

Term Information

Effective Term Spring 2025
Previous Value Autumn 2022

Course Change Information

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

Creation of the option for delivery of the course by distance learning.

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

DL offering would create greater flexibility for students taking the course as a GE or elective.

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. The course is not a requirement in the SHS BA program.

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	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, 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
<i>Previous Value</i>	<i>No</i>
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, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Previous Value

Not open to students with credit for 350.

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

General Education course:

Individual and Groups; Social and Behavioral Sciences

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

- 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

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

Sought Concurrence

No

Previous Value

COURSE CHANGE REQUEST
3350 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
05/30/2024

Attachments

- 3350 DL Course Syllabus SP 2024.docx: DL syllabus
(Syllabus. Owner: Bielefeld, Eric Charles)
- SPHHRNG 3350 DL cover sheet.pdf: Signed ASC Tech cover sheet
(Other Supporting Documentation. Owner: Bielefeld, Eric Charles)
- 3350 Course Syllabus SP2023.docx: In-person syllabus
(Syllabus. Owner: Bielefeld, Eric Charles)
- 3350 DL Course Syllabus SP 2025_with revisions.docx: DL syllabus with revisions
(Syllabus. Owner: Brello, Jennifer)

Comments

- Please see feedback email 05-28-2024 RLS *(by Steele, Rachel Lea on 05/28/2024 08:39 AM)*
- Please select DL on the form. *(by Vankeerbergen, Bernadette Chantal on 06/23/2023 05:09 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Bielefeld, Eric Charles	06/23/2023 01:53 PM	Submitted for Approval
Approved	Fox, Robert Allen	06/23/2023 02:52 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	06/23/2023 05:09 PM	College Approval
Submitted	Bielefeld, Eric Charles	04/24/2024 08:43 AM	Submitted for Approval
Approved	Bielefeld, Eric Charles	04/24/2024 08:43 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	05/02/2024 05:39 PM	College Approval
Revision Requested	Steele, Rachel Lea	05/28/2024 08:39 AM	ASCCAO Approval
Submitted	Brello, Jennifer	05/29/2024 08:29 PM	Submitted for Approval
Approved	Bielefeld, Eric Charles	05/30/2024 09:12 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	05/30/2024 04:26 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	05/30/2024 04:26 PM	ASCCAO Approval

SYLLABUS: SHS 3350

COMMUNICATION ACROSS THE LIFESPAN

SPRING 2025

Course overview

Instructor

Instructor: Evelyn Hoglund, PhD, CCC-SLP

- she/her/hers

Email address: hoglund.1@osu.edu

Phone number: 614-292-0059

Office hours: by appointment (using CarmenZoom - contact by email or phone to schedule)

Office Location: 53 Pressey Hall

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.

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.

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.

Course learning outcomes

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

- Identify normal language and speech development.
- Identify issues that can arise in language and speech development.
- Identify disorders that can arise after the acquisition of normal communication function.
- Identify normal function and disorders with swallowing.
- Identify issues that may develop in cognitive processes
- Identify the relevant functions and structures related to hearing.
- Identify disorders and treatments related to hearing.

How this Online course works

Mode of delivery: This course is 100% online. There is only one required session when you must be logged in to Carmen at a scheduled time. This required session is designed for group activities that follow up on the video presentations. 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. **The**

one exception is one session at the end of the semester in which group activities will be shared.

- **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. All discussion posts will be submitted by Friday at 11:59 pm and responses will be posted by the following Monday at 11:59 pm. All posts will be a minimum of a full statement or question related to the topics covered in the week's module and will be assessed based on their relevance.

GE Course Information



- (GEL) Individuals and Groups

Goals

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected Learning Outcomes

- INDIVIDUALS AND GROUPS
 1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
 2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
 3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

- (GEN) Social and Behavioral Sciences

Goals:

1. Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.
2. Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Explain basic facts, principles, theories, and methods of social and behavioral science.
 - 1.2. Explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science.
 - 2.1. Analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions.
 - 2.2. Evaluate social and ethical implications of social scientific and behavioral research.
 - 2.3. Critically evaluate and responsibly use information from the social and behavioral sciences.
- This course will help you learn about the systematic study of human behavior and cognition in the form of communication, including speech, language, and cognition. You will also learn about how the individuals and their social groups can be impacted by failures of communication.

