website: http://www.csus.edu/umanual/student/stu-0100.htm
**Definitions**: At Sac State, "cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means." **Plagiarism** is a form of cheating. At Sac State, "plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution." Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, shall be reported to the Office of Student Conduct.

## Department Policy on Use of APA format
The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

## Understand When You May Drop This Course:
It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Prefer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.

## Inclusivity:
Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community, or if you have a specific need, please contact the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

## Equal Access:
California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and

opportunity to pursue their educational goals.  Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community.   SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

## Basic Needs Support

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at cares@csus.edu to speak with a case manager about the resources available to you. Check out the CARES website.

## Other Resources

- The Office of Student Affairs maintains a list of campus resources/centers: https://www.csus.edu/center/

- Testing Center: https://www.csus.edu/student-affairs/centers-programs/testing-center/

- Library: https://library.csus.edu/  for consultation : Rachel Stark, MS, AHIP, stark@csus.edu

- Services to Students with Disabilities: https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/

- Student Health and Counseling Services at The WELL: https://www.csus.edu/student-life/health-counseling/

- Student Academic Success and Education Equity Programs: https://www.csus.edu/student-affairs/retention-academic-success/

- Crisis Assistance and Resource Education Support (CARES): https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/

- CHHS Student Success Center: https://www.csus.edu/college/health-human-services/student-success/

- Reading & Writing Center: https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html

- Peer & Academic Resource Center: https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/

- SMART Thinking (tutoring resource): https://www.csus.edu/student-affairs/centers-programs/degrees-project/_internal/_documents/smarthinking.pdf

# Knowledge And Skills Acquisition (KASA)

## For Certification in Speech-Language Pathology

**This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) Knowledge and Skills Acquisition for certification in Speech-Language Pathology:**

The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.

**Standard IV-F: Research**

The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.

**Standard V-A: Oral and Written Communication**

The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.