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LCD 207: Anatomy and Physiology for Speech and Language

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Queens College, City University of New York
Department of Linguistics and Communication Disorders
Fall 2021- ONLINE

LCD 207: ANATOMY & PHYSIOLOGY FOR SPEECH & LANGUAGE
Tuesdays and Thursdays 10:45 AM-12 PM

PROFESSOR: Yael Neumann, PhD, CCC-SLP
OFFICE LOCATION: ONLINE; Zoom link: <https://us02web.zoom.us/j/82800325383>
Meeting ID: 828 0032 5383, +16468769923, 82800325383#
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A. COURSE DESCRIPTION

This course is an introduction to the anatomy and physiology of the respiratory, phonatory, articulatory, resonatory, and nervous systems as they relate to voice, swallowing, speech production and language systems.

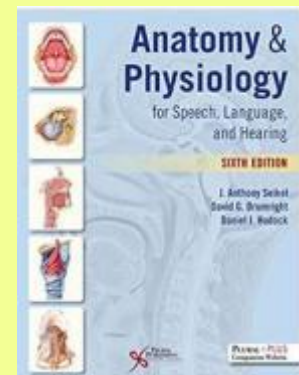
B. COURSE OBJECTIVES

Following successful completion of the course, students will be able to:

1. Use the basic concepts and terminology relating to surface, gross and microscopic structure, anatomical direction and planes of reference
2. Identify the normal anatomical structures of the speech and swallowing mechanism
3. Explain the normal physiological processes underlying voice, speech, and swallowing
4. Describe brain anatomy and physiology as it relates to speech, language, and swallowing

C. TEXTBOOK (OPTIONAL): NOTE: This course is textbook-free; important chapter readings will be posted on BB.

Seikel, J.A., Drumright, D.G., & Hudock, D. (2021). Anatomy and physiology for speech, language and hearing, *6th ed.* San Diego, CA: Plural Publishing.
ISBN: 9781635502794



D. PREREQUISITES (with a combined GPA of at least 2.6)

LCD 105: Introduction to Psycholinguistics, LCD 106: Introduction to Communication Disorders, and LCD 110: Phonetics. If you are not a 2nd BA student and are registered without having taken these prerequisite courses, then you must see me after class.

E. **ASSIGNMENTS, DUE DATES AND GRADING PLAN (tentative)**

1. Grading: A point system will be used for grading of all examinations/presentations. The final grade will result in a letter grade that conforms to Queens College standards.

2. Weighting of course components:

Three Exams (20% each)	60%	(Noted in RED in the chart below.)
Creative Module Review (see below)	10%	(Noted in BLUE in the chart below.)
“Cat” paper (see below)	10%	(Noted in GREEN in the chart below.)
Final Exam (semi-cumulative)	20%	(Noted in RED in the chart below.)

***NOTE: Exams will be taken online on BB under “Course Documents”. They will be timed, closed-book, closed-notes, and closed-internet. Format of exams: Fill-ins, Multiple choices, T/F, matching, and/or anatomical pictures; approximately 50 exam questions (tentative).**

3. **Guideline for Creative Module Review—Group Presentation:**

Presentations should be pre-recorded (audio and/or video, e.g., using Zoom) and uploaded on to the BB Discussion Board (DB) prior to the due date and class time listed in the syllabus so that all students can view and/or listen to the presentations on the assigned date/time.

Students will form **five small groups of seven students** to present on an assigned system:

1) respiratory, 2) phonatory, 3) articulatory/resonatory, 4) swallowing, or 5) neurological system.

a) The group will produce a creative *musical/artistic* presentation that reviews the module’s primary material with a series of **jingles/rhymes**. **Original and creative diagrams, models, videos, and/or visual aids SHOULD supplement your musical presentation.**

The main goal is to help students grasp and review the module information in a fun way.

The more interactive the activity the better, (e.g. have classmates fill-in-the blanks to some stanzas)! Please provide handouts to the class.

b) Following the musical presentation(s), the group will create a **game/project** (e.g. jeopardy) in which the class can participate. Creativity counts!

c) Create 50 fill-ins, 50 multiple choice, 50 True/False (include a statement that makes the false statement true), and anatomical picture questions to email to the Professor as a Word document prior to the presentation date. Questions should reflect the depth and breadth of the topic.

