

## Term Information

Effective Term Autumn 2015  
[Previous Value](#) [Autumn 2013](#)

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

Changing the course so that it fits a second General Education Elective (Diversity).

**What is the rationale for the proposed change(s)?**

To make this course available to more students.

**What are the programmatic implications of the proposed change(s)?**

**(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?**

None

**Is approval of the request contingent upon the approval of other course or curricular program request? No**

**Is this a request to withdraw the course? No**

## General Information

Course Bulletin Listing/Subject Area Speech and Hearing Science  
Fiscal Unit/Academic Org Speech & Hearing - D0799  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3350  
Course Title Speech-Language Communication Across the Life Span: Issues and Problems in Our Communities  
Transcript Abbreviation S-L-H in Lifespan  
Course Description The goal of this course is to explore the development of communication skills common to individuals throughout the lifespan and the consequences of communication disorders for individuals, their families, and their communities.  
[Previous Value](#) [Exploration of the development of communication skills throughout the life span and the consequences of communication disorders for individuals, their families, and their communities.](#)  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

### Prerequisites/Corequisites

Exclusions Not open to students with credit for 350.

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

Subject/CIP Code 51.0201  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

General Education course:  
Individual and Groups; Social Diversity in the United States  
The course is an elective (for this or other units) or is a service course for other units

### *Previous Value*

*General Education course:  
Individual and Groups  
The course is an elective (for this or other units) or is a service course for other units*

## Course Details

### Course goals or learning objectives/outcomes

- To understand the normal development of language, hearing, and communication in all stages of the life span.
- To explore the influences of culture, gender, language, and disabilities on successful communication.
- To examine possible causes for disruptions in normal communication at different periods of an individual's life.
- *Develop the perspective of age-related communication change as a normal process throughout the human lifespan*
- *Be able to identify salient cultural differences affecting lifespan-related communication development*
- *Be able to identify factors which have potentially adverse effects on lifespan-related communication development*

### *Previous Value*

### Content Topic List

- Normal development of language, hearing, and communication in all stages of the life span
- Influences of culture, gender, language, and disabilities on successful communication
- Events that may cause disruptions in normal communication at different periods of language development and use
- The intricate biological and social systems that are necessary for successful communication
- How personal beliefs, attitudes, and expectations might influence communication with different individuals through the life span
- The impact of communication disorders on future career or life events with respect to parenting, care giving, or decisions as an active, informed citizen

**COURSE CHANGE REQUEST**  
3350 - Status: PENDING

Last Updated: Haddad,Deborah Moore  
02/27/2015

**Attachments**

- GE learning outcome measures\_SHS\_3350.docx: GE Learning Outcomes Assessment  
*(Other Supporting Documentation. Owner: Ellawadi,Allison Bean)*
- 3350 syllabus-Spring 2015 GE modification.docx: Syllabus  
*(Syllabus. Owner: Ellawadi,Allison Bean)*

**Comments**

- I have attached the revised syllabus. *(by Ellawadi,Allison Bean on 02/27/2015 02:21 PM)*
- See feedback e-mail to R. McCauley and M. Williamson-Miller. *(by Vankeerbergen,Bernadette Chantal on 02/03/2015 03:10 PM)*
- 12/01/14: see p. 50 of the ASC Curricular Manual:  
[https://asccas.osu.edu/files/ASC\\_CurrAssess\\_Operations\\_Manual.pdf](https://asccas.osu.edu/files/ASC_CurrAssess_Operations_Manual.pdf). *(by Haddad,Deborah Moore on 12/01/2014 04:40 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Ellawadi,Allison Bean	12/01/2014 03:26 PM	Submitted for Approval
Approved	Fox,Robert Allen	12/01/2014 03:41 PM	Unit Approval
Revision Requested	Haddad,Deborah Moore	12/01/2014 04:40 PM	College Approval
Submitted	Ellawadi,Allison Bean	12/09/2014 10:28 AM	Submitted for Approval
Approved	Fox,Robert Allen	12/09/2014 03:20 PM	Unit Approval
Approved	Haddad,Deborah Moore	12/11/2014 11:23 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	12/15/2014 07:25 AM	ASCCAO Approval
Submitted	Ellawadi,Allison Bean	01/14/2015 02:22 PM	Submitted for Approval
Approved	Fox,Robert Allen	01/14/2015 02:30 PM	Unit Approval
Approved	Haddad,Deborah Moore	01/14/2015 03:49 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	02/03/2015 03:11 PM	ASCCAO Approval
Submitted	Ellawadi,Allison Bean	02/27/2015 02:21 PM	Submitted for Approval
Approved	Fox,Robert Allen	02/27/2015 03:37 PM	Unit Approval
Approved	Haddad,Deborah Moore	02/27/2015 04:09 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	02/27/2015 04:10 PM	ASCCAO Approval

**Speech & Hearing Science 3350**  
**Speech-Language-Hearing Communication Across the Life Span**  
**Spring 2015 – T R 9:35-10:55**  
**388 Arps Hall**  
3 credits – lecture

**Course Instructor**

Evelyn Hoglund  
53 Pressey Hall, 1070 Carmack Rd.

