

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**SPA3101: Speech Anatomy & Physiology (3 credit hours)**  
**Fall: 2024**  
Delivery Format: Online

---

**Instructor: Candice J. Adams-Mitchell, SLP.D.,CCC-SLP**

Office Number: HPNP 2125

Email Address: [c.adamsmitchell@ufl.edu](mailto:c.adamsmitchell@ufl.edu)

Office Hours: By appointment in HPNP 2125 or via zoom please schedule all appointments via <https://cadamsmitchell.youcanbook.me>

Preferred course communication method: **Canvas Inbox (email)**

### **Course Information**

Course web site can be found from the UF E-Learning (Canvas) page: <http://elearning.ufl.edu>

---

### **PREREQUISITES**

Communication sciences and disorders or health science major

---

### **PURPOSE AND OUTCOME**

#### **Course Overview**

This undergraduate level course entails the study of:

- A. Fundamentals and terms in reference to the body structures and their relation to each other,
- B. Anatomy and physiology of respiratory, laryngeal, articulatory, and deglutative systems.

#### **Relation to Program Outcomes**

**Standard IV. B:** Knowledge of basic human communication processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

**Standard IV. C:** Knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

**Standard IV. D:** Knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

**Standard V. A:** Skills in oral and written or other forms of communication sufficient for entry into professional practice.

#### **Course Objectives and/or Goals**

Upon completion of this course students will be able to:

- A. Analyze “what happens if” scenarios related to the respiratory system and determine appropriate principles and methods of prevention, assessment, and intervention, given biological, neurological, acoustic, psychological, developmental, and linguistic and cultural factors.
  - a. Using verbal and non-verbal (e.g. visual aids, dramatization) means of communication, produce an accurate depiction of the anatomy and physiology of the respiratory system to include appropriate terminology in reference to the body structures and their relation to each other.
    - i. Provide examples of how the structures of the respiratory system interact and interrelate during respiration

- ii. Distinguish between normal and abnormal respiratory functions, given etiologies, characteristics (anatomical/physiological, acoustic, psychological, developmental, and linguistic) and cultural correlates
        - 1. Locate body structures of the respiratory system
        - 2. Define their functions
- B. Analyze “what happens if” scenarios related to the laryngeal system and determine appropriate principles and methods of prevention, assessment, and intervention, given biological, neurological, acoustic, psychological, developmental, and linguistic and cultural factors.
  - a. Using verbal and non-verbal (e.g. visual aids, dramatization) means of communication, produce an accurate depiction of the anatomy and physiology of the laryngeal system to include appropriate terminology in reference to the body structures and their relation to each other.
    - i. Provide examples of how the structures of the laryngeal system interact and interrelate during laryngeal functions
    - ii. Distinguish between normal and abnormal laryngeal functions, given etiologies, characteristics (anatomical/physiological, acoustic, psychological, developmental, and linguistic) and cultural correlates.
      - 1. Locate body structures of the laryngeal system
      - 2. Define their functions
- C. Analyze “what happens if” scenarios related to the articulatory system and determine appropriate principles and methods of prevention, assessment, and intervention, given biological, neurological, acoustic, psychological, developmental, and linguistic and cultural factors.
  - a. Using verbal and non-verbal (e.g. visual aids, dramatization) means of communication, produce an accurate depiction of the anatomy and physiology of the articulatory system to include appropriate terminology in reference to the body structures and their relation to each other.
    - i. Provide examples of how the structures of the articulatory system interact and interrelate during articulatory functions
    - ii. Distinguish between normal and abnormal articulatory functions, given etiologies, characteristics (anatomical/physiological, acoustic, psychological, developmental, and linguistic) and cultural correlates.
      - 1. Locate body structures of the articulatory system
      - 2. Define their functions
- D. Analyze “what happens if” scenarios related to the deglutative system and determine appropriate principles and methods of prevention, assessment, and intervention, neurological, acoustic, psychological, developmental, and linguistic and cultural factors.
  - a. Using verbal and non-verbal (e.g. visual aids, dramatization) means of communication, produce an accurate depiction of the anatomy and physiology of the deglutative system to include appropriate terminology in reference to the body structures and their relation to each other.
    - i. Provide examples of how the structures of the deglutative system interact and interrelate during deglutative functions
    - ii. Distinguish between normal and abnormal deglutative functions, given etiologies, characteristics (anatomical/physiological, acoustic, psychological, developmental, and linguistic) and cultural correlates
      - 1. Locate body structures of the deglutative system
      - 2. Define their functions

