

CDIS 345 Fall, 2016
Course Outline

Instructor: M. Watson, Ph.D., CCC-SP/L
Office: 040 **Phone:** 2072
Tentative Office Hours: M-W-F 8:30 – 10:00; M-W: 2:00-3:00; or by arrangement
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Office Hours : I cannot set up definite office hours until my clinic schedule is completed. To make an appointment, please send me an email to work out a convenient time.

Text Books: Bauman-Waengler, J. (2016). *Articulation and Phonology in Speech Sound Disorders, A clinical focus*. 5th edition. Pearson Publishing

Software: *PA Practice*, Watson, M. & Murthy, J. (2003). Thinking Publications. This is available on the Web. It is located in Network Programs and then Communicative Disorders. (Start button, UWSP application center, scroll down to PA Practice).

Disability Statement: UWSP provides students with disabilities reasonable accommodation to participate in educational programs, activities or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact me as early as possible.

GENERAL TEACHING METHODOLOGY:

1. Direct instruction, utilizing a combination of traditional lecture format, video tapes, & handouts;
2. Classroom exercises, analysis of case studies & discussion, and
3. Independent learning outside of class through various assignments, worksheets, & PA Practice exercises.

It is expected that students will be actively involved with the material through outside assignments, class discussion, and reading. It is imperative that students keep up with the class readings and assignments. **When students do not ask questions, I will assume it is because the material is understood.** Certain aspects of the class are designed to be “self-instructional” including learning of phonological processes and review of formal articulation tests. However, students are urged to seek additional information in those areas as problems or concerns arise.

I expect and highly encourage that you will print out the PPTs slides and answer the accompanying questions, and take your own notes prior to the lectures. My own observation is that students who do this, perform better on tests and are able to contribute to class discussion.

Professional Behavior in the Classroom: Please refrain from using your cell phones (including texting) in the classroom. **Put your cell phones away, out of sight.** Avoid doing other class work, reading, and writing in your planners, etc. during class. Class attendance is not mandatory, and those behaviors are very distracting to me and others. I may stop class and ask you to stop those behaviors if they distract me. Laptops and iPad will not be allowed in class unless you talk with me first.

Pop Quizzes: I may give unannounced quizzes if I feel students are not coming to class prepared. Those will be worth 5 – 10 points each.

Objectives of the course; after completing the course the student will:

1. be able to define the parameters of phonology and describe how phonology influences the total language system.
2. be able to describe phonological development.
3. be able to demonstrate an understanding of normal aspects of articulation.
4. be able to demonstrate an understanding of the major theories associated with phonological development.
5. be able to discuss factors typically associated with articulation and phonological disorders.
6. become familiar with various formal and informal measures of phonological ability.
7. Interpret results of formal and informal phonological measures.
8. demonstrate an understanding of general principles and practices in choosing phonological remediation goals and objectives.
9. demonstrate an understanding of the various approaches to remediating phonological disorders including motoric approaches, cognitive-linguistic approaches, & Hodson's cycles approach. Students will be expected to compare and contrast approaches as well as determine when each are appropriate to use.
10. be able to discuss tailoring phonological therapy to individual needs.
11. describe phonological awareness and state its impact.
12. discuss articulation/phonological problems typically associated with various populations including the hearing impaired, ESL clients, mentally impaired and physically impaired.
13. discuss the universal nature of phonological development as well as distinguish phonological delays/disorders from phonological differences.

Using PA Practice

Accessing:

1. Start button
2. UWSP Application Center

PA Practice contains all of the information you will need to learn the principles of phonological analysis. The program contains a fairly lengthy review section, complete with activities and quizzes. You will be quizzed in class on the review information on September 27th. We will spend little class time directly on that information; it is up to you to use the program and practice.

Next consult the syllabus for when you should then access and practice the various phonological analysis procedures. It is expected that you will do these on your own.

Some of the questions on the PA quiz will be identical to those on the PA Practice program; other questions will be very similar or assess the same content.

