

Syllabus

[COSD 362: Intro to Fluency & Voice Disorders](#)
[Howard University](#)
[Department of Communication Sciences and Disorders](#)

Fall Semester MWF 2:10 – 3:00

Room 139A

[Kay T. Payne, Ph.D.](#)

Office hours: Monday – Thursday 11:00 – 2:00

Office phone: (202) 806-4054

Email: kpayne@howard.edu



Course Description

Introduction to disorders of voice and stuttering, with an overview of diagnosis and therapeutic management. Fall semester only. [Prereq.: COSD 361](#). Includes observations of clinical practice for [ASHA Certification](#).

Overview	Objectives	Material	Technical Requirement	Course Requirement	Assignment Instruction	Grading	Units of Instruction	Unit One
Unit Two	Unit Three	Unit Four	Unit Five	Unit Six	Unit Seven	Class Schedule	Mid-term One	Mid-Term Two
Aug 28	Sept 4	Sept 11	Sept 18	Sept 25	Oct 2	Oct 9	Oct 16	Oct 23
Oct 30	Nov 6	Nov 13	Nov 20	Nov 27	Dec 4	Dec 18	Assignment 1	Assignment 2
Assignment 3	Assignment 4	Final Exam	Accommodation	Academic Honesty	ADA Procedures	Code of Conduct	Academic Infraction	Penalties

Overview

This course will introduce the student to the anatomy and physiology of the vocal tract and disorders particular to the vocal mechanism. This course is also designed to provide a basic understanding of the characteristics of stuttering and individuals who stutter, as well as theoretical constructs underlying the concepts of fluency and disfluency. The primary focus of this class is on describing the characteristics, general assessment, and intervention strategies for fluency and voice disorders.

[Learning Outcomes](#) (Minimal Competencies for [ASHA Certification](#))

This course will enable students to:

- Describe and define the characteristics of stuttering and voice disorders
 - Normal disfluency, stuttering, and other disorders of fluency (Standard III-B)
 - Stuttering in the population (Standard III-B)
 - Voice disorders related to vocal fold tissues changes (Standard III-D)

[\[Top of the Document\]](#)

- Neurological voice disorders (Standard III-D)
- Identify the anatomy and summarize the physiology of the vocal tract (Standard III-B)
- Summarize the theories and stages of fluency disorders (Standard III-D)
- Demonstrate knowledge of evaluation and treatment procedures that are appropriate for stuttering and voice disorders (Standard III-B)

Performance Objectives

After completing this course, students will:

- Have a basic understanding of fluent and nonfluent speech
- Be able to assess speech fluency with a focus on diagnosing fluency disorders (primarily stuttering)
- Be able to develop a basic treatment program for clients with fluency disorders across the life span
- Have a basic understanding of normal vs. abnormal voice production
- Be able to assess voice quality with a focus on diagnosing vocal disorders both physiologically and functionally based
- Be able to develop a basic treatment program for clients with vocal disorders across the life span

Course Format

This course will require extensive use of Blackboard and the Internet to maximize learning. Each student will be expected to be an active participant in all classroom assignments. Students will be expected to post their ideas, observations, assignments, discussions, and reactions to others' ideas and assignments using blackboard.

Class activities will include but not be limited to lectures, reading, DVDs, videotapes, discussion, group projects, individual projects, in-class examinations, and on-line learning using Blackboard.

This course will be broken down into four general areas:

1. Concepts related to speech fluency and fluency disorders including assessment of fluency disorders.
2. Treatment of fluency disorders in clients of different ages
3. Concepts related to normal voice production and vocal disorders with a focus on identifying disorders both physiologically and functionally based
4. Treatment of vocal disorders in clients of different ages

[\[Top of the Document\]](#)

Required Course Materials

Required Text

[Silverman, F.H. \(2003\).](#) *Stuttering and Other Fluency Disorders*. Third Edition. IL: Waveland Press, Inc.

Readings Posted on Blackboard

1) [Ramig, L. \(1994\).](#) Voice Disorders. In Fred Minifie (Ed), *Introduction to Communication Sciences and Disorders*. San Diego: Singular Publishing. 481 – 520.

2) [Owens, R., Metz, D., and Haas, A. \(2000\).](#) The Voice and Voice Disorders: *Introduction to Communication Disorders: A Life Span Perspective*. Boston: Allyn & Bacon. 279 – 302.

