

CSD 745 Phonology Fall 2018

Instructor: M. Watson CPS 040 346-2072

E mail: Maggie.Watson@uwsp.edu

Office Hours: I keep a schedule on my door for you to schedule yourself in for an appointment. I also have an open door policy, meaning if I am in my office and available, please feel free to stop in. Probably the best way to ensure a meeting with me is to email and set up a time.

Text Book: There will not be a required textbook for this course. **Readings** are available electronic reserve or D2L. **Also, many readings are available at the ASHA web site (accessible if you are a NSSLHA member).**

Recommended Text: If you do not have a good resource for phonology and articulation development and disorders, I highly recommend the book by Pena and Hegde: Assessment & Treatment of Articulation & Phonological Disorders in Children as well as Bauman-Waengler: Articulation and Phonology in Speech Sound Disorders.

Software: **PA Practice, Watson & Murthy** (2003). Thinking Publications. This is available on the Web.

COURSE DESCRIPTION: Review of contemporary issues related to articulation and phonology. Includes assessment and treatment strategies for clinically and culturally diverse child and adult populations.

Disclaimer: This is an *advanced course* in phonology and phonological disorders. Thus, you may have to do some reviewing or “catch-up” on your own in order to meet the expectations of an advanced course. To a limited extent, material you may have been presented in your undergraduate classes may be revisited or reviewed.

This is also a **Seminar Course** which traditionally in academia involves **reading AND discussing**.

Professional Behavior in the Classroom: It is imperative that an atmosphere of trust and respect is maintained during class. Much of the in-class learning is dependent on your input, comments, questions, and answers. In addition, behaviors that can interfere with my ability to teach and others’ ability to learn include students not coming prepared, as well as students doing other “things” during class time. This includes working on other assignments and writing in your planners. I am not allowing laptops, iPads, etc. in class; see me if you have a compelling reason for using one during class time.

GOALS/PURPOSE OF THE COURSE:

The purpose of this course is to give the student an in-depth understanding of normal and disordered phonological development in children as well as relate current research in child phonology to clinical issues of assessment and treatment. An emphasis is placed on the study of disordered phonology, description, causes and treatment, and their application to clinically and culturally diverse populations. In addition, interfacing phonology with other areas of language will be conducted. Readings and class discussion topics are designed to give students information and practice in analyzing phonetic transcripts for phonological information, drawing conclusions from assessment data and planning remediation strategies for various disordered populations. Evidenced-based practices for children with speech sound disorders (SSD) will also be emphasized. **It is hoped that the student will be able to "challenge" traditional methods of treatment and increase their repertoire of approaches with individuals demonstrating speech sounds system disorder.**

OBJECTIVES OF THE COURSE:

At the completion of this course students will:

1. Demonstrate in-depth knowledge and interpretation of normal phonological development and apply this knowledge to the evaluation of phonologically delayed/disordered individuals.
2. Be able to determine a phonological profile based on transcription data.
3. Demonstrate an understanding of developmental theories of phonological development and how these theories relate to assessment and intervention.
4. Evaluate and use formal and informal phonological assessment measures.
5. Demonstrate an understanding of causes and correlations of delayed/disordered phonological systems, both functional and those related to specific etiologies.
6. Evaluate specific intervention programs designed to remediate delayed/disordered phonological systems.
7. Incorporate other aspects of communication (i.e., semantics, pragmatics, syntax, fluency, literacy) when treating delayed/disordered phonological systems.
8. Apply assessment and intervention procedures to individuals from linguistically and culturally diverse backgrounds.
9. Demonstrate the ability to abstract and report important and relevant information from research literature in the area of phonology.
10. Be able to apply to discuss theory-based, data-driven models of phonological therapy.
11. Develop an understanding of the phonological underpinnings of written language development/disorders.
12. Be able to evaluate efficacy consideration in choosing goals and objectives for phonological intervention.

