

**California State University, Fresno**  
**Department of Communicative Disorders and Deaf Studies**

**CDDS 105**

**Disorders of Articulation**

**Required Text.** Peña-Brooks, A. and Hegde, M.N. (2007). *Assessment and Treatment of Articulation and Phonological Disorders in Children*. Austin TX: Pro-Ed.

**Additional Readings:** As assigned.

**Required computer software:** The latest version of Adobe Acrobat Reader. The software is free from the Adobe website at <http://www.adobe.com/products/acrobat/readstep.html>

***Purpose of the Course.***

This course (three semester units) covers the nature, assessment, and treatment of articulation and phonological disorders. Prerequisites for the course are CSD 80, 95, 101, and 102. This course requires use of the International Phonetic Alphabet (IPA). At the completion of the course successful students should have a basic understanding of the nature of disorders of phonology and articulation, and have information to assess and treat children with these disorders. The course presentation consists of a combination of lectures and student group discussions besides assigned readings, clinical observations, and written assignments. This course is intended for majors in Communicative Disorders (speech-language pathology option).

***Primary Learning Outcomes***

**The goals for this course are intended to prepare students for graduate study in Speech-Language Pathology, therefore, the competent student will successfully attain the specific skills necessary to:**

1. Explain the differences between phonologic and articulation disorders, their assessment and treatment, and to identify the disorders from examples.
2. Select and explain multiple assessment procedures to determine an individual's phonologic ability or performance, and to provide the bases for the possible selections and procedures.
3. Conduct and interpret a phonologic analysis.
4. Explain how to appropriately interpret and apply assessment data as related to phonologic and articulation disorders, and to provide the bases for the possible interpretations and applications.
5. Explain the procedures and research bases for several clinical interventions for phonologic and articulation disorders.
6. Explain and identify appropriate assessment tools to utilize when assessing clients from multicultural backgrounds.

Requirements of the Course.

**Attendance:** Regular attendance of class sessions is required. Students are responsible for all course content, including those sessions they have missed. Students are expected to be in class at the beginning of each scheduled session. Repeated tardiness may be considered disruptive behavior and handled accordingly. (See section on disruptive behavior below.)

Readings: The students must complete all reading assignments.

Class participation: Students must participate in class discussions and activities.

Examinations: The students will complete three examinations. These examinations will be short-answer (sentence to paragraph) short or long essay, sentence completion, matching, or checklist formats. The dates for these examinations are given on the course schedule at the end of this syllabus. Students must attend all examinations as scheduled. See comments below about penalties for late submissions for examinations. **Make-up examinations will be given only for**

**documented emergencies. Make up examinations will be scheduled at the discretion of the instructor and no exceptions will be permitted. If you are unable to take an examination at the scheduled time because of an emergency, you need to notify the instructor as soon as possible, preferably BEFORE the exam if possible. Requests to take the exam after it has been administered may not be considered.**

Observations: Each student will observe one child for four consecutive sessions. A format for the observations will be provided by the instructor. Due dates are given in the course schedule.

All students must dress professionally when involved in the observations and follow instructions given by the client's supervising speech-language pathologist. Observations must be done in the Speech, Language, and Hearing Clinic on campus. We will review the Clinic Manual for specific policies and procedures for on-campus student observers. Students who do not adhere to these guidelines will be asked to leave the clinic and will receive a grade of "0" for the assignment. Clients may be absent or clinic sessions canceled; students must make up canceled sessions with the same client. **Observation reports may not be turned in late except for documented emergencies. If the student cannot be in class (as approved by the instructor) on the due date, the student will be asked to mail the reports to verify that they were completed on time.**

Phonologic Process Analysis: Students will complete a phonologic process analysis. Instructions for the analysis will be provided to the students during the semester. Except for the completion of charts or worksheets, all written work must be typed (12-point font, with 1-inch margins). **Late submissions will not be accepted except for a documented emergency. (See penalties for late submissions below.)**

Group Presentations: There will be two group presentations assigned during the semester. The first will focus on standardized assessments. Students will be placed in a group and be assigned a standardized test to evaluate. Each group will be expected to make handouts for the class (can be powerpoint or made using another program), discuss your assigned standardized test, and give a demonstration or bring in a video of your group or a group member giving a demonstration of the test. Specific instructions will be given during the semester. The second presentation will focus on specific treatment approaches. Your group will be assigned a specific treatment. You will need to make handouts, give a demonstration or bring in a video, and explain how the treatment works. On both assignments, you can either print out your materials for the class, or send them to me (48 hours before the presentation) and I will post them on Bb for you. Students will need to print out all necessary materials independently before class. Each person will receive an individual grade

based upon his or her participation and the quality of their work. A break down of the grading will be given. It is expected that each student in the group complete a fair and equal amount of work as the other group members.

