



How to Reach Me

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Readings

† purchase at Book Marq
* on electronic reserve at Raynor Library (<https://marquette.ares.atlas-sys.com/ares/>)
‡ webpage on Internet

- ‡ American Speech-Language-Hearing Association. (2007). Childhood Apraxia of Speech [Position Statement]. Available from <http://www.asha.org/docs