

San José State University

Department of Communicative Disorders and Sciences

EDSP 251: Seminar in Phonological Disorders

Section: 1, Fall 2016

Course and Contact Information

Instructor:	Meenakshi Narayanan, M.S. CCC-SLP
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Office Hours:	Wednesday 7:00 pm- 8:00pm (by appointment only)
Class Days/Time:	Wednesday 4:00pm -6:45 pm
Classroom:	Industrial Studies IS215
Prerequisites:	Graduate standing (Fundamentals in Phonetics) or instructor consent.

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) at <http://my.sjsu> to learn of any updates.

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 speech sound disorders and the establishment of intervention strategies as a logical consequence of diagnostic findings.

Course Learning Objectives: The student will:

- demonstrate knowledge of theoretical and practical paradigms for speech sound disorders;

- demonstrate knowledge of the structural, motor, cognitive linguistic and psychosocial factors related to speech sound disorders;
- describe typical and atypical phonological development among children;
- be able to recognize the influence of other languages on the English phonological patterns;
- describe assessment and intervention protocols for speech sound disorders;
- identify phonological patterns associated with developmental and medical conditions;
- describe decision making process of service delivery of speech sound disorders;
- develop clear and concise speaking and writing skills;
- engage in and actualize reflective observation skills and critical thinking;
- discuss the interaction of research and clinical practice (i.e., evidenced based practice);
- critically evaluate contemporary technology applications in speech sound disorders.

Course Learning Outcomes

Upon completion of this course, each student will be expected to meet the objectives and demonstrate each competency listed below, as identified by the American Speech-Language-Hearing Association's [Http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/](http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/) knowledge outcomes for entry level practice in speech language pathology by participating in various activities such as

- Lectures/discussion
- Required reading(s)
- Presentations
- Class activities and discussions
- Collaborative learning groups
- Student-directed learning
- Assignments & Homework

Standard IV-B

The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C

The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas: articulation;

Standard IV-D

For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E

The applicant must have demonstrated knowledge of standards of ethical conduct.

Standard IV-F

The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Standard IV-G

The applicant must have demonstrated knowledge of contemporary professional issues. practice.

Standard V-A

The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Required Texts/Readings

- Bauman-Waengler, J. (2016). *Articulation and Phonology in Speech Sound Disorders : A Clinical Focus* (5th Ed.). Upper Saddle River, NJ: Pearson Education. ISBN: 13 978-0-13-381037- ; \$179 (approximate estimate)
- Lowe, R.J. (2010). *Workbook for the identification of phonological processes and distinctive features*, (4th Ed.). PRO-ED: Austin, TX ISBN: 9781416406754 ; \$32.00 (approximate estimate) (**Must be NEW**)

Other Readings (optional)

The ASHA preferred practice pattern document (<http://www.asha.org/members/deskref-journals/deskref/default>) requires that we look at current research in order to apply an evidence-based practice (EBP) to our understanding of issues in our field. We will examine current research articles primarily involved with intervention to guide our understanding of diagnosis, treatment, and intervention practice for speech sound disorders.

Further suggested readings at the end of each chapter in the Bauman-Waengler Textbook.

Grading Information

More guidelines on grading information, class attendance and grievances can be found from the following university policies:

- CDS Academic Standards Policy
http://www.sjsu.edu/cds/docs/CDS_Academic_Standards_Policy2015.pdf
- University Syllabus Policy S16-9
<http://www.sjsu.edu/senate/docs/S16-9.pdf>
- University policy F15-12
<http://www.sjsu.edu/senate/docs/F15-12.pdf>

- Student Complaint Policies
http://www.sjsu.edu/cds/links/CDS_Student_Complaint_Policy.pdf

Determination of Grades

Late assignments: Any assignment turned in after 8pm on due date will be worth a maximum of half credit, unless prior arrangements have been made with instructor. All assignments must be turned in by time of final examination in order to receive credit.

Evaluation		Grading Scale			
Exam 1	20%	98-100	A+	77-79	C+
Exam 2	20%	93-97	A	73-76	C
Student Directed Learning Project	20%	90-92	A-	70-72	C-
Diagnostic Assessment Project	20%	87-89	B+	67-69	D+
Workbook	10%	83-86	B	63-66	D
Research Article:	10%	80-82	B	60-62	D
				0-59	F

Course Requirements and Assignments

More details can be found from University Syllabus Policy S16-9 at <http://www.sjsu.edu/senate/docs/S16-9.pdf>.

