

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS**  
**SCHOOL OF EDUCATION**  
**Clinical Phonetics and Analysis of Disorders Speech for the**  
**Speech Language Pathologist**

**EDSL 391**  
**Online Monday 2:30-5:15**  
**Spring/2013**

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**School of Education Mission Statement**

The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October, 1997).*

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**COURSE DESCRIPTION**

Students learn to describe, analyze, and transcribe typically produced and disordered speech sounds. The importance of application of phonetic transcription in the assessment of individuals with communication disorders is examined. Students will learn the techniques for citation and intelligibility assessment. Knowledge of typical and disordered development is incorporated to aid in diagnostic and therapy decisions. Students analyze child and adult speech samples to differentially diagnose articulation and phonological disorders.

**Course Prerequisites** None

**Course Objectives**

1. Students will master articulatory descriptions of speech sounds. (Weekly assignments, exams).
2. Mastery of narrow transcription for the purpose of recording typical and disordered speech. (quizzes, homework)
3. Knowledge of developmental milestones and processes in normally speaking children. Phonetic development prior to meaningful language will be reviewed as well as common patterns of speech simplification in children. (Assignments and exams)
4. Knowledge of linguistic concepts and methods that are relevant to the analysis of phonological disability. Attention will be given to fundamental principles of phonological analysis, which are the basis of clinical methods of evaluating unintelligible speech. (Case Study Assignment)
5. Citation and intelligibility tests will be reviewed. Students will analyze results to perform differential diagnosis of articulation and phonological disorders. (Homework, case study, exam)

### Required Texts

Shriberg, L.D., & Kent, R.D. (2013). *Clinical Phonetics*. 4<sup>th</sup> Edition. Boston, MA: Allyn & Bacon  
Audio CD companion to the above text

### STUDENT LEARNING OUTCOMES

**Knowledge and Skills required by the American Speech Language and Hearing Association (ASHA).**

1. **Standard III-B. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental/lifespan, and linguistic and cultural bases.**
2. **Standard III-C. The applicant must demonstrate knowledge of the nature of speech, language, hearing and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas: Articulation (etiologies and characteristics).**
3. **Standard III-D. The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders: Articulation (assessment).**
4. **Standard IV-G. Skill outcomes. Conduct screening: Articulation. Select and administer appropriate evaluation procedures, nonstandardized and standardized tests and instrumental procedures: articulation.**

### School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

**For this course, completion of all tasks within each week/module constitutes “attendance” for that week. Modules run from Tuesday through Monday each week, and all tasks must be completed by Monday at midnight. Students who leave 2 modules incomplete cannot receive an A, students who leave three modules incomplete cannot receive a B.**

### Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable

accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

## Course Requirements

### **3 quizzes - 10 points each (total 30)**

Students will be required to take three timed quizzes online.

### **5 homework assignments- 10 points each (total 50)**

Students will be required to complete 4 homework assignments. Homework assignments will be posted 1 week before the due date. Assignments are due at the beginning of the class period according to the class schedule.

### **Transcription Practice 10 points each (total 40)**

### **Final exam- total 100 points**

### **1 case study-total 25 points**

Students will complete an intelligibility assessment for a speech sample that is provided. Transcribe the sample provided. Compare the transcriptions with target productions. Calculate the percentage of words that were produced correctly. The write up should include, background information about client, a description of the method, the results of the intelligibility assessment a comparison of the results to developmental norms, followed by a reflection of the process. The write up should be 2-3 pages in length.

## Grading Standards

### **Letter grade (percentage total points)**

A = 93 and above	A- = 90.00-92.99	
B+ = 88.00-89.99	B = 83-87.99	B- = 80-82.99
C+ = 78.00-79.99	C = 73-77.99	C- = 70-72.99
D+ = 68.00-69.99	D = 63-67.99	D- = 60-62.99
F = 59.99 and below		

Students are expected to turn all work in when it is due. Work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late receives no credit. Your work will be graded on both content (detail, logic, synthesis of information, depth of analysis, etc) and mechanics (grammar, syntax, spelling, format, uniformity of citations, etc). You are entering into a professional career that requires mastery of the written language. You will be graded on such.

### **All University Writing Requirement**

**The writing requirement will be met through weekly homework and a write up for the case study assignment.**

### **CSUSM Academic Honesty Policy**

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

#### **Plagiarism:**

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

#### **Use of Technology:**

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

#### **Electronic Communication Protocol:**

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

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### Schedule/Course Outline

Date	Topic	Assignment (if any)
Week 1 March 18	Introductions Overview of Clinical Phonetics Linguistic Phonetics	READ S&K Ch 1-2
Week 2 March 25	Three Systems of Speech Production Vowels and Diphtongs Consonants	Weekly homework DUE March 25th Quiz on week one material must be completed by March 27 <sup>th</sup> . READ S&K Ch. 3,4,5
	SPRING BREAK	
Week 3 April 8	Suprasegmentals and Narrow Transcription Review	Weekly homework DUE April 8 <sup>th</sup> Quiz on week two material must be completed by April 10. Read S&K Ch. 6 Clinical phonetics CD 1 tracks 1,2,3,4 Check your answers on page 182-190 In text and grade yourself. Complete until you obtain 80% accuracy. Scan in copies of your transcription sheets and submit to the dropbox.
Week 4 April 15	Transcription Practice/Review	Weekly homework DUE April 15 <sup>th</sup> Quiz on week three material must be completed by April 17 Clinical phonetics CD 1 Tracks 6,7,8. Check your answers on page 194 ,196, 198. In text. Redo until you reach 80% accuracy. Scan in copies of your transcription sheets and submit to the dropbox.
Week 5 April 22	Phonological Development Phonological Processes Citation Testing and Intelligibility testing	READ S&K Ch. 7 Bauman Waengler reading posted on moodle Clinical phonetics CD 2 Tracks 1,3,5,6,8. Check your answers on pages 202,206,210,212,216 in text. Redo until you reach 80% accuracy. Scan in copies of your transcription sheets and submit to the dropbox.
Week 6 April 29	Appraisal and Diagnosis Differential Diagnosis of articulation and phonological disorders Principles of Treatment	Weekly homework DUE April 29th READ S&K Ch. 8-9 READ info on ASHA webpage <a href="http://www.asha.org/public/speech/disorders/speechsounddisorders.htm">http://www.asha.org/public/speech/disorders/speechsounddisorders.htm</a> CD 3 track 8, 13 CD 4 Track 2,4, 5. Check your answers on page 250, 260, 264, 268, 270 in text. Redo until you reach 80% accuracy. Scan in copies of your transcription sheets and submit to the dropbox.

Week 7 May 6	Calculating intelligibility Special Populations Review	<b>Weekly homework DUE May 6th</b> Calculate intelligibility of speech sample provided. This project is due May 13 <sup>th</sup> . <b>Read ASHA Leader Article</b> <a href="http://www.asha.org/Publications/leader/2006/060207/060207c/">http://www.asha.org/Publications/leader/2006/060207/060207c/</a>
Week 8 May 13	Final Exam	

Final Exam- as per exam schedule