

LING 209: CLINICAL TOPICS IN SPEECH, LANGUAGE AND HEARING SCIENCES

Class meetings: Mon, Wed, Fri | 02:00–03:00 pm | Buchanan A101 (or on Zoom)

ACKNOWLEDGMENT

We acknowledge that the University of British Columbia is located on the traditional, ancestral and unceded territories of the x^wməθk^wəy'əm, Sḵwḵwú7mesh, Səlílwətał Nations (Vancouver campuses) and the Syilk peoples (Okanagan campus). We at UBC Linguistics consider this land acknowledgment to be an opportunity to show our commitment towards reconciliation and the recognition of Indigenous peoples and languages. Please visit native-land.ca or <https://maps.fpcc.ca/> to learn more about these places, peoples and languages.

PREREQUISITES

No prerequisite; Recommended: LING-100

COREQUISITES

No corequisite

CONTACTS

Course Instructors	Contact Details	Office hours and location
Jahurul Islam	<i>Email:</i> jahurul.islam@ubc.ca <i>Typical response time:</i> 24 hrs (excluding weekends and holidays)	Online; see Canvas>>Zoom for details
Arian Shamei (TA)	<i>Email:</i> arian.shamei@ubc.ca <i>Typical response time:</i> 24 hrs (excluding weekends and holidays)	Online; see Canvas>>Zoom for details

Communication:

Canvas course Q and A: If you have any logistical questions, refer to the syllabus first, followed by a search through the Canvas Course Q&A forum to see if someone has already asked it and received an answer. If not, create a new post to ask the question. If the question hasn't been answered in 24 hours, you can email me or the TA.

Virtual office hours: I'd strongly encourage you to come to our office hours to get your questions answered. The office hours will all be held online on Zoom (links on Canvas under Zoom). If you, however, cannot make it during the set office hours (due to time zone differences, other responsibilities, etc.), email me to schedule a meeting outside those hours.

Emails: We'll try to respond to emails within 24 hours (except weekends and holidays); however, if you don't receive a response within 24 hours, please wait for an additional 24 hours before sending us a follow-up email. If you think your email involves an urgent business that needs quicker attention, please add "[URGENT]" to the subject line. Please CC me or the TA whenever feasible; this way your questions may be answered sooner.

COURSE DESCRIPTION

This course is an introduction to human communication and communication disorders. The course provides

a foundation for students interested in pursuing speech-science, health-care, or education-related professions with a focus on communication disorders. Students will be introduced to the basics of speech and communication and various communication disorders with a focus on the scientific foundations as well as clinical applications. While this is a required course for students preparing for their majors in speech-language pathology or audiology, it is also useful for other disciplines that often work closely with audiologists or speech-language pathologists.

COURSE STRUCTURE

This course is primarily composed of lectures by experts from both academicians and practitioners in the field of clinical linguistics. Besides attending lectures, students will complete assigned readings, participate and engage in interactive discussion with peers, read and critique case-studies on clinical cases involving different types of communication disorders.

This course will involve a substantial number of guest instructors comprising:

- Professors and Clinical Faculty from the School of Audiology and Speech Science (SASS)
- Speech Language Pathologists and Audiologists practicing in the lower mainland

COURSE DELIVERY FORMAT

Classes in this course will be delivered in a mixed fashion: some classes might be delivered over Zoom while others might be delivered in person on campus, as far as the university policies permit. Irrespective of the mode of delivery, you are expected to remain available in real time during the classes, and participate in the class activities. As a supplementary measure (for those who might have to miss multiple classes due to COVID-related health issues), all in-person classes will be recorded and the recordings will be made available online. Please note that this is only a supplementary arrangement; class recordings do not replace in-person lectures and activities.

Since the course involves a good number of guest speakers, the delivery mode of those classes will be communicated later when they confirm how they would prefer conducting their sessions. Information on the mode of delivery for specific class sessions will be continuously updated on Canvas.

LEARNING OUTCOMES

By the end of this introductory course, students will be able to:

- Understand the scientific explanations of the stages involved in human communication process.
- Recognize possible causes and diagnostic features of disorders of articulation, language, voice, fluency, hearing, and swallowing.
- Identify milestones of child speech and language acquisition, including preverbal behaviors, phonology, morphology, semantics, syntax, pragmatics, and conversational/narrative skills.
- Outline procedures and techniques utilized during assessment and intervention of speech-language-hearing disorders.
- Describe professional roles of Speech-Language Pathologists and Audiologists and identify requirements necessary to obtain certification from the American Speech-Language-Hearing Association (ASHA).

LEARNING ACTIVITIES

The course will involve the following learning activities:

- completing the assigned readings before the class
- watching/reading/studying instructional materials
- engaging in interactive discussions with peers
- working in small groups on projects

LEARNING MATERIALS

Most of the readings will be assigned from the following book by Micheal Robb. An Ebook edition of the book should be accessible to you via the UBC library.

- Robb, M. P. (2020). *INTRO: A guide to communication sciences and disorders*. Plural Publishing.
- Additional readings (papers, book chapters, webpages, etc.) will be shared on the course website (Canvas).

