

## Phonology and Language Disorders CSDS 314

Instructor:  
Gayle Daly, M.S. CCC-SLP

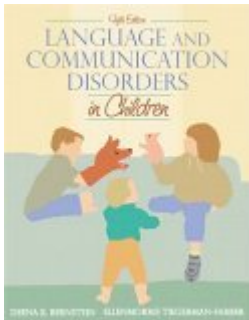
I will respond to e-mail within 24 hours during week (M – F), within 48 hours on weekends. At times I will be out of the office at professional meetings and will post on announcements when I will be available to respond to e-mails. **Be sure** to begin the subject line of all e-mails with **CSDS 314**

### Course Description

The identification and evaluation of phonological and language disorders in children and adolescents, etiological factors, and basic assessment and management procedures for culturally and linguistically diverse populations Prerequisites: CDIS (or CSDS) 285 & 307 or permission of instructor 3 credits

### Required Text

Bernstein, D.K. and Tiegerman-Farber, E.M. (2002). *Language and communication disorders in children (5<sup>th</sup> Ed)*. Boston: Allyn & Bacon.



This can be ordered through the Longwood Bookstore or at [www.amazon.com](http://www.amazon.com).

### Required Resources

*Minimum Computer and Software Requirements for Longwood Online* courses can be found at [www.longwood.edu/online](http://www.longwood.edu/online) . **Please be sure that your computer meets these requirements. Access Blackboard with Internet Explorer**

**Microsoft Office documents are the only acceptable formats for submission of assignments.**

Accessing the course through a high-speed Internet connection (DSL or cable) is advised. If you don't have high-speed access from your home computer, you may want to view the PowerPoint presentations from your work location or another location with high-speed

access, as some of the presentations contain video clips. It is also advisable to take all quizzes via high-speed connection. Be sure to access using Internet Explorer. Following these guidelines will minimize the possibility of technical problems.

**Online Course Policies:** Longwood online policies can be found at <http://www.longwood.edu/online> On the left hand side of that screen are links to “Student Responsibilities” and “Student Support”. Be sure to review **ALL** the student responsibilities before beginning this course. The Technical Support link ([http://www.longwood.edu/online/Tech\\_support.htm](http://www.longwood.edu/online/Tech_support.htm)) will provide you information about how to resolve technical issues if they should arise.

**Students must maintain current system software and virus definition updates.** The Help Desk can assist in this matter. Their toll free # is 877-267-7883. [Free anti-virus software](#) is available for downloading. **If your anti-virus software is not up-to-date, YOU MUST download the free anti-virus software!**

### **Course Objectives**

The following conceptual framework competencies guide the planning and delivery of instruction in this course. Specific course objectives reflect this framework as they focus on the needs of the students for developing skills as professionals who will be knowledgeable, caring and ethical decision-makers.

Upon completion of this course, students should be able to:

1. Be familiar with normal sequence of articulation/phonological development including general age ranges for mastery
2. Differentiate normal and disordered speech and language systems in the preschool and school-aged child
3. Describe the nature and causes of articulation/phonological and language disorders in children
4. Demonstrate understanding of a multicultural perspective on language disorders, including differentiation of language differences from language disorders
5. Discuss language disorders and their association with various exceptionalities
6. Demonstrate understanding of the components of an effective articulation/phonology assessment
7. Be familiar with tests for articulation disorders and phonological process disorders
8. Demonstrate understanding of the components of an effective language assessment using language sampling and other descriptive measures
9. Identify various tools for use in assessing language skills.
10. Describe various procedures and techniques in treatment of articulation/phonology and language disorders

**Course Materials** All *PowerPoint* (PPT) presentations will be found in the course document section of *Blackboard*. The PPT presentations are designed to help guide your reading in the text, not to supplant the reading. The *text readings* are necessary for full

comprehension of the material and should be completed prior to completion of any assignment. *Assignments* will be posted on the assignment section of Blackboard. Review the *announcement* section on a daily basis for any new information.

### **Honor Code**

**Students are expected to abide by the Longwood University Honor Code at all times.**

Suspicion of any violation will be investigated and university policy will be followed.

