

CSD 345: Phonological and Articulation Development and Disorders

Spring 2023

General Information

Instructor Information

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

Office: CPS 040

Office Hours: TBD – I'll need to finalize my clinic schedule first; likely sometime on Tuesday/Thursday during the day

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: 715-346-3524

Teaching Assistant: Emma Guenther, B.S.

Office Hours: TBD

E-mail: eguen764@uwsp.edu

Course Information

Course Description (mine):

You need to go into your clinical experiences with a firm understanding of typical speech development, a basic familiarity with key theories of speech acquisition, and an understanding of basic assessment and treatment for speech sound disorders. In particular, I want you to know how to shape commonly misarticulated sounds – this is foundational to other phonological treatment approaches.

Course Description (official):

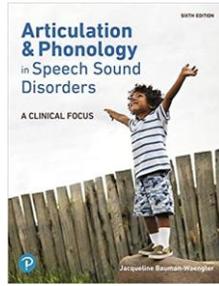
Normal acquisition of articulation and phonology. Review of underlying processes of normal articulation and phonology as a foundation for understanding basic theories and principles used to diagnose and treat children with articulation and phonological disorders.

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. Instructions for how to access this are on Canvas.

This software is an oldie but a goodie. I have outlined on the syllabus when exercises should be completed. They are not "graded"; treat them like assigned readings. You will be quizzed on your accumulated knowledge mid-semester (see schedule).

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.	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.	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 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 and exercises**, 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 Selfie	10
24 Reading Quizzes, 5 pts/each	24 x 5 = 120
Exam 1	50
PA Practice Review Module Quiz	25
Exam 2	50
Test Administration Project	50
Phonological Profile and Treatment Plan (w/5 bonus for submission by 5/10)	75
Total Points Possible	380

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 to discuss possible solutions.

Topic Outline/Schedule

Important Note: This syllabus, along with course assignments and due dates, are subject to change. That said, I will do my very best to keep to this schedule.

WEEK	DAY	TOPIC	READINGS	ASSIGNMENTS
1	1/23	Introduction to course and PA Practice; Basic terms and concepts	Syllabus (will be on quiz)	
	1/25	Finish Ch. 1; Review of Articulatory Phonetics	Bauman-Waengler Ch. 1 – 2	Reading Quiz 1
2	1/30	Review of Phonetic Transcription and Diacritics	Ch. 3, PA Practice Review Module: Consonants	Reading Quiz 2 PA Practice Selfie Due
	2/1	Finish Diacritics - Practice		
3	2/6	Phonological Theories: Distinctive Features, Generative Phonology	Ch. 4 pgs. 71-92	Reading Quiz 3
	2/8	Phonological Theories: Natural Phonology	Ch. 4 pgs. 85-100 PA Practice Review Module: Vowels	Reading Quiz 4
4	2/13	Phonological Theories: Optimality Theory, Sonority Theory	Ch. 4 pgs. 100-111	Reading Quiz 5
	2/15	EXAM 1: Review and theories (Chs. 1-4)		EXAM 1
5	2/20	Phonological Development: Birth through First Words Phonological Development: First Words through Age 6	Ch. 5 pgs. 114-126; PA Practice Review Module: Syllables and Word Shapes	Reading Quiz 6

	2/22	Phonological Development: First Words through Age 6, cont.	Ch. 5 pgs. 126-146; Skim McCleod & Crowe (2018); Crowe & McCleod (2020)	Reading Quiz 7
6	2/27	Phonological Development: The Literacy Connection	Ch. 5 pgs. 146-151	Reading Quiz 8 PA Practice Quiz (Last 35 minutes of class)
	3/1	Dialects & English Language Learning	Ch. 8 pgs. 230-242	Reading Quiz 9
7	3/6	“Talking Black in America”	Ch. 8 pgs. 243-266	Reading Quiz 10
	3/8	“Talking Black in America” finished		
8	3/13	EXAM 2: Phonological Development, Dialects, and ELL (Chs. 4, 5, 8)		EXAM 2
	3/15	Assessment and Appraisal: Collecting Data – Standardized Test Practice!	Ch. 6 pgs. 155-171	Reading Quiz 11 <i>Start Test Administration Assignment (Recommended)</i>
*	3/20	Spring Break		
*	3/22	Spring Break		
9	3/27	Assessment and Appraisal: Practice Collecting Data	Ch. 6 pgs. 172-195	Reading Quiz 12
	3/29	Assessment and Appraisal: Practice Continued		
10	4/3	Diagnosis: Summarizing Data & Classifying SSDs	Ch. 7 pgs. 196-210	Reading Quiz 13
	4/5	Diagnosis: Practice - initial analysis (see ?’s on pgs. 203), phonetic inventory, phonemic inventory (basic contrasts)	PA Practice Analyzing Speech: Independent Analyses – Phonetic inventory, Syllable and Word Shapes, Basic Contrasts	Reading Quiz 14
11	4/10	Diagnosis: Summarizing Data & Classifying SSDs	Ch. 7 pgs. 211-222	Reading Quiz 15
	4/12	Diagnosis: Practice – phonological patterns, 5-way differential diagnosis, PCC, intelligibility	PA Practice Analyzing Speech: Relational Analyses – Phonological Processes, Phonemic Use, PCC	Reading Quiz 16 Test Administration Project Due
12	4/17	Therapy for Articulation Disorders: Principles of Motor Learning; Traditional Approach	Ch. 9 pgs. 269-285	Reading Quiz 17 <i>Start Phonological Profile and Treatment</i>

				<i>Project (Recommended)</i>
	4/19	Shaping Spotlight: /s, z/	Ch. 9 pgs. 286-297	Reading Quiz 18
13	4/24	Shaping Spotlight: /ʃ, ʒ, dʒ, tʃ/	Ch. 9 pgs. 298-302, 325-327	Reading Quiz 19
	4/25	Shaping Spotlight: /k, g, f, v/, voicing	Ch. 9 pgs. 302-306, 322-324, 327-329	Reading Quiz 20
14	5/1	Shaping Spotlight: /l, ɹ, ə, ɜ/	Ch. 9 pgs. 306-318	Reading Quiz 21
	5/3	Shaping Spotlight: /θ, ð/, consonant clusters	Ch. 9 pgs. 319-322, 329-332	Reading Quiz 22
15	5/8	Minimal Pairs Approach	Ch. 10 pgs. 342-349	Reading Quiz 23
	5/10	The Cycles Approach	Ch. 10 pgs. 364-369	Reading Quiz 24
				<i>Early Bird Bonus Due Date for Phonological Profile and Treatment Project (5 pts)</i>
FINAL	5/16	Phonological Profile and Treatment Project Due by 12:30pm (No Final Exam)		

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.

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

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>