ASSESSMENT OF LEARNING

Course assessment will consist of the following components:

Discussion posts (lowest one dropped)	10%
Weekly quiz (lowest one dropped)	10%
Assignments x 2	22%
Student-developed quiz items x 2 (group work)	5%
Mid-terms x 2	30%
Case-study review (group work)	20%
LOC ¹	2%
Participation	1%

1. Discussion posts

- For each of these assignments, you will respond to a prompt that is provided. It has two components:
 - you'll submit a post within a given word-limit, and
 - you'll respond/comment on at least one other post submitted by your peers.
- Please remain respectful everyone when responding to others.

2. Weekly quizzes

- There will be an online quiz on most Mondays; the test contents will include the topics and materials covered in the previous week.

3. Assignments

- Based on a given scenario as a prompt, you'll be writing short reports on how to approach certain communication disorders.
- More details will be provided later.

4. Student-developed quiz items (group work)

- In small groups, you will be writing and submitting question items that you would like to see in the midterms. You must also provide answers to the questions you submit.
- More details will be provided later.

5. Mid-terms

- There will be two **closed-book**, non-cumulative midterm exams in the course.
- There will be **no make-up exams** for any of the midterms.

6. Case-study review (group work)

- As the final assignment in the term, you'll be submitting a write-up critiquing case studies (from a given list) on communication disorders.
- For this assignment too, you will work in groups (different from the "discussion groups"); each group will submit one paper.
- Detailed instructions will be provided in the later half of the term.

7. Linguistics Outside Classroom (LOC)

- Participation in Linguistics Outside the Classroom (LOC) is required for this course. This is a means of increasing your involvement in learning about linguistics outside of regular classroom instruction. There are two ways of satisfying this requirement.
 - One way is by participating in 2 points worth of experiments being run by researchers in the Department of Linguistics. Experiments typically take anywhere from 15 minutes to 1 hour and offer the opportunity to contribute to and learn about linguistics research first hand. Due to COVID-19, most experiments are conducted online. Your participation in research is always voluntary.
 - A second way of completing this requirement is by attending one Linguistics research seminar or colloquium and writing a one-paragraph summary of the talk, which you submit online within one week of attending.
- There will also be a colloquium geared towards LOC students near the end term, which will be available both synchronously and asynchronously (for students in different time zones). To sign up for eligible experiments and live or pre-recorded talks, please visit <https://ubclinguistics.sona-systems.com>.
- You can also satisfy this requirement by participating in an appropriate combination of experiments and talks. The credits associated with experiments vary according to their duration. Attending a talk and writing a summary constitutes 2 LOC points.

8. Participation

- Some classes will involve iClicker questions and polls. You can claim up to 1% of the course grades if you participate and correctly answer at least 75% of all the polls throughout the term.

Grading scheme

We will use the UBC default grading scale in this course.

Percent	Grade	Percent	Grade
90–100	A+	68–71	B–
85–89	A	64–67	C+
80–84	A–	60–63	C
76–79	B+	55–59	C–
72–75	B	50–54	D
		0–49	F (fail)

COURSE POLICIES

Lateness in submissions:

No late submissions will be accepted for the discussion posts, weekly quizzes, and the final case-study review. The assignments can be submitted up to 48 hours after the deadline but *all late submissions* will see an automatic penalty of 10% for each day. The penalty can be waived only with strictly valid reasons (e.g., documented illness of **yourself**). In case you need an extension, reach out to the instructor at the earliest opportunity (with a filled up *Student self-declaration form* (available at <https://students.air.arts.ubc.ca/academic-concession-form/>)). Last minute requests (especially on the day a submission is due) may not be entertained.

Please maintain good data backup practices; having your data continuously backed up on a cloud storage might be a good option. Extension requests due to last-minute data loss/crash will not be entertained (it is strongly advised that you aim to make your submission ahead of the headline and do not wait for the last few moments).

Grades and appeals:

Please note that marks/grades are NOT negotiable. We'll, however, happily correct any marking errors and miscalculations that are reported within 7 days of materials being returned.

You can also request a re-grading of your script; in such case, please submit a written request (email me as a PDF file) within 7 days of materials being returned.

- Your request must include a description of what you think went wrong with the existing evaluation; provide specific information.
- Please NOTE that a re-grade means re-grading the whole assignment and your score is not guaranteed to go up or remain the same. In other words, if it is discovered that points were awarded where they were not deserved, the script may lose points on that criterion.
- The regraded points will be kept as the final score; there won't be any further review of a re-graded work.

Scaling:

Course grades may be scaled in order to maintain equity among sections and conformity to university, faculty, department, or school norms. An unofficial grade given by the instructor or appearing on the course website may always change. Grades are not official until they appear on the student's academic record.

Evaluation of the participation in group assignments

- **Case-study review:** If you think some of your group members did not complete their fair share of work, you'll able to let me know about it via an iPeer survey (will be shared when the final report is due). Based on the feedback of their peers in the group, a non- or ill-contributing member may lose partial or full marks for the final project totals.

