CSD 3250 – Phonological and Articulation Disorders
Fall 2019 (3 credit hours)
10:00-11:15 Tuesday/Thursday
Swaid Room 214
Jennifer Fisher, M.S., CCC-SLP
Office: Swaid 211
Office Hours are posted on my door
Phone: 279-4666
jfisher1@harding.edu

Course description:
Phonological and Articulation Disorders. (3) Fall, Spring
Identification, classification, analysis, and remediation of phonological and articulation disorders.

Prerequisite:
CSD 290/CSD 2900

Required Texts:

Relationship to ASHA Standards
ASHA upholds Standards related to academic and clinical training as well as continuing education. This course contributes to completion of:

Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: phonology, articulation disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)

Standard IV-D: Prevention, Assessment, and Intervention
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding articulation.
Upon completion of this course the student will demonstrate knowledge of the following objectives as demonstrated by achieving a passing grade on all exams and course projects:

- transcription of disordered speech
- the principles of vowels and consonant production
- phonological rules
- the articulatory system
- the development of phonology, articulation, and speech perception
- the purpose of and protocol for phonological and articulation assessment instruments
- the interpretation of phonological and articulation assessments
- different approaches to remediation
- the assessment and remediation of phonological and articulation disorders for special populations

**Relationship to Harding University Liberal Arts Curriculum:**

The Liberal Arts Program reflects the principles contained in the University mission statement and provides a foundation of study in all fields. The Department of Communication Sciences and Disorders curriculum incorporates several of these principles in each course offered. The principles included in CSD 325 are as follows:

- ULO #2 Communication – Students will demonstrate effective communication (e.g. written, non-written, spoken)
- ULO #3 Critical Thinking – Students will examine issues, ideas, artifacts, and/or events in order to formulate or assess an opinion or conclusion.

**Course Requirements: All course requirements must be completed in order to receive credit for this course.**

1. Each student must observe therapy in our clinic, at a site approved by the course instructor, or through Master Clinician Network. ASHA requires that each student observe at least a minimum of 25 hours of therapy. At the conclusion of this course, you should have at least 3 hours of observation (speech sound disorder treatment/diagnostic) that you will record in your Calipso account. Forms for the documentation of the observations can be found in the clinic handbook located on the HU CSD website. It is your responsibility to keep up with this very important documentation. (see observation protocol located on Canvas)
2. Each student will participate in a group project that models different articulation and phonological therapies. You will be given an assessment summary and background information from which each group will formulate appropriate goals and objectives for therapy AND demonstrate a minimum of three different therapy activities that could be used to facilitate objectives and that are evidence based.
3. Each student will complete 4 article reviews.
4. A midterm and final exam will be taken by each student.
5. There will be periodic in-class quizzes
6. Each student will complete and turn in summative assessment notebook.
Grades: Your grade will be based on the total amount of points you accumulate. The value of each exam and assignment are listed below.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Phonetics Review Quiz</td>
<td>50</td>
</tr>
<tr>
<td>Group Quizzes</td>
<td>50</td>
</tr>
<tr>
<td>Observations</td>
<td>60</td>
</tr>
<tr>
<td>Therapy Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Article Reviews</td>
<td>100</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>200</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>760</td>
</tr>
</tbody>
</table>

A   90%-100%
B   80%-89%
C   70%-79%
D   60%-69%
F   below 60%

Course Policies and Professional Conduct

- Attendance is expected. Role will be checked at each class meeting. Three unexcused absences will be tolerated. Upon the fourth absence, your final grade will be lowered by one letter grade per number of days absent over 3. As stated in the Student Handbook, excessive absences can result in being dropped from the course with the grade of “F.”
- Students are expected to read assigned material prior to coming to class and be prepared to participate in class discussions. Students who miss class for any reason are responsible for all content. Time will not be spent in class going over material with students who have missed class. If the student needs additional assistance an appointment should be scheduled with the instructor.
- Students are not permitted to record (audio or video) the class.
- All typed assignments must be double-spaced, using Times, Times New Roman, or Arial font. All font sizes for typed assignments must be size 12.
- Students may be called on to answer questions and/or provide opinions during class discussion.
- All cell phones must be turned off during class and out of sight. The instructor reserves the right to mark a student absent if he or she is texting/e-mailing in class.
- Written work must be correct in mechanics (e.g. spelling, grammar, punctuation, etc.) Points will be deducted for inadequate work.
- Submitting work directly from another source will be considered plagiarism and a violation of the academic integrity policy of the University. No credit will be given on the assignment.
- Cheating will never be tolerated. You will be turned in on the spot, excused to leave and not come back. Students who share assignments with students taking the course in a subsequent semester may be subject to having an academic integrity sanction added to their college record.
- All assignments will be submitted on the assigned day at the beginning of class time. Late work not be accepted.
- Any requests for quiz or test changes must be approved ahead of time with a doctor or university note. No exceptions!
- The instructor will return student work as promptly as possible.
- Several group quizzes will be given. No make-up quizzes are permitted the lowest quiz grade will be dropped.
- Late work is not accepted. You will receive a grade of 0.
Academic Integrity: Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Associate Provost. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

Dress Code: All members of the Harding community are expected to maintain standards of modesty and decency in dress appropriate to the Christian lifestyle and consistent with professional employment expectations. For these reasons, students are expected to adhere to an established dress code. A student may be asked to leave class or other activities if they are not in keeping with these expectations and will be counted absent.

