

Term Information

Effective Term Spring 2023
Previous Value Summer 2012

Course Change Information

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

Creation of a distance learning (DL) option for the course delivery.

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

DL offering will create flexibility for the students in terms of scheduling and will allow access to the course for students with work schedules or who are located on regional campuses.

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)?

We are in the process of a long-term build to a DL pathway through our BA program, and this course offering will be part of it. Otherwise, there are no other programmatic implications, as at least one in-person offering of the course will be available each academic year.

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 2230
Course Title Introduction to Communication and Its Disorders
Transcript Abbreviation Intro Comm Dis
Course Description Survey of the topics, methodologies, and applications of speech and hearing science in normal and aberrant communication; lectures and readings.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Previous Value 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

[Previous Value](#)

Not open to students with credit for 230.

Electronically Enforced

No

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

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- By the end of this course, students should successfully be able to describe professions in speech-language pathology and audiology.
- By the end of this course, students should successfully be able to explain the value of the professions in speech-language pathology and audiology.
- By the end of this course, students should successfully be able to describe the biological foundations of speech, language and hearing.
- By the end of this course, students should successfully be able to describe speech, hearing, language, fluency, voice, and swallowing disorders in children and adults.
- By the end of this course, students should successfully be able to describe general principles of assessment and treatment of speech, hearing language, fluency, voice, and swallowing disorders in children and adults.
- [Be able to define the major themes and scopes of practice/research in the disciplines of Audiology, Speech/Hearing Science, and Speech-Language Pathology](#)

[Previous Value](#)

Content Topic List

- Topics, methodologies, and applications of speech and hearing science
- Roles and scopes of practice of Speech-Language Pathologists
- Roles and scopes of practice of Audiologists

Sought Concurrence

No

COURSE CHANGE REQUEST
2230 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
08/25/2022

Attachments

- 2230_SPHHRNG_Online_Final.docx: DL syllabus
(Syllabus. Owner: Bielefeld, Eric Charles)
- SPHHRNG 2230 Syllabus In-Person.docx: In-person syllabus
(Other Supporting Documentation. Owner: Bielefeld, Eric Charles)
- SPHHRNG 2230 DL cover sheet - signed ASCTech.pdf: ASC Tech cover sheet
(Other Supporting Documentation. Owner: Bielefeld, Eric Charles)

Comments

- Please note that the ASC Tech cover sheet includes a recommendation to remove Carmen Logs as a means of confirming test-takers' identity. That recommendation has been followed, and Camren Logs are not a part of the current DL syllabus that we are submitting. *(by Bielefeld, Eric Charles on 05/24/2022 10:51 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Bielefeld, Eric Charles	05/24/2022 10:51 AM	Submitted for Approval
Approved	Fox, Robert Allen	06/13/2022 03:14 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/25/2022 04:15 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	08/25/2022 04:15 PM	ASCCAO Approval

SYLLABUS

SPHRNG 2230

Introduction to Communication And Its Disorders

Spring 2023

3 credit hours

Online

COURSE OVERVIEW

Instructor

Instructor: Dr. Janet Vuolo

Email address (preferred contact method): vuolo.4@osu.edu

Phone number: 292-4414

Office hours: Tuesdays 11:00-11:30 & Wednesdays 1:00-1:30 over Zoom

<https://osu.zoom.us/j/99749267867?pwd=dTZvV3I1bU1BcDlLd3JEOFPVa2F1Zz09>

Meeting ID: 997 4926 7867

Password: 656005

Prerequisites

There are no prerequisites.

Course description

This course surveys the topics and methodologies of speech and hearing science in normal communication and populations with communication disorders and introduces the professions of speech-language pathology and audiology.

Learning outcomes

By the end of this course, students should successfully be able to:

- Describe professions in speech-language pathology and audiology.
- Explain the value of the professions in speech-language pathology and audiology.

