

CD 551

Articulation and Phonology

Paul E. Reed

Fall 2017

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Office Hours: 10am-11am TR

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Class Hours: 5pm - 7:30pm T

Class Room: TBD

Course Description

From the catalog: Advanced study of normal phonological/articulation development. Presentation and discussion of theories, practices, differential diagnosis, and intervention of disorders of articulation/phonology.

What this means: This course is designed to give students a foundation in the assessment and treatment of articulation and phonological disorders, particular those that are developmental in nature. Students will initially learn/review foundation material, such as characteristics of the speech sounds of English and normal acquisition of speech production skills in childhood. Students will learn about various aspects of articulation and phonological disorders, such as variables that are associated with the disorders, the role of dialects, and the differences between the different kinds of speech production disorders. Students will learn about the different methods of assessment for the disorders.

Course Objectives

At the end of the course, students will be able to:

- Discuss models of language development
- Assess a child's level of phonological development
- Distinguish phonological processes from articulation errors
- Identify sounds to target for treatment
- Choose appropriate treatment activities for remediation of targeted sounds
- Measure progress as a result of treatment activities

ASHA Knowledge Outcomes

- Standard IV-A - The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the **social/behavioral sciences**.
- Standard IV-B - The applicant must have demonstrated knowledge of **basic human communication** and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and **linguistic and cultural bases**. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.
- Standard IV-C - The applicant must have demonstrated knowledge of **communication** and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and **linguistic and cultural correlates** in the following areas:
 - ...
 - **receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing;**
 - ...
 - **social aspects of communication;**
 - ...
- Standard IV-D - For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, **assessment, and intervention** for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, **developmental, and linguistic** and cultural correlates.
- Standard IV-F - **The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.**

Implementation: The applicant must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and have demonstrated the ability to relate research to clinical practice.

The course will be a combination of assigned readings, lectures, exercises, small group discussions and individual projects.

Required Text

- Bernthal, John E., Nicholas W. Bankson, and Peter Flipsen Jr. 2017. *Articulation and Phonological Disorders: Speech Sound Disorders in Children*. 8th ed. Upper Saddle River, NJ: Pearson.

Recommended Texts

- Bauman-Waengler, Jacqueline. *Articulation and Phonology in Speech Sound Disorders: A Clinical Focus*. 5th ed. Upper Saddle River, NJ: Pearson.
- Bleile, Ken M., 2013. *The Late Eight*, 2nd ed. Plural Publishing.

Course Readings

Additional readings will be provided on the course website (or on the teaching page of my website)

Course Policies

- **Attendance and punctuality** — Attendance is a requirement in this course. Although there is no specific penalty for missing a class, you will be held responsible for the content of every lecture and for knowing about assignments. If you should need to miss a class, be certain to check with me to ascertain what you will be missing. If you should miss a class or arrive late, be sure to find out what you missed. It is very important that you come to class **on time**. Failure to do so is disruptive and impacts negatively on the rest of class.
- **Electronic distractions** — Laptops, tablets, and smart phones are almost becoming like extended parts of our bodies; however, please respect the institution of the University, the instructor, and yourself by using electronic devices appropriately. You may use your laptop/tablet to take notes and participate in class activities, but you are required to be responsible with respect to sites visited during class. Further, please silence your cell phones before entering the classroom. Use of any technological devices during exams will result in a zero on that exam. Failure to adhere to these policies may result in dismissal from class.
- **Grading of homework assignments** — Grading criteria vary according to the assignment (rubrics for each assignment will be provided on the class website or the teaching tab of my website), though you should always aim for originality, relevance (use proper citation methods), style, grammar, and well-crafted presentation of arguments and counter-arguments. It is your responsibility, whether you are present or not, to be aware of due dates and times for assignments ('It's in the syllabus'). Late assignments (when accepted) will be lowered one letter grade (10%) for each day late (including weekend days).

– No make-up exams will be given.