Assessment: Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching--learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission of the North Central Association of Colleges and Schools. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.

Students with Disabilities: Students with Disabilities: It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a documented disability condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Disabilities Office at the beginning of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Office as soon as possible in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 205 in the Student Center, telephone, (501) 279-4019.

Time Management Expectations: For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, problem solving, reviewing, organizing notes, preparing for upcoming quizzes/exams, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

This course adheres to university guidelines regarding workload requirements per credit hour.
Helpful Hints for Success:

1. Keep up with the reading. Really read it…. Really!

   **Colossians 3:23**
   Whatever you do, work heartily, as for the Lord and not for men

   **Proverbs 14:23**  All hard work brings a profit, but mere talk leads only to poverty. (NIV)

2. Make a plan! I have provided a detailed schedule so that there are no surprises. It is also provided so that you can plan accordingly.

   **Proverbs 16:9**
   We plan the way we want to live, but only God makes us able to live it

3. Come to class….yes, it’s that easy, and yes, it makes a huge difference to your grade.

   **Proverbs 6:6-11**
   You lazy fool, look at an ant. Watch it closely; let it teach you a thing or two. Nobody has to tell it what to do. All summer it stores up food; at harvest it stockpiles provisions. So how long are you going to laze around doing nothing? How long before you get out of bed? A nap here, a nap there, a day off here, a day off there, sit back, take it easy—do you know what comes next? Just this: You can look forward to a dirt-poor life, poverty your permanent houseguest!

4. Get a study buddy. This material lends itself to team learning.

   **Ecclesiastes 4:9-10**
   Two are better than one, because they have a good reward for their toil. For if they fall, one will lift up his fellow

5. Believe in yourself! Having a good attitude goes a long way. Our Father tells us to do this:

   **Philippians 4:8**
   Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignments</th>
<th>Learning Activities</th>
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</table>
| Week 1 | • Introduction  
• Overview of basic concepts | • Syllabus/Schedule  
• Chapter 2       | • IPA Pre-Test  
• Interactive IPA chart  
• Phonetic skræbəl  
• Group Quiz     |                                            |
| Week 2 | Review of Articulatory Phonetics and Phonetic Transcription         | • Chapter 3                                     | • IPA Test                                 |
| Week 3 | Phonological Development                                            | • Chapter 4 (from bottom of page 59-end of chapter) | • Group Quiz  
• Lecture/Discussion |
| Week 4 | • Linguistic and Cultural Considerations  
• Assessment and Analysis | • Chapter 5  
• Chapter 6  | • Group Quiz  
• Lecture/Discussion |
| Week 5 | Assessment and Analysis                                             | • Chapter 6                                     | • Group Quiz  
• Lecture/Discussion |
| Week 6 | Assessment and Analysis                                             | • Chapter 6                                     | • Independent Phonological Analysis  
• Relational Phonological Analysis  
• Lecture/Discussion |
| Week 7 | Assessment and Analysis                                             |                                                | Assessment exploration and administration |
| Week 8 | Midterm Exam                                                         |                                                |                                            |
| Week 9 | Diagnosis, Treatment Decisions, and Planning                        | • Chapter 7                                     | • Group Quiz  
• Lecture/Discussion |
| Week 10 | Principles of Intervention                                           | • Chapter 8                                     | • Group Quiz  
• Lecture/Discussion |
| Week 11 | Articulation-Based Approaches for Speech Sound Disorder             | • Chapter 9                                     | • Group Quiz  
• Lecture/Discussion  
Bio feedback demonstration |
| Week 12 | • Articulation-Based Approaches for Speech Sound Disorder | • Chapter 9 | • Case Studies |
|         | • Multiple Phoneme Approach for Articulation Errors      | • Chapter 11-13 | • Group Quiz |
|         |                                                           |                 | • Lecture/Discussion |
| Week 13 | Linguistic-Based Approaches for Speech Sound Disorders   | • Chapter 14-17 | • Case Studies |
|         |                                                           |                 | • Group Quiz |
|         |                                                           |                 | • Lecture/Discussion |
| Week 14 | Linguistic-Based Approaches for Speech Sound Disorders   | • Chapter 14-17 | • Case Studies |
|         |                                                           |                 | • Group Quiz |
|         |                                                           |                 | • Lecture/Discussion |
| Week 15 | THANKSGIVING BREAK                                       |                 |                 |
| Week 16 | Treatment                                                |                 | • Oral Presentations |
| Final Exam |                                               |                 | **Final Exam** |
| Tuesday, |                                                   |                 |                 |
| December 10th |                                           |                 |                 |
| 3:30-5:30 |                                               |                 |                 |