- Describe the biological foundations of speech, language and hearing.
- Describe speech, hearing, language, fluency, voice, and swallowing disorders in children and adults.
- Describe general principles of assessment and treatment of speech, hearing language, fluency, voice, and swallowing disorders in children and adults.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time. All course materials will be posted to Carmen. Video lectures will be posted in a class Mediasite channel (linked under each module in Carmen). There will be three review sessions, one for each exam, held live over Zoom. Video recordings of the review sessions will be posted to Carmen for students who are unable to attend the live review session.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**
All live, scheduled events for the course, including my office hours, are optional.
- **Participating in discussion forums: MINIMUM 2 TIMES PER WEEK**
As part of your participation, each week you will be required to post at least twice as part of our substantive class discussion on the week's topics.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

- Weismer, G. & Brown, D. K. (2021). Introduction to Communication Sciences and Disorders: The Scientific Basis of Clinical Practice. Plural: San Diego.
- A memoir of your choosing (most available via OSU library); see list at end of syllabus.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Quizzes (Best 10 out of 12, 5 points each)	50
Exam 1	60
Exam 2	60
Exam 3	60
Professional interview reflection	30
Memoir reflection	30
Discussion board posts	30
Total	320

See course schedule below for due dates.

Descriptions of major course assignments

Required readings: In addition to the assignments listed below, you are expected to complete all required readings **before** watching the corresponding lecture and engaging in discussions on Carmen.

Quizzes: There will be a total of 12 weekly quizzes. Your lowest 2 quiz grades will be dropped. You may earn up to 5 points on each quiz, for a total of 50 possible points. Quizzes have a time limit of 5-minutes and must be taken on Thursday or Friday each week. Each quiz will only be open in Carmen from 8:00 a.m. on Thursday to 11:59 p.m. on Friday. Each quiz will assess your understanding of the major concepts from the required readings and lectures and may include T/F, multiple choice, matching, labeling, fill in the blank, and short answer questions. **You must complete each quiz on your own without resources or help.** See “Quiz and Exam Rules” below.

Exams: There will be three exams, each covering 1/3 of the course content. You may earn up to 60 points on each exam. Exams have a 60-minute time limit and must be taken on Thursday or Friday of exam week. Each exam will only be open in Carmen from 8:00 a.m. on Thursday to 11:59 p.m. on Friday. The exams will assess your understanding of material covered in assigned readings and lectures and may include T/F, multiple choice, matching, labeling, fill in the blank, and short answer questions. **You must complete each exam on your own without resources or help.** See “Quiz and Exam Rules” below.

QUIZ AND EXAM RULES:

You may not use any resources (notes, slides, websites, etc.) or view any webpage except the Carmen page when taking a quiz or exam. This means you'll need to unplug any additional monitors and maximize your browser.

Professional interview reflection: You may earn up to 30 points on this assignment. You will locate and interview a practicing speech-language pathologist or audiologist about their work. This interview can focus on any aspect of their day-to-day job responsibilities, the clinician's perspective on the populations they treat, etc. You will submit a 1 ½ to 2-page paper summarizing and reflecting on what you learned. Note that you will receive a zero if you turn in a transcription of your conversation rather than a summary and reflection. A detailed description of this assignment, including the grading rubric, is located on Carmen. I strongly recommend that you read both the assignment information and the grading rubric carefully before writing you reflection paper. **Due 3/3 by 11:59 p.m.**

Memoir reflection: You may earn up to 30 points on this assignment. During the semester, you will be expected to read a memoir related to communication disorders and submit a 1 to 2-page paper reflecting on what you learned from the book that was not covered in class. **Please select a book from the provided list on the last page of the syllabus by 1/27.** A detailed description of this assignment, including the grading rubric, is located on Carmen. I strongly recommend that you read both the assignment information and the grading rubric carefully before writing you reflection paper. **Due 4/21 by 11:59 p.m.**

Discussion board posts: Each week, you will be required to post at least twice to the discussion board on topics related to the content of that week. I will provide prompts that you

can use to create responses. Posts must reflect your own unique thoughts and opinions, and they cannot be plagiarized from other sources or other students' posts.

Extra credit

Extra credit will not be granted on an individual basis. You may not re-write a paper because you received a lower grade than you expected.