Your grade will depend on your individual performance within the overall organized group effort and will be judged for the following: **clarity, content, interpretation and analysis of material, creativity, and overall group coordination.**

After the presentation: One student should email the professor and CC the other group members, with a list of each student’s name in the group and their specific contribution to the presentation. It is expected that EACH student will contribute and participate fully in the work.

Time limit: 30 minutes (approx. 10 minutes for musical presentation; 20 minutes for game)

4. **Guideline for “Cat” paper—Group Essay:**

Students will work in **five small groups of seven students** (the same grouping as that used for the Creative Module Review) to write an **extensive essay of the anatomy and physiology involved in the spoken production of the word “cat”**. The paper must detail EACH SYSTEM and their parts (muscles, cartilages, etc.) and the physiology involved in production of each phoneme in saying the word “cat”.

The FINAL written essay MUST include a minimum of **10 NEW pictures and diagrams (not used previously in the professor’s or group presentation powerpoints)** to supplement the written description. It must be clear how the picture is relevant to the written text. The description of each system should be linked and flow one into the other. See Section I. below.

NOTE: There will be scheduled class time (as detailed in the syllabus) for you to work in your groups on **parts** of the paper. They will be interspersed throughout the semester as we cover each system so that it does not become one BIG overwhelming paper. Group work will be checked on sporadically throughout the semester. Groups are required to use **GoogleDocs, track editing, and/or color-coding** to track each student’s contribution to the group. It is expected that EACH group member contribute equally and in a timely fashion.

FINAL essays will be judged for *correctness and clarity in writing, depth and breadth of content, interpretation and analysis, creativity, and overall layout and presentation.*

DUE: on final exam date (TBD)! One person from the group posts it on BB under Assignments.

5. On examination, assignment, and presentation days **absences and lateness are unexcused. All assignments are due at the scheduled class meeting time. Points will be taken off for lateness.** However, arrangements for a make-up exam will be given with a clearly detailed physician’s note of illness, including date of illness and its impact on your ability to take the exam. The student must contact the professor within one day of the missed exam in order to arrange scheduling the make-up exam for that week. If not, a grade of zero will be given.

G. FIELDWORK REQUIREMENTS

It is highly recommended that you make use of the book’s CD-ROM and the numerous internet sites that are listed on the study worksheets to facilitate your comprehension of the material.

H. UNIVERSITY STATEMENT ON ACCOMMODATIONS OR ADAPTATIONS NEEDED

If you are a qualified student with a disability seeking accommodations under the Americans with Disability Act, you are required to self-identify with the Office of Disability Services. Please see me at the end of the first class for special arrangements, seating and other accommodations if necessary.

I. UNIVERSITY STATEMENT ON ACADEMIC HONESTY AND INTEGRITY

You are expected to behave with the highest level of academic integrity. Queens College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The college is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Queens College Academic Integrity Procedures.

Plagiarized work or any assignment not done fully by the student, e.g. tutorial assistance, will automatically receive a grade of zero. The instructor reserves the right to use commercial and non-commercial devices, e.g. Turnitin.com, to prevent and detect some forms of plagiarism. Please see the Queens College Webpage for further details as to the standards of academic honesty expected. Classroom behavior that interferes with the professor's ability to conduct the class or ability of students to benefit from instruction will not be tolerated. *All cellular phones should be turned off while class is in session.*

You are expected to come to class prepared---this means having read and studied the assigned chapters before class. By having prepared in this manner, you will be able to maximize your time spent in class.

J. TIPS ON HOW TO SUCCEED IN THIS CLASS

- **Keep up with assigned readings prior to lectures.** In general, as per college guidelines you should spend 2-3 hours of time outside of class for each credit hour. Thus, you should expect to be **studying at least 6-9 hours** outside of class per week.
- Attend **class lectures**
- **Ask questions!**
- **Re-read chapter after class lecture**
- Review **chapter summary** and take **chapter quiz**
- Use the **CD-ROM** provided with the text
- Watch **videos** provided by Professor
- Make use of reputable **internet sites** for additional pictures
- Create a list of **root word meanings** (see **Appendix of text**)
- Form a **study group/buddy**
- Make **index cards of key words/terms/concepts** to help organize the material

L. COURSE TOPICS/ READINGS (tentative)

NOTE: all assignments, presentations, are due at the scheduled class time!

Video/audio recordings listed must be completed on your own (orange boxes), primarily on Tuesdays. Be prepared to come in to primarily Thursday classes (yellow-shaded boxes) with any questions on the recordings and material.

Date: Tuesdays	Topic	Readings/ Video/ Audio recording	Date: Thursdays	Topic	Readings/ Video/ Audio recording
			8/26:	Course objectives Introduction and Orientation: Terminology *Create project groups* --sign up on BB Discussion Board; first come first serve!	Chapter 1
8/31:	Introduction and Orientation: Terminology (cont.) Tissues	Chapter 1, Intro Recording #1-3, AND Resp. Recording #1	9/2:	Anatomy and Physiology of Respiration	Chapters 2 and 3
9/7:	Anatomy and Physiology of Respiration (cont.)	Chapters 2 and 3, Resp. Recording #2-4	9/9:	Anatomy and Physiology of Respiration (cont.)	Chapters 2 and 3
9/14:	INTRODUCTION AND RESPIRATION GROUP PRESENTATION	Submit on BB DB	9/16:	NO CLASSES!	
9/21:	<i>Group Work #1 on CAT Paper—Respiration!</i>		9/23:	*EXAM #1: Introduction and Respiration* Chapters 1-3	

9/28:	Anatomy and Physiology of Phonation	Chapters 4 and 5, Phonation Recording # 1-2	9/30:	Anatomy and Physiology of Phonation (cont.)	Chapters 4 and 5, Phonation Recording #3
10/5:	Anatomy and Physiology of Phonation (cont.)	Chapters 4 and 5, Phonation Recording #4	10/7:	Anatomy and Physiology of Phonation (cont.)	Chapters 4 and 5
10/12:	Anatomy and Physiology of Articulation and Resonation	Chapters 6 and 7, Artic. Recording #1	10/14:	PHONATION GROUP PRESENTATION	Submit on BB DB
10/19:	<i>Group Work #2 on CAT Paper—Phonation!</i>		10/21:	*EXAM #2: Phonation* Chapters 4 and 5	
10/26:	Anatomy and Physiology of Articulation and Resonation (cont.)	Chapters 6 and 7, Artic. Recording #2-4	10/28:	Anatomy and Physiology of Articulation and Resonation (cont.)	
11/2:	Anatomy and Physiology of Articulation and Resonation (cont.)	Chapters 6 and 7, Artic. Recording #5	11/4:	Anatomy and Physiology of Articulation and Resonation (cont.)	Chapters 6 and 7
11/9:	ARTICULATION & RESONATION GROUP PRESENTATION	Submit on BB DB	11/11:	<i>Group Work #3 on CAT Paper—Articulation and Resonation!</i>	
11/16:	*EXAM #3: Articulation and Resonation* Chapters 6-7	Swallow. Recording AND Neuro. Recording #1 MUST be listened to prior to 11/18!	11/18:	Physiology of Mastication and Deglutition aka Swallowing Neuroanatomy and Neurophysiology	Chapter 8 Chapters 11 and 12
11/23:	Neuroanatomy and Neurophysiology	Chapters 11 and 12, Neuro. Recording #2	11/25:	COLLEGE CLOSED-THANKSGIVING DAY!	

11/30:	Neuroanatomy and Neurophysiology (cont.)	Chapters 11 and 12, Neuro. Recording #3	12/2:	Neuroanatomy and Neurophysiology (cont.)	Chapters 11 and 12
12/7:	MASTICATION/ DEGLUTITION/ SWALLOWING & NEUROLOGY GROUP PRESENTATIONS	Submit on BB DB	12/9:	<i>Group Work #4 on CAT Paper— Neurology!</i>	
12/15-21 TBD	*FINAL EXAM! Chapters 8, 11, 12 *CAT Paper Due! Submit on BB under Assignments				

Have a successful semester!