Text Book: Bauman-Waengler, J. (2016). *Articulation and Phonology in Speech Sound Disorders : A Clinical Focus* (5th Ed.). Upper Saddle River, NJ: Pearson Education.
 ISBN: 13 978-0-13-381037

Students are responsible for reading the chapter before class and attempting all questions at the end of the chapter in addition to participating in class discussions.

Workbook: The workbook provides additional practice for concepts presented in class. Workbooks will be collected twice in the quarter. A 5-point credit will be given for completed work by the assigned due dates. (Total of 10 points)

Exams: There are two exams based on the lectures, readings, workbook assignments. The format will consist of multiple choice questions, fill ins, matching, true/false, definitions and short answer questions. (Total of 20 % each). The focus of the Final Exam will be Treatment/Intervention.

Final Examination or Evaluation: University <http://www.sjsu.edu/senate/docs/S06-4.pdf> which states that "There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless specifically exempted by the college dean who has curricular responsibility for the course."

Article Summary: Each group (of 3 students) will submit one article summary along with a brief group presentation and one-page handout to share conclusions with the class. The article must examine the evidence for or against a treatment approach related to speech sound disorders. The presenting team will lead a class discussion with 3 questions. The article and questions must be posted on CANVAS for students to review by Sunday evening 8pm, thereby creating an opportunity for the peers to engage in a meaningful dialogue about the articles central ideas. The one-page handout (double spaced, times 12, following **MLA**) is due (email to the instructor only) the day before the presentation by 4pm. A sign-up sheet will be made available. (Total Points 10%)

Research Papers and the Purdue OWL: MLA Formatting and Style Guide:

<https://owl.english.purdue.edu/owl/resource/747/01/>

Student Directed Learning Project: Each student working in pairs or triads will be responsible for completing a student directed learning project related to speech sound disorders. In order to complete the project in a timely manner, students will be responsible for submitting a one-page update every 2 weeks. Students will present the project (15 minutes) to the class including a 2-page handout (11/16, 11/30 and 12/7) (Total Points 20%)

Topics may include

- Develop an in service for parents, teachers and allied health personnel regarding speech sound disorders
- Critically evaluate Apps to support treatment options for Speech Sound Disorders (must include a minimum of 10 apps)
- Critically evaluate Websites and online resources to support treatment options for Speech Sound Disorders (must include a minimum of 10 websites)

Diagnostic Assessment: While working in triads, each group of students will review and administer 2 standardized speech sound assessments available at the Kay Armstead Center for Communicative Disorders. Tests will be assigned by the instructor. In addition, they will collect a 10-15-minute speech sample with a typically developing child (preferably between the ages of 1-8 years of age). (11/16, 11/30 and 12/7/2016) Students will be responsible for the following

- 15-minute presentation of the findings with supportive literature.
- Single page 2 sided handout of a summary of the tests (one test on each side). Include a description of the test- age for administration, normative sample, administration methods briefly, strengths and weakness of the test, impressions.
- Prepare a paper 4-6 pages contrasting the 2 tests administered. Make observations and contrast the child's reactions to the two tests (body language, reactions, compliance issues etc.) Include a sections on the clinician's perspectives of both tests as well. (Total Points 20%)

Classroom Protocol

Class Participation: Participation is a fundamental part of this class. In order to participate, you must be present. Regular attendance implies that you have carefully completed reading and writing assignments due and that you contribute to class discussions and activities. Should you need to be absent, please email me as soon as possible. I will not question your need to be absent, but suggest that you use your best discretion when choosing not to be present.

Attendance: It is expected that all students will attend classes. In the event you will be absent for an exam, please inform in person or by email in advance, with a valid excuse. One exam may be made up with advanced notification and valid excuse (illness, family emergency etc.).

A note on absences: If you are absent, *yes, you missed something important.* It is your responsibility to complete all reading and assignments due on that day. Please take a moment to gather contact information from at least 3 of your classmates so that you can ask them to fill you in on the material we covered in class.

Consent for Recording Class: Both video and audio-recording are prohibited during classes or portions of classes. You may do so with the instructor's permission provided you have informed consent at the beginning of each class. Recording may be used for private review only.

Office Hours: Make office hours a priority. I am here to help and consultations will enable you to approach this course more efficiently and effectively. I will hold regular office hours (by appointment only). I ask that you let me know when you cannot meet during scheduled office hours. I will attempt to make alternate arrangements to meet with you.

A Note on emails: While I make every effort to respond to your questions and concerns in a timely manner, please bear in mind that you share my inbox with other students along with faculty members and administrators. Before you email me, please consider the following:

- 1) Does the syllabus answer my question?
- 2) Can a classmate answer my question?
- 3) Is it urgent, or can I quickly ask my question before or after class?
- 4) Do I have multiple questions? If so, please think through them, write them down, and email me to set up an appointment. I will be able to more efficiently and effectively answer your questions and/or concerns in person.