3) [Plante, E and Beeson, P. \(1999\).](#) Disorders of the Voice and Swallowing Disorders. *Communication and Communication Disorders: A Clinical Introduction*. Boston: Allyn & Bacon. 255 – 274.

4) [Sapienza, C., and Hicks, D. \(2006\).](#) Voice Disorders. In G. Shames and N. Anderson (Eds.) *Human Communication Disorders: An Introduction*. Boston: Allyn & Bacon. 222 -253.

5) [Shipley, K., and McAfee, J. \(1998\).](#) Assessment of Voice and Resonance. *Assessment in Speech-Language Pathology: A Resource Manual*. San Diego: Singular Publishing. 259 – 282.

6) [Boon, D R., McFarlane, SC., and Von Berg, SL., \(2005\).](#) The Voice and Voice Therapy (7th Edition). Boston: Allyn & Bacon. Pearson.

7) [Cooper, Morton \(1996\).](#) Stop Committing Voice Suicide: Common Symptoms of Voice Suicide – Misuse and Abuse. California: Voice and Speech of America Publisher.

8) [Cooper, Morton \(1996\).](#) Change Your Voice Change Your Life: Quick, Simple Plan For Finding and Using Your Natural, Dynamic Voice. California: Voice and Speech of America Publisher.

Workbook Exercises

[Schwartz, SK., \(2004\).](#) The Source for Voice Disorders: Adolescent and Adults. Illinois: Lingui Systems.

[Swigert, NB., \(2005\).](#) The Source for Children’s Voice Disorders. Illinois: Lingui Systems.

[\[Top of the Document\]](#)

Web Readings



For both the Fluency and Voice portions of this course, websites will be provided for students to visit, read, and review. The websites will be posted on Blackboard. There are many good, professionally based websites for both fluency and voice with a focus on the disorders in these areas and treatment.

Using the Library

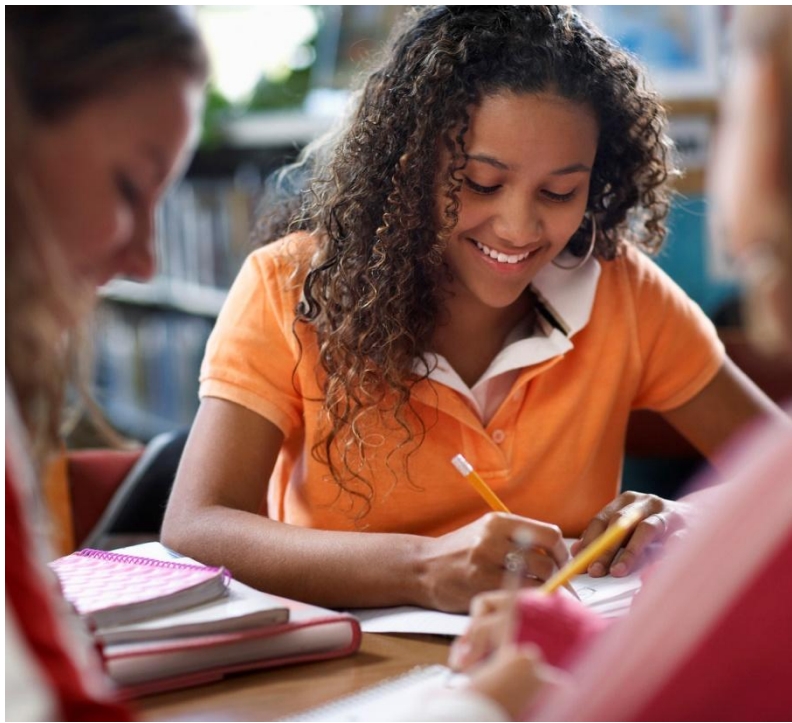
Many of Howard University library resources can be utilized on-campus as well as off-campus. Through the Sterling Howard University website

<http://www.howard.edu/library/>, you can



- Access electronic databases, and full text articles from Journals
- Borrow materials from internal and external library catalogs
- View your circulations record
- Access e-Resources at your public library
- Print and photocopy...and much more!


Please Note: You must have an active Howard University Account and be registered with the University in order to take full advantage of the Libraries' resources and services.



[\[Top of the Document\]](#)

Technical Requirements

Web access is required in order to complete this course. The following is required. It is recommended that students fully utilize the iLab and library resources.