OPTIONAL EXTRA CREDIT: Students may complete the optional extra credit assignment "Podcast Reflection" at any point throughout the semester, up to 2 times (select 2 different podcasts from the list), but **no later than 4/24**. You'll need to wait until we've covered the material related to the podcast to write and submit your reflection. You may earn up to 6 points for each submission, for up to 12 extra points. Full assignment details, including the grading rubric, will be posted on Carmen. If you have questions about this assignment, please contact the course TA.

Late assignments

Make-up exams and quizzes will only be permitted in very rare cases in which a student experiences a verifiable emergency or illness. It is your responsibility to take all quizzes and exams within the specified window (8 a.m. Thursday to 11:59 p.m. Friday). Your lowest 2 quiz grades will be automatically dropped at the end of the semester.

You may submit your interview and memoir reflections at any point during the semester before they are due, though you'll need to wait until we've covered the content related to your memoir in lecture so that you can reflect on what you learned. Late memoir reflections and professional interview summaries will be accepted with the penalty outlined below. You should avoid submitting these assignments late as this penalty is quite strict and will negatively impact your final course grade. **Submit your late paper to Carmen ASAP**

1 hour: 5% reduction
 2-11 hours: 10% reduction
 12-24 hours: 20% reduction
 25-36 hours: 30% reduction
 37-48 hours: 40% reduction
 49-60 hours: 50% reduction
 61-72 hours: 60% reduction
 73-168 hours (1 week): 70% reduction

Your paper will be graded using the rubric before the late penalty is applied. Late assignments will not be accepted more than 1 week after the deadline.

Grading scale

93–100: A	73–76.9: C
90–92.9: A-	70 –72.9: C-
87–89.9: B+	67 –69.9: D+
83–86.9: B	60 –66.9: D
80–82.9: B-	Below 60: E
77–79.9: C+	

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **10 days**.
- **Email:** I (or the class TA) will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** I (or the class TA) will check and reply to messages in the discussion boards every **24 hours on school days**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can proofread and save your work, and then copying into the Carmen discussion.

Academic Integrity Policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

FOR UNDERGRAD COURSES: Advising resources for students are available here:

<http://advising.osu.edu>

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** sllds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	1/9	1a. Introduction to 2230 (Read the syllabus) 1b. Introduction to SLP & AuD (Chap 13) 1c. Introduction to Communication Disorders (Chapter 1) Quiz 1
2	1/16	2a. Biological Foundations of Speech and Language Part I: Anatomy (Chapter 2)

Week	Dates	Topics, Readings, Assignments, Deadlines
		2b. Biological Foundations of Speech and Language Part II: Neuroanatomy (Chapter 2) Quiz 2
3	1/23	3a. Sounds in Communication (Chapter 3 p. 53-58) 3b. Speech and Language Development (Chapter 3 p. 58-69; Chapter 7) Quiz 3
4	1/30	4a. Speech Sound Disorders in Children (Chapter 4 p. 70-94) 4b. Language Disorders in Children (Chapter 8) Quiz 4
5	2/6	5a. Exam 1 Review Session Exam 1
6	2/13	6a. Fluency Disorders 6b. Acquired Brain Injury (Chapter 9) Quiz 5
7	2/20	7a. Introduction to Dysphagia (Chapter 6 p. 149-157) Quiz 6
8	2/27	8a. Motor Speech Disorders (Chapter 4 p. 94-97) 8b. Voice Disorders (Chapter 6 p. 134-149) Quiz 7 3/3: Professional Interview Reflection DUE (11:59 p.m.)
9	3/6	9a. Augmentative and Alternative Communication (Chapter 4 p. 97-104) 9b. Multicultural Aspects of Communication (PDF on Carmen) Quiz 8
10	3/13	Spring Break
11	3/20	11a. Exam 2 Review Session Exam 2

