

**San Jose State University**  
**Department of Communicative Disorders and Sciences**  
**EDSP 251: Seminar in Phonological Disorders**  
**Sections 1 & 2; Fall, 2017**

**Course and Contact**

Instructor	Alicia.Henderson, Ph.D.
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Office Hours	By appointment
Class Time / Days	Hybrid Course: <ul style="list-style-type: none"><li>• Canvas Online 24/7</li><li>• In-class Meetings, Rm SH 414, 4:00 – 6:45pm Section 1 - Mondays: Sept 11, Oct 9, Nov 6 Section 2 - Wednesdays: Sept 13, Oct 11, Nov 15</li><li>• Optional Zoom Sessions, Sundays, 5:00 – 6:30pm Sections 1 &amp; 2: Sept 17, Sept 24, Oct 15, Oct 22, Nov 19</li></ul>
Department Phone	408-924-3688

**Catalog Description**

Establishes a level of advanced competency in the knowledge and understanding of phonology and phonological disorders: the procedures of analysis, the assessment of phonological disorders and the establishment of intervention strategies as a logical consequence of diagnostic findings.

**Course Learning Objectives:** The student will:

- 1) demonstrate knowledge of theoretical and practical paradigms for speech sound disorders;
- 2) demonstrate knowledge of the structural, motor, cognitive, linguistic, and psychosocial factors related to speech sound disorders;
- 3) describe typical and atypical phonological development among children;
- 4) identify the influence of other languages on English phonological patterns;
- 5) describe assessment and intervention protocols for speech sound disorders;
- 6) identify the phonological patterns associated with developmental and medical conditions;
- 7) describe decision-making processes for service delivery and speech sound disorders;
- 8) actualize clear and concise speaking and writing skills;
- 9) engage in and actualize reflective observation skills and critical thinking;
- 10) discuss the interaction of research and clinical practice (i.e., evidence-based practice);
- 11) evaluate contemporary technology applications for speech sound disorders.

**ASHA 2014 CCC Standards related to EDSP 251** <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>

**IV-B:** The applicant must have .... knowledge of .... communication ...., including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. .... to integrate information pertaining to normal and abnormal human development across the life span;

**IV-C:** The applicant must have .... knowledge of .... the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in .... articulation;

**IV-D:** For .... Standard IV-C, the applicant must have .... current knowledge of the principles and methods of prevention, assessment, and intervention .... including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates;

**IV-E:** The applicant must have .... knowledge of .... ethical conduct;

**IV-F:** The applicant must have .... knowledge of processes used in research and of the integration of research principles into evidence-based practice;

**IV-G:** The applicant must have .... knowledge of contemporary professional issues;

**V-A:** The applicant must have .... skills in oral and written .... communication sufficient for entry into professional practice.

**Modes of Instruction** (Enabling Activities)

This is a **Hybrid Course** which includes the following: Canvas course, in-class meetings (with class discussion and group problem-solving activities); cooperative learning groups; student-directed learning; and Zoom sessions.

**Required Text:**

Baumann-Waengler, J. (2016). *Articulation and Phonology in Speech Sound Disorders: A Clinical Focus*, 5<sup>th</sup> edition. Boston: Pearson. ISBN # 978-0-13-381037-0

**SJSU Resources Related to EDSP 251**

- A. SJSU Accessible Education Center: <http://www.sjsu.edu/aec/>  
*Course Accommodations:* Students with an educationally related disability are encouraged to contact the Accessible Education Center to discuss course accommodations and then self-identify to the instructor. Students who need special arrangements in a building evacuation should advise the instructor.
- B. King Library Services: <http://libguides.sjsu.edu/CDS>
- C. Writing Center: <http://www.sjsu.edu/writingcenter/>
- D. Counseling Services: <http://www.sjsu.edu/counseling/>

## **Course Assignments**

### **1. Quizzes**

One quiz for each chapter in the text book. The questions are listed in the “Test Yourself” section at the end of each chapter. Quizzes are in the Canvas course, and multiple attempts are allowed. The highest quiz score will be recorded towards the course grade.

### **2. Joint Production Activities (JPAs)**

Students will come to the 3 in-class sessions prepared with the “Case Study” and “Think Critically” sections for assigned chapters which will be used for class discussions, problem-solving and group work. Note – JPAs cannot be made up (i.e., students must attend class to receive credit). With prior approval from the instructor, a student may attend the alternate class section for that week.