Operating System	Windows 2000, ME, XP, or Vista Macintosh OS XI (6.0 or higher)
Processor	133 MHz or higher
Memory	32 MB of RAM
Hard Drive Space	325 MB free hard disk space
Browser	 <p>Mac OS X: Firefox 1.0 or higher Windows: Firefox 1.0 or higher</p> <hr/> <p>Note: Cookies, Java, and JavaScript must be enabled. Pop-up blockers should be configured to permit new windows from Penn State web sites. Due to nonstandard handling of CSS, JavaScript and caching, we do not recommend using Internet Explorer 6 as your browser.</p>
Plug-ins	Adobe Reader [Download from Adobe] Flash Player [Download from Adobe] Quicktime Player [Download from Apple]
Additional Software	Microsoft Office
Internet Connection	broadband (cable or DSL) connection required 28.8K modem internet connection
CD-ROM DVD	Required Optional
Sound Card	required for some courses materials
Printer	Graphics-capable printer (I-Lab)
Monitor	15" monitor (800 x 600 resolution)

Note that the faster your system is, the better it will perform, especially when the use of multimedia is involved.

Depending on the speed of your computer system, you may be unable to download all of these plug-ins. If you are using dial-up to access the internet, you may not be able to download any of the plug-ins. In either case, please contact me if you have any questions.

[\[Top of the Document\]](#)

Course Requirements

Students are required to:

- Read and review all chapters and websites assigned
- Attend all classes
- Complete all assignments and hand in completed assignments on the date they are due. Any assignments handed in after their due dates will lose 5% of the grade earned. (Late assignments or reports handed in late will ONLY be accepted upon prior approval).
- Discussion on Blackboard on in-class presentation, observations, DVDs, Videos, and guest speakers
- Take all examinations
- Complete all Observation Hours

Class Attendance: You are expected to attend to all classes, however, if you are unable to attend, please talk to me in advance if possible so that I can arrange for notes to come to you from a classmate.

Class Participation: You are expected to participate in class discussion and group projects.

Observation hours: Students will conduct five observation hours of diagnostic or treatment sessions, and turn in written observation reports.

Instructions for Assignments: The class will be divided into small teams at the beginning of Unit 2. Each team will carry out all four assignments. Each of the 4 assignments will be provided in written form and reviewed in class. Each assignment will have two portions and you will be evaluated on both portions. Part one will be written. This will be either a written report of your assessment of a client's fluency or vocal production or a written lesson plan. (Samples of assessments and a lesson plan will be provided to students and reviewed in class. Part two will be an in-class presentation/discussion with demonstration of the assessment techniques used and description of the behaviors noted or actual presentation of a mock fluency or voice treatment session.

Assignments #1 & 3: Assessments of fluency and voice production in a client. Students will be divided into pairs. In each pair, one student will act as the SLP and the other will act as the client. The SLP has to prepare and carry out a fluency assessment (1) and voice assessment (3). The client will research a fluency disorder (1) and identify typical behaviors that would be seen and then speak using those behaviors. (We will be discussing various disfluency behaviors with samples of the behaviors and hands-on practice performing the various behaviors in class.) During the (1) fluency assessment, the client performs the behaviors and the SLP has to identify the various behaviors presented.

[\[Top of the Document\]](#)

For the voice (3) assessment, we do not want to hurt vocal mechanisms. Thus, the “client” can change his/her voice to speak with some symptoms (functional) of vocal disorders. The SLP has to identify the specific features of voice that are not normal based on the assessment tools covered in class.

Assignments #2 & 4: Each student will choose a (2) fluency plus (4) vocal disorder. Research appropriate treatments for the disorder and write a lesson plan for one treatment for the fluency and voice disorder chosen. Provide a copy of your written lesson plan to everyone in class. Last, you are to present the sample lesson in class with everyone as your “client.”

Each student will receive a separate grade for the group assignment based on her contribution. See the Rubric for a complete explanation of how you will be graded. All team members will receive the same grade for the overall assignment. See the [Team Assignment Rubric](#) for a complete explanation of how these assignments will be graded. See the [Rubric for Individual Assignments](#) for a complete explanation of how these assignments will be graded.

All assignments must be turned in on or before the specified due date. There will be a five point penalty for every day that an assignment is late.

The instructor understands and respects the rights of all students. If you have specific needs, please, please let me know. I will do everything possible and appropriate to meet your needs.

