The student will demonstrate basic knowledge of selected instrumentation that can be incorporated into the clinical assessment and management of persons with communication disorders.

Computer Literacy Content [ USM requirement ]

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Goal</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The student will demonstrate the ability to create a structured document- word processing</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>The student will demonstrate skill in electronic collaboration</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>The student will demonstrate the ability to create a structured document-spreadsheet</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>The student will demonstrate the ability to conduct online research</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>The student will demonstrate the ability to operate basic software used in communication disorders [ points awarded at the time of small-group meetings for Nasalance and Vff measurement modules ]</td>
<td>10</td>
</tr>
</tbody>
</table>

See course schedule for computer literacy assignment due dates

FORMATIVE OUTCOMES ASSESSMENT: Learning outcomes will be formally assessed with written examinations. Exams include “objective” [listing, short answer, fill-in-the-blank] items; half-credit is given for correct items that are misspelled. The exams are NOT cumulative. Tentative examination dates are listed at the end of this course outline. Please enter these dates in your calendar.

Small-group meetings are scheduled throughout the semester for “hands-on” experience with instrumentation. Students sign-up for Group A, B, or C early in the semester. Students earn points for attending and participating in each small group session. Be sure to enter your group meeting dates in your calendar.
GRADING: Your final grade is derived by adding following points. A percentage score is computed on the basis of the total number of points [A=90-100% B=80-89% C=70-79% D=60-69%].

Computer Literacy Competencies: 10 pts;
Lab exercises 1-5: 5x10= 50 pts;
Homework 1-5: 5x5=25 pts;
Tests 1-5: 5x30= 150 pts;
Total= 235 pts

MISSED EXAMS: There are no make-up exams in this course:

A. All students must complete computer literacy content;
B. If a student misses one test, the lowest score of other tests will be counted for the missed test.
C. If a student misses more than one test, each missed test [after the first missed test] 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.

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.

Bring a basic calculator with a log function to all meetings. Calculators can be used during formative assessments, but cannot be shared among students. Cell phones cannot be used as calculators during formative assessments.

Students are encouraged to spend additional time with the equipment during intervals when the class does not meet as a group. A graduate student may be available to assist upon request.
Please do not ask your instructor for your final grade. Final grades are available through your on-line SOAR account.

Please do not ask to take any exam early.

Your instructor cannot discuss grades over the telephone or by email.

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

Please switch-off cell phones during class and group meetings and formative assessments. Cell phones, Google glasses, Smart Watches, Apple 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 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.

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

In compliance with USM LEC guidelines 2/13/06 [ w w w usm.edu/lec/teaching resources syllabus.html ]

Writing and Speaking Resources for Students
The Writing Center,
Cook Library, Room 112, 601-266-4821
Writing Center: http://www.usm.edu/writing-center

The Writing Center is a free tutorial service available to any USM student who wants assistance with a writing project. They offer one-to-one writing instruction that’s designed to help students become more effective writers. They offer tutorial service on a walk-in basis or by appointment (on the hour for an hour). However, the appointments often book up several days in advance, so at some points during the year it is extremely difficult for us t o have enough tutors available for walk in appointments- so making an appointment is always a good idea.

During a session, a tutor will talk with you about your writing project, asking you questions that will help you clarify your thoughts, specify your purpose, and decide how to proceed. They will not write a paper for you- your writing is your own- but they will help you find ways to develop your ideas more fully and express them more effectively.

The Speaking Center
Cook Library 117, 601-266-4965
Speaking Center. http://www.usm.edu/speaking-center

The Speaking Center fosters the development of students’ skills as competent and ethical speakers. It provides personalized assistance with speaking assignments at any stage from generating topics to delivering the presentation and opportunity to rehearse, video record, observe, and discuss with a consultant present. Walk-ins will be seen on a first come, first served basis when the center is open. Appointments are recommended. The Speaking Center will not compose, write, or edit speeches for students, prepare visual aids, or guarantee a perfectly composed and/or delivered presentation.

Remediation:
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, team work, 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 that you have done, and are doing, your best.

VI. After tests, review how you did:
   A. list the preparation strategies that worked, and hold onto those;
   B. list what did not work and eliminate those strategies; try new ones as needed.
These suggestions sound like a lot of work, don’t they?

Resources:
http://www.testtakingtips.com/anxiety/
http://www.studygs.net/tstprp8.htm
http://www.testprepreview.com/test_anxiety.htm
Student Counseling: http://www.usm.edu/student-counseling-services
Student Success Center: http://www.usm.edu/success

Tentative schedule of class meetings, individual small group meetings and examinations:

This schedule may be changed according to availability of lab and instruments. CLE Upload requires two files, one MS-EXCEL and one MS-WORD. Each homework requires a written note of about 150-200 words in your own words on the corresponding instrumentation topic, citing at least two references. One internet and one book references are desirable.