TENTATIVE CLASS SCHEDULE OF ASSIGNMENTS (some adjustments may be made)

Approximate Date	Description	Approximate Points
Sept 30	Pa practice review quiz	20 -30 pts
Oct 17	Test 1	70-80 pts
Oct 21	Articulation/Phonological Test Practice Administration	25 pts
November 18	Quiz on Phonological Processes	20 - 30 pts
Nov 7	Test 2	75 - 80 pts
Dec 5	KLPA project	90 pts
Exam Group: December 19th 10:15-12:15	Last test	75 - 80 pts

THE FOLLOWING IS A TENTATIVE OUTLINE

	DATES	TOPIC	READING	Other Requirements
1	Sept 7-9	Introduction to the course ; basic terms & concepts, introduction to PA Practice	Chpt 1	PA Practice review module
2	Sept. 12 - 16	Sound System Review; speech production review	Chpt 2	PA practice review module
3	Sept 19-23	Phonetics transcription Review	Chpt 3	PA Practice review module
4	Sept 26 - 28	Phonological Theories	Chpt 4	PA Practice review
		PA practice Review Module quiz on Sept 30th		
5 -	October 3 -7	Normal Phonological Development	Chpt 5	PA Practice Analyzing speech: Phonetic Inventory
6	Oct 10 - 14	Normal Phonological Development	Chapter 5	PA Practice Analyzing Speech: Syll and Word Shapes; Basic Contrasts
		Test 1 Approximately Oct. 17		
7	Oct 19 -21	Assessment Procedures: why we assess; case history; oral-motor; single word tests; conversation sampling	Chpt 6	PA Practice: phonological processes; Phono/artic test admin. Due Oct 21
8	October 24 -28	Assessment cont'd: stimulability; contextual testing, discrim, Profiling results; integrating factors	Chpt 6	PA Practice: phonological processes
9	Oct 31 – Nov. 4	Articulatory vs. Phonemic Disorders; Intervention decisions; determining objectives; treatment plan, etc	Chpt 7	PA Practice: Phonemic Use and PCC (continue to review PA Practice the rest of the semester)
		Test 2 approximately Nov 7		
10	Nov 9, 11, - 14, & 16 - 11	Chapter 7, phonetic approach; general sequence of therapy	Chpt 7	
12	Nov 18, 21 -23	Minimal Pair contrast therapy will be emphasized; maximal oppositions, complexity and multiples oppositions described	Chpt. 8 pp. pp. 306 - 319	
12	Nov 18	PA Practice quiz on processes		
13	Nov 28 - 30	Phonological Process Tx emphasizing “cycles” training	Chpt 8 pp. 310 - 324	
14		Incorporating morphosyntax & semantics	Pp 329 - 331.	Outside reading by Low, Newman & Ravsten (bring hard copy to class)

		KLPA Assgn Part 2 due Dec 5		
15	Dec 4-7	Emerging phonological systems	Chpt 8 pp. 331-335	
15	Dec 9 -11	Catch up on approaches; Review for the final Exam Group: Tuesday, December 16th 10:15-12:15		

Synopsis of Assignments:

All assignments are due at the beginning of class; papers and projects are to be typed and double-spaced.

- **KLPA Project/Case study:**

You will use the Khan-Lewis Phonological Assessment (KLPA) to analyze the results of a Goldman-Fristoe articulation tests. Results will be reported according to the format used for clinical reports. You will then determine specific therapy goals and provide an outline of therapy. The point of this assignment is for you to integrate and apply the material that has been covered in this class.

- **Articulation/Phonological Test Administration:**

You will administer an articulation test to a normally developing child OR to one of your classmates. This is to allow for test familiarity. You will also respond to a variety of questions regarding each test.

In addition, the instructor reserves the right to administer “pop quizzes”. I tend to use this method of instruction if it appears that a majority of the students are not keeping up with the reading and taking the time to answer questions ahead of class time.

GRADING SCALE

Points for each test may be adjusted slightly, thus total points available for the class will be determined at the end of the semester.

Grading Scale:

A 96-100%	B 87-84%	C 74-76%	D 64-66%
A- 91-95%	B- 80-83%	C- 70-73%	D- 60-63%
B+ 90-88%	C+ 77-79%	D+ 67-69%	

Note: If a percentage has a decimal ≥ 0.45 , then I may round up IF you have attended class, participated in classroom discussion, and put forth effort in class. I reserve the right not to round up if I feel that you have not actively prepared for and contributed to the class.