Course Discipline: Communication Disorders
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Course Description: This is a graduate level course designed to examine articulation and phonological approaches to assessment and treatment of communication disorders in children and special populations.

Course Topics: Differences between articulation and phonological approaches, articulatory phonetics, phonological theories, developmental phonology, assessment, articulation and phonological treatment programs, articulation/phonological disorders in selected populations including bilingual and dialectic topics.

Course Rationale: the professional accreditation board requires this course as part of minimum requires for professional preparation.

Prerequisites: None

 ISBN #: 0-205-40248-8
 Please order textbook by accessing the WKU bookstore, using http://www.wku.edu/Info/Bookstore, and then click on the 'online store' button and go from there, OR they may call our toll-free number at 800-444-5155.

Celeste Rosenbery-McKibbin and M. N. Hedge, An advanced review of speech-language pathology.,2nd edition; the blue one
 Please order through Pro-Ed. 1-800-897-3202; fax: 800-397-7633
Course Objectives and Outcome

Content
1. Distinctive Features
   1.1 To differentiate between two distinctive feature system. Rationale, intent and feature system
   1.2 To plot vowels and consonants on a traditional distinctive feature system
   1.3 To know phonological processes and developmental progression
   1.5 To transcribe broad and narrow transcription and phonological processes

2. Causes
   2.1 To specify the 5 causes ascribed to phonological and articulatory disorders
   2.2 To specify where in an evaluation these causes are addressed
   2.3 To differentiate between phonological and articulatory disorders and specify the importance of the distinction

3. Evaluation
   3.1 To describe the components of an articulatory/phonologic evaluation
   3.2 To describe the intent and purpose of at least 2 articulation tests

4. Remediation
   4.1 To explain, compare and contrast 2 traditional approaches
   4.2 To explain, compare and contrast traditional to phonological process therapy
   4.3 To know and present at least 2 intervention approaches for commonly occurring misarticulated sounds /r/ and /s/.
   4.4 To present a curriculum based integrated therapy session for language and articulation/phonologic delay.

Requirements
1. Participation in Virtual Chats or writing a chat summary
2. Completing satisfactorily all Discussion Boards
3. Research Paper
   a. To present information in a research paper on a topic related to a specific disorder as those disability characteristics pertains to phonologic and articulatory disorders, specifically: childhood apraxia, dysarthria, oral-motor stimulation, interrelationship between feeding and oral-motor skill development, cluttering and syndromes or other topics related to a
disability. Please refer to the instructions addressed later in the syllabus
b. The instructor must approve paper topics. Paper length between 7-10
   pages. For more information on papers, please consult Course
   Information. Papers posted via ASSIGNMENTS

4. Completion of the departmental KASA expectations. Submitted as part of the
   paper requirement. The expectations relate to these KASA expectations. **This
   form is posted under Syllabi, so please copy and complete and submit IN
   THE PAPER.**

<table>
<thead>
<tr>
<th>KASA Expectations</th>
<th>Met through</th>
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</thead>
<tbody>
<tr>
<td>Background</td>
<td>Meeting course objectives, research paper</td>
</tr>
<tr>
<td>Information</td>
<td></td>
</tr>
<tr>
<td>Etiology</td>
<td>Meeting course objectives, research paper</td>
</tr>
<tr>
<td>Prevention</td>
<td>Research paper</td>
</tr>
<tr>
<td>Assessment</td>
<td>Research paper</td>
</tr>
<tr>
<td>Treatment</td>
<td>Research paper</td>
</tr>
</tbody>
</table>

5. Reading Professor Assigned Journal Articles
   a. Journal articles will be assigned during the course of the semester
      pertaining to assessment and intervention issues relating to phonology and
      articulation.
   b. Journal articles will be posted, under Course Information: Assigned
      Articles.
   c. Journal article reviews must be completed by using the “Template for
      Analyzing” that is also posted under Course Information: Assigned
      Articles.

6. Technology
   a. Using Course Information for all functions including:
      i. Participating in both chat formats: Virtual Chat and Discussion Board
      ii. Using Assignments to post ALL course assignments
      iii. Using the on-line test format
   b. Website reviews
      i. To research websites for information related to topic, for a total of
         4 websites.
      ii. Website requirements
          One website for remediation of the /r/ phoneme.
          One website for remediation of the /s/ phoneme
          One website for oral-motor therapy.
One website is your own choice.

iii. Commercial sites do not count, such as Super Duper or product advertisement. There are a total of 4 websites.

iv. Submit as ONE document under ASSIGNMENTS

- v. NOTE: Website review information should be presented in this format:

<table>
<thead>
<tr>
<th>Web Site Review Form:</th>
</tr>
</thead>
<tbody>
<tr>
<td>URL Site</td>
</tr>
<tr>
<td>Site Description, including interesting links</td>
</tr>
<tr>
<td>Site Usefulness for Professionals, Parents, Consumers</td>
</tr>
<tr>
<td>Evaluation of Site</td>
</tr>
</tbody>
</table>

Please submit the 4 websites as one submission. Please submit via ASSIGNMENTS.