Email: [hoglund.1@osu.edu](mailto:hoglund.1@osu.edu)  
Office phone #: 292-0059

**Office hours by appointment**

**Textbook**

Hegde, M.N. (2010). Introduction to Communicative Disorders, 4<sup>th</sup> Edition. Austin, Texas: Pro-Ed Publishing.

**Course Description**

The goal of this course is to explore the development of communication skills common to individuals throughout the lifespan and the consequences of communication disorders for individuals, their families, and their communities. As these disorders will impact individuals in all activities in their lives, the communities in general require a greater understanding of the impact of these disorders. This course will provide a basic understanding of those disorders as they relate to a variety of functional activities, in order for the culture in general to better understand and include these individuals.

The course will encourage students to become involved in critical discussion of the factors that influence successful communication. Contemporary understandings of communication disorders in infants, children, and adults will be highlighted. This will allow a wide range of students to gain a better understanding of these disorders.

The course will discuss the impact impaired communication skills can have on individuals, families, and societies, and how informed citizens and caregivers can improve the communication abilities of individuals with speech, language, and/or hearing disorders.

Related dynamics of cultural diversity and effects of institutions, society, and culture in the United States on communication impairments will be examined. Students from all fields of study will gain a better understanding of the factors necessary to be a successful communicator and an effective leader in assuring that appropriate habilitation and rehabilitation programs are provided for those affected with various communication disorders.

Through interactive discussions, participatory learning projects that capitalize on an individual student's expertise and areas of personal interest, and written and oral presentations on various topics, students will also learn to become better communicators, listeners, and leaders.

This course fulfills GE requirement for **Individuals and Groups, Social Diversity** in the following ways: The concept of diversity encompasses understanding that each individual is unique. This includes acceptance of individual differences in both abilities and disabilities. Communication abilities, which are a critical component of engagement in society, are frequently overlooked in the bigger scope of issues of diversity, and provide a rich basis for discussion of differences between both individuals and groups. Unlike many other areas of diversity, communication is an area in which individuals can at any time move from one group into another. Awareness of this potential adds a unique dimension to discussions around diversity.

### **Course Objectives and Assessment**

GE Expected Learning Outcomes	Direct Methods ( <i>assess student performance related to the expected learning outcomes.</i> )	Indirect Methods ( <i>assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions.</i> )
1. To understand the normal development of language, hearing, and communication in all stages of the life span, including the range of skills considered to be normal.	Embedded questions on exams on societal norms and expectations for communication, as well as societal perceptions of the individual. <sup>1</sup>  Analysis of group project <sup>2</sup>	Analysis of individual paper <sup>3</sup>
2. To explore the influences of culture, gender, language, and disabilities on successful communication.	Embedded questions on exams on impact of societal expectations for individual roles <sup>1</sup>  Analysis of group project <sup>2</sup>	Analysis of individual paper <sup>3</sup>
3. To examine possible causes for disruptions in normal communication at different periods of an individual's life, including risk factors for the general population.	Embedded questions on exams on the potential impact of communication changes and how these changes may shift the individual between groups in society <sup>1</sup>	Analysis of individual paper <sup>3</sup>

	Analysis of group project <sup>2</sup>	
4. To examine the impact of communication disorders on individuals in our society, and to encourage the students to be informed citizens with respect to their own attitudes and values regarding appreciation, tolerance, and equality of others with these disorders regardless of the student's major/profession.	Embedded questions on exams on how society members in general may assist and interact with those who exhibit communication disabilities <sup>1</sup>  Analysis of group project <sup>2</sup>	Analysis of individual paper <sup>3</sup>
5. To provide students with the foundations for decision making related to provision of appropriate services for individuals with communication disorders in a variety of fields, and for recognition of need and potential for those services.	Embedded questions on exams on what services may be available to improve communication disabilities, and how to best support the provision of those services <sup>1</sup>  Analysis of group project <sup>2</sup>	Analysis of individual paper <sup>3</sup>

<sup>1</sup> On the final exam, several questions will be written specifically to assess student achievement of each GE expected learning outcome. The scores on these questions will be included in the totals for the exam but will also be analyzed separately so that the data can be used in revising the course and for GE assessment reporting purposes.