Accommodations/Modifications

If you will need adjustments/ accommodations in my course, please see me. I am happy to work with you to ensure you have a successful and productive experience in my class. However, if I do not know that you need additional support, I cannot ensure that you receive it.

Clicker

I will be using **iClicker/REEF Polling** as a student response system in class this term. This software helps me to understand what you know and gives everyone a chance to participate in class.

You will have several options available to participate in clicker sessions, all options are available to you at NO COST:

iClicker/REEF Polling App for Smartphone or Tablet:

Allows you to use your smart phone or tablet as a clicker to participate. On your smartphone or tablet go to Mac App Store or Google Play and download *Reef Polling by iClicker*

iClicker/REEF Polling Site for Laptop:

If using a laptop, go to <https://app.reef-education.com/#/login>

Clicker Remote Handset:

If you do not have a smart phone, tablet, or laptop, you can request to borrow a Clicker remote handset from eCampus (eCampus@sjsu.edu) for free. Remotes are to be returned to eCampus at the end of the semester.

Video Tutorial: <https://vimeo.com/136149511>

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: Seminar in Phonological Disorders, Fall 2016 (Proposed)

Week	Date	Topics	Assignments
1	8/24	Review of Syllabus, Phonetics Review	
2	8/31	Chapter 1 –Basic Terms and Concepts Chapter 2 Articulatory Phonetics: Speech Sound Form	Review Study Qs. CH 1, 2 Workbook Chapter 1
3	9/7	Chapter 3 – Phonetic Transcription and Diacritics	Review Study Qs. - CH 3 Article #1 Project update #1 Workbook Chapter 6
4	9/14	Chapter 4- Theoretical Considerations	Review Study Qs - CH 4 Article #2 Workbook Chapter 3
5	9/21	Chapter 5- Normal Phonological Development	Review Study Qs. - CH 5 Project update #2
6	9/28	Mid Term Exam	CH 1-5 and Work Book Due Chap 1,3, 6
7	10/5	Chapter 6: Appraisal Collection of Data	Review Study Qs. - CH 6 Article #3 Workbook Chapter 2
8	10/12	Chapter 7: Diagnosis Articulation versus Phonemic Based Speech Disorders	Review Study Qs. - CH 7 Article #4 Project update #3 Workbook Chapter 2
9	10/19	Chapter 8: Dialects and English as a Second Language	Review Study Qs. - CH 8 Article #5 Workbook Chapter 4
10	10/26	Chapter 9: Therapy for Articulation Errors	Review Study Qs - CH 9 Article #6 Project Update #4 Workbook Chapter 4
11	11/2	Chapter 10: Treatment of Phonemic Errors	Review Study Qs - CH 10 Article #7 Workbook Chapter 5
12	11/9	Chapter 11: Speech Sound Disorders in Selected Populations	Review Study Qs - CH 11 Workbook Chapter 5
13	11/16	Project Presentations- Student Directed	5 groups
14	11/23	No Class/ Thanksgiving Recess	
15	11/30	Project Presentations- Student directed and Diagnostic	5 groups
16	12/7	Project Presentations- Diagnostic	4 groups
17	12/14	Final Exam	Work Book Due Chap 2,4,5 Chapter 6-11

(Syllabus created and adapted with the input from Dr. Paul Cascella's Fall 2015 EDSP 251 and Dr. Lohman SPPA4863, Spring 2007 and Vanessa Marie Fernández, LTSP 131B, Spring 2016 class and Dr. Nidhi Mahendra)

A final note on this syllabus: This syllabus is a contract between you, your professor, your classmates, and SJSU. Please read it carefully as enrollment in this course implies your adherence to the outlined expectations. Please note that readings, assignments, and due dates may be modified throughout the quarter to better serve the needs of those participating in this course.

Student Evaluation of Teaching Effectiveness (SOTE/SOLATE)

It is departmental and university policy that SOTE ratings be completed for all courses taught by faculty every semester. See <http://www.sjsu.edu/senate/docs/F12-6.pdf> and <http://www.sjsu.edu/senate/docs/S14-1.pdf> for the relevant university policies. This is handled online near the end of the semester. These are the university guidelines:

- Links to course evaluations will be live in students' MySJSU accounts close to the last two weeks before finals.
- Students who complete all evaluations may access their grades earlier than students who do not. Students who do not complete all evaluations get access to their grades about a month after classes end.