



CSD 4050-Introduction to Neurogenic Cognitive-Communicative Disorders

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Semester/Term: Spring 2025 (3 credit hours)
Office Hours: please email for appt

Course Information

Course Description

A survey of the normal structure and function of the nervous system in human communication and disorders that occur due to neurological dysfunction

Prerequisites

BIOL 1200

Course Rationale

This course is designed to provide an overview of the normal neuroanatomy and neurophysiology of human communication (speech, language, and hearing). Neurological bases for all aspects of communication (speech, language, hearing, vision, movement, and tactile sensation) and swallowing are addressed. This introductory course is expected to serve as a basis for understanding the normal and pathological processes that affect human communication and to provide a foundation for advanced graduate level coursework in speech, language, swallowing, and cognitive functions.

Required materials:

Rouse, M. H. (2020). *Neuroanatomy for speech-language pathology and audiology; 2nd Edition*. Burlington, MA: Jones & Bartlett Learning.

Ferrand, C.T. (2021). *The Speech and hearing anatomy course companion workbook*. Loveland, CO: CTF Publications. Your textbook comes with some pretty great electronic resources (quizzes and flashcards). I encourage you to use them.

Recommended materials:

McFarland, D. (2023). *Netter's Atlas of Anatomy for Speech, Swallowing and Hearing*. (4th Ed). Mosby/Elsevier Press. ISBN 9780323830348

Textbook Rationale

It is often difficult to locate and select textbooks because many are either poorly aligned with the subject matter or become cost-prohibitive. The choice of textbooks is not made without careful consideration of both the relevance of the text to the course objectives and the cost of the text to the student. This particular text was selected because it is readable, relatable, relevant, and instructive, providing students with a fundamental understanding of neuroanatomy and neurogenic disorders at an affordable cost. It is not optional and you will get your money's worth out of it.

Course Communication Protocols

I am here to help you. I will communicate with you via in-class announcements, Canvas announcements, and your HU e-mail (for small groups, individual messages). Students are responsible for the disbursement of information (including attachments) through these sources. Please contact me via email ([include your email here](#)), instead of using text messages or the comment box within an assignment. I will respond to emails within 24 hours during the typical work day (8am-5pm) Monday-Friday. Students are expected to check emails daily and a timely response from you is appreciated.

Netiquette

Since online students cannot see body language and other nonverbal cues, it is essential to word comments carefully and to refrain from such things as sarcasm, which can be taken negatively in the online world. Read posts for content and then read posts for context. If the message can be taken negatively in any way, the suggestion is to re-word the post until you are sure that it will not be taken defensively. Another key issue is to refrain from certain discussions that evoke strong reaction. This may include such things as:

- Stereotypes of any nature, whether it be profession or class of people
- Politics, no matter your personal leanings, respect should be shown in differences of opinions and ideas.

University Mission Statement

With Christ as Lord, Harding University transforms learners for global impact by engaging minds and nurturing faith within a deeply connected community.

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 Statement

You are training for a truly holy profession. Each individual you encounter and serve is enduring some kind of hurt. Whether disease, injury, difference at birth or developmental challenge, you aim to be part of the team that heals and supports these individuals and their families on a journey that can be very difficult. Our profession provides a powerful opportunity to be the aroma of Christ to those we work with. I challenge you to reframe your education as being not for yourself, but for those you will serve some day. *Whatever you do, keep working at it with all your heart, as for the Lord and not for people* Colossians 3:23 (EHV)

Learning Objectives

Program Learning Outcomes (PLOs)

This course supports mastery of the following Program Learning Outcomes (PLOs):

PLO 3: Communicate effectively in written, oral, and non-verbal forms, including discipline-specific documentation, and collaboration with team members.

PLO 4: Demonstrate knowledge of the normal anatomy and physiology underlying human respiratory, phonatory, articulatory, neurological, and auditory systems.

PLO 7: Discuss the general effects that a communication disorder may have on one's life and that of their family/caregiver.

