Instructor: Raul F. Prezas, PhD, CCC-SLP
Course Time & Location: TR 9:30 – 10:45pm
Office: HSTC 205C
Office Hrs: Tuesdays and Thursday 1:45-3:30pm
Office Phone: 936-468-1337
Email: prezasrf@sfasu.edu
Credits: 3

Prerequisites: CSD 130, 210, and 250 or by consent of the instructor

I. Course Description:
CSD 300, 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.

CSD 300 typically meets twice a week (Tuesdays and Thursdays) in 75-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students are expected to complete reading assignments, take quizzes related to course material, complete three exams, and complete four projects with two over a chosen topic related to phonological disorders. These activities average at a minimum of 6 hours of work each week to prepare outside of classroom hours.

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/accreditations/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:

Reading Assignments/Quizzes. 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.

Examinations. There will be three scheduled examinations in this course. The first exam will cover aspects of speech sound disorders. The second exam 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). Periodically, there may be pop quizzes associated with the book chapter readings. The quizzes will be in class and related to readings, lecture materials,
and discussions. The instructor will notify you the week of any quiz. 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. Please contact the department so that they can assist you.

**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](http://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. An example is presented below:

Orthographic text: "Girl getting cookie.” “Girl wake up.”

Phonetic (Typical) /gɘl ɡɛdɘŋ kɔki/ /gɘl wek əp/

Child Production [gɘl gɛdɘl kuki] [gɘl we ə]

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 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.*
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 for 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 – Stuttering in Public*. 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/locations in your community and pseudo-stutter in public. Your pseudo stuttering can be a mild form of stuttering (some typical iterations/repetitions e.g., ummm, uh with some atypical e.g., w- w- w-ater) or a severe form of stuttering (predominantly atypical iterations/repetitions e.g., prologations, facial grimace and other secondary behaviors). It is suggested that you pseudo-stutter in a mild, moderate, and severe form for your three locations (one severity for each location). A pseudo moment could be simply asking a worker for an item (e.g., asking an employee for help finding something in an aisle).

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. The goal of this project is to empathize with a person who stutters and feel the level of anxiety/struggle they might feel when they speak. You may work in teams and go to public places in small groups (two or three classmates). This would be highly beneficial because your classmates can watch the person you are speaking to and record their reaction for you (sometimes it is difficult to record an entire reaction on our own because we are immersed in the moment). However, it is advised that if you go in groups that you choose different people in the location (different employees) to ask. Also, you may choose to ask other shoppers. 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 you don’t know (i.e., complete stranger) and MUST be in person.

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 stutter in public. An alternate assignment will be provided. This may include a reflection paper over your experiences as a person who stutters.

**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. 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
- An interview from a family member, professional in the field, or acquaintance

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 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 in person. If you are in need of help with subject material, please contact me as soon as possible so we can discuss strategies to help you succeed in my course.

You may contact me via my email: prezasrf@sfasu.edu, or office phone: 936-468-1337. I also will be using “GroupMe” for this course and that would be the fastest way to message me. 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.

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>
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<tbody>
<tr>
<td>Assignments/Quizzes</td>
<td>25</td>
</tr>
<tr>
<td>Project 1 – Speech and Language Sample</td>
<td>25</td>
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<tr>
<td>Project 2 – Journal Article and Analysis</td>
<td>25</td>
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<tr>
<td>Project 3 – Stuttering in Public</td>
<td>25</td>
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<tr>
<td>Project 4 – Annotated Bibliography</td>
<td>50</td>
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<tr>
<td>Exam 1 – Speech Sound Disorders</td>
<td>100</td>
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<tr>
<td>Exam 2 – Voice Disorders</td>
<td>100</td>
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<tr>
<td>Final Exam - Comprehensive</td>
<td>100</td>
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<td><strong>Total:</strong></td>
<td><strong>450</strong></td>
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Letter Grade Conversion*                                Percentage
A, Exceptional                                           89.5-100%
B, Good                                                  79.5-89.49%
C, Minimally Acceptable                                 69.5-79.49%
D, Poor-Not Acceptable                                  59.5-69.49%
F, No Credit                                             0-59.49%

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., 89.00 – 89.49). No exceptions.

*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:
Extra Credit. Extra credit opportunities will be offered through bonus questions on examinations and 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.

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 date – indicating your absence. Without prior notice, students WILL NOT be able to make-up a missed exam (Doctor’s note or other approved confirmation required for missed exam).

