



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### UNDERGRADUATE SYLLABUS & COURSE OUTLINE

|                                       |  |                               |
|---------------------------------------|--|-------------------------------|
| Semester/Year:<br>Spring 2020         | Course:<br>CSAD 126: Speech Sound Development and Disorders in Children: Aspects of Articulation and Phonology | Section:<br>03                |
| Meeting Days:<br>M, W, F              | Meeting Times:<br>9:00-9:50am  | Location:<br>Folsom Hall 2604 |
| Instructor:<br>Dr. Heather Thompson   | Email:<br><a href="mailto:heather.thompson@csus.edu">heather.thompson@csus.edu</a>                             | Phone:<br>916-278-6654        |
| Office Location:<br>Folsom Hall 2404G | Office Hours/Appointments:<br>Mondays and Wednesdays 10:00-11:20am   |                               |

#### Catalogue Course Description:

**CSAD 126. Speech Sound Development and Disorders in Children: Aspects of Articulation and Phonology. 3 Units**

**Prerequisite(s):** [CSAD 110](#), [CHDV 30](#), [PSYC 2](#), [STAT 1](#), and [DEAF 51](#).

**Term Typically Offered:** Spring only

Study of normal articulation and phonological development in children. Discussion of etiologies and specific characteristics of articulatory-phonological disorders. Introductory description of foundational specific assessment and treatment principles. Analyzes case studies.

#### Place of Course in Program

Students enrolled in the undergraduate program in communication sciences and disorders will generally take this course in the spring of junior year. As part of the class, students will learn about speech sound disorders in children, and acquire knowledge of the assessment and intervention for these disorders. This course will build on foundational concepts presented in other classes, including CSAD 110.

| Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)   | Addressed by this course (Y/N) |
|--|--------------------------------|
| <b>Competence in the Disciplines:</b> <i>The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.</i>  | Y                              |
| <b>Knowledge of Human Cultures and the Physical and Natural World</b> <i>through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.</i>  | Y                              |
| <b>Intellectual and Practical Skills, Including:</b> <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</i> | Y                              |
| <b>Personal and Social Responsibility, Including:</b> <i>civic knowledge and engagement—local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges</i>   | Y                              |
| <b>Integrative Learning**, Including:</b> <i>synthesis and advanced accomplishment across general and specialized studies</i>  | Y                              |

## Course Learning Outcomes: **UNDERGRADUATE**

Mastery of each student-learning outcome listed below is indicated by a grade of C or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a C. The instructor will suggest strategies to help students establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

### **CSAD 126 SPECIFIC STUDENT LEARNING OUTCOMES:**

1. List and describe the structural (anatomical--physiological) mechanisms of speech production.
2. Demonstrate knowledge of basic definitions of articulation and phonology and be able to explain the clinical distinction between *articulation* and *phonology*.
3. Demonstrate knowledge of typical speech sound development in children, including being able to list major milestones from birth through age 8.
4. Explain models of speech sound development and disorders in children.
5. Identify the phenomenology and etiology of speech sound development and disorders in children.
6. Explain the concept of speech sound *differences* vs. *disorders* in children and adults who speak English as a second language.
7. Discuss principles for effective, nonbiased assessment and treatment of multicultural children with speech sound disorders.
8. Explain variables (e.g., language, sensory) related to speech development and performance.
9. List and describe assessment procedures for children with speech sound disorders and demonstrate ability to interpret and apply this information to specific cases discussed in class.
10. List and describe intervention principles and currently-used clinical techniques for use with children with speech sound disorders.
11. Identify basic treatment principles and procedures for adults and children with organic and neurogenic disorders such as dysarthria and childhood apraxia of speech.
12. Describe methods and materials for integrating intervention for speech sound disorders into the Common Core State Standards for school-aged children.
13. Expand on information presented in lectures through class discussion and interaction, analyzing the information and making critical evaluations of it from research and clinical perspectives.
14. Understand and apply research to specific case studies of children with speech sound disorders as presented in class.
15. Interpret and apply information from lectures and the textbook to create and present a case study of a client with a speech sound disorder, explaining assessment and treatment techniques for that client.
16. Promote the student's knowledge of evidence-based practice through analysis of relevant current research.
17. Incorporate principles of cultural competence as a foundation for all assessment and treatment procedures.
18. Discuss the importance of integrity, effective communication skills, and accountability when working with clients and their families.
19. Highlight procedures for engaging in collaborative practice with other professionals in order to provide the most comprehensive services for clients.

