



CSD 4010: Speech and Voice Science

Harding University
College of Allied Health
3 Credit Hours

Class Meeting Times: Monday/Wednesday/Friday 1:00-1:50 pm
Swaid 215

Instructor: Jaime Walker, M.S., CCC-SLP
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Office Hours: email for an appointment
Semester/Term: Spring 2025

Course Information

Course Description

[Course Catalog Description](#)

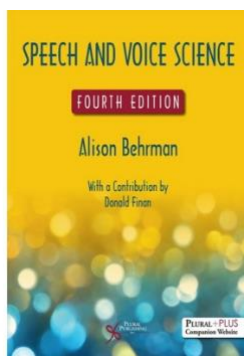
A study of the physical concepts related to sound and voice, the acoustics of voice production and sound, psychoacoustics, and theories of speech perception and production. Topics include clinical application (related disorders and development, evaluation, and treatment) and related instrumentation.

Prerequisites

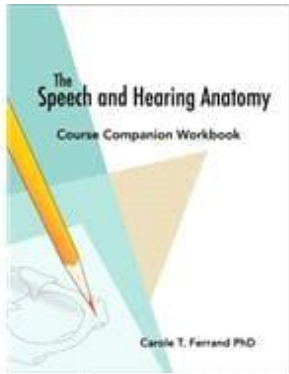
CSD 3250, PHS 1060 or equivalent.

Required Course Materials

Behrman, A. (2023). Speech and voice science (4th ed.). Plural Publishing.



Ferrand, C. (2021). The Speech and Hearing Anatomy Course Companion Workbook. CTF Publications.



*additional materials may be included in modules within our canvas course

Course Communication

I will use Canvas to communicate with you as a group. I may also send emails to your Harding email accounts, especially for individual communication. I prefer you use my Harding email; you can expect a reply within 24 hours during the week. Please ensure your notifications are turned on, so you do not miss any announcements. I am available each week for office hours and am happy to schedule times to meet with you individually or in a small group to discuss course concepts, assignments, quizzes, or to review an exam. If my office door is open, you are welcome to stop in, but I may have to reschedule a time with you.

Classroom Code of Conduct

1. Cell phone policy: No cell phones or electronic devices during quizzes and exams – violations of this policy will earn a “0” on the quiz/exam. Do not use cell phone as a watch. Please do not text or check your social media during class.
2. If you use your laptop during class time, keep it relevant to what we’re doing in class.
3. Come to class on time to minimize distractions and be considerate of the rest of the class. Remain until the class is dismissed.
4. You are expected to attend ALL classes. If you need to miss a class period, please inform me via email prior to the class period. Any work due remains due on that day. You have 3 absences for this class. As stated in the Student Handbook, excessive absences can result in being dropped from the course with the grade of “F.”
5. Late work on daily assignments will not be accepted and earns a grade of zero.
6. Cheating in all its forms is inconsistent with the Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade.
7. Students who share assignments with students taking the course in a subsequent or previous semester may be subject to having an academic integrity sanction added to their college record.
8. No audio/video recordings of class may be made without the instructor’s consent.
9. Students are encouraged to review each exam with the course instructor.

Department Mission Statement

Our program excels in developing highly skilled and professional graduates who are ready to impact their local and global communities by improving the lives of those they serve. Christian faculty and staff are invested in providing an unparalleled experience utilizing a comprehensive curriculum, contemporary technology, and state-of-the-art facilities to engage students in reaching their full potential, both educationally and spiritually. As a result, our students exemplify ethical leadership, critical thinking, and interprofessional collaboration to support top of the license practice.

Integration of Faith and Learning

In this course, students will learn the science foundations of our profession and will learn that science and faith are not at odds with each other. Faith demands high expectations, which will be reflected in the learning standards in this course and in the clinical applications of the concepts learned in this course.

