I. Course Description:

CSD 3300, Speech Disorders, provides an introduction to the nature, causes/etiologies, and characteristics of speech disorders; with an emphasis on articulation/phonological, fluency, and voice disorders. Information related to identification and assessment will be discussed, as well as evidence-based intervention strategies that related to speech disorders.

CSDS 3300, “Speech Disorders,” (3 credits) will follow a hybrid format in which we will replace half of the time we would normally spend together with thoughtful exchanges online. In our synchronous ZOOM sessions on Tuesdays, we’ll spend the majority of our time considering more difficult concepts and learning necessary skills. In-class and out-of-class requirements are as follows:

- **In-class time (1.25 hours weekly):** We will have one 75-minute class each week (Tuesdays at 3:30-4:45pm) for 15 weeks via ZOOM (synchronous) in which we will study the three main areas of speech disorders: speech-sound disorders, voice disorders, and fluency disorders. Areas related to identification, assessment, and treatment will be covered, including discussions of critical thinking and clinical application. You may also be asked to complete brief quizzes and other assessments during the sessions.

- **In-class replacement time (1.25 hours weekly):** In place of an additional 75-minute lecture on Thursdays each week, students will read, watch, and/or listen to content online. Students are expected to respond to discussion posts for participation points, take quizzes/exams online, and take a 2-hour final examination online.

- **Out-of-class time (~5 hours weekly):** Outside of class, students will have significant weekly reading assignments, and are expected to complete all readings, viewings, writing assignments. These include abstracts of research articles and conducting/analyzing/interpreting a language sample. These activities average at a minimum of five hours of work each week.
II. Intended Learning Outcomes/Goals/Objectives:

This course reflects the following core values of the College of Education (see the COE Conceptual Framework at www.sfasu.edu/education/about/accredidations/ncate/conceptual):

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community.

This course also supports the objectives of the Department of Human Services:

(1) The preparation of special education teachers for elementary and secondary schools,

(2) The preparation of persons for careers in rehabilitation, orientation and mobility, and related human services, occupations serving persons with disabilities, speech language pathology and school psychology.

This course also supports the mission of the Speech-Language Pathology Program.

The mission of the Speech-Language Pathology Program is to prepare knowledgeable professionals committed to enhancing the quality of life of persons with communication disorders. To meet this mission, the program emphasizes the importance of scientific study, critical thinking skills, interdisciplinary collaboration, ethical principles, the responsibility to educate the public about communication disorders, and the importance of continued professional development throughout one’s career.

Program Learning Outcomes: This course supports the Speech-Language Pathology and Audiology program learning outcomes (PLOs) one, three, and five. These competencies are measured by successful completion of all course requirements, including examinations and quizzes, group discussion and activities, written assignments, and projects:

1. Students will demonstrate knowledge of normal and abnormal speech acquisition including fundamentals of assessment and treatment in preparation for graduate school.
2. Students will demonstrate knowledge of normal and abnormal language acquisition including fundamentals of assessment and treatment in preparation for graduate school.
3. Students will demonstrate competency in professional writing skills appropriate for the field of speech language pathology.
4. Students will demonstrate the ability to analyze and interpret an audiogram.
5. Students will be exposed to an adequate representation of the field of speech language pathology.
6. Students will demonstrate knowledge of normal anatomy and physiology of the speech system.

This course addresses the following standards of the Council for Clinical Certification of the American Speech-Language Hearing Association (2020 Standards effective Jan 1, 2020):


Standard IV-B: The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.
Student Learning Outcomes: At the end of this course, students will demonstrate, by performance on examinations, projects/presentations, class discussion, and interactive group activities an understanding of the following:

1. The students will describe normal speech development.
2. The student will review the anatomy and physiology of the articulation system, respiratory system, and phonatory system.
3. The student will explain and study different types of assessments of articulation, phonological, motor speech, fluency, and voice disorders.
4. The student will describe etiologies, characteristics, and treatment of articulation, phonological, motor speech, fluency, and voice disorders.
5. The student will summarize the effects of a speech disorder on an individual's personal and professional life.
6. The student will review different evidence based interventions for articulation, phonological, motor speech, fluency, and voice disorders by researching journal articles.
7. The student will describe the impact of multicultural considerations as they related to articulation, phonological, motor speech, fluency, and voice disorders.

