The University of Southern Mississippi
College of Health – Department of Speech & Hearing Sciences
COURSE SYLLABUS for FALL 2017

COURSE: Fundamentals of Speech & Hearing Sciences
SHS 202 [ Lecture, Section H001 ], and SHS 202L [ Lab, Section H001 ]

TIME: 202: M, W, F: 1:00-1:50  202L: See schedule below for test dates

PLACE: JBG 203 and ONLINE

FORMAT: 202: 3 hours credit; class lecture [ CANVAS supplement ]
202L: 1 hour credit; Computer Assisted Instruction [ CANVAS supplement ]

ACADEMIC HANDBOOK

DESCRIPTION: The basic principles concerning sound production and reception are presented. The relationship of these principles to the practice of speech pathology and audiology is established.

ASHA KASA content:
Standard III-B: The applicant must demonstrate knowledge of basic human communication… including their biological… and acoustical bases.
Audiology [ 3/2003 ]
Standard IV-B13: Foundations: The applicant must have knowledge of physical characteristics and measurement of acoustic stimuli.

SUGGESTED TEXT:
202: Raphael, L. J.  Speech Science Primer  Lippincott, Williams and Wilkins
202L: Classroom Instructional Booklet [ Bookstore ]

Online supplements: https://usm.instructure.com/login/canvas

INSTRUCTOR:
Dr. Amitava Biswas
[ Office Room 112, Phone 266-6118 ]
[ Office hours MWF 11 AM-1 PM ]
[ Updates will be posted on office door ]

EMAIL Amitava.Biswas@USM.EDU

FORMATIVE OUTCOMES ASSESSMENT: The 4 exams in this course for both SHS-202 and SHS-202L will be conducted in the classroom. These generally follow an objective [ listing, short answer, fill-in-the blank ] format. Correct items that are incorrectly spelled receive half-credit. Tentative examination dates are listed at the end of this course outline. Please enter these dates in your calendar. Each test contains separate sections, one for SHS-202 and the one for SHS-202L. Separate grades are reported for SHS-202 and SHS-202L.

SHS 202:   Four Tests each 100 pts = 400 pts
SHS 202L: Four Tests each 100 pts = 400 pts

SCORING: Your final grade in SHS 202 and 202L is computed separately.
GRADING SCALE: A= 90-100%; B=80-89%; C= 70-79%; D=60-69%

MISSED EXAMS: There are no make-up exams in either SHS 202 or SHS 202L:
A. If a student misses test 1, the following test counts double; A. If a student misses test 2, the following test counts double;
B. If a student misses test 3, the lowest score from tests 1 or 2 counts double;
C. If a student misses more than one test, each missed test [ after the first ] counts for zero points;
D. Students must take the final exam; a missed final exam counts for zero points.

Regular attendance and regular practice exercises are required but may not be directly graded.

OFFICIAL USM STATEMENT ADA Policy: If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures.
Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies. Address: The University of Southern Mississippi, Office for Disability Accommodations, 118 College Drive # 8586, Hattiesburg, MS 39406-0001. Voice Telephone: (601) 266-5024 or (228) 214-3232. Fax: (601) 266-6035. Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1-800-582-2233 (TTY) or email Suzy Hebert [Suzanne.Hebert@usm.edu].

Academic Honesty:
From the USM Undergraduate Bulletin: “When cheating is discovered, the faculty member may give the student an F on the work involved or in the course. If further disciplinary action is deemed appropriate, the student should be reported to the Dean of Students. In addition to being a violation of academic honesty, cheating violates the Code of Student Conduct and may be grounds for probation, suspension, and/or expulsion. Students on disciplinary suspension may not enroll in any courses offered by The University of Southern Mississippi.”

GENERAL:

Please avoid food and drinks during this class.

Please avoid using laptop during this class for other purpose.

Please avoid your laptop charging cable on the path of others.

Please avoid any undesirable activities when attending this class that can distract you and others from the instruction.

SHS 202 and 202L supplement one another; both courses should be completed in the same semester. Students who enroll in SHS 202L should attend the lecture sessions for supplementary exercises.

If you choose to withdraw from this [ or any course ], please initiate proper “drop” procedures. Instructors are required to assign a final letter grade of “F” to students who simply stop attending class.

Your instructor will not discuss grades over the phone, by email or text message for any reason. Please do not ask your instructor for your final grade. Final grades are available through your online SOAR account.

Please do not ask to take any exam [ including the final ] early or at different time; the University requires that students complete final exams only at the scheduled time.

The best time for questions is either during or immediately after class.

Please switch-off cell phones during class and formative assessments. Cell phones, Google glasses, Smart Watches, Google Watches, etc. should be switched-off and placed out of sight in back packs during formative assessments. Students are not allowed to photograph or in any way reproduce or distribute formative assessments.

