

San José State University
Department of Communicative Disorders and Sciences
EDSP 120-01/02, Introduction to Language and Articulation
Disorders, Spring 2015

Instructor:	Pei-Tzu Tsai, Ph.D., CCC-SLP
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Office Hours:	Mondays 12:00 PM to 2:00 PM Or by appointment
Class Days/Time:	Section 01 Tuesdays 1:00 PM to 3:45 PM Section 02 Wednesdays 1:00 PM to 3:45 PM
Classroom:	Sweeney Hall 120

Course Description

An overview of various language, articulation, and phonology disorders of children from a variety of etiologically defined groups. 3 units.

Course Goals and Learning Outcomes

ASHA Standards

This course meets the following standards of the Standards and Implementation Procedures for the Certification of Clinical Competence in the area of research and evidence-based clinical practice:

Standard IV-B: Demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases; demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C: Demonstrate knowledge of the nature of speech sound disorders and differences, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

Standard IV-D: The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with speech sound disorders including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Upon successful completion of this course and by successful performance on class participation, assignments and exams, students will be able to:

CLO 1 Identify basic definitions and classifications of articulation and phonology disorders. [IV-B]

CLO 2 Discuss speech sound disorders and differences across etiological populations. [IV-C, IV-D]

Required Texts/Readings

Textbook

- Bauman-Wangler, J. (2011). *Articulation and phonological impairments: A clinical focus* (4th ed.). Boston: Allyn & Bacon. (ISBN-13: 9780132563567)

Other Readings

- Lecture outlines and additional materials are provided to help you in following the lecture and improving your real time comprehension of the material. They are available on [Canvas course website](#), located at <https://sjsu.instructure.com>. In addition, course-related questions sent to me via email will be answered on Canvas Discussion board.
 - [Canvas login instruction](http://www.sjsu.edu/at/ec/canvas/index.html) is located at <http://www.sjsu.edu/at/ec/canvas/index.html>
 - [How to access and use Canvas](http://www.sjsu.edu/at/ec/canvas/student_resources/index.html) is located at http://www.sjsu.edu/at/ec/canvas/student_resources/index.html

Other equipment / material requirements

- Receive email notifications from Canvas (*recommended*) or check Canvas course website regularly for announcements and messages. Notification setting and email address can be edited under “Setting” on Canvas.

Useful Resources

- [Examples of English vowels in words](http://ggsc.wnmu.edu/academic/mat/tesol/phonology/phonemes/vowels/vowels.html) at <http://ggsc.wnmu.edu/academic/mat/tesol/phonology/phonemes/vowels/vowels.html>
- [ðʌ bɛst saɪt fəʊ kəpiŋ ænd peɪstɪŋ aɪ. pi. eɪ. mtu joʊ dɑk](http://ipa.typeit.org/full/) at <http://ipa.typeit.org/full/>
- [Tutorials on how to download and use IPA fonts](http://www.unc.edu/~jlsmith/ipa-fonts.html) at <http://www.unc.edu/~jlsmith/ipa-fonts.html>

Library Liaison

Valeria Molteni, valeria.molteni@sjsu.edu

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](#) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

That is, expect to work six additional hours outside the classroom each week for a three-unit course.

- **Respect the learning environment.** Silence your phone and devices. No mumbling, talking or eating during exams when people need to concentrate.

- **Read the assigned materials prior to each class.**
- **Participate in discussions in class.**
- **Arrive on time to class.**
- **Submit assignments on time. No late submission is accepted.** Deadlines:
 - In-class activity is due at the end of the class, unless otherwise announced.
 - Other assignments are due at the beginning of class on the due date, unless otherwise announced.
- **Participate in quizzes/exams on time. No late administration, accommodation or make-up quizzes/exams, unless appropriate documentation is provided in a timely manner.**
- **Assignments, quizzes and exam:**
 - **Chapter key concepts (50 points; 10 points each).** A list of key concepts is provided for you for each chapter. You are to choose 10 concepts and define them. No extra credit for defining more than 10 concepts. Each submission is graded based on complete/incomplete. [CLO 1]
 - **Quizzes (50 points; 10 points each).** Quizzes will be administered at the beginning of each class. Please note that some weeks have multiple chapter readings. [CLO 1, 2]
 - **Worksheet (100 points).** A worksheet is provided to help you integrate course content. You are asked to complete the assignment individually. [CLO 1, 2]
 - **Final exam (100 points).**

NOTE that University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Grading Policy

Grades will be determined using the point system detailed above. Your final grade for this portion of the course is based on the percentage of the total possible points earned through the above stated requirements. All work must be submitted on time.