Grading Policy

- **15% Participation**
- **15% Discussion Board Posts**
- **20% Quizzes**
- **50% Exams (2 - 20% Midterm, 30% Final)**

Grading Scale

A	89.5-100.0	excellent, exceptional
B	79.5-89.49	good, commendable
C	69.5-79.49	adequate, passable
D	59.5-69.49	unsatisfactory
F	< 59.49	über unsatisfactory

Course Requirements

- **Participation:** Please read and come prepared to discuss the readings. Much of the class will be spent putting the reading into practice.
- **Discussion Board:** The purpose of this assignment is to encourage you to think more deeply about the assigned readings and how they would be applied in your clinical work; give you opportunities to consider supplemental readings recommended; and evaluate journal articles that are associated with class topics.

You must write two discussion board posts each week for 10 weeks (out of 15 weeks). Reading Response posts are over any 10 weeks during the semester (you can choose which 10). On each of the 10 weeks you must post twice; once as your first post (due by 6:00pm on Saturdays) and once as a response post to a classmate's post (due by midnight 11:59pm). Each week when you participate, you should make substantial posts at least twice to receive full credit. Blackboard will record the time of your first post and of your response post. *Points will be docked for each late post.*

Reading responses should be:

- Related to the current week's readings
- Related to the past week's supplemental readings
- Can be related to other articles you find on the topics covered in the current or past weeks
- Consist of of a critique of a research article

For any articles not already provided on Blackboard, please attach the original source in your post and include an APA style reference.

For the assigned readings, respond to the Discussion Board as follows:

1. Post at least one reflection/question/critique related to the readings/topic to the Discussion Board. What is something from the reading that is unclear, confusing, or that you want to learn more about? Describe the concern you are grappling with and outline your current thinking on the topic. Be sure to cite and reference (in APA style) any sources you draw from.
2. Respond at least once to someone else's posted question or join in a discussion built off a reflection/question/critique with a reflective response (based on your reading of the material, your own experiences or anticipated applications of the content addressed). Be sure to provide APA style references and citations, and quote as appropriate when

answering questions. More personal responses probably won't require references, but there may be relevant material on the Web that you want to share. (This can include a link to a lab website describing research you had worked on previously — use appropriate APA style for references!)

How to organize & keep track of posts: Add a key word as the subject of a new thread (if a thread on a given topic does not yet exist), like "Internal Validity". This way people can be clued into the topic of a thread and add their similar/related posts to it over the course of the semester. Each person should not have to create a brand new thread each week!!! Check out what others are posting on and add to that thread if your reflection/question/critique is related. (Be sure to subscribe to the thread you post in so that you can easily follow up with Professor Reed's and your peers' responses!)

Grading: This assignment will count toward 15% of your course grade. To monitor whether you have adequately completed the posts for each of the 10 weeks, I will record a 1/2 point for each thoughtfully completed post type each week in the grade book. (1/2 point for your first post and 1/2 point for your second post in response to someone else.) The above criteria reflect the minimum standard. The key is that there needs to be evidence that you are doing thoughtful reading and reflecting on the content.

- **Quizzes:** There will several short quizzes designed to allow you to demonstrate understanding of the concepts covered in readings and lectures. They will be distributed at the beginning of class on the indicated weeks (See schedule below).
- **Exams:** There will be two exams for this class - a midterm and a final. Each exam will be administered either using Blackboard or Scantron forms (graded through student services). The midterm will be worth 20% of your grade. The final exam will be worth 30%.

Academic Dishonesty Policy

You are encouraged to work together, but are expected to do your own work and acknowledge use of anyone else's work or ideas. Academic dishonesty includes: (a) copying another student's work or letting another student copy your work and (b) copying passages or ideas directly from another source and passing them off as your own; that is, without properly referencing them. If you have been academically dishonest, and violated the Honor Pledge and Code (<https://goo.gl/6j2E2F>), I will be required to report you to the Office of Academic Affairs. Each student must write up her/his assignment independently; copying and pasting is not allowed.

If you decide to collaborate with others, please describe the nature of this collaboration, whether in the capacity of having your assignment proofread, receiving assistance with the analysis, or simply 'throwing around ideas'. A brief sentence at the top of your assignment will be sufficient. You will not be 'marked down' if you received assistance, but it is important to acknowledge those who have directly helped you develop your ideas.

Statement on Academic Misconduct

Students are expected to be familiar with and adhere to the official Code of Academic Conduct (<http://bit.ly/2vcePnr>) provided in the Online Catalog.

