



CSD 3250 – Articulation and Phonological Disorders

(3 credit hours)

10:00-11:15 Tuesday/Thursday

Jennifer Fisher, Ed.D., CCC-SLP

Office: Swaid 211

Office hours are posted on my office door

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Semester/Term: Spring 2024

Use QR Code to reserve an appointment:



Course Information

Course Description

Phonological and Articulation Disorders. (3) Fall, Spring

Identification, classification, analysis, and remediation of phonological and articulation disorders.

Prerequisites

CSD 2900

Course Rationale

The Articulation and Phonological Disorders undergraduate course presents an opportunity for students to understand the pivotal role speech production plays in effective communication. Focusing on early identification and intervention, the course prepares future professionals with the tools to make a lasting difference. Imagine the satisfaction of being able to influence the trajectories of those who face speech challenges positively. Moreover, this course lays the groundwork for future academic pursuits and careers in speech-language pathology, making it an essential stepping stone for aspiring professionals. By blending theoretical foundations with practical applications, this course cultivates agile thinkers who can apply their knowledge to real-world scenarios.

Required materials:

Bernthal, J.E., Bankston, N.W., & Flipson, P. (2022). Speech sound disorders in children (9th ed.) Paul H. Brooks Publishing

Department Mission Statement

Our program excels in developing highly skilled and professional graduates who are ready to impact their local and global communities by improving the lives of those they serve. Christian faculty and staff are invested in providing an unparalleled experience utilizing a comprehensive curriculum, contemporary technology, and state-of-the-art facilities to engage students in reaching their full potential, both educationally and spiritually. As a result, our students exemplify ethical leadership, critical thinking, and interprofessional collaboration to support top of the license practice.

Integration of Faith and Learning Statement

Pursuing knowledge is not only a secular endeavor but also a spiritual one. Faith and learning are interconnected. Therefore, education should be approached holistically, integrating academic rigor and spiritual growth. All disciplines and fields of study have value and can contribute to a greater understanding of God's creation. I encourage my students to view their studies and work as opportunities to glorify God and serve others.

Learning Objectives

University Learning Outcomes (ULOs)

This course supports mastery of the following ULOs:

ULO #2 Communication – Students will demonstrate effective communication (e.g., written, non-written, spoken)

ULO #3 Critical Thinking – Students will examine issues, ideas, artifacts, and events to formulate or assess an opinion or conclusion.

Program Learning Outcomes (PLOs)

Communicate effectively in written, oral, and non-verbal forms, including discipline-specific documentation and collaboration with team members. (ULO2)

Course Learning Objectives (CLOs)

Upon completion of this course, the student will demonstrate knowledge of the following objectives as demonstrated by achieving a passing grade on all exams and course projects:

1. Describe the core constructs of speech sound disorders, i.e., anatomy and physiology; articulatory phonetics; motor, dialectical variations; and the dynamics of speech production (i.e., coarticulation)
2. Critically evaluate contemporary research in speech sound disorders and describe research applications to clinical practice.
3. Describe typical articulation acquisition and the characteristics of normal sound production (place, manner, and voicing)
4. Administer, score, and interpret articulation screening and diagnostic tests and describe the phonetic inventory of a young child with speech sound errors
5. Identify, analyze, and transcribe disordered articulation and phonology
6. Differentiate between phonetic and phonological disorders in children.
7. Plan a diagnostic assessment for articulation and phonology for young children.
8. Describe and apply various intervention approaches for articulation and phonological disorders
9. Differentiate between etiologies contributing to articulation and phonological disorders

Module Learning Objectives (MLOs)

Module learning objectives are specific and describe observable student mastery of knowledge, skills, and attitudes. They align with the program learning outcomes and course learning objectives, either implicitly or explicitly. They provide tangible checkpoints as a student progresses through the course. Module objectives listed below are aligned with a course objective. The number(s) following the first correlates to a course objective(s).

Module 1: Basic Concepts and Articulatory Phonetics

- 1.6 Explain the different types of speech sound disorders
- 2.2 Recall the prevalence and incidence of speech sound disorders
- 3.4 Accurately judge and transcribe disordered speech
- 4.1 Identify and explain the components of the speech chain

Module 2: Phonological Development and Cultural/Linguistic Considerations

- 1.1,3 Analyze and determine the developmental stages of speech acquisition
- 2.1 Discuss the influence of dialect and linguistic differences on speech acquisition and production

Module 3: Assessment

- 1.4,5,6 Administer and interpret an independent phonological analysis
- 2. 4,5,6 Administer and interpret a relational phonological analysis
- 3. 4,5,6 Interpret, describe, and organize the findings of an articulation/phonological assessment
- 4. 4,5,6 Diagnose speech sound disorder type from findings of articulation/phonological assessment