Recommended text

Introduction to Communication Sciences and Disorders, 5th Edition. (print)

Franklin H. Silverman and Lynda Miller
ISBNs: 9781416410089, 9781416410096

Purchase your course materials at Barnes & Noble - The OSU Bookstore
here: <https://tinyurl.com/SPHHRNG-3350-12345>

Optional materials

The following articles may all be accessed electronically:

1. Aydin & Ceci. (2013). The role of culture and language in avoiding misinformation: Pilot findings. *BSL Behavioral Sciences & the Law*, 31(5), 559-573.
2. Carlsson, Hartelius, & Saldert. (2014). Communicative strategies used by spouses of individuals with communication disorders related to stroke-induced aphasia and parkinson's disease. *JLCD International Journal of Language & Communication Disorders*, 49(6), 722-735.
3. Carter, Lees, Murira, Gona, Neville, & Newton. (2005). Issues in the development of cross-cultural assessments of speech and language for children. *JLCD International Journal of Language & Communication Disorders*, 40(4), 385-401.
4. Durkin & Conti-Ramsden. (2007). Language, social behavior, and the quality of friendships in adolescents with and without a history of specific language impairment. *CDEV Child Development*, 78(5), 1441-1457.
5. Enderby & Pickstone . (2005). How many people have communication disorders and why does it matter? *Advances in Speech Language Pathology*, 7(1), 8-13.

6. Ferrer i Cancho & Solé. (2001). The small world of human language. *Proc. R. Soc. Lond. B*, 268, 2261-2265.
7. Kinzler & Dautel. (2012). Children's essentialist reasoning about language and race. *DESC Developmental Science*, 15(1), 131-138.
8. Markham, van Laar, Gibbard, & Dean, . (2009). Children with speech, language and communication needs: Their perceptions of their quality of life. *JLCD International Journal of Language & Communication Disorders*, 44(5), 748-768.
9. Orsmond & Seltzer. (2007). Siblings of individuals with autism spectrum disorders across the life course. *MRDD Mental Retardation and Developmental Disabilities Research Reviews*, 13(4), 313-320.
10. Ruben. (2000). Redefining the survival of the fittest: Communication disorders in the 21st century. *LARY the Laryngoscope*, 110(2), 241.
11. Wirz. (1995). Opportunities and responsibilities towards people with communication disorders in less developed countries. *JLCD International Journal of Language & Communication Disorders*, 30(S1), 459-465.
12. Wongvatunyu & Porter. (2008). Changes in family life perceived by mothers of young adult TBI survivors. *Journal of Family Nursing*, 14(3), 314-332.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- Carmen Zoom text, audio, and video chat or other online chat platforms
- Collaborating in Google
- Recording a slide presentation with audio narration

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed

- Microphone: built-in laptop or tablet mic or external microphone

Necessary software

- Microsoft Office 365 ProPlus All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft’s Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
 - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
 - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.
- Google Chrome internet browser for use on exams.

Grading and faculty response

Grades

Assignment or category	Points
Weekly quizzes (15 total)	150
Individual papers	50 x 3 (total 150)
Group presentation	50
Class activity	50
Final exam	100
Total	500

See course schedule, below, for due dates

Assignment information

Quizzes:

All quizzes (including the final exam) will be part multiple choice and part short answer/essay. Final exam will be cumulative with a focus on building connections between the individual topics. Exam questions are primarily taken from lectures and powerpoint slides, with textbook information as background. The final exam will also include questions based on information contained in group presentations. Quizzes will be administered asynchronously and students will have 30 minutes to complete them; and 2 hours to complete the final exam. Notes will be allowed for all quizzes and the final exam.

Academic integrity and collaboration: Online exams will allow use of notes and textbook in development of answers, but the answers must reflect each student's independent work. Collaboration between students is not permitted.

