

CSD 345: Phonological and Articulation Development and Disorders

Spring Semester 2021

Instructor Information

Instructor: Sarai Holbrook, PhD, CCC-SLP

Office: CPS 040

Office Hours (all virtual): TBD – I will need to finalize my clinic schedule first; I'm also available by appointment – just email me

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

Office Telephone: 715-600-2112

Teaching Assistant: Abby Brown, BS

Office Hours: By appointment

Email: abrow398@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 work,
- 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 Times: Mondays & Wednesdays, 2:00-3:15pm

Zoom Information for Class and Office Hours:

Meeting URL: <https://uwsp.zoom.us/my/dr.holbrook>

Meeting ID: 456 390 5472

Passcode: sholbrews

Course Structure

- Synchronous Zoom meetings
 - Attendance in synchronous virtual meetings is **required**.
 - Contact me at least 24 hours in advance if you have an extenuating circumstance and cannot attend class.
- Asynchronous recorded lectures (these are noted in the course outline)
- Course management system, Canvas.

Textbook & Course Materials

Required Text: Bauman-Waengler, J. (2016). *Articulation and Phonology in Speech Sound Disorders, A clinical focus*. 5th 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.

Response Times

- I will attempt to respond to emails within 24 hours on weekdays (M-F), but responses to emails sent on the weekend may not be until the following Monday.
- Please resend your email if you have not received a reply from me within 24 hours (M-F).
- When I am out on maternity leave (end of March-beginning of April), please direct emails to my TA, Abby Brown and cc me.

Course Learning Outcomes (CLOs)

Course Outcomes	Learning Objectives
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 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. Summarize articulation/phonological problems typically associated with various populations including children with hearing impairment, cognitive impairments, and/or physical impairments. d. Discuss factors typically associated with articulation and phonological disorders. e. 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 interpret 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. e. Students will compare and contrast various treatment approaches for phonological disorders including motoric approaches, cognitive-linguistic, and cyclical approaches and how they may be tailored to individual situations, characteristics, and needs.

Learning Activities

You will meet the outcomes listed above through a combination of the following:

- Attending/viewing lectures
- Participating in discussions
- Completing practice exercises
- Reading the assigned text
- Completing short quizzes
- Administering and interpreting at least one common standardized articulation/phonology test
- Developing a basic intervention plan and objectives based on assessment results.

Expectations

Students are expected to:

- Complete assigned readings before class
- Attend synchronous lectures
- View asynchronous lectures
- Actively participate in discussions and in-class exercises
- Answer questions asked by the instructor
- Ask for clarification when needed
- Complete assignments on time
- Be courteous and respectful to other students and the instructor

Dr. Holbrook is expected to:

- Be thoroughly prepared for class
- Have a solid rationale for materials taught
- Begin and end Zoom meetings on time
- Announce any changes to the syllabus or assignments in advance
- Answer student questions – If I don't know the answer, I will find it out!
- Meet with students outside of class to discuss questions or concerns about the course requirements or the student's performance
- Be courteous and respectful to all students, provide constructive feedback, and return assignments efficiently

Assignments

Canvas

All assignments, quizzes, and exams will be submitted via Canvas.

Exams

You will have 2 exams this semester. They will be administered online through Canvas. They are open book, open note, but NOT open classmate or open internet. Exams will be available to take for 24 hours starting at the time listed in the table above. Once you start an exam, you will have 60 minutes to complete it, so I *strongly* recommend studying, not just relying on your resources. Running out of time will not be an acceptable excuse for me to re-open the exam.

Reading Quizzes

You will have a reading quiz worth 5 points due every Monday by 2:00 except the weeks of Jan. 25, Feb. 15, and Mar. 29. Reading Quizzes are open book, open notes but NOT open classmate or open internet. Reading quizzes are not timed.

Phonological Analysis (PA) Practice

We will complete activities from this software each week until mid-late April. Much of the material should be review from CSD 260 – Phonetics, so we will not cover it in class, but feel free to ask questions. Screenshots via phone, OfficeLens, etc. of your completed exercises will submitted each week. Most of the time, these exercises will be due on Wednesdays at 2:00. The exception is the week of Monday, March 29, when you will have a set of exercises due at 2:00 on Monday AND Wednesday.

GFTA-3/KLPA-3 Project

You will gain experience with administering, scoring, and interpreting the Goldman-Fristoe Test of Articulation, 3rd Edition (GFTA-3) and entering the resulting information into the Khan-Lewis Phonological Analysis, 3rd Edition (KLPA-3). Due to COVID, rather than have you administer these tests yourselves, I will record myself administering the GFTA-3. I will play the recording in class on March 10 (date may be subject to change). **Because of copyright issues, I will NOT be able to record this lecture, so synchronous attendance is essential on this date.** If you have extenuating circumstances, you must contact me as soon as possible, but at least by March 8 (or two days prior to the scheduled time). You will then score the GFTA-3 and the KLPA-3 and write an abbreviated diagnostic report, objectives, and treatment plan based on the results. I encourage you to submit the project early to receive feedback and make corrections prior to the due date.

Grading Policies

Late Policy

I realize that life goes on while you are in school and many of you may be juggling multiple roles because of COVID. Therefore, I am posting deadlines well in advance and making them predictable as much as possible. If you are unable to meet a deadline, please let me know before the due date (if possible) and we will work out a plan together. I want to be mindful of different working conditions/environments, illness, caregiving, mental health, technology issues, and other potential variables during this stressful time.