These competencies are measured by successful completion (70% or above) of all course requirements including examinations, group discussion and activities, written assignments, and projects.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Assignments/Quizzes/Discussions. Text chapters that correspond to selected course topics/activities are listed on the course schedule. The listing is comprehensive and according to the date(s) the topic(s) will first be introduced. By completing the readings, you will be better prepared to contribute to class discussions, clarify answers to questions about topics you do not understand and complete assignments, projects, quizzes, and scheduled examinations. There is the possibility that in-class quizzes may take place, including a review of content material and a "check in" of sorts to make sure students are completing important readings each week. Most reading materials will be made available online via the content section of D2L. Discussion posts also will be utilized in order to further understand course material.

Examinations. There will be three scheduled exams. Exam 1 will cover aspects of speech sound disorders. Exam 2 will cover aspects of voice disorders. The final exam will be a comprehensive multiple-choice exam that will include aspects from all three areas (including fluency disorders). Exams may be in multiple choice format, short answer, or fill-in-the-blank and will be administered online via D2L/Brightspace under quizzes. Each exam will be open for at least 5 days to all for the opportunity to take the exam at any given time during the 5-day window. Choose a time that works best for you and your mental sharpness! Missed exams cannot be made up without prior approval & written documentation, however, the 5-day window will provide great flexibility for each student to work with their individual schedules. It will be your responsibility to keep up with suggested readings and course materials so that you are successful on the quizzes.

Projects. In order to fulfill course requirements, you will be expected to complete four projects for this course. A dropbox folder will be created for all projects on D2L. You are expected to submit your projects online in the corresponding folders. This may necessitate the use of a scanner. If you are having trouble locating a scanner, there are various means to do so. If you have a smartphone, you can download apps that imitate scanners and allow you to email pages very easily. Both free and paid apps are available. I recommend an app called TinyScan Pro because it allows you to collate pages together. If you do not have a smartphone, the Communication Sciences and Disorders Department in the Human Resources building does have a scanner that you may use, with permission. Contact the department for assistance.

Project 1 – Speech Sample. You will be provided with a speech sample recording of a child with typical speech and a child with a speech disorder. Using strategies discussed in class, you will analyze the speech sample by transcribing it phonetically and calculating a Percentage of Consonants Correct (PCC). In addition, you will be asked to compare/contrast the two samples in a 1-page reflection paper. The transcription can be either handwritten or typed (you can type it via word document and IPA symbols). If you choose to type the document, there is a website that can help you with special characters (www.typeit.org). The website has a full listing of all IPA symbols that can be added and then copy/pasted in a word documents. Please note – this will only work on word formats that are 2007 or newer. Typed or handwritten phonetic transcriptions should include the actual orthographic text (the words a child said) on top of the IPA version and organized by utterance. A sample transcription is presented on the subsequent page.
Sample phonetic transcription of a child’s utterance:

Orthographic text: “Girl getting cookie.” “Girl wake up.”  (DO NOT count the letters on this line!)

Phonetic (Typical) /gɜːl ɡɛdɪŋ ˈkuki/ /gɜːl ˈwek ʌp/ (Count the consonant phonemes as total)

Child Production [ɡɅ ɡɛdI ˈkuki] [ɡɅ ˈwe Ʌ] (Count the correct consonant phonemes)

Phonetic symbols will be discussed in class. Once the transcriptions of both the typical and disordered samples are complete, your 1-page reflection paper should discuss similarities and differences, along with interesting, pertinent information that you learned. Each transcribed line should have the orthographic text, following by the phonetic transcription of what you would expect (correct version of the transcription), and then the phonetic transcription of what the child actually said.

**Project 2 – Journal Article.** For this project, you are asked to find 1 journal article (research studies or literature reviews) related to evidence based speech interventions. You are encouraged to choose a journal article that fits within your topic of choice. For example, if your topic is on stuttering (fluency), I would advise you to choose an article related to fluency in order to help you with your topic area for your annotated bibliography project. (100 points)

Project 2 will be on any of the following three topics:

1. Articulation, Phonology, or Motor Speech Disorder
2. Fluency (speech fluency, related to stuttering NOT reading fluency!)
3. Voice and Voice Disorders

For this project, you are asked to make copies of the articles, read them, and highlight important details. You may download the article and make notes on a computer – but I just want to make sure that you have gained full access to the article. You will not be required to turn in your article. You will submit a 1- to 2-page summary of the article with the following information:

1. A summary of the article
2. Pros/cons of the research
3. Your personal opinion about the quality of the article
4. A reference for the article (APA format)
5. A copy of the highlighted version of your article (shown in class)

*Note – Please be careful as you summarize the article and make sure to put it into your own words! Turnitin and other software are used in this course to promote originality. Your paper does not have to be 2 pages. Quality over quantity but do make sure you answer each of the questions above thoroughly.

