

**San José State University**  
**Communication Disorders & Sciences**  
**EDSP 251: Seminar in Phonological Disorders, Fall 2016**

**Course and Contact Information**

<b>Instructor:</b>	Jean Jackson, M.A. CCC-SLP
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<b>Office Hours:</b>	Wednesday 8-9 am and by appointment (online)
<b>Class Days/Time:</b>	Friday 9:00 – 11:45 and online
<b>Classroom:</b>	Sweeney Hall 311

**Course Format : Hybrid**

**Technology Requirements**

This course uses a hybrid delivery format. You will use the following software and tools:

- Microsoft Office Suite
- Adobe Acrobat DC

To be successful in this course, you will need to have the minimum technical skills and make sure your computers or devices have:

- Reliable Internet access
- Access to Canvas. Canvas Learning Management System is located at <https://sjsustructure.com/>. Ensure your web browser and browser settings are Canvas compatible. Consult ecampus with any questions.
- All course-related software properly installed. You will need to be able to read PDF files and watch videos. Typically your computer will have software already installed to handle these tasks, but if not, here are the links to the free downloads: Adobe download - [get.adobe.com](http://get.adobe.com), Adobe flash player - [download adobe.com](http://download.adobe.com), Windows Media player - [download support.microsoft.com](http://download.support.microsoft.com).

## Course 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 Outcomes

- . 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) critically evaluate contemporary technology applications and speech sound disorders.

## ASHA 2014 CCC Standards related to EDSP 251 [http://www.asha.org/Certification/2014- Speech-Language-Pathology-Certification-Standards/](http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/)

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

### **Required Texts/Readings**

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

Journal articles as assigned

### **Course Requirements and Assignments**

**Lab Sheets:** These are exercises, provided by the instructor, in which the student applies theoretical knowledge to real-life data/situations. Refer to the calendar for due dates.

**Article Presentations:** Journal articles and discussions will be presented to the class. Each student will be required to either present or discuss one article.

**Therapy Technique Presentation:** Therapy techniques will be assigned by the instructor and presented in teams. These presentations will include a demonstration and write-up including description of, and evidence for, the technique.

**Exams:** There will be 3 exams: two midterms and one final. The midterm exams will be on campus, open book. The final exam will be online.

### **Final Examination or Evaluation**

The final examination will consist of 2 parts: 1) completing a test protocol and designing a phonological treatment program based upon the data, and 2) presenting a therapy technique to the class.

### **Grading Information:**

- A: 90-100%
- B: 80-89%
- C: 70-79%
- D: 60-69%
- F: below 60%

## Determination of Grades

Lab Sheets:	15%
Article Presentations:	15%
Tx Presentation:	15%
Midterm 1	15%
Midterm 2	15%
Final Exam	25%

It is expected that assignments will be completed on time. Late assignments will be deducted 5% for every day they are late. Consideration will be given in emergency circumstances with notification from appropriate medical or public safety personnel.

## University Policies

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 Tentative Course Schedule

Subject to change with fair notice

### course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	August 26	On campus. Greensheet review, phonetics practice, non-graded quiz
2	September 2	Online. Topic: Review. Text Chapter 1, <b>2 lab sheets due</b>
3	September 9	Online. Topic: Phonological Development. Text Chapter 5 <b>Lab Sheet Due</b>
4	September 16	Online. Topic: Childhood/Developmental Apraxia of Speech. Text pages 343-348 <b>Lab sheet due</b>
5	September 23	Online. Topic: Articulation vs Phonology. Text Chapter 7. <b>Lab sheet due.</b>
6	September 30	On campus. <b>Midterm #1</b>
7	October 7	Online. Topic: Phonological Theory. Text Chapter 4
8	October 14	On campus. Topic: Distinctive features, phonological rules
9	October 21	Online. Topic: Phonological Processes. <b>Lab sheet due</b>
10	October 28	Online. Topic: Assessment. <b>Article Presentations</b>
11	November 4	On campus. <b>Midterm #2</b>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
12	November 11	Holiday
13	November 18	Online. Topic: Treatment. <b>Article Presentations</b>
14	November 25	Holiday
15	December 2	Online. Topic: Diversity Issues/Dialect. <b>Article Presentations</b>
16	December 9	Online: <b>Analysis &amp; Goals due</b>
Final Exam	December 15	On campus. <b>Therapy technique presentations due</b>