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	95-100%
A-	92-94%
B+	88-91%
B	84-87%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
F	Below 60%

Schedule

Tentative Schedule (some adjustments may be made as needed)

Wk	Date	Topic	Reading Due	Quizzes/PA Practice Due	Exams/ Projects Due
1	Jan. 25	Introduction to the course Introduction to PA Practice			
	Jan. 27	Basic terms and concepts	Ch. 1	PA Practice Review Module : Consonants, 5 pts	
2	Feb. 1	Sound system review	Ch. 2	Reading Quiz Chs. 1-2, 5 pts	
	Feb. 3	Speech production review		PA Practice Review Module : Vowels, 5 pts	
3	Feb. 8	Phonetics transcription review	Ch. 3	Reading Quiz Ch, 5 pts	
	Feb.10	Phonetics transcription review		PA Practice Review Module : Syllables and Word Shapes, 5 pts	

4	Feb. 15	No Class – Presidents Day*			
	Feb. 17	Phonological theories	Ch. 4		
5	Feb. 22	Phonological theories	Ch. 4 & Ch. 5, pp. 104 – 127	Reading Quiz, 5 pts	
	Feb. 24	Normal phonological development Variables related to SSD		PA Practice Analyzing Speech: Independent Analysis: Phonetic Inventory, 5 pts	
6	Mar. 1	Normal Phonological Development; Variables related to SSD	Ch. 5, pp. 127 – 142	Reading Quiz, 5 pts	
	Mar. 3	Continue last lecture's topic		PA Practice Analyzing Speech Module: Independent Analysis: Syllable and Word Shapes, 5 pts	
7	Mar. 8	Assessment procedures: Why we assess, case history, oral-motor, single word tests, conversation sampling	Ch. 6, pp. 143-158	Reading Quiz, 5 pts	
	Mar. 10	Single Word Test Example: Administering and scoring the GFTA-3 (have protocol printed out and be ready to transcribe)		PA Practice Analyzing Speech Module: Independent Analysis: Basic Contrasts, 5 pts	
8	Mar. 15	Assessment cont'd: Stimulability, contextual testing, profiling results, integrating factors	Ch. 6, pp. 159 - 170	Reading Quiz, 5 pts	
	Mar. 17	Continue last lecture's topic			Midterm Exam 120 pts Open: 3:30 pm March 17 – 3:30 pm March 18

(Cont. on next page)

SPRING BREAK (Week of March 22-26)					
9	Mar. 29	No Class – Work on GFTA/KLPA project, PA Practice		PA Practice Analyzing Speech Module: Relational Analysis: Phonological Processes (PPs) – Syllable Structure and Substitution Processes, 5 pts	
	Mar. 31	No Class – work on GFTA/KLPA project, PA Practice, PPs Quiz		PA Practice Analyzing Speech Module: Relational Analysis: PPs– Assimilation Processes and Exercises Involving Multiple PPs, 5 pts	
10	Apr. 5	Recorded lecture (asynchronous) – Articulatory vs. phonemic disorders, intervention decisions, determining objectives, treatment plan, etc.	Ch. 7	Reading Quiz, 5 pts	
	Apr. 7	Recorded lecture (asynchronous) – Continue last lecture’s topic		PA Practice Analyzing Speech Module: Relational Analysis: Phonemic Use and PCC, 5 pts	
11	Apr. 12	Recorded lecture (asynchronous) – Phonetic approach, general sequence of therapy	Ch. 9	Reading Quiz, 5 pts	
	Apr. 14	Recorded lecture (asynchronous) – Continue last lecture’s topic		PA Practice Analyzing Speech Module: Exercises Involving Multiple Aspects of PA Exercises 1-6, 5 pts	
12	Apr. 19	Recorded lecture? (synchronous if possible) – Minimal pair contrast therapy will be emphasized; maximal oppositions, complexity and multiples oppositions described	Ch. 10 pp. 306 - 319	Reading Quiz, 5 pts	

	Apr. 21	Recorded lecture? (synchronous if possible) – Continue last lecture’s topic		PA Practice Analyzing Speech Module: Exercises Involving Multiple Aspects of PA Exercises 7-12, 5 pts	
13	Apr. 26	PP tx emphasizing “cycles” training	Ch. 10 pp. 321 - 324	Reading Quiz, 5 pts	
	Apr. 28	Continue last lecture’s topic			
14	May 3	Incorporating morphosyntax & semantics; Emerging phonological systems	Ch. 10 pp. 329 – 335	Reading Quiz, 5 pts	
	May 5	Continue last lecture’s topic			
15	May 10	Wiggle Room/Review			
	May 12	Wiggle Room/Review GFTA/KLPA Project Due			GFTA/KLPA project DUE @ 11:59pm 100 pts
16	May 18	Final Time – 8-10 – I will open a Zoom meeting during this time if you want to take it with me “in the room” available for clarification questions.			Final Exam 120 pts Open: 8:00 am May 18 – 8:00 am May 19

*Having always lived in states that observe Presidents Day, I did not realize that it’s not a holiday off from school in Wisconsin. I consequently scheduled important medical appointments on this day that would be extremely difficult to reschedule. Sum result: you win! No class!

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. 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've just wasted those resources. I am being flexible with deadlines and am always available 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

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>

Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. We all wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be

perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Please, be civil with each other. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as 😊 can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable.

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm
Shea, V. (1994). Netiquette. Albion.com. Retrieved from: <http://www.albion.com/netiquette/book/>.