	Date	Chapters
JPA #1	Sept 11 / 13	1. Clinical Framework: Basic Terms & Concepts 2. Phonetics –Articulatory Phonetics: Speech Sound Form
JPA #2	Oct 9 / 11	5. Normal Phonological Development 6. Assessment & Appraisal: Collection of Data
JPA #3	Nov 13 / 15	9. Therapy for Articulation-Based Speech Sound Errors 10. Treatment of Phonemic-Based Speech Sound Disorders

### **3. Diagnostic Project: Standardized Testing and Speech Sampling**

While working in a pair or triad, students will administer two standardized speech sound assessment instruments and collect a 10 to 15-minute speech sample with a typically developing child (i.e., someone without a known cognitive, hearing, language, or speech disability). For the formal assessment instruments, students will read the test manual, administer the test, and interpret the results per the normative sample. For the speech sampling activity, students will utilize age-appropriate materials that elicit all of the English consonant phonemes at the phrase/sentence level. Students will submit one document for the group with the following:

#### **1. Standardized test information**

- a) name of test
- b) ages range for administration
- c) normative sample
- d) test validity and reliability
- e) method for administration (including time)
- f) strengths and weaknesses

#### **2. Comparison of testing methods**

- a) contrast the results of the formal tests to each other and the sampling activity
- b) evaluate the assessment experience from the child’s perspective and the clinicians’ perspectives.

#### 4. Intervention Design

While working in a pair or triad, students will design an intervention program for a hypothetical student utilizing a data set which is provided. Students will submit one document for the group with the following:

- a) intervention target(s)
- b) rationale for selection of intervention targets
- c) therapy approach selected
- d) rationale for selection of therapy approach
- e) materials needed for intervention program
- f) method(s) for evaluation of effectiveness of intervention

#### 5. Final

The final will be an open-book exam with questions coming from key concepts for the course (see list below). The exam must be taken within a two-hour window according to the assigned final schedule. It will include short answers only. It is expected that students will complete their exam individually with no collaboration or assistance from peers. Students will be required to document on Canvas that the final was completed individually.

#### Grading

Assignment	Points
Quizzes	110 (11 x 10)
Joint Production Activities (JPAs)	90 (3 x 30)
Diagnostic Project	75 (1 x 75)
Intervention Design	75 (1 x 75)
Final	50 (1 x 50)
Total	400

A+ = 96.5 to 100

B+ = 86.5 to 89.4

C+ = 76.5 to 79.4

D+ = 66.5 to 69.4

F =  $\leq$ 59.4

A = 92.5 to 96.4

B = 82.5 to 86.4

C = 72.5 to 76.4

D = 62.5 to 66.4

A- = 89.5 to 92.4

B- = 79.5 to 82.4

C- = 69.5 to 72.4

D- = 59.5 to 62.4

*Assignment Grade Appeals:* The instructor welcomes grade appeals. Grade appeals must be a written argument substantiated with evidence and citations (if necessary). Grade appeals are due one week from when the assignment is returned.

## **Professional Behavior and Policies**

*Assignment Due Dates:* All assignments are due on the dates listed. Late assignments may have a 5-points/day deduction. Students can appeal these deductions with written evidence of exceptional or emergency circumstances.

*Attendance/Participation:* Students are expected to attend all scheduled classes. Students will complete the assigned readings and study questions prior to each class. Students will be expected to demonstrate collegiality, verbal problem solving, critical thinking, and active participation in class discussions. Readings and class assignments will take (at least) eight hours per week.

*Consent for Recording of Class and Public Sharing of Instructor Material:* Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Students are welcome to audiotape any class after first having announced that an audio recording is being made at the beginning of each class. Audio recordings are for a student's own private review. Students do not have the right to reproduce or distribute audio recordings without written permission from the instructor and every other student who was present when the audio recording was made. Course materials shared by the instructor are his intellectual property (unless otherwise designated) and cannot be shared publicly without his written permission. You may not publicly share or upload instructor-generated material for this course such as lecture notes or homework solutions without instructor consent.

*SJSU Vision Statement:* In collaboration with nearby industries and communities, SJSU faculty and staff are dedicated to achieving the university's mission as a responsive institution of the state of California: To enrich the lives of its students, to transmit knowledge to its students along with the necessary skills for applying it in the service of our society, and to expand the base of knowledge through research and scholarship. San José State University graduates will have developed: Specialized Knowledge; Broad Integrative Knowledge; Intellectual Skills; Applied Knowledge; Social and Global Responsibilities ([http://www.sjsu.edu/about\\_sjsu/mission/](http://www.sjsu.edu/about_sjsu/mission/)).