Week	Dates	Topics, Readings, Assignments, Deadlines
12	3/27	12a. Professional Issues in Speech-Language Pathology and Audiology 12b. Introductory Acoustics (Chapter 2 p. 47-52) Quiz 9
13	4/3	13a. Anatomy & Physiology of Hearing (Chapter 10) 13b. Diseases of the Auditory System Quiz 10
14	4/10	14a. Assessment and Treatment of Hearing in Children (Chapter 11) 14b. Hearing Disorders (Chapter 12 p. 320-337) Quiz 11
15	4/17	15a. Hearing Assessment – Adults (Chapter 12 p. 337-348) 15b. Aural Rehabilitation (PDF on Carmen) Quiz 12 4/21: Memoir Reflection DUE (11:59 p.m.)
16	4/24	15a. Exam 3 Review Session Exam 3

Memoir Assignment

Below is a list of recommended memoirs. Many are available through the OSU library, and some are available electronically. If you wish to read a memoir about a communication disorder that is not on this list, please email me for prior approval (note that a book may not be approved if it is an option in another SPHHRNG course). **Please make your selection by 1/27.** Don't wait until the last minute to borrow a book from the library or it may be not be available.

Hearing Loss/Deafness

Ready to Be Heard: How I Lost My Hearing and Found My Voice by Amanda McDonough

Brain Injury

Where is the Mango Princess? A Journey Back from Brain Injury by Cathy Crimmins

Autism

Odd Girl Out: An Autistic Woman in a Neurotypical World by Laura James

Thinking in Pictures: My Life with Autism by Temple Grandin

Stuttering

Out with it: How Stuttering Helped Me Find My Voice by Katherine Preston

Amyotrophic Lateral Sclerosis (ALS)

Until I Say Goodbye: A Book about Living by Susan Spencer-Wendel

Parkinson's Disease

Lucky Man by Michael J. Fox

Childhood Apraxia of Speech

Anything But Silent: Our Family's Journey through Childhood Apraxia of Speech by Kathy and Kate Hennessy



THE OHIO STATE UNIVERSITY
COLLEGE OF ARTS AND SCIENCES

SYLLABUS: SPHHRNG 2230

INTRODUCTION TO COMMUNICATION AND ITS DISORDERS

SPRING 2022

Course overview

Course Location, Days, and Time

150 Cunz Hall
M/W 1:50-3:10

Instructor

Dr. Janet Vuolo
(Honorific: Doctor or Professor; Pronouns: She, her)

Email address: vuolo.4@osu.edu

Office hours (optional, as needed, drop in anytime in the hour): Fridays 11:00-12:00 over Zoom:

<https://osu.zoom.us/j/96671184419?pwd=bi9TYWc4c1pIN2E3NEdzZWpFTU9ydz09>

Meeting ID: 966 7118 4419; Password: 405091

Course TA

Izabela Jamsek

Email address: jamsek.1@osu.edu

Course description

This course introduces students to the professions of speech-language pathology and audiology and surveys the topics and methodologies of speech and hearing science in normal communication and in populations with communication disorders.

Course learning outcomes

By the end of this course, students should successfully be able to:

1. Professions:

- a. Describe professions in speech-language pathology and audiology.
- b. Explain the value of the professions in speech-language pathology and audiology.

2. Speech-Language Pathology:

- a. Describe the biological foundations of speech and language.
- b. Describe speech, language, fluency, voice, and swallowing disorders in children and adults.
- c. Describe general principles of assessment and treatment of speech, language, fluency, voice, and swallowing disorders in children and adults.

3. Audiology:

- a. Describe the biological foundations of hearing.
- b. Describe disorders of hearing in children and adults.
- c. Describe general principles of assessment and treatment of hearing disorders in children and adults.

How this course works

Mode of delivery: This course is primarily lecture-based, with video examples and hands-on activities incorporated when relevant. Lectures will be held 100% in person unless unforeseen circumstances arise.

Credit hours and work expectations: This is a 3-credit-hour course. According to Ohio State policy, students should expect to dedicate approximately 9 hours per week to each 3-credit-hour course. This includes around 3 hours per week on direct instruction (attending lecture, for example) in addition to around 6 hours per week working on your own work (studying, completing required readings and quizzes, and preparing assignments, for example) to receive a grade of (C) average.

