

**DEPARTMENT OF COMMUNICATIVE DISORDERS &
SCIENCES**

**EDSP 120 – INTRODUCTION TO LANGUAGE AND
ARTICULATION DISORDERS**

Spring 2014

Tuesdays 1:00-3:45 (Section 3)

Wednesdays 1:00-3:45 (Section 4)

SH 120

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Office Hours: by appointment only

Thanks to Dr. Wendy Quach, from whom most of the information below was obtained

I. COURSE INFORMATION

A) Course Overview

Overview of various language, articulation, and phonology disorders of children from a variety of etiologically defined groups. 3 Units.

Prerequisite: Passing grade in EDSP102, EDSP 110, EDSP 111.

Course materials and important announcements are available on Canvas.

The course will use a combination of Keynote presentations and seminar format involving participation with discussion. For most classes, there will also be small group activities related to the topic of discussion.

Changes may be made to the schedule.

Additional readings may be provided at the discretion of the instructor and changes or additions may be announced in class. Students are responsible for amending the assigned schedule accordingly.

B) Student Learning Objectives

ASHA Standards

The information presented in this course partially addresses the following ASHA speech-language pathology standards.

Knowledge will be conveyed via class lectures, videotapes, and readings.

Acquisition will be demonstrated via class discussion and exams.

Standard III-B: The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

Standard III-C: The applicant must 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 III-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 of the disorder.

COURSE PROMISES

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

1. Demonstrate an understanding of basic definitions and classifications of language, articulation, and phonology disorders in children. (III-B)
2. Demonstrate knowledge of language, articulation, and phonology disorders and differences in the following etiological populations: (III-C, III-D)
 - Neurological impairments
 - Cognitive impairments
 - Emotional disturbance
 - Hearing impairments
 - Cultural and environmental differences

C) Readings and Useful Websites

REQUIRED

- Bauman-Wangler, J. (2011). *Articulation and phonological impairments: A Clinical Focus*. (4th Ed.). Boston: Allyn & Bacon.

USEFUL WEBSITES

<http://ggsc.wnmu.edu/academic/mat/tesol/phonology/phonemes/vowels/vowels.html> This site provides examples of English vowels in words.

- <http://www.unc.edu/~jlsmith/ipa-fonts.html>

This site provides tutorials on how to download and use IPA fonts

-<http://www.library.sjsu.edu/>

This site allows you to view the full library catalog at SJSU

-http://www.sjsu.edu/at/ec/canvas/student_resources/index.html

This site contains info on how to access and use Canvas

-<http://ipa.typeit.org/full/>

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LECTURE OUTLINES

The purpose of these outlines is to provide you some help in following the lecture and improving your real time comprehension of the material. Lecture outlines will be on the web, through Canvas if you wish to take advantage of this convenience. Please use the link below for information on how to log on.

•eCampus Student Resources for Canvas:

http://www.sjsu.edu/at/ec/canvas/student_resources/index.html •e-campus

homepage: <http://www.sjsu.edu/ecampus/>

D) Course Expectations

- 1) To read the assigned materials prior to each class.
- 2) To participate in discussions in class.
- 3) To complete key concepts. A list of key concepts is provided for you for each chapter. You are to choose 10 concepts and define them. Each concept is worth 2 points. **Due at the beginning of class;** assignments turned in after 1PM will be considered late.
- 4) Complete assignments. Various assignments will be provided to help you integrate the content. See class calendar for due dates.
- 5) Complete chapter quizzes. Quizzes will be administered at the beginning of each class. Please note that some weeks have multiple chapter readings. Once the quizzes start, there is no late administration and no make up quizzes.

Please arrive on time to class.

6. Complete final exam.

E) Grading

Grades will be determined using the point system detailed above. Your final grade for this portion of the course is based on a percentage of 400 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.