The Longwood Honor Code can be found at

<http://www.longwood.edu/judicial/the%20philosophy%20of%20The%20Honor%20Code.htm#Philosophy%20of%20the%20Honor%20Code>

Please be advised that future speech-language pathologists are bound by the American Speech-Language-Hearing Association (ASHA) Code of Ethics. (ASHA is the national accreditation agency.) **This code of ethics applies to any persons applying for membership to ASHA and should be adhered to by students aspiring to be speech-language pathologists.** The Code of Ethics can be found at

<http://www.asha.org/NR/rdonlyres/F51E46C5-3D87-44AF-BFDA-346D32F85C60/0/v1CodeOfEthics.pdf>.

**Disability Statement:** The instructor is willing to meet reasonable accommodations for any students with a documented disability. The student should submit supporting material to the instructor. This includes the necessary accommodations as outlined by the Disability Support Center at Longwood University (<http://www.longwood.edu/disability>). **This information must be submitted within 10 days of the beginning of the course.**

### **Assurance Statement**

**All students** are required to review the Honor Code, Code of Ethics and On-line policies, signing an assurance statement to this fact and assuring they are keeping their virus software up-to-date. See assignment page for the assurance statement. This statement must be submitted prior to submission of any other assignment.

**Late Policy:** Work submitted late will be accepted, however **a penalty will be incurred.** Five % of the total point value of the assignment will be lost for each calendar day beyond the required submission date.

### **Course Requirements**

1. **Class Participation.** Students are expected to actively participate in class discussions. Discussion forums will be posted on a variety of topics throughout the semester. (50 pts)

Note: For all assignments listed below, **each student is to complete the assignments independently.** Students are **not** allowed to work together on these projects. Specific instructions on how to complete each assignment will be posted in the assignment section of *Blackboard*, along with the grading sheet for each

assignment.

**Note:** All assignments should be submitted with the **title of the assignment and your initials as the name of the document**. For example, if I were submitting the Phonetic Inventory, I would name the document **Phoneticinv.ghd**

**Please adhere to this policy for the submission of all assignments. For assignments that have multiple parts, please combine all parts into one document with this title format.**

2. **Phonetic Inventory** – Students will complete a Phonetic Inventory. (50 pts)
3. **Scoring and interpreting results of *Goldman Fristoe Test of Articulation 2 (GFTA2)*** Each student will score the test and summarize deficit areas. The protocol for this test will be sent to you during the first week of class. (75 pts)
4. **Identification of Phonological Processes and Articulatory Phonetics**– Each student will analyze a child’s speech sample. (75 pts)
4. **Quizzes** – There will be 6 quizzes posted during the semester. Each will be worth 40 points. The lowest quiz grade will be dropped, with only 5 counting in the final calculation of grades. (200 pts)
5. **Language Sample Analysis** A language sample will be provided and each student will analyze it according to form, content, and use. (100 pts)
6. **Final Exam** – The final exam will be cumulative. Details about how that will be administered will be available on Blackboard during the semester. (150 pts)

<b>Grading (1000 possible points)</b>	
Quizzes	200 points
Discussion Forums	50 points
Scoring/Summary <i>GFTA</i>	75 points
Identification of Phonological Processes & Articulatory Phonetics	75 points
Phonetic Inventory	50 points
Language Sample Analysis	100 points
Final Exam	150 points
<b>TOTAL</b>	<b>700 points</b>

**Grading Scale:**

A+	686-700 pts	C+	546-559 pts
A	645-685 pts	C	505- 545 pts
A-	630-644 pts	C-	490-504 pts
B+	614-629 pts	D+	475-489 pts
B	575-615 pts	D	435-474 pts
B-	560-574 pts	D-	420-434 pts
		F	<420

**Note: If you already have a bachelor’s degree, you are considered a graduate student. Longwood University does not allow a grade of D for graduate students; therefore, if you earn less than C-, the grade will be F.**

**Phonetic Font:** <http://www.waisman.wisc.edu/phonology/pepfont/index.html>

If you have difficulty, downloading and installing the phonetic font on your computer, contact user support services toll free 877-267-7883 M-F 8:15am – 5pm EST.