Learning Objectives

University Learning Objective

1. Students will demonstrate effective communication (e.g. written, non-written, spoken).
2. Students will examine issues, ideas, artifacts, and/or events in order to formulate or assess an opinion or conclusion.
3. Students will identify and apply the principles and processes of scientific reasoning.

Program Learning Objectives

1. Students will communicate effectively in written, oral, and non-verbal forms, including discipline-specific documentation and collaboration with team members.
2. Use appropriate resources to locate scientific information in the primary literature, and to effectively summarize/synthesize the information to learn new concepts using APA guidelines.

Course Learning Objectives

1. Students will demonstrate understanding of the system of acoustics and determine the effects on speech perception and production
2. Students will demonstrate understanding of the function of body systems involved in respiration, phonation, and resonance in order to determine their connection to speech and voice production and disorders
3. Students will examine text (articles, textbooks, ect.) used in speech and voice science to develop hypothesis and reach conclusions logically
4. Students will utilize effective written communication skills to examine issues and/or ideas to construct a professional research paper detailing the connection to speech and voice science

Grading and Assignment Information

You will be given feedback during the duration of this course in the form of grades on labs, exams, and projects. The intent of this feedback is to inform you of how well you met the expectations for these components and help you identify strategies for mastering the course material.

Assessment of the knowledge, skills, and proficiency of each student for the purpose of assigning a letter grade at the completion of this course will be based on the following course components:

Final grades will be determined as follows:

- A - 90 – 100%
- B- 80 – 89%
- C - 70 – 79%
- D - 60 - 69%
- F - below 60%

Course Grading

Clinical Case, Lab Responses, Reflections/Discussions-15%
Research Paper-15%
Research Presentation-5%
Exams- 65%

Late Work Policy

Late work on daily assignments will not be accepted and will earn a grade of zero.

Attendance Policy

Attendance is expected at each class meeting and will be recorded. As stated in the Student Handbook, excessive absences can result in being dropped from the course with a grade of "F."

- Students should email their professors before missing class for a health issue. Illnesses necessitating an absence of greater than two consecutive class sessions will require physician/provider documentation.
- Three absences will be tolerated. Upon the fourth absence, your final grade will be lowered by one letter grade. As stated in the Student Handbook, excessive absences can result in being dropped from the course with a grade of "F."
- Students who miss class for any reason are responsible for all content. Time will not be spent during class to go over material missed. If a student needs additional assistance an appointment must be scheduled with the instructor by email. If an assignment, test, or quiz is missed during an EXCUSED absence, the student is responsible for making arrangements to make-up the missed item within one week. After that time, the grade will be 0. The make-up exam will be of equal value (points), but may vary in format or in concepts assessed.

Attendance Policy: [Harding University Attendance Policy](#)

Course Requirements

Completion of Workbook

You will be completing section five of the Speech and Hearing Anatomy Course Companion Workbook during this course. This section will be assigned through canvas during the appropriate chapters. This is a course requirement. Failure to complete the assignment will result in a failing grade (below 60) in the course, regardless of your grade prior to the missed assignment.

Exams

You will have three chapter/unit exams and one comprehensive final exam given during the semester. These will be given during class.

Research paper and presentation

You will write an original 5-page research paper on a topic related to speech and voice science. You will choose from a selection of topics provided in Canvas. Be prepared to give a 5-minute oral presentation based on this research. Grading rubrics for both assignments will be available on Canvas. Turning in your paper one day late will result in a 15-point deduction. If your paper is turned in two or more days late, you will earn a failing grade (below a 60%) in the course, regardless of your grade prior to the missed assignment.

Clinical Cases/Lab Responses

You will complete a series of clinical cases and participate in a variety of lab experiences which will extend your understanding and application of topics. Additional directions will be provided through canvas.

Observations

You will complete two hours of clinical observations in the area of voice. These hours will be completed in the Harding University Speech Clinic (HUSC) and must be related to speech, voice, or hearing. Please complete the required paperwork in the HUSC and submit the hours through Calipso for approval.

