

University of Texas at Tyler  
School of Health Professions  
Department of Rehabilitation Sciences  
Communication Sciences and Disorders

**COMD 2357 Anatomy & Physiology of Speech and Swallowing  
Fall 2023**

**Instructor:** Ahmed M. Abdelal, Ph.D., CCC-SLP  
Associate Professor and Director of Communication Sciences & Disorders

**Telephone:** (903) 565-6417      **E-mail:** [aabdelal@uttyler.edu](mailto:aabdelal@uttyler.edu)

**Office:** HPR 126

**Class Meeting Time:** Tuesday and Thursday 9:30-10:50 AM (HPR 251)

**Office Hours:** Tuesday & Thursday 8:00-9:00 AM; 3:30-4:30 PM  
(Office hours need no appointment and are first-come-first serve)

I am also available by appointment only (in person or via Zoom) on Wednesday 2:00-4:00 pm, and by email 5 days a week. I make every effort to respond to emails as soon as possible and not later than 24 hours, unless I am attending conferences.

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*This syllabus is intended for use with the online resources that are available on Canvas. I recommend that you download and retain a copy of this syllabus and assignment guidelines in case you need them in the future for graduate school purposes.*

**Very Important:**

Anatomy and physiology is a medical science course. It requires a great deal of intensive and ongoing studying and reviewing. I provide all my students with every possible tool that, if used as recommended, will help them succeed and attain their academic goals. This syllabus is our contract, and you should refer to it on a regular basis to know about assignments and their due dates. At the end of the course, please do not try to negotiate your grade with me. I do not give you grades: the grade you EARN is the grade you get.

I encourage you to ask questions, no matter how simple or “dump” they may sound to you. It is by your questions and inquiries that I can understand you better and provide you with the help you need. We will achieve the best learning outcomes when each of us (you as a student and myself as a professor) does his/her part as they should. I am available to help you throughout the week. All you need to do is to reach out in person or via email. The content will be mostly unfamiliar and will require daily studying.

**Course Description**

This course is designed to provide students of communication sciences and disorders with an in-depth exploration of the anatomy and physiology of speech production and swallowing. Around two-thirds of the course will be dedicated to the exploration of the systems responsible for speech production. They will explore in-depth the anatomy of skeletal and soft-tissue structures responsible respiration, phonation and articulation. They will develop a cohesive and comprehensive description of the mechanics of respiration, phonation, and articulation. This will include normal respiratory, phonation and articulatory norms and rates

across the life span. This part will also provide a brief overview of speech motor production including the neurological systems and networks responsible for motor planning and programming, initiation of motor movements, and coordination and refinement of motor movements. The rest of the course will focus on feeding and swallowing in the neurotypical population. Students will explore the anatomic structures responsible for feeding and swallowing. They will develop a detailed cohesive and sequential description of the various phases including oral preparatory and mastication; the pharyngeal phase and the esophageal phase.

### **Student Learning Outcomes:**

The following learning outcomes are based on the following 2020 ASHA Certification Standards (May 2023 Revision): *IV-B, IV-B, IV-D, & IV-C*.

Upon completion of this course students will:

1. Define concepts and scientific terminology pertaining to human anatomy
2. Identify the anatomical structures involved in the motor planning, programming, and production of speech
3. Construct a cohesive and comprehensive description of the process of speech production
4. Explain the role of the respiratory system in speech production and swallowing
5. Explain the role of the phonatory system in speech production and swallowing
6. Explain the role of the articulatory system in speech production and swallowing
7. Explain the role of the auditory system in speech perception and production
8. Explain the role of the nervous system in speech perception and production, swallowing, and language comprehension and production
9. Utilize technology to expand understanding of the course content and its applications to various disorders of communication and swallowing

**Text (Required): (Please keep this text ALSO for COMD 2358)**

Seikel, Drumright, & Hudock (2019). *Anatomy & Physiology for Speech, Language, and Hearing*, 6th Edition, Plural Publishing. ISBN-10: 1635502799; ISBN-13: 978-1635502794. Older editions are not acceptable, as all quizzes, exams, and assignments will be based on the assigned edition.

Important: [Make sure this comes with access to ONLINE quizzes.](#) [Directions for taking the quizzes and reporting grades will be explained in class.](#)

### **Teaching Method & Course Organization:**

Students are required to read the assigned material and complete the assigned electronic quizzes ONLINE PRIOR to coming to class.

