



Department of Speech-Language Pathology

## ***CSAD 2010 - Communication Disorders Through Film and Media***

### **I. Course Information**

**Course:** CSAD 2010 - Communication Disorders Through Film and Media

**Semester Credit Hours:** 3.0

**Course CRN and Section:** 22185 - OL1

**Semester and Year:** Fall 2017

**Course Start and End Dates:** 08/21/2017 - 12/10/2017

**Building and Room:** Online Venue - BLACKBOARD

### **II. Instructor Information**

**Professor:** Lisa Mary Presti

**Email:** lorenzol@nova.edu

**Office Hours:** By appointment

By appointment

### **III. Class Schedule and Location**

Day	Date	Time	Location	Building/Room
W	08/21/2017 - 12/10/2017	8:01 PM - 9:00 PM	On-line Course	Online Venue- BLACKBOARD

### **IV. Course Description**

Overview of communication disorders through a representation in films, literature, and media. This course provides an overview of speech, language, and hearing disorders from a clinical perspective.

Communication disorders will be examined through the perception of society. Prerequisite: COMP 1500.

Frequency: Every Winter and Fall.

### **V. Course Objectives / Learning Outcomes**

- 1) Describe the profession of speech-language pathology
- 2) Explain the characteristics of speech, language, hearing, and communication disorders
- 3) Describe the affective states of people with communication disorders

### **VI. Materials and Resources**

**Book Url:** [NSU Book Store](#)

### **Course Required Texts and Materials:**

Tanner, D. C. (2012). *Exploring communication disorders: A 21<sup>st</sup> century introduction through literature and media*. Second Edition Boston, MA: Pearson.

### **Recommended Materials:**

American Psychological Association (APA). (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

### **LIST OF SUGGESTED RESOURCES**

#### **1. Books and Articles:**

Anderson, N.B. & Shames, G. H. (2011). *Human communication disorders: An introduction*. Boston, MA: Pearson.

Aronson, J., Roth, J., Sacks, J., Weissberg, R. (Producers), & Aronson, J. (Director). (2000). *Sound and fury*. U.S.: New Wave Films.

Fogle, P. T. (2013). *Essentials of communication sciences and disorders*. Sacramento, CA: Delmar. (reading to be provided in class)

Justice, L. M. (2010). *Communication sciences and disorders: A contemporary perspective* (2<sup>nd</sup> ed.). Boston, MA: Allyn and Bacon. (reading to be provided in class)

Owens, R. E., Metz, D. E., & Farinelle, K. A. (2011). *Introduction to communication disorders: A lifespan evidence-based perspective* (4<sup>th</sup> ed.). Boston, MA: Pearson.

Plante, E., & Beeson, P.M. (2008). *Communication and communication disorders: A clinical introduction* (3<sup>rd</sup> ed.). Boston, MA: Pearson.

#### **B. Websites:**

American Psychological Association. (2012). *APA online*. Retrieved from <http://www.apastyle.org/>

American Speech-Language-Hearing Association. (2013). *Undergraduate students*. Retrieved from <http://www.asha.org/Careers/undergrad>.

Autism Speaks. (2013). Retrieved from <http://www.autismspeaks.org>.

National Aphasia Association. (2013). *Welcome to our organization*. Retrieved from <http://www.aphasia.org>.

National Parkinson's Foundation. (2013). Retrieved from <http://www.parkinson.org>.

The Stuttering Foundation. (2013). Retrieved from <http://www.stutteringhelp.org>.

Voice Foundation. (2013). Retrieved from <http://www.voicefoundation.org>.

## **VII. Course Requirements**

Canning, I., Sherman, E., Unwin, G. (Producers), & Hooper, T. (Director). (2010). *The king's speech* [Motion picture]. United Kingdom: Weinstein Productions.

Harris, L., Johnson, M. (Producers), & Cassavetes, N. (Director). (2004). *The notebook* [Motion picture]. United States: New Line Cinema.

Johnson, M. (Producer), & Levinson, B. (Director). (1988). *Rain man* [Motion picture]. United States: United Artists.

Kennedy, K., Kilik, J. (Producers), & Schnabel, J. (Director). *Diving bell and butterfly* [Motion picture]. France: Canal.

Nichols, M., Rudin, S. (Producers), & Nichols, M. (Director). (1991). *Regarding Henry* [Motion picture]. United States: Paramount Pictures.

Sugarman, B., Palmer, P. J. (Producers), & Haines, R. (Director). (1986). *Children of a lesser God* [Motion picture]. United States: Paramount Pictures.

## 1. Review of movies related to communication disorders

You will write a 2-3 double-spaced page paper on each of the seven movies. The six movies which you will review are: *Rain Man*, *Still Alice*, *King's Speech*, *Regarding Henry*, *Diving Bell and the Butterfly*, and *Children of a Lesser God*. The seventh movie is your own selection but it must relate to communication disorders (I have provided a list at the end of the assignment description. You will need to receive instructor permission if you want to review a seventh movie which is not included on the list)

The assignment needs to be written using the APA 6<sup>th</sup> edition. Each assignment should include a title page, body of the paper, and a separate reference page.