*Lurie College of Education Mission Statement:* The mission of the Lurie College of Education is to prepare educators who will enhance the quality of education for all students in our culturally diverse, technologically complex world. Our basic values: Respect and appreciation for diversity; Promotion of equity and access to quality education; Excellence through scholarly activity and reflective professional practice; Continual professional and personal growth; Ethical, collegial, and humane interpersonal relationships as a basis for community (<http://www.sjsu.edu/education/mission/>).

*Communicative Disorders & Sciences Mission Statement:* The Mission of the Department of Communicative Disorders and Sciences is to provide high-quality academic and clinical preparation to students seeking careers working with individuals who have speech, language and hearing disorders, and their families. Guided by principles of evidence-based practice and working in collaboration with other professionals, our graduates will adhere to the highest ethical

standard in serving the needs of our diverse community (<http://www.sjsu.edu/cds/>).

*Grievance Procedure:* Students are referred to the *Lurie College Dispute Process for Students* at <http://www.sjsu.edu/education/facultyandstaff/StudentDisputes.pdf> for a description of the dispute resolution process.

*Academic Honesty Statement:* In the spirit of fostering academic honesty and professional practice standards, students are reminded that any act of academic dishonesty will be considered a serious offense against the values of the university and the professional discipline (see <http://www.asha.org/Code-of-Ethics/>). The instructor is committed to enforcing the SJSU policy and processes on academic integrity available at <http://www.sjsu.edu/senate/docs/S07-2.pdf>.

*General Expectations, Rights and Responsibilities of the Student:* As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with the SJSU policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog at <http://info.sjsu.edu/static/catalog/policies.html>. In general, it is recommended that students begin by seeking clarification or discussion concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issues, it is recommended that the student contact the Department Chair as a next step. Since the Department Chair teaches this course, the student can next contact the Associate Dean.

*Dropping and Adding:* Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Students should refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

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## Course Calendar

Week	Date	Topic	Assignment(s)	Notes
1	Aug 28 / 30	Orientation to Course & Canvas		
2	Sep 4 / 6	Clinical Framework: Basic Terms & Concepts	Ch 1 Quiz	
3	Sep 11 / 13	Phonetics – Articulatory Phonetics: Speech Sound Form	Ch 2 Quiz JPA #1	In-Class Session
4	Sep 18 / 20	Phonetic Transcription & Diacritics	Ch 3 Quiz	Sun, Sep 17 5:00-6:30pm Optional Zoom Session for Ch 3
5	Sep 25 / 27	Theoretical Considerations & Practical Applications	Ch 4 Quiz	Sun, Sep 24 5:00-6:30pm Optional Zoom Session for Ch 4
6	Oct 2 / 4	Normal Phonological Development	Ch 5 Quiz	
7	Oct 9 / 11	Assessment & Appraisal: Collection of Data	Ch 6 Quiz JPA #2	In-Class Session
8	Oct 16 / 18	Diagnosis: Articulation- versus Phonemic-Based Speech Sound Disorders	Ch 7 Quiz	Sun, Oct 15 5:00-6:30pm Optional Zoom Session for Ch 7
9	Oct 23 / 25	Dialects and English as a Second Language	Ch 8 Quiz	Sun, Oct 22 5:00-6:30pm Optional Zoom Session for Ch 8
10	Oct 30 / Nov 1	Therapy for Articulation-Based Speech Sound Errors	Ch 9 Quiz	
11	Nov 6 / 8	Treatment of Phonemic-Based Speech Sound Disorders	Ch 10 Quiz	
11	Nov 6	Treatment for Speech Sound Disorders	JPA #3 Section #1	In-Class Session Section #1
12	Nov 15		JPA #3 Section #2	In-Class Session Section #2
13	Nov 20 / 22	Speech Sound Disorders in Selected Populations	Ch 11 Quiz	Sun, Nov 19 5:00-6:30pm Optional Zoom Session for Ch 11
14	Nov 27 / 29		Diagnostic Project Due	
15	Dec 4 / 6		Intervention Design Due	
Dec 13 7:45 pm – 9:45pm (Weds class: section 2)			Final	
Dec 18 7:45 pm – 9:45pm (Mon class: section 1)				

**Questions for the Final** will come from this list of **Core Concepts** from *Articulation and Phonology in Speech Sounds Disorders: A Clinical Focus* (Jacqueline Bauman-Waengler)

## Chapter 1

1. Communication v. Speech v. Language
2. Communication Disorder v. Speech Disorder v. Language Disorder
3. Articulation v. Phonology
4. Fluency v. Voice
5. Morphology v. Syntax v. Semantics v. Pragmatics
6. Phoneme v. Speech Sounds
7. Allophone
8. Phonotactics
9. Minimal Pair
10. Speech Sound Disorder v. Articulation Disorder v. Phonological Disorder
11. Phonetic Inventory v. Phonemic Inventory