The subject matter will be explored using a systems approach focusing on the study of 5 MAJOR body systems that facilitate human communication: respiratory, phonatory, articulatory, and nervous systems. Students are required to read the assigned chapter(s), view assigned recorded lectures, and take the assigned quizzes BEFORE coming to class. Students are expected to keep a notebook where they write down questions that come up while they are studying as well as specific concepts that need to be explained. Class time will be dedicated to discussions and explanation of complex concepts. You Tube videos, videotaped presentations and individual and small group projects will be utilized. Because anatomy is like learning another language, it requires continuous exposure and frequent reviewing of the material DAILY. In addition to the new vocabulary, the class involves a lot of critical analysis and problem-solving.

**Note:** *Not reading this syllabus and implementing course guidelines on a REGULAR basis could cause you to be overwhelmed and could very well mean the difference between passing and failing the course. Students are expected to show responsibility and to thoroughly follow all course guidelines provided in this syllabus and on Canvas.*

## COURSE POLICIES

### Three Important Things to Keep in Mind:

This course is based on 1000 points that students must EARN. Your gradebook starts with zero points, and any points you EARN become part of your grade. Thus, instead of saying “I lost X points out of a total exam/assignment grade,” it will be more accurate to say, “I EARNED X points.” Simply stated, you do not lose something that you have not EARNED.

Another thing is that it is the responsibility of a **professor** to teach students how to think, explain complex concepts, and ensure that students fully understand the material. Meanwhile, it is the **students’ responsibility** to communicate their needs effectively by asking questions, requesting clarification of content that they do not understand, and figuring out effective ways for retaining and consolidating what they learn. Strategies for retention of information differ from one person to another. Finding out what works for you is your responsibility. If you use a strategy multiple times and it does not produce the desired results, you should explore DIFFERENT ways.

Lastly, for those taking more than one course with me this semester, different courses have different requirements and expectations. What applies to a course does not necessarily apply to another. If you are taking more than one course with the same instructor, treat each course in the same manner you would if it was taught by another instructor. Thus, if a certain criterion or policy is implemented in one course, do NOT assume that it will be implemented in another course. Likewise, faculty do not coordinate their assignment or exam dates with each other. It frequently happens that students may have more than one exam on the same day. The same applies to multiple classes taught by the same professor. With this said, I will do my best not to schedule more than one exam on the same day for those taking more than one class with me.

- As for assignments, if assignments in more than one course have the same due date, that should not present as a problem for a college student. First, as a college student, you are expected to plan ahead for long-term assignments. This is why I make all assignment guidelines and grading rubrics available to you BEFORE classes start. Additionally, I will make assignment folders available for you to submit assignments long before their due dates. Thus, it is totally up to you to plan for assignments and begin working on them early to avoid having to submit them on the same day.

## COURSE POLICIES

### Professional Conduct

Students are expected to demonstrate professional behavior in class and in school environments. Professional behavior in class includes:

- Arriving on time, completing assigned readings PRIOR to class, being ready to answer questions, and actively participating in all course activities.

- Communicating effectively by asking questions and requesting help when you need it.
  - This is critical for your success as a student and as a professional. The CORE duty of speech-language pathologist is to teach people how to express their thoughts and needs and realize their full potential as effective communicators. To be prepared for this CORE duty, you must develop your own communication skills by being an ACTIVE participant throughout the course.
- Seeking information about the course and the program directly from the professor, and avoiding the spreading of misinformation about professors, courses, and the program.
  - Instead of asking the professor, some students may ask another student, who may be equally confused about the information. Doing so will only create more confusion and spread misinformation. PLEASE direct your questions about the course to the professor.
- Following the chain of command: Direct any concerns about a course to the professor who teaches the course. If the professor does not respond within a reasonable amount of time or the response does not effectively address your concern, you should then reach out to the Program Director. If you bypass the professor and go directly to the Program Director or the Department Chair, they will (a) send you back to the professor, or (b) meet with you and the professor. Resolution of any complaint will involve listening to the student's perspective and the professor's perspective.
  - If you have a concern about any part of a course, please speak only for yourself. Generalizations like "Me and a whole bunch of us..., etc." only complicate the situation and may misrepresent other students' opinions. College students are expected to, and are given every opportunity, to voice their own concerns.
- Avoiding all forms of academic dishonesty

