

CSD 345: Phonological and Articulation Development and Disorders

Fall 2023

General Information

Instructor Information

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

Office: CPS 040

Office Hours: TBD after my clinic schedule is finalized

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

Note: I will attempt to respond to emails within 24 hours, excepting weekends.

Office Telephone: 715-346-3524

Teaching Assistants: Emma Guenther, B.S.; Madelyn Kruckeberg, B.S.

Office Hours: TBD

E-mail: Emma: eguen764@uwsp.edu, Madelyn: mkruc465@uwsp.edu

Course Information

Credits: 3

Prerequisite: CSD 260 – Phonetics

Meeting Location and Times: CPS 210; M/W/F 1:00-1:50 pm

Course Description (mine):

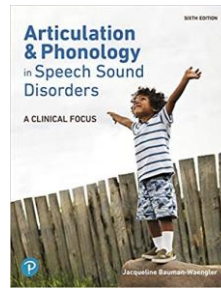
You need to go into your clinical experiences and graduate school:

1. Understanding typical speech development,
2. Basic familiarity with key theories of speech acquisition, and
3. An understanding of:
 - Basic assessment and
 - Treatment for speech sound disorders.

Course Description (official):

Normal acquisition of articulation and phonology. Review of underlying processes of normal articulation and phonology as a foundation for understanding basic theories and principles used to diagnose and treat children with articulation and phonological disorders.

Textbooks & Course Materials



Required Text: 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. Instructions for how to access this are on Canvas. This software is an oldie but a goodie. We'll use it to practice some of the analysis procedures in Chapters 6 and 7.

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 speech development. b. Discuss factors typically associated with speech sound disorders. c. 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 speech sound 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 speech sound disorder test. b. Students will summarize general principles and practices in choosing phonological remediation goals and objectives. c. Students will determine appropriate objectives and treatment approaches for treating articulation/phonological disorders based on results of basic standardized articulation and phonological assessments.

ASHA Standards Addressed

You will have the opportunity to work toward meeting the following KASA standards: IV-B, IV-C, IV-D, V-A, and V-B.

Pedagogy: Teaching-Learning Activities

I aim to 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.

Attendance Policy

Come to class. Yes, it does matter. No, I won't "take attendance" (except when I have to 3x/semester). If you have to miss, please get notes from someone else. If you're gone for a university-excused absence, feel free to talk to me beforehand.

Reading Room

When I was a student, I struggled to complete all the readings that were required in my classes. To support timely completion of your readings, I will have a time available when I or my TA will be in a room (specific location TBD). This will be reading time, not office hours (although you can certainly ask questions about what you're reading). The purpose is to get together and read the class's text silently together. This draws from a technique called "body doubling" that I have found extremely helpful for completing important, large, ongoing (but not pressing!) tasks that I always intend to do but never find the time for. To facilitate deep focus, we will have an (optional, but *strongly* encouraged) "Phone Vacation Box" where your phones can go for a much-needed break while you give your full attention to your reading.

Need Help?

The Tutoring-Learning Center (TLC) helps students in all disciplines become more effective, confident learners. They believe all learners benefit from sharing work with knowledgeable, attentive peer tutors. The TLC offers four tutoring services:

- **Academic Coaching:** Build skills in studying, time management, test-taking, online learning, and more.
- **Course Content:** Practice problems, deepen understanding, and prepare for exams in natural resources, STEM, World Languages, and more.
- **Reading/Writing:** Brainstorm and refine papers, essays, lab reports, citations, résumés, scholarship applications, personal writing, and more.
- **Tech Essentials:** Develop computer literacy and learn to use UWSP-related applications such as Canvas, Microsoft 365, and Zoom.

To make an appointment, you can self-schedule using Navigate, contact them at tlctutor@uwsp.edu or 715-346-3568, or stop into CCC 234.

Graded Activities

I will assess what you have learned throughout the semester via reading quizzes, exams, and projects as seen below:

Description	Points
“Getting to Know You” Assignment	5
Reading Quizzes	5pts X 14 = 70
Unit Exams	50pts X 2 = 100
“Talking Black in America (TBIA)” Reflection	15
Test Administration Project (5pt. early bird bonus)	50
Treatment Project (5pt. early bird bonus)	50
Mildly Comprehensive Final Exam	60
Total Points (w/o early bird bonuses)	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

Work turned in after the due 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 (even if it's the day before) to discuss possible solutions.