Citing in APA format. Cite the article following APA guidelines*. You can find these posted online, but your citation should look something like this:


In the above example, "15" is the volume number and 22-32 are the page numbers. Make sure you follow the rules for capitalization of the title of article and journal reference. First word of the title gets capitalized, as well as any word that occurs after a comma or colon or any formal word that would be capitalized (e.g., words like English, United States). Also note italicization of journal name, etc.

*NOTE: Use caution with online APA format generators. These websites can oftentimes leave out critical information. When in doubt, take a look at the reference list on the last few pages of your articles. Chances are you will find the correct formatting there.
Articles must be from journals published within the past 10 years. For this project, please choose a language topic and find an article associated with that topic. You are encouraged to find articles that are published in ASHA journals. These journals include the following:

Journal of Speech-Language-Hearing Research  
American Journal of Speech-Language Pathology  
Language, Speech, and Hearing Services in the Schools  

There are other journals that offer great resources for topics in language development. As a student at SFA, you have online access to all of the ASHA journals as well as these other journals, with full-text and PDF options available to download the articles on your laptop/computer. Please visit the following website to access e journals through SFA: https://libguides.sfasu.edu/az.php?_k=t4b6wa.

The above website takes you to the Ralph W. Steen Library A-Z Database List. This is a list of online resources available to you as a student at SFA. Once you access the above A-Z Database List, look for the following search engines in the list:  
ERIC (EBSCO)  
ERIC (Institute of Education Sciences)  
JSTOR  
MEDLINE  
OpenAIRE  
PsycINFO  
PubMed  
Sage Premier  

You may need to enter your SFA credentials (user name and password) to access the databases above. Once you log in, choose a database from the list above (or more depending on the area of interest) and type your key words in the search engine on the database website. Once you have typed in your key words, available articles should populate and you can review the selections and access full-text or PDF copies.

If you are unable to get access to an article or if you receive a message that asks you to pay, please DO NOT PAY for the article. Contact the help center at the library and make sure you are following the correct instructions for access: https://library.sfasu.edu/help/?_k=44ekcu.

Project 3 – Pseudo Stuttering*. For this project, you will study the different types of typical and atypical fluencies discussed in the book related to foundational information about stuttering and working with children, adolescents, and adults who stutter. After studying the material, you are asked to choose three different settings/situations in your community (at home with a family member, roommate, significant other or via FaceTime, ZOOM, Skype, etc.) and pseudo-stutter. Please practice social distancing guidelines. Your pseudo stuttering will include a mild form of stuttering (some typical iterations/repetitions e.g., ummm, uh with some atypical e.g., w- w- w-ater) and a moderate and severe form of stuttering (predominantly atypical iterations/repetitions e.g., prologation, facial grimace and other secondary behaviors). It is suggested that you practice pseudo-stuttering and create a character that embodies a mild, moderate, and severe form for your three settings/situations (one severity for each).

Each of your experiences should last for at least 1-minute in duration (give or take). It should be enough time to immerse yourself in the moment. Although we may never fully understand or experience the fears and reactions that a person who stutters experiences, this project provides a moment of reflection towards an understanding. The goal of this project, therefore, is to empathize with a person who stutters and somewhat feel the level of anxiety/struggle they must feel when they speak to others. In addition, we use pseudo-stuttering in therapy to help teach our clients to better understand their own stuttering characteristics. Although you can practice with your classmates and even call a local business and practice over the phone, each of your recorded (written) experiences for the class MUST be with a conversational partner other than a classmate and MUST be in person, either face-to-face (people you live with) or via video chat.
Once you have completed your three experiences (one mild, one moderate, and one severe), you are asked to write a 1- to 2-page reflection paper documenting your experiences and how you felt during each experience. Please refer to the textbook and course material to determine what would be considered mild, moderate, and severe. Plan your voluntary disfluencies carefully. Finally, you are asked to summarize your reflection with how a person who stutters might feel in their everyday lives. *NOTE: If you are a person who stutters, you will not be required to pseudo-stutter with others. Instead, an alternate assignment will be provided if you so desire. This may include a reflection paper over your experiences as a person who stutters. Please notify me via email as soon as possible if you would like to request an alternate assignment.