Course materials

Required

- Weismer, G. & Brown, D. K. (2021). Introduction to Communication Sciences and Disorders: The Scientific Basis of Clinical Practice. Plural: San Diego.
- A memoir of your choosing (most available via OSU library); see list at end of syllabus and in assignment information on Carmen.

Grading and faculty response

Grades

Assignment or category	Points
Quizzes (best 10 out of 12, 5 points each)	50
Exam 1	60
Exam 2	60
Exam 3	60
Professional interview reflection	30
Memoir reflection	30
Total	290

See course schedule, below, for due dates.

Assignment information

Required readings: In addition to the assignments listed below, you are expected to complete all required readings **before** attending lecture. You should plan to re-review this material after lecture, along with your notes, as well.

Quizzes: There will be a total of 12 weekly quizzes. Your lowest 2 quiz grades will be dropped. You may earn up to 5 points on each quiz, for a total of 50 possible points. Quizzes have a time limit of 5-minutes and must be taken on Thursday or Friday each week. Each quiz will only be open in Carmen from 8:00 a.m. on Thursday to 11:59 p.m. on Friday. Each quiz will assess your understanding of the major concepts from the required readings and lectures and may include T/F, multiple choice, matching, labeling, fill in the blank, and short answer questions. You must complete each quiz on your own without resources or help.

Exams: There will be three exams, held in class, each covering 1/3 of the course content (i.e., exams are not cumulative and there is no final exam). You may earn up to 60 points on each exam. **Exams must be taken in class on the day of the exam** (unless you arrange for alternative accommodations through SLDS). The exams

will assess your understanding of material covered in assigned readings and lectures and may include T/F, multiple choice, matching, labeling, fill in the blank, and short answer questions.

Exam 1: W 2/9

Exam 2: W 3/23

Exam 3: M 4/25

Professional interview reflection: You may earn up to 30 points on this assignment. You will locate and interview a practicing speech-language pathologist or audiologist about their work. This interview can focus on any aspect of their day-to-day job responsibilities, the clinician's perspective on the populations they treat, etc. You will submit a 2-page paper summarizing and reflecting on what you learned, and how this experience complemented or enhanced your understanding of what you are learning in the course. A detailed description of this assignment, including how to find a practicing SLP or AuD and the grading rubric, is located on Carmen. Please read the assignment information and the grading rubric carefully before writing your reflection paper.

Due 3/6 by 11:59 p.m.

Memoir reflection: You may earn up to 30 points on this assignment. During the semester, you will be expected to read a memoir related to communication disorders and submit a 2-page paper reflecting on what you learned from the book that was not covered in class. **Please select a book from the provided list at the end of the syllabus and in the assignment description.** You will need prior approval to read a memoir that is not on the list (not all will be approved because they are options in other SPHHRNG courses). A detailed description of this assignment, including the grading rubric, is located on Carmen. Please read the assignment information and the grading rubric carefully before writing your reflection paper. **Due 4/17 by 11:59 p.m.**

Extra credit

Extra credit will not be granted on an individual basis. You may not re-write a paper because you received a lower grade than you expected.

OPTIONAL EXTRA CREDIT: Students may complete the optional extra credit assignment "Podcast Reflection" at any point throughout the semester, up to 2 times (select 2 different podcasts from the list), but **no later than 4/25**. You'll need to wait until we've covered the material related to the podcast to write and submit your reflection. You may earn up to 6 points for each submission, for up to 12 extra points. Full assignment details, including the grading rubric, will be posted on Carmen. If you have questions about this assignment, please contact the course TA.

Late assignments

Make-up exams will only be permitted in very rare cases in which a student experiences a verifiable emergency or illness. Make-up quizzes will not be permitted under any circumstances.