Individual paper:

Each student will research the professions of speech-language pathology and audiology in the context of one of the listed areas. You may also choose to include similar information about your own major/future profession if different (in addition, not instead). The student will write a 4-5 page paper that will include information related to both professions. The paper will include a balanced description of factors such as relevant characteristics of work in that setting or context (may include practical details such as benefits, challenges, workload, disorders, salary, etc.), range of variation, interactions with other professionals, and any other influences that seem relevant. The paper will include at least 3 references including at least one peer reviewed article from a scholarly journal. The article may be related to any aspect of the topic if a direct discussion of the topic is unavailable. The other references will be taken from miscellaneous reputable sources, which may include magazines, books, blogs, interviews with practicing clinicians, and websites produced by organizations and government agencies related to the general topic (Wikipedia and other similar publicly contributed sites can only be used in addition to the required resources).

The paper is to be written in a clinical style of writing. Guidance for this style of writing is provided in the Carmen modules.

Individual paper topics:

- Children in the school setting
- Children in health care settings/private practice
- Adults in hospitals
- Adults in rehab or private practice settings
- Collaboration with other health care professionals in any setting
- As related to a specific diagnosis (e.g., ASD, dementia, TBI, etc.)
- Education of future professionals
- Public advocacy/education

Academic integrity and collaboration: All work on the paper must reflect the student's independent work. Collaboration between students is not permitted on the paper but may be relevant in relation to the follow-up group project.

Group project and presentation:

In the second half of the term, the class will be divided into groups of 4-5 students. These groups will add to their research from the individual paper as it relates to a specific professional issue. For this project, each member of the group will provide information from their first paper to contribute to a discussion of the group topic. In addition to the information brought by each student, the group will include at least 2 additional references related to the combined information, following the same guidelines as for the individual paper. Some examples of group roles can be found in the Group project guidelines module on Carmen.

The project will consist of a recorded presentation of the group research and an interactive activity to provide to the class. The presentations will be viewed by all members of the class prior to the class participation in the planned activity. There will be a scheduled synchronous session scheduled for the group activities. Date and time will be determined at the beginning of the semester.

1. *Presentation:*

1. The slides should be sure to include the most relevant points determined by the group's research. Consider the visual impression of the slides – that is, be careful to balance informativeness and wordiness. Too little information on a slide may miss important aspects, while too much is difficult for the viewer to process.
2. The presentation should be approximately 10-15 minutes in length. As a rule, one slide for every minute of a presentation is ideal for presentations. If a group includes more slides, there will not be a penalty, as the point is to convey the relevant information. As such, the length of the slide show is primarily considered a guide.
3. The presentation can be recorded on any platform that can be shared with the class, and that will include captions for accessibility. Some options include software such as Mediasite, Zoom, Powerpoint, Prezi, YouTube, or any other familiar presentation recording software.
4. The slide show should be able to “stand alone” as the class will be watching these asynchronously.
5. The structure of the presentation should roughly follow a general timeline, that is, what was the topic like in the past, how it looks now, and what is likely to develop in the future.
6. All members of the group will be responsible for contributing some unique perspective drawn from their individual paper.

2. **Class activity:** For the project, the group will choose some type of interactive activity for the class to participate in. This activity may take any number of forms the group determines to be supportive of their presented information. This activity should be designed to reinforce the information in the presentation recording in some practical way. Some possible options could be a game, therapy-type activity, informational outline for discussion, quiz, brochure/pamphlet, poster, or similar activity. Groups are encouraged to be as creative as they wish to be.

Academic integrity and collaboration: Responsibilities within the group will be divided based on the relevant aspects of the topic. Some examples of group roles can be found in the Group project guidelines module on Carmen.

Student groups will submit an outline for the project for approval by the date indicated in the course schedule.

Slide show files and group activity materials are due **by 5:00 pm** on the date indicated in the course schedule via the Carmen dropbox.

Each group will meet with the instructor during the 8th week of the semester to discuss the project in progress.

