Comunication Disorders 351
Disorders of Articulation and Phonology
Winter 2007

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T.A.s

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Office hours: by appointment

Class Hours: 12:05-1:15 M/W
Location: 115 McKay Bldg

Course Description and Objectives:
This course will provide students with knowledge of articulation and phonological disorders and assessment and treatment procedures. The course is arranged to be practical, with the primary content focusing on clinical aspects.
At the completion of this course, students should know how to plan intervention for individuals who display delays and disorders in articulation and phonological processes or apraxia.

CAA Standards addressed in this course are as follows:

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

**Standard III-C:** The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, 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 communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

**Standard III-E:** The applicant must demonstrate knowledge of standards of ethical conduct.

**Standard III-F:** The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.

**Standard III-G:** The applicant must demonstrate knowledge of contemporary professional issues.

**Standard IV-A:** The applicant must complete a curriculum of academic and clinical education that follows an appropriate sequence of learning sufficient to achieve the skills outcomes in Standard IV-G.

**Goal #1 Students will demonstrate competent knowledge of the normal processes of sound production.**

<table>
<thead>
<tr>
<th>Specific Objectives</th>
<th>Method of Evaluation</th>
<th>Feedback Mechanisms</th>
<th>CAA Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will gain a knowledge of:</td>
<td>Chapter 2 &amp; 3 exam (S)</td>
<td>Objective scores</td>
<td>III-B,C IV-A</td>
</tr>
<tr>
<td>♦ Development of sound production</td>
<td>Blackboard website review (F)</td>
<td>Final review</td>
<td></td>
</tr>
<tr>
<td>♦ Development of phonological processes</td>
<td>Final (S)</td>
<td></td>
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<tr>
<td>♦ Development of distinctive features</td>
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**Goal #2 Students will demonstrate competent knowledge of the identify problems in the development of sound production.**

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<th>Feedback Mechanism</th>
<th>CAA Standard</th>
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</thead>
<tbody>
<tr>
<td>Students will gain a knowledge of:</td>
<td>Chapter 4 Exam (S)</td>
<td>Objective scores</td>
<td>III-B,C IV-A,B</td>
</tr>
<tr>
<td>♦ Hearing impairment issues</td>
<td>Blackboard-website review (F)</td>
<td>Final review</td>
<td></td>
</tr>
<tr>
<td>♦ Oral motor deficits</td>
<td>Final (S)</td>
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<tr>
<td>♦ Tongue thrust</td>
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<td></td>
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<tr>
<td>♦ Cleft palate</td>
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<td>♦ Velopharyngeal Insufficiency</td>
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**Goal #3 Students will demonstrate competent knowledge on how to differentiate normal developing speech errors from disordered speech using standardized tools.**

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<thead>
<tr>
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<th>Feedback</th>
<th>CAA Standard</th>
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Students will gain a knowledge of:
- Articulation screening and testing tools;
- Goldman Fristoe Test of Articulation
- Khan Lewis Phonological Processes test
- Sound production inventory
- Phonological Process inventory

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<tr>
<th>Evaluation</th>
<th>Mechanism</th>
<th>Standard</th>
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</thead>
<tbody>
<tr>
<td>Chapter 6 exam (S)</td>
<td>Objective scores</td>
<td>III-D</td>
</tr>
<tr>
<td>Blackboard-website (F)</td>
<td>Final--student feedback</td>
<td>III-F</td>
</tr>
<tr>
<td>Two assignment projects (S)</td>
<td>Final (S)</td>
<td>IV-B</td>
</tr>
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**Goal #4** Students will demonstrate competent knowledge concerning the informal assessment and differential diagnostic features of articulation, phonological and apraxia disorder.

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<th>Feedback Mechanism</th>
<th>CAA Standard</th>
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</table>
| Students will gain a knowledge of:  
- Articulation features  
- Phonological processes, typical and nonypical  
- Developmental apraxia  
- Phonemic awareness levels and deficits | Assessment project (F)  
- Ch 7 exam  
- Final (S) | Objective scores | III-D  
III-E  
III-F  
III-G  
IV-B |

**Goal #5** Students will demonstrate competent knowledge of the treatment of articulation, phonological processes, and other disorders and phonemic awareness.