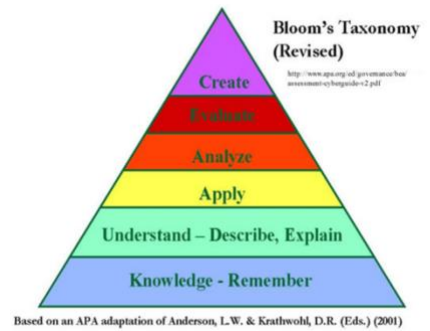
Module 4: Treatment

- 1.8 Explain the basic constructs of various programs/remediations for the treatment of disordered articulation/phonology
- 2.8 Develop and implement various programs/remediations for the treatment of disordered articulation/phonology.
- 3.8 Demonstrate ability to choose and apply appropriate therapy approach for the given case

In an upper-level course of this nature, we should be interacting with the material at the top of Bloom's Taxonomy. To meet this objective, this course is taught in a modified "flipped classroom" style utilizing components of a pedagogy termed Team-Based Learning. This teaching style allows students to take on a deeper level of mastery while allowing for higher-level learning and critical thinking. In this teaching style, the student will spend time outside of class interacting with the assigned material, including readings, video lectures, quizzes, or other resources. We will apply the newly acquired **knowledge** to activities such as case studies, **discussions, analysis, and evaluation in class**. By the end of the course, the student will **create** evidence-based treatment plans for clients with speech sound disorders.

My goal for you is to master the course content, develop the ability to think and problem solve, prepare to be a lifelong learner, develop interpersonal skills, and enjoy this class.

(adapted from Larry Michaelsen https://teambasedlearning.site-ym.com/page/introducing_TBL)



Course Requirements: All course requirements must be completed to receive credit for this course.

- Each student must observe therapy in our clinic, at a site approved by the course instructor, or through Master Clinician Network. ASHA requires that each student observe at least a minimum of 25 hours of therapy. After this course, you should have at least 3 hours of observation (speech sound disorder treatment/diagnostic) that you will record in your Calipso account. Forms for the documentation of the observations can be found in the clinic handbook located on the HU CSD website. It is your responsibility to keep up with this critical documentation. (see observation protocol located on Canvas)
- Each student will participate in a group project that models different articulation and phonological therapies. You will be given an assessment summary and background information. Each group will formulate appropriate goals and objectives for therapy AND demonstrate a minimum of three different therapy activities that could be used to facilitate evidence-based objectives.
- Each student will complete 4 article reviews.
- Each student will take 5 exams.
- There will be periodic in-class readiness assurance quizzes.
- Further requirements and due dates will be found in Canvas.

Grading and Assignment Details

Grading Information

Your grade will be based on the total amount of points you accumulate. The value of each exam and assignment are listed below.

Phonetics Review Quiz – 5% of the course grade

RATS and Peer Maintenance– 20% of the course grade.

Exams – 50% of course grade as follows:

Module 1 Exam – 10%

Module 2 Exam – 10%

Midterm Exam – 10%

Module 3 Exam – 10%

Final Exam – 10%

A 90%-100%

B 80%-89%

C 70%-79%

D 60%-69%

F below 60%

Group Project – 10% of the course grade

Article Summaries – 10% of the course grade

Observations – 5% of the course grade

Late work policy

Late work is not accepted - exceptional circumstances are handled on a case-by-case basis

You will be given feedback during the duration of this course. Feedback may be in the form of assignment comments, emails, course announcements, corrections of quizzes, and grades. This feedback intends to inform you of how well you met the expectations for the course objectives. Assessments will include the following: exams, quizzes, workbook completion, and participation.

Attendance & Participation

Attendance is expected. The role will be checked at each class meeting. Two unexcused absences will be tolerated. Upon the third absence, your final grade will be lowered by one letter grade per number of days absent over 2. As stated in the Student Handbook, excessive absences can result in being dropped from the course with the grade of "F."

Attendance Policy: [Harding University Attendance Policy](#)