Grades

Grades are based on 100% of the assignments, exams, and class participation. Thus, a student taking an exam, completing an assignment, and participating in classroom activities will be graded on that specific component at a value between 0% and 100%. Each exam and assignment will have a point value with all completed assignments and exams having a total possible earned point value of 300. If you earn 90% on an exam or assignment and that item has a point value of 20, you will have earned 90% of the 20 points or 18 points. If you add up all of your points, you will come up with a total of 300 points.

Grading:

1. Exam 1	50 points
2. Exam 2	50 points
3. Assignment 1	25 points
4. Assignment 2	25 points
5. Assignment 3	25 points
6. Assignment 4	25 points
7. Final Exam	100 points
8. Extra Credit	10 points



[\[Top of the Document\]](#)

Final Grading

<input type="checkbox"/>	A	100 – 90	or	300 – 270 points
<input type="checkbox"/>	B	89 – 80	or	269 – 240 points
<input type="checkbox"/>	C	79 – 70	or	239 – 210 points
<input type="checkbox"/>	D	69 – 60	or	209 – 180 points
<input type="checkbox"/>	F	below 59	or	below 179 points

Units of Instruction

Section 1: Fluency Disorders

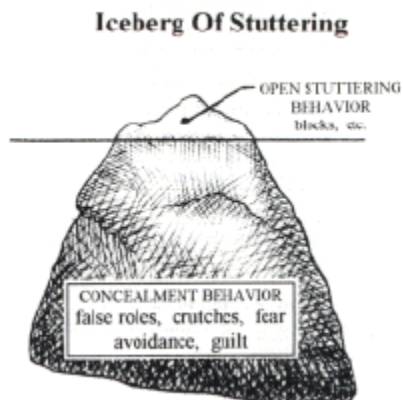
The picture below is thought to be the very first drawings of "stuttering," it is believed that the Egyptians drew hieroglyphic symbols to represent stuttering. "The picture depicts a person trying to speak but the speaking gets blocked by what looks like walls," (Kuster, J., Lundberg, A., DiGrande, A., and Andrews, L., 2000).



[\(From Faulkner \(1991\) A Concise Dictionary of Middle Egyptian\)](#)

Unit 1: What is Normal vs. Speech Disfluency?

What are the types of disfluency behaviors and how do we categorize them?
How do we differentiate between normal and abnormal fluency?
Relationships between age and speaking rate and measures of abnormality.



“Professionals and others have used artwork/pictures to help others understand stuttering. Joseph Sheehan's famous "Iceberg of Stuttering" (pictured left, originated from a Sheehan Stuttering Clinic brochure) depicts how much of stuttering is really under the surface” (Kuster, J., Lundberg, A., DiGrande, A., and Andrews, L., 2000).

[\[Top of the Document\]](#)

Unit 2: Onset and Development of Fluency Disorders with Focus on Stuttering

Information regarding people who have fluency disorders
The onset and development of fluency disorders
Etiologies of fluency disorders

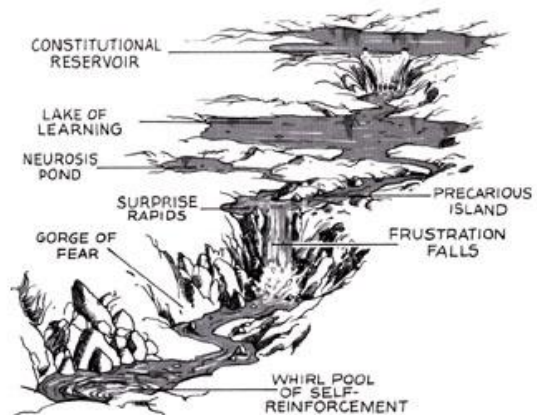
Charles Van Riper used a picture to demonstrate how stuttering develops. His description of the picture states that “Stuttering has three sources:

1. Lake Learning, it is the largest source and streams into the flow of
2. Constitutional Reservoir which streams into the smaller source of
3. Neurosis Pond. Its contribution to the flow also occurs further down the river's course.

Stuttering can come from any of these three sources.

Van Riper description of the picture states that “as the stream leaves Lake Learning, it flows slowly and many a child caught in its current may make it to shore by himself or with a bit of parental or therapeutic help. Some of them are cast up on Precarious Island and become fluent for a time, only to be swept away again by the swift-moving emotional currents from Neurosis Pond. The second stage in the development of stuttering is represented by Surprise Rapids, and the stutterer begins to know that he is in trouble. It isn't hard to rescue him, however, if you know how to do it.