### **You should answer the following questions in your paper:**

What was the communication disorder portrayed in the movie?

Describe the disorder based on the movie plot and characters.

How does this compare to the description of the disorder in your texts and readings?

Was the communication disorder portrayed accurately?

Was the inclusion of the communication disorder necessary for the story plot? If so, why?

Did the movie include stereotypes about the communication disorder? If so, what were they?

What barriers did the person with the communication disorder face? Were these overcome and how?

How did people in the character's environment react to the communication disorder?

What is your personal reaction to the communication disorder examined in the movie?

### **List of additional movies you can view**

*Rory O'Shea was Here*

*The Other Sister*

*Iris*

*Lovely Still*

*Autism: The musical*

*My Left Foot*

*What's Eating Gilbert Grape*

*The Miracle Worker*

*One Flew over the Cuckoo's Nest*

*A Fish Called Wanda*

*Nell*

*Temple Grandin*

*Theory of Everything*

*The Notebook*

*You're Not You*

*The Vow*

*Caroline of Virginia*

*Rocket Science*

## VIII. Course Schedule and Topic Outline

Class schedule subject to modification, but not without prior notification.

DATE	TOPIC- <u>ONLINE</u> section	PREPARATORY ASSIGNMENTS
Sessions	Standards:	
Session 1	Introductions, ground rules, expectations & goals Course requirements- Syllabus: policies, objectives, assignments, grading criteria, etc. Overview of Communication Disorders	Review syllabus and BB Read: Tanner, Chapter 1
Session 2	Characteristics and Treatment of Stuttering Voice Disorders and Treatment	Read: Tanner, Chapter 2 and 3
Session 3	How we Speak Phonetics Articulation and Phonological Disorders and Treatment	Assignment Due: <i>The King's Speech</i> Read: Tanner: Chapter 4
Session 4	What is language? Language disorders Augmentative and Alternative Communication (AAC)	Read: Tanner: Chapter 5 Read: Justice pp. 148-174
Session 5	How we hear Types of hearing loss, hearing testing and treatment	Assignment Due: <i>Rain Man</i> Read: Tanner: Chapter 6
Session 6	Mid-Term Review and Exam opens	Assignment: <i>Diving Bell and the Butterfly</i>
Session 7	Motor Speech Disorders	Assign: <i>Children of a Lesser God</i> Read: Tanner: Chapter 7
Session 8	Dysphagia- Swallowing Disorders Begin Aphasia	Read: Tanner: Chapter 8 and 9 Fogle: pp 26-45
Session 9	Aphasia and Dementia	Read: Tanner: Ch 9 and 10
Session 10	Head and Neck Injuries	Assignment: <i>Still Alice</i> Read: Tanner: Chapter 10
Session 11	Clinical and Educational Requirements of the Profession	Assignment: <i>Regarding Henry</i> Read: Tanner: Chapter 11
Session 12	Presentations	Assignment: Movie review of self-selected movie
Session 13	Presentations	

<b>Session 14</b>	<b>Presentations</b>	
<b>Session 15</b>	<b>Final Exam Review and Exam Opens</b>	

## IX. Grading Criteria

Your final grade is determined by your performance on a number of different tasks:

**Final Course Grade:**

	Rubric to be used for movie review papers				
	<b>Writing across the Curriculum Rubric</b>				
<b>Criteria</b>	<b>Levels of Proficiency</b>				
	<b>Doesn't Meet</b>			<b>Meets</b>	<b>Exceeds</b>
	<b>F (0-59)</b>	<b>D( 60-69)</b>	<b>C (70-79)</b>	<b>B (80-89)</b>	<b>A (90-100)</b>
<b>Composition</b> Uses well composed sentence & paragraph structure (e.g., wording, syntax, strong paragraphs) & correct vocabulary/education terms	doesn't meet college level standards	6+ errors per paper	4-5 errors per paper	2-3 errors per paper	0-1 errors per paper
<b>Grammar &amp; Mechanics</b> Uses correct grammar (e.g., active voice, tense, pronoun reference), mechanics (e.g., commas, semi-colons) & spelling	doesn't meet college level standards	13+ errors per page	9-12 errors per page	6-8 errors per page	0-5 errors per page
<b>APA Format</b> Applies APA format (i.e., title page, spacing, page numbers, headings, citations & references)	doesn't meet APA standards	6+ errors per paper	4-5 errors per paper	2-3 errors per paper	0-1 errors per paper

--	--	--

### **Grading Scale:**

The grading policy is documented in the University Handbook (what grade reflects an "A", "B", etc.).

Alpha Grade	Scale	Percentage
A	4.0	94-100
A-	3.7	90-93
B+	3.3	87-89
B	3.0	83-86
B-	2.7	80-82
C+	2.3	77-79
C	2.0	74-76
C-	1.7	70-73
D+	1.3	68-69
D	1.0	67-68
F	0.0	66 and below

### **TIMELINE FOR FEEDBACK FROM FACULTY**

Faculty members will respond in a maximum of 48 hours to an e-mail request. This does not apply to weekends or legal holidays. Assignments will typically be graded within 1 week unless otherwise noted. More rigorous and sophisticated assignments may require more than a 1 week turn around.