Course Outline (Subject to Change)

WEEK	Day	TOPIC(S)	READINGS	ASSIGNMENTS DUE
1	9/6	Introduction	Bauman-Waengler Ch. 1 – 2	
	9/8	Classification Systems		Reading Quiz (RQ): 1
2	9/11	Phonetic Transcription and Diacritics	Ch. 3	RQ: 2
	9/13	Diacritics		
	9/15	Begin Theory (a.k.a. why we do what we do)	Ch. 4 pgs. 71-100	
3	9/18	Theory!! 😊	Ch. 4, pgs. 100-111	RQ: 3
	9/20	Theory finished, Begin Typical Phonological Development	Ch. 5 pgs. (skim 114-118) 119-134	
	9/22	Typical Phonological Development: Consonants	Ch. 5 pgs. 135-139	
4	9/25	Typical Phonological Development: Phonological Patterns	Ch. 5 pgs. 139-145	RQ: 4
	9/27	Typical Phonological Development: The Literacy Connection	Ch. 5 pgs. 146-151	
	9/29	Unit 1 Exam		
5	10/2	Disorders within Dialects	Peña-Brooks & Hedge Ch. 8 (on Canvas)	RQ: 5
	10/4	Continued		
	10/6	(asynchronous) Watch "Talking Black in America," Complete TBIA reflection	https://login.ezproxy.uwsp.edu/login?url=https://fod.infobase.com/PortalPlaylists.aspx?seriesID=288153&wID=240117	
6	10/9	TBIA Debrief; Assessment Overview	Ch. 6, pgs. 155-172	RQ: 6
	10/11	Purpose of Standardized Tests		
	10/13	Practice! – OME, Standardized tests		TBIA Reflection Due by 5:00
7	10/16	Practice! – Stimulability and Contextual Testing, Multisyllabic words	Ch. 6, pgs. 172-190	RQ: 7

	10/18	Practice! – Fun with speech samples		
	10/20	Practice! – Emerging phono/Unintelligible children		
8	10/23	Practice! – Phonetic Inventory etc.	Ch. 7, pgs. 197-204	RQ: 8
	10/25	Practice! – Phonological Patterns	Ch. 7, pgs. 208-211	
	10/27	<i>Wiggle Room</i>		
9	10/30	Practice! – Phonemic Contrasts Intelligibility, PCC, PWC,	Ch. 7, pgs. 204-207, 218-222	RQ: 9
	11/1	Classify	Ch. 7, pgs. 211-217	
	11/3	Unit 2 Exam		
10	11/6	Treatment: Traditional Approach Structure	Ch. 9, pgs. 270-281	RQ: 10
	11/8	Principles of Motor Learning	Ch. 9, pgs. 281-285	
	11/10	Shaping Spotlight: /s, z/	Ch. 9, pgs. 286-297	
11	11/13	Shaping Spotlight: /ʃ, ʒ/	Ch. 9, pgs. 298-302	RQ: 11
	11/15	Shaping Spotlight: /l/	Ch. 9, pgs. 306-311	Early bird bonus, 5 pts, on Test Administration Project if in by 5:00
	11/17	Shaping Spotlight: /ɹ, ə, ɜ/	Ch. 9, pgs. 311-318	
12	11/20	cont. /ɹ, ə, ɜ/		No RQ
	11/22	<i>Wiggle Room/Project Work Day</i>		Test Administration Project Due by 5:00
	11/24	NO CLASS -Thanksgiving Break		
13	11/27	Shaping Spotlight: /θ, ð/	Ch. 9, pgs. 319-322	RQ: 12
	11/29	Shaping Spotlight: /tʃ, dʒ/	Ch. 9, pgs. 325-327	
	12/1	Shaping Spotlight: /k, g/	Ch. 9, pgs. 302-306	
14	12/4	Shaping Spotlight: /f, v/	Ch. 9, pgs. 322-324	RQ: 13
	12/6	Shaping Spotlight: voicing, consonant clusters	Ch. 9, pgs. 327-332	
	12/8	Phonological Treatment: Minimal Pairs	Ch. 10 pgs. 344-348	Early Bird Bonus, 5pts., on Treatment Project if in by 5:00
15	12/11	Phonological Treatment: Cycles	Ch. 10 pgs. 364-369	RQ: 14

	12/13	Wiggle Room/Project Work day		
	12/15	Wiggle Room/Review		Treatment Project Due by 5:00pm
16	12/19	Mildly Cumulative Final Exam @12:30 – 2:30 in CPS 210 (Emphasis on unit 3)		

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 (even if it's later than you think is okay)!** 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. I am eager to meet with you if you are struggling, so please, communicate instead of resorting to dishonest practices.

A note about using AI: For any that you complete on a computer, use of grammar and spell checkers (e.g., Grammarly, Word's spell check) is allowed. Use of more sophisticated generative systems (e.g., ChatGPT) is NOT allowed since writing, analytical, and critical thinking skills are part of your development as a competent professional. I'd rather get something you think is "not perfect" than something that is not your own work. AI generated submissions are NOT permitted and will be treated as plagiarism.

UWSP's 2 cents:

https://www.uwsp.edu/dos/Documents/2015_Aug_AcademicIntegrityBrochure.pdf

COVID-19 Policies

Currently, here are the guidelines:

- Face coverings are NOT required to attend class
- If you have symptoms of COVID-19, please consider staying home. If you do come to class, please consider wearing a mask so we can all stay healthy. Either way, please, contact me ASAP and we'll work out solutions.
- If you have COVID, you will need to stay home for 5 days, then mask for another 5 days.

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>