Group project topics:

- Cultural diversity
- Ethics related to health care choices and services
- Family dynamics
- Intersection of communication disorders and other health problems
- Impact of socioeconomic status on health care opportunities
- Teletherapy vs. traditional treatment provision
- Geographical access issues
- Social impact of communication disorders

Late assignments

Late assignments will have 5% deducted for each day after the deadline.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+

73–76.9: C
 70 –72.9: C-
 67 –69.9: D+
 60 –66.9: D
 Below 60: E

Faculty 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-HELP** at any time if you have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST ONCE PER WEEK**
 Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (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 OR FLEXIBLE**
 All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.
- **Participating in discussion forums: 2+ TIMES PER WEEK**
 As participation, each week you can expect to post at least four times as part of our substantive class discussion on the week's topics.

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. Informality (including an occasional emoticon) 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 save your work, and then copying into the Carmen discussion.

Other course policies

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

Policies for this online course

- **Quizzes and exams:** You must complete the quizzes and final exams yourself, without any external help or communication.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **clinical/APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build

on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions. This is also the motivation for the individual paper.

Ohio State's academic integrity policy

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/>.

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 at titleix@osu.edu.

Accessibility accommodations for students with disabilities

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Accessibility of course technology

This online course requires use of Carmen (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.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

Religious accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

Statement on Diversity

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.

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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines		
1	1/8-12	Course intro; Professional info Chapter 1 Language & culture Chapter 2, 11		Submit topic preferences
2	1/15-19	Classification & anatomy Language development Chapter 3	Quiz 1	Project groups selected
3	1/22-26	Language development continued Chapter 4	Quiz 2	
4	1/29-2/2	Disorders of language development Autism Chapter 8	Quiz 3	Paper outlines due
5	2/5-2/9	Articulation and phonology Chapter 9 Stuttering	Quiz 4	
6	2/12-2/16	Literacy and language Chapter 6	Quiz 5	

Week	Dates	Topics, Readings, Assignments, Deadlines		
		Augmentative & Alternative Communication		
7	2/19-23	Voice & resonance Chapter 7, Chapter 12	Quiz 6	Paper due
8	2/26-3/1	Dysphagia and motor speech Chapter 13	Quiz 7	
9	3/4-8	Stroke and aphasia	Quiz 8	group presentation structure due
10	3/11-15	spring break		
11	3/18-22	Traumatic Brain Injury Chapter 10	Quiz 9	
12	3/25-29	Dementia Chapter 14 Intro to acoustics & hearing	Quiz 10	
13	4/1-5	Hearing anatomy & physiology	Quiz 11	
14	4/8-12	Hearing assessment Hearing treatment	Quiz 12	project materials and slide show due
15	4/15-19	Synchronous session for project activities		
16	4/22	Course review	Final exam (due by 4/26)	

Land Acknowledgement

The Department of Speech and Hearing Science acknowledges that the land 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. We honor the resiliency of these tribal nations

and recognize the historical contexts that have and continue to affect the Indigenous peoples of this land.

SYLLABUS: SHS 3350

COMMUNICATION ACROSS THE LIFESPAN

SPRING 2023

Course overview

Instructor

Instructor: Evelyn Hoglund, PhD, CCC-SLP

- she/her/hers

Email address: hoglund.1@osu.edu

Phone number: 614-292-0059

Office hours: by appointment (contact by email or in person to schedule)

Office Location: 104a Pressey Hall

Lecture time: 9:35- 10:55 am Tuesday and Thursday

Room: 139 Journalism

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.

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.

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.

Course learning outcomes

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

- Identify normal language and speech development.
- Identify issues that can arise in language and speech development.
- Identify disorders that can arise after the acquisition of normal communication function.
- Identify normal function and disorders with swallowing.
- Identify issues that may develop in cognitive processes
- Identify the relevant functions and structures related to hearing.
- Identify disorders and treatments related to hearing.

GE Course Information

- Individuals and Groups
- This course will help you learn about the systematic study of human behavior and cognition in the form of communication, including speech, language, and cognition. You will also learn about how the individuals and their social groups can be impacted by failures of communication.