## Chapter 2

1. Articulatory Phonetics v. Acoustic Phonetics v. Auditory Phonetics
2. Vowels v. Consonants
3. Cognates
4. Sonority
5. Manner v. Place v. Voicing v. Organ
6. Core Features of:
  - a. Sonorant Consonants v. Obstruents
  - b. Tense v. Lax Vowels
  - c. Closed v. Open Vowels
  - d. Monophthongs v. Diphthongs
  - e. Labial v. Apical v. Coronal (Active Articulators)
  - f. Predorsal v. Mediodorsal v. Postdorsal
  - g. Labial v. Dental v. Alveolar v. Palatal v. Velar (Passive Articulators)
7. Core Features of:
  - a. Stop-Plosives
  - b. Fricatives
  - c. Nasals
  - d. Affricates
  - e. Glides
  - f. Liquids
8. Coarticulation
9. Assimilation v. Coalescence
10. Contact v. Remote Assimilation
11. Progressive v. Regressive Assimilation
12. Phonemic v. Phonetic Assimilation
13. Peak v. Onset v. Coda v. Rhyme
14. Open (Unchecked) v. Closed (Checked) Syllables
15. Easy v. Hard Syllable Production (4 circumstances)



## Chapter 3

1. Broad v. Narrow Transcription
2. Diacritics
3. Core Features of:
  - a. Dentalization
  - b. Palatalization
  - c. Velarization
  - d. Lateralization
  - e. Devoicing
  - f. Labialization
  - g. Nonlabialization
4. Syllabics
5. Stress v. Duration of Syllables

## Chapter 4

1. Phonology
2. Phonetic Level
3. Phonemic Level
4. Form v. Function
5. Distinctive Features
6. Surface-Level Representation
7. Underlying Form or Deep Structure
8. Phonological Representation
9. Phonetic Representation
10. Phonological Rule
11. Naturalness
12. Markedness
13. Describe why distinctive feature analysis is not used clinically
14. Natural Phonology
15. Phonological Processes
16. Syllable structure Processes
17. Substitution Processes
18. Assimilation Processes
19. Phonological Process Analysis
20. Linear v. Nonlinear Phonology
21. Tone Language

## Chapter 5

1. Prelinguistic Behavior
2. Phonological Development
3. Speech Sound Development
4. Primary v. Secondary Functions
5. Describe why newborns are not able to physiologically produce speech sounds.
6. Categorical Perception

7. Perceptual Constancy
8. What do we know about young children's perceptual development?
9. Prelinguistic Behavior v Linguistic Development
10. Describe why Jakobson's discontinuity hypothesis has been proven untrue
11. Reflexive Crying
12. Cooing
13. Vocal Play
14. Canonical v. Reduplicated v. Nonreduplicated Babbling
15. Jargon
16. Vocoids v Contoids
17. Syllable Shape
18. Describe the relationship between language growth and babbling (p. 114)
19. Prosodic Features
20. When do prosodic features emerge?
21. What are the core characteristics of the transition phase (p. 115)
22. First Word
23. Invented Words
24. Describe the First 50 word stage
25. Presystematic Stage
26. Item Learning
27. Holophrastic Phrase
28. What are the phonological characteristics of the First 50 Words?
29. Identify the longitudinal trends described on pages 118 and 120
30. Salience v. Avoidance Factor
31. Prosodic Variation
32. Create a chart for yourself that identifies phonological development from Birth to age four in 6 month increments
33. What is known about vowel development?
34. Regression
35. Epenthesis
36. Create a chart for yourself that identifies the age of suppression for phonological process patterns.
37. Interference or Transfer
38. Identify three ways in which interference or transfer influences speech sound production (p. 131)
39. Silent period
40. Morphophonology
41. Metaphonology
42. Phonological Awareness v Phonemic Awareness

## Chapter 6

1. Assessment v. Appraisal v. Diagnosis
2. Screening v. Comprehensive Examination
3. Intelligibility
4. Hypernasality v. Hyponasality
5. What is your opinion of the comments about the advantages and disadvantages of articulation tests (pp. 146-147)?