Core Activities	Core Points
Chapter key concepts	100 (20 points each)
Weekly in-class quiz	50 (10 points each)
Worksheet 1	100
Worksheet 2	50
Final Exam	100
TOTAL	400

Your letter grade is based on the following scale:

A+ 100% to 98% B+89% to 87% C+79% to 77% D 69% to 60%

A 97% to 94% B 86% to 84% C 76% to 74% F 59% & below

A- 93% to 90% B- 83% to 80% C- 73% to 70%

F) Illness and Absence Policy for Exams, quizzes, and Assignments

•At the discretion of the instructor, make-up final exam will be given in cases of documented illnesses and/or emergencies. 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.

- In case you are ill or have an emergency, please let me know your status within 24 hours after the missed exam date by email, phone, or in person.
- Any notification after the 24-hour period will not be accepted and you will not be able to make up the missed exam.
- For students who observe religious holidays on the day of the exam, please inform me of any conflicts as soon as possible. Alternate due dates will be determined.
- Assignments: There will be no make-up assignments. Late assignments will be penalized by **10 points per day**- NO EXCEPTIONS. Assignments are due AT THE BEGINNING OF CLASS on the date that they are due.
- Quizzes: There will be no make-up quizzes. *Once a quiz has started, there is no late administration of the quiz.*

G) Description of Exams

- *Final exam:* The final exam will typically consist of multiple choice, true-false, matching, fill in the blank, and short answer questions. The exam will be based on the reading assignments, class content and assigned course materials.

H) Adding/Dropping

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 calendar web page at: http://www.sjsu.edu/provost/services/academic_calendars/index.html .

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/>.

II. UNIVERSITY POLICIES

Academic Integrity Statement

- Let me start by saying that the following information is not meant to scare you but rather to inform you, so you and I can avoid misunderstandings that pertain to your work.
- Part of your training in CD&S involves understanding ethics and ethical behavior in practice and research. Information on academic honesty is the first step toward this goal.
- As a member of this class and a student at SJSU, you are honor bound to observe and demand academic honesty and integrity from yourself and those around you.
- SJSU's policy on Academic Integrity will be STRICTLY followed for this course. Your commitment as a student to learning is evidenced by your enrollment at San Jose State

University. The University's Academic Integrity policy, located 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 is available at:
<http://www.sjsu.edu/studentconduct/> •The policy on academic integrity can be found at: http://www.sjsu.edu/studentconduct/Students/Student_Academic_Integrity_Process/

- If you are caught cheating on any assignment and if this transgression is verified after due process, you will receive a zero for that specific assignment and/or an F for the entire course, depending on the severity of the infraction.

- Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Integrity Policy S072 requires approval of instructors.

- In summary, all students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academics. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense. The Student Conduct Code defines academic offenses and details procedures for dealing with them. All students are expected to be familiar with the content of the Student Conduct Code.

Campus Policy in Compliance with the Americans with Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

Presidential Directive 97-03 at:

http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at: <http://www.drc.sjsu.edu/> to establish a record of their disability.

III. COLLEGE AND DEPARTMENTAL POLICIES

Vision Statement

The Lurie College of Education is an inclusive, engaged, diverse, intellectual community where teacher-scholars inspire life-long learning and advocacy for excellence and equity in education.

Mission Statements

Lurie College of Education: The mission of the Lurie College of Education is to empower graduates with the skills, knowledge and dispositions that ensure access to excellence and equity in education for every student in our diverse, technologically complex, global community. The policies and practices of the Connie L. Lurie College of Education at San Jose 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.

Grievances

When a dispute arises between a student and faculty member regarding a grade, academic honesty, academic freedom, mistreatment, or another matter, the student's first responsibility is to arrange an appointment with the faculty member to discuss the issue. If mutual satisfaction is not reached in this manner, the next step is to arrange an appointment with the CD&S Department Chair who will work to resolve the dispute. Should the Department Chair be unsuccessful in attempts to mediate, a set of policies and procedures have been implemented by the Lurie College of Education to successfully resolve such issues. These policies are available upon request.

