



Department of Speech-Language
Pathology & Audiology

COURSE: SPPA 374 ARTICULATION & PHONOLOGY:
DEVELOPMENT & DISORDERS

Spring 2017 3 credits
Monday and Wednesday 2:00 – 3:15
Bell Hall 183

INSTRUCTOR: Brynja Davis Phone: 471-6370
M.S CCC-SLP E-mail: brynja@andrews.com

REQUIRED TEXT: Pena-Brooks, A., & Hedge, M. N. (2014). *Assessment and Treatment of Speech Sound Disorders in Children: A Dual Level Text*. (3rd ed.)
Austin, TX: Pro-ed.
ISBN#: 978-1416405801

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 2016-2017 Bulletin)

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 2016-2017 Bulletin)

Readings: Students are expected to complete the assigned readings listed on the class schedule **before** attending classes. You may be called upon to discuss the assigned readings. There is a lot of information to be absorbed in a limited amount of time. It is your responsibility to keep up with the readings, ask questions and clarify information to help you in understanding the material.

Miscellaneous assignments and quizzes: Most Wednesdays there will be a quiz over the chapter covered that week. At the teacher's discretion, miscellaneous assignments related to assessment and treatment of articulation and phonological disorders may also be added to enhance learning. Attendance will be taken via "stickers". (to be explained at length in class) The quizzes etc. will be worth **15%** 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



Department of Speech-Language Pathology & Audiology

one therapy activity that is appropriate for either a five- 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 ready to present the information, your group has prepared, to the class during a **25-30** 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 **30%** of your final grade.

Individual project - paper: Students will be responsible for specific course information on etiology or treatment (subject to be assigned in the second week of classes), study the information and write a 3 page paper on your topic. The papers need to be based on the textbook and at least 3 other sources, one of which has to be a scholarly article. This project will be worth **10%** 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 **45%** of you final grade.

GRADING SUMMARY:

Miscellaneous assignments and quizzes	15%
Group project	30%
Individual project - paper	10%
Midterm and final exams	45%



Department of Speech-Language Pathology & Audiology

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%

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 (Andrews University Bulletin). Please see the Student Handbook for information regarding University enforcement penalties for academic dishonesty. 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.



Department of Speech-Language Pathology & Audiology

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.

TENTATIVE CLASS SCHEDULE:

January	9	Orientation and Introduction	
	11	Chapter 2: (Basic) Anatomy/Physiology of Speech	
	16	No class MLK day	
	18	Chapter 2: (Basic) Anatomy/Physiology of Speech	
	23 25	Chapter 2: (Adv) Neuroanatomy of Speech Chapter 3: (Basic) Phonetics, Phonology & SSD	Quiz
February	30	Chapter 4: (Basic) Typical Learning of Speech Sounds	
	1	Chapter 4: (Basic) Typical Learning of Speech Sounds	Quiz
	6 8	Chapter 4: (Basic) Variables in Speech Sound Learning Chapter 4: (Basic) Variables in Speech Sound Learning	Quiz
	13 15	Chapter 5: (Basic) Culture and Communication Documentary	
	20 22	No class President's day Midterm Exam	
March	27	Chapter 6: (Basic) Assessment of Speech Sound Disorders	
	1	Chapter 6: (Basic) Continued	
	6 8	Chapter 6: (Basic) Assessment of Speech Sound Disorders Chapter 6: (Basic) Continued	Quiz
	13 15	Chapter 7: (Basic) Treatment of Speech Sound Disorders Chapter 7: (Basic) Treatment of Speech Sound Disorders	
	20 & 22	Spring Break	
April	27	Chapter 7: (Basic) Treatment of Speech Sound Disorders	Quiz
	29	Chapter 8: Specific Speech Sound Treatment Approaches	
	3 5	Chapter 8: Specific Speech Sound Treatment Approaches Chapter 9: Phonological Awareness & SSD	Group Project Due
	10	Conferences	



Department of Speech-Language Pathology & Audiology

12 Conferences

17 Presentations

19 Presentations

24 Presentations

26 Presentations

Paper Due

May

3 Final Exam Wednesday 1:30 - 3:30pm

INSTRUCTOR PROFILE



Brynja Davis, M.A. CCC-SLP
Assistant Professor Speech-Language Pathology

Education

Andrews University 1997 BS Speech-Language Pathology

Loma Linda University 2000 MS Speech-Language Pathology

Biography

Brynja K Davis is assistant professor of speech-language pathology and audiology on the campus of Andrews University, Berrien Springs, Michigan. She joined the faculty in 2006.

Born in Reykjavik, Iceland, Davis graduated from Andrews University in 1997 with a Bachelor of Science degree in speech-language pathology and audiology. In 2000 she received a master's degree in speech-language pathology from Loma Linda University in California.

Before coming to Andrews, Davis served as a speech-language pathologist in Reykjavik and in the Eau Claire Public School in Michigan. She also worked in home health care for Health Care at Home and the Lakeland Regional Health Systems in Michigan to evaluate and treat adults with speech-language, cognitive, and swallowing disorders.

Davis is a member of the American Speech-Language Hearing Association.

Current Research or Professional Activities

Currently pursuing a PhD in Communication Science and Disorders