V. Tentative Course Outline/Calendar*:

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>W1: Jan 16</td>
<td>Review of Syllabus Speech Development/A&amp;P of Articulation</td>
<td>Chapters 6 &amp; 9</td>
</tr>
<tr>
<td>W2: Jan 21</td>
<td>Speech Development/A&amp;P of Articulation Selecting Topics for Projects 2 and 4</td>
<td>Chapters 6 &amp; 9 Chapter 11</td>
</tr>
<tr>
<td>W2: Jan 23</td>
<td>Speech Development/A&amp;P of Articulation, Cont’d…</td>
<td>Chapters 6 &amp; 9 Chapter 11</td>
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<tr>
<td>W3: Jan 28</td>
<td>SSD Diagnostics Typical vs. Difference vs. Disorder</td>
<td>Chapters 11 Chapters 12 &amp; 13</td>
</tr>
<tr>
<td>W3: Jan 30</td>
<td>SSD Diagnostics Typical vs. Difference vs. Disorder</td>
<td>Chapters 11 Chapters 12 &amp; 13</td>
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<tr>
<td>W4: Feb 4</td>
<td>Analyzing Phonological Deviations Interpreting Scores/Severity; Optimal Targets Developing Individualized Treatment Plans</td>
<td>Speech Analysis</td>
</tr>
<tr>
<td>W4: Feb 6</td>
<td>Analyzing Phonological Deviations Interpreting Scores/Severity; Optimal Targets Developing Individualized Treatment Plans</td>
<td>Speech Analysis</td>
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<tr>
<td>W5: Feb 11</td>
<td>Analyzing Phonological Deviations Interpreting Scores/Severity; Optimal Targets Developing Individualized Treatment Plans</td>
<td>Speech Analysis</td>
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<tr>
<td>W5: Feb 13</td>
<td>SSD Intervention Models Overview</td>
<td>PPT Lecture</td>
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<tr>
<td>W6: Feb 18</td>
<td>SSD Intervention Models Overview</td>
<td>PPT Lecture</td>
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<td>W6: Feb 20</td>
<td>Speech Sound Disorders – Putting it all together! Review for Exam 1</td>
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<tr>
<td>W7: Feb 25</td>
<td>Exam 1 (Over Speech Sound Disorders)</td>
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| W7: Feb 27 | Bilingual Identification/Assessment  
Online Video Lecture and Module  
Chapters 14 & 15 Web Content |
| W8: Mar 3  | Bilingual Identification/Assessment  
Online Video Lecture and Module  
Chapters 14 & 15 Web Content |
| W8: Mar 5  | Analyzing Bilingual Phonological Deviations  
Intervention Approaches for Bilingual Children  
Project 1 – Speech Sample Due |
| Mar 10,12  | Spring Break                                                             |
| W9: Mar 17 | Voice Anatomy and Physiology  
Chapter 27                                                                  |
| W9: Mar 19 | Voice Anatomy and Physiology  
Chapter 27                                                                  |
| W10: Mar 24 | Voice Diagnostics/Differential Diagnosis Instrumentation  
Chapters 28 & 29          |
| W10: Mar 26 | Voice Diagnostics/Differential Diagnosis Instrumentation  
Chapters 28 & 29          |
| W11: Mar 31 | Survey of vocal pathologies/Treatment  
Project 2 - Article Due  
Chapters 28 & 29          |
| W11: Apr 2 | Voice Disorders – Putting it all together!  
Review for Exam 2  
Chapters 28 & 29          |
| W12: Apr 7 | Exam 2 (Over Voice Disorders)                                           |
| W12: Apr 9 | NO CLASS – Easter Holiday                                                |
| W13: Apr 14 | Information about Fluency  
Pseudo Stuttering and Project 3 Overview  
Chapters 23 & 24            |
| W13: Apr 16 | Children who stutter  
Chapters 23 & 24              |
| W14: Apr 21 | Pre-school School-Age children who stutter  
Practice for Project 3 – Stuttering in Public  
Chapters 23 & 24            |
| W14: Apr 23 | Working with Adolescents/Adults who stutter  
Chapter 25                      |
| W15: Apr 28 | Stuttering therapy and Application  
Project 3 – Stuttering in Public Due  
Chapter 25 PPT Lecture        |
VI. Required Readings:


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 Perkins 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 Perkins COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! In the Perkins COE, 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.

Late Quizzes/Tests and Assignments:
If you are ill when a quiz/test is scheduled, be sure to contact the professor PRIOR TO the quiz/test – indicating your absence. Without prior notice, students WILL NOT be able to make-up a missed quiz/test (Doctor’s note or other approved confirmation required for missed quiz/test).

Acceptable Student Behavior:
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the classroom. This includes inappropriate use of laptop computers or “surfing the web” during class time and/or texting using cell phones. If this type of activity occurs, those students will lose the privilege of bringing that device to class for the remainder of the semester, period.

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.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must 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**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. 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 iCare: Early Alert Program at SFA. Information regarding the iCare program is found at http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

**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 your 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.