## **Instructional Methods**

### ***Asynchronous Online Course***

### **How is this course a flipped learning course?**

This course utilizes a flipped learning approach, which combines educational media, technology, and asynchronous elements to enhance your learning experience. You will engage with a variety of materials, including recorded lectures, asynchronous discussions, and assessments such as quizzes and exams. All lectures are recorded and available on Canvas. It is expected that you review all lectures and complete any associated exercises before participating in the asynchronous class activities for each week. The focus of our online class time will be on reviewing lecture material, addressing your questions, and facilitating meaningful discussions and critical thinking through case studies.

The synchronous elements of the course are designed to support your understanding and integration of the concepts covered. They are not intended to introduce new material. To succeed, you should be well-acquainted with the textbook, assigned articles, lecture notes, and discussion topics.

### **What is expected of you?**

You are expected to actively engage in the course throughout the semester. Active engagement involves reviewing all posted materials before participating in course activities, consistently contributing to discussions and group assignments, and being a responsible team member. This preparation ensures you have the necessary knowledge and practice to participate effectively in higher-level learning during assessments and course activities. Your engagement enriches the learning experience for both yourself and your peers, supporting mastery of the course objectives.

## **DESCRIPTION OF COURSE CONTENT**

### **Topical Outline/Course Schedule**

[See Appendix A below.](#)

### **Course Materials and Technology**

#### ***Recommended materials:***

- Anatomy and Physiology for Speech, Language, and Hearing, 6<sup>th</sup> ed by Seikel, J.A., King, D.W., and Drumright, D.G.
- Online Software Lessons (Anatesse)
- This course may also utilize journal articles and external video resources.
- [Visible Body](#) may be used for assignments

#### ***Teaching Strategies:***

- Readings: Textbook, journal articles
- Lectures/Audiovisuals: PowerPoint presentations and internet links
- Discussion board activities
- [Visible Body](#) may be used for assignments
- Group presentations

#### ***Technical Support***

***For technical support for the materials posted in the course e-Learning site, activities, and assessments, please post in the appropriate discussion or contact your TA.***

For all other technical support for this class, please contact the UF Computing Help Desk at:

Phone Number: (352) 392-HELP (4357) Option 2

Email: [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)

Webpage with Chat: [UF Computing Help Desk](#)

## **ACADEMIC REQUIREMENTS AND GRADING**

### **Assignments**

#### ***Quizzes & Exams***

##### **Quizzes**

There will be 8 quizzes totaling 425 points. The points per quiz may vary, but the total quiz points available this semester will be 425 points. Quizzes are the primary assessment tool and will gauge your learning throughout the course. They are designed to help you stay engaged with the lectures and readings and to ensure that you understand the key concepts. As you go through your textbook, I recommend taking notes in your own words to prepare for the quizzes.

Quizzes will be administered through Canvas, and once you open a quiz, you must complete it within the allotted time, which will vary. The quizzes will include a combination of multiple-choice, matching, and true/false questions. Exams will also be taken on Canvas using a Lockdown Browser, without access to your textbook or notes. Commonly missed questions will be discussed in class after grades have been posted.

To maintain academic integrity and prevent the sharing of course assessments, quizzes will not be reopened for review of incorrect answers. If you wish to review and discuss your quiz, please arrange a meeting with Dr. CAM or the course TA.

#### ***Assignments***

##### **Lab Assignments**

Throughout the semester, there will be engaging lab assignments designed to reinforce the course material and encourage you to think about it from different perspectives. These assignments will provide hands-on experience with the concepts discussed in lectures and readings, making the learning process both fun and practical.

We will meet online during our scheduled chat times to work on these lab assignments together. While online chats are not mandatory, participating during these sessions can be very helpful. If you are unable to join a live session, please watch the recording and complete the assignment on your own by the due date.

