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

Prerequisite:
CSD 290

Required Texts:

Relationship to ASHA Standards

ASHA upholds seven 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. You each have a KASA form on file with the department to help track your knowledge and skills as related to the standards as you move toward obtaining your CCC.

Upon completion of this course the student will demonstrate knowledge of the following additional 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
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 or at a site approved by the course instructor. 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 file cabinet in the supervisor observation room in the clinic. It is your responsibility to keep up with this very important documentation. (see observation protocol on located on Canvas)

2. Each student will complete an independent phonological analysis for a child. The transcript of the assessment will be provided to you. You will also have access to a sample assessment.

3. Each student will complete a relational phonological analysis for a child. The transcript of the assessment will be provided to you.

4. 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.

Grades: There will be two chapter tests and one comprehensive final. 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>Independent Phonological Analysis</td>
<td>50</td>
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<tr>
<td>Relational Phonological Analysis</td>
<td>50</td>
</tr>
<tr>
<td>Therapy Presentation</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>Total</td>
<td>760</td>
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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 must seek instructor’s permission to tape record class lectures.
- All typed assignments must be double-spaced, using Times, Times New Roman, or Arial font. All font sized 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. Do not text or e-mail during class. 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 at the assigned time 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.

**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. 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:** 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.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignments</th>
<th>Learning Activities</th>
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</thead>
</table>
| Week 1   | • Introduction  
• Review of Phonetics                                                   | • Syllabus/Schedule               | • IPA Pre-Test  
• Interactive IPA chart  
• Phonetic skæbøl |
|          | • Chapter 2: Basic Unit                                                  |                                   |                                      |
| Week 2   | • Transcription                                                         | Chapter 2: Basic Unit             | • Transcription Practice             |
| Week 3   | • Phonological Processes  
• Structural Mechanisms and Processes of Speech Production | Chapter 1: Basic Unit             | • Phonological Process Identification  
• IPA Quiz  
• Lecture/Discussion  
• Learning Stations |
| Week 4   | Development and Variables Related to Articulation & Phonological Development/Performance | Chapter 3 & 4: Basic Unit         | • Lecture/Discussion                 |
| Week 5   | Development and Variables Related to Articulation & Phonological Development/Performance | Chapter 1: Basic Unit             | • Lecture/Discussion                 |
| Week 6   | Assessment                                                              | Chapter 6: Basic and Advanced Unit | Lecture/Discussion                   |
| Week 7   | Assessment                                                              | Chapter 6: Basic and Advanced Unit | • Independent Phonological Analysis  
• Relational Phonological Analysis |
| Week 8   | Review for Midterm  
Midterm Exam                                                               | Chapter 6: Basic and Advanced Unit |                                      |
<p>| Week 9   |                                                                                   |                                   |                                      |
| Week 10  | Treatment                                                              | Chapter 8: Basic Unit             | Lecture/Discussion                   |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
<th>Chapter/Unit</th>
<th>Format</th>
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</thead>
<tbody>
<tr>
<td>Week 11</td>
<td>Treatment</td>
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<td>Lecture/Discussion</td>
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<tr>
<td>Week 12</td>
<td>Treatment</td>
<td></td>
<td>Lecture/Discussion</td>
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<tr>
<td>Week 13</td>
<td>• Ethnocultural Variables</td>
<td>Chapter 5: Basic Unit</td>
<td>Lecture/Discussion/Video</td>
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<td></td>
<td>• Motor Speech Disorders</td>
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<td>Week 14</td>
<td>Thanksgiving Break</td>
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<td>Week 15</td>
<td>Treatment</td>
<td>Chapter 8: Basic Unit</td>
<td>Oral Presentations</td>
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<td>Week 16</td>
<td>Prepare for Final Exam</td>
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<td>Case Studies</td>
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<td>Final Exam</td>
<td>December 15&lt;sup&gt;th&lt;/sup&gt; @3:30</td>
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Key Dates:

- October 2: Fall Break
- October 15 & 16: ArkSha Convention
- November 11-13: ASHA Convention
- November 23-27: Thanksgiving Break
- December 15: Final Exam