Course Syllabus

Disorders of Articulation and Phonology

CONTACT INFORMATION:

Instructor
Chad Bingham, MS, CCC-SLP
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Teaching Assistants
Carol Hurd
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OFFICE HOURS:

Call for appointment in Emma Eccles Jones Early Childhood Education Research Center, Room 212 or by phone.

COURSE DESCRIPTION, GOALS, OBJECTIVES AND ASSESSMENT TOOLS:

Course Description
The Disorders of Articulation and Phonology provides the student an introduction to articulation and phonological disorders and related problems. Emphasis directed at evaluation, management and measures of success. Principles of therapy programming are presented. The prerequisite courses of COMD 2500 (Language, Speech and Hearing Development) and COMD 3500 (Phonetics/Developmental Phonology), or equivalents, are necessary prior to taking this course.

Course Goals
The overall goals of this course are to develop intellectual understanding and practical application of:

- Causes of Articulation and Phonological Disorders
- Articulation Screening and Assessment
- Oral Peripheral Examinations
- Articulation Therapy Approaches (Traditional, Phonological, Contrast Approaches)
- Effective Sound Elicitation Techniques
- Planning a Daily Therapy Session
- Development of Creative Skills and Methods of Therapy Interaction
- Data Collection
- Behavior Management Techniques
- Therapeutic Activities
- Generalization to Home/Community
- Report Writing and Developing Recommendations
- Effective Group Planning, Interaction, Presentation
- Understanding of Tongue Thrust

Course Technology Requirements

Canvas is the where course content, grades, and communication will reside for this course.

- [http://canvas.usu.edu](http://canvas.usu.edu) (http://online.usu.edu)
  - Your username is your A#, and your password is your global password (the same one you use for Banner or Aggiemail).
- For Canvas (http://online.usu.edu), [Passwords](https://id.usu.edu/PasswordHelp#password), or any other computer-related technical support contact the IT Service Desk (http://it.usu.edu).
  - 435 797-4357 (797-HELP)
  - 877 878-8325
- [http://it.usu.edu](http://it.usu.edu)
Textbook


You may purchase these books at the USU bookstore (http://campusstore.usu.edu), or online.

**Additional Readings**


These readings will be provided to you within Canvas at the time they are to be read.

**Text Information:** You have one textbook, one and one half chapters from a second text and one article that are filled with important material. My lectures may not cover all of the material contained in these sources, but you will be responsible for all of the information in these sources for your exams.

**COURSE ACTIVITIES:**

**Course Format**

This course is designed to allow students "hands-on" practical experience accompanying classroom lecture information.

**Evaluation and Examinations**

Progress and acquisition of material and information from class and labs will be measured through examinations, completion of written assignments associated with the labs, and a class presentation.

Three PROCTORED examinations will be administered during the semester. Exam questions will be primarily fill-in-the-blank, true-false, multiple choice, as well as some short answer/essay. Exams **MUST BE TAKEN** during the dates/times presented in the Quizzes section of the course. NO exceptions will be allowed except of University-related business (those exceptions must be arranged during the first week of the semester with the instructor), or personal/family tragedy. Over the years I have learned that it is best to take your exam during the first two days it is open. I have found that proctors aren’t always available and many computers stop functioning during the last two days of the exam. Again, **NO EXCEPTIONS** will be made for failing to take the exams.

**Lab Assignments (5 Labs, 15 points each = 75 points total)**

A grading rubric will be provided for all lab assignments. Labs are to be completed on your own, following the detailed instructions provided. Points will be earned for successful completion of the labs, submitting all paperwork associated with the labs and completing the necessary written report. Lab assignments may be submitted in the following formats: .doc, .docx, .jpg, .jpeg, .pdf

Plan ahead to complete all assignments and labs on time. **Late submissions will not be accepted, nor will requests to accept late assignments be acknowledged.**

**Small Group Projects**

Prior to the end of the second week of the course, you must sign up for a group project by going to Group Project Assignment under the Assignments link on Canvas and following the instructions found there. Failure to sign up for a group project during this timeframe will result in a zero for the project. As a group, you will develop a 1-2 page handout (single-spaced) and a PowerPoint presentation. Your presentation and handout should include the following for references: 2-3 professional clinicians (including name and place of employment), 1-2 Internet sources, and 3-4 written sources. The group project must be submitted as a Word document for the handout and PowerPoint for the presentation (.ppt or .pptx). The following is a description of each topic covered by the group project:

**/r/ elicitation:** Seven-year old male named Richard Rider. Be prepared to teach us techniques and methods to elicit all forms of the /r/ phoneme when working with young children.