To receive full credit for a lab assignment, it must be submitted on time and demonstrate at least 80% accuracy. Late submissions or those that do not meet the 80% accuracy threshold will not receive full credit. These assignments are an essential part of your learning journey and will help solidify your understanding of the material, so I encourage you to approach them with enthusiasm and diligence

##### **Anaquest**

Anaquest is an external web-based tool that will provide supplemental information for your lectures. At the end of each required module (which are assigned on the course pages) will end with a set of questions, which will comprise the graded component. You must receive a score of at least 80% on the module to receive full credit. These modules are extremely beneficial when studying for quizzes so please take time to complete them. The Anaquest Modules are due at the end of each week on Saturday at 11:59 PM.

**\*\* Please note that for *all assignments*, spelling and grammar will be part of the grading rubric.**

## Projects

### Public Awareness Campaign on Speech and Hearing Disorders

The objective of this project is for students to work in groups to create a public awareness campaign that educates the general public about a specific speech or hearing disorder. The campaign should effectively communicate the anatomy and physiology underlying the disorder, highlight the importance of early detection, and provide information on treatment options.

#### Project Requirements:

1. **Selection of Disorder:**
  - Each group will choose a specific speech or hearing disorder (e.g., aphasia, stuttering, hearing loss). Approval of the chosen disorder by the instructor is required to ensure a variety of topics among groups.
2. **Educational Materials:**
  - **Posters:** Create at least two visually appealing and informative posters that can be used in public spaces (e.g., schools, clinics). The posters should highlight key anatomical structures, physiological processes, symptoms, and treatment options.
  - **Social Media Content:** Design a series of at least five social media posts (e.g., for platforms like Instagram, Twitter, or Facebook) that raise awareness about the disorder. Posts should include infographics, facts, and calls to action. Content should be designed for easy sharing and engagement.
  - **Video:** Produce a short (2-4 minute) video that explains the disorder, focusing on the anatomy and physiology, common symptoms, and the importance of early detection and treatment. The video should be accessible and engaging for a general audience.
3. **Campaign Strategy Document:**
  - Write a 2-3 page document outlining the overall strategy for the campaign, including the target audience, key messages, distribution plan for materials, and how success will be measured. The document should also include references to the academic literature on the chosen disorder, explaining the scientific basis for the content.
4. **Presentation:**
  - Each group will present their campaign to the class in a 10-15 minute recorded presentation. The presentation should cover the disorder, the anatomy and physiology involved, the campaign strategy, and examples of the educational materials created.
5. **Peer Review:**
  - Groups will participate in a peer review process where they provide feedback on another group's campaign. Each group will receive feedback from at least two other groups.

#### Grading

<i>Requirement</i>	<i>Due date</i>	<i>Points or % of final grade (% must sum to 100%)</i>
<b>Quizzes</b>	See Schedule	425 pts
<b>Public Awareness Campaign on Speech and Hearing Disorders</b>	See Schedule	100 pts
<b>Anaquest Software</b>	Ongoing	50 pts
<b>Lab Assignments</b>	See Weekly Schedule	25 pts
<b>Total</b>	<b>For the Semester</b>	<b>600 pts or 100%</b>

**Point system used** (*i.e., how do course points translate into letter grades*).

% of pts	93-100	90-92	87-89	83-86	80-82	77-79	70-76	67-69	63-66	60-62	Below 60
# of pts	558-600	540-557	522-539	498-521	480-497	462-479	402-461	378-401	360-377	300-314	Below 360
Letter grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A. In addition, the Bachelor of Health Science Program does not use C- grades.

**Letter grade to grade point conversions are fixed by UF and cannot be changed.**

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the [Grading and Grade Policies](#) posted by the Registrar's Office.

**Attendance:**

In an asynchronous online course, active participation is crucial to your success and the overall dynamic of the class. While we do not meet in real-time, your engagement through discussions, assignments, and other course activities is expected and essential. Your contributions—whether through questions, comments, or observations—enrich the learning experience for everyone and reflect your professionalism.

The University values the fulfillment of your responsibilities as a student, and consistent participation is mandatory. Even though we do not have scheduled class meetings, it is your responsibility to stay informed about course updates, including announcements, changes to requirements, and any other pertinent information.

If you face circumstances that might impact your ability to participate fully, please communicate with me as soon as possible. Excused absences or accommodations are determined at my discretion and require proper documentation to be considered.