| <b>Course Learning Outcome</b> | <b>Components Indicating Competence</b> | <b>Grades Received</b> |
|--------------------------------|---|------------------------|
| 1-5                            | Exam 1                                  |                        |
| 6-8                            | Exam 2                                  |                        |
| 9-13                           | Exam 3 & 4                              |                        |
| 14-16                          | Exams 3 & 5, student presentations      |                        |
| 17-19                          | Exam 4 & 5 student presentations        |                        |

## Textbooks and Materials:

1. Bernthal, J.E., Bankson, N.W., 7 Flipsen, P. (2017). Articulation and phonological disorders: Speech sound disorders in children (8<sup>th</sup> ed.). Pearson Education. Required.
2. Articles, as posted on Canvas

## Online Resources:

1. Canvas for course materials.

## Course Policies and Procedures:

### EXPECTATIONS:

1. **Class meetings and participation:** It is expected that students will complete all readings prior to class. Teaching strategies will include lecture, discussion, observation, and functional assignments. Active listening and critical thinking are expected in this course.
2. **Attendance:** Students are expected to attend class and to be prepared to participate in weekly class discussions and activities. Attendance may be taken at the start of class. Assignments **must** be turned in or taken on the scheduled dates and times. If you are absent from class, you are responsible for all material covered and to notify the instructor of an expected absence.
3. **You are responsible for all materials covered in your absence.** This means that you are responsible for obtaining any materials from a missed class from a classmate or from Canvas, when available online.
4. **Electronic device usage:** Accessing email and other non-course online activities during class time is not permitted. Please silence all cellphones and other communication devices prior to class. To facilitate your own learning (practice in note-taking) and out of respect for your fellow classmates (to allow all students to feel comfortable actively participating in class discussion) and privacy associated with presented cases, students are not permitted to audio or video record lectures. If you require an accommodation and require additional support, please see Dr. Thompson.
5. **Canvas:** Information will be posted on Canvas throughout the semester. Ensure that you access the material in a timely manner. Electronic devices will be used to access posted Canvas resources or documents and posted materials.
6. **Commitment to Integrity:** As a student in this course (and at this University) you are expected to maintain high degrees of professionalism, exhibit a commitment to active learning and participation in this class, and demonstrate integrity in your behavior in and out of the classroom. Students are expected to conduct themselves in a manner that demonstrates respect for others and respect for diversity. Academic dishonesty of any kind will not be tolerated and will be dealt with under established University policy. If you are caught cheating on an exam, you will receive a failing grade for the class. Students who experience concerns with the assignments or course material should communicate these challenges to the instructor as soon as possible. Building rapport and effective relationships is key to becoming an effective professional. Be proactive and inform the instructor when any difficulties arise during the semester so possible solutions can be identified.
7. **Course Evaluations:** At the completion of the course, each student is expected to comment on the nature of this course. This procedure allows the instructor to modify segments of the course in order to make it more applicable to future students' educational and professional growth.

## Course Requirements:

A minimum GPA of 2.5 is necessary for major classes in order to graduate with a Bachelor's Degree in Communication Sciences and Disorders.

### Exams:

Examinations must be completed on the scheduled day. There will be four exams scheduled in class and one final exam scheduled by the registrar's office which will be held during the final exam period. Examinations will be based on class lectures, assigned readings, class activities/homework, and class discussion. Exams may be composed of multiple choice,

true/false, matching and/or short answer questions. Exams will require the use of a scantron, 883E. Be sure to erase thoroughly on the scantron. There is no “leeway” for accidental pencil marks. Bring a scantron form to the exam. If you do not have a scantron form and a classmate doesn’t have an extra one, you cannot take that examination and you will have earned a “zero” on that exam. You may not leave class to retrieve a scantron.

During exams, all bags/materials and supplies must be placed at the front of the classroom with cellphones turned off. To ensure a fair testing environment, you may not wear smartwatches during the exam. Please secure these in your bag or leave at home. Students are not permitted to take biological breaks during the exam as students are unable to be proctored once they leave the room.

In the case of a documented medical emergency during an exam, the student will be required to provide documentation of the illness, and a make-up exam will be available, possibly in essay format, scheduled the week prior to dead week. **It is the responsibility of the student to contact Dr. Thompson prior to the exam, demonstrate documentation of the medical emergency through a paper copy of a doctor’s note, and schedule the make-up to be taken at the testing center or in a location deemed appropriate by the professor.** Scheduling conflicts such as work or volunteering or family holidays/travel are ineligible for exam make-ups. The final exam will be scheduled according to the registrar’s office. Please take this into consideration when booking travel plans at the end of the semester.