#### **ATTENDANCE POLICY:**

**Regular attendance and participation are mandatory in this and all CSD courses.**

My classes begin and end exactly on time. I am usually in class 10-15 minutes before class starts and I expect you to be there on time. I will start taking attendance a few minutes before class time. Attendance will close at 5:00 PM. For students arriving late, I will not interrupt class to mark them present. *If you have an emergency and arrive a minute or two later, it is your responsibility to remind me after class.* If you do not inform me at that time, the absence will not be removed. The best way to avoid this issue is to be there right on time.

Because attendance is mandatory, students who miss classes will lose points for each class missed. Missing 1 class during the semester (without a WRITTEN proof of an emergency) will lead to loss of 10% of the total course grade. Each additional class missed without written evidence of an emergency will lead to loss of an additional 10% of the total course grade. Students who miss 2 consecutive classes without evidence of a documented emergency will be reported to the Registrar for removal from the course.

Students are required to engage in class discussions and to answer questions when called upon.

- If you plan to be out for any reason, you do NOT need to notify me ahead of time. All you need is to bring in your written proof of an emergency the next time you come to class.

- *A legitimate excuse* is one that is due to an emergency (e.g., death in the family, car accident, prolonged illness, court appearance). *Students will be responsible for providing written proof of such absence (e.g., obituary, court summons, police report, doctor's letter)*. I will not ask you for the proof. However, if you do not present one, your absence will NOT be excused.
- Habitual lateness or leaving before class ends will also result in lowering the student's final grade. *Missing 20 minutes of a class twice will be counted as 1 absence*. In addition to the impact on your performance, arriving late/leaving earlier is disruptive and shows lack of respect for your fellow classmates.

*Important: If you are absent for any reason, please do not ask me what you missed. This is your responsibility. You will need to find out from one of your colleagues.*

### **No Texting or Internet Browsing While Class is in Session:**

- In my classes I am very protective of class time. Every minute is precious. The only reason you are in this course is to LEARN, and the only reason I am here is to teach you and to make every class of the course worth your money, commuting, time, and effort. For this reason, engaging in texting, Internet browsing, or chatting is a very serious violation of class rules. I want you to succeed and will do everything I can to enable you to succeed, but you MUST do your part and follow class rules:
- Laptops are allowed ONLY for note taking.
- Please silence your phones. If there is a situation where you must text, it is perfectly okay to step out of the room quietly and send your message or make your call. If you have a serious situation that requires your phone to be on, you can put it on vibrate. However, you will need to inform me in advance.

### **Class Cancellation**

In the event of class cancellation (due to inclement weather or an emergency), please refer to the UT TYLER website for announcements. In the event of an emergency campus closure, a video recording of the lecture will be available online. You will view it and take notes. Any assignments due during that week will NOT be affected by the campus cancellation, as all assignments are submitted online.

*Cancellations will be determined by the UT TYLER policy, and I will make no special announcements. It is your responsibility to check the UT TYLER website for weather-related announcements.*

**Note:** All assignments in this course are to be done individually. Submissions will be checked for plagiarism and the UT Tyler academic honesty policy will be strictly enforced.

### **General Course Assignment Guidelines: Very important**

- You are required to keep word copies of each written assignment you submit until the very end of the course.
- All assignments MUST be submitted in Word DOC format and ONLY in the designated folders on Canvas.
- All assignments submitted for this course MUST be ORIGINAL and must be ONLY written for this course and ONLY for this semester. Any assignments submitted in previous courses or previous semesters will receive zero credit.

- Absolutely **NO** emailed assignments. Assignments must be submitted on Canvas, in their designated folder and by the due date (which is listed in the course schedule grid at the end of this document).
- All written assignments must follow APA Style: i.e., they must be in Word Document form, in double-space, and in Times New Roman font # 12 or one of the APA compatible fonts. To learn how to use APA style documentation, please go to Purdue OWL: <https://owl.english.purdue.edu/owl/section/2/10/>.

### **Completing Assignments PRIOR to Class**

Students are expected to read ALL assigned materials, view any assigned videos, and complete ALL other assignments before coming to class. The class will focus on (a) expanding your understanding of the content, (b) answering your questions about the material, and (C) explaining any concepts that you may need more help with. You are responsible for the information in assigned chapters, articles, class presentations, discussions, and any other material discussed in class. All of these are content for exams.