The Department of Communicative Disorders and Sciences at SJSU expects students to follow the grievance policies and procedures of the Department, Lurie College of Education, and SJSU. If concerns still exist, students may contact the Council on Academic Accreditation at the ASHA Action Center (1-800-498-2071). Further information may be found on the ASHA website (www.asha.org) under the ASHA Procedures of Complaints against Graduate Education Programs document. Chapter 4 includes specific information regarding academic grievance.

IV. ADDITIONAL INFORMATION

- You are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawals, incompletes, classroom behavior, and other policies described in the catalog. Please read your catalog thoroughly.
- Collaboration is encouraged; however assignments need to be completed and submitted *individually* unless specified otherwise.
- Develop study groups to help quiz each other and fill-in pieces of information from lectures or the readings that you may have missed
- You are responsible for obtaining copies of any class notes or handouts that were presented and distributed on a day you were absent.
- Expectations:
 - Read and use your syllabus
 - Be prepared and ready to answer questions during any given class
 - Be responsible for your learning:
 - Actively read assigned articles/chapters prior to each class

- Take note while reading
- Summarize notes into paragraphs
- Draw lots of your own pictures and flow charts
- Make up your own analogies and real-world examples to help you remember the material

Attend and participate in all classes

Actively take notes in class

Complete all assignments

Sit for all quizzes/exams

Think about and integrate the information we are working on, do not simply memorize it (memorization is the first step in the learning process, not the only step)

“What connections do my instructor want me to see between this material and other things we’ve discussed or read about?”

“How do these different facts fit together?”

“What is the big picture?”

Evaluate the context in which that information was presented to you

“What questions would I ask a researcher?”

“What questions would I ask a clinician?”

Clearly explain how information fits together with other things we are learning

“How can I explain the importance of this material to a friend?”

Participate in class discussions by making comments, answering and asking questions

College level organization, grammar, punctuation, syntax, etc. are expected from all students on any form of writing assignment. By default, always refer to the APA manual (latest edition) for any needed writing or stylistic conventions.

Function as a good classroom citizen by respecting other opinions and being an active listener

Please silence all cell phones in class

Communicate with me about concerns as they arise

ARTICULATION/PHONOLOGY DISORDERS CALENDAR-SUBJECT TO CHANGE BY INSTRUCTOR GIVEN SUFFICIENT NOTICE

- Topic coverage is flexible and strongly influenced by the pace of the class. Changes in the format and pace of the course during the semester are up to the discretion of the instructor.
- The syllabus is only a general plan for the semester and deviations announced to the class by the instructor (via Canvas announcement and/or class lectures) may be necessary as the semester progresses.
- Remember to consult Canvas frequently for updates or announcements
- **Section 3-Bold (Tuesday)**
- *Section 4-Italics (Wednesday)*

Week	Date	Class topics and Assignments	Required Readings	Due
1	April 1 <i>April 2</i>	Clinical Framework: Basic terms and concepts Articulatory Phonetics: Speech sound form	Chapter 1 Chapter 2	
2	April 8 <i>April 9</i>	Normal Phonological Development- Preschool	Chapter 5, p. 112-142	Quiz & Key Concepts Chapter 1
3	April 15 <i>April 16</i>	Normal Phonological Development- School Age	Chapter 5, p. 142-151	Quiz & Key Concepts Chapter 2
4	April 22 <i>April 23</i>	Phonological Processes	p. 82-84, 137-140	Quiz & Key Concepts Chapter 5
5	April 29 <i>April 30</i>	Speech Sound Assessment	Chapter 6	Worksheet 1 Due Phonological Inventory
6	May 6 <i>May 7</i>	Speech Sound Assessment Intervention	Chapter 6 Chapter 9	Worksheet 2 Due Phonological Processes Quiz & Key Concepts Chapter 6
7	May 13	Intervention	Chapter 9	Quiz & Key Concepts Chapter 9
	Thursday, May 15 <i>Wednesday, May 21</i>	Final Exam 12:15-2:30 <i>Final Exam 12:15-2:30</i>		