

San José State University
The Department of Communicative Disorders and Sciences
EDSP 251, Seminar in Phonological Disorders, Sections 3 & 4, Fall 2018

Course and Contact Information

Instructor:	Alicia Henderson, Ph.D., CCC-SLP
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Office Hours:	Fridays 3:45pm – 5:00pm, and by appointment
Class Days/Time:	Hybrid Format Canvas Online 24/7 In-class meetings: 8/24, 9/14, 10/26, 11/30, 12/7 <ul style="list-style-type: none">• Section 3: Fridays 9:30am – 12:15pm• Section 4: Fridays 1:00pm -3:45pm
Classroom:	Section 3: Sweeney Hall Room 446 Section 4: Sweeney Hall Room 433

College of Education Mission Statement

The mission of the College of Education at San Jose State University is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

Department of CD&S Mission Statement

The mission of the CD&S Department is to provide a high-quality program for speech-language pathologists to meet the communicative needs of our increasingly diverse multilingual/multicultural population. The program follows an academic and clinical curriculum based on a sound theoretical framework and research findings which promote competent practitioners who participate in lifelong learning experiences. The program is enhanced through faculty, academic, and clinical expertise, transdisciplinary and family collaboration and technological advancements in assessment and intervention.

MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.

Course Description

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

Course Learning Outcomes (CLO)

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 2014-16 CCC Standards related to EDSP 251 as indicated above can be found:

<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:** 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

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; and student-directed learning.

Required Texts/Readings

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

Course Requirements and Assignments

Students are expected to read the syllabus, review the course in Canvas, and keep up-to-date with MySJSU messaging. Students are expected to come to class sessions prepared to fully participate. This includes completion of all readings prior to class sessions. These are the required 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. Informational Presentation

This presentation can be a PowerPoint, Google Slide or Prezi presentation designed to cover content from this course. The presentation should be developed for an audience of SLP graduate students. Presentations are to be uploaded into Canvas, and then assigned to peers for review.

3. Midterm

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.

4. Diagnostic Project I: Speech Sampling (optional group project)

Collect a 10 to 15-minute speech sample with a typically developing 2-3-year-old child (i.e., someone without a known cognitive, hearing, language, or speech disability). utilize age-appropriate materials designed to elicit all of the English consonant phonemes at the phrase/sentence level. Transcribe and the analyze speech sample. Develop a phonetic inventory, and identify and substitutions and omissions by place (initial, medial, final). Identify phonological processes in the sample.

5. Diagnostic Project II: Standardized Testing (assigned group project)

Present an overview of the assigned assessment instrument. This should include a PPT or Google Slide presentation that is presented in class on November 30 and uploaded into Canvas.

Components of presentation:

- name of test
- ages range for administration
- intended population

- normative sample
- test validity and reliability
- method for administration (including time)
- Stimulability testing if included
- strengths and weaknesses

6. Intervention Project (assigned group project)

Present an overview of the assigned intervention approach. This should include a PPT or Google Slide presentation that is presented in class on December 7 and uploaded into Canvas.

Components of presentation:

- Theoretical rationale
- Intended population
- Intervention target(s)
- Method for delivery
- Materials needed for intervention program
- Method(s) for evaluation of effectiveness of intervention

Grading Information

<i>Assignments</i>	<i>Points</i>
Quizzes	110 (11 x 10)
Informational Presentation	60 (1 x 60)
Midterm	50 (1 x 50)
Diagnostic Project I: Speech Sample	60 (1 x 60)
Diagnostic Project I: Standardized Testing	60 (1 x 60)
Intervention Design	60 (1 x 60)
<i>Total</i>	400 points

95 – 100% = A	90 – 94% = A-	87 – 89% = B+	84 – 86% = B
80 – 83% = B-	77 – 79% = C+	74 – 76% = C	70 – 73% = C-
65 – 69% = D	<65% = F		

Determination of Grades

Grades are determined according to quiz/exam scores and rubrics for assignments. Late work is accepted; however, it is subject to a 50%-point penalty without excuse due to an extenuating circumstance. Late work cannot be accepted after the 15th week of the semester.