7. Inquiry: The Phonology-Emerging Literacy Connection
   After reading 5-7 articles on Phonological Awareness and its effect on Phonological Acquisition and/or therapy, synthesize the information into a 4-5 paper addressing these questions:
   1. What is phonological awareness and how is it different from phonemic awareness
   2. What are the specific skills expected in phonological awareness and phonemic awareness
   3. What are 5 literature based strategies SLP’s use in address emerging literacy skills?
   4. What is the role of the SLP in teaching Phonological awareness or Phonemic Awareness in a preschool or primary school classroom?
   5. How is this ability in children assessed?
   6. What is the role of the SLP in the acquisition of emerging literacy for at-risk children?
   7. What is the importance of addressing phonological awareness in children with an articulation or phonological delay?
   8. Summary of what you have learned from this requirements and how you plan to use in your therapy.

8. You must participate in transcription exercises. **Once you have completed all of the transcription exercises, send the following form:**

<table>
<thead>
<tr>
<th>Transcription Report</th>
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</thead>
<tbody>
<tr>
<td>1. Transcription Number and Dates completed</td>
</tr>
</tbody>
</table>
2. Transcription Numbers and Grade

3. Transcription Summary

   Length: 2-3 pages

   1. Statement that you completed all transcriptions
   2. An essay of strengths and areas to work on in transcribing. Areas include broad, narrow and phonological processes

Please submit the Transcription Report via ASSIGNMENT.

**Supporting Objectives 1,2,3,4** are met through reading the text, reading the power point notes, and through class discussion.

**Student’s Special Topic Paper**
This is a research paper organized with the Paper format (below). Topic must be submitted for instructor approval by the 4th class. The paper should be 10-15 pages in length.

Paper format has 9 specific sections:
1. Cover Page with TITLE and Name
2. Table of Contents (1 page) Must be used as paper’s format
   Paper topics must address the following to meet KASA competencies:
   A. Prevention
   B. Etiology
   C. Recommended Assessment Protocols
   D. Literature-Based Intervention strategies, including use of technology
      Which includes computer programs/website
3. Body of paper formatted using the Table of Contents four (A,B,C,D) sections (5-7 pages)
4. Case Study Application (2 pages)
   **Format:** this is either an actual individual or a fictitious individual.
   **Sections:** I. brief pertinent biographical information; II. phonological assessment results, III. Intervention plan, including theoretical information and application (this is the heart of the presentation)
5. Summary of what I learned that I intend to apply in a clinical setting (1 page)
6. Relationship to class material
7. 5 Comprehension Questions and Answers
8. Bibliography
9. Completion of KASA form

**Paper should be submitted through ASSIGNMENTS.**
NOTE: For the paper, select one topic for your paper. Possible topics are: phonologic and articulatory disorders, specifically: childhood apraxia; dysarthria; cerebral palsy; oral-motor stimulation; sensory-motor integration intervention approaches; presumed interrelationship between feeding and oral-motor skill development; bilingual language issues; cluttering and combined therapy; phonological awareness; phonological awareness programs such as Fast Forward; OR other topic of student's interest.

Supporting Objective 6: Assigned Articles
Selected journal articles will be assigned during the course of the semester pertaining to assessment and intervention issues relating to phonology and articulation. Journal articles will be posted under Course Information: “Assigned Articles.” To summarize these articles, you must use the posted form titled “Template for analyzing the logic of an article,” which is also posted in the same folder. Article summaries are to be submitted under ASSIGNMENTS: Abstracts. Abstracts must be submitted together, resulting in only one submission.

Summary of Assignments

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due no later than:</th>
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<tbody>
<tr>
<td>1 Read textbook: <em>Articulatory &amp; Phonological Impairments</em></td>
<td>Monday of finals week</td>
</tr>
<tr>
<td>2 Read posted notes in Course Documents</td>
<td>Monday of finals week</td>
</tr>
<tr>
<td>3 Respond to weekly Discussion Board postings</td>
<td>Monday of finals week</td>
</tr>
<tr>
<td>4 Research paper (10-15 pages)</td>
<td>Monday of finals week</td>
</tr>
<tr>
<td>5 Sitting for 2 Tests</td>
<td>Monday of finals week</td>
</tr>
<tr>
<td>6 Transcription and Transcription Reporting form</td>
<td>Monday of finals week</td>
</tr>
<tr>
<td>7 Summarizing selected articles</td>
<td>Monday of finals week</td>
</tr>
<tr>
<td>8 Website searches for 2 speech sounds and 2 other pertinent sites</td>
<td>Monday of finals week</td>
</tr>
<tr>
<td>9 Completing the Inquiry Requirement</td>
<td>Monday of finals week</td>
</tr>
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Course Disposition: This course is required by the accrediting association, the American Speech, Language, and Hearing Association, for graduate training

