

**COURSE:** SPPA 374 ARTICULATION & PHONOLOGY:  
DEVELOPMENT & DISORDERS

Spring 2009 3 credits  
Tuesdays and Thursdays 12:30 - 1:45  
Bell Hall 161

**INSTRUCTOR:** Brynja Davis Phone: 471-6370  
M.S CCC-SLP E-mail: [brynja@andrews.com](mailto:brynja@andrews.com)

**REQUIRED TEXT:** Pena-Brooks, A., & Hedge, M. N. (2007). *Assessment and Treatment of Articulation & Phonological Disorders in Children*. (2<sup>nd</sup> ed.) Austin, TX: Pro-ed.

**COURSE DESCRIPTION:** "A survey of phonological development, and characteristics of articulation and phonological disorders. Discussion of etiologies, assessment, and management of these disorders is included." (AU 2008-2009 Bulletin, p. 204)

**PREREQUISITES:** SPPA 285 Applied Phonetics  
GPA 3.0

**COURSE OBJECTIVES:** By the end of the semester, the student will be able to:

1. Discuss the anatomical structures and functions necessary for speech production.
2. Outline the development of articulation from both a phonetic and phonological standpoint.
3. Identify various etiologies of articulation disorders.
4. Compare assessment of articulation according to:
  - A traditional phonetic inventory
  - A phonological processes analysis
5. Explain a variety of treatment strategies for articulation and phonological disorders.

## COURSE REQUIREMENTS:

**Class attendance:** Promptness is important to the continuity of class discussion, and activities done during class are designed to help students put into practice knowledge gained from textbooks and other sources. Per AU attendance policy, being absent more than 20% of class periods (6) may result in an automatic F. (See AU 2008-2009 Bulletin, p.28)

**Miscellaneous assignments and quizzes:** At the beginning of **each** class there will be a **5 point quiz** that can not be made up if a student arrives late. However, if a student is ill or has another pressing issue making it impossible to come to class, other arrangements can potentially be made. At the teachers discretion, miscellaneous assignments related to assessment and treatment of articulation and phonological disorders may also be added to enhance learning. This part will be worth **10%** of your final grade.

**Projects:** There will be two main projects, a group project and an individual class presentation project.

**Group project:** Group members will be chosen in the first week of class to work together to complete the following project. Each group will be assigned one phoneme that is commonly misarticulated. Your group will need to complete the following.

- A. Outline a complete treatment/remediation program for the assigned target sound based on each step of the **Traditional Approach**, including:
  1. Sensory-perceptual training (identification, isolation, stimulation, and discrimination).
  2. Production training (in isolation, words, sentences and conversation).
  3. Transfer / carry-over
- B. For *each* step in the sensory-perceptual training remediation process, create **one** therapy activity that is appropriate for either a six- year old or a nine-year old child. For *each* step in the production training remediation program and transfer / carry-over, create **two** therapy activities for the client to do, and a homework assignment. You may for example collect and put together objects, pictures, words, sentences, games and/or story stimuli as appropriate for your treatment plans. List at least **10** sample words or sentences you will be practicing for each of the activities where it is appropriate. Be creative with your ideas, focus on developing activities that will be fun and motivating for your little "clients".
- C. Be prepared to present the information your group has prepared to the class during a 20-25 minute presentation at the end of the semester. Come prepared to administer two or three therapy activities to one of your group

members or to the class, with all stimuli present. You must have a handout for all classmates, outlining your presentation and giving a brief explanation/rationale for the therapeutic stimuli choices your group has made.

- D. Your group needs to meet together as soon as possible and on a regular basis in order to delegate responsibility and check progress so each member contributes equally to the project. If a member is reported by the others in the group as not contributing, or contributing only part of the time, that member will be penalized accordingly.

This group project is worth **35%** of your final grade.

**Individual project:** Often people learn information best when they have to teach it to someone else. Therefore you will be responsible for specific course information on etiology or treatment (subject and date to be assigned in the second week of classes), study the information and present it in a lecture format to the class. You will need to take notes during these "lectures" as well, as you will be tested on these important subjects. This project will be worth **15%** of your final grade.

**Examinations:** There will be 2 exams given during the semester, a midterm exam and a final exam. If you miss a test because of a verifiable illness, you must contact the instructor as soon as you become aware you will miss the test. Schedule a make-up exam directly with me within two school days of the missed test, or you may receive a zero for that exam. Exams will be worth **40%** of your final grade.

