

**California State University, Fresno**  
**Department of Communicative Disorders and Deaf Studies**

**CDDS 102**

**Anatomy and Physiology of Speech and Hearing**

**Department of Communicative Disorders and Deaf Studies' Mission Statement:**

The mission statement of the Department of Communicative Disorders and Deaf Studies at CSUF is to disseminate knowledge and to train professionals in speech-language pathology, audiology, deaf education, and interpreting who will provide quality service to the public. The Department will accomplish this mission by providing a stimulating learning environment for enhancing personal and educational development, promoting understanding of people with various cultures, and offering opportunities for research and scholarship in communicative disorders and deaf studies.

**Course Description:** This course deals with the physical, physiological and neurological bases of the speech and hearing mechanism. It covers the anatomy and physiology of respiration, phonation, articulation, resonance and hearing.

**Goals and objectives:** Students will demonstrate knowledge of the anatomy and physiology of respiration, phonation, articulation resonance and hearing through successful completion of the coursework and course examinations with a passing grade. Upon successful completion of this course, it is expected that the student will be able to:

- Describe and define body tissues, organs and systems.
- Understand the structures and process of breathing for life and for speech.
- Understand the process of phonation from the onset through the vibratory cycle.
- Understand the myoelastic aerodynamic theory of phonation.
- Identify and describe the hyoid bone, laryngeal cartilages, extrinsic and intrinsic laryngeal musculature, true vocal folds and false vocal folds.
- Name and describe the cavities of the vocal tract and their significance in speech production.
  
- Identify facial muscles and structures of the oral cavity, including the temporomandibular joint and the muscles of mastication. Describe the role of these structures in articulation.
- Identify all cranial and facial bones.
- Describe the anatomy and physiology of the velopharyngeal mechanism.
- Describe the process of hearing. Identify and describe the anatomy and physiology of hearing and balance.

**Required Textbooks:**

1. Seikel, J. A., (2004) *Essentials of Anatomy and Physiology for Communication Disorders* (2<sup>nd</sup> Ed.)
2. iClicker
3. Supplementary readings. Available on "Blackboard" [www.blackboard.csufresno.edu](http://www.blackboard.csufresno.edu)

#### 4. Classroom handouts

**Attendance:** Regular attendance of this class is mandatory. Students are expected to be in class at the beginning of every scheduled session. Repeated tardiness may be considered disruptive behavior and handled accordingly. (See section on Disruptive Behavior, below.) The readings are VERY detailed and comprehensive, and the lectures presented in class will focus on specific material you will need to know to do well on the examinations. Students are expected to complete all assigned readings and to participate in class discussions and activities.

#### **Grading:**

##### *Examinations (75% of the total grade)*

Including the final exam, there will be a total of three exams during the semester. Each of the three exams will be worth 25% of the total grade. The final exam will not be comprehensive.

##### *Quizzes (25% of the total grade)*

In addition, there will be periodic quizzes throughout the semester.

These exams and quizzes are administered to assess your knowledge/comprehension, application, and analysis/synthesis of the textbook and lecture material. All exams must be taken on the scheduled date and time. Make-up exams will be given only under documented emergencies. Students must get oral permission to take a make-up exam before it is administered in the class. Post-hoc requests will not be honored. Missed quizzes are not eligible for make-ups.

##### *Grading criteria:*

Attendance, Quizzes, Course activities with iClicker, and Class participation	25% of the total grade 50% of the total grade	Two exams
Final Examination		25% of the total grade
Total		100%

Grades will be calculated according to the percentage of possible points achieved, and a standard grading scale will be used to determine the final grade, as follows:

100%-90%	A
80%-89%	B
70%-79%	C
60%-69%	D

59% and less            F

**Regarding special needs:** Those who have any special needs as addressed by the Americans with Disabilities Act (ADA) should contact their teacher immediately at the beginning of the semester. It is the responsibility of students with disabilities to identify themselves to the university and to the instructor. Upon identifying themselves to the instructor and the university, students will receive reasonable accommodations for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

**Cheating and plagiarism:** “Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to exams. However, it is the intent of this definition that the term ‘cheating’ not be limited to exam situations only, but that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of published and/or unpublished works of others by misrepresenting the material so used as one’s own work.” Penalties for cheating and plagiarism range from a no credit or F on a particular assignment, an F for the course, to expulsion from the University. Because the instructor cannot objectively determine a student’s intentions, he/she will consider student behavior that is consistent with cheating or plagiarism to be cheating or plagiarism. It is the student’s responsibility to avoid any suspicious behaviors.

**Civility and disruptive classroom behavior:** “The classroom is a special environment in which students and faculty come together to promote learning and growth.” Students are expected to treat the instructor and each other with civility, common courtesy and respect. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class. The use of pagers, telephones, or other devices that are disruptive during class is prohibited; such devices must be turned off during class.

*Course Calendar:*

\_\_\_\_\_ : First day of instruction for CDDS 102

\_\_\_\_\_ : First class test

\_\_\_\_\_ : Second class test

\_\_\_\_\_ : Spring Break

\_\_\_\_\_ : Last day of instruction for CDDS 102

\_\_\_\_\_ : Final exam

**CDDS 102 COURSE OUTLINE (tentative)**

I. Basic Elements of Anatomy: Anatomical Planes and Terminology (2 class periods)

Reading Assignment: Seikel, Chapter 1

II. Anatomy and Physiology of Respiration (6 class periods)

Reading Assignment: Seikel, Chapter 2

Class test 1: \_\_\_\_\_: First class test

III. Anatomy and Physiology of Phonation (6 class periods)

Reading Assignment: Seikel, Chapter 3

IV. Anatomy and Physiology of Articulation (6 class periods)

Reading Assignment: Seikel, Chapter 4

Class test 2: \_\_\_\_\_: Second class test

Easter Break: March 29 to April 2, 2010

V. Anatomy and Physiology of Hearing (6 class periods)

Reading Assignment: Seikel, Chapter 5

Last day of classes and review for the final – \_\_\_\_\_

FINAL EXAM – \_\_\_\_\_

P.S.: The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

### **Course Competency Verification process**

For each academic course, the appropriate Competency Verification form will be attached to that course's syllabus. During the semester, students will work with the course instructor to meet the performance indicators listed on this form. When the student demonstrates competency for a performance indicator, the instructor will mark the form accordingly. Once all indicators for that course are met, the instructor will sign the form. The CDDS office will maintain a separate KASA document folder for each student. The signed Competency Verification forms will be filed in their respective KASA document folders. During the advising session, the advisor will mark on the student's KASA form that that particular course's indicators have been met. Once all the performance indicators for all the courses referenced in the KASA are accomplished, the KASA summary sheet can be signed off.

In each academic course containing a Competency Verification form, the student will have multiple opportunities to ask questions regarding any aspect of the performance indicators. The course instructor will provide feedback (written or verbal) about how the student performed on an indicator. If students do not

accomplish the indicator successfully, the instructor will provide a second opportunity to demonstrate the skill.

California State University, Fresno  
 Dept of Communicative Disorders and Deaf Studies  
 Competency Verification

Student Name: \_\_\_\_\_

Course: CDDS 102

Standard III-B. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

Competency		Performance Indicators	Met?
Basic Human Communication Processes	Biological  Neurological	The student will demonstrate knowledge of the anatomical, physiological, and neurological bases of respiration, phonation, articulation, resonance, and hearing through:  (1) successful completion of the coursework,  (2) accurate labeling of anatomic drawings, and  (3) the successful completion of written assignments related to the physiological processes.	

Instructor Signature

Date