**Project 4 – Annotated Bibliography.** Based on select Speech, Fluency, and Voice Therapy topics discussed in class, you are asked to put together an annotated bibliography that compliments a therapy topic area. You can use your article from Project 1 in your annotated bibliography. Your annotated bibliographies should comprise a citation followed by an explanation of how the reference either supports or refutes the treatment approach. Rather than putting the citations in alphabetical order (although this certainly is acceptable if you do it this way), I would like you to consider ordering based on topics within the approach (e.g., two articles where researchers comment back-and-forth on one another). This will help with the overall thought flow in relation to the treatment model. There should be a minimum of five acceptable references. Acceptable references (in order of quality) are listed here:

- Data-based research articles published about the approach
- Data-based chapters about the approach (e.g., SSD course book)
- Data-based research presentations (posters and handouts) from conferences (e.g., those available on the ASHA website)
- Comments on the techniques in books

Any reference should be from a reliable source (e.g., no Wikipedia unless it offers references or links where you can find a quality reference; must be a cited reference). An interview from a family member, professional in the field, or acquaintance cannot be considered as a reliable source for an annotated bibliography. The sources need to be citable and accessible to anyone. In addition, references should be made in APA format (e.g., follow reference format from a research article). **You are welcome to use one of your articles from Project 2 as a reference for your topic area.** Please follow the guidelines for obtaining access to articles that have been provided under the instructions for Project 2. Cite each article following APA guidelines. You can find these posted online, but your citation should look something like this:


In the above example, "15" is the volume number and 22-32 are the page numbers. Make sure you follow the rules for capitalization of the title of article and journal reference. First word of the title gets capitalized, as well as any word that occurs after a comma or colon or any formal word that would be capitalized (e.g., words like English, United States). Also note italicization of journal name, etc. Each citation should have a hanging indent (notice how the second line is indented (spaced differently than the first line).

**Example of an annotated bibliography.**


Pennington et al. conducted a systematic review on the literature for intervention for children with cerebral palsy, a large population with developmental Dysarthria (DD). The studies included in the review were all single-case experimental designs. In some of the studies, dysarthria therapy to improve intelligibility and articulation did not appear helpful. However, as the studies were mostly case studies, not too much should be concluded based on some of the results. They have many problems with multiple studies, as individuals studied are not described in enough depth as they would like; furthermore, studies do not focus enough, in their opinion, on the priorities of children and their families. Rather than supporting intervention for children with cerebral palsy or not supporting it, I would say that this particular systematic review points toward the need to improve the level and quality of the research being done on the subject.

Pennington et al. discuss how many interventions focus on treating the multiple affected subsystems of speech in people with dysarthria, including phonation, articulation, and respiration. They discuss how the focus on most DD intervention is based on theory in textbooks as opposed to systematic reviews and meta-analyses of RCT’s. While they make it clear that the theoretical basis is strong, they advocate for more and better studies. I would say this supports the theory behind the intervention for DD, but is of course not in favor of the current evidence we have. At the end of the article, they suggest rules for systematic reviews of the evidence for intervention with DD in order to improve our knowledge of the actual success of such therapies.

**Annotated Bibliography Topic Suggestions.** Below is a list of topics that I would like to be covered for your annotated bibliography. Please take a look at the list below and follow directions online for choosing a topic. Topic selections are on a first come, first serve basis. Please feel free to explore other topic ideas. You are welcome to propose your own topic of interest for consideration. All topic ideas not listed below must be approved by the instructor.

**Speech Sound Therapy Topics.**
- Minimal Pair Intervention
- Multiple Oppositions Intervention
- Core Vocabulary Intervention
- Computer-Based Intervention
- Speech Perception Intervention
- Nonlinear Phonological Intervention
- Dynamic Systems and Whole Language Intervention
- Naturalistic Intervention for Speech Intelligibility
- Parents and Children Together (PACT) Intervention
- Enhanced Milieu Teaching with Phonol. Disorders
- Family Friendly Intervention
- Vowel Intervention
- Developmental Dysarthria Interventions
- Nonspeech Oral Motor Exercises
- Dialectal Differences (Other dialects; e.g., African American)
- Other Language Interventions (e.g., multilingual; Vietnamese)
- Apraxia Intervention
- Persistent Speech Sound Disorder
- Inconsistent Speech Sound Disorder
- SSD and Autism
- Motor-Based Treatment