## **X. Course Policies**

### **Syllabus Statement:**

Class content throughout this course may be recorded in accordance with the NSU Class Recording Policy. If class content is recorded, these recordings will be made available to students registered for this course as a supplement to the classroom experience. Recordings will be made available to all students who were registered to attend the live offering of the class, regardless of a students' section or discipline, or whether the student is participating in the course online. If recordings are intended to be accessible to students or third parties who were not registered for the live offering of the class, students' personally identifiable information will be removed or redacted from the recording, unless (1) their written consent to such disclosure was previously provided, or (2) the disclosure is permissible in accordance with the Family Educational Rights and Privacy Act ("FERPA").

Students are prohibited from recording audio or video, or taking photographs in classrooms (including online classes) without prior permission from the instructor or pursuant to an approved disability accommodation,

and from reproducing, sharing, or disseminating classroom recordings to individuals outside of this course.

Students found engaging in such conduct will be in breach of the Student Code of Conduct and subject to disciplinary action.

Students are responsible for complying with the College of Health Care Sciences Student Handbook policies on Attendance, Dress Code and Conduct, Academic Honor, and Academic Affairs. Students are expected to prepare reading assignments ahead of each session and to actively participate in the online and on campus class sessions, **as applicable**. The following policies will apply to this class:

## **CLASSROOM RULES OF CONDUCT**

### **Netiquette:**

In a traditional classroom, students are reminded that behavior that disrupts the class or interferes with other students and their ability to learn is unacceptable. Any person engaged in disruptive behavior receives a written warning from the instructor. Students who continue to engage in disruptive behavior after this warning may be administratively withdrawn from the course. Similarly, in an online course, any electronic postings, emails, or electronic messages that disrupt the class or interfere with learning goals and objectives are unacceptable. Electronic communication—the backbone of online courses—must be civil, respectful, and cordial at all times. Any posting that disrupts or interferes with learning will be removed, and the author of the posting will receive a written warning. A second disruptive posting will cause the author to be administratively withdrawn from the course.

**Dress:** Students are expected to abide by the student dress code. Students must attend class dressed in appropriate attire or they will be sent home to change clothing. In such cases, students will be considered late or absent.

For online live and/or collaborate courses, students must be in proper dress code. Failure to do so may result in referral to the Committee on Student Progress for disciplinary action.

Attendance and participation in each class/chat session **is expected**. All reading assignments and review of materials must be completed prior to the session dates posted. If an absence is anticipated, the student should contact the instructor prior to the class to negotiate what the student can do to make up for the absence from class. If an emergency arises and the student cannot reasonably alert the instructor, the student should contact the instructor as soon as possible to negotiate how the class can be made up.

Additional assignments may be imposed at the time the absence is discussed with the instructor. Grade reductions may be imposed, if more than one absence occurs. Such a reduction in grade will be reported to the student in writing at the time it is imposed.

**Tardiness:** Every student is expected to be on time for all class/chat sessions. If a student demonstrates a pattern of tardiness (late for class/chat more than once), **a grade reduction may be imposed by the instructor**

## **XI. University Policies**

**STUDENTS WITH DISABILITIES:** Nova Southeastern University provides reasonable accommodations for qualified students with a documented disability. For more information about the ADA policy, services and procedures, please contact the Office of Student Disability Services at 954-262-7185 or visit <http://www.nova.edu/disabilityservices>.

**CHCS EFFECTIVE WRITING CENTER:** If you need some one-on-one help to improve your writing skills, you can make an appointment with one of the coaches in the HPD library. For more information or to make an appointment, go to <http://nova.campusguides.com/hpdwritingcenter/appointments>.

**HENDERSON STUDENT COUNSELING CENTER:** The counseling center is staffed by licensed mental health professionals, a licensed psychologist and a psychiatrist. For more information, please call 954-424-6911 or visit <http://www.hendersonbh.org/studentcounseling>.

### **Academic Standards**

The university is an academic community and expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The university can function properly only when its members adhere to clearly established goals and values. Accordingly, the academic

standards are designed to ensure that the principles of academic honesty are upheld.

The following acts violate the academic honesty standards:

**1. Cheating**—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise

**2. Fabrication**—intentional and unauthorized falsification or invention of any information or citation in an academic exercise

**3. Facilitating Academic Dishonesty**—intentionally or knowingly helping or attempting to help another to violate any provision of this code

**4. Plagiarism**—the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment.

**Unprofessional Conduct:** Behavior(s) unbecoming a professional, including but not limited to: violation of rules, inappropriate dress or language, private conversations during lectures and presentations, rudeness to the professor, classmates, or patients. Each violation will be placed in writing in the student's permanent file. Depending on the nature of the violation or in the event of two incidents, a student will be referred for disciplinary action to the Committee on Student Progress and may be reflected on the student's transcript.

**THE COURSE DIRECTOR RESERVES THE RIGHT  
TO MAKE REVISIONS TO THIS SYLLABUS AT ANY TIME.**