You are welcome to choose not to take any one of the exams offered during the semester; however, if you miss a second exam, that score will be recorded as a "zero" and averaged in with your other test scores counting towards your final grade. If you choose to take all 5 exams, your lowest score will be thrown out and your 4 highest scores will be averaged together.

### **Student Presentations:**

You are requested to pair up with 3 other students and present a case study to the class. This presentation should take approximately 15-20 minutes. This involves creating a fictitious client with a speech sound disorder and doing the following: (this can be an adult or a child)

1. Give the class the case history of the client
2. Give the class the client’s diagnosis
3. Tell the class what your treatment plan is. Be detailed! Include goals, objectives, methods, and materials that you will use in treating this client. ***Demonstrate/role-play part of a treatment session.***

The purpose of this assignment is to help you integrate all that you have learned during the semester. Roles for each group member: 1) narrator, 2) child, 3) parent, 4) SLP

You need to create a 3-4 page handout to accompany your presentation. I will grade you on the effectiveness of your presentation as well as the thoroughness of your handout. Please proofread carefully. The handout must be handed in with the rubric attached (posted on Canvas). The handout is due one week before your presentation date.

You will need to create a PowerPoint presentation to show the class to accompany your presentation. Please hand in a hard copy of the PowerPoint along with your handout. The final version of your powerpoint and handout is due one week before your presentation date.

Students will present in the order in which they have signed up for a particular day.

You will evaluate each other’s performance in the group. You will need to bring your evaluation of your fellow group members to your presentation and give it to me. You must hand in the evaluations of your fellow group members **on the day, date, and time of your presentation.** If your evaluation is late, or handed any time after this, 5 points will be taken off your personal grade on the project. Your evaluations of each other will not be counted in the overall grade for this CSAD 126 project.

## **GRADING:**

Points you receive for graded activities will be posted to the Canvas Grade Center. Grades are typically posted within seven (7) days following the completion of an activity. Final grades will be based on the number of points received out of the total number of points available for exams, project, and presentation. Exam scores are determined by the scantron machine. The grade that you obtain on the scantron and on exams and assignments is the grade that you earn. The instructor will not reply to emailed requests to “bump up” a grade. *Note:* For more information about grading at Sac State, visit the academic policies and grading section of the university catalog.

### Grading Policy:

| Source   | Points                                     | % of Grade                     | Due Date |
|--|--|--------------------------------|----------|
| <b>EXAMINATIONS</b><br>4 highest exam scores out of 5 exam opportunities | 100 points per exam<br>x 4 =<br>400 points | 22.8% per exam<br>x 4<br>= 89% |          |
| <b>STUDENT PRESENTATIONS</b>   | 50 points                                  | 11%                            |          |
| <b>Total</b>   | 450  | 100%                           |          |

Letter grades are assigned according to the following scores:

| Points  | %      | Letter |
|---------|--------|--------|
| 418-450 | 93-100 | A      |
| 405-417 | 90-92% | A-     |
| 392-404 | 87-89% | B+     |
| 373-391 | 83-86% | B      |
| 360-372 | 80-82% | B-     |
| 347-359 | 77-79% | C+     |
| 329-346 | 73-76% | C      |
| 315-328 | 70-72% | C-     |
| 302-314 | 67-69% | D+     |
| 270-301 | 60-66% | D      |
| <270    | ≤59%   | F      |

## Additional Information

### Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

### Sac State’s Academic Honesty Policy & Procedures:

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.” Read more about Sac State’s Academic Honesty Policy & Procedures at the following website: <http://www.csus.edu/umannual/student/stu-0100.htm>

**Definitions:** At Sac State, “cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.” **Plagiarism** is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate

acknowledgement of that person's contribution." Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, shall be reported to the Office of Student Conduct, Division of Student Affairs.

### Understand When You May Drop This Course:

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.

### Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at [sswd@csus.edu](mailto:sswd@csus.edu).

### Basic Needs Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available.  
<https://www.csus.edu/basicneeds/>

### Other Resources

Testing Center: <https://www.csus.edu/testing/>

Library: <https://library.csus.edu/>

Services to Students with Disabilities: <https://www.csus.edu/sswd/>

Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>

Peer & Academic Resource Center: <https://www.csus.edu/parc/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/saseep/>

Case Manager, Office of Student Affairs: <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>

