SLHS 566: Preclinical Speech Science
SLHS 409; Tues/Thurs 11:00-12:15 and Fri 9:00-10:00

Instructor and Contact Information
Brad Story, PhD
SLHS 513; 621-9528; bstory@email.arizona.edu
Office Hours: Anytime by appointment

Jeannette D. Hoit, PhD, CCC-SLP
SLHS 529; 621-7064; hoit@email.arizona.edu
Office Hours: Anytime by appointment

Course Objectives and Expected Learning Outcomes
Upon completion of this course, students will be able to:

1. describe normal speech production physiology.
2. discuss the relation of speech production to speech.
3. describe the nature of the acoustic speech signal.
4. discuss current theories of speech perception.
5. discuss measurement principles and their applications to speech production, speech, and speech perception
6. demonstrate professional oral and written skills.

Also see ASHA Learner Outcomes on last page of this syllabus.

Absence and Class Participation Policy
The UA’s policy concerning Class Attendance, Participation, and Administrative Drops is available at http://catalog.arizona.edu/2015-16/policies/classatten.htm

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable: http://policy.arizona.edu/human-resources/religious-accommodation-policy.

Absences preapproved by the UA Dean of Students (or dean’s designee) will be honored. See http://uhap.web.arizona.edu/policy/appointed-personnel/7.04.02

Participating in the course and attending lectures and other course events are vital to the learning process. As such, it is necessary to attend class to gain the full benefits of the course.

Required Texts and Readings
Assignments and Examinations:

**Exams** (50 points each; total = 150 points). There will be 3 exams.

**Final Exam** (50 points). The final exam will cover only the final unit.

**Graded Activities** (5 points each; total = 75 points). There will be 16 activities designed to facilitate learning of the material, 15 of which will count toward your course grade (that is, one activity grade will be dropped). A good performance on an activity will earn 5 points; a good try, but incomplete or a partly incorrect performance will earn 1-4 points; and an absence or failure to try the activity will result in a 0.

**Final Examination**
The final exam (50 pts) will be held on December 12, 2016 from 10:30-12:30.
Final Exam Regulations, [http://www.registrar.arizona.edu/schedule101/exams/examrules.htm](http://www.registrar.arizona.edu/schedule101/exams/examrules.htm), and Final Exam Schedule, [http://www.registrar.arizona.edu/schedules/finals.htm](http://www.registrar.arizona.edu/schedules/finals.htm)

**Grading Scale and Policies**
A standard grading scale will be used (90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; below 60% = E). There will be no re-grading. The point values for exams and activities are given above. There are 275 total points possible for the course.

Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at [http://catalog.arizona.edu/2015-16/policies/grade.htm#I](http://catalog.arizona.edu/2015-16/policies/grade.htm#I) and [http://catalog.arizona.edu/2015-16/policies/grade.htm#W](http://catalog.arizona.edu/2015-16/policies/grade.htm#W), respectively.

**Scheduled Topics**

**Course Outline** (Subject to modest revision)

| Aug 23 | Introduction |
| Aug 25 | Laryngeal |
| Aug 26 | Laryngeal |
| Aug 30 | Laryngeal |
| Sept 1 | Laryngeal |
| Sept 2 | Laryngeal |
| Sept 6 | Laryngeal |
| Sept 8 | Laryngeal |
| Sept 9 | Laryngeal |
| Sept 13 | Laryngeal |
| Sept 15 | **Exam #1 (Laryngeal)** |
| Sept 16 | GBC Workshop |
| Sept 20 | Velopharyngeal-Nasal |
| Sept 22 | Velopharyngeal-Nasal |
| Sept 23 | Velopharyngeal-Nasal |
| Sept 27 | Velopharyngeal-Nasal |
| Sept 29 | Velopharyngeal-Nasal |
| Sept 30 | Velopharyngeal-Nasal |
| Oct 4 | Velopharyngeal-Nasal |
| Oct 6 | Velopharyngeal-Nasal |
| Oct 7 | **Exam #2 (Velopharyngeal-Nasal)** |
Oct 11  Pharyngeal-Oral
Oct 13  Pharyngeal-Oral
Oct 14  Pharyngeal-Oral
Oct 18  Pharyngeal-Oral
Oct 20  Pharyngeal-Oral
Oct 21  Pharyngeal-Oral
Oct 25  Pharyngeal-Oral
Oct 27  Pharyngeal-Oral
Oct 28  **Exam #3 (Pharyngeal-Oral)**

Nov 1  Speech Rate and Introduction to Speech Perception
Nov 3  Speech Perception and Intelligibility
Nov 4  Speech Intelligibility and Rating Scales
Nov 8  Speech Intelligibility and Rating Scales
Nov 10 Speech Intelligibility and Rating Scales
Nov 11  Veterans Day Holiday (no class)
Nov 15  Respiratory
Nov 17  Respiratory
Nov 18  Respiratory
Nov 22  Respiratory
Nov 24  Thanksgiving Holiday (no class)
Nov 25  Thanksgiving Holiday (no class)
Nov 29  Respiratory
Dec 1  Respiratory
Dec 2  Respiratory
Dec 6  Review for Final Exam
Dec 12  **Final Exam (Speech Rate, Perception, Intelligibility; Respiratory)**
        (10:30-12:30)

**Classroom Behavior Policy**
To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.).

**Threatening Behavior Policy**
The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See [http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students](http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students).

**Accessibility and Accommodations**
Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact the Disability Resource Center (520-621-3268) to establish reasonable accommodations. For additional information on the Disability Resource Center and reasonable accommodations, please visit [http://drc.arizona.edu](http://drc.arizona.edu).

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.
Code of Academic Integrity
Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity.

The University Libraries have some excellent tips for avoiding plagiarism, available at http://www.library.arizona.edu/help/tutorials/plagiarism/index.html.

UA Nondiscrimination and Anti-harassment Policy
The University is committed to creating and maintaining an environment free of discrimination; see http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy.

Additional Resources for Students
UA Academic policies and procedures are available at http://catalog.arizona.edu/2015-16/policies/aaindex.html.

Student Assistance and Advocacy information is available at http://deanofstudents.arizona.edu/student-assistance/students/student-assistance.

Subject to Change Statement
Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.
## Learner Outcomes for SLHS Coursework Relative to ASHA 2014 Standards

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<th>Learner Outcomes</th>
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<td>2. Discuss the relation of speech production to speech</td>
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<td>3. Describe the nature of the acoustic speech signal</td>
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<td>4. Discuss current theories of speech perception</td>
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