### **Extra Credit and Opportunities to Improve Your Grade:**

This course provides the following FOUR opportunities for students to improve their grades DURING the course.

A) Extra credit questions in exams: This course includes 4 exams in total (150 points each). Each exam will include 1 extra credit question that is worth 15 points (10%) of the exam's total grade. Extra credit points for each exam will ONLY apply to the specific exam and will NOT carry to another exam or assignment. Example: If a student earns 165 points, that will constitute 100% for that exam, and the extra points will not carry to another exam/assignment. Meanwhile, a student who earns 135 points AND, in addition, earns the 15 extra credit points will earn a final exam grade of 150 (100%).

B) Opportunity to make up 1 exam of your choice

- To do so, students need to inform the professor at least 1 week before the make-up exam. The make-up exam will NOT be a repeat of the original: However, it will focus on the same content and will have the same level of difficulty as the original. If the grade on the make-up exam is lower than the original grade, the original grade will stay.

C) Partial credit for written assignments that missed the due date

- Students who miss an assignment deadline will be given the opportunity to submit the late assignment within 6 days from the due date. However, 21% will be deducted due to missing the deadline. Assignments that are more than 6 days overdue will NOT be accepted for credit. Example: If an assignment is worth 100 points, the student will start with 79 points. Any points missed because of errors will be subtracted from the 79 points.

D) Partial credit for resubmitting assignments that receive 50% or lower

- If a student submits the wrong assignment or earns a grade that is 50% or lower, the student will have the opportunity to resubmit the assignment (within 6 days) for partial credit. As is the case with late assignments, 21% will be subtracted and the student starts with 79 points. Any points missed because of errors will be subtracted from the 79 points.

**Submitting Assignments:**

Absolutely NO emailed assignments. Assignments must be submitted on CANVAS, in their designated folder. If the folder is not visible or accessible, please inform me and I will look into it immediately.

**Please do not ask me to edit or your written work or “look it over” prior to submitting it.** You are welcome to seek editing support help from the Writing Center (at the Student Success Center). You are welcome to ask me any specific questions about the assignment, but **I do not edit or read them before grading them.**

To submit assignments, please go to the Course Assignment folder on Canvas (course menu). In this folder you will find links for submitting each assignment. You will also find detailed guidelines and grading rubrics for each assignment. All written assignments must be submitted in WORD DOC format and as a REGULAR ATTACHMENTS, not through Google Doc or Cloud. Please do NOT copy and paste. If you do, this will change your format and may make your entire assignment unreadable. Also, before uploading the assignment, please verify that you are submitting the right file. Any wrong assignments, or assignments not submitted in the designated folder, will receive zero.

**First Assignment:**

***Read the syllabus and take the syllabus quiz ONLINE by the due date (20 points)***

**Completing the ANATESSE Quizzes (100 points)**

Your textbook comes with ONLINE lessons and 14 quizzes. You are required to complete 10 of these quizzes (01-02; 02-05; 02-09; 03-04; 04-04; 05-02; 06-04; 06-09; 07-02; 08-06).

While you are encouraged to complete the lessons as well as the quizzes, only quiz scores are required. These lessons and quizzes are extremely valuable supplementary materials that will deepen and consolidate your knowledge. Before taking a quiz make sure to take it as “GRADED.” If you do not do that, no scores will be saved. The system will store all your grades. When submitting the grade for each quiz, the copy must clearly show your account number or username.

Due dates for submitting these quizzes are listed in the class schedule grid at the end of this syllabus. You can take the quizzes as many times as you wish, and ONLY the highest grade will count. I advise you to try until you get 100 or very close to that. After taking each quiz, please download the PDF and post it on your Discussion Board Form.

Please do NOT send me any assignments via email. I will not even open them. Total quiz grades will be worth 10% of the entire course grade.

To submit the online ANATESSE quiz grades, please download it from the publisher’s site, save it in a file on your laptop and upload it to the Discussion Board forum that has your name. and submit it by the due date. **No screenshots are allowed. Every grade sheet must clearly show your name as the account holder.** By the end of the semester, you should have 10 quiz grades submitted. Finally, after completing the last quiz, you will submit a single sheet that has ALL your quiz grades and the calculated grade average. Instructions will be given in class. Please do NOT email any assignments via email. I will not even open them.