Submitting Assignments

Please use Canvas for submitting assignments; each assignment has a correlating spot for submission.

Intellectual Property

Lectures, slides, notes, and test questions are considered to be intellectual property, and some course components are protected by additional copyright. For these reasons, students may not record any portions of a class or photograph slides without the express permission of the course instructor. If notes are provided through Canvas, do not copy, print, or distribute. They are for your use in Canvas only.

Policies and Procedures

University Assessment

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all Criteria of Accreditation of the Higher Learning Commission as well as standards of many discipline-specific specialty accrediting agencies. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the academic units and the administrative and educational support units. Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement of holistic university learning outcomes. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes used to sequentially improve teaching and learning processes. Additionally, a holistic assessment of student achievement of university learning outcomes is coordinated by the university Director of Assessment used to spur continuous improvement of teaching and learning.

Students with Disabilities Accommodations

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Office of Disability Services and Educational Access at the *beginning* of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Office of Disability Services and Educational Access *as soon as possible* in order to get academic accommodations in place for the remainder of the semester. The Office of Disability Services and Educational Access is located in Room 226 in the Student Center, telephone, (501) 279-4019.

Academic Integrity Policy

Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Director of Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the [Harding University catalog](#).

Some elements of this course are designed to be completed with a peer (case studies and labs). Refrain from discussing exam content with any classmates, including students who have taken this course previously.

Referencing Information

As the accepted writing style of business, psychology, education, and social science programs across the globe, the American Psychological Association publication format (otherwise known as APA Style) is the required writing style for this course. Learning to conduct scholarly research is a natural part of academic work, and will help you succeed at Harding University. Conducting scholarly, professional and industry research is required for this course.

If a source is questionable, e.g., Wikipedia, other wikis, ask.com, answers.yahoo.com, etc., please contact your professor for clarity and permission before using a source that falls outside the scope of traditional academic standards. It is also important that you show how these references assisted your academic work; so make sure you reference your sources in every assignment you submit, no matter how mundane the assignment may be. Failure to properly and completely cite your sources may constitute plagiarism or cheating, as delineated in the Academic Code of Conduct. Bottom line, remember these two simple rules: 1) give credit where credit is due, and 2) if it isn't your words, ideas or thoughts, it is someone else's and needs to be cited.

- [APA Resources](#)
- [Purdue Online Writing Lab](#)

The Harding University Writing Center is also available to provide help with planning, writing, organizing, or revising an essay as well as with using MLA, Chicago, or APA formats. You can schedule an appointment with the Writing Center at harding.mywconline.com or ask questions via email at HardingUniversityWritingCenter@gmail.com.

Academic Grievance Policy

If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the denial of academic progression, a procedure has been established to resolve the grievance.

The student must initiate the written Academic Grievance Appeal within five business days after notification of the final grade in Pipeline or notification of denial of academic progression. In cases of both course grade and academic progression appeals, students are encouraged to first engage the involved faculty member in a good faith discussion (in person or via telephone or email) as the first step in resolving any concerns. If resolution is not achieved, a student may submit a written academic grievance by following the [policy set forth in the Harding University catalog](#). All students should be familiar with this policy.

Inclement Weather

If inclement weather prohibits your participation in any element of this course, prompt communication with me is expected. Your personal safety is my primary concern. We will handle any instances that arise on a case-by-case basis.

Academic Support Services

Harding offers a wide variety of academic support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- [Library](#)
- [Testing](#)
- [Tutoring](#)
- [Writing Center](#)

Student Support Services

Harding offers a wide variety of student support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- [Advising](#)

- [Registration](#)
- [Financial Aid](#)
- [Student Life](#)
- [Counseling](#)
- [Career Services](#)

Changes to Syllabus Notice

The instructors reserve the right to modify and update any part of the syllabus where necessary. You can expect that these changes will be for your perceived benefit and will be communicated in Canvas. It is your responsibility to stay up to date with any changes communicated by the professor.