**Class Schedule**

<b>Unit Dates</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignments</b>
<b>Unit 1 June 5-12</b>	Phonological Development Be sure you have downloaded the Pepperfont on your computer before viewing the ppts for this unit. (see link above)	<b>PPT:</b> Articulatory Phonetics and Phonology <b>PPT:</b> Development of Phonology <b>PPT:</b> Related Factors	<b>Phonetic Inventory Due: June 12</b>
<b>Unit 2 June 13-26</b>	Assessment of Articulation and Phonology	<b>PPT:</b> Articulation Phonology Assessment <b>PPT:</b> Phonological Analysis	<b>GFTA-2 Due June 20 Identification of Phonological Processes/Articulatory Phonetics</b>

			<b>Due June 26</b>
<b>Unit 3 June 27-July 6</b>	Intervention for Articulation and Phonology	Electronic readings (#1 & 3 & <i>Procedures for Teaching Sounds</i> ) <b>PPT:</b> Articulation Phonology Intervention	<b>Quiz 1 July 6</b>
<b>Unit 4 July 7- July 11</b>	Language Development Review	<b>Text:</b> Ch. 1-2 <b>Read chapter 2 thoroughly</b> as it includes an extension of the information we covered in the language development course, with specifics information about the later, or school-age, development of each component of language.	<b>Quiz 2 July 11</b>
<b>I will be at a conference July 12-16 and won't be as accessible as usual. I will probably have internet access, but may not have the opportunity to check it as frequently.</b>			
<b>Unit 5 July 12-July 17</b>	Assessment of Language	<b>Text:</b> Ch. 3, 4, 5 <b>PPT:</b> Language Assessment Part I <b>PPT:</b> Language Development Part II	<b>Quiz 3 July 17</b>  <b>Language Sample Due: July 20</b>
<b>Unit 7 July 18- 27</b>	Special Populations (CLD, LD, MR, ASD, HI)	<b>Text:</b> Ch. 8-12 , <b>PPT:</b> Autism <b>PPT:</b> Special Populations	<b>Quiz 4 (Autism) July 24</b>  <b>Quiz 5 (other populations) July 28</b>
<b>Unit 6 July 28- August 4</b>	Language Intervention	<b>Text:</b> Ch. 6 & 7 , possible electronic reserve readings <b>PPT:</b> Language Intervention	<b>Quiz 6 August 3</b>
<b>FINAL EXAM: Date and Format will be announced during the semester</b>			

## **Readings**

1. Hodson, B. & Paden, E. (1991). *Targeting Intelligible Speech*. Austin, Texas: Pro-Ed. Note: We will only read chapter 6 in this book. The chapter is on electronic reserve.
2. Norris, J.A. and Hoffman, P.R. (1990). Language intervention within naturalistic environments. *Language, Speech, and Hearing Services in Schools*, 21, 72-84.
3. Mantione, D. (1999). Teaching Michael to talk. *Advance*, 9 (14), 22-23. [http://speech-language-pathology-audiology.advanceweb.com/common/EditorialSearch/AViewer.aspx?AN=SP\\_p22.html&AD=04-05-1999](http://speech-language-pathology-audiology.advanceweb.com/common/EditorialSearch/AViewer.aspx?AN=SP_p22.html&AD=04-05-1999)
5. Plant, Geoff. (1999). Beanie Babies Revisited: Collectible creatures enhance speech production and perception training. *Advance*, 9 (51), 18-19.
5. Ukrainetz, T.A. (1998). Stickwriting stories: A quick and easy narrative representation strategy. *Language, Speech, and Hearing Services in Schools*, 29, 197-206.
6. Woods, J.J. and Wetherby, A.M. (2003). Early identification of and intervention for infants and toddlers who are at risk for autism spectrum disorder. *Language, Speech, and Hearing Services in Schools*, 34, 180-193.

## **Additional Resources: Selected Journals**

*American Journal of Speech Language Pathology*

*Child Language*

*Communication Disorders Quarterly*

*Contemporary Issues in Communication Sciences and Disorders*

*Language, Speech and Hearing Services in Schools*

*Topics in Language Disorders*