

CSD 345: Phonological and Articulation Development and Disorders

Spring 2022

General Information

Instructor Information

Instructor: Sarai Holbrook, Ph.D., CCC-SLP

Office: CPS 040

Office Hours: Mondays from 3:15-4:15 (right after class)

E-mail (preferred contact method): sholbroo@uwsp.edu

Note: I will attempt to respond to emails within 24 hours, excepting weekends. I will respond to those on the Monday following.

Office Telephone: 715-600-2112

Teaching Assistant: Nicole Plutz, B.S.

Office Hours: By appointment

E-mail: nplut505@uwsp.edu

Course Information

Course Description:

In this class, you will have the opportunity to learn and understand:

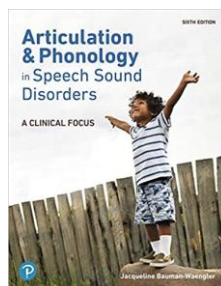
- Typical acquisition of articulation and phonology,
- Prominent philosophical theories related to how phonology and articulation function,
- Principles used to diagnose and treat children with articulation and phonological disorders and,
- Basic assessment and treatment practices related to articulation and phonological disorders.

Credits: 3

Prerequisite: CSD 260 – Phonetics

Meeting Location and Times: CPS 233; Mondays & Wednesdays, 2:00-3:15 pm

Textbooks & Course Materials



Required: Bauman-Waengler, J. (2020). *Articulation and Phonology in Speech Sound Disorders, A clinical focus*. 6th edition. Pearson Publishing.

Required Software: *PA Practice*, Watson, M. & Murthy, J. (2003). Thinking Publications. This is available across the university via remote access. I'll show you how to access it the first day of class.

Course Learning Objectives

Course Objectives	Learning Outcomes
1. Students will describe typical acquisition of articulation and phonology in speakers of Standard American English, other English dialects, and in bilingual populations.	<ul style="list-style-type: none"> a. Describe typical articulation and phonological development in Standard American English, other English dialects, and in bilingual populations. b. Discuss the universal nature of phonological development as well as distinguish phonological delays/disorders from phonological differences. c. Discuss factors typically associated with articulation and phonological disorders. d. Summarize major theories associated with phonological development and disorders.
2. Students will understand and apply principles and methods used in diagnosis and treatment of children with articulation and phonological disorders across a variety of races, ethnicities, SES characteristics, etc.	<ul style="list-style-type: none"> a. Students will gain experience with administering, scoring, and interpreting at least one single-word test of articulation and one test of phonology. b. Students will distinguish between articulation/phonological differences and disorders during the assessment process. c. Students will summarize general principles and practices in choosing phonological remediation goals and objectives. d. Students will determine appropriate objectives and treatment approaches for treating articulation/phonological disorders based on results of basic standardized articulation and phonological assessments.

Pedagogy: Teaching-Learning Activities

I will use a variety of teaching tools including lectures, case studies, individual and small-group in-class exercises, discussion, videos, and assigned readings to facilitate your learning. I expect that you will come to class having completed all the assigned readings, ready to fully engage in class activities and meaningful discussion.

Graded Activities

I will assess what you have learned throughout the semester via one quiz, two exams, and two projects as seen below:

Description	Points
PA Practice Review Module Quiz	25
Midterm Exam	100
Test Administration Project	50
KLPA Project	75
Final Exam	100
Total Points Possible	350

Grading Scale

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage
A	94-100%
A-	91-93%
B+	88-91%
B	84-87%
B-	80-83%
C+	77-79%
C	74-78%
C-	70-73%
D+	67-69%
D	64-68%
D-	60-63%
F	< 60%

Late Work Policy

Assignments are due on the dates indicated. Work turned in after that date will receive a 20% reduction in points for each day it is late. Late work will not be accepted after 5 days past the deadline. If you have extenuating circumstances, contact me BEFORE the deadline to discuss possible solutions.

Topic Outline/Schedule

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is your responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.

WEEK	DAY	TOPIC	READINGS/ ASSIGNMENTS
1	1/24	Introduction to course and PA Practice	
	1/26	Basic terms and concepts	Bauman-Waengler Ch. 1
2	1/31	Review of Articulatory Phonetics	Ch. 2
	2/2	Review of Phonetic Transcription and Diacritics	Ch. 3, PA Practice Review Module: Consonants
3	2/7	Phonological Theories: The phoneme, Distinctive Features, Generative Phonology	Ch. 4 pgs. 71-85
	2/9	Phonological Theories: Natural Phonology, Feature Geometry	Ch. 4 pgs. 85-100 PA Practice Review Module: Vowels
4	2/14	Phonological Theories: Optimality Theory, Sonority Theory	Ch. 4 pgs. 100-111
	2/16	Phonological Development in Standard American English (SAE)	Ch. 5 pgs. 114-133; PA Practice Review Module: Syllables and Word Shapes
5	2/21	Phonological Development in SAE (cont.)	Ch. 5 pgs. 133-143
	2/23	Phonological Development in SAE (cont.)	Ch. 5 pgs. 143-151 PA Practice Review Module Quiz
6	2/28	English Language Learning	Ch. 8 pgs. 243-266
7	3/2	Dialects; begin "Talking Black in America" film	Ch. 8 pgs. 230-242
	3/7	Finish "Talking Black in America"; Midterm review	
	3/9	Midterm Exam	
8	3/14	Assessment and Appraisal: Collecting Data – Beginnings and Oral Mechanism Exams	Ch. 6 pgs. 155-165
	3/16	Standardized Tests – Practice!	Ch. 6 pgs. 165-172
	3/21	Spring Break	
	3/23	Spring Break	
9	3/28	Assessment and Appraisal: Collecting Data	Ch. 6 pgs. 172-195 Test Administration Project Due
	3/30	Assessment and Appraisal: Collecting Data Practice Independent Analyses	PA Practice Analyzing Speech: Independent Analyses – Phonetic inventory, Syllable and Word Shapes, Basic Contrasts
10	4/4	Diagnosis: Summarizing Data & Classifying SSDs	Ch. 7 pgs. 196-210
	4/6	Diagnosis: Summarizing Data & Classifying SSDs	Ch. 7 pgs. 211-222