Recommended text

Introduction to Communication Sciences and Disorders, 5th Edition. (print)

Franklin H. Silverman and Lynda Miller
ISBNs: 9781416410089, 9781416410096

Optional materials

The following articles may all be accessed electronically:

1. Aydin & Ceci. (2013). The role of culture and language in avoiding misinformation: Pilot findings. *BSL Behavioral Sciences & the Law*, 31(5), 559-573.
2. Carlsson, Hartelius, & Saldert. (2014). Communicative strategies used by spouses of individuals with communication disorders related to stroke-induced aphasia and parkinson's disease. *JLCD International Journal of Language & Communication Disorders*, 49(6), 722-735.
3. Carter, Lees, Murira, Gona, Neville, & Newton. (2005). Issues in the development of cross-cultural assessments of speech and language for children. *JLCD International Journal of Language & Communication Disorders*, 40(4), 385-401.

4. Durkin & Conti-Ramsden. (2007). Language, social behavior, and the quality of friendships in adolescents with and without a history of specific language impairment. *CDEV Child Development*, 78(5), 1441-1457.
5. Enderby & Pickstone . (2005). How many people have communication disorders and why does it matter? *Advances in Speech Language Pathology*, 7(1), 8-13.
6. Ferrer i Cancho & Solé. (2001). The small world of human language. *Proc. R. Soc. Lond. B*, 268, 2261-2265.
7. Kinzler & Dautel. (2012). Children's essentialist reasoning about language and race. *DESC Developmental Science*, 15(1), 131-138.
8. Markham, van Laar, Gibbard, & Dean, . (2009). Children with speech, language and communication needs: Their perceptions of their quality of life. *JLCD International Journal of Language & Communication Disorders*, 44(5), 748-768.
9. Orsmond & Seltzer. (2007). Siblings of individuals with autism spectrum disorders across the life course. *MRDD Mental Retardation and Developmental Disabilities Research Reviews*, 13(4), 313-320.
10. Ruben. (2000). Redefining the survival of the fittest: Communication disorders in the 21st century. *LARY the Laryngoscope*, 110(2), 241.
11. Wirz. (1995). Opportunities and responsibilities towards people with communication disorders in less developed countries. *JLCD International Journal of Language & Communication Disorders*, 30(S1), 459-465.
12. Wongvatunyu & Porter. (2008). Changes in family life perceived by mothers of young adult TBI survivors. *Journal of Family Nursing*, 14(3), 314-332.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Grades

Assignment	Points
Midterm 1	75
Midterm 2	75
Individual paper	50
Slide presentation	50
Class activity	50
Final exam	100
Total	400

See course schedule, below, for due dates

Assignment information

Attendance/Participation:

Attendance is strongly encouraged, as potential discussions and questions in the context of the class facilitate learning and may factor into questions on exams.

Cell phones/tablets/laptops will be used in class for the questions and note taking – all other functions are not allowed. An exception to this will be for specific class related search functions if these occur.

Exams:

All exams will be part multiple choice and part short answer/essay. Final exam questions will vary in value based on the depth or breadth of response expected. Exam questions are primarily taken from lectures and powerpoints, with textbook information as background. Exams will be administered in person, but on Carmen.

Individual paper:

Each student will research the professions of speech-language pathology and audiology in the context of one of the listed areas. You may also choose to include similar information about your own major/future profession if different (in addition, not instead). The student will write a 4-5 page paper that will include information related to both professions. The paper will include a balanced description of factors such as relevant characteristics of work in that setting or context (may include practical details such as benefits, challenges, workload, disorders, salary,

etc.), range of variation, interactions with other professionals, and any other influences that seem relevant. The paper will include at least 3 references including at least one peer reviewed article from a scholarly journal. The article may be related to any aspect of the topic if a direct discussion of the topic is unavailable. The other references will be taken from miscellaneous reputable sources, which may include magazines, books, blogs, interviews with practicing clinicians, and websites produced by organizations and government agencies related to the general topic (Wikipedia and other similar publicly contributed sites can only be used in addition to the required resources).

The paper is to be written in a clinical style of writing.