Course Policies and Professional Conduct

- Students are expected to read assigned material prior to coming to class and be prepared to participate in class discussions. Students who miss class for any reason are responsible for all content. Time will not be spent in class going over material with students who have missed class. If the student needs additional assistance an appointment should be scheduled with the instructor.
- Recording (visual or audio) of any type is not permitted by the student. The instructor may record classes to be made available to students who have an excused absence or other appropriate circumstances.
- All typed assignments must be double-spaced, using Times, Times New Roman, or Arial font. All font sized for typed assignments must be size 12.
- Students may be called on to answer questions and/or provide opinions during class discussion.
- All cell phones must be turned off during class and out of sight.
- Written work must be correct in mechanics (e.g. spelling, grammar, punctuation, etc.) Points will be deducted for inadequate work.
- **Academic Integrity:** Cheating will never be tolerated. You will be turned in on the spot, excused to leave and not come back. Students who share assignments with students taking the course in a subsequent semester may be subject to having an academic integrity sanction added to their college record. Also, submitting work taken directly from another source will be considered plagiarism and no credit will be given on the assignment. Cheating in all its forms is inconsistent with the Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade. Obtaining information from students taking this course during a previous semester or giving information to students in subsequent semesters is considered Academic Dishonesty. In addition, a student repeating the course may not "recycle" assignments.
- Special Note on the use of AI such as ChatGPT: Unless your instructor includes instruction on acceptable usage of ChatGPT or a similar A.I. product in the course, your use of artificial intelligence for writing any part of an assignment will be considered academic fraud, and you will risk being removed from the program. It is our sincere hope that you understand the connections between reading, writing, and learning. Writing about something helps build neural pathways that aid you in connecting your new knowledge within the context of knowledge you've already learned. Skipping this step and using something written by AI or by another person means you are cheating yourself out of learning. Please be responsible and ethical in your coursework, and please submit your own writing.
- Any requests for test changes must be approved **ahead** of time. No exceptions!
- The instructor will return student work as promptly as possible.
- No make-up quizzes are permitted.
- Late Assignments are unacceptable unless prearranged with instructor.

When navigating on Canvas all needed material will be made available in the "module" section (which is your home screen). Do not go into the "files" section as this contains way more material than you need and will confuse you.

University Policies

University Assessment

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all Criteria of Accreditation of the Higher Learning Commission as well as standards of many discipline-specific specialty accrediting agencies. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the academic units and the administrative and educational support units. Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement of holistic university learning outcomes. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes used to sequentially improve teaching and learning processes. Additionally, a holistic assessment of student achievement of university learning outcomes is coordinated by the University Director of Assessment used to spur continuous improvement of teaching and learning.

Students with Disabilities Accommodations

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Office of Disability Services and Educational Access at the *beginning* of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Office of Disability Services and Educational Access *as soon as possible* in order to get academic accommodations in place for the remainder of the semester. The Office of Disability Services and Educational Access is located in Room 226 in the Student Center, telephone, (501) 279-4019.

Academic Integrity Policy

Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Director of Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

Referencing Information

As the accepted writing style of business, psychology, education, and social science programs across the globe, the American Psychological Association publication format (otherwise known as APA Style) is the required writing style for this course. Learning to conduct scholarly research is a natural part of academic work, and will help you succeed at Harding University. Conducting scholarly, professional and industry research is required for this course.

If a source is questionable, e.g., Wikipedia, other wikis, ask.com, answers.yahoo.com, etc., please contact your professor for clarity and permission before using a source that falls outside the scope of traditional academic standards. It is also important that you show how these references assisted your academic work; so make sure you reference your sources in every assignment you submit, no matter how mundane the assignment may be. Failure to properly and completely cite your sources may constitute plagiarism or cheating, as delineated in the Academic Code of Conduct. Bottom line, remember these two simple rules: 1) give credit where credit is due, and 2) if it isn't your words, ideas or thoughts, it is someone else's and needs to be cited.

- [APA Resources](#)
- [Purdue Online Writing Lab](#)

The Harding University Writing Center is also available to provide help with planning, writing, organizing, or revising an essay as well as with using MLA, Chicago, or APA formats. You can schedule an appointment with the Writing Center at harding.mywconline.com or ask questions via email at HardingUniversityWritingCenter@gmail.com.

Academic Grievance Policy

If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the denial of academic progression, a procedure has been established to resolve the grievance.

The student must initiate the written Academic Grievance Appeal within five business days after notification of the final grade in Pipeline or notification of denial of academic progression. In cases of both course grade and academic progression appeals, students are encouraged to first engage the involved faculty member in a good faith discussion (in person or via telephone or email) as the first step in resolving any concerns. If resolution is not achieved, a student may submit a written academic grievance by following [the policy set forth in the Harding University catalog](#). All students should be familiar with this policy.

Time Management Expectations

For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, problem-solving, reviewing, organizing notes, preparing for upcoming quizzes/exams, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at 9 hours over the course of the semester dedicated to the course.

Inclement Weather

If inclement weather prohibits your participation in any element of this course, prompt communication with me is expected. Your personal safety is my primary concern. We will handle any instances that arise on a case-by-case basis.

Academic Support Services

Harding offers a wide variety of academic support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- [Library](#)
- [Testing](#)
- [Tutoring](#)
- [Writing Center](#)

Student Support Services

Harding offers a wide variety of student support services. While this list is not all-inclusive, the following links may be useful to students:

- [Advising](#)
- [Counseling](#)
- [Registration](#)
- [Student Life](#)
- [Financial Aid](#)
- [Career Services](#)

Changes to Syllabus Notice

The instructor reserves the right to modify and update any part of the syllabus where necessary. You can expect that these changes will be for your perceived benefit and will be communicated in Canvas. It is your responsibility to stay up to date with any changes communicated by the professor.

