

COMMUNICATION DISORDERS IN SOCIETY AND MEDIA

CDS 201 – CRN 24925 – Winter 2006

Professor: Karen McLaughlin 210 Education 346-2092
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Office hours: Monday 10:00-11:30 a.m. or by appointment

Course meetings: Mondays and Wednesdays, 2:00 – 3:50 in Chiles 128

Course Description and Objectives: Communication is one of the most fundamental human abilities, allowing individuals to convey needs, emotions, and ideas. It is the basic framework for creating and maintaining social relationships in all cultures. The human communication systems are anatomically and physiologically complex, and are subject to disruption due to developmental and acquired conditions. In turn, communicative disorders often form the basis for social exclusion or intolerance, leading to social isolation and impacted self identity for affected individuals. As members of a disability class, individuals with communication disorders are collectively underrepresented even in disability circles.

The purpose of this course is to examine certain cultural perceptions of communication disability and the impact on individuals affected by those conditions. Students will explore the reciprocal relationships between communication, societal expectations, and personal identity. The course will 1) provide students with basic knowledge of communication disorders and differences; 2) examine how these differences are portrayed in the popular media; and 3) compare media portrayals with actual examples.

Following this course, students will be able to:

- define and describe the characteristics and typical causes of disorders in speech, language, hearing, and cognition that impact communication;
- analyze and explain their own perceptions and biases regarding social communication;
- evaluate the accuracy and authenticity of media portrayals of communication disorders;
- analyze the personal accounts of individuals with communication disorders in terms of a broader social context
- identify the issues of collective identity and advocacy for individuals with disabilities.

This course leads to emerging knowledge to partially satisfy the following KASA (Knowledge and Skills Acquisition) requirements:

Standard III c. The applicant must <u>demonstrate knowledge</u> of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.	
Areas: 1, 2, 3, 4, 5, 7, 8	Evidence: 1, 2, 6, 8
Areas 1. Articulation 2. Fluency 3. Voice & Resonance 4. Receptive & Expressive Language 5. Hearing 6. Swallowing 7. Cognitive Aspects 8. Social Aspects 9. Communication Modalities	Evidence 1. Exams 2. Papers 3. Performance Evaluation 4. Presentation 5. Demonstrations/labs 6. Case Studies 7. Journal/Research Articles 8. Classroom Discussions

Course Materials: The main text for this course is → Tanner, D.C. (2003). Exploring communication disorders: A 21st century introduction through literature and media. Boston: Pearson.

Students will also purchase one of the following for their book group (these are available by special order at the UO or any local bookstore; or through online booksellers – you can often find used books here). If you have another book you'd like to select, talk with the instructor.

- Bayley, J. (1999). *Elegy for Iris*. New York, NY: Picador. (ISBN 312421117; Alzheimer's Disease)
- Berger, P.E. & Mensh, S. (1999). *How to conquer the world with one hand...and an attitude*. Merrifield, VA: Positive Power. (ISBN 966837819; stroke)
- Carlisle, J.A. (1985). *Tangled tongue: Living with a stutter*. Toronto: University of Toronto Press. (ISBN 0802065775; only used books available)
- Crimmins, C. (2000). *Where is the mango princess?* New York: Vintage. (ISBN 375704426; brain injury)
- Groce, N.A. (1985). *Everyone here spoke sign language: Hereditary deafness on Martha's vineyard*. Cambridge, MA: Harvard University Press. (ISBN 67427041x)
- Peek, F. (1996). *The real Rain Man*. Salt Lake City, UT: Harkness. (ISBN 965116301; autism)

Readings for the reaction papers will be posted on blackboard.

Class Format

The class meets two times per week for one hour and fifty minute sessions. Classes consist of lecture and large group discussion, media presentations, and individual and small group reflection tasks/discussion. In addition, examples of real individuals with communication disorders will be presented.

Course Requirements

1. **Quizzes** – 20 points each (80 points total)

Students will complete biweekly quizzes assessing knowledge of the communication disorders covered in the class. Each quiz will be objective, consisting of multiple choice, matching, and/or true/false questions. Quizzes will be taken on the days indicated in the course schedule, at the beginning of class. Students can reference chapter guides on blackboard to help focus their preparation.

2. **Reaction Papers** – 20 points each (40 points total)

Students will choose two (of three) short literary pieces to complete their reaction papers. For each piece, topics will be suggested for your response, generally involving analysis of the personal voice and societal environment reflected in the story. Papers will be graded on the thoughtfulness and clarity of your evaluation (e.g., not just giving facts from the piece or class), writing reflective of college level, mechanics, and proofreading. All papers should be typed, double spaced, in 12 point Times or Times Roman font, and 1-2 pages in length.

Due dates for the reaction papers correspond with when particular topics are covered. Students will choose from the following pieces (to be posted on blackboard):

#1 – due February 6th - Sedaris, D. (2000). *Me talk pretty one day*. New York: Back Bay. (ch. 1: *Go Carolina*, p. 3-15)

#2 – due February 20th - Ballin, A. (1985). The deaf mute howls. In T. Batson & E. Bergman (Eds.), *Angels and outcasts: An anthology of deaf characters in literature* (3rd ed., 294-306; excerpt). Washington, D.C.: Gaulladet College.

#3 – due March 3rd – Tanner, D.C. (2003). *The psychology of neurogenic communication disorders: A primer for health care professionals*. Boston: Allyn and Bacon. (excerpt from “Murder Challenged”, p. 97-103)

3. **Reading group discussion board and book critique** – 50 points

Students will join a “book club” consisting of four members and discuss the book using a blackboard discussion group set up for that purpose. Book choices are listed under course materials (although a group may choose another book with instructor’s approval). Students should begin posting no later than week 3 of the term. They will be graded on 1) contributing a minimum of one post per week for seven weeks; 2) initiating a minimum of two discussions over the term; and 3) the quality of contribution. Discussions will be monitored by the instructor but otherwise are only available to members of each group. The instructor may insert comments to the discussion. Each group should submit their names, book selection, and a reading schedule by Monday of week 3.

