

Eastern Illinois University
Revised Course Proposal
Senior Seminar

EIU 4157G, Impact of Communication Disorders: Adjusting to Cultural Demands

1. Catalog description in the style of the University Catalog, showing

- a) EIU 4157G;
- b) Impact of Communication Disorders: Adjusting to Cultural Demands;
- c) (3-0-3);
- d) On demand;
- e) Impact Com Dis;
- f) The verbal demands of the modern media-based society impact an individual's social, emotional, educational, and vocational prospects. Students explore and experience the limitations imposed by various deficits in communication.
- g) Completion of 75 hours; Majors in Communication Disorders & Sciences are excluded.
- h) Fall 2006.

2. Student Learning Objectives and Evaluation

a) **Learning Objectives:**

- (1) Students will compare and contrast the impact that communication disorders have on an individual's life within current cultural expectations (critical thinking, citizenship).
- (2) Students will integrate characteristics of communication disorders into experiential activities, reaction papers, debate, discussion, interviews, and written assignments (write/speak effectively, critical thinking)
- (3) Students will project and evaluate necessary modifications to their personal chosen career that would be required as a result of various communication disorders (critical thinking, citizenship).

- b) **Assessment:** Students will incorporate knowledge of their various professional disciplines to analyze the impact communication skills and disorders have on their career choice through a series of written papers, class discussions, and a presentation. Grades will be determined using a 90-100%=A, 89-80%=B, 79-70%=C, 69-60%=D, below 60%=F scale from the following:

3 Written Projects (student choice from the major units) @ 50 points each	150 points (43%) (Obj. 1, 2, 3)
Content Quizzes @ 5 points each in 10 units	50 points (14%) (Obj. 1, 2)
Final Project @ 100 points, 50 verbal; 50 written	100 points (29%) (Obj. 1, 3)
Final Exam @ 50 points	50 points (14%) (Obj. 2, 3)

- c) This course is not technology delivered.
- d) This course is not numbered between 4750-4999.
- e) This course is writing intensive. Fifty-seven percent (200/350 points) will be determined from written assignments. Students may choose from the three written projects or final project (written portion) to revise for the Writing Portfolio submission.

3. Outline of the Course

- a) Course will meet for 150 minutes once per week for 15 weeks.

<u>Week</u>	<u>Topic</u>	<u>Assignment</u>
1	Introduction to Communication Disorders - Major disorder categories - Incidence and prevalence of communication disorders Social Impact of Communication Disorders - History of perceptions of communication disorders - Social inclusion / exclusion of communication disorders	
2	Stuttering / Cluttering - Historical theories of fluency disorders - Emotional impact - Characteristics - Media Perceptions	Quiz
3	Voice Disorders - Voice Quality Disorders - Resonance Disorders & Cleft Palate - Cancer of the Larynx - Vocal Abuse and Misuse - Media Perceptions	Quiz
4	Articulation & Phonological Disorders - Sound Production - Dialect Differences - Structural Disorders - Functional Disorders - Media Perceptions	Quiz

5	Language Disorders - Syntax/Morphology Disorders - Semantic Disorders - Processing - Pragmatic Disorders – Executive Functions - Media Perceptions	Quiz
6	Language Disorders - Mental Impairment - Emotional Impairment - Learning Disabilities – Attention, Memory, etc. - Media Perceptions	Quiz
7	Literacy - Literacy - Narratives - Written Language - Media Perceptions	Quiz
8	Hearing Loss & Deafness - Conductive Hearing Loss - Sensorineural Hearing Loss - Sign Language & Culture of the Deaf - Other Hearing Impairments - Media Perceptions	Quiz
9	Motor Speech Disorders - Apraxia - Dysarthria - Cerebral Palsy - Dysphagia - Media Perceptions	Quiz
10	Traumatic Injury Disorders - Head Injuries - Head and Neck Cancers - Cognitive Disorders - Media Perceptions	Quiz
11	Aphasia - Types & Causes of Aphasia - Dementia - Neurological Regressive Disorders - Media Perceptions	Quiz
12	Assessment activities and begin Final Project Presentations	
13-14	Final Project Presentations	
15	Final Exam	

Students will be required to explore one of the suggested supplemental literature/media options in each unit. For three of the units, students will need to engage in an experiential project that applies information, such as a reaction paper, interview with an individual who has experienced the disorder, “trying on the disorder” in a social situation, etc. The final project requires that each student choose a communication disorder presented over the course of the semester. They should first explore it through books, films, articles and experiences to better understand it. Then they will analyze how having that disorder would impact them personally in their chosen profession/major and present it (verbal presentation to class and written summary) with concrete examples to the class. Interviews with experts or individuals having deficits in the chosen disorder area will be encouraged to provide a personal perspective.

b) This course is not technology delivered.

4. Rationale

- a) Purpose and need: Modern technology allows a large segment of individuals with communication disorders to co-exist with non-disabled individuals in our society. A better understanding of cultural perception, misconceptions, and expectations in regard to communication demands would be an asset for students from a variety of professional backgrounds. Assignments will emphasize realistic experiences for students to analyze and discuss at both oral and written levels. Integration of each student’s personal major will be accomplished in the final project/presentation.

- b) Course level and prerequisites: The philosophy for Senior Seminar requires a working knowledge of the student's major to incorporate its principles into class discussion and written assignments.
- c) Similarity to existing courses:
This is a course revision to EIU 4157G, which has not been offered due to faculty load constraints.
- d) Impact on Program(s):
This is an elective course within senior seminar requirements of general education; not available to CDS majors.

5. Implementation

- a) Dr. Gail Richard, will coordinate the course, which will be team-taught by not more than four faculty members in the Department of Communication Disorders & Sciences.
- b) No additional costs to students.
- c) Text:
Tanner, D. (2003). Exploring Communication Disorders: A 21st Century Introduction through Literature and Media. Boston, MA; Allyn & Bacon.

6. Community College Transfer

A community college course will not be judged equivalent to this course.

7. Date approved by the department or school 9-21-05

8. Date approved by the college curriculum committee 10-28-05

9. Date approved by CAA 12-16-05