<sup>2</sup> In the group project, each student has the opportunity to demonstrate mastery of GE expected learning outcomes on a project of the group's choosing. Elements that reprise the three GE expected learning outcomes have been written into the rubric for the project's presentation, handout, and paper.

<sup>3</sup> Along with the group portions of the project, each student will be expected to write an individual paper. For this paper, the student will be asked to provide additional information related to the extent s/he has achieved the three GE expected learning outcomes in this course.

## **Course Requirements and Grading**

### **Participation**

Class participation and attendance is mandatory. Students are allowed two unexcused absences.

Breakdown for points awarded is as follows:

0-2 absences = 25 points

3 absences = 15 points

4 or more absences = 0 points

Students will be expected to put cell phones in backpacks/pockets/etc. during all class sessions. The only exception to this will be for specific class related search functions, if these occur.

## **Group Project**

The class will be divided into groups of 5-6 students. Each group will organize and present an in-class critical evaluation of a setting in which speech-language pathologists and audiologists provide services. All presentations are to include information related to both professions. The groups will give a sixty minute presentation including at a minimum basic definitions, background/description, types of individuals and disorders most relevant in the setting, professional benefit/responsibilities for the clinician, individual/team roles, and outreach. All presentations must include at least 5 references including at least one peer reviewed article from a scholarly journal. The other references will be taken from magazines, books, and websites produced by organizations and government agencies related to the general setting (Wikipedia and other similar publicly contributed sites can only be used in addition to the required resources). They should also include a critique of *at least* one useful internet resource on the topic, particularly ones intended for the general public. Additional support for the presentation will be provided by observing or otherwise interacting with service networks in the Columbus area related to topic.

In addition to the presentation the groups will be responsible for submitting three different reports.

1. Handout: The handouts will be written in a summary fashion on the form provided on Carmen (following the style of the adult progress report examples/explanation). Alternatively, the handouts could be formatted as a brochure intended for public information related to the setting covered. These will be written for the rest of the class as a summary of the information being presented.
2. Group paper: This report will involve a full discussion of the chosen topic, with detail about the individual's and setting's roles in improving communication difficulties in the community. The research will include reading any scholarly articles available related to professional issues, web-based (or other) research from specific providers, organizations, and government agencies, and interviews/ observations with professionals, if possible. The written paper will be a minimum of 5 double spaced pages, written jointly by all members of the group. It will be written in a clinical format (much like the pediatric progress report example provided on the Carmen site). The format will include headings as illustrated in the outline provided on Carmen, which are

different than those found in the example pediatric report (which is provided as an example of the writing style) and can be adjusted as needed to suit the specific topic.

3. Individual response paper: Also, each member of the group must contribute a personal response of at least one full page. The personal response will be written individually by all members of the group, and will focus on your opinion of the paper and topic: what you found interesting, what you liked and disliked, specific information you learned about the professions and the population they serve, etc.

Handouts are due to the instructor by 5:00 pm the day before the class presentation via the Carmen dropbox. Group reports and individual papers are due to the instructor by 5:00 pm the day after the presentation, also via the Carmen dropbox.

Student groups will submit an outline for approval by the 5<sup>th</sup> week of the semester. Each group will meet with the instructor during the 8<sup>th</sup> week of the semester to discuss the project in progress.

Group projects will be selected from the following list:

- public and private schools
- hospitals
- rehabilitation centers
- short- and long-term nursing care facilities
- community clinics
- colleges and universities
- private practice offices
- state and local health departments
- state and federal government agencies
- home health agencies (home care)
- adult day care centers
- centers for persons with developmental disabilities
- research laboratories
- industries with hearing conservation programs
- community hearing and speech centers
- physicians' offices

## **Exams**

This course will have two midterms and a final examination (please see note exact date and time for the final—**NOT THE SAME TIME AS THE CLASS SESSIONS**). The midterms will include coverage of the required readings, the information provided by lectures, and guest speakers to that date. The final will include all material covered in class subsequent to the second midterm, including group projects, as well as review of selected material from the midterms.