**Neuro Quiz: (25 points)**

You will notice that assigned online quizzes do not include the neuroanatomy unit. For this reason, there will be a class quiz on neuroanatomy.

**Research Paper (150)**

This assignment consists of 2 segments: (a) a written research paper, and (b) editing and reviewing the paper submitted by one of your colleagues. **Before starting your paper, you will email me the title for my approval and feedback.**

***The Research Paper*** (120 points)

You will write a research paper that is 1500-2400 words (not including the cover sheet/title page or the reference page). The abstract is OPTIONAL. The paper must be in APA style. It must be double spaced, and in a 12 Times New Roman font. It should include 1 cover sheet (with the title, your name, college, program, and semester), the paper itself, and the reference list at the end. All must be in accordance with APA style. Papers less than or exceeding the word limit will not be accepted for credit. Detailed guidelines will be provided. Following and implementing these guidelines and grading rubric is your best guarantee for earning the highest grade for this assignment.

The research paper must focus on one of the anatomic systems explored in this course. It should focus on a speech or swallowing disorder (i.e., a voice disorder, dysarthria, aphasia that impairs spoken language, vocal-fold cancer, developmental verbal apraxia/dyspraxia; stuttering, dysphagia, etc.). **The first half** of the paper **MUST** discuss (a) anatomy of the major structures involved in the disorder, and (b) the normal physiology of these structures. **The second half** must focus on the disorder itself, and **MUST** include the following:

- An official definition and description of the nature of the disorder
- Demographics (i.e., How many people are diagnosed with it? Does it affect a specific gender or race more than another? Does it affect a specific age? Etc.)
- Diagnostic features (symptoms and signs)
- Etiology
- Specific diagnostic and treatment methods
- Conclusion

**Sources for the Paper:**

At least 4 substantial sources must be used. You are welcome to use additional sources. **Only books and journal articles from scholarly peer-reviewed journals** are acceptable for this assignment. The textbook cannot be used as a reference for this assignment. **ANYTHING other than books and articles will not be acceptable for this assignment.**

Students are responsible for identifying and accessing the sources they need. With this said, here are some recommended search tools:

- ASHA journals [www.asha.org](http://www.asha.org)
- American Journal Pediatrics
- [www.sciencedirect.com](http://www.sciencedirect.com) (accessible for free from campus and the Library portal at home).
- Medline (National Library of Medicine)
- American Journal Neuroscience



- Journal of Voice Disorders
- Neuron

### Reviewing the Paper of One Classmate (30 points)

When submitting your paper, you will submit the first draft on the Discussion Board in a forum especially dedicated to it. You will also read the submission of one of your colleagues and provide a thorough critique. Specific instructions will be available on the DB forum.

This activity will be graded based on your ability to analyze your colleague's work and identify errors pertaining to APA style, grammar, and accuracy of the content. The grade will be based on how many errors you identify and how many are left. Your

### **Exams (650 points)**

Students are responsible for the information in the class presentations and discussions, articles, any videotaped lectures, You Tube videos, articles, and any other class material presented in class or posted online. Exam questions will come from all of these materials. The professor reserves the right to assign additional reading materials or new research upon his discretion.

There will be an exam following each of the first 3 systems (respiration, phonation, and articulation). Each exam is worth 150 points. The last 2 systems (nervous systems, and swallowing) will be addressed in the final exam, which is worth 200 points. Makeup exams are allowed only when there is written proof that the student missed the exam due to a DOCUMENTED emergency or court duty.

Exams will be taken in the classroom during regular class time using University iPads. On exam days, please go you should arrive at least 10-15 minutes earlier to login and make sure your password works. I will not be able to help you with your password. You will need to contact IT. Exam time will not be extended for any student who arrives late.

As for the content of exams, each exam will consist of 2 segments (a) a multiple-choice segment and (b) a short answer segment. Students will start at the regular class time and time will NOT be extended for students who arrive late. Students will be able to work on both parts of the exam at the same time during the allocated time. Students who with a learning disability and require extended exam time, must present an official letter from the Student Success Center at the beginning of the course. Also, prior to each exam, they must make arrangements with the Disability Center to take the exam there.