You may submit your interview and memoir reflections at any point during the semester before they are due, though you'll need to wait until we've covered the content related to your memoir in lecture so that you can complete the reflection section of the paper. Late memoir reflections and professional interview summaries will be accepted with the penalty outlined below. You should avoid submitting these assignments late as this penalty is quite strict and will negatively impact your final course grade. **Submit your late paper to Carmen ASAP.**

1 hour: 5% reduction
 2-11 hours: 10% reduction
 12-24 hours: 20% reduction
 25-36 hours: 30% reduction
 37-48 hours: 40% reduction
 49-60 hours: 50% reduction
 61-72 hours: 60% reduction
 73-168 hours (1 week): 70% reduction

Your paper will be graded using the rubric before the late penalty is applied. For example, if you receive a 20 on a paper and it is 52 hours late (=50% reduction), you will receive 10 points. Late assignments will not be accepted more than 1 week after the deadline.

Grading scale

93–100: A	73–76.9: C
90–92.9: A-	70–72.9: C-
87–89.9: B+	67–69.9: D+
83–86.9: B	60–66.9: D
80–82.9: B-	Below 60: E
77–79.9: C+	

Grading, response time, and grade disputes

For major assignments you can generally expect feedback within **7-10 days**.

Grade disputes: Please contact the TA for all grade disputes. For papers, if you believe your assignment was graded incorrectly, please re-view the grading rubric and email the TA a justification of why you think your assignment was graded incorrectly. You must provide a detailed description of the information in your paper that aligns to a higher grade in the rubric. For quizzes and exams, a brief email explaining the issue is acceptable. Please wait until quiz and exam grades have been posted in Carmen and the answer key has been released before emailing the TA about quiz and exam questions. Most issues such as minor spelling errors (e.g., larynx as “larnyx”) will be resolved prior to posting grades (i.e., you will receive credit).

E-mail

Dr. Vuolo (or the class TA) will reply to e-mail within **24 hours on weekdays**. I recommend emailing through our Carmen page.

Discussion board

Dr. Vuolo (or the class TA) will check and reply to messages on the “Course Q&A” discussion board every **24 hours on weekdays**.

Attendance, participation, discussions, etiquette, and recording policy

Attendance: **REGULAR ATTENDANCE IS EXPECTED**

You do not need to contact the instructor or the TA if you miss a class. You should connect with a classmate to borrow notes.

Office hours: **OPTIONAL**

I will hold office hours over Zoom. Please turn on your camera and microphone. You may need to wait in the waiting room for 5-10 minutes if I’m with someone else. Please feel free to come by for 5-10 minutes with

clarification questions about the material or questions about the major, grad school, professions, etc. I should also be available to meet after class most days if you prefer to talk in person, but you should check with me ahead of time if you need more than a minute or two.

Class participation: REQUIRED and OPTIONAL

- **Required:** I expect you to only engage in class activities, such as taking notes, asking questions, and participating in activities, during class. Multitasking is a myth. You are not engaging in the course or absorbing information if you're doing other things such as reading email or texting. Furthermore, these behaviors negatively impact the learning of others around you.
- **Optional:** I encourage you to ask questions during lecture. If you need Dr. Vuolo (or a guest lecturer) to repeat, clarify, say something a different way, etc., there are likely many other students who also need this. You are also welcomed to ask questions related to the content that you're curious about. This is a large class, so try to give space for as many people as possible to ask questions. I enjoy hearing from lots of different students throughout the semester and you probably do too.

Participating in discussion forums: 1-2 TIMES PER WEEK (OPTIONAL)

Though participation in discussion on Carmen is optional, I encourage you to post questions and reflections on the week's topics to the course Q&A discussion board. In this course, I welcome you to reflect on your own personal experiences (yourself, a family member, friend, etc.) related to the course topics if you are comfortable doing so. I expect everyone to be considerate and respectful of each other.

Recording policy: You may not audio or video record any portion of any lecture. Accommodations through SLDS do not grant you a waiver to this policy. You must contact Dr. Vuolo to discuss your specific SLDS accommodations and what recording method you are allowed to use.

Student academic services

Student academic services offered on the OSU main campus <http://advising.osu.edu/welcome.shtml>.

Student support services

Student support services offered on the OSU main campus <http://ssc.osu.edu>.