TENTATIVE Course Schedule/Outline:

| Date                  | Topic/Class Content  | Readings                                      | Assignment/Activities   |
|-----------------------|--|---|---|
| Week 1<br>01/20       | Introduction, syllabus, course requirements  |   |   |
| 01/23                 | <b>Foundations of speech sound development and disorders</b><br>Fundamentals of articulatory phonetics – consonants and vowels<br>Suprasegmental aspects of speech   | Bernthal, Bankson & Flipsen, 2017 (BB&F) Ch 2 | Complete readings, review notes from CSAD 110                 |
| Week 2<br>01/27-01/31 | <b>Basic Perspectives in Articulation and Phonology</b><br>Phonetics and speech sound disorders<br>Phoneme classification<br>Dynamics of speech production   | BB&F Ch 2                                     | Complete readings, review notes from CSAD 110                 |
| Week 3<br>02/03-02/07 | <b>Typical Development: Infancy through Early School Years</b><br>Infant milestones; development of meaningful speech<br>Stages of infant speech development<br>Factors influencing typical speech sound acquisition                     | BB&F Ch 3                                     | Complete readings, review milestones from CSAD 110            |
| Week 4<br>02/10-02/12 | <b>Typical Development: Infancy through Early School Years</b><br>Development and use of phonological patterns   | BB&F Ch 3                                     | Complete readings, review phonological patterns from CSAD 110 |
| 02/14                 | <b>Exam #1</b>   |   |   |
| Week 5<br>02/17-02/21 | <b>Variables associated with speech sound development and performance</b><br>Anatomical, neurological, and physiological factors<br>Language skills, individual characteristics<br>Environmental factors                                 | BB&F Ch 4                                     | Complete readings   |
| Week 6<br>02/24-02/28 | <b>Culture and Communication: Bidialectal and bilingual considerations</b><br>African American English<br>Spanish-influenced English<br>Asian and Pacific Islander languages<br>Practical considerations for assessment and intervention | BB&F Ch 11                                    | Complete readings   |
| Week 7<br>03/02       | <b>Exam #2</b>   |   |   |
| 03/04                 | <b>Assessment of Speech Sound Disorders</b><br>General principles of assessment; assessment objectives<br>Conducting a speech screening  | BB&F Ch 6                                     | Complete readings   |

|                             |  |              |                   |
|-----------------------------|--|--------------|-------------------|
|                             | Gathering a case history   |              |                   |
| Week 8<br>03/09-<br>03/13   | <b>Assessment of Speech Sound Disorders</b><br>Administering standardized tests<br>Collecting connected speech samples<br>Conducting stimulability testing<br>Performing contextual and speech discrimination testing<br>Analyzing and interpreting assessment information<br>Making a diagnosis and prognosis | BB&F Ch 6, 7 | Complete readings |
| Week 9<br>03/16-<br>03/20   | <b>Assessment</b><br>Assessment of organic and neurogenic speech disorders<br>Introduction to dysarthria and apraxia of speech   |              |                   |
| 03/23                       | <b>Exam #3</b>   |              |                   |
| Week 10<br>03/23-<br>03/27  | <b>Basic Principles and Procedures in the Treatment of Speech Sound Disorders</b><br>Selecting target behaviors and establishing baselines<br>Developing measurable goals<br>Planning and developing a treatment program   | BB & F Ch 8  | Complete readings |
| Week 11<br>03/30 &<br>04/01 | SPRING RECESS – NO CLASS   |              |                   |
| Week 12<br>04/06-<br>04/10  | <b>Motor-Based Approaches to Intervention</b><br>Traditional approach to therapy – Van Riper<br>Successive approximation/shaping<br>Context utilization approach<br>Core Vocabulary approach   | BB & F Ch 9  | Complete readings |
| Week 13<br>04/13-<br>04/17  | <b>Linguistically-Based Approaches to Intervention</b><br>Minimal and maximal contrast approaches<br>Hodson’s cycles approach<br>Metaphon approach<br>Naturalistic and whole-language approaches   | BB & F Ch 10 | Complete readings |
| Week 14<br>04/20-<br>04/22  | <b>Specific Treatment Techniques – individual phonemes</b>   |              |                   |
| 04/24                       | <b>Exam #4</b>   |              |                   |
| Week 15<br>04/27-<br>05/01  | <b>Student Presentations</b>   |              |                   |
| Week 16<br>05/04-<br>05/08  | <b>Student Presentations</b>   |              |                   |
| Week 17<br>05/11-<br>05/15  | <b>Exam #5</b><br>(scheduled by registrar’s office to take place during the final exam period)   |              |                   |





# Knowledge And Skills Acquisition (KASA) For Certification in Speech-Language Pathology

## CSAD 126 Speech Sound Development and Disorders in Children: Aspects of Articulation and Phonology

### Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: phonology, articulation disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)

### Standard IV-D: Prevention, Assessment, and Intervention

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding articulation.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.

### Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.