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: CSDS 285 & 307. 3 credits.

REQUIRED TEXT:


*****DOWNLOAD PEPPERFONT:

SUGGESTED SUPPLEMENTAL TEXT (not required):
The texts can be ordered through the Longwood Bookstore (http://longwood.bkstore.com) by clicking “contact us” and completing the feedback form. Be sure to include your mailing address so the text can be sent to you. YOU MAY ALSO ORDER from amazon.com or other online bookstores.

**Required Resources**

Minimum Computer and Software Requirements for Longwood Online courses can be found at www.longwood.edu/online. Please be sure that your computer meets these requirements.

Microsoft Word and PowerPoint 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. You should also take the quizzes on CANVAS with high-speed access.

Application to a master's level program in CSDS is highly competitive, requiring a minimum cumulative undergraduate grade point average of 3.0. Though the minimum GPA required for application is reported to be 3.0, in actuality, successful applicants will average a GPA of 3.4 and beyond. Successful completion of SLP Online courses will not alter a previously established undergraduate GPA.
Course Objectives:

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

1. Describe 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. Differentiate language differences from language disorders
5. Discuss language disorders and their association with various exceptionalities
6. Explain the components of an effective articulation/phonology/language assessment
7. Compare tests for articulation disorders, phonological process disorders, and language disorders
8. Demonstrate understanding of the components of an effective language assessment using language sampling and other descriptive measures
9. Compare standardized and authentic assessment
10. Describe various procedures and techniques in treatment of articulation/phonology and language disorders

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 8 days of the beginning of the course.

Respect for Religious Diversity:

The Instructor will accommodate adjustments to due dates that conflict with a student’s religious observation, if informed in writing by the end of the first week of class.

Assurance Statement

All students are required to review the Honor Code, Code of Ethics and Online policies, signing an assurance statement attesting to this fact and assuring they are keeping their virus software up-to-date. This assurance statement will be posted in the course documents section in CANVAS. Please submit this statement the first week of class via CANVAS.

Online Course Policies: Longwood online policies can be found at http://www.longwood.edu/online. On the left 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) will provide you information about how to resolve technical issues if they should arise. Students must maintain current system software and virus definition updates. User Support Services (877-267-7883) can assist in this matter. 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!

Correspondence: The instructor will respond to e-mail questions within 48 hours on weekdays, with the exceptions listed above in the instructor information box. Please note that all e-mail correspondence from the instructor to the student will be sent to the student’s Longwood University e-mail address. Therefore, please make sure your Longwood University e-mail address is working and you are able to access it regularly. Not having a valid Longwood University e-mail account will not excuse missed information. Please post any questions, whose answers will benefit the entire class, in the Q&A forum on CANVAS. The instructor will provide feedback on all assignments within a one-week time frame.

Be sure to read the communication policies for all Longwood online courses at www.longwood.edu/online

Policy on Late Assignments: Work may be submitted late but will be charged a 5% penalty of total possible points for each 24 hour period after the due date until date of actual submission up to a total of 20% of possible points. Work will NOT be accepted more than one week late. If you experience technical difficulties while trying to submit an assignment by the deadline, call my cell phone (706-974-4767) and text/leave a voice mail message stating the time and the nature of the technical problem. Only then will an
assignment be accepted late without a penalty. However, it still must be submitted by 9 am the next day in order to avoid a late penalty. It’s best to **plan ahead**, so this does not become an issue for you. *“Procrastinate now and panic later.”* Anonymous

**Quizzes/Tests/Assessments:** PLEASE NOTE: Please allow yourself **sufficient time to enter and complete test/quiz** before the deadline. If there are ever any technical problems with quizzes/tests, **please text/call me immediately.*** ****Failure to notify your instructor of a technical difficulty will result in forfeiture of quiz points/the opportunity to participate in the assessment(s). If you are unavailable for a quiz/test or forget to take it, a "0" will be posted as that quiz score. Failure to take a quiz during the assigned time because of forgetfulness or schedule conflict will not serve as an acceptable reason for a second attempt at the quiz.

**Grading Policies:**

Grades are earned, not gifts. The instructor does not give grades; rather the student earns the grade through organization, diligence, planning, and execution. Students are expected to assume individual responsibility for the quality, presentation, and timeliness of their own work.

1. Grades are assigned based on how the student’s overall performance aligns with the established rubrics. Therefore, it is imperative that students review the grading rubrics before submitting assignments.

2. **Individual requests for extra credit will not be honored.** Any extra credit opportunities offered at the discretion of the instructor will only be offered to the entire class as optional credit opportunities.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92%</td>
</tr>
<tr>
<td>B+</td>
<td>88 – 89%</td>
</tr>
<tr>
<td>B</td>
<td>83 – 87%</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82%</td>
</tr>
<tr>
<td>C+</td>
<td>78 – 79%</td>
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</table>
Course Requirements:

**CANVAS:**  *CANVAS™* will be the venue for this class. All announcements, course documents, assignments, and class discussions will take place on *CANVAS*, [https://CANVAS.longwood.edu](https://CANVAS.longwood.edu) The *PowerPoint* (PPT) presentations are designed to help guide your reading in the text, not to replace 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 in the corresponding module in CANVAS. Review the *announcement* section on a daily basis for any new information.

1. **CANVAS quiz** – (20 points)
   - This quiz will allow students to become familiar with CANVAS, the design of the class, and how to navigate the class. Students will be allowed to take this quiz as often as needed to receive full credit.