Academic integrity policy

- **Quizzes:** You must complete each quiz on your own without any resources or help.
- **Exams:** You must complete the three exams on your own without any resources or help.
- **Written assignments:** Your written assignments must be your own original work. You may not select a memoir that you have read before or that you are reading for another course – this constitutes academic misconduct. Written assignments will be automatically processed through Turnitin, an academic plagiarism detector.

Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's

Code of Student Conduct and this syllabus may constitute “Academic Misconduct.” The Ohio State University’s Code of Student Conduct (Section 3335–23–04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. **If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Accessibility accommodations for students with disabilities

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university’s request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let Dr. Vuolo know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with Dr. Vuolo as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Your mental health!



As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about

the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org

Course schedule (tentative)

I will post an updated syllabus to Carmen if this schedule changes and will announce those changes in class.

Date	Topic – Lecturer Other Deadlines	Readings Due
Week 1 M 1/10	Introduction to 2230; Introduction to Speech-Language Pathology & Audiology – Vuolo	Read the syllabus; CSD Career Brochure PDF; [Chapter 1]
W 1/12	Introduction to Communication Disorders – Vuolo Quiz 1 (due 11:59 pm Sunday)	Communication Disorders: Definitions
Week 2 M 1/17	No Class – MLK Jr. Day	
W 1/19	Biological Foundations of Speech & Language Pt I: Anatomy – Vuolo Quiz 2 (due 11:59 pm Sunday)	The larynx ; [Chapter 10]
Week 3 M 1/24	Biological Foundations of Speech & Language Pt II: Neuroanatomy – Vuolo	Anatomy of the brain ; Lobes of brain [Chapter 2]
W 1/26	Phonetics – Vuolo Quiz 3 (due 11:59 pm Sunday)	Intro to Phonetics ; [Chapter 12]
Week 4 M 1/31	Preverbal Foundations of Speech & Language Development; Typical Phonological Development – Vuolo	Speech vs. Language ; [Chapters 5 and 13]
W 2/2	Language Science; Typical Language Development – Vuolo Quiz 4 (due 11:59 pm Sunday)	Rec Lang Dev ; Exp Lang Dev ; [Chapters 3 and 6]
Week 5 M 2/7	Exam 1 Review Session	
W 2/9	Exam 1	
Week 6 M 2/14	Augmentative and Alternative Communication – Sonntag	AAC
W 2/16	No Class – Reading Day for Memoir Reflection Paper Quiz 5 (due 11:59 pm Sunday)	
Week 7 M 2/21	Pediatric Speech Disorders – Vuolo	

Date	Topic – Lecturer Other Deadlines	Readings Due
W 2/23	Pediatric Language Disorders – Vuolo Quiz 6 (due 11:59 pm Sunday)	Pediatric Speech Disorders ; [Chapter 15 p. 205-211] Pediatric Language Disorders ; [Chapters 7 and 8]
Week 8 M 2/28	Dysphagia – Wiksten	Dysphagia ; [Chapter 20]
W 3/2	Adult Cognitive Communication Disorders and Language Disorders – Vuolo Quiz 7 (due 11:59 pm Sunday) Professional Interview Reflection DUE 3/6	Dementia ; TBI ; Aphasia ; [Chapter 9]
Week 9 M 3/7	Motor Speech Disorders – Vuolo	Dysarthria ; Acquired Apraxia of Speech ; [Chapter 14; Chapter 15 p. 211-216]
W 3/9	Voice Disorders; Fluency Disorders – Vuolo Quiz 8 (due 11:59 pm Sunday)	Voice Disorders ; Fluency Disorders [Chapter 18]
Week 10 M 3/14 W 3/16	 ~ SPRING BREAK ~ 	
Week 11 M 3/21	Exam 2 Review Session	
W 3/23	Exam 2	
Week 12 M 3/28	No Class- Reading Day for Memoir Reflection Paper	
W 3/30	Multicultural Aspects of Communication – Vuolo Quiz 9 (due 11:59 pm Sunday)	Bilingual Service Delivery ; [Chapter 4]
Week 13 M 4/4	Introduction to Acoustics – Kobel	[Chapter 11 p. 153-160]
W 4/6	Anatomy & Physiology and Diseases of the Auditory System – Jamsek Quiz 10 (due 11:59 pm Sunday)	[Chapter 22]
Week 14 M 4/11	Diagnostic Audiology – Johnson	Adult Hearing Loss ; SNHL ; NIHL ; Vestibular Disorders ; [Chapter 23]
W 4/13	Aural Rehabilitation – Jamsek Quiz 11 (due 11:59 pm Sunday) Memoir Reflection DUE 4/17	Aural Rehabilitation ; [Chapter 25 p. 367-371]