**Fluency topics.**
- Stuttering Modification
- Fluency Shaping
- Hybrid Approach
- Stuttering Management
- Lindamood
- Electronic Devices and Stuttering (e.g., delayed auditory feedback)
- Biofeedback and Stuttering
- Stuttering and Bullying

**Voice Therapy Topics.**
- Hierarchy Analysis/Negative Practice (alternation of good/bad habits)
- Vocal Abuse/Misuse
- Therapy strategies for working with children
- Instrumentation/Software strategies/Biofeedback Techniques
Yawn-Sigh Technique
Chewing technique
Chant Talk
Laryngeal Massage (Manual Circumlaryngeal Therapy)
Digital Manipulation
Resonance Voice Therapy (Focus Approach)
Vocal Function Exercises
Working with Transgendered Clients
Pushing Approach/Projected Speech/Respiratory Training
Lee Silverman Voice Treatment/Parkinson’s/Degenerative conditions
Therapy for patients with Vocal Fold Paralysis (adductor/abductor)
Working with patients post Laryngectomy/Cancer
Working with vocalists/Professional voice user
Adductor/Abductor Spasmodic Dysphonia (Botox/Fold injections)
Working with patient post-surgical removal of vocal nodules/polyps
Therapy for patients with Paradoxical Vocal Fold Motion

**Instructional Strategies:**

Each ZOOM synchronous class period will consist of either a lecture or discussion format, with some sessions culminating in group activities and/or practice of course components. Open discussion of topic materials and questions are greatly encouraged. Please be an active consumer of this course. Read required chapters and peer-reviewed publications ahead of time and come prepared to discuss them in class. Ask questions, be willing to share experiences, and express concerns. Audiovisual stimuli and other electronic media will be utilized to foster knowledge acquisition of the study area. This course will employ aspects of distance learning technology which will include video presentations and correspondence online.

As an instructor, I have the utmost respect for my students and expect the same in return. I value an open-door policy. I will be available to discuss any issues/concerns via email, phone, and ZOOM. If you are in need of help with subject material, please do not hesitate to contact me as soon as possible so we can discuss strategies to help you succeed in the course.

You may contact me via my email: prezasrf@sfasu.edu, ZOOM (by appointment), Skype (raul.prezas), or phone: 817-907-2670 (Cell). I also will be using “GroupMe” for this course and that would be the fastest way to message me (preferred method other than email). I do check my email regularly and receive email notifications on my phone as well. If you are sending me a message for the first time, please start with your full name so that I am aware of whom I am communicating with.

Suggested starting text message: “Hello Dr. Prezas, my name is _____ and I am in your CSDS 2320 class...”

**IV. Evaluation and Assessments (Grading):**

**Class requirements.** Class requirements include a study of the text and:

<table>
<thead>
<tr>
<th>Class Requirements</th>
<th>Points Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments/Quizzes/Discussions</td>
<td>25</td>
</tr>
<tr>
<td>Project 1 – Speech and Language Sample</td>
<td>25</td>
</tr>
<tr>
<td>Project 2 – Journal Article and Analysis</td>
<td>25</td>
</tr>
<tr>
<td>Project 3 – Stuttering in Public</td>
<td>25</td>
</tr>
<tr>
<td>Project 4 – Annotated Bibliography</td>
<td>50</td>
</tr>
<tr>
<td>Exam 1 – Speech Sound Disorders</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2 – Voice Disorders</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam - Comprehensive</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>450</strong></td>
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</table>
### Letter Grade Conversion

<table>
<thead>
<tr>
<th>Letter Grade Conversion*</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A, Exceptional</td>
<td>89.5-100%</td>
</tr>
<tr>
<td>B, Good</td>
<td>79.5-89.49%</td>
</tr>
<tr>
<td>C, Minimally Acceptable</td>
<td>69.5-79.49%</td>
</tr>
<tr>
<td>D, Poor-Not Acceptable</td>
<td>59.5-69.49%</td>
</tr>
<tr>
<td>F, No Credit</td>
<td>0-59.49%</td>
</tr>
</tbody>
</table>

**Letter Grade Conversion.** Grade points are listed above and the grade you receive in the course will correspond to the letter grade shown. If you receive a .5 or higher in the course (e.g., 89.50 – 89.99), I will round your grade up to the next letter grade. **I WILL NOT** round your grade if you receive a .4 or lower in the course (e.g., 89.0 – 89.499). No exceptions.