Once he is swept over Frustration Falls, however, he takes a beating from the many rocks that churn the stream. Despite their random struggling, a few make it to shore even at this stage, the third, but they usually need an understanding therapist and cooperative parents to help them. The river flows even faster here, and soon it enters the Gorge of Fear. This is the worst stretch of the whole stream of stuttering, for below it lies the Whirlpool of Self-reinforcement. Once the child is caught in its constant circling, there is little hope that he will ever make it to shore by himself. Only an able and stout swimmer who knows not only this part, but all of the river of stuttering, can hope to save him [Van Riper, p. 280-1]” (Kuster, J., Lundberg, A., DiGrande, A., and Andrews, L., 2000).



Unit 3: How Do We Evaluate Fluency Disorders?

- Overview of assessment
- Cultural Considerations
- Differentiating between normal and abnormal fluency in clients

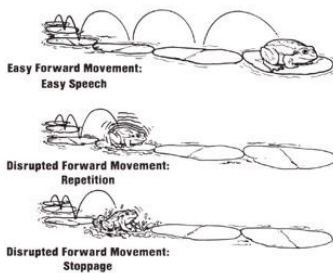
Assignment #1: Assessment of fluency disorders in a client

Unit 4: How Do We Treat Fluency Disorders?

- Relationship between the client and the professional (SLP)
- What are the goals of fluency treatment
- What are some techniques used in fluency treatment

Assignment #2: A sample lesson plan for a client with a fluency disorder

[Edward Conture](#) uses a picture analogy to help children understand the difference between forward moving and disrupted speech. He explains, "For a frog to hop across a pond or stream on lily pads he would have to smoothly, easily, and



sequentially hop from one pad to another. However, if he landed on one and repeatedly hopped up and down (repetition) or landed on one in a physically tense, fixed manner (stoppage) he would disrupt his forward movement across the pond. Likewise, speech requires physically easy, smooth, *sequential* behavior to make forward movement from beginning to the end of a sound, syllable, or word (Conture, p. 138) " (Kuster, J., Lundberg, A., DiGrande, A., and Andrews, L., 2000).

Exam #1: Covering information from Units 1 – 4



[\[Top of the Document\]](#)

Section 2: Voice Disorders

Unit 5: What is Normal vs. Abnormal Voice?

Generating human sound

Parameters of the voice

Anatomy and physiology of the vocal mechanism

Voice changes over the lifespan

What can go wrong

Organic and physiological changes

Functional, medical and psychological conditions

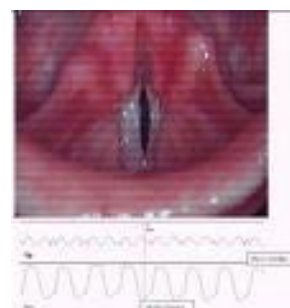
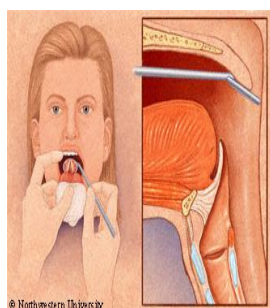
1. **Carcinoma**, cancer of the larynx accounts for 3-5% of human cancer. Smoking and heavy drinking increase the chances of laryngeal cancer. Malignant tumors can grow on one or both vocal cords. The larynx is partially or completely removed in a laryngectomy
2. **Sulcus vocalis** is caused by a loss of vocal cord tissue. Symptoms include a hoarse or raspy voice and vocal fatigue.
3. **Granulomas** are typically located over the vocal process of the arytenoid cartilage. They may be caused from intubations during anesthesia or from vocal trauma (typically speaking at too low a pitch).



Granuloma (Tumor)



Unit 6: How Do We Assess Vocal Production to Identify Voice Disorders?



Using the Visipitch and Computer Speech Lab

Assignment #3: Assessing vocal production in a client

[\[Top of the Document\]](#)

Unit 7: Treatment of voice disorders

Approaches to treatment
Esophageal speech
Surgical treatment
Treatment Exercises for:
Improving breath control
Improving volume and pitch
Improving rate and emphasis
Improving voice quality

Assignment #4: A sample lesson for a client with a voice disorder

Exam #2: Covering information from Unit 5 – 6

Class Schedule/Assignments

NOTE: Schedule is subject to change.