Course Learning Objectives (CLOs)

Upon completion of the course, students will be able to:

1. Describe the gross anatomy of the central and peripheral nervous systems.
2. Explain the neuromuscular control for normal speech production.
3. Examine the central nervous system as it relates to normal language production and comprehension.
4. Discuss the central and peripheral nervous systems as they relate to hearing, balance, vision, taste and swallowing.
5. Discuss and demonstrate understanding of communication, hearing, cognitive and swallowing disorders associated with acquired neurological damage.
6. Utilize directional terms appropriately

Module Learning Objectives (MLOs)

See the module objectives and associated readings for each of the 5 modules in this course. (separate document)

Grading and Assignment Details

Grading Information

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:

Course Grading and Assignment Details

Article Reviews – 25 points each

All students will complete **two** articles to review from current peer-reviewed journals. Please see Canvas for the assignment specifics and the grading rubric for these reviews. Individuals may be asked to schedule meetings with the course instructor to discuss the content of the articles selected.

Construct a model of the Circle of Willis using any materials you choose- 26 points

I encourage you to be creative! Please see Canvas for the assignment specifics and the grading rubric for these reviews. This project will be submitted digitally for online students and can be submitted physically for students in Searcy.

Media projects- 25 points each

Please see Canvas for the assignment specifics and the grading rubric for these assignments. A list is provided on Canvas with examples of choices, but you are not limited to this list. If you are unsure if your book/movie is applicable, please see me for prior approval.

Cranial nerve presentation- 25 points

Each student will be assigned 2-3 cranial nerves at the beginning of the semester. You will present your nerve to the class through a recorded video, identifying it by name and function, as well as sensory, motor, or both. You will need to include aids to help your classmates remember the name and function of your nerve. Be creative- this can be a song, motions, using visual aids, anything that will help the class remember your nerve and its purpose. This is meant to be fun and helpful.

Workbook assignments: Course requirement

Although not for a grade, you are expected to complete assigned worksheets in your Speech and Hearing Anatomy course companion workbook (due dates and details in Canvas). Failure to complete these worksheets will result in failing the course. This is an excellent way to prepare for exams.

Grade schedule: **A-** 90-100

B- 80-89

C- 70-79

D- 60-69

F- less than 60

Article Summaries – 15% of course grade

Book and Movie Reviews – 10%

Cranial Nerve Presentation – 5%

Unit Exams – 50% of course grade

Final Exam – 20% of course grade

Course companion worksheets- required for course credit

Late work policy

Late work is not accepted - exceptional circumstances are handled on a case-by-case basis

Time Zone: Harding University is located in Searcy, AR, in the Central Standard time zone; therefore, the due dates and times will be based on Central Standard Time.

Course Requirements

All course elements must be completed to receive credit

Submitting Assignments

All assignments will be submitted on Canvas. Please include your name and the type of assignment in the file name. Certain file types are not visible in Canvas and should be avoided - See specifics under Article Summary guidelines and workbook guidelines.

Technology Details

Technology Requirements

Students will need computer access including word processing and the ability to create and upload photos and videos. All exams will be taken online and proctored using Proctorio software. Students living in Searcy will take exams in the campus Testing Lab.

Technical Support

For technical assistance from 8:00 a.m. - 5:00 p.m., M-F, please contact the e-Learning Help Desk at

Phone: 501-279-5201

Email: elearning@harding.edu

Web: [E-Learning Web Address](#)

For Canvas assistance, search [Canvas Guides](#).

Technical Skills

The following foundational skills are expected of all students who access Canvas. This list represents a minimum expectation of your ability to function effectively in a technical environment.

1. Access Harding's Canvas and navigate course content
2. Written communication skills, email, attachments, uploading, and downloading Capabilities
3. Online etiquette (netiquette), including privacy and security awareness
4. How to change browser / refresh a page / other basic computer tasks
5. Navigate the Internet for scholarly research
6. Utilize basic software / app programs needed for word processing, data analysis, and presentations

Learning Management System

Canvas is the Learning Management System (LMS) used in this course. Canvas sends an email confirmation to your Harding University email once an assignment is graded or an announcement is posted. Canvas can be accessed using [Harding's Canvas Login](#). For additional information relating to Canvas, including tutorials, and supported web browsers, please visit [Harding's IST Canvas page](#) or [Instructure Canvas Help Center](#).

Click here for [Instructure Canvas Accessibility](#) and [Privacy Policies](#).