### **Accessing Course Materials on Canvas:**

Class Power Point Slides and additional content and resources will be available online at least one day in advance. Please download them before you arrive in class. This will help you minimize note-taking and free more brain energy for taking in more new information.

**Note:** You are required to keep track of all of assignment grades, in case of any technology problems. You are also REQUIRED to keep electronic copies of any and all written assignments that you submit throughout the duration of this course.

**Grading:** *This course is based on 1000 points. This is to ensure that you get every fraction of a point that you deserve, and that if you make a few mistakes in exams or assignments, your grade will not*

suffer as much. For example, if you miss 10 questions in one exam, you will still have the chance to score within the “A” range. Meanwhile, if you earn one thousandth of a point, it will be added to your grade.

### Grade Distribution and Grading Key

<b>Final Grade Itemization</b>			
3 Unit Exams (150 each)	450	A	100-90%
Final	200	B	89.99-80%
Online Quizzes	100	C	79.99-70%
Research Paper	150	D	69.99-60%
Pop-up quizzes	75	F	<60%
Neuro quiz	25		
<b>Total</b>	<b>1000</b>		

### Critically Important:

Studying anatomy is like learning a foreign language. You will be fluent only through actual and frequent practice. You must memorize a lot of new concepts and you must study the material regularly several times throughout the week. There is no other way around it! You are encouraged to form study groups.

**ONLINE Quizzes:** (01-02; 02-05; 02-09; 03-04; 04-04; 05-02; 06-04; 06-09; 07-02; 08-06). There are other quizzes that you will have in the 2<sup>nd</sup> A&P course. For COMD 2357, these are the only 10 quizzes you will do.

## Class Schedule and Assignment Due Dates

Week	Topic	Readings	Assignment Due Dates
<b>Week 1</b> 8/22 8/24	-Course Overview -Basic Elements of Anatomy -Respiratory System	Syllabus Chap 1 Chap 2 & 3	Due by 8/21: -Read this syllabus and take syllabus quiz before coming to first class
<b>Week 2</b> 8/29 8/31	-Respiratory System	Chap 2 & 3	Quiz 1-02 due by 11:59 PM 8/28
<b>Week 3</b> 9/05 9/07	-Respiratory System	Chap 2 & 3	-Quiz 2-05 due by 11:59 PM 9/04 -Quiz 2-09 due by 11:59 PM 9/06
<b>Week 4</b> 9/12 9/14	<b>-Exam #1 On Basic Elements &amp; Resp. 9/12</b> Phonatory System	Chap 2 & 3 Chap 4 & 5	-Quiz 3-04 due by 11:59 PM 9/13 <b>Exam in class using University iPads</b>
<b>Week 5</b> 9/19 9/21	Phonatory system	Chap 4 & 5	-Email Paper title by 11:59 PM 9/18 Quiz 4-04 due by 11:59 PM 9/18
<b>Week 6</b> 9/26 9/28	Phonatory system	Chap 4 & 5	Quiz 5-02 due by 11:59 PM 9/25

<b>Week 7</b> 10/03 10/05	<b>Exam 2: on phonation</b> 10/03 -Articulatory System	Chap 6 & 7	<b>Exam in class using University iPads</b>
<b>Week 8</b> 10/10 10/12	-Articulatory System	Chap 6 & 7	Quiz 6-04 due by 11:59 PM 10/9
<b>Week 9</b> 10/17 10/19	-Articulatory System	Chap 6&7	Quiz 6-09 due by 11:59 PM 10/16 Quiz 7-02 due by 11:59 PM 10/18
<b>Week 10</b> 10/24 10/26	<b>Exam 3: on Artic System</b> 10/24 Nervous System	Chap11 & 12	<b>Exam in class using University iPads</b>
<b>Week 11</b> 10/31 11/02	Nervous System	Chap11 & 12	<b>Paper due on DB by 11:59 PM 10/30</b> <b>(edits due by 11:59 PM on 11/01)</b>
<b>Week 12</b> 11/07 11/9	Nervous System	Chap 11 & 12	<b>Paper Final Draft due in Assignment folder by 11:59 pm 11/07</b>
<b>Week 13</b> 11/14 11/16	-Feeding and Swallowing -Recorded Lecture on 11/16 (Due to ASHA Convention)	Chap 8	Quiz 8-08 due by 11:59 PM 10/13 Final Grade Sheet due by 11:59 PM 11/15
<b>Week 14</b> 11/21 11/23	<b>Thanksgiving Break- No classes</b>		
<b>Week 15</b> 11/28	Feeding & Swallowing	Chap 8	
12/07	<b>Final Exam</b>		<b>9:30-11:30 AM</b>