Syllabus Change: Students are responsible for any syllabus change announced in class, via e-mail, via Blackboard, or in writing.

Week of Topic

Aug 28 Unit 1: What is Normal vs. Abnormal Speech

Disfluency?

Readings: *Chapter 1* of Silverman.

Related Links: Stuttering:

- [*For Kids, By Kids \(12 Minutes\)*](#)

[The Stuttering Foundation](#) 12 minutes 2 second. September 10, 2006

Meet Swish and his young friends! They talk about stuttering, dealing with teasing, what helps, and how to teach other about stuttering. Cartoon animation and real children come together to help other kids who stutter in this lively and engaging video. Produced by Lisa Scott Trautman, Ph.D., The Florida State University and Carroll Guitar, M.L.S., University of Vermont; with footage provided by Bill Murphy, M.A., Purdue University and Kristin Chmela, M.A., private practice, in collaboration with Lee Caggiano, M.A., Children's hospital of Philadelphia, and Jane Fraser, The Stuttering Foundation. Animation by their Computer Graphics Technology Department of Purdue University, with special thanks to Dr. Mark Bannatyne, Michelle Jackson, Helen Kang, Ali Modara, and Rich Sun.

[\[Top of the Document\]](#)

- [*Stuttering: Straight Talk for Teens \(31 Minutes\)*](#)

[The Stuttering Foundation](#) 12 minutes 2 second. September 10, 2006

The teen years are full of challenges. For teens who stutter, it can also be a lonely time. They need to know that they are not alone – and that real help is available. In this 2005 updated 30 minute streaming video, teens share their experiences of stuttering and talking about what works for them. Narrated by high school students David Wilkins, who stutters himself, *Stuttering: Straight Talk for Teens* provides forthright information and advice on managing stuttering in academic and social settings. Noted clinicians demonstrate helpful techniques and discuss: - what stuttering is – concerns and feelings associated with stuttering – stuttering in the school setting – ways to help yourself and were to find help.

This video is an excellent resource for teens and adults, their families, teachers, physicians, and speech-language pathologists. Produced by Barry Guitar, Ph.D., and Carroll Guitar, M.L.S., University of Vermont; Edward G. Conture, Ph.D. Vanderbilt University of Vermont; Jane Fraser Stuttering Foundation; Hugo H. Gregory, Ph.D., Northwestern University; and Peter Ramig, Ph.D., University of Colorado at Boulder.

September 4: **LABOR DAY ON MONDAY**

Unit 2: Onset and Development of Fluency Disorders
Readings: *Chapters 2 and 3* of Silverman.

[**Risk Factors The Stuttering Foundation**](#)

***Onset and Development: original author: Valerie LaPorte, former student
revised by: Cindy S. Spillers, current web master***

Stuttering and Your Child: Help for Parents Please select your media player and Internet connection to watch video: All material Copyright © 1991-2007 Stuttering Foundation of America

Stuttering: A Brief Review: Michael Lawrence, M.D.,
University of Maryland Medical School, Baltimore, Maryland
David M. Barclay III, M.D., M.P.H., Temple University School of
Medicine, Philadelphia, Pennsylvania

September 11: *Unit 2: Onset and Development of Fluency Disorders*

Etiology:

Although the etiology of stuttering is not fully understood, there is strong evidence to suggest that it emerges from a combination of constitutional and environmental factors.

Stuttering

[What is stuttering?](#) [What are signs and symptoms of stuttering?](#)
[How is stuttering diagnosed?](#) [What treatments are available for stuttering?](#) [What can I do to communicate better with people who stutter?](#) [What other organizations have information about stuttering?](#)

Causes of Stuttering

Summary of the causes of stuttering

The Stuttering Homepage

Judith Kuster's: Excellent reference source on ALL aspects of stuttering

Stuttering is a [speech disorder](#) in which the normal flow of speech is disrupted by frequent repetitions or prolongations of speech sounds, syllables or words or by an individual's inability to start a word. [Onset and causes](#)

Unit 3: How do we evaluate fluency disorders?

Readings: Chapters 4 and 5 of Silverman.

September 18: **Unit 3:** How do we evaluate fluency disorders?

Readings: Chapter 6 of Silverman.

September 25:

Assignment #1: Assessment of fluency disorders in a client

[\[Top of the Document\]](#)

October 2: Unit 4: How do we treat fluency disorders?

Readings: Chapters 7 and 8 of Silverman.