**/sl/ elicitation:** Five-year old female named Sonia Marcedes. Be prepared to teach us techniques and methods to elicit the /sl/ phoneme and how to handle lisps.

**/l/ elicitation:** Six-year old male named Lionel Plinklet. Be prepared to teach us techniques and methods to elicit the /l/ phoneme with even the most difficult clients.

**Adult Articulation Test:** After researching, select and teach the class what sound you would likely work on and how you would approach therapy.

**Dialect Japanese:** Dialect therapy in adults: 35-year-old ESL Japanese-speaking female. Be prepared to teach the class what sound you would likely work on and how you would approach therapy.

**Dialect Spanish:** Dialect therapy in adults: 27-year-old ESL Spanish-speaking male. Be prepared to teach the class what sounds you would likely work on and how
Working with Parents: Parents don't want their six year old son, who is 20% intelligible, to receive speech therapy because they are sure he will grow out of his speech problems. Have a presentation that any clinician could use when they run into this common situation. Include norms, implications of speech on other forms of communication, etc.

Good Therapy Materials: Develop a top ten list of specific materials, games, or activities to use while working with children that have articulation and phonological disorders. Preview materials online (www.superduperinc.com, www.thinkingpublications.com, etc.), obtain ideas from other professional clinicians (disregard other texts) and make your list of what you consider to be the top 10 materials/activities. Explain how to use the activities and justify each. You might also include information regarding pricing and where to purchase each item. Materials and activities should directly relate to articulation and phonological disorders (no products for aphasia, dysphagia, fluency, language disorders, etc.).

Multiple Oppositions: Multiple Oppositions approach to treating phonological disorders. As a group you will research and present information regarding a Multiple Oppositions approach to treating phonological disorders. You should compare/contrast this approach with the Cycles approach and research the evidence behind this approach.

Oral Motor Exercises: Research and provide evidence either for or against the use of Oral Motor Exercises for improving speech sound production disorders. This is a very controversial area. The group must evaluate the research evidence thoroughly and evaluate your professional clinician recommendations utilizing the research.

Percentage of Consonants Correct (PCC): Explain to the class what PCC is all about, why it is used and how it is completed, providing strengths and weaknesses. Give your overall opinion as to whether you feel this is a valuable way to measure a child’s progress or performance.

Distinctive Features Analysis and Approach to Treatment: Explain and show an example of how a distinctive feature analysis is completed and how treatment would be structured using this approach. Explain the pros and cons of using this approach and give your overall opinion.

Dates of Presentation: Presentations should be completed by mid-semester and will be uploaded by the instructor to the course for other classmates to access and utilize.

Presentation Handouts: Write-ups should be single-spaced using size 12 font and no longer than two pages. They should be developed in an outline form so that they can be used later in the “real world” as a quick, easy reference. Present what you have in a neat, easy-to-read format. Feel free to get creative with the handouts. Names of group members should be included on the top of the sheet and all references should be cited properly (APA style).

COURSE GRADING:
Your grade is based on performance of course components and possible points.

Component Points
- Assignments and Labs 136
- Exams and Quizzes 300

TOTAL POINTS 436

Final grades are calculated using a percentage scale out of 100%.

GRADE PERCENTAGE RANGE POINTS
- A 100% - 93%
- A- < 93% - 90%
- B+ < 90% - 87%
- B < 87% - 83%
- B- < 83% - 80%
- C+ < 80% - 77%
- C < 77% - 73%
- C- < 73% - 70%
- D < 70% - 60%
- F < 60 %

It is my philosophy that grades are earned, not given. Your final grade will be based upon your individual points compared to the number of points possible. No extra credit will be given in this course, so please don’t bother asking. I also round grades, based on percentage. For example, a 92.5% will be rounded to a 93% for an A. A 92.49% will round down to a 92% or A-. Requests to award a higher grade than the grade earned will not be acknowledged. Plan now to work to obtain the grade you are expecting in the course.