Incomplete Work: A notation of “incomplete” may be given in lieu of a final grade to a student who has carried a passing grade for a significant part of the course but, because of illness or other unusual and substantiated cause beyond the student’s control, has been unable to take or complete the final examination or some other limited amount of term work. An incomplete is not given unless the student can prove to the instructor that he/she was prevented from completing course requirements for just cause as indicated above, and is not assigned on the basis of poor academic performance.

Letter grades will be determined based on the following percentage rating system:

A+	100 to 98	A	97 to 94	A-	93 to 90
B+	89 to 87	B	86 to 84	B-	83 to 80
C+	79 to 77	C	76 to 74	C-	73 to 70
D	69 to 60	F	59 and below		

Classroom Protocol

- **Illness/emergency:** At the discretion of the instructor, make-up exams, quizzes and/or assignments will be given in cases of **documented illnesses and/or personal or family-related emergencies**. Please let me know of your status **within 24 hours** of the missed deadline by email, phone, or in person, and submit appropriate documentation **within one week**. For illnesses, documentation must be in the form of a written note from your personal physician. For personal or family-related emergencies, an appropriate verification of the absence will be required.
- **Observe religious holidays:** You must inform me of your absence during **the first week of class** to make any necessary arrangement.
- **Accommodation:** If you need accommodation because of a disability, you need to provide appropriate documentation according to campus policy. See “Campus Policy in Compliance with the American Disabilities Act” below.

College and Departmental Policies

Vision Statement

The faculty of the College of Education at San Jose State University agrees that excellence and equity matter - that each is necessary, and neither is sufficient in the absence of the other. We envision ourselves as a learning community of practitioner/scholars in continuous development, dialogue, and inquiry that enable us to revisit, review and revise our practice in an ongoing response to circumstances.

Mission Statements

College of Education: The mission of the Connie L. Lurie College of Education at San José State University is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for students in a culturally diverse, technologically complex, global community. The policies and practices of the Connie L. Lurie College of Education at San José State University are based on the belief that teaching in a democracy requires and must ensure that: Students have access to an excellent and equitable education; educators at every level have knowledge of their subject matter and their students, value and engage in ethical practice and excellent pedagogy, and develop dispositions and habits of the mind that ensure that all students have equitable access to an excellent education; stakeholders be involved in the collegial community engaged in the professional conversation and decision making that delineate standards, assign resources, guide program design, and reward accomplishment in the College.

Department: 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.

HIPPA Policy

Students will be considered members of the clinic workforce under regulations established by the Health Insurance Portability and Accountability Act (HIPAA). Students will receive instruction in following HIPAA policies and will be required to adhere to these policies.

Confidentiality

All clients have the right to confidentiality. Students are not to discuss cases outside of the Communicative Disorders & Sciences Clinic or in public access areas within CDS (e.g., restrooms, hallways, observation booths, etc.). Known violations of confidentiality will result in a stern reprimand. Serious and/or repeated violations will warrant referral to the Chair of the Communicative Disorders & Sciences Department for disciplinary action.

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. 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/web-dbgen/narr/catalog/rec-12234.12506.html>. 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 serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. 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/. 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/>.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course.

- “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 S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> 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. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

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 during the first week of class, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

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. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide 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 Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

EDSP 120-01/02, Introduction to Language and Articulation Disorders, Spring 2015, Course Schedule

The schedule is tentative, and subject to change with advance notice in class and/or via course website.

Course Schedule

Week	Date	Topics, Required Readings	Assignment Deadlines
1	3/17 3/18	Course overview Introduction (Chapter 1) Articulatory phonetics (Chapter 2)	
2	3/24 3/25	<i>SPRING RECESS (CAMPUS CLOSED)</i>	
3	3/31 4/1	<i>CESAR CHAVEZ DAY (CAMPUS CLOSED)</i> Work on Key Concepts	
4	4/7 4/8	Normal phonological development (Chapter 5)	Quiz Introduction Key Concepts Ch. 1
5	4/14 4/15	Phonological processes (Chapter 4, pp. 82-84, Chapter 5, pp. 137-140)	Quiz Articulatory phonetics Key Concepts Ch. 2
6	4/21 4/22	Speech sound assessment (Chapter 6)	Quiz Development, processes Key Concepts Ch. 5
7	4/28 4/29	Assessment (cont.) Worksheet	Quiz Assessment Key Concepts Ch. 6
8	5/5 5/6	Speech sound intervention (Chapter 9)	Worksheet
9	5/12 5/13	Review	Quiz Intervention Key Concepts Ch. 9
Final Exam	5/18 5/19	Sec 01: 5/18 (Monday), 12:15 PM – 2:30 PM Sec 02: 5/19 (Tuesday), 12:15 PM – 2:30 PM	