### University Policies

**A. UT Tyler Honor Code:** 1. Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. Students Rights and Responsibilities To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

**B. Campus Carry:** 1. We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

**C. UT Tyler a Tobacco-Free University:** 1. All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water

pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

**D. Academic Honesty Policy:** Students will adhere to the highest standards of academic honesty. Anyone caught cheating will earn a “o” for that assignment and will be subject to academic and disciplinary action. Plagiarism (the use of written and oral words or ideas of another person, including another student, without the expressed acknowledgment of the speaker’s or writer’s indebtedness to that person) will not be tolerated. This includes the use of papers or other materials previously submitted to instructors in other classes, as well as video and audio recordings. Students caught plagiarizing will fail this class and be subject to academic and disciplinary action.

**E. Student Standards of Academic Conduct 1.** Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

a. “Cheating” includes, but is not limited to:

- i copying from another student’s test paper;
- ii using, during a test, materials not authorized by the person giving the test;
- iii failure to comply with instructions given by the person administering the test;
- iv possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes.” The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- v using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- vi collaborating with or seeking aid from another student during a test or other assignment without authority;
- vii discussing the contents of an examination with another student who will take the examination; viii divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- ix substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- x paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- xi falsifying research data, laboratory reports, and/or other academic work offered for credit;
- xii taking, keeping, misplacing, or damaging the property of the University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- xiii misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or

financially.

b. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

c. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty. d. All written work that is submitted will be subject to review by plagiarism software.

Additional Examples of academic dishonesty and plagiarism:

-Copying part or all of a colleague’s assignment and submitting it as if it were your own work. In this situation both students will be penalized.

-Putting information from a book, article, etc. into a written assignment without clearly attributing the information to the source and documenting the source in the body of the assignment.

-Copying, printing or sharing online quizzes

-Submitting assignments that were previously used for another course.

-Sharing information about exams and/or quizzes with other students

These are just examples of acts of dishonesty that lead to failing the course and further disciplinary action.

Assignments will be submitted via the Safe Assign anti-plagiarism online system, which will immediately trace any words a student plagiarizes from any source out there. Any violations will be taken very seriously.

2. **The U-T Tyler Writing Center** provides professional writing tutoring for all students in all disciplines. If you wish to use the Writing Center, you should plan for a minimum of two hour-long tutorials per assignment: the first to provide an initial consultation and drafting plan, and the second to follow up. Be prepared to take an active role in your learning, as you will be asked to discuss your work during your tutorial. While Writing Center tutors are happy to provide constructive criticism and teach effective writing techniques, under no circumstances will they fix, repair, or operate on your paper.

Location: BUS 202. Appointments: 903-565-5995.

3. **Disability/Accessibility Services:**

a. In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application.

b. **The Student Accessibility and Resources (SAR)** office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices> , the SAR office

located in the University Center, # 3150 or call 903.566.7079.

**4. Grade Replacement/Forgiveness and Census Date Policies:**

a. Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Registrar.

b. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

c. The Census Date (Sept. 10th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- i Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- ii Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- iii Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- iv Being reinstated or re-enrolled in classes after being dropped for non-payment v Completing the process for tuition exemptions or waivers through Financial Aid

5. State-Mandated Course Drop Policy: a. Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). b. Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

**6. Student Absence due to Religious Observance:** a. Students who anticipate being absent from class due to a religious observance are requested to inform the instructor by the 2<sup>nd</sup> class meeting of the semester.

**7. Student Absence for University-Sponsored Events and Activities:** If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time, the instructor will set a date and time when make-up assignments will be completed.

**8. Social Security and FERPA Statement:** It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its

computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically. 10. Emergency Exits and Evacuation: a. Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

**F. UT Tyler Resources for Students:**

1. UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
2. UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
3. The Mathematics Learning Center, RBN 4021 (This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses).
4. UT Tyler Counseling Center (903.566.7254)