

California State University, Chico
Department of Communication Science and Disorders
CMSD 630: Disorders of Articulation and Phonology
3 Units, Fall 2018
MWF 9-9:50 AJH 112

Instructor: Jessika Lawrence, PhD., CCC-SLP **Office Location:** AJH 130D

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Office hours: T/TH: 8:15-9:15 & W: 10-12

Course Description and Goals

This graduate-level course is designed to promote efficient and effective diagnostic, treatment, and management skills in the area of childhood articulation and phonology disorders.

Student Learning Outcomes

By the end of this semester, given assigned readings, class lectures and discussions, course assignments, presentations, and exams, the students will be able to demonstrate the above learning outcomes:

Course Objective	Implementation	Criteria	Program SLO	Accreditation Standards		
				CAA	CFCC	CTCC
Identify and discuss the development of articulation and phonology.	Class activities, exams, and assignments	80% accuracy	1, 2.	3.1.2B	IV-C	SLP-2, 3
List and discuss preventive measures for articulation and phonological disorders	Class activities, exams, and assignments	80% accuracy	3	3.1.3B	IV-D	SLP 5
Develop ability to implement assessment procedures for articulation and phonology	Class activities, exams, and assignments	80% accuracy	3	3.1.3B	IV-D	PS 5 SLP 4
Develop appropriate intervention goals and procedures for disorders of articulation and phonology.	Class activities, exams, and assignments	80% accuracy	3	3.1.5B	IV-D	SLP 5
Discuss multicultural and linguistic correlates in regards to articulation and phonology	Class activities, exams, and assignments	80% accuracy	2	3.1.2B	IV-C	PS 4

Program Student Learning Outcomes

1. Demonstrate the knowledge of basic communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
2. Demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorder including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.
3. Demonstrate knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.
4. Successful completion of supervised clinical experiences, demonstrating knowledge and skill competencies,
5. Demonstrate knowledge and skill in Professional Practice Competencies which includes accountability, integrity, effective communication, clinical reasoning, evidence-based practice, concern for individuals, cultural competence, professional duties, collaborative practice.

CAA - Council on Academic Accreditation in Audiology and Speech-Language Pathology.
<https://caa.asha.org/wp-content/uploads/Accreditation-Standards-for-Graduate-Programs.pdf>

CFCC - Council for Clinical Certification in Audiology and Speech-Language Pathology
<https://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>

CTCC - California Commission on Teaching Credentialing https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/special-education-standards-2013.pdf?sfvrsn=9c98fd69_0

Course Usage of Blackboard Learn

Copies of the course syllabus and major assignments may be found on Bb Learn. You are responsible for regularly checking the online resources, which is accessed through the portal at <http://portal.csuchico.edu>.

Required Texts

Williams, A.L., McLeod, S., and McCauley, R.J. (2010). *Interventions for Speech Sound Disorders in Children*. Paul H. Brooks: Baltimore, MD.

Classroom Protocol

Attendance

Attendance for each class period is critical. Should you have to miss a class period it will be your responsibility to obtain the information missed. No Quiz or exam make-ups will be offered for unexcused absences.

Make-up Policy

It is imperative that you take examinations when they are scheduled. Make-up examinations will only be administered under extraordinary circumstances, when there is a documented reason of a serious

and compelling nature. A make-up examination will not be the same as the original examination but will be based on the same body of information.

All assignments must be turned in by their due date. One point will be deducted for each day the assignment is late.

Dropping and Adding

Students may add or drop courses without restriction or penalty and without instructor approval during the first two weeks of the semester (8/27/18-9/7/18) using a Change of Program (COP) form. During the third and fourth weeks of classes (9/10/18-9/21/18), COP forms are required in order to add and drop and need instructor's signature. After the end of the fourth week of the semester (9/21/18), all COP forms are required in order to add or drop will require a serious and compelling reason (University Catalog) and require approval signatures of the instructor, department chair, and dean of the college. It is your responsibility to commit to dropping or continuing in class by the end of the second week. Do not assume that you will be automatically dropped for not attending class; doing so may result in you getting a failing grade for the class.