Classroom Protocol

Students are expected to keep abreast of course requirements, timelines and updates by regularly reading communications from Canvas. Students are expected to complete assignments on time, and participate in class activities, discussions, and projects as defined in the syllabus.

University Policies

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 SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view [University Policy S16-15](#) and SJSU current semester's [Policies and Procedures](#). In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

Workload and Credit Hour Requirements

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to fieldwork, group assignments, internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Attendance and Participation

Attendance per se shall not be used as a criterion for grading. However, students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated. The full policy language can be found at <http://www.sjsu.edu/senate/docs/F15-3.pdf>

Accommodation to Students' Religious Holidays

[University Policy S14-7](#) states that San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#). Students should be aware of the current deadlines and penalties for dropping classes ([Late Drop Information](#)). Information about the latest changes and news is available at the [Advising Hub](#).

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](#), requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “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.”
- It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy F15-7](#) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Visit the [Student Conduct and Ethical Development](#) website for more information.

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. [Presidential Directive 97-03](#) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) to establish a record of their disability.

Student Technology Resources

Computer labs and other resources for student use are available in

- [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall
 - [Academic Technology Computer Center](http://www.sjsu.edu/at/hd/) at <http://www.sjsu.edu/at/hd/> on the 1st floor of Clark Hall
 - [Associated Students Computer Services Center](http://as.sjsu.edu/ascsc/) at <http://as.sjsu.edu/ascsc/> on the 2nd floor of the Student Union
 - [Student Computing Services](http://library.sjsu.edu/student-computing-services/student-computing-services-center) at <http://library.sjsu.edu/student-computing-services/student-computing-services-center>
 - [Computers at the Martin Luther King Library](http://library.sjsu.edu/reserve-studymeeting-room/computers-king-library) for public at large at <http://library.sjsu.edu/reserve-studymeeting-room/computers-king-library>
 - Additional computer labs may be available in your department/college
- A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

SJSU Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling and Psychological Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>"

EDSP 251 – Fall 2018

The schedule is subject to change with fair notice via in-class or MYSJSU messaging.

Course Schedule

Week	Date	Topics	Quizzes
1	Aug 24	Course Overview <u>Part One</u> – Some Basics	
2	Aug 31	<i>Clinical Framework: Basic Terms & Concepts</i>	✓ Ch 1 Quiz
3	Sept 7	<i>Phonetics – Articulatory Phonetics: Speech Sound Form</i>	✓ Ch 2 Quiz
4	Sept 14	<u>Part Two</u> – Assessment <u>Part Three</u> – Analysis of Speech Assessment <i>Phonetic Transcription & Diacritics</i>	✓ Ch 3 Quiz
5	Sept 21	<i>Theoretical Considerations & Practical Applications</i>	✓ Ch 4 Quiz
6	Sept 28	<i>Normal Phonological Development</i>	✓ Ch 5 Quiz
7	Oct 5	<i>Assessment & Appraisal: Collection of Data</i>	✓ Ch 6 Quiz
8	Oct 12	<i>Diagnosis: Articulation v. Phonemic-Based Sp.Sd Disorders</i>	✓ Ch 7 Quiz
9	Oct 19	✓ Diagnostic Project I: Speech Sampling Due <i>Dialects and English as a Second Language</i>	✓ Ch 8 Quiz
10	Oct 26	<u>Part Four</u> – Selecting Goals <u>Part Five</u> – Principles of Intervention <i>Therapy for Articulation-Based Speech Sound Errors</i>	✓ Ch 9 Quiz
11	Nov 2	<i>Treatment of Phonemic-Based Speech Sound Disorders</i>	✓ Ch 10 Quiz
12	Nov 9	<i>Speech Sound Disorders in Selected Populations</i>	✓ Ch 11 Quiz
13	Nov 16	✓ Informational Presentation Due ✓ Midterm	
	Nov 23	<i>Thanksgiving Break</i>	
14	Nov 30	✓ Diagnostic Project II: Standardized Assessments ✓ Presentations	
15	Dec 7	✓ Intervention Project ✓ Presentations ✓ Peer Reviews Due	