**Missed Quiz Policy.** If you must miss a test or quiz due to sickness or emergency, you must call or email the instructor before class time that day, or you will not be allowed to make it up. It is your responsibility to schedule a time to take that quiz or test before the next class meeting. You will receive a grade of ZERO if you miss an assignment, quiz or exam without prior approval from Dr. CAM.

No make-up tests will be scheduled any later than 1 week after the missed exam. If you miss a class, it is your responsibility to get the notes from another student. Any requests for make-ups due to technical issues **MUST** be accompanied by the ticket number received from LSS when the problem was reported them them. The ticket number will document the time and date of the problem. You **MUST** e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

**If you know in advance that you will be missing a class due to an excused absence, you must alert the instructor and reschedule your quiz or test before the event. Forgetting to login to class or misreading the syllabus are not considered valid reasons for missing a quiz or test. Quiz Policy:**

If you cannot complete an exam or quiz on time due to illness or medical/family emergency, you are required to contact the instructor prior to the deadline. In such cases, you will be required to provide written documentation of your illness/ emergency.

#### **Policy Related to Make Quizzes, Assignments, or Other Work**

Personal issues with respect to grade or fulfillment of course requirements will be handled on an individual basis.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with [university policies that can be found in the online catalog from this link](#) unless otherwise noted in this syllabus.

#### **Policy Related to Technical Issues**

Any requests for make-ups due to technical issues **must** be accompanied by the ticket number received from the UF Computing Help Desk created when the problem was reported to them. The ticket number will document the time and date of the problem. You **must** e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

#### **Policy Related to Clinical Certification Standards:**

If you perform below expected levels on an assignment that is used to assess your attainment of a clinical certification standard, you may be asked to complete remedial work to demonstrate your competency in the particular area. The remedial work may take place after the course has been completed and your performance on the remedial work will be related to your overall attainment of the critical knowledge and skills objectives that are used in determining your suitability for clinical certification.

## **STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

### **Expectations Regarding Course Behavior**

#### ***Etiquette and Professionalism***

All members of the class are expected to follow rules of common courtesy in all email messages, class discussions and activities. You are expected to login on time and to participate in class discussions. Your engagement in class activities will be factored into the appraisal of your participation and professionalism.

#### **Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

***“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”***

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

***“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”***

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see [Student Conduct and Honor Codes](#) information at the Dean of Students Office website or the [Academic Expectations](#) information at the

Graduate School website for additional details. Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### **Online Faculty Course Evaluation Process**

Students are expected to provide feedback on the quality of instruction in this course by completing online [Faculty Course Evaluations](#). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. [Summary Results](#) of these assessments are available to students.

### **Recording Within the Course:**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

---

## **SUPPORT SERVICES**

### **Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, you must register with the [Dean of Students Office Disability Resource Center](#) (DRC) within the first week of class. The DRC will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **Course Reserves**

As mentioned above, this course may utilize the electronic course reserve service offered by the George A. Smathers Libraries. Under the Rehabilitation Act and the Americans with Disabilities Act, students with disabilities have the right to equal access, use and benefit of the course materials that have been placed on reserve in the Libraries.

- Students who have registered with the University of Florida Disability Resource Center should initiate their request for assistance and accommodation in accessing these materials.
- The Center will work with the Libraries Course Reserve Unit to provide accessible course materials
- All information submitted by the student to the Libraries in fulfilling the request for accommodation will be kept confidential.

### **Counseling and Student Health**

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.



[The Counseling and Wellness Center](#) (352-392-1575) offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Online and in person assistance is available.

If you are feeling overwhelmed or stressed, you can reach out for help through the [You Matter We Care](#) website, which is staffed by Dean of Students and Counseling Center personnel.

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the [Student Health Care Center](#) website.

Crisis intervention is always available 24/7 from the [Alachua County Crisis Center](#) at (352) 264-6789.

---

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance

#### **INCLUSIVE LEARNING ENVIRONMENT**

Public health and health professions are based on belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace the University of Florida's Non-Discrimination Policy, which reads:

***“The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans’ Readjustment Assistance Act.”***

---

If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the [Office of Multicultural & Diversity Affairs](#) website.