Tentative Class Schedule

| Date | Topic | Required Reading: | Assignments Due: |
|--------------------|--------------------------------------|-------------------|-------------------------------------|
| Week 1 – Jan 13 | Syllabus Review | Ch. 1, Behrman | |
| Week 1 – Jan 15 | Cover APA Basics/Research Basics | | |
| Week 1 – Jan 17 | Describing and Explaining Motion | Ch. 2, Behrman | Getting to Know You |
| Week 2 – Jan 20 | NO CLASS- MLK Day | | |
| Week 2 – Jan 22 | Describing and Explaining Motion | | |
| Week 2- Jan 24 | Sound Waves | Ch. 3, Behrman | |
| Week 3 – Jan 27 | Sound Waves | | <i>Oscillation lab response due</i> |
| Week 3 – Jan 29 | Auditory | Ch. 13, Hixon | |
| Week 3 – Jan 31 | Auditory Lab | | |
| Week 4 – Feb 3 | Auditory | | |
| Week 4- Feb 5 | Auditory Case Study | | Section 5 of Workbook due |
| Week 4 – Feb 7 | Review for Exam 1 | | Kahoot! review for Exam 1 |
| Week 5 – Feb 10 | Exam 1: Chapters 2, 3, and 13 | | |
| Week 5 – Feb 12 | Respiration | Ch.4, Behrman | |
| Week 5– Feb 14 | Respiration | | |
| Week 6 – Feb 17 | Respiration Manometry Lab | | |
| Week 6 – Feb 19 | Respiration Case Study | | |
| Week 6 – Feb 21 | NO CLASS FOR ARKSHA | | |
| Week 7 – Feb 24 | Phonation | Ch. 5, Behrman | |
| Week 7 – Feb 26 | Phonation | | |
| Week 7 – Feb 28 | Phonation Lab | | |
| Week 8 – Mar 3 | Phonation Case Study | | |
| Week 8- Mar 5 | Phonation | Ch. 6, Behrman | |
| Week 8 – Mar 7 | Phonation | | |
| Week 9– Mar 10 | Review for Exam 2 | | Kahoot! Review for Exam 2 |

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| Week 9 – Mar 12 | Exam 2: Chapters 4, 5, and 6 | | |
| Week 9 – Mar 14 | Vowels | Ch. 7, Behrman | <i>Electrolarynx response due</i> |
| Week 10 - Mar 17 | Vowels | | |
| Week 10- Mar 19 | Vowels Case study | | |
| Week 10- Mar 21 | Consonants | Ch. 8, Behrman | |
| Week 11- Mar 31 | Consonants | | |
| Week 11- Apr 2 | Consonants | | |
| Week 11- Apr 4 | Consonants Case Study | | |
| Week 12- Apr 7 | Prosody | Ch.9, Behrman | |
| Week 12- Apr 9 | Review for Exam 3 | | Kahoot! Review for Exam 3 |
| Week 12- Apr 11 | NO CLASS FOR SPRING SING | | |
| Week 13- Apr 14 | Exam 3: Chapters 7, 8, and 9 | | |
| Week 13- Apr 16 | Review of APA Basics | Ch. 10, Behrman | |
| Week 13- Apr 18 | Theories and Models of Speech Production | | Research Paper Due |
| Week 14- Apr 21 | Theories of Speech Perception and Instrumentation | Ch. 11, Behrman Ch. 12, Behrman | Research Presentation Due |
| Week 14- Apr 23 | Research Presentations | | Last day to drop classes |
| Week 14- Apr 25 | Research Presentations | | |
| Week 15- Apr 28 | Research Presentations | | |
| Week 15- Apr 30 | Research Presentations | | |
| Week 15- May 2 | Research Presentations | | |
| Finals Week | Final Exam: Cumulative | | |