COURSE POLICIES:

Withdrawal Policy and “I” Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes:
• Incapacitating illness which prevents a student from attending classes for a minimum period of two weeks,
• A death in the immediate family,
• Financial responsibilities requiring a student to alter a work schedule to secure employment,
• Change in work schedule as required by an employer,
• Other emergencies deemed appropriate by the instructor. (http://www.usu.edu/policies/pdf/Incomplete-Grade.pdf) (http://www.usu.edu/policies/pdf/Incomplete-Grade.pdf)

Communication
All communication will be disseminated from Canvas or during class time. I will use Announcements in Canvas to communicate high priority and timely information. You must set your notification preferences in Canvas to receive Announcements and Conversation Messages to ASAP by and email, cell phone for text messages, or other social networking services of your choice.

• How to set up notification preferences in Canvas (http://guides.instructure.com/m/41444/73162)
• How to use the Inbox for Conversations in Canvas (http://guides.instructure.com/s/2204/searches?utf8=%E2%9C%93&text=conversations&commit=Search)

Instructor Feedback/Communication
The Teaching Assistants or I will provide timely assignment feedback through comments and personal conversations on Canvas. I will be reading the Discussion Boards and replying to messages occasionally. You will receive specific feedback on your Assignments in the form of text comments appended to your electronic submissions.

Student Feedback/Communication
I welcome all feedback on the course. My preferred method of communication with individual students is via Canvas Inbox/Conversations. I will respond to email usually within 24 hours (Monday – Friday). If you experience a legitimate emergency (according to my standards) that will prevent you from completing required coursework on time, I expect you to communicate with me at the earliest reasonable opportunity. Canvas will track communication between students and teachers providing date and time stamps. Please state the nature of the emergency, and when you expect to turn in the coursework.

Course Etiquette
Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, or demeaning. The instructor has primary responsibility for and control over classroom behavior and maintenance of academic integrity.

Instructor Responsibilities
• Treat all students with courtesy and respect.
• Be open to constructive input from students in the course.
• Ensure that opportunities to participate are shared equally by all students in the class.

Student Responsibilities
• Active listening of the lectures and completion of labs should be completed during the weeks assigned.
• Be prepared for class activities.
• When communicating use courteous, respectful language and keep comments and questions relevant to the topic.
• Ask questions if you have them. The only dumb question is the one that is not asked.
• Participate in group discussions and activities. Group projects are extremely difficult in an online setting; nevertheless, I feel it is beneficial to network with your colleagues as well as how to get along with others.

Syllabus Changes
This syllabus is subject to change. I will notify the class regarding all changes. In the event of any discrepancy between this syllabus and content found in Canvas, the information in CANVAS WILL TAKE PRECEDENCE.

Late Work
Late work due to procrastination will not be accepted. Late work due to legitimate emergency may be accepted. The due date and time associated with each quiz, discussion, exam and assignment are stated clearly in Canvas.
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Details</th>
<th>Due By</th>
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<tbody>
<tr>
<td>Feb 7</td>
<td>Fri</td>
<td>Lab 2 Goldman Fristoe Test of Articulation (<a href="https://usu.instructure.com/courses/280358/assignments/1417455">https://usu.instructure.com/courses/280358/assignments</a>)</td>
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<td>Feb 14</td>
<td>Fri</td>
<td>Lab 3 Weiss Intelligibility Test ([<a href="https://usu.instructure.com/courses/280358/assignments/1417456">https://usu.instructure.com/courses/280358/assignments/1417456</a>])</td>
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<td>Tue</td>
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<td>Mar 7</td>
<td>Fri</td>
<td>Group Project ([<a href="https://usu.instructure.com/courses/280358/assignments/1417453">https://usu.instructure.com/courses/280358/assignments/1417453</a>])</td>
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<td>Mar 21</td>
<td>Fri</td>
<td>Lab 4 Khan Lewis Phonological Analysis ([<a href="https://usu.instructure.com/courses/280358/assignments/1417457">https://usu.instructure.com/courses/280358/assignments/1417457</a>])</td>
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<td>Fri</td>
<td>Lab 5 Oral Peripheral Exam Assignment ([<a href="https://usu.instructure.com/courses/280358/assignments/1417458">https://usu.instructure.com/courses/280358/assignments/1417458</a>])</td>
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<td>Apr 29</td>
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<td>Idea Center Course Evaluation ([<a href="https://usu.instructure.com/courses/280358/assignments/1417459">https://usu.instructure.com/courses/280358/assignments/1417459</a>])</td>
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