## Appendix A

**Class Schedule (Please note class schedule is subject to change. Changes will be announced.)**

<i>Week</i>	<i>Date(s)</i>	<i>Topic(s)</i>	<i>Readings</i>	<i>Synchronous Session and live lecture</i>	<i>Quizzes and/or Assignments due</i>
1	8/22 to 8/24	8/22: Introduction and Syllabus  Basic Elements of Anatomy	Syllabus Text Chapter 1 Appendix A Appendix B	Course Introduction  Basic Elements of Anatomy: terminology; building blocks	<b>Introductions and Impressions of A&amp;P for Speech due in Canvas by Saturday 8/24/24.</b>
2	8/25 to 8/31	8/27: Basics of Anatomy  8/29: Cranial Nerves	Text Chapter 1	Basic Elements of Anatomy: terminology; building blocks  Anatomy of Respiration: support structures; movement of air; muscles of inspiration; muscles of forced expiration  Cranial Nerves	
3	9/1 to 9/7	9/3: Anatomy of Respiration  9/5: Anatomy of Respiration	Text Chapter 2	Anatomy of Respiration: support structures; movement of air; muscles of inspiration; muscles of forced expiration	<b>In Class Lab Activity: Bring a white apron and colored sharpie markers to class on 9/5. Online Section Due: 9/7/24 11:59 PM</b>
4	9/8 to 9/14	9/10: Physiology of Respiration  9/12: Physiology of Respiration	Text Chapter 3	Physiology of Respiration: measurement of respiration; respiration for life; volumes of capacity; pressures of the respiratory system; effects of posture on speech; pressures and volumes of speech	<b>Chapter 1 and 2 Quiz 9/10/24 during class.  Online Section Due: 9/11/24 11:59 PM. You will need your laptop or tablet with Honorlock lockdown browser.</b>

5	9/15 to 9/21	9/17: Anatomy of Phonation 9/19: Anatomy of Phonation	Text Chapter 4	Anatomy of Phonation: phonation mechanism; laryngeal musculature	
6	9/22 to 9/28	9/24: Anatomy of Phonation 9/26: Anatomy of Phonation	Text Chapter 4	Anatomy of Phonation: phonation mechanism; laryngeal musculature	<b>Chapter 3 Quiz 9/24/24 during class.</b> <b>Online Section Due: 9/25/24 11:59 PM. You will need your laptop or tablet with Honorlock lockdown browser.</b>
7	9/29 to 10/5	10/1: Physiology of Phonation 10/3: Physiology of Phonation	Text Chapter 5	Physiology of Phonation: Nonspeech laryngeal function; laryngeal function for speech; clinical considerations; linguistic aspects of pitch and intensity; theories of phonation	
8	10/6 to 10/12	10/8: Physiology of Phonation 10/10: Physiology of Phonation	Text Chapter 5	Physiology of Phonation: Nonspeech laryngeal function; laryngeal function for speech; clinical considerations; linguistic aspects of pitch and intensity; theories of phonation	<b>Chapter 4 Quiz 10/8/24 during class.</b> <b>Online Section Due: 10/9/24 11:59 PM. You will need your laptop or tablet with Honorlock lockdown browser.</b>
9	10/13 to 10/19	10/15: Anatomy of Articulation & Resonation 10/17: Anatomy of Articulation & Resonation	Text Chapter 6	Anatomy of Articulation and Resonation: Source-Filter Theory and vowel production; the articulators; bones of the face and cranial skeleton; dentition; cavities of the vocal tract; muscles of the face and mouth	
10	10/21 to 10/26	10/22: Anatomy of Articulation & Resonation 10/24: Anatomy of Articulation & Resonation	Text Chapter 6	Physiology of Articulation and Resonation; instrumentation in articulation; speech function	<b>Chapter 5 Quiz 10/22/24 during class.</b> <b>Online Section Due: 10/23/24 11:59 PM. You will need your laptop or tablet with Honorlock lockdown browser.</b>
11	10/27/ to 11/2	10/29/: Physiology of Articulation & Resonation 10/31: Physiology of Articulation & Resonation	Text Chapter 7	Physiology of Articulation and Resonation; instrumentation in articulation; speech function	