6. Identify four factors in selecting an articulation measure (pp. 147; 150)
7. Identify assessment procedures that supplement articulation tests (pp. 150-151)
8. Two-way v. Five-Way Scoring
9. Deletion v. Addition v. Substitution v. Distortion
10. What are the strengths and weaknesses of stimulability testing? (pp. 152-153)
11. Identify 7 tasks associated with continuous speech sampling (pp. 153-155)
12. Glossing
13. Micro- v. Macrognathia
14. Philtrum v. Columella
15. Class I v. Class II v. Class III Occlusion patterns
16. Micro- v. Macroglossia
17. Tongue Fissure
18. Geographic Tongue
19. Palatal Fistula
20. Fasciculation
21. Submucous Cleft
22. Bifid Uvula
23. Velopharyngeal Closure
24. Nasal Emission
25. Structure v. Function in an Oral Mechanism Examination
26. Describe an audiometric screening procedure
27. Describe the tympanometry procedure
28. What is your opinion of the information about auditory discrimination testing (pp. 160-161)?
29. Describe why the author is concerned about cognitive appraisal results for children with speech sound disorders (pp. 161-162)
30. What is your opinion of the procedures suggested for adaptive testing for children with emerging phonological systems (pp. 162-165)?
31. Tongue thrust
32. Tonic bite reflex
33. What is your opinion of the suggestions for evaluating children who have unintelligible speech (pp. 167-168)?
34. Contextual Testing

## Chapter 7

1. Inventory of Speech Sounds
2. Distribution of Speech Sounds
3. Syllabication
4. Pre- v. Inter- v. Post-vocalic Consonants
5. Contrastive Use of Sounds
6. Syllable Shape
7. Place-Manner-Voice Analysis
8. Idiosyncratic Processes
9. Intelligibility
10. Percent of Consonants Correct
11. Percent of Vowels Correct

## Chapter 8

1. Dialect
2. Formal v Informal Standard English
3. Regional v. Social v. Ethnic Dialects
4. From your own experience, what is your opinion of the 4 geographical areas represented in Figure 8.1
5. To what degree are you already familiar with the phonological patterns identified in Table 8.3
6. Race v. Culture v. Ethnicity
7. What is your opinion of the 4 suggestions on page 221?
8. Limited English Proficiency
9. To what degree does your personal experience align with the state-by-state data presented in Table 8.5?
10. Chapter 8 provides numerous examples of dialectical variations. Be sure to note for future reference the information about:
  - a. Appalachian English and Ozark English
  - b. African-American Vernacular Dialect
  - c. Spanish American English (and its variations)
  - d. Korean American English
  - e. Cantonese American English
  - f. Filipino/Tagalog American English
  - g. Hmong American English
  - h. Arabic American English

## Chapter 9

1. Traditional (or Motor or Phonetic) Approach
2. Multiple-Sound Approach
3. What is your opinion of the percent accuracy suggestions on page 243?
4. Identify the factors related to auditory discrimination implementation
5. Specific Auditory Perceptual Skills
6. Auditory Stimulation/Imitation
7. Phonetic Placement Method
8. Sound Modification Method
9. Facilitative Context
10. What is your opinion of the use of nonsense syllables?
11. What is your opinion of the 6 factors identified for target word selection (p. 248)?
12. Carrier Phrase
13. Carryover
14. Describe the linguistic hierarchy per pages 247-249
15. What is your opinion of the suggestions for group therapy (pp. 293-295)?
16. Pages 251 to 293 provide a considerable amount of information on articulation therapy for individual sounds. Be sure to note this information for reference.

## Chapter 10

1. Identify the 3 core features of a phonemic-based approach
2. The text identifies 10 phonemic based approaches (Minimal Opposition; Maximal Oppositions; Complexity; Multiple Oppositions; Phonological Process; Cycles; Metaphon; Morphosyntax; Vocabulary Intervention; Multiple Vowel Errors). For each one, identify:
  - a. The core features and principles
  - b. For whom the approach could apply
  - c. For whom the approach does not apply

## Chapter 11

1. Childhood Apraxia of Speech
2. Volitional Movement
3. Speech v. Non-speech Oral Movements
4. Treatment Suggestions for Children with Childhood Apraxia of Speech
5. Identify the speech characteristics of someone with cerebral palsy
6. Treatment Suggestions for Persons with Cerebral Palsy
7. Why is it important to assess all five speech-motor subsystems?
8. Cleft Palate
9. Treatment Suggestions for Persons with Cleft Palate
10. Bifid Uvula
11. Compensatory Articulation in Cleft Palate
12. Velopharyngeal Competence
13. Articulatory Backing
14. Hypernasality Test
15. Hyponasality Test
16. Nasal Emission
17. Hypernasality
18. Treatment Suggestions for Persons with Intellectual Disability
19. Treatment Suggestions for Persons with Hearing Impairment
20. Acquired Apraxia of Speech
21. Treatment Suggestions for Persons with Acquired Apraxia
22. Dysarthria
23. Treatment Suggestions for Persons with Dysarthria





















35.