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 and Testing 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 239 in the Student Center, telephone, (501) 2794019.

I am happy to make any needed accommodations for you, but please speak with me well in advance of any that are expected (exams, assignments) so that we can develop a mutually acceptable and most beneficial/effective plan for implementation of those accommodations.

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.

Course Academic Conduct

All acts of dishonesty in any academic work constitute academic misconduct. As a student of Harding University, you should avoid all cases that will be construed as academic misconduct. This includes, but is not necessarily limited to, the following:

1. *Cheating*: Use or attempted use of unauthorized materials, information, or study aids in any academic exercise.
2. *Plagiarism*: Representing the words, ideas, or data of another as your own in any academic exercise.
3. *Fabrication*: Falsification or unauthorized invention of any information or citation in an academic exercise.
4. *Aiding and Abetting Academic Dishonesty*: Intentionally helping or attempting to help another student commit an act of academic dishonesty.
5. *Conduct unbecoming a professional while participating in a practicum, internship, field experience, or any similar academic experience*: Conduct unbecoming a professional includes, but is not limited to, standards of conduct stated in any [Harding University student handbooks](#) as well as standards and codes of conduct associated with professional organizations related to the student's academic discipline.
6. *Respect*: Students are expected to respect other classmates' opinions and ideas at all times.

Special Note on the use of AI such as ChatGPT

Unless your instructor includes instruction on acceptable usage of ChatGPT or a similar A.I. product in the course, your use of artificial intelligence for writing any part of an assignment will be considered academic fraud, and you will risk being removed from the program. It is our sincere hope that you understand the connections between reading, writing, and learning. Writing about something helps build neural pathways that aid you in connecting your new knowledge within the context of knowledge you've already learned. Skipping this step and using something written by AI or by another person means you are cheating yourself out of

learning. Please be responsible and ethical in your coursework, and please submit your own writing. Use of a program such as Grammarly is encouraged.

Course Recordings

Canvas content and class recordings (e.g., Echo360) are protected by copyright. Without written permission from the instructor, content (written, audio, video) may not be downloaded or shared with anyone. Most content and recordings will indicate copyright by the symbol ©. However, a symbol is not required to protect copyrights, so unless you have permission to download or share recordings or content, you should not do so. Doing so violates Academic Integrity Policies and may result in disciplinary actions.

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.

Time Management Expectations

For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-

of-class time spent reading, problem solving, reviewing, organizing notes, preparing for upcoming quizzes/exams, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least **135 hours dedicated to mastery of the material in this class.**

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

Course Policies for online classes

Canvas or Internet Outage Policy

As a (potential online) learner, you must be able to manage technical difficulties such as power outages, connection problems, and other technical issues. Technology will sometimes fail. For this reason, it is advisable to complete your assigned work prior to the due date.

Instructor

If your instructor experiences a power outage, Internet service outage, LMS (Canvas), or other technical issues that significantly affect the timing of distributing online assignments, grading assignments, or significantly interfere with communicating with students, adjustments to due dates will be made.

Student

If you experience a power outage, Internet service outage, LMS (Canvas) or other technical issues, nonetheless you are held responsible for completing your assigned work in a timely manner. Harding University is not responsible for the student's access to a working computer or reliable Internet service. Internet outages or having computer issues is not an excuse for late work. A backup plan for reliable Internet service and working computers is prudent.

Testing Issues

If you experience issues with an Internet connection, power outage, computer, or LMS (Canvas) and are unable

to complete or submit a test, do not panic. Your first step is to contact me as your instructor and I will provide you with instructions on how to proceed. You may also report a problem to the E-learning help desk (501-279-5201). Response time is dependent on the time of day. The E-learning help desk is manned Monday through Friday from 8:00 am – 5:00 pm.

Additional Information

- Please use my university email (above) rather than Canvas email. I do not regularly check Canvas mail and information there is easily missed. Comments made in Canvas are also easily missed.
- Lectures, slides and test questions are considered to be intellectual property and some course components are protected by an 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.
- Written work must be correct in mechanics (e.g. grammar, punctuation, etc.). Points will be deducted for inadequate work.
- It is expected that students will adhere to assignment due dates. Late work will **not be accepted** and a zero will be given for the assignment. However, I ask that you communicate with me if you are ill or have an emergency.
- If you are unable to take an examination due to illness, an alternate form of the exam may be substituted for the missed exam. In order to be allowed the opportunity to make up the exam you must contact me prior to the scheduled exam.
- Students are encouraged to review each exam with the course instructor. Students are expected to take ownership and responsibility for their course grades.