Assignment #2: A sample lesson plan for a client with a fluency disorder

[Frankie Jones-Transcending Stuttering Personal Journey.](#)

Mr. Jones is a 26 year-old songwriter and singer who tells about his painful childhood and adolescence trying to hide his stuttering. 9 minutes and 35 seconds.

[Therapy for Stuttering](#)

[Transcending Stuttering Video 28 minutes and 25 seconds](#)

www.schneiderspeech.com Transcending Stuttering: The inside story is an intimate journey into the lives of 7 people who stutters.

<http://video.google.com/videoplay?docid=-3145208862063452157>

[Lifestyle: Gill Deacon Show: Stop Stuttering](#)

10 min - Nov 10, 2006 - ★★★★★ (6 ratings) **Stuttering** can leave lasting scars. Two stutterers share their stories and ...

[Stuttering: Straight Talk for Teachers](#)

20 min - Aug 11, 2006 - ★★★★★ (3 ratings) Answers classroom teachers' common questions about **stuttering**. A free book ...

[SpeechEasy Stuttering Reduction Device LIVE on Oprah Winfrey Sho...](#)

9 min - Mar 29, 2007 - ★★★★★ (2 ratings) SpeechEasy **Stuttering** Device on Oprah... Device reduces **stuttering** immediately.

[SpeechEasy Device For Stuttering - Good Morning America 2](#)

9 min - Mar 21, 2007 - ★★★★★ (5 ratings) SpeechEasy **Stuttering** Device on Good Morning America. See this powerful **stuttering** ...

October 9: COLUMBUS DAY ON MONDAY

Exam #1: Covering information from Units 1 and 4

[\[Top of the Document\]](#)

October 16: Section 2: Unit 5 The Human Voice

Blackboard Readings

1. Ramig, L. (1994). Voice Disorders. In Fred Minifie (Ed), *Introduction to Communication Sciences and Disorders*. 481 – 495
2. Owens, R., Metz, D., and Haas, A. (2000). The Voice and Voice Disorders: *Introduction to Communication Disorders: A Life Span Perspective*. 278-285

[The Larynx](#)

[Voice Problems - Maryland Health Today](#) University of Maryland Medical System 27 min 44 sec - Mar 23, 2007

Voice Problems: Dr. Tanya Meyer, director of the **Voice** and Swallowing **Disorders** Center at the University of Maryland Medical Center, discusses common vocal problems such as laryngitis and hoarseness. Dr. Meyer says we should not try to speak through laryngitis or even whisper, because it can hurt the vocal cords more. Common causes of voice problems include infections, allergies, vocal misuse or abuse, vocal fold growths, reflux disease and neurological problems. Dr. Meyer also discusses treatments for such vocal growths as nodules and polyps. The program also covers vocal surgery and how Botox may be used to treat some vocal problems. Dr. Meyer, who is also an assistant professor of otorhinolaryngology at the University of Maryland School of Medicine, also offers some tips for protecting your voice, such as drinking water throughout the day, avoiding drying agents like caffeine or alcohol, and avoiding yelling and excessive throat clearing.

[Theo Bleckman and his larynx various vocal qualities](#)

October 23 Unit 5: What is Normal vs. Abnormal Voice?

Blackboard Readings

1. Owens, R., Metz, D., and Haas, A. (2000). The Voice and Voice Disorders: *Introduction to Communication Disorders: A Life Span Perspective*. 286-299
2. Plante, E. and Beeson, P. (1999). Disorders of the Voice and Swallowing Disorders. *Communication and Communication Disorders: A Clinical Introduction*. 17 – 28 and 255 - 265

[\[Top of the Document\]](#)

3. Sapienza, C., and Hicks, D. (2006). Voice Disorders. In G. Shames and N. Anderson (Eds.) *Human Communication Disorders: An Introduction*. Boston: Allyn & Bacon. 232 - 239
4. Ramig, L. (1994). Voice Disorders. In Fred Minifie (Ed), *Introduction to Communication Sciences and Disorders*. 496 – 511

[Carrie's Vocal Cords](#)

[Mel Blanc's Vocal Cords](#)

[Vocal Health](#)

[Larynx Cancer](#)

[Larynx \(Voice Box\) Videos](#)

October 30 Unit 6: How Do We Assess Vocal Production to Identify Voice Disorders?