ASHA STANDARDS THAT YOU WILL HAVE THE OPPORTUNITY TO MEET*:

(all standards must be met at a minimum level of 84% (or grade of “B” or better) in order to meet the standard; passing the entire course doesn’t guarantee passing individual standards and passing standards doesn’t guarantee passing the course and/or certain sections of the course).

Standard	Description	Assignment*
ASHA Standard III-C : Articulation	D. Psychological: Describe the speech characteristics of children with speech sound disorders using independent and relational analysis procedures 2. E. Critique developmental studies of normal phonological development 2 G. Cultural	<ul style="list-style-type: none"> • Analysis assignment • Class presentations • Articles
ASHA Standard III – D Articulation Disorders Characteristics	1. Prevention: described other communication problems that sometimes accompany SSD	<ul style="list-style-type: none"> • Articles • Class presentations
	2. Assessment	<ul style="list-style-type: none"> • Analysis assignment • Practical exams
	3. Intervention	<ul style="list-style-type: none"> • Practical exam • Articles • Class presentations

		<ul style="list-style-type: none"> • Analysis assignment
ASHA Standard IV-G1 Articulation	D. Interpretation of results/choose treatment targets	<ul style="list-style-type: none"> • Analysis assignment • Practical exam • Class presentations
ASHA Standard IV-G2 Articulation	2 a. Compare and contrast Tx methods for non-native speakers	<ul style="list-style-type: none"> • articles • class presentations
	2 c. Making treatment decisions	<ul style="list-style-type: none"> • Analysis assignment • Articles • Class presentations

TEACHING/LEARNING STRATEGIES: The format used for this course will be a **seminar format**, which means a great deal of discussion and class participation **from everyone**. Case studies and transcripts from phonologically disordered clients will be used to supplement lecture material and will also be used to stimulate direction. Learning tasks designed to give students practice in phonological analysis/application will be conducted during class periods as needed. Dialogue among students and between instructor and students will be used to explain, illustrate, and clarify concepts. I will probably call on you randomly in order to facilitate class discussion.

EVALUATION: Evaluation of your performance is based on class participation, completion of exercises, exams and quizzes (as needed), critiques of readings, & application of the material. Coming late to class, lack of class participation, being unprepared will also influence your grade. In addition, there will be several “hands on” assignments such as the completion of various speech analysis procedures. The intent is to de-emphasize the memorization of material; instead the focus is on critiquing, analyzing, and applying the information.

Tentative evaluation procedures. Points available in class are as follows; numbers are tentative:

Analysis assignment	125
In/out classroom activities	50
Case study presentation	100
Assessment Quiz*	40
CAS handouts	<u>55</u>

Total..... ***exact points determined at the end of the semester.**
**** must earn 84% on this quiz to pass the course.**

GRADING SCALE

A = 100-95% A- = 94-92% B+ = 91-88% B = 87-84% B- = 83-80% C+ = 79-77%
C = 78-74% C- = 73-70%

Required Tasks:

- 1. In/out classroom activities:** these will vary greatly throughout the semester. They will be tied to the readings/topics of discussion. Some may involve answering questions or completing some sort of short assignment before class, while others will be completed in class.
- 2. Completion of an analysis/treatment project** You and a partner will create phonological data and apply various assessment procedures to that data. Complete assignment instructions will be

available. Due October 31st.

3. **Case study paper and presentation.** This will be done in groups of 3. You will be given a case and then make up background and phonological information. You will present the case as if at a meeting with other professionals and the child's family, thus presenting goals/objectives and treatment methods. This will also include an annotated bibliography. Presentations will be scheduled across the semester.
4. **Assessment Quiz:** This is to reinforce basic principles of speech sample analysis. I will provide you with a short speech sample that is phonetically transcribed, and you will apply several analysis procedures. Scheduled for October 1st.
5. **CAS Handouts:** These will involve explaining CAS and intervention principles.