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<th>CAA Standard</th>
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| Students will gain a knowledge of:  
- various treatment options for articulation  
- various treatment options for phonological process disorders  
- various treatment options for apraxia  
- treatment options for pre-literacy skills, e.g., rhyming and alliteration activities. | Research assignment (F)  
- Final (S) | Objective scores  
- Written instructor comments  
- Peer evaluations | III-D  
III-E  
III-F  
III-G  
IV-B |

Grades will follow the plus/minus grading scale:

- **95 - 100% = A**  
  **77 - 79 = C +**
- **90 - 94 = A -**  
  **74 - 76 = C**
- **87 - 89 = B+**  
  **70 - 73 = C -**
- **84 - 86 = B**  
  **67 - 69 = D+**
- **80 - 83 = B -**  
  **60 - 66 = D**

**Course Requirements:**
Stay up with the readings, attend all classes (for 3 video observation credits) & participate in class, complete 2 projects, complete 1 in-class presentation project, and take all tests. No make-up tests considered without doctor note or university approved letter and consulting with your instructor prior to the situation.

**Required Texts:**

**Additional required resources:**
Go to the ASLP Secretaries (136 TLRB) for the following:
Remediation Plan: see competency below

**Competency:** It is expected that all students will achieve a level of competency for all objectives listed on this syllabus (80% of total allotted points for each assignment). Therefore, students have the responsibility to increase their level of competency by revising their assignments until the specified level is reached. However only half of the additional points earned through revision will be included in the final grade for the assignment. Assigned revisions are due five working days after the assignment has been returned to the student. No revisions may be made to increase above average grades earned on exams or quizzes. All students getting below 75% on any test will be reported to the instructor and notified to get additional TA help sessions. It will be your responsibility to attend any help sessions to avoid getting too far behind in the class.

**Preventing Sexual Harassment**
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity receiving federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 378-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 378-2847.

**Students With Disabilities**
Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability, which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (378-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 378-5895, D-382 ASB.

**Academic Misconduct**
Academic misconduct is a serious matter and should be avoided. Details about what constitutes a violation of the Honor Code, Academic Honesty Policy, Academic Misconduct, and Plagiarism can be found in the Course Catalog. Any instance of academic misconduct will result in a failing grade in this course.
# Tentative Course Outline

## Important Course Dates

Assignments and Due Dates (All tentative and subject to change)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic and Assignments</th>
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| 1    | 1/8 & 1/10 | Mon: Syllabus review & Introduction  
|      |      | Wed: Anatomy, Ch 1 |
| 2    | 1/15 & 1/17 | **Mon:** Holiday - No class  
|      |      | Wed: Phonetics pg 51, Distinctive Features pg 65-76  
|      |      | Artic. vs Phon. Processes pg 80, Ch 2 pg 96 |
| 3    | 1/22 & 1/24 | Mon: Phon. Processes Ch 2, Sound Development pg136-148  
|      |      | Wed: Babbling pg120-135 (videos), Sound Devel. Ch 3 pg153-158 |
| 4    | 1/29 & 1/31 | Mon: Oral Motor, pg 269-277 GFTA (videos)  
|      |      | Use Universal precaution  
|      |      | Wed: Phon. Awareness Ch 3 pg 159, |
| 5    | 2/5 & 2/7 | Mon: Variables, what goes wrong?- Ch 4  
|      |      | Assessment; Gathering information Ch 6  
|      |      | Wed: Test Ch 2 & 3 at the testing center =50 points |
| 6    | 2/12 & 2/14 | Mon: Assessment Ch 6,  
|      |      | Wed: Assessment determine processes |
| 7    | 2/19-2/21 | **Mon:** Holiday - No class  
|      |      | Tues: Monday classes- Speech Samples pg 292-300,  
|      |      | Assessment - KLPA processes |
| 8    | 2/26 & 2/28 | Mon: Assessment- Tests, analysis & diagnosis pg 302-326  
|      |      | Wed: Test Ch 4 at the testing center =50 points |
| 9    | 3/5 & 3/7 | **Mon:** Artic, Processes or Apraxia (videos), Assessment- Oral Motor and GFTA Assign Due Beginning of class=25 points  
|      |      | Wed: Goals & Objectives Ch 7, Treatment- Ch 7 |
| 10   | 3/12 & 3/14 | Mon: Treatment- program, Ch 8  
|      |      | Wed: Test Ch 6 at the testing center =50 points |
| 11   | 3/19 & 3/21 | Mon: Specific Treatment programs/ approaches Ch 8  
|      |      | Wed: Treatment; KLPA Assignment Due = 25 points |
| 12   | 3/26 & 3/28 | Mon: Apraxia Treatment, Maybe Literacy/phonology  
|      |      | Wed: Test Ch 7 at the testing center =50 points |
| 13   | 4/2 & 4/4 | **Mon:** Class presentations, groups 1-5 = 25 points  
|      |      | Wed: Class presentations, groups 6-10 |
| 14   | 4/9 & 4/11 | **Mon:** Class Presentations, groups 11-15  
|      |      | Wed: Class Presentation, groups 16-20 |
| 15   | 4/16 | Mon: Final review |
4/22-25  Wed:  FINAL EXAM at the Testing Center = 50 points

Total points possible: 325 points