Demonstration: Using the Visipitch

Blackboard Readings

1. Shipley, K., and McAfee, J. (1998). Assessment of Voice and Resonance. *Assessment in Speech-Language Pathology: A Resource Manual*. San Diego: Singular Publishing. 259 – 282
2. Plante, E. and Beeson, P. (1999). Disorders of the Voice and Swallowing Disorders. *Communication and Communication Disorders: A Clinical Introduction*. 265 – 268

[University of Pittsburg Voice Center Diagnostic Services](#)

[Anatomy and Examination of the Larynx \(Voice Box\)](#)

[Head and Neck Cancer](#)

[\[Top of the Document\]](#)

November 6 How do we assess vocal production to identify voice disorders?

Assignment #3: Assessing vocal production in a client

November 13

Exam #2: Covering information in Units 5 & 6

Library/Lab Projects on Nov. 15 & 17

November 20 Unit 7: Treatment of Voice disorders

Blackboard Readings

1. Sapienza, C., and Hicks, D. (2006). Voice Disorders. In G. Shames and N. Anderson (Eds.) Human Communication Disorders: An Introduction. Boston: Allyn & Bacon. 232 – 239

[Speaking without Vocal Cords](#)

[Voice Treatment](#): The specific goal of voice therapy will vary from patient to patient. However, in general, the goal of voice therapy is to restore the best voice possible, a voice that will be functional for purpose of employment and general communication. Voice therapy must be rooted in and derived from an understanding of laryngeal anatomy

November 27:

Assignment #4: A sample lesson for a client with a voice disorder

December 4: Final Exam Review: Turn in rubrics and observation reports

December 18: **Final Examination 12:00 noon – 2:00 p.m. (Monday)**

Note: The final exam will cover all units



[\[Top of the Document\]](#)

[University Policy Regarding Individual Accommodations and Misconduct:](#)

Howard University is dedicated to a safe, supportive, and non-discriminatory learning environment for all students. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations for students with Medical or Learning Disabilities, Veterans Affairs, Misconduct, Religious Beliefs Accommodation, Discrimination, and Absence for University Sponsored Events. Please refer to the [Office of the Dean for Special Student Services](#) for more information: Howard Center Suite 725, 2225 Georgia Avenue, NW, Washington, DC 20059. Phone: 202 238-2420

[University Policy on Academic Honesty](#)

All enrolled students assume an obligation to maintain standards of academic integrity. Violation of academic integrity includes unethical practices and acts of academic dishonesty such as cheating, plagiarism, falsification, and the facilitation of such acts. Cheating includes the actual giving or taking of any unauthorized aid or assistance, unauthorized prior possession of examinations, submitting the work of student or another person previously used without informing the instructor and securing written approval, and interfering with the academic work of other students. Plagiarism is the use of other's ideas or direct quotations as if they were the student's. Naturally, ideas or direct quotations are acceptable with appropriate citation of source. The plea of ignorance of this policy is not an acceptable rationale for academic dishonesty.

[Howard University ADA Policies](#)

Howard University is committed to providing an educational environment that is accessible to all students. In accordance with this policy, students in need of accommodations due to a disability should contact the Office of the Dean for Special Services for verification and determination of reasonable accommodations as soon as possible after admission to the university, or at the beginning of each semester. The Dean of Special Services, Dr. Barbara Williams, can be reached at 202 338-2420.

[Code of Conduct](#)

Infractions of the Howard University Student Code of Conduct will be referred to the University Wide Judiciary Board.

[Definitions of Academic Infractions](#)

Academic cheating- any intentional act(s) of dishonesty in the fulfillment of academic course or program requirements. This offense shall include (but is not limited to) utilization of the assistance of any additional individual(s), organization, document, or other aid not specifically and expressively authorized by the instructor or department involved. (Note: This infraction assumes that with the exception of authorized group assignments or group take-home assignments, all course or program assignments shall be completed by an individual student **only** without any consultation or collaboration with any other individual, organization, or aid.)

[Top of the Document](#)

Plagiarism- to take and pass off intentionally as one's own the ideas, writings, etc. of another without attribution (without acknowledging the author); taking as one's own, papers from the Internet or other brokering service; copying sections from books and other sources.

Penalties

The minimum disciplinary penalty imposed upon a student found to have committed an infraction(s) of the Code shall be no credit for the course assignment or examination in which the infraction(s) occurred; however, a more severe penalty, such as failure in the course involved or suspension from the University, may be imposed depending upon the nature and extent of the infraction(s).