Please bring a calculator with a log function to each class and formative assessments. Calculators can be used on tests, but cannot be shared with other students. Cell phones cannot be used as calculators on tests.

Please adopt a “buddy” [ a fellow class member ] to “cover” for you when you’re absent from course activities. Your buddy should pickup any handouts and take notes for you. Students are responsible for material covered during an absence.
A student with special medical problems should either contact his/her buddy or the instructor so we’ll know what to do in a medical emergency.

Students are responsible for accessing a computer that is suitable for viewing on-line supplement materials; these materials should be viewed well in advance of formative assessments; students who wait until the last minute make themselves vulnerable to unforeseen events such as power outages, equipment breakdowns, or natural disasters.

Keep in mind that topics in this (and other 200, 300, and 400 level) courses can serve as a foundation for the writing and speaking assignments in SHS 400 (Capstone course).

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<th>Module</th>
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<td>Time, Period, Amplitude, Frequency</td>
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<td>Spectrograms [ vowels, voiceless non-resonants ]</td>
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<td>Spectrograms [ voiced non-resonants ], speech rates, segmentation, meaning in communication</td>
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<td>13</td>
<td>Spectrograms [ resonant consonants ]</td>
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-Tentative Schedule: SHS-202 and SHS-202L. These tests will be conducted in the classroom.

- Wednesday, August 16th: First class meeting
- Wednesday, September 27th: Test 1 (Modules 1-4)
- Wednesday, October 25th: Test 2 (Modules 1-7)
- Wednesday, November 15th: Test 3 (Modules 1-9)
- Monday, December 4th: Test 4 (Modules 1-13) FINAL, Time: 1:30-4:00

REMEDICATION:
Students with unsatisfactory performance scores in this course may wish to consider the following remediation strategies.

I. Test preparation:
   A. organize and be thorough in your attempts at learning the material you need for tests;
   B. study from good notes- rewrite notes after class, check with other students or your course “buddy,” and use your textbook as a supplement as needed;
   C. avoid thinking you can cram just before tests (if you're cramming and your grade is not what you'd like, then cramming doesn't work for you);
   D. effective studying requires good time management (depending on who you are and a given course, days or weeks of prep time may be needed);
   E. strive for a relaxed state of concentration- study in a quiet, distraction free setting (avoid texting, TV, music, etc.)
   F. avoid speaking with fellow students who have not prepared, who express negativity, or who may distract your preparation;
   G. allow yourself plenty of time to arrive a little early at a test site;
   H. a study group may be a good approach for you (but it’s not for everyone).
II. Approach exams with confidence:
A. use whatever strategies you need to personalize success: visualization, logic, talking to yourself, practice, teamwork, journaling, etc.;
B. create "self-study" note cards; use the cards to test yourself;
C. if you're taking a "paper and pencil" test, then rehearse for the test by actually writing answers to your study questions (as opposed to simply "reading over your notes");
D. view exams as an opportunity to show how much you've studied and to receive a reward for the studying you've done (and the time invested).

III. Following some “healthy lifestyle” tips may help:  
A. get a good night's sleep the night before exams;
B. don't go to exams with an empty stomach- fresh fruits and vegetables are often recommended to reduce stress;
C. stressful foods can include processed foods, artificial sweeteners, carbonated soft drinks, chocolate, eggs, fried foods, junk foods, pork, red meat, sugar, white flour products, chips and similar snack foods, foods containing preservatives or heavy spices;
D. take a small snack or some other nourishment to help take you to remain focused;
E. avoid high sugar content (candy)- it may hurt more than help.

IV. During tests:
A. read directions carefully;
B. budget your test taking time- pace yourself according the number of items and the time allotted for the test;
C. focus on the question at hand- don't let your mind wander to other things;
D. change positions to help you relax;
E. if you go blank, don't perseverate (“dwell” on an item) - skip the item and go to the next one;
F. if you're taking an essay test and you go blank on the whole test, pick a question and start writing- it may trigger the answer in your mind;
G. don't panic when students start handing in their papers- there's no reward for finishing first;
H. write down important formulas, facts, definitions and/or keywords in the margin first so you won't worry about forgetting them.

V. Use relaxation techniques as needed:
A. relax- you are in control;
B. take slow, deep breaths;
C. pause- think about the next step and keep on task, step by step;
D. acknowledge what you have done, and are doing, your best.

VI. After tests, review how you did:
A. list the preparation strategies worked, and hold onto those;
B. list what did not work and eliminate those strategies; try new ones as needed.

RESOURCES:
http://www.testtakingtips.com/anxiety/
http://www.studygs.net/tstprp8.htm
http://www.testprepreview.com/test_anxiety.htm
Speaking Center: http://www.usm.edu/speaking-center
Student Counseling: http://www.usm.edu/student-counseling-services
Student Success Center: http://www.usm.edu/success
Writing Center: http://www.usm.edu/writing-center

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