Changes to Syllabus Notice

The instructor reserves 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.

Course Structure

This course will utilize four exams and a final exam. See the following schedule for exam dates and assignment deadlines. Each chapter will have an accompanying Echo lecture available.

Course Schedule

Week 1 -

Watch the Course Intro Video and read the syllabus carefully; if you have questions, please ask them

Review course modules and module objectives

Read Chapter 2 and watch the accompanying lecture

Week 2

Read Chapters 1 and 3 and watch the accompanying lectures

Course Companion Workbook (CCW) p. 256

Week 3

Review using Kahoot

Make sure you've used Canvas resources in Module 1

On Friday, take Exam #1 over Module 1 - Chapters 1- 3

Week 4

Read Chapter 4 and watch the accompanying lecture

Make sure you have looked at exemplar article summaries in Canvas

Article Summary #1 due in Canvas

Week 5

Read Chapter 5 and watch the accompanying lecture

CCW p. 249, 251; CCW p. 269, 271, 272; CCW p. 259, 263

Cranial Nerve Presentation due in Canvas - also turn into class Google Folder so all classmates can use it to study

Week 6

Read Chapter 6 and watch the accompanying lecture

Review using Kahoot

Make sure you've used Canvas resources in Module

On Friday, take Exam #2 over Chapters 4-6

Week 7

Read Chapter 7 and watch the accompanying lecture

CCW p. 255, 279

Media Project - movie - due in Canvas

Week 8

Read Chapter 8 and watch the accompanying lecture

Review using Kahoot

Make sure you've used Canvas resources in Module

On Friday, take Exam #3 over Chapters 7 & 8

Week 9

Read Chapter 9 and watch the accompanying lecture

Circle of Willis model due

Week 10

Read Chapter 11 and watch the accompanying lectures

CCW p. 306-307; CCW p. 280-285 and 288-292

Week 11

Read Chapter 12 and watch the accompanying lecture

Week 12

Article Summary #2 due in Canvas

Media Project - book - due in Canvas

Week 13

Kahoot Review

Make sure you've used Canvas resources in Module

On Friday, take Exam #4 over Ch 9, 11, 12

Week 14

Read Chapter 13 and watch the accompanying lecture

Read Chapter 16 and watch the accompanying lecture

Practice a cranial nerve exam on a willing volunteer

Week 15

Final exam - 50% will be comprehensive and 50% will cover Chapters 13 and 16

Scheduled to be available all day on the Wednesday of Finals Week

** I like to be flexible in the workbook page due dates. They will be of greatest benefit to you if they are completed alongside the chapters that they illustrate and definitely before you take each module exam.

** On campus students are encouraged to schedule in-person exam reviews following each of the module exams. Off-campus students can review exams virtually. Email me for an appointment.

** The application exercises that are used in the on-ground version of this class are very helpful but were designed to be completed in-person and in small groups. If you are on campus and want to utilize these, drop by my office and I'll check them out to you. Feel free to organize yourself into two groups and look for ways to incorporate fully online students.

** Remember that NO PORTION of the class is to be shared with a student who will take the class in a later semester. This includes Kahoot links, Echo lectures, application exercises, etc.

** Setting up a brand new class in Canvas is hard and involves aligning lots of little details. If something doesn't look quite right, please don't hesitate to ask. If there's ever a discrepancy in due dates between Canvas and your syllabus - go with your syllabus.

** Exams are available on Friday from 6am to 10pm to allow for a variety of work and class schedules and are proctored using Proctorio for fully online students. Online students in Searcy will use the campus testing lab. If using Proctorio, make sure that the screen clearly shows your entire face to avoid any flags for cheating, which are automatically generated by the platform. Test questions are randomized between students so each student will take a different exam. This is purposeful to discourage talking to other students about your test - theirs will be different. Run your own race and remember that talking about your test constitutes academic dishonesty.