2. **Assurance Statement** – (5 points)
   - Students are required to complete and submit the Assurance Statement document located in CANVAS. No other assignments will be graded until this document is submitted.

3. **Introductions** – (15 points)
   - Students are required to introduce themselves on the Virtual Student Union Discussion board and reply to at least 2 other classmates.

4. **Exercises in workbook** – (20 pts)
   - Specific exercises will be assigned during the first half of the semester that provide practice with phonological processes. These exercises will not be graded by the instructor. You will receive 1 point for each exercise. Answers can be found in the back of the workbook, therefore, it is up to the student to complete the assigned exercises and check his/her work.
Once you have completed the workbook exercises, complete the verification assignment on CANVAS with this statement “I have completed the assigned exercises and understand my mistakes”.

5. Phonetics review quiz - (20 pts)
   • This quiz will cover basic phonetics facts. It will not involve transcription, but will rather focus on vocabulary and major concepts.

6. Identification of Phonological Processes – (30 pts)

7. Percent Consonant Correct Assignment - (30 pts)

8. Phonetic Inventory – (60 pts)

9. Articulation/Phonology Assessments Review – (25 pts)
   • Students will review assigned articulation/phonology tests and complete the review form (form to submit will be located on CANVAS)

10. Four Quizzes -There will be two quizzes during the semester. Each will be worth 100 points (400 pts total).

11. Language Assessments Review – (25 pts)
   • Students will review assigned language tests and complete the review form (form to submit will be located on CANVAS)

12. Language Sample Analysis – (150 pts)
   • Student will complete the language sample analysis assignment that is located on CANVAS

*****SUBMITTING DOCUMENTS-IMPORTANT

****When you upload your document through Canvas, title it: First name, last initial, assignment name, for example, I would submit the practice exercise for “Percent Consonants Correct” with this label:

Nichole B., Percent Consonants Correct.doc

****Please include your first and last name on the actual Word document as well. Failure to submit assignments according to syllabus instructions will result in a points deduction.
## Requirement | Point Value
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Introductions | 15
Assurance Statement | 5
CANVAS quiz | 20
Phonetics review quiz | 20
Workbook exercises | 20
Identification of phonological process | 30
Articulation/Phonology Assessment Review | 25
Percent Consonants Correct | 30
Phonetic inventory | 60
Quiz 1, 2, 3, 4 | 400
Language Assessment review | 25
Language sample analysis | 150

### Class Schedule
(This schedule may be revised during the semester as needed)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Readings</th>
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<tbody>
<tr>
<td><strong>Week 1:</strong></td>
<td>Introduction to the course Articulatory Phonetics</td>
<td>Introductions – Original post by Aug. 25, reply to at least 2 classmates by Aug. 26 by 11 PM EST Assurance Statement – Aug. 27 by 11 PM EST CANVAS quiz – Open Aug. 27 due Aug. 28 by 11 PM EST</td>
<td>Lowe Chapters 1-2 Bauman-Waengler Chapter 2</td>
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<td><strong>Weeks 2 and 3:</strong></td>
<td>Development of Phonology</td>
<td>Workbook Exercises 1-7 (Chapter 1) – Sep. 1 by</td>
<td>Bauman-Waengler</td>
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<td>Week 4</td>
<td>Phonological Processes</td>
<td>Quiz 1 - Open Sep. 12 due Sep. 13</td>
<td>Lowe Chapters 3-4</td>
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<td>Week 5</td>
<td>Articulation/Phonology Assessment</td>
<td>Workbook Exercises 8, 14, 16-20, 23-25, 27-28 (Chapters 2-4) – Sep. 14 by 11 PM Identification of Phonological Processes – June 24 by 11 PM</td>
<td>Bauman-Waengler Chapters 6 and 8</td>
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<tr>
<td>Week 6 and 7</td>
<td>Articulation/Phonology Intervention</td>
<td>Review of Articulation/Phonology Assessments – Oct. 1 by 11 PM Quiz 2 - Open Oct. 1 due Oct. 2</td>
<td>Bauman-Waengler Chapters 9-10</td>
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<tr>
<td>Week 8</td>
<td>Articulation/Phonology Intervention Culturally and Linguistically Diverse Populations</td>
<td>PCC Assignment – Oct. 12 by 11 PM</td>
<td>Bauman-Waengler Chapters 9-10 Bauman-Waengler Chapter 7</td>
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<tr>
<td>Week 9</td>
<td>Overview of Language Disorders</td>
<td>Phonetic Inventory – Oct. 21 by 11 PM</td>
<td>Owens Chapters 1-2</td>
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<tr>
<td>Week 10</td>
<td>Language Assessment</td>
<td>Quiz 3 – Open Nov. 4 due Nov. 5 by 11 PM</td>
<td>Owens Chapters 4-5</td>
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<tr>
<td>Weeks 11 and 12</td>
<td>Language Sample</td>
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<td>Owens Chapters</td>
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Narrative Analysis | 6-7
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Owens Chapter 8

| Week 13: | Language Intervention | Review for Language Assessments – Nov. 12 by 11 PM | Owens Chapters 9-12
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| Week 14 and 15: | Language Intervention | Language Sample Analysis – Nov. 28 by 11 PM | Owens Chapters 9-12
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--- | Literacy Impairments | Quiz 4– Open Nov. 30 due Dec. 1 by 11 PM | Owens Chapter 13

**Additional Resources:**