Critical Student Performances:
Artifacts for Standards:
  VII Knowledge of Content: a,b,c,d,e,f,-tests, presentations, projects
  IV Assesses and Communicates: Learning Results: b,c,d,f-tests
  presentations, projects
  IX. Technology, b,c,d,f-tests, projects
  II. Instructional Methods and Activities: b,c,d,f-tests, paper, projects
**Instructional Methods and Activities:** Lectures, student presentations, demonstrations, discussion, assigned readings, projects, paper

**Special Instructional Material:** technology

**Course Topics:** Distinctive features theories and taxonomies, causes of delay, differences between articulation and phonological approaches, assessment, articulation and phonological treatment approaches and for selected populations

**KERA Elements Addressed:** all

**Grading/ Evaluation:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>2 Tests</td>
<td>50%</td>
</tr>
<tr>
<td>All Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Paper</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**NOTE:**

1. To receive an “A,” a student must have a total score on test of 186 for two tests or 279 for three tests. This is in addition to completing all other assignments in an acceptable manner

2. Tests will be on-line. You must know how to submit the test so it can be graded.

3. A Final Grade of “C” will be submitted if:
   1. all Transcriptions are not submitted and accepted by the instructor
   2. All assignments are not completed in a satisfactory manner
   3. Tests are not submitted via Blackboard

   **NOTE:** A grade of ‘C’ may be changed by the instructor ONCE any or all of the above stipulations are satisfactorily completed.

**Course Schedule and Policies:** Class is a web-based course and, as such, will meet for a specified time each week in a Virtual Chat and the remaining work will be completed and submitted either through Course Information's Drop Box or posted in a Discussion Board format. All Course Information assignments and Discussion Board responses must be submitted and accepted for a final grade to be awarded.

As a web-based course, you are expected to be an independent learner who participates in group discussions pertaining to the material assigned. The course is divided into 4 parts:

1. Reading and completing text assignments,
2. Completing Special Topics assignment
3. Engaging in Class Participation
   3.1 Chat Participation (synchronous)
   3.2 Answering posted questions on Discussion Board (asynchronous)
4. Sitting for 2 examinations
**Synchronous Chat**
For the class meeting, the *Synchronous Chat* will pertain to the topic/chapter assigned for the evening, which means you are expected to read the chapter/s. The synchronous chat will last for an hour and all students assigned to a group are expected to participate with at least one comment in that discussion.

1. The class will meet once a week.
2. The class is scheduled to meet in a combination of synchronous Chat, Course Information's Virtual Chat; and asynchronous chat, Course Information's Discussion Board.
3. The synchronous class meeting times will be announced and posted.

   *IF you miss a VIRTUAL CHAT, you are expected to access the Virtual Chat Archives, read the Chat Archive and then submit a 2-page summary addressing primarily the content portion of the chat. Please post to DROP BOX and then e-mail me letting me know you completed the make-up assignment.*

**Discussion Board**
1. As a professional training course, you are expected to complete the Discussion Board assignments in a manner fitting a future professional.

2. The Discussion Boards are numbered. You must complete all Discussion Boards in a satisfactory manner no later than April 26th. It is therefore advisable to complete the Discussion Boards on the assigned dates, but it is not required that you do so as a grade requirement.

3. Discussion Board material comes from power point notes and the text. The material covered in the Discussion Boards will not necessarily be covered in the Virtual Chats. The material from the Discussion Boards, however, will be assessed in the tests.

4. There are between 10-15 Discussion board questions covering specific topics. You must answer EACH question in either a paragraph or outline format. Responses are read and evaluated. If your responses are unsatisfactory, you will be notified and asked to rewrite. If your responses remain unsatisfactory, you will receive a grade of ‘D’ regardless of test scores.

NOTE: All assignments are considered part of a graduate course expectation. The university suggestion is 2 hours of outside preparation for each course credit hour. As a professional training course, you are expected to complete all assignments in a manner fitting a future professional who will be entrusted with the evaluation and treatment of individuals with phonologic/ articulatory disorders.
**Time Expectations**
A university on-campus class meets for 2:45 minutes each week, with a target of 40 contact hours of instruction. This class 'technically' meets for 2 hours and 45 minutes each week. Fifty minutes is accounted for in the Synchronous chat, using Virtual Chat, with the remaining time allocated to answering the Discussion Board Questions which will be posted before each class meeting.

**Bibliography/References/Websites:** Refer to Course Information.

**Disability Accommodations:** Students with disabilities who require accommodations for this course, must contact the Office for Student Disability Services, Room 445, Potter Hall. The (OFSDS telephone number is 270-745-5004 V/TDD. Please do not request accommodations directly from the professor or instructor without a Letter of Accommodation for the Office for Student Disability Services.

**Plagiarism Policy:** The university definition of plagiarism is found in the Faculty Handbook on page 59. Specifically, “To represent ideas interpretations taken from another source as one’s own is Plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. If a student plagiarizes a work, the assignment will be counted as a “0” in the final grade computation.