

CSD 4040
Introduction to Articulation Disorders
3 Semester Hours

College of Education
Valdosta State University
Department of Communication Sciences and Disorders
Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a life-long process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXT:

Bauman-Waengler, J. (2012) Articulatory and Phonological Impairments: a Clinical Focus (4th ed). Boston, MA: Allyn & Bacon (Pearson Education, Inc.).

Other readings as assigned.

COURSE DESCRIPTION:

Prerequisites: CSD 3040. An introduction to the normal processes of speech acquisition and development, the theories of speech acquisition and the disorders of articulation and phonology. Emphasis is placed on the diagnosis and treatment of children with articulation and phonological disorders.

COLLAGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS :

Standard III-B: The student must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

Standard III-C: The student must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental and linguistic and cultural correlates.

Standard III-D: The student must possess 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 of the disorder.

COURSE OBJECTIVES (CO):

Upon completion of the course, the student will demonstrate knowledge of or the ability to:

CO 1. apply principles of clinical phonetics to articulation and phonological assessment and intervention. (Standards III-B, III-C, III-D)

CO 2. provide information about the current issues and thinking regarding articulation and phonology, phoneme and phonological acquisition, articulation and phonological assessment, and articulation and phonological intervention. (Standards III-B, III-C, III-D)

CO 3. discuss major organic and functional etiological factors that lead to articulatory problems. (Standards III-C)

CO 4. perform a variety of articulation and phonological assessment procedures while identifying articulation errors and phonological processes from formal and informal data. (Standards III-D)

CO 5. plan and explain the best treatment strategy for remediation and to optimize generalization. (Standards II-C, III-D)

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS:

1. Activities:

- A. Course activities will include lectures, small group discussions, videos, and class participation, and/or presentations. (CO 1 -5))
- B. Activities will include textbook readings and other projects which may be assigned at the discretion of the instructor, such as outside readings, papers, analysis of speech samples, etc. If so, these will be assigned an appropriate number of points for evaluative purposes. (CO 1 – 5)
- C. Students will be called on in class to discuss assigned material. (CO 1 – 5)
- D. Students will be expected to have read assignments and be ready for discussion or quizzes at the discretion of the instructor. (CO 1 - 5)
- E. Quizzes may be given randomly at the discretion of the instructor. **THERE WILL BE NO MAKE-UP QUIZZES.** Points for these will vary at the discretion of the instructor. (CO 1 - 5)

- F. There will be a phonetics quiz given early in the semester. You will have to receive a “C” or better on this phonetics course to exit this course. You may take it up to three times to pass. Only the first grade will be entered for the purposes of a grade for this course.

2. Assignments:

- A. There will be an assignment of a vowel analysis which will be discussed at the appropriate time in the semester. This assignment will be submitted in the form of a hard copy and is also to be uploaded to your Live Text account. (CO 1 – 5)

- B. There will be a group assignment assessment project which will be discussed at the appropriate time in the semester. This will be a group project and will include:

- phonetic transcription
- test scoring and analysis
- data interpretation
- write-up of the articulation/phonology section of a diagnostic report
- discussion of an appropriate therapy approach and corresponding goals

Each group will make an oral presentation to the class, discussing these aspects for your group’s given client. This assignment and its corresponding grading rubric will be discussed at the appropriate time in the semester.

- C. The student will be responsible for answering end of chapter questions prior to the assigned date. (CO 1 - 5)
- D. You are to read and be responsible for the entire text regardless of material actually covered in lectures. (CO 1 - 5)

The Department of Communication Sciences and Disorders has officially endorsed the style of the American Psychological Association (APA) for the completion of all written assignments unless otherwise stated.

COURSE OUTLINE:

The following is a rough outline of the topics to be covered this semester. The order of material presentation will be at the discretion of the course instructor.

1. Overview of articulation and phonological disorders.
2. Articulatory phonetics and phonology.
3. Development of articulation, phonology, and speech perception.
4. Etiological factors related to articulation and phonological disorders.
5. Assessment of articulation and phonological disorders.
6. Various articulation and phonological intervention approaches and strategies.
7. Establishment of transfer and carry-over.

3. Requirements:

- A. This is a professional level course, and as a result, professional behavior is expected. Students are expected to be on time for class, and assignments are to be turned in on time. On time means at the beginning of the class period on the date that the assignment is due. Assignments turned in late will be lowered the equivalency of one letter grade per day for each day that they are late. Assignments not turned will result in a zero (O).
- B. Attendance will be taken daily per university policy. If you are not present when the role is taken, you will be marked absent. Please arrive on time. Late arrivals are annoying and distracting to your classmates and the instructor.
- C. Leave beepers and cell phones outside the classroom or have them turned off. You will be asked to leave should there be an incidence relating to either of these items. You are here to learn the information being provided for you and your classmates. It would be common courtesy to indulge them and the instructor.
- D. Hats, visors, sun glasses, and similar items are not to be worn on examination days or during quizzes. You will be asked to remove them should you forget.

COURSE EVALUATION:

- 1. There will be three (3) or four (4) examinations throughout the semester, inclusive of the final. Points on individual examinations and the final will vary at the discretion of the instructor. (CO 1 - 5)
- 2. There will be two class projects (previously listed) which will be discussed at the appropriate in the semester. Points for these assignments will be assigned at the discretion of the advisor. (CO 1 – 5)
- 3. The student will be responsible for answering end of chapter questions prior to the assigned date. You may be asked to turn these in as graded assignments. (CO 1 - 5)
- 4. Other assignments may be given at the discretion of the instructor. (CO 1 - 5)
- 5. Grading for the course will be on a total points system. Your grade will be determined as points earned out of the total possible points for the semester. (CO 1 - 5)
- 6. A final examination will be given. The final examination will be comprehensive but will heavily emphasize the material covered since the last exam. (CO 1 - 5)
- 7. Evaluation will be solely based on the student's demonstrated mastery of the course information (from lectures, films, textbook, activities, assignments, etc.) as reflected in the performance on the examinations and the assigned projects. (CO 1 - 5)
- 8. Make-ups will **NOT** be given for examinations with the exception of DOCUMENTED EXTREMELY EXTENUATING CIRCUMSTANCES.
- 9. Projects will not be assigned for extra credit.
- 10. If a student is concerned about how he/she is doing, he or she should schedule a conference with the instructor as soon as possible to determine the most effective method for handling the concern.

ATTENDANCE POLICY:

1. Attendance will be taken on a daily basis in accordance with University policy.
2. The University policy regarding attendance will be strictly adhered to in the administration of grades (missing more than 20% of the class will result in an administrative "F".) It should be noted that this policy does not make allowance for excused versus unexcused absences. An absence is an absence.
3. The instructor appreciates students who call, e-mail, and/or leave messages on days that they will not be in attendance.

POLICY STATEMENT ON PLAGIARISM AND CHEATING:

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SPECIAL NEEDS STATEMENT:

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1873.

Students requesting classroom accommodations or modifications because of a **DOCUMENTED** disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

COURSE INSTRUCTOR: Tanya S. Enloe, M.S., CCC-SLP

OFFICE ADDRESS: Office 147 - Special Education and Communication Disorders Building

OFFICE HOURS: By appointment – see sign-up sheet on wall outside office door.

OFFICE TELEPHONE NUMBER: (229) 259-2595

E-MAIL: tsenloe@valdosta.edu