**ASHA Certification Standards:** This course is designed to address the following Knowledge And Skills Areas (KASA) required for ASHA certification in Speech-Language Pathology by ASHA's Council for Clinical Certification (CFCC).

**Standard III-B** The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, linguistic and cultural bases. This course will expect knowledge in the anatomical, neurological, acoustic, psychological, developmental, linguistic and cultural areas of articulation disorders in children.

**Standard III-C** The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Knowledge for this course will be expected in the area of articulation.

**Standard III-D** The applicant must demonstrate 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. Knowledge for this course will be expected in the areas of articulation for children.

**Standard IV-B** Possesses skill in oral and written forms of communication sufficient for entry into professional practice. For this course we will begin the process of becoming proficient in these areas through various projects, papers, and presentations.

### GRADING SUMMARY:

Miscellaneous assignments and quizzes	10%
Group project	35%
Individual presentation project	15%
Midterm and final exams	40%

A	94 - 100%	C+	78 - 79%
A-	90 - 93%	C	73 - 77%
B+	88 - 89%	C-	70 - 72%
B	84 - 87%	D	60 - 69%
B-	80 - 83%	F	below 60%

## TENTATIVE CLASS SCHEDULE:

<b>January</b>	6	Orientation and Introduction
	8	Chapter 1: (Basic) Anatomy/Physiology of Speech
	13	Chapter 1: Continued
	15	Chapter 1: (Adv) Neuroanatomy of Speech
	20	Chapter 2: (Basic) Perspectives in Articulation/Phonology
	22	Chapter 2: Continued
	27	Chapter 3: (Basic) Development of Artic./Phonological Skills
	29	Chapter 3: Continued
	<b>February</b>	3
5		Chapter 4: Continued
10		Chapter 5: (Basic) Ethnocultural Variables in Artic./Phonology
12		Chapter 5: Continued
17		Review for Midterm Exam
19		<b>Midterm Exam</b>
24		Chapter 6: (Basic) Assessment of Artic./Phonology Disorders
26		Chapter 6: (Basic) Continued
<b>March</b>		3
	5	Assessment of Artic./Phonology Disorders: Tests
	10	Chapter 7: Specific Treatment Approaches
	12	Chapter 7: Continued
	17 & 19	<b>Spring Break</b>
	24	Chapter 8: Treatment of Artic./Phonology Disorders
	26	Chapter 8: Treatment of Artic./Phonology Disorders
	31	Chapter 8: Treatment of Artic./Phonology Disorders
	<b>April</b>	2
7		Conferences
9		Conferences
14		Conferences
16		Presentations
21		Presentations
23		Presentations
28		<b>Final Exam Tuesday 1:30 - 3:30pm</b>

## COURSE POLICIES:

**Late work:** Assignments and projects will not be accepted for full credit if turned in late. If you cannot be at class because of an excused absence, yet you wish to have your assignment/project receive full credit, please be sure your work gets to me by the time class begins. Late work will be discounted 10% each day until a 50% reduction has been reached. No credit will be given for work turned in after that time.

**Academic dishonesty:** Andrews University, as a Seventh-Day Adventist Christian institution expects students to demonstrate the ability to think clearly and exhibit personal moral integrity in every sphere of life. Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously by your instructor and the University. Academic dishonesty is a serious offence. It can be defined as (but not limited to):

Falsifying official documents; Plagiarizing, which includes copying others' published work and/or failing to give credit properly to other authors and creators; Misusing copyrighted material and/or violating licensing agreements; Using media from any source or medium, including the Internet with intent to mislead, deceive, or defraud; Presenting another's work as one's own; Using material during a quiz or exam other than those specifically allowed by the teacher; Stealing, accepting, or studying from stolen quizzes or exam materials; Copying from another student during a regular or take-home test or quiz; Assisting another in acts of academic dishonesty. Please see the Student Handbook for information regarding University enforcement penalties for academic dishonesty. (Andrews University 2008-2009 Bulletin, p. 28). In addition, a student will receive a reduced grade, and may receive a failing grade in the course.

**American Disabilities Act:** If you qualify for accommodations under this act, please see me as soon as possible for referral and assistance in arranging such accommodations.

**Cell Phones:** All cell phones are to be turned **off** during class time. Ringing or vibrating phones are a distraction to the students as well as to the instructor.

**Changes:** At the discretion of the teacher some assignments, quizzes, tests and projects may be changed for an enhanced learning experience for the students. Likewise the class schedule is fluid if more time or less is needed to cover each topic mentioned.