Individual paper topics:

- Children in the school setting
- Children in health care settings/private practice
- Adults in hospitals
- Adults in rehab or private practice settings
- Collaboration with other health care professionals in any setting
- As related to a specific diagnosis (e.g., ASD, dementia, TBI, etc.)
- Education of future professionals
- Public advocacy/education

Group project and presentation:

In the second half of the term, the class will be divided into groups of 4-5 students. These groups will add to their research from the individual paper as it relates to a specific professional issue. For this project, each member of the group will provide information from their first paper to contribute to a discussion of the group topic. In addition to the information brought by each student, the group will include at least 2 additional references related to the combined information, following the same guidelines as for the individual paper. Some examples of group roles can be found in the Group project guidelines module on Carmen.

The project will consist of a recorded presentation of the group research and an interactive activity to provide to the class. The presentations will be viewed by all members of the class prior to the class participation in the planned activity.

1. *Presentation:*

1. The slides should be sure to include the most relevant points determined by the group's research. Consider the visual impression of the slides – that is, be careful to balance informativeness and wordiness. Too little information on a slide may miss important aspects, while too much is difficult for the viewer to process.
2. The presentation should be approximately 10-15 minutes in length. As a rule, one slide for every minute of a presentation is ideal for presentations. If a group includes more

slides, there will not be a penalty, as the point is to convey the relevant information. As such, the length of the slide show is primarily considered a guide.

3. The presentation can be recorded on any platform that can be shared with the class, and that will include captions for accessibility. Some options include software such as Mediasite, Zoom, Powerpoint, Prezi, YouTube, or any other familiar presentation recording software.
 4. The slide show should be able to “stand alone” as the rest of the class will be viewing these outside of class sessions.
 5. The structure of the presentation should roughly follow a general timeline, that is, what was the topic like in the past, how it looks now, and what is likely to develop in the future.
 6. All members of the group will be responsible for contributing some unique perspective drawn from their individual paper.
2. **Class activity:** For the project, the group will choose some type of interactive activity for the class to participate in. This activity may take any number of forms the group determines to be supportive of their presented information. This activity should be designed to reinforce the information in the presentation recording in some practical way. Some possible options could be a game, therapy-type activity, informational outline for discussion, quiz, brochure/pamphlet, poster, or similar activity. Groups are encouraged to be as creative as they wish to be.

Student groups will submit an outline for the project for approval by the date indicated in the lecture schedule. Time will also be scheduled in class for work on the projects to allow for guidance from the instructor as needed.

Presentation files and class activity descriptions are due by midnight on the date indicated in the lecture schedule via the Carmen dropbox.

Group project topics:

- Cultural diversity
- Ethics related to health care choices and services
- Family dynamics
- Intersection of communication disorders and other health problems
- Impact of socioeconomic status on health care opportunities
- Teletherapy vs. traditional treatment provision
- Geographical access issues
- Social impact of communication disorders



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

Late assignments

Late assignments will have 5% deducted for each day after the deadline.

Grading scale

93–100: A

90–92.9: A-

87–89.9: B+

83–86.9: B

80–82.9: B-

77–79.9: C+

73–76.9: C

70–72.9: C-

67–69.9: D+

60–66.9: D

Below 60: E

Attendance, participation, and discussions

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. Informality (including an occasional emoticon) 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 save your work, and then copying into the Carmen discussion.

Other course policies

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

Policies for this course

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **clinical/APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions. This is also the motivation for the individual paper.

Ohio State's academic integrity policy

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/>.

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 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: 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)

Week	Dates	Topics	Readings	Assignments, Deadlines
1	1/10 1/12	Course intro; Professional info Language & culture	Chapter 1 Chapter 2, 11	– Submit topic preferences
2	1/17 1/19	Classification & anatomy Language development	Chapter 3	
3	1/24 1/26	Language development continued Disorders of language development	Chapter 4	
4	1/31 2/2	Articulation and phonology Literacy and language - Dr. Tambyraja	Chapter 8	
5	2/7 2/9	Autism - Dr. Rabidoux In class work on projects		Project groups selected
6	2/14 2/16	Review Midterm #1		
7	2/21 2/23	Stuttering Voice	Chapter 9 Chapter 6	Individual Paper due -
8	2/28 3/2	Resonance Dysphagia and motor speech	Chapter 9 Chapter 7	
9	3/7 3/9	Stroke and aphasia Traumatic Brain Injury	Chapter 5	– Group Project structure due
10	3/14 3/16	Spring Break		