Exam grades will only be rounded if there is a 8-point or more discrepancy from a score of 100 and the highest earned score on an individual student's exam for that particular assessment. Questions on exams will be related to all course material, including assigned readings, PPTs, lectures, discussion posts, etc. It is your responsibility to keep track of course content. Moreover, it is highly recommended that you study for each exam as if it was a face-to-face exam.

*You can keep track of your grades for this course online. Your grades can be accessed from your student account at MySFA. If you have questions on how to access your grades online, please contact me by phone, email, or text.

If you are having trouble with the content of this class, please contact me as soon as possible. I am happy to help clarify concepts and expectations to alleviate your concern and help facilitate the earning of a higher grade through a better understanding and comprehension of class material.

**Grade Calculation.** You can keep track of your progress in this course with the following equation:

\[
\text{Grade} = \left( \frac{\text{Points earned to date}}{\text{Points possible to date}} \right) \times 100
\]

**Extra Credit.** Extra credit opportunities will be offered through bonus questions on examinations and/or book chapter quizzes posted on D2L. These points will be added to your overall grade, which you will ultimately divide by 450 (Exam grades + Project Grades + Extra Credit Points / 450 = your final grade). If you have any questions related to your grade at any time, please do not hesitate to ask. The professor reserves the right not to award bonus points in any given semester.

**Late Work.** No late work will be accepted without permission by the instructor. For each day that an assignment/project is late, 10% of the grade will be deducted. If you are unable to attend the scheduled date for the midterm or final, prior approval **MUST** be granted. If you are ill when an exam is scheduled, be sure to leave a message via phone or email **PRIOR TO** the exam window or within the first three days of the launching of an exam – indicating your situation. Without prior notice, students **WILL NOT** be able to make-up a missed exam.

**Personal Note.** As your instructor, I am aware that the current climate is such that, in some cases, you may be unable to participate live during synchronous sessions. I will do my best to accommodate you and ask, in return, that you do your best to be an active consumer of the course. Make sure you keep an open line of communication with me regarding your individual circumstances. Together, let’s make this course as impactful for you as we can!

I am committed to the success of each student in my courses. I want to see you all not only succeed in the course, but also master the material. My goal is that you leave this class feeling fully competent in all three areas of speech disorders. With motivation and determination, you will be able to do just that. As a result, you will school your peers at other universities and in future clinical practice (whether you decide to pursue graduate education and become a licensed speech-language pathologist or enter into the workforce as an SLP assistant.
### V. Tentative Course Outline/Calendar*:

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>W1: Aug 25</td>
<td>Review of Syllabus&lt;br&gt;Speech Development/A&amp;P of Articulation</td>
<td>D2L Resources&lt;br&gt;PPTs and Web Content</td>
</tr>
<tr>
<td>W2: Sept 1</td>
<td>Speech Development/A&amp;P of Articulation&lt;br&gt;<strong>Selecting Topics for Projects 2 and 4</strong></td>
<td>Hodson, Chs. 1 &amp; 2&lt;br&gt;PPTs and Web Content</td>
</tr>
<tr>
<td>W3: Sept 8</td>
<td>SSD Diagnostics&lt;br&gt;Typical vs. Difference vs. Disorder</td>
<td>Hodson, Chs. 4 &amp; 5&lt;br&gt;PPTs and Web Content</td>
</tr>
<tr>
<td>W4: Sept 15</td>
<td>Analyzing Phonological Deviations&lt;br&gt;Interpreting Scores/Severity; Optimal Targets&lt;br&gt;Developing Individualized Treatment Plans</td>
<td>Speech Analysis&lt;br&gt;PPTs and Web Content</td>
</tr>
<tr>
<td>W5: Sept 22</td>
<td>Interpreting Scores/Severity; Optimal Targets&lt;br&gt;Developing Individualized Treatment Plans&lt;br&gt;<strong>Project 1 – Speech Sample Due Sept 25, 2020</strong></td>
<td>Speech Analysis&lt;br&gt;PPTs and Web Content</td>
</tr>
<tr>
<td>W6: Sept 29</td>
<td>SSD Intervention Models Overview&lt;br&gt;Bilingual Identification/Assessment (Online Module)</td>
<td>Hodson, Chs. 6 &amp; 7&lt;br&gt;PPTs and Web Content</td>
</tr>
<tr>
<td>W7: Oct 6</td>
<td>Speech Sound Disorders – Putting it all together!&lt;br&gt;Review for Exam 1; <strong>EXAM 1 Launches Oct 7, 2020</strong></td>
<td>Hodson, Chs. 6 &amp; 7&lt;br&gt;PPTs and Web Content</td>
</tr>
<tr>
<td>W8: Oct 13</td>
<td>Voice Anatomy and Physiology</td>
<td>PPTs and Web Content</td>
</tr>
<tr>
<td>W9: Oct 20</td>
<td>Voice Anatomy and Physiology&lt;br&gt;Voice Diagnostics/Differential Diagnosis</td>
<td>PPTs and Web Content</td>
</tr>
<tr>
<td>W10: Oct 27</td>
<td>Voice Diagnostics/Differential Diagnosis&lt;br&gt;Survey of Vocal Pathologies/Treatment&lt;br&gt;<strong>Project 2 - Article Due Nov 1, 2020</strong></td>
<td>PPTs and Web Content</td>
</tr>
<tr>
<td>W11: Nov 3</td>
<td>Survey of Vocal Pathologies/Treatment&lt;br&gt;Voice Therapy Overview – Putting it all Together!</td>
<td>PPTs and Web Content</td>
</tr>
<tr>
<td>W12: Nov 10</td>
<td>Information about Fluency&lt;br&gt;Pseudo Stuttering and Project 3 Overview&lt;br&gt;Review for Exam 2; <strong>EXAM 2 Launches Nov 11, 2020</strong></td>
<td>PPTs and Web Content</td>
</tr>
<tr>
<td>W13: Nov 17</td>
<td>Children who stutter (pre-school/school-age)&lt;br&gt;Practice for Project 3 – Pseudo-Stuttering</td>
<td>PPTs and Web Content</td>
</tr>
<tr>
<td>W14: Nov 24</td>
<td><strong>NO CLASS – University Break</strong></td>
<td></td>
</tr>
<tr>
<td>W15: Dec 1</td>
<td><strong>Project 3 – Stuttering in Public Due Nov 30, 2020</strong>&lt;br&gt;Adolescents/Adults who stutter&lt;br&gt;Stuttering Therapy and Application&lt;br&gt;Wrap up; Review for Final Exam</td>
<td>PPTs and Web Content</td>
</tr>
<tr>
<td>W16: Dec 7</td>
<td><strong>Project 4 – Annotated Bibliography Due Dec 7, 2020</strong>&lt;br&gt;FINAL EXAM OPENS</td>
<td>(Comprehensive)</td>
</tr>
</tbody>
</table>

*Course outline and content subject to change. Any changes/modifications made will be discussed in class at least one week prior to the change. Every effort will be made to make positive changes which will benefit students (e.g., postponing an exam to a later date).
VI. Readings (Recommended—including texts, websites, articles, etc.):


**Thinking with Excellence Assessibility:**
Available to check out for free in SFA Library Resources (multiple copies available)
Available for free via Kindle Unlimited
Available for purchase through bookstore and online via Amazon

Assigned Chapters, Journal Articles (i.e., ASHA: Speech-Language Pathology at [www.asha.org](http://www.asha.org)), Test Manuals, and online websites

**LiveText Statement**
This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

**If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail **SFALiveText@sfasu.edu.** Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu.** Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

**Attendance Policy:**

Courses in the major are the final preparation before students become SLPAs or enter graduate level study. As such, students should consider class attendance to be similar to attendance in a professional setting. It is **mandatory.** If, for some reason, you are unable to attend class, it is expected that you will notify the instructor **PRIOR TO THE MISSED** class session. Phone text, email, and voicemail are acceptable forms of communicating a missed class period.
Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12-day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Integrity:

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty:

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at: http://www.sfasu.edu/policies/academic_integrity.asp

Penalties for Academic Dishonesty

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).
Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

Masks (cloth face coverings) must be worn over the nose and mouth at all times in face-to-face classes and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


Respect for Diversity

The Speech-Language Pathology program embraces a notion that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with religious events, please let me know so that we can make arrangements for you.