<table>
<thead>
<tr>
<th>DAY</th>
<th>DAY</th>
<th>SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>THU</td>
<td>8/17</td>
<td>First class meeting</td>
</tr>
<tr>
<td>TUE</td>
<td>8/22</td>
<td>Three Group Formations - A B C, Computer Literacy Exercise</td>
</tr>
<tr>
<td>THU</td>
<td>8/24</td>
<td><strong>#1 Audiometer</strong> (attendance required by every student) CLE Upload Due</td>
</tr>
<tr>
<td>TUE</td>
<td>8/29</td>
<td>Only Group A required to attend, others to do homework</td>
</tr>
<tr>
<td>THU</td>
<td>8/31</td>
<td>Only Group B required to attend, others to do homework</td>
</tr>
<tr>
<td>TUE</td>
<td>9/5</td>
<td>Only Group C required to attend, others to do homework</td>
</tr>
<tr>
<td>THU</td>
<td>9/7</td>
<td><strong>Test #1 (Last Name A-M: 11:00) (N-Z: 11:40) Homework #1 Upload Due</strong></td>
</tr>
<tr>
<td>TUE</td>
<td>9/12</td>
<td><strong>#2 Sound Recorder</strong> (attendance required by every student)</td>
</tr>
<tr>
<td>THU</td>
<td>9/14</td>
<td>Only Group A required to attend, others to do homework</td>
</tr>
<tr>
<td>TUE</td>
<td>9/19</td>
<td>Only Group B required to attend, others to do homework</td>
</tr>
<tr>
<td>THU</td>
<td>9/21</td>
<td>Only Group C required to attend, others to do homework</td>
</tr>
<tr>
<td>TUE</td>
<td>9/26</td>
<td><strong>Test #2 (Last Name N-Z: 11:00) (A-M: 11:40) Homework #2 Upload Due</strong></td>
</tr>
<tr>
<td>THU</td>
<td>9/28</td>
<td><strong>#3 Otoscope</strong> (attendance required by every student)</td>
</tr>
<tr>
<td>TUE</td>
<td>10/3</td>
<td>Only Group A required to attend, others to do homework</td>
</tr>
<tr>
<td>THU</td>
<td>10/5</td>
<td>Only Group B required to attend, others to do homework</td>
</tr>
<tr>
<td>TUE</td>
<td>10/10</td>
<td>Only Group C to required attend, others to do homework</td>
</tr>
<tr>
<td>THU</td>
<td>10/12</td>
<td><strong>Test #3 (Last Name A-M: 11:00) (N-Z: 11:40) Homework #3 Upload Due</strong></td>
</tr>
<tr>
<td>TUE</td>
<td>10/17</td>
<td><strong>#4 Tympanometer</strong> (attendance required by every student)</td>
</tr>
<tr>
<td>TUE</td>
<td>10/24</td>
<td>Only Group A required to attend, others to do homework</td>
</tr>
<tr>
<td>THU</td>
<td>10/26</td>
<td>Only Group B required to attend, others to do homework</td>
</tr>
<tr>
<td>TUE</td>
<td>10/31</td>
<td>Only Group C required to attend, others to do homework</td>
</tr>
<tr>
<td>THU</td>
<td>11/2</td>
<td><strong>Test #4 (Last Name N-Z: 11:00) (A-M: 11:40) Homework #4 Upload Due</strong></td>
</tr>
<tr>
<td>TUE</td>
<td>11/7</td>
<td><strong>#5 Vocal Analyzer</strong> (attendance required by every student)</td>
</tr>
<tr>
<td>THU</td>
<td>11/9</td>
<td>Only Group A required to attend, others to do homework</td>
</tr>
<tr>
<td>TUE</td>
<td>11/14</td>
<td>Only Group B required to attend, others to do homework</td>
</tr>
<tr>
<td>THU</td>
<td>11/16</td>
<td>Only Group C required to attend, others to do homework</td>
</tr>
<tr>
<td>TUE</td>
<td>11/21</td>
<td><strong>Test #5 (Last Name A-M: 11:00) (N-Z: 11:40) Homework #5 Upload Due</strong></td>
</tr>
<tr>
<td>TUE</td>
<td>11/28</td>
<td>Review, no final exam</td>
</tr>
<tr>
<td>THU</td>
<td>11/30</td>
<td>Review, no final exam</td>
</tr>
<tr>
<td>Steps</td>
<td>Goal</td>
<td>Points</td>
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</tbody>
</table>
| 1     | The student will demonstrate the ability to create a structured document—word processing:  
   A. Create a document with the following information: Name, USM ID #, Current phone number.  
   B. Save the file on your computer. Use the file as an attachment for Assignment 2. | 2 |
| 2     | The student will demonstrate skill in electronic collaboration:  
   A. Send an e-mail to your instructor Amitava.Biswas@usm.edu with a Word document attached:  
     (1) Subject line of e-mail should state—Assignment 2;  
     (2) Attach the document that you created in Assignment 1 to the email and send.  
     Yes, when you submit Assignment 2, you are actually completing Assignments 1 and 2. | 2 |
| 3     | The student will demonstrate the ability to create a structured document—spreadsheet:  
   A. Use MS Excel to create a simple spreadsheet  
     (1) The top of the spreadsheet should list the following:  
       (a) Your name, USM ID #, Assignment 3  
     (2) The data area of the spreadsheet should consist of:  
       (a) A column consisting of 4 names;  
       (b) A second column consisting of arbitrary ages;  
       (c) A separate formula cell under the ages column showing the average age.  
   B. Upload via email as explained by your instructor. | 2 |
| 4     | The student will demonstrate the ability to conduct online research:  
   A. Use any popular search engine [e.g., Google, Yahoo, Alta Vista] to locate internet links to:  
     (1) three Universities that offer a masters degree in communication disorders;  
     (2) three job positions in communication disorders.  
   B. Open a blank Word document, then:  
     (3) Enter your name, USM ID #, Assignment 4 at the top of the page;  
     (4) either type or "cut and paste" all six links [from step A above] on separate lines in the document.  
   C. Upload via email as explained by your instructor. | 4 |
|       | The student will demonstrate the ability to operate basic software used in communication disorders.  
   Points awarded during participation in small group meetings and exercises. | 10 |

**THIS EDITION HAS BEEN ADOPTED FROM A PREVIOUS EDITION BY DR LEELEN TERRIO**