Week	Dates	Topics	Readings	Assignments, Deadlines
11	3/21 3/23	Augmentative & Alternative Communication review		
12	3/28 3/30	Midterm #2 Dementia		
13	4/4 4/6	Intro to acoustics & hearing Hearing anatomy & physiology	Chapter 10	- Group presentation due
14	4/11 4/13	Hearing assessment -- Dr. Bielefeld Hearing treatment -- Dr. Hazelbaker		Group Paper due -
15	4/18 4/20	Group activities Group activities/Course review		
16	5/1	Final exam (8:00-9:45 am)		

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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 **SHS 3350 Communication Across the Lifespan** approval proposal. This syllabus includes all required syllabus elements and provides an overview of the course expectations.

This is a well-designed asynchronous course, I have a few *recommendations* that I think will improve the course design, add clarity to the syllabus, and support a successful review by the faculty curriculum committee:

- For the *How This Online Course Works* section of the syllabus for this asynchronous course, I recommend adding a bit more of a detailed breakdown of student work expectations. This will improve the transparency of the syllabus, support student metacognition, and more clearly describe the plan for direct instruction to the faculty review committee.

You can repurpose some of the language used in the *Workload Estimation* section of the DL Cover Sheet to briefly describe the amount of time students should expect to complete different types of course activities.

I have seen other instructors list something like this after the standard 3-credit course work expectations language in the Syllabus (feel free to adapt if you wish):

- o *Though this is an asynchronous course, you may find it useful to schedule your time to complete the course. To help you understand the rhythm, pacing, and to plan for your success in the class, you should expect to the following for an average week of this class:*
 - *2.5 - 3 hours viewing video lectures*
 - *3 - 4 hours of independent reading and writing*
 - *1.5 - 2 hours engaging with the discussion board or collaborating with peers for group assignments*
 - *.5-1 hours completing assessments (quizzes and exams)*
- Though it is mentioned later in the syllabus when describing the group presentations, I recommend mentioning the synchronous sessions that will be scheduled for group presentations in the *How This Online Course Works* section of the syllabus. Requiring this is understandable pedagogically, but may disadvantage students that are seeking an asynchronous course specifically because they need the flexibility. Thus, making it clear in the *How This Online Course Works* section that these, as yet unscheduled, synchronous sessions are part of the expectations for the course, seems important.
- Regarding the description of the weekly quizzes, I recommend adding more detailed information about how and under what conditions these will be completed. Specifically, it would be helpful to make this consistent week to week.

Example: *Each of the weeks of the course in which a quiz is scheduled, the quiz will open in Carmen at 8:00 am on Thursday and close at 11:59 pm on Sunday. Students can complete the quiz anytime within this window but will be limited to 15 minutes to complete the quiz after beginning.*

- I recommend providing a more thorough description of student expectations for the discussion forums. I see this as essential for 2 reasons: Students see a very wide range of expectations from instructors in discussion assignments and are often confused **and** high-quality student interactions in the asynchronous discussions will support the development of student peer rapport that will support the collaborations desired for the student group presentations and class activities. This is something I have heard from many instructors, having well-structured and supported student discussions early in the semester made successful group collaboration assignments later in the semester much more likely. When thinking about how to describe what you would like to see in the group discussions, I recommend the following:
 - o Specify a weekly rhythm with separate due dates for initial posts and replies to peers. For example, an initial post (or response to an instructor prompt) is due by Wednesday at 11:59 pm each week and 2 peer responses by Sunday at 11:59 pm. This way you are more directly facilitating student interaction by establishing a *post and reply* rhythm (otherwise there may be a deluge of posts/responses written immediately before the due date and thus not much student interaction).
 - o Specify either a length/word requirement for initial posts/replies or provide a narrative description of what meeting expectations for the discussion looks like.
 - o If you expect this to be a very large class, you might consider cohorting smaller groups of students in discussion groups.
- Regarding the exam, I recommend providing more details about how this will be administered. Will it be done synchronously during the scheduled finals time, a take home essay exam, or administered in some other way? If it is a take home exam, how long will students have to work on this and when is it due (this is already listed in the schedule)?

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.