## **Grading**

Midterms: 75 points each (total of 150 points)

Final: 100 points

Presentation: 75 points

Handouts: 50 points

Group report: 75 points

Individual response papers: 25 points

Class participation/attendance: 25 points

Total points: 500 points

A: 93-100

B-: 80-82

D+: 67-69

A-: 92-90

C+: 77-79

D: 60-66

B+: 87-89

C: 73-76

E: <60

B: 83-86

C-: 70-72

### **Academic Misconduct:**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

### **Disability Services:**

**Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.**

### **Class Schedule**

1/13	course introduction, review of syllabus	
1/15	language and culture	Reading: Chapter 2
1/20	information on professions, services, associations & introduction to communicative disorders	Reading: Chapter 3, 15

1/22	classification of communication disorders and research, models of language, anatomy	Reading: Chapter 1, 4
1/27	language development	Reading: Chapter 6 <b><i>Project groups selected</i></b>
1/29	language development	Reading: Chapter 6, 11
2/3	guest speaker on autism (Paula Rabidoux)	Reading: Chapter 11
2/5	articulation and phonology	Reading: Chapter 5
2/10	Midterm #1	<b><i>Project outlines due for approval</i></b>
2/12	stroke and aphasia	Reading: Chapter 10
2/17	TBI	Reading: Chapter 10
2/19	TBI	Reading: Chapter 10
2/24	dementia (non-related to Alzheimers)	Reading: Chapter 10
2/26	dementia (emphasis on Alzheimers)	Reading: Chapter 10
3/3	in-class meeting with assigned groups/group organization	
3/5	hearing	Reading: Chapter 14
3/10	guest speaker on hearing disorders (Eric Bielefeld)	Reading: Chapter 14
3/12	Midterm #2	
3/17	<b>Spring Break</b>	
3/19	<b>Spring Break</b>	
3/24	dysphagia and motor speech disorders	Reading: Chapter 10
3/26	Resonance	Reading: Chapter 9
3/31	guest speaker on voice disorders (Lindsey Pauline)	Reading: Chapter 8
4/2	guest speaker on literacy and language (Kim Murphy)	Reading: Chapter 12
4/7	stuttering	Reading: Chapter 7
4/9	Presentation from group 1	
4/14	Presentation from group 2	
4/16	Presentation from group 3	
4/21	Presentation from group 4	
4/23	last day of classes; review	

**Final exam** – Monday, 5/4, 8:00-9:45 am in regular classroom

## **SHS 3350: Communication across the lifespan**

### **Diversity**

#### **3. A GE rationale that answers specifically the following questions:**

##### **How do the course objectives address the GE category expected learning outcomes?**

The course objectives address the learning outcomes by addressing the differences in both normal and disordered communication abilities and modes. Students will be expected to understand how to interact with individuals with differences in communication abilities in both their professional and personal lives.

##### **How do the readings assigned address the GE category expected learning outcomes?**

The assigned readings address the learning outcome by providing more in-depth knowledge of the specific characteristics of communication disorders to supplement course lectures related to their impact on interactions, and the assessment and treatment strategies used in speech-language pathology and audiology. This provides a deeper understanding of the differences encountered when interacting with individuals with communication disorders.

##### **How do the topics address the GE category expected learning outcomes?**

The topics covered in this course address a wide range of communication disorders that occur throughout the lifespan. In this way the learning outcomes are addressed by increasing the understanding of the wide range of challenges that individuals may face when interacting with the world using impaired communication skills, and thus increasing understanding of the individuals themselves.

##### **How do the written assignments address the GE category expected learning outcomes?**

The written assignments address the learning outcomes by requiring the students to be able to interpret information about the communication disorders and demonstrate understanding of the impact these have on daily interactions.

#### **4. A GE assessment plan which explains how the faculty will assess the effectiveness of the course in achieving the GE expected learning outcomes over time, rather than how individual student grades will be assessed.**

a) The final exam for the course will include questions that address the impact of communication disorders on daily interactions. This will allow for direct assessment of the students' achievement for the expected learning outcomes. In addition, students are required to provide an individual summary of the major project for the course (a group research paper and presentation) in which they are expected to describe what they learned from the project, and by extension from the course, related to communication disorders.

**b)** The level of student achievement that will be considered successful will be 80% of the class answering final exam questions correctly for the questions related to the GE outcomes. The students will be considered successful on the individual papers if they score 22 or greater out of 25 possible points.

**c)** The data from the exams and papers will be maintained on Carmen. The information from these data will be used to further modify specifications related to the group project format, and lecture material will be adjusted as needed to maximize student learning related the specific GE outcomes for diversity.