*Grading.*

Grades for the students in the course will be based on the evaluation activities below and preparation assignments. There will be *no other source* of data for computing the students' grades. Scores for these elements of the course will be weighted as follows for deciding the students' final grades. Under NO circumstances will grades be changed or altered.

EVALUATION ACTIVITY	TOTAL POSSIBLE POINTS
First examination:	100
Second examination:	100
Final examination:	100
Phonologic Process Analysis:	200
Observations:	75
Group Presentation #1	75
Group Presentation #2	75
<b>Total:</b>	<b>725</b>

TO RECEIVE A GRADE OF . . .	PERCENT OF POINTS EARNED
A	90% or more
B	80% or more
C	70% or more
D	60% or more
F	Less than 60%

*Provisions for students with disabilities.* It is the responsibility for students with disabilities to identify themselves to the university and to the instructor. Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

*Electronic recording of class sessions.* **No student may electronically record any class session without the prior permission of the instructor.** The instructor reserves the right to deny or

rescind permission to record class sessions at any time and for any reason. All or any electronic recordings of class sessions *must* be erased or destroyed before the completion of the current semester.

*Computer and e-mail requirements.* “At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University’s information resources.”

The University provides free email accounts to all students. Internet access is also available for a small monthly charge. Students may sign up for email or for Internet access through CVIP at Barstow and Cedar or in the University Student Union. These accounts can be accessed from any of the networked computers on campus or from a home computer with a modem. The instructor will submit a request to the University's Information and Technology Services for e-mail accounts to be provided for each student. The instructor does not provide technical support or instruction regarding computer, e-mail, or Internet use. Students should seek technical support from Instructional Technology Services or from their computer, software, or Internet providers.

In addition, for this course, all students *must* have an e-mail account and be able to send and receive e-mail. Assignments, announcements, handouts, and other information will be provided via e-mail. Some assignments may be submitted to the instructor via e-mail. All students must have access to the latest version of the *Adobe Acrobat Reader* software, which can be downloaded *for free* (and to meet the specifications of each student’s operating system) at the following web address: <http://www.adobe.com/products/acrobat/readstep2.html>

*Plagiarism and cheating.* “Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term ‘cheating’ not be limited to examination situations only, but that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work.” Penalties for cheating and plagiarism range from a no credit or *F* on a particular assignment, an *F* for the course, to expulsion from the university. For more information on the University’s policy regarding cheating and plagiarism, refer to the *Schedule of Courses* (Legal Notices on Cheating and Plagiarism) or the *University Catalog* (Policies and Regulations). **Because the instructor cannot objectively determine students’ intentions, he or she will consider student behavior that is consistent with cheating or plagiarism to be cheating or plagiarism. It is the student’s responsibility to avoid any suspicious behaviors.**

*Please be mindful of class assignments. If a class assignment is an individual assignment, meaning each individual turns in one assignment, you MAY NOT WORK WITH OTHER STUDENTS IN*

**CLASS!** *If you and another student work on an assignment together, and turn in identical or similar work, it is no longer an individual assignment and I will be unable to assign an individual grade. I will not be able to judge your individual abilities and issue a grade. Therefore, you and the other student will receive a “0” on the assignment.*

*Civility and Disruptive Classroom Behavior.* “The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. . . . Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.”

*Students are expected to treat the instructor and each other with civility, common courtesy, and respect. Students who fail to do so may be asked to leave a class session. Talking while a member of the class or the instructor “has the floor” and is speaking is considered disruptive behavior. The use of pagers, telephones, or other devices that are disruptive during class is prohibited; such devices must be turned off during class sessions. **Please, no text messaging in class.***

*Penalties for late submission of assignments or examinations.* Any assignment submitted<sup>1</sup> or examinations taken after the due date and time without instructor approval will be penalized. **Such approval is provided only for documented emergencies. Students are required to provide documentation in support of their request.** Students must *receive* approval *personally* from the instructor (leaving a message for the instructor does not constitute having received personal approval from the instructor). No requests for late submission will be accepted after the due date and time. The following schedule of penalties will be assessed on the total assignment or examination. Make-up examinations will be scheduled only at the discretion of the instructor.

DATE SUBMITTED	PENALTY
Each half day (day divided at noon) beginning with the half day in which the examination or assignment was due, up to five business days (8:00 a.m. – 5:00 p.m. Monday through Friday).	-2.5% of <i>total</i> points of an assignment or examination earning points. No credit for assignments graded credit-no credit.

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<sup>1</sup> An *assignment* is any work due from a student at a particular date and time. *Submission* means that the instructor has personally received the assignment or examination.

DATE SUBMITTED	PENALTY
After five business days.	<i>No credit</i> given for the assignment or examination. No credit for assignments graded credit-no credit.