Date	Topic – Lecturer Other Deadlines	Readings Due
Week 15 M 4/18	Hearing in Children – Whitelaw	[Chapter 25 p. 359-367]
W 4/20	Exam 3 Review Session Quiz 12 (due 11:59 pm Sunday)	
Week 16 M 4/25	Exam 3	

Memoir Reflection Paper

Below is a list of approved memoirs, organized by topic. Many are available through the OSU library, and some are available electronically. You must receive **prior** approval from Dr. Vuolo to read a memoir that's not listed below (note that a book may not be approved if it is an option in another SPHHRNG course). Don't wait until the last minute to borrow a book from the library or it may not be available.

Hearing Loss/Deafness

Ready to Be Heard: How I Lost My Hearing and Found My Voice by Amanda McDonough

Brain Injury

Where is the Mango Princess? A Journey Back from Brain Injury by Cathy Crimmins

Autism

Odd Girl Out: An Autistic Woman in a Neurotypical World by Laura James

Thinking in Pictures: My Life with Autism by Temple Grandin

Stuttering

Out with it: How Stuttering Helped Me Find My Voice by Katherine Preston

Amyotrophic Lateral Sclerosis (ALS)

Until I Say Goodbye: A Book about Living by Susan Spencer-Wendel

Parkinson's Disease

Lucky Man by Michael J. Fox

Childhood Apraxia of Speech

Anything But Silent: Our Family's Journey through Childhood Apraxia of Speech by Kathy and Kate Hennessy

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.



- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.

I have completed and signed off on the preliminary distance learning review for the **SPHHRNG 2230: Introduction to Communication and Its Disorders** course approval proposal (see signed Cover Sheet attached). This syllabus includes all required syllabus elements and provides a comprehensive overview of the course expectations.

I have a *recommendation* to improve your syllabus that I hope will be helpful:

Regarding Quiz and Exam Rules (page 4), the Carmen Log is not considered an appropriate or accurate method of ensuring academic integrity. On the Canvas LMS instructor guide website, this explanation is provided, “*this feature is designed to help you investigate problems that a student may have in the quiz and gain insight into your quiz questions. Quiz logs are not intended to validate academic integrity or identify cheating for a quiz.*” (<https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-view-a-quiz-log-for-a-student/ta-p/580>). There have been numerous reports relating to the inaccuracy of Carmen Logs, often related to differences in internet connection quality. This assessment policy is likely to cause some student anxiety that is unhelpful in assessing content mastery.

Compared to other courses I have reviewed, this course has clearly defined windows for completing the quizzes/exams and relatively short time limits once assessments are started. Is the use of Carmen Logs essential for maintaining academic integrity in this situation? If a proctoring tool is deemed necessary, our office would be happy to meet with you and try to identify a strategy or tool well-suited for your specific needs.

I also recommend the following resources from the Teaching and Learning Resource Center on the topic of academic integrity in online spaces:

- [Strategies and Tools for Academic Integrity in Online Environments](#)
- [A Positive Approach to Academic Integrity](#)

The ASC Office of Distance Education strives to be a valuable resource to instructors and departments in the College of Arts and Sciences. In addition to managing the [DL course review](#) process, [hosting ASC Teaching Forums](#), and developing an ever-expanding catalog of [instructor support resources](#), we also provide one-on-one instructional design consultation to ASC instructors interested in redesigning any aspect of their online course. If your department or any of your individual instructors wish to [meet with one of our instructional designers](#) to discuss how we can provide advice, assistance, and support, please do let me know.