11	4/11	Diagnosis: Practice Relational Analyses – Phonemic Contrasts/Use, Phonological Patterns	PA Practice Analyzing Speech: Relational Analyses – Phonological Processes, Phonemic Use, PCC
	4/13	Diagnosis: Practice Relational Analyses – PCC, putting it all together	
12	4/18	Therapy for Articulation Disorders: Traditional Approach	Ch. 9 pgs. 269-280
	4/20	Principles of Motor Learning	Ch. 9 pgs. 281-334
13	4/25	Treatment of Phonological Disorders: Minimal Oppositions, Multiple Oppositions, Maximal Oppositions	Ch. 10; pgs. 342-357
	4/27	Minimal, Multiple, Maximal Oppositions cont.	KLPA Project Due
14	5/2	Treatment of Phonological Disorders: Complexity Approach	Ch. 10 pgs. 357-363
	5/4	Treatment of Phonological Disorders: Cycles Approach	Ch. 10 pgs. 364-369
15	5/9	Treatment of Phonological Disorders: Core Vocabulary, Metaphon Approach, etc.	Ch. 10 pgs. 369-377
	5/11	Treatment of Phonological + Language Disorders: Morphosyntax, Vocabulary, and Emerging Phonology	Ch. 10 pgs. 378-387
FINAL	5/19	Final Exam 10:15-12:15	

Course Policies and Resources

Disability Resources

If you have a disability that requires accommodation so that you may fully participate in class activities or meet course requirements, **please contact me within the first week of class**. Refer to <http://www.uwsp.edu/special/disability/studentinfo.htm> for further assistance.

Communicate if You are Struggling!

If you find that you are having difficulty keeping up with assignments or have any concerns or difficulties in the course, **please contact me as early as possible**. Let's find a solution together. I want to help.

Commit to Integrity

Basically, be honest. I will do my best to be very clear about what is and is not allowed on any given assignment, but ultimately, if something feels iffy, it probably is. Don't do it. Academic dishonesty cheapens the value of your education and others'. You're paying a lot in time and money for your education. If you cheat and don't learn the material, you will not be prepared to be a competent professional and will have wasted your resources. I am eager to meet with you if you are struggling, so please, communicate instead of resorting to dishonest practices.

UWSP's 2 cents: Academic Integrity is an expectation of each UW-Stevens Point student.

Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a UW-Stevens Point student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. For more information see: https://www.uwsp.edu/dos/Documents/2015_Aug_AcademicIntegrityBrochure.pdf

COVID-19 Policies

I am following University guidelines for management of COVID-19. For full details, please see the guidelines available at: <https://www.uwsp.edu/coronavirus/Pages/default.aspx>. Specifically relevant to our time here are these points:

- Face coverings are required to attend class
 - Face coverings must cover the nose and mouth at all times – I'll remind you if yours slips down.
 - If you forget a mask, I'll ask you to go to CPS Dean's Office (CPS 110) or SHSW Office (D127 Science) for a disposable mask.
- Clean your area before and after class using the provided spray bottles and paper towels
- If you have symptoms of COVID-19, DON'T COME TO CLASS! Please, contact me ASAP. I will set up a Zoom meeting for class so you can still "attend."
- If I need to quarantine, class will pivot to online, synchronous meetings at our regularly scheduled time.

Religious Beliefs

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03. If you will need accommodations, please let me know within the first 3 weeks of class.

Understand When You May Drop This Course

It is your responsibility to understand when you need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Off Campus Access to Library Resources

Students can access library journals, databases, eBooks, and streaming videos from off campus. To access these resources, please go to the Library homepage (<https://www.uwsp.edu/library>)

where there is a prompt to log on with your university login information before accessing resources. In addition, you can also link to library resources from Google Scholar by [following these directions](#).

Reference Librarians are also available and can be reached via virtual assistance:

- **Online chat:** www.uwsp.edu/library/chat
- **Text:** 715-602-3542
- **Email:** librefd@uwsp.edu
- **Personal Research Consultation:** <https://www.uwsp.edu/library/Pages/researchConsultation.aspx>