Course Requirements

Assigned Readings: Chapter readings and supplementary readings will be assigned. Some information contained in your book may not be included in lectures, however, you will be responsible for the content as this information may be included on course examinations.

Examinations/Projects: Two examinations/projects will be assigned throughout this course (midterm and final). The final examination/project day/time TBD.

Treatment Approach Fact Sheet and Presentation: Each student will prepare a presentation describing an evidence-based treatment approach selected from a list presented in class. Format and content guidelines for the fact sheet will be discussed in class. (Due date TBA)

Assignments: During the course of the semester, various additional assignments will be administered. The purpose of these assignments is to apply the knowledge you have gained from class to clinical problems and procedures. These assignments will be worth 10 points each. The topics of these assignments are: transcribing disordered speech, distinctive features, phonological processes, and assessment of dialectal differences.

Grading Policy

Grades will be assigned on the basis of the above listed course requirements. Attendance and class participation will be considered particularly if your final grade lies near the cut-off for the next higher or lower grade.

- Two scheduled examinations, each worth 50 points. Total points 100
- Treatment Approach fact sheet and presentation, worth 50 points. Total points 50
- Additional individual and group assignments administered throughout the course of the semester, each worth 10-15 points. Total points 50

Grades (points). Total possible: 200

186-200=A
180-185=A-
174-179=B+
166-173=B
160-165=B-
154-159=C+
146-153=C
140-145=C-
120-139=D
119 & below=F

University Policies and Campus Resources

Academic integrity

Students are expected to be familiar with the University's Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at California State University, Chico, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Judicial Affairs. The policy on academic integrity and other resources related to student conduct can be found at: <http://www.csuchico.edu/prs/EMs/2004/04-036.shtml>

Rigorous Learning (*excerpted from CSU statement of Academic Rigor*)

Rigorous students are part of the equation of rigorous teaching and learning. A rigorous education is vigorous, difficult, deeply satisfying work, and it requires a lifestyle conducive to achieving excellence. College is not a temporary diversion or a period of entertainment, but a fundamental piece of student character, citizenship, and employment future. A diploma and good grades from a demanding institution count for something.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Students with disabilities requesting accommodations must register with the ARC Office (Accessibility Resource Center) to establish a record of their disability. Special accommodations for exams require ample notice to the testing office and must be submitted to the instructor well in advance of the exam date.

Disability Services

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please also contact the Accessibility Resource Center office to coordinate reasonable accommodations for students with documented disabilities. Accessibility Resource Center online: <http://www.csuchico.edu/arc>

Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a CMSD faculty member. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct with the University. Students may speak to someone confidentially by contacting the Counseling and Wellness Center (898-6345) or Safe Place (898-

3030). Information on campus reporting obligations and other Title IX related resources are available here: www.csuchico.edu/title-ix

CMSD 630: Disorders of Articulation and Phonology, Fall 2018

(Note: subject to change with fair notice.)

Week	Topics, Readings, Assignments, Deadlines
1	Introductions, Course Overview, Review Artic and Phonology
2	Assessment and Evaluation
3	Assessment and Evaluation
4	Traditional Articulation Intervention
5	Core Vocabulary Intervention
6	Stimulability Intervention
7	Vowel Intervention
8	PACT: Parents and Children Together Midterm Projects Due (Friday 10/13 in my box)
9	CAS Interventions
10	Metaphonological Intervention; Phono Awareness TX
11	Minimal Pairs & Cycles Approach
12	Maximal Oppositions
13	No Class-Holiday Break!
14	Multiple Oppositions
15	PROMPT
16	Nonspeech oral motor Intervention & Computer Based Intervention
17	Final Examination, TBD