12	11/3 to 11/9	11/5: Physiology of Articulation & Resonation  11/7: Physiology of Mastication & Deglutition	Text Chapter 7 Text Chapter 8	Physiology of Mastication and Deglutition: mastication and deglutition; organizational patterns; neurophysiological underpinnings; reflexive circuits	<b>Chapter 6 Quiz 11/5/24 during class.</b>  <b>Online Section Due: 11/6/24 11:59 PM. You will need your laptop or tablet with Honorlock lockdown browser.</b>
13	11/10 to 11/16	11/12: Physiology of Mastication & Deglutition  11/14: Student Presentations:	Text Chapter 8  <b>ALL groups should submit their presentations by 11:55 pm on 11/10. Group presentation schedule will follow.</b>	Physiology of Mastication and Deglutition: mastication and deglutition; organizational patterns; neurophysiological underpinnings; reflexive circuits	
14	11/17 to 11/23	11/19: Quiz and Student Presentations:  11/21: Student Presentations:			<b>Chapter 7 Quiz 11/19/24 during class.</b>  <b>Online Section Due: 11/20/24 11:59 PM. You will need your laptop or tablet with Honorlock lockdown browser.</b>
15	11/26 to 11/30			THANKSGIVING BREAK	THANKSGIVING BREAK
16	12/1 to 12/7	12/3/24: Student Presentations (IF NEEDED) AND CHAPTER 8 QUIZ  12/5/24-NO CLASS (DR. CAM will be at ASHA)			<b>Chapter 8 Quiz 12/3/24 during class. You will need your laptop or tablet with Respondus lockdown browser</b>

**Rubric for Public Awareness Campaign Project**

Criteria	Exemplary (18-20 points)	Proficient (15-17 points)	Satisfactory (12-14 points)	Needs Improvement (9-11 points)	Unacceptable (0-8 points)	Points
<b>Content Accuracy</b>	Thorough and accurate explanation of the disorder's anatomy, physiology, symptoms, and treatment options.	Accurate explanation with minor gaps or omissions in details.	Basic explanation with some inaccuracies or omissions.	Incomplete explanation with significant inaccuracies.	Major inaccuracies or incomplete information.	<b>20 points</b>
<b>Educational Materials</b>	Materials are highly engaging, visually appealing, and effectively communicate complex information.	Materials are engaging and visually appealing, with minor areas for improvement.	Materials are clear but may lack some engagement or visual appeal.	Materials are difficult to understand or lack visual appeal.	Materials are incomplete, unclear, or not engaging.	<b>20 points</b>
<b>Campaign Strategy</b>	Strategy is well-developed, with a clear target audience, key messages, and a solid distribution plan.	Strategy is well-developed with some minor gaps in planning or execution.	Strategy is basic, with some key elements missing or underdeveloped.	Strategy is poorly developed, with major gaps in planning or understanding of the target audience.	Strategy is incomplete or does not align with the project objectives.	<b>15 points</b>
<b>Presentation</b>	Presentation is clear, well-organized, and effectively communicates the campaign's goals and content.	Presentation is clear and well-organized, with minor areas for improvement.	Presentation is somewhat clear, but may be disorganized or lack focus.	Presentation is unclear, disorganized, or does not effectively communicate the campaign's goals.	Presentation is incomplete, unclear, or significantly disorganized.	<b>15 points</b>
<b>Team Collaboration</b>	Group worked effectively as a team, with clear roles and contributions from all members.	Group worked well together, with most members contributing equally.	Group collaboration was satisfactory, though some members contributed less than others.	Group collaboration was uneven, with significant disparities in contributions.	Group did not collaborate effectively, with little to no contribution from some members.	<b>10 points</b>
<b>Peer Review</b>	Provided constructive, detailed feedback to peers and incorporated peer feedback into the final campaign.	Provided constructive feedback and made some revisions based on peer feedback.	Provided basic feedback and made minimal revisions based on peer feedback.	Provided minimal or unclear feedback and did not incorporate peer feedback effectively.	Did not participate in peer review or provided inadequate feedback.	<b>10 points</b>
<b>Creativity and Innovation</b>	Campaign materials and strategy are highly creative, original, and innovative.	Campaign materials and strategy are creative, with some originality.	Campaign materials and strategy are somewhat creative but may rely on conventional approaches.	Campaign materials and strategy lack creativity or originality.	Campaign materials and strategy are uninspired or directly copied from existing sources.	