Technology policy:

I know many of you read online or take notes on your laptops or tablets. Research, however, has shown that electronics pose a major distraction in class and disrupt learning (Glass & Kang, 2019)². To adopt a middle ground, you are welcome to use a laptop/tablet/phone in this class *as long as* it contributes to your learning of the topic at hand. Please remember to silence your phone and close irrelevant tabs on your device.

SET UP YOUR iClicker Cloud ACCOUNT

²Glass, A. & Kang, M. (2019) Dividing attention in the classroom reduces exam performance, *Educational Psychology*, 39:3, 395-408, DOI: 10.1080/01443410.2018.1489046

We will use iClicker Cloud to run polls during some classes. Please set up your iClicker Cloud account following instructions at <https://lthub.ubc.ca/guides/iclicker-cloud-student-guide/>; it will guide you on how to create an iClicker Cloud account and then add the current course from Canvas. After creating an account, please go to Canvas and click “iClicker Sync” in the left menu bar and follow instructions.

Please note that physical clicker remotes are no longer supported by the University. We will not be able to use them in class.

POLICIES RELATED TO COVID-19

COVID-19 Safety:

Provincial Health Orders and UBC policy now mandate masks in all indoor public spaces on campus. These spaces include classrooms, residence halls, libraries, and common areas. Students who wish to request an exemption to the indoor mask mandate must do so based on one of the grounds for exemption detailed in the [PHO Order on Face Coverings \(COVID-19\)](#)[external link]. Such requests must be made through the Center for Accessibility (Vancouver campus).

COVID-related accommodations:

- **If you are sick**, it is important that you stay home. Complete a self-assessment for COVID-19 symptoms here: <https://bc.thrive.health/covid19/en>.
- **If you miss class because of illness**,
 - Watch the class recording(s) on Canvas.
 - Make a connection early in the term to another student or a group of students in the class. You can help each other by sharing notes. If you don't yet know anyone in the class, post on the discussion forum to connect with other students.
 - Use the discussion forum for help.
 - Attend office hours (they'll be held on Zoom).
- **If you are ill and you think you won't be able to meet a deadline**,
 - Fill out the *Student self-declaration form* (it's a PDF file, available at <https://students.air.arts.ubc.ca/academic-concession-form/>) and send me the completed form via email with any additional comments.
 - If you are a student in a different Faculty other than Arts, please consult your Faculty's webpage on academic concession, and then contact me as appropriate.
 - If you are already registered with the Center for Accessibility and your concession is related to your registered medical condition or disability, contact your Accessibility Advisor.
- **If you are feeling ill and cannot attend/work on the midterms or the final project:**
 - Reach out to me immediately to discuss your options; you may be asked to apply for deferred standing (an academic concession) through (Arts) Academic Advising. Students who are granted deferred standing (SD) will write the exam/assignment at a later date.
- **If I (the instructor) am feeling ill**
 - If I am unwell, I will not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible (by email, on Canvas, etc.). Our classroom will still be available for you to sit in and attend an online session. In this instance:
 - * If I am well enough to teach, but am taking precautions to avoid infecting others, we may hold the class online. If this happens, you will receive an email, or an announcement in Canvas informing you how to join the class.

- * I might share a prerecorded videos/lectures.
- * One of the TAs might substitute me.
- * I may ask you to do an activity or read something during the scheduled class hour.

SALSA

The UBC speech and linguistics students association: This is the undergraduate student association for majors in speech science or linguistics. If you are a major, this is a useful group to be a part of. If you are considering becoming a major, you might find it helpful to contact them. For more information, visit their website:

<http://ubcsalsa.wordpress.com/>

ACADEMIC INTEGRITY

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the UBC Calendar: Student Conduct and Discipline (<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,0,0>).

EQUITY AND ACCESSIBILITY

I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, abilities - and other visible and non-visible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

Academic Accommodation for Students with Disabilities: Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the Centre for Accessibility (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with Policy LR7: Academic Accommodation for Students with Disabilities (https://universitycounsel-2015.sites.olt.ubc.ca/files/2019/08/Disability-Accommodation-Policy_LR7.pdf?file=2019/02/policy73.pdf). The instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

All students are also bound by UBC's Student Code of Conduct: <http://students.ubc.ca/campus-life/student-code-conduct>

Well-being: Being a university student can sometimes be stressful. If you are experiencing any sort of personal, psychological, medical or financial difficulties, I strongly encourage you to seek help at an early stage. There are many resources for students available on campus. The following page is a very useful guide for a wide variety of services related to your well-being: <http://students.ubc.ca/livewell>. If someone you know is in distress, here is a place where you can find ways to help them: <http://students.ubc.ca/livewell/concerned-about-student/how-help-other-students>.

LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using Canvas which usually capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to: (Example data uses:)

- View overall class progress
- Track your progress in order to provide you with personalized feedback
- Review statistics on course content being accessed to support improvements in the course
- Track participation in discussion forums
- Assess your participation in the course

COPYRIGHT

All materials of this course (lecture videos, course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. Ask prior permission if you want to record (audio/video) classes.

SCHEDULE OF TOPICS

Available on Canvas course website.

CLASS SCHEDULE

The class schedule is available on Canvas (under “Modules → Course Introduction → Class schedule”)

Last updated: January 6, 2022