

CSD 745: Advanced Study in Phonological Disorders

Fall Semester 2020

Instructor Information

Instructor: Sarai Holbrook, PhD, CCC-SLP

Office: CPS 040

Virtual Office Hours: TBD; Dr. Holbrook's Zoom Meeting Room

Zoom link: <https://uwsp.zoom.us/my/dr.holbrook>

Passcode: sholbrew

Office Hours: TBD; I will be on campus, but we may not be able to meet in person because of person count restraints for the department. I'll be updating you as soon as I know.

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

Office Telephone: 715-346-2072

Course Information

Course Description:

Review contemporary issues related to articulation, phonology, and childhood apraxia of speech. Assessment and treatment strategies for clinically and culturally diverse children.

Credits: 2

Prerequisite: CSD 345 - Phonological and Articulation Development and Disorders or equivalent

Meeting Time: Fridays from 10:00-11:40 am

Course Zoom Information:

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

Meeting ID: 456 390 5472

Important Note: This syllabus, along with course assignments and due dates, are subject to change. I'll update you via Canvas Announcements and will update the Canvas assignments/schedule/home page. It is your responsibility to check Canvas for corrections for updates to the syllabus. I recommend that you set your Canvas settings to notify you when there are changes to the course. [How to set Canvas notification preferences link.](#)

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.
 - If you have not received a reply from me within 24 hours during the work week, please resend your email.
 - ***If you have a general course question (not confidential or personal in nature), please post it in the Discussions > General Course Q&A thread. The "Discussions" are on the left side of the course home page. The "General Course

Q&A" thread is pinned to the top of the discussions page. I will post answers to all general questions there so that everyone can see them. Please, feel free to answer each other's questions too!

Textbook & Course Materials

The required text should be available for purchase at the bookstore or your preferred online vendor (although the version and quality isn't guaranteed for the latter).

The recommended texts should be available for rent or purchase at the bookstore* or to buy from your preferred online vendor (same caveats apply as above). *Any readings from the recommended texts that I require will be made available digitally prior to the reading assignment.*

If you are going to work in the schools or private practice, I would highly recommend purchasing the recommended texts, particularly *The Late Eight*. I would have liked to have a reference like that when I was working in the schools!

Required Text:

Interventions for Speech Sound Disorders in Children by Williams, L., McLeod, & McCauley, R. (2010) ISBN: 1-59857-018-8 Publisher: Brookes

Recommended Texts:

The Late Eight, 3rd Edition by Bleile, K. (2018) ISBN: 978-1-94488-303-4 Publisher: Plural **This text isn't available through the bookstore, unfortunately, and so is not required*

Articulation & Phonological Disorders: Speech Sound Disorders in Children, 8th Edition by Bernthal, J., Bankson, N., & Flipsen, P. ISBN: 9780134170824 Publisher: Pearson

Other Readings:

All other readings will be posted on Canvas or linked through UWSP's library. I will post them at least a week in advance of the lecture they are associated with.

Course Learning Outcomes (CLOs) – i.e. What in the world will I learn in this class?

- CLO 1: Compare and contrast the **etiology and characteristics** of
 - Articulation/Phonology
 - Apraxia
 disorders in children and adolescents across a variety of races, ethnicities, SES characteristics, etc.
- CLO 2: Integrate **theoretical models** and philosophical issues into assessment and intervention decisions related to:
 - Articulation/Phonology and
 - Apraxia

disorders in children and adolescents across a variety of races, ethnicities, and SES characteristics.

- CLO 3: Identify and practice standardized, non-standardized, and dynamic **assessments** for children and adolescents with
 - Articulation/Phonology and
 - Apraxiadisorders across a variety of ages, races, ethnicities, SES characteristics, etc.
- CLO 4: Assess and develop **intervention** plans for children and adolescents with
 - Articulation/Phonology and
 - Apraxiadisorders across a variety of ages, races, ethnicities, SES characteristics, etc.

ASHA Standards

You will have the opportunity to meet part of all the following ASHA standards in this course: IV-C, IV-D, IV-F, IV-G, V-B. Other ASHA standards may apply, but these are the ones most directly relevant to this class.

Learning Activities – i.e. How will I learn the stuff?

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

- Attending/viewing lectures
- Participating in discussions
- Completing practice exercises
- Reading assigned texts and articles
- Completing short quizzes
- Developing assessment and intervention plans

Expectations

Students are expected to:

- Complete assigned readings before class
- Attend/view 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

Course Structure

This course will be delivered entirely online through synchronous Zoom meetings and our course management system, Canvas. You will use your UWSP account to login to the course from the [Canvas Login Page](#). See the top of the syllabus for Zoom meeting info.

Assignments and Grading Policies

Graded Course Activities (Assignments)

For details for readings and assignments, see the **Readings and Assignments** document. Click the **Assignments** link in Canvas to access assignment listing, categories and weights as applicable. Click the **Syllabus** link to see a chronological listing of assignments. Click the **Grades** link to see current grades. Overall assignments and accompanying points are listed below:

Description	Points
Introductory Blurb/Video	5
Reading Quizzes	3 X 13 = 39
Discussion Posts	2 X 13 = 26
Phonology Assessment/Tx Report	40
CAS Handouts	40
Total Points Possible	150

Participation

Because of the unusual circumstances we find ourselves in this semester (thanks a lot, COVID...), I'm striving for utmost flexibility, while still maintaining cohesion in the class. While my

preference is for you to participate in the synchronous lectures, each lecture will be recorded and made available later for viewing if you need to take that route. I will not be taking attendance; however, you are expected to participate in all online activities as listed on the course calendar. Your participation will also be measured by discussion posts and responses to others' posts.

Complete Assignments & Late Policy

All assignments for this course will be submitted electronically through Canvas. Major assignments are due at 5:00pm on the day they are due. Initial discussion posts will be due on Tuesdays at 5:00; responses will be due by 10:00 am on Fridays. Reading quizzes will be due at 10:00 am on Fridays. Unexcused late assignments turned by *midnight on the due date* will receive a penalty of minus 5 percentage points. Unexcused assignments turned in the following day by 5:00pm (and only due to extenuating circumstances) will receive a penalty of minus *10 percentage points*. Assignments will not be accepted after the second day and the student will receive a grade of zero.

I realize that life goes on while you are in school. Car accidents occur, kids get sick (or break their legs – ask me about that story...) etc. Excused late assignments will be allowed (without penalty) for illness, emergency, funerals, etc. **In order for a late assignment to be excused, you must discuss this with me BEFORE it is due.** Between email and my office phone, which are listed at the top of this syllabus, and the fact that no assignments are due over the weekend (when I'm not available), you should be able to get ahold of me. You may be asked to provide documentation of excused reasons.

Viewing Grades in Canvas

Points you receive for graded activities will be posted to Grades. Click on the Grades link to view your points.

I will attempt to reply to and assess student discussion posts within 2 business days of discussions closing.

I will attempt to grade written work within 3 business days, however longer written assignments may take me longer to read and assess.

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	74-78%
C-	70-73%

Course Policies

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.

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 vernacular and/or 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/>.

Understand When You May Drop This Course

It is the student's responsibility to understand when they 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.

Commit to Integrity

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, with notification within the first three weeks of class.