In addition, each student will *independently* write a critique of their book, similar to the reaction papers (and similarly graded). This is due by the end of dead week and is worth 20 of the 50 total points for this activity.

4. **Participation** – 15 points

Students will work together in collaborative learning groups on activities throughout the term. The activities are designed to promote discussion, exposure to alternative ideas, and further understanding of course content. Groups will be assigned by the instructor. It is expected that all students will participate equally and work together in a manner that fosters cooperation and respect. Furthermore, students are expected to create a learning community that increases the success of their peers.

5. **Final Exam** – 40 points

During the final exam, students will view movie/tv footage and respond to three short essay questions examining the accuracy, authenticity, and societal implications of the piece(s). Students should bring a blue book to the examination. Please note the time scheduled by the University for this final. Students are required by university policy to complete final exams during the time assigned to each class.

Course grades: A total of 225 points are available. Grades will be assigned based on the percentage of total points received (e.g., 90% and above, A). Plus and minus grades will be given based on total points. A modified curve may be applied to final grades to reflect overall class performance.

Course guidelines:

Students learn better when they:

- They attend class on a regular basis.
- They come to office hours for clarification and discussion (although non-course related discussions welcome!).
- They are active in the learning process → asking questions, thinking about material in different ways, summarizing information, integrating knowledge, etc.!
- They foster a cooperative learning environment; they provide support for, and feel supported by, the other students in the class.
- They show respect for multiple perspectives and different abilities.

A few reminders, usually unnecessary:

- Readings are expected to be completed prior to the class for which they are assigned.
- Ringing cell phones and pagers are extremely disruptive to everyone. Please turn off these devices or, better yet, don’t bring them to class.
- It is disruptive to learning if students enter the class after lecture has started. Arrive on time.
- Side conversations and distracting behavior make it difficult for both learning and teaching to occur.

COE/VO Policies

- 1. Diversity.** It is the policy of the University of Oregon to support and value diversity. To do so requires that we:
 - respect the dignity and essential worth of all individuals.
 - promote a culture of respect throughout the University community.
 - respect the privacy, property, and freedom of others.
 - reject bigotry, discrimination, violence, or intimidation of any kind.
 - practice personal and academic integrity and expect it from others.
 - promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.
- 2. Documented Disability.** Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Disability Services in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Disability Services, please see <http://ds.uoregon.edu/>
- 3. Academic Misconduct Policy.** All students are subject to the regulations stipulated in the UO Student Conduct Code (<http://www.uoregon.edu/~conduct/>). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.
- 4. Conflict Resolution.** The mission of the College of Education is to “Make educational and social systems work for all.” Several options, both informal and formal are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness or other improper treatment. Within the College of Education, you can contact: Bill Young, COE Ombudsperson at 346-1401 or wdyoung@uoregon.edu or <http://education.uoregon.edu/ombuds>

Outside the College, you can contact:
UO Bias Response Team: 346-1139 or <http://darkwing.uoregon.edu/~brt/>
UO Conflict Resolution Services 346-0617 or <http://darkwing.uoregon.edu/~crs/>
UO Affirmative Action and Equal Opportunity 346-3123 or <http://aaeo.uoregon.edu/>
- 5. Grievance Policy.** A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (<http://education.uoregon.edu/feature.htm?id=399>) or enter search: student grievance.
- 6. Inclement Weather Policy.** In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main homepage (in the “News” section) at <http://www.uoregon.edu>. College of Education students should contact their program department for further information. The instructor will notify students by email if

inclement weather will cause her to cancel class.

7. **Incompletes:** The assignment of incomplete or "I" grades is discouraged and will be used only in cases of extreme emergencies where satisfactory progress has been demonstrated and a passing grade may be earned. However, should an "I" grade be necessary, students should inform the instructor at the time such circumstances exist. Upon notification, a course completion contract between the student and the instructor will be developed before the last week of the quarter. See University of Oregon Bulletin General Catalog.

COURSE SCHEDULE

WEEK	DATE	TOPIC	READING	ASSIGNMENT/QUIZ
1	Jan 9	Introduction	chapter 1 (<i>review</i>)	
	11	<i>intro, cont</i> ; Stuttering	chapter 2, p. 26-32	
2	16	no class; MLK holiday	---	
	18	<i>stuttering, cont.</i>	p. 33-46	
3	23	“	p. 46-57	turn in reading group/schedule
	25	Voice	chapter 3, p.	quiz #1
4	30	Articulation/Phonology	chapter 4, p. 86-102	
	Feb 1		p. 102-114	
5	6	Language Development	chapter 5, p. 115-128	reaction paper #1 (Sedaris)
	8		p. 128-136	<i>don't forget your book club postings!</i>
6	13	Deafness and Hearing Loss	chapter 6, p. 137-153	quiz #2
	15		p. 153-159	
7	20	Motor Speech Disorders	chapter 7, p. 160-174; 178-9	reaction paper #2 (Ballin)
	22	Aphasia	chapter 8, p. 181-196	
8	27		p. 196-208	quiz #3
	Mar 1	Dementia	chapter 9, p. 209-219; 221-3	
9	6	Head and Neck Injuries	chapter 10, p. 224-230	reaction paper #3 (Tanner)
	8		p. 230-243	
10	13		p. 243-247; 249-251	quiz #4
	15	wrap up	none	book critique due Friday 3/17
Final Exam: Thursday, March 23 at 3:15pm (same room as class)				