



A NOTE TO STUDENTS

This coursebook is based on *Introduction to Communicative Disorders* (4th ed.). No coursebook stands on its own. Therefore, this coursebook should be used along with the textbook to which it is linked. This coursebook gives only the main points, whereas the textbook offers more complete information, including theoretical background, arguments and issues, summaries, and details on procedures used to diagnose and treat communicative disorders. To understand the subject adequately, students need to study the textbook. The combination of the textbook and the coursebook provides the student with a unique set of tools and resources.

A coursebook is a learning tool for students. It is designed especially to make the student's job of learning the course material as easy as possible. I have constructed this coursebook to eliminate or minimize some of the pressing problems students face in taking notes in the classroom, in linking class notes with the textbook material, and in integrating information from different sources. In other words, students spend most of their class time taking lecture notes. Later on, they spend additional time linking lecture notes with textbook information. Finally, students face the problem of integrating information from their class notes and textbooks with information from journals and other books to form one coherent, consistent, and continuous body of information.

In spite of their best efforts, students often find that their lecture notes are inadequate, even inaccurate. Besides, serious note taking is a task in itself; thus, it may actually discourage careful listening to understand the lecture, to ask questions, to offer comments, and so forth. In addition, linking information from other sources is always problematic because lecture notes and textbook information may not be parallel when traditional methods of note taking are used.

A coursebook drastically reduces these problems. The burden of writing down the basic terms, definitions, steps, lists, and other important information is eliminated because the coursebook is a notebook with notes already printed in it. It also is a true notebook because half of each page is reserved for writing down the instructor's personal, unique, and divergent presentations on the topic.

The coursebook also has space for students to write down additional information from the textbook. By asking questions and by prompting students to find out more about a topic in the textbook, the coursebook directs students to study the text in detail and integrate additional information with the printed information and the class presentation. In the same manner, information from other sources also may be integrated with the coursebook. The combination of the coursebook and the textbook will engage students better and will promote more intensive interaction with the information.

At the end of each chapter, students find typical examination questions that include *true* or *false*, multiple choice, sentence completion, and short essay types of questions. Students who correctly answer these questions and those at the ends of the chapter in the textbook will be better prepared to face the instructor's examinations than those who do not complete these assignments.

How to Use This Coursebook

1. Students should use the coursebook for taking notes in class. Students need to write down only the new information the instructor offers in the class.
2. Students should study the textbook carefully and then answer questions and complete assignments that are given in the coursebook. For example, students should complete all incomplete sentences and respond to the directive, "Find out from the text."
3. Students should answer (a) the typical test questions given at the end of each chapter in the coursebook and (b) the study questions given at the end of each chapter in the textbook. These answers should be verified with the textbook and corrected, if necessary.
4. Students should gather information from other sources (e.g., journals, other books) that the instructor assigns and integrate that information with the coursebook. By this time students have a single source of information gathered from the textbook, class lectures, and additional sources.
5. Students should read both the textbook and the coursebook in preparation for the examinations. The textbook must be studied carefully to understand the experiments, data, theories, arguments, procedures, and so forth, in detail.
6. Students should use the coursebook as a means of quick review just before examinations.

I welcome comments from students on the strengths and limitations of this coursebook. My goal in writing this book and linking it to my textbook is to help students learn more efficiently. Students may send comments through e-mail: girih@csufresno.edu.