IX. Other Relevant Course Information:

Communication for this course will be done in class, through D2L, and email. Please check D2L and your SFASU email often to get announcements, print out handouts, check your grades, etc.

Student Support
If you have experienced any of the following in the past, or are experiencing any of the following currently, please know that you are not alone:

- Sexual assault
- Intimate partner violence
- Stalking
- Sexual harassment
- Other traumatic experience
We are a family here at SFA and it is my responsibility as your professor to do my best to get you connected with the services you might need. It doesn't matter if it is something that occurred many years ago or is recent, there are resources available to you at no cost or significantly reduced cost. Services can be provided in person and also through ZOOM.

**If you are having a crisis and need assistance, please call:**
911 or local hospital
National Suicide Prevention Hotline: 800-273-8255; 800-273-TALK or 800-SUICIDE
Burke 24-hour Crisis Line (Local Mental Health Authority): 800-392-8343
The Trevor Project (LGBTQ+ sensitive) 24/7 Hotline: 1-866-488-7386 and/or TrevorText (text START) to 678678
Crisis Text Line by texting HELLO to 741-741
Veterans Crisis Line: 800-273-8255 (press 1)
Trans-Hotline: 1-877-565-8860

**Human Services Counseling Clinic (HSCC) [http://www.sfasu.edu/humanservices/](http://www.sfasu.edu/humanservices/)**
The SFASU Counseling Clinic is a service provided by the Department of Human Services Counselor Education Programs located on the SFASU Campus in Human Services Building, Room 202. If you have questions or concerns, the HSCC can be reached by phone between the hours of 8am and 6pm Monday-Thursday at 936-468-1041. In response to the COVID-19 viral pandemic, the HSCC has temporarily waived all clinic fees.

**Veterans Resource Center [http://www.sfasu.edu/vrc/](http://www.sfasu.edu/vrc/)**
Located on the first floor of the Student Center cafeteria: 936-468-6494. They are open Monday through Friday, 8am to 5pm and provide a comprehensive list of services, which include counseling services. Email: SFAVeterans@sfasu.edu

**Family Crisis Center [https://www.familycrisiscenterofeasttexas.com/sfasu-campus-office/](https://www.familycrisiscenterofeasttexas.com/sfasu-campus-office/)**
The Family Crisis Center of East Texas has partnered with SFASU for an on-campus outreach office - Located on the third floor of the McKibben Education Building, Suite 304: 936-468-SAFE (7233). They provide confidential services and support for victims of domestic violence and sexual assault. Includes services for personal advocacy, safety planning, legal advocacy, sexual assault advocacy, counseling, child advocacy, self-sufficient advocacy.

**Rusk Counseling [http://www.sfasu.edu/counselingservices/](http://www.sfasu.edu/counselingservices/)**
Counseling services for all students – offers distance counseling. Located on the 3rd floor of the Rusk Building: 936-468-2401; email: counseling@sfasu.edu. Office hours are Monday through Friday from 8am to 5pm. Includes all counseling services (bilingual English-Spanish services also available).

As your professor, I am here for you and want you to get the help you need. If you would like to contact me and discuss anything, please do not hesitate to do so. if you tell me of an incident or situation whether past or present that falls under circumstances related to physical, sexual, emotional violence, I may be required (dependent on incident) to report it to Title IX office on campus. It does not go against you, it’s confidential, and your protection is of utmost importance. They simply reach out to you in an email to see if you need any support and you decide whether to take it from there.

Bottom line... Talk to someone. Get the help that you need! And, there is no shame in getting help!

**Caregivers Note**
Parents and caregivers deserve access to education. Especially now, in our virtual learning space, with many children learning from home and schools facing sudden closures, I expect children to be present in class from time to time (Adapted from Heather Olson Beal)

- Breastfeeding babies and children of all ages are welcome and may be visible on screen during class sessions. Alternatively, parents and caregivers may turn the camera off when more privacy is required.
- Stepping away momentarily for childcare reasons is completely understandable and expected. Simply mute and/or turn off your camera as necessary and rejoin us when you are able.
- **Do not take any photos, audio, or video of any children on screen.** Students who do so are subject to censure.
- All students are encouraged to support and respect caregivers as they mute and/or turn off their video and use the chat function as needed.
Please consider disclosing your student-caregiver status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all students in my classes, I am happy to problem-solve with you in a way that makes you feel supported as you strive for school-caregiver balance.