Statement On Disability Accommodations

In keeping with the University of Alabama’s commitment to non-discrimination and providing program accessibility for qualified students with disabilities, I am happy to provide reasonable accommodation in collaboration and guidance with the Office of Disability Services. Students wishing to make such arrangements should contact the Office at 348-4285.

Severe Weather Protocol

Please see the latest Severe Weather Guidelines (<http://bit.ly/2g3hHQN>) in the Online Catalog.

Pregnant Student Accommodations

Title IX protects against discrimination related to pregnancy or parental status. If you are pregnant and will need accommodations for this class, please review the University’s FAQs on the UAct website (<http://bit.ly/2xav1WE>).

Religious Observances

Under the Guidelines for Religious Holiday Observances, students should notify the instructor in writing or via email during the first two weeks of the semester of their intention to be absent from class for religious observance. The instructor will work to provide reasonable opportunity to complete academic responsibilities as long as that does not interfere with the academic integrity of the course. See full guidelines at Religious Holiday Observances Guidelines (<http://bit.ly/2v3Fw1C>).

UAct Statement

The UAct website (<http://bit.ly/2v3B6Ik>) provides an overview of The University’s expectations regarding respect and civility.

Tentative Schedule

Week 01, 08/28 - 09/01: Introduction, Overview of Course, Syllabus, and Clinical Framework (Basic terms and concepts)

- **Reading:** Chapter 1

Week 02, 09/04 - 09/08: Articulation and Articulatory Phonetics

- **Reading:** Chapter 2-3
- **Other:** Quiz 1
- **Assignment:** Discussion Board Posts (Due on Saturday)

Week 03, 09/11 - 09/15: Speech Sound Acquisition

- **Reading:** Chapter 3
- **Other:** Quiz 2
- **Assignment:** Discussion Board Posts (Due on Saturday)

Week 04, 09/18 - 09/22: Classifying Speech Sound Disorders

- **Reading:** Chapter 4
- **Other:** Quiz 3
- **Assignment:** Discussion Board Posts (Due on Saturday)

Week 05, 09/25 - 09/29: Factors Related to Speech Sound Disorders

- **Reading:** Chapter 5
- **Other:** Quiz 4
- **Assignment:** Discussion Board Posts (Due on Saturday)

Week 06, 10/02 - 10/06: Assessing Speech Sound Disorders

- **Reading:** Chapter 6
- **Other:** Quiz 5
- **Assignment:** Discussion Board Posts (Due on Saturday)

Week 07, 10/09 - 10/13: Review and Midterm

Week 08, 10/16 - 10/20: Intervention Need and Target Selection

- **Reading:** Chapter 7
- **Other:** Quiz 6
- **Assignment:** Discussion Board Posts (Due on Saturday)

Week 09, 10/23 - 10/27: Therapy

- **Reading:** Chapter 8
- **Other:** Quiz 7
- **Assignment:** Discussion Board Posts (Due on Saturday)

Week 10, 10/30 - 11/03: Motor-based Treatment

- **Reading:** Chapter 9; Williams Chapter 3 (on website)
- **Other:** Quiz 8
- **Assignment:** Discussion Board Posts (Due on Saturday)

Week 11, 11/06 - 11/10: Linguistic Approaches to Treatment

- **Reading:** Williams Chapter 5 (on website)
- **Other:** Quiz 9
- **Assignment:** Discussion Board Posts (Due on Saturday)

Week 12, 11/13 - 11/17: Language and Dialect

- **Reading:** Chapter 11
- **Other:** Quiz 10
- **Assignment:** Discussion Board Posts (Due on Saturday)

Week 13, 11/20 - 11/24: Language and Dialect

- **Reading:** Chapter 11, Additional Readings (on website)
- **Other:** Quiz 11
- **Assignment:** Discussion Board Posts (Due on Saturday)

Week 14, 11/27 - 12/01: Phonological Awareness

- **Reading:** Chapter 12
- **Other:** Quiz 12
- **Assignment:** Discussion Board Posts (Due on Saturday)

Week 15, 12/04 - 12/08: Review

Final Exam, 12/11 - 12/15: December 12, 7:00pm-9:30pm