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| https://identityguide.unt.edu/sites/default/files/est-1890-UNT-University-of-North-Texas-McConnel-black.png | ASLP 2015.001- Nature of  Communication Disorders  Course Syllabus Fall 2025  Department of Audiology and Speech Language Pathology  College of Health and Public Service  University of North Texas |

**Instructor Contact**

**Lauren Mathews, M.S., CCC-SLP** *(she/her)*

**Clinical Professor**

**Department of Audiology and Speech Language Pathology**

**Office located in Chilton Hall 238F**

[Lauren.Mathews@unt.edu](mailto:Lauren.Mathews@unt.edu)

**Class Meeting Place/Time:**

Monday/Wednesday/Friday 11:00-11:50am in Matthews Hall 312

**Communication:** Please use my faculty email -[Lauren.Mathews@unt.edu](mailto:Lauren.Mathews@unt.edu)

In the subject line, please put the class you are in (ASLP 2015) and the topic of the email. Please do not use Canvas to email me!

**Office Hours:** Because everyone has such different schedules, I will have in-person and Zoom office hours by appointment. Please see me in class or email me to set up a time. I will also be able to stay after class on most days if you would like to talk.

**Teaching Assistant**-

Mimi Ezeigwe (*she/her*) ([millicentezeigwe@my.unt.edu](mailto:millicentezeigwe@my.unt.edu)) Mimi is a second-year SLP graduate student and a UNT undergraduate ASLP graduate. She is here to answer questions you have on class content, questions you have on your grades in Canvas and questions you have on being an ASLP major from a student's perspective. Please email her with questions!

**Course Description:**

**Welcome to ASLP 2015!** The purpose of this course is to provide an introductory overview of communication disorders that occur in children and adults as well as to provide an understanding of the professions that specialize in communication disorders

**Course Objectives:**

At the conclusion of this course, students will be able to demonstrate knowledge in the following areas:

1. Function of the anatomical systems in regard to communication.
2. Normal communication and major communication disorders.
3. Professional roles and issues in the fields of Speech-Language Pathology and Audiology.

**Text:**

*Communication Sciences and Disorders, From Science to Clinical Practice,* Fifth Edition, by Ronald Gillam and Thomas Marquardt, 2025, Jones & Bartlett Learning (ISBN 978-1-284-29216-9).

**Course Format:**

This course will include a mix of lecture, in-class activities, and online quizzes and activities.

PowerPoint presentations and quizzes will be on Canvas. PowerPoints will be posted prior to each class.

**Canvas Organization:**

The PowerPoints and quizzes on Canvas will be organized by chapter in *Modules* to make it easy for you to follow. Each chapter will have an *Overview* page, *Materials* page, and pages for any other quizzes. All announcements will also be sent through Canvas.

### **Technical Assistance**

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

**UIT Help Desk**: [UIT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm) (http://www.unt.edu/helpdesk/index.htm)

**Email**: [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

**Phone**: 940-565-2324

**In Person**: Sage Hall, Room 130

**Walk-In Availability**: 8am-9pm

**Telephone Availability**:

* Sunday: noon-midnight
* Monday-Thursday: 8am-midnight
* Friday: 8am-8pm
* Saturday: 9am-5pm

**Laptop Checkout**: 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

**Teaching Philosophy**

I believe in my students and myself as their instructor, mentor, and supporter. In my teaching, I pledge to employ a variety of evidence-based instructional approaches which will inspire and facilitate their growth in both academic and clinical settings. When working with students in any of the capacities above, my ultimate goals for the students are: 1) to display the required knowledge, but also apply critical thinking skills, 2) understand, utilize, and make culturally responsive decisions based on evidenced-based practice and 3) know one’s limitations and the importance of collaboration with other professionals. I hope my interactions with the students help instill a passion and excitement for his/her chosen profession. I am rewarded each semester by knowing that I have facilitated a foundation and love for lifelong learning and clinical practice for future clinicians.

### **Rules of Engagement**

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

* While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
* Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
* Ask for and use the correct name and pronouns for your instructor and classmates.
* Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
* Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
* Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
* Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
* Avoid using “text-talk” unless explicitly permitted by your instructor.
* Proofread and fact-check your sources.
* Keep in mind that online posts can be permanent, so think first before you type.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (https://clear.unt.edu/online-communication-tips) for more information.

**Course Grading:**

Course grades are based on the 400 cumulative points. Your grade is determined by the total number of points you have earned during the semester divided by the total number of possible points.

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| **Activity** | **Points** |
| Exams (3 @ 50 points) | 150 |
| Canvas Quizzes (14 @ 10 points each) | 140 |
| Speakers (10 @ 4 points each) | 40 |
| Book Report (1 @ 50 points) | 50 |
| In Class Activities/Attendance (10 @ 2 points each) | 20 |
| **TOTAL** | **400** |

**The total number of possible points for Introduction to Nature of Communication Disorders is 400.**

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| Letter Grade (%) | Point Scale |
| A (>90) | 360-400 |
| B (80-89) | 320-359 |
| C (70-79) | 280-319 |
| D (60-69) | 240-279 |
| F (<59) | 239 or less |

Grades will be posted on Canvas grade center. When you do not complete an assignment, a grade of 0 will be entered. This will serve as your notification that no assignment has been received and you should take action if this is an error. **You are responsible for checking your grades and report any discrepancy within 5 DAYS after grade has been posted** or it will be understood you are in agreement with your grade. Simply email the TA so that the situation can be addressed. Mistakes may happen on our part, so contact us!

**Course Requirements:**

Speakers (60 points**)**

We will have 10 speakers who will share their expertise in communication disorders. You will complete a speaker “One-Thing Learned” form for each speaker to earn 6 points for that speaker. Dates of speakers are in the syllabus. To gain credit for the speaker, you will turn in the “one thing learned” in class after the speaker.

Canvas Quizzes (140 points)

Students will complete 14 online open-note quiz posted on each topic Canvas within the week designated. Each quiz is worth 10 points.

Exams (150 points)

Students will complete an online exams posted on Canvas within the week designated. The 3 exams will be multiple-choice and worth 50 points each.

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| Exam #1 | Ch. 1, 2, 3, 4 | 50 points |
| Exam #2 | Ch. 5, 6, 7, 9, 12, 13 | 50 points |
| Exam #3 | Ch.8, 11, 14, 15, 16 | 50 points |

**If you have difficulty with computer access during the time the quiz or exam is open, email the TA and they will arrange for you to take it again. You may not make-up the online assessments unless you have emailed the TA during the time the assessment is open.**

In-Class Activities/Attendance

In-class attendance and participation in class activities is important. Ten random in-class activities will be counted towards this portion of your grade.

Book Report "Communication Disorders in Everyday Life" (50 points)

This assignment is meant to help you develop a better understanding of what it is like to live with a communication disorder. Many books exist detailing these experiences. Each student will select a one book from a reading list and write a reflection paper. The list of books to choose from and the reflection paper assignment will be passed out and posted on Canvas within the first 2 weeks of class.

**Policies and Procedures**

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation.

**Course Completion Policy**

Students are expected to complete all assigned course activities. If you cannot complete the work within the specified time, please email me before the activity is due. I am often accommodating on requests if the student contacts be proactively.

### **Attendance**

Students are expected to attend class meetings regularly. It is important that you communicate with the professor prior to being absent, so you and the professor can discuss and mitigate the impact of the absence on your attainment of course learning goals.

### **Academic Integrity Policy**

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

**Use of Artificial Intelligence for Assignments**

According to the UNT Academic Integrity Policy ([UNT Policy 6.003](https://policy.unt.edu/sites/default/files/06.003%20Student%20Academic%20Integrity.pdf)), any form of "unauthorized assistance" constitutes cheating. As a result, use of any artificial intelligence is not authorized for assignments in this course.

### **ADA Policy**

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability and Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website](https://disability.unt.edu/) (<https://disability.unt.edu/>).

### **Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)**

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

### **Emergency Notification & Procedures**

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

### **Retention of Student Records**

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

### **Acceptable Student Behavior**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT’s [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (https://deanofstudents.unt.edu/conduct) to learn more.

### **Access to Information - Eagle Connect**

Students’ access point for business and academic services at UNT is located at: [my.unt.edu](https://my.unt.edu/). All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (https://it.unt.edu/eagleconnect).

### **Student Evaluation Administration Dates**

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [insert administration dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](file:///C:\Users\jdl0126\AppData\Local\Temp\OneNote\16.0\NT\0\no-reply@iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (http://spot.unt.edu/) or email [spot@unt.edu](file:///C:\Users\jdl0126\AppData\Local\Temp\OneNote\16.0\NT\0\spot@unt.edu).

### **Sexual Assault Prevention**

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](file:///C:\Users\jdl0126\AppData\Local\Temp\OneNote\16.0\NT\0\SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [oeo@unt.edu](file:///C:\Users\jdl0126\AppData\Local\Temp\OneNote\16.0\NT\0\oeo@unt.edu) or at (940) 565 2759.

## **Course Evaluation**

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course.  **I really appreciate your feedback on how I can make this course better!**

**Drop Information**

Please go to <http://essc.unt.edu/registrar/scheduleclass.html> for information regarding dropping a class. If you wish to drop a class after Census Date, you must have written consent from your professor.

**ASLP 2015 Course Calendar**

The course descriptions and timelines are subject to change at the discretion of the instructor.

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| **Date** | **Topic and Reading Assignments** | **Quizzes/Case Study Due** |
| Mon  8/18 | Introduction to ASLP 2015  Chapter 1: Introduction to the Discipline of Communication Sciences and Disorders | Ch. 1 Quiz Open |
| Wed  8/20 | Chapter 1: Introduction to the Discipline of Communication Sciences and Disorders |  |
| Fri  8/22 | Chapter 1: Introduction to the Discipline of Communication Sciences and Disorders |  |
| Mon  8/25 | Chapter 2: Communication Across the Lifespan | **Ch. 1 Quiz Closes at 11:59pm**  Ch. 2 Quiz Open |
| Wed  8/27 | Chapter 2: Communication Across the Lifespan |  |
| Fri  8/29 | Ch. 3 Social & Cultural Bases | Ch. 3 Quiz Open |
| Mon  9/1 | **LABOR DAY – NO CLASS** |  |
| Wed  9/3 | Ch. 3 Social & Cultural Bases | **Ch. 2 Quiz Closes at 11:59pm** |
| Fri  9/5 | **Speaker Dori Reeves** | **Ch. 3 Quiz Closes at 11:59pm** |
| Mon  9/8 | Chapter 4: Speech Science | Ch. 4 Quiz Open |
| Wed  9/10 | Chapter 4: Speech Science |  |
| Fri  9/12 | **Exam #1 Review**  (Ch. 1, 2, 3 and 4) |  |
| Mon  9/15 | **Exam #1**  (Ch. 1, 2, 3 and 4) | **Ch. 4 Quiz Closes at 11:59pm** |
| Wed  9/17 | Chapter 5: Developmental Speech Disorders AND Chapter 9: Motor Speech Disorders Combined | Ch. 5 &9 Quiz Open |
| Fri  9/19 | **Speaker Rae Wingate** |  |
| Mon  9/22 | Chapter 5: Developmental Speech Disorders AND Chapter 9: Motor Speech Disorders Combined |  |
| Wed  9/24 | **Speaker Katsura Aoyama** |  |
| Fri  9/26 | Chapter 5: Developmental Speech Disorders AND Chapter 9: Motor Speech Disorders Combined |  |
| Mon  9/29 | Chapter 6: Voice | **Ch. 5 & 9 Quiz Closes at 11:59pm**  Ch. 6 Quiz Open |
| Wed  10/1 | Chapter 6: Voice |  |
| Fri  10/3 | **Speaker Shannon Presley** |  |
| Mon  10/6 | Chapter 7: Cleft Lip & Palate | **Ch. 6 Quiz Closes at 11:59pm**  Ch. 7 Quiz Open |
| Wed  10/8 | Chapter 12: Language Impairment in Children | Ch. 12 Quiz Open |
| Fri  10/10 | Chapter 12: Language Impairment in Children |  |
| Mon  10/13 | Chapter 12: Language Impairment in Children | **Ch. 7 Quiz Closes** |
| Wed  10/15 | Chapter 13: Acquired Neurogenic Language Disorders | **Ch. 12 Quiz Closes at 11:59pm** |
| Fri  10/17 | **Speaker Stacy Nunnelee** |  |
| Mon  10/20 | Chapter 13: Acquired Neurogenic Language Disorders | Ch. 13 Quiz Open |
| Wed  10/22 | Chapter 8 Fluency (not on exam 2) | Ch. 8 Quiz Open |
| Fri  10/24 | **Exam #2 Review**  (Ch. 5, 6, 7, 9, 12, 13) |  |
| Mon  10/27 | **Exam #2**  (Ch. 5, 6, 7, 9, 12, 13) | **Ch. 13 Quiz Closes at 11:59pm** |
| Wed  10/29 | Chapter 11: Dysphagia | Ch. 11 Quiz Opens |
| Fri  10/31 | **Speaker Ann-Marie Weston** | **Ch. 8 Quiz Closes at 11:59pm** |
| Mon  11/3 | **Speaker Hedieh Hashemi** |  |
| Wed  11/5 | **Speaker Boji Lam** |  |
| Fri  11/7 | Chapter 14: Hearing Science | Ch. 14 Quiz Open |
| Mon  11/10 | Chapter 14: Hearing Science | **Ch. 11 Quiz Closes at 11:59pm** |
| Wed  11/12 | Chapter 15: Hearing Disorders | Ch. 15 Quiz Opens |
| Fri  11/14 | **Speaker Sharon Miller** | **Ch. 14 Quiz Closes at 11:59pm** |
| Mon  11/17 | Chapter 16: Aural Rehabilitation | **Book Report Project Due**  Ch. 16 Quiz Opens |
| Wed  11/19 | Chapter 16: Aural Rehabilitation | **Ch. 15 Quiz Closes at 11:59pm** |
| Fri  11/21 | **Speaker Erin Schafer** |  |
| Mon  11/24 | **Thanksgiving Break – NO CLASS** |  |
| Wed  11/26 | **Thanksgiving Break – NO CLASS** |  |
| Fri  11/28 | **Thanksgiving Break – NO CLASS** |  |
| Mon  12/1 | **Exam #3 Review**  **(Ch. 8, 11, 14, 15, 16)** | **Ch. 16 Quiz Closes at 11:59pm** |
| Wed  12/3 | **Exam 3**  **(Ch. 8, 11, 14, 15, 16)** |  |
| Fri  12/5 | **Reading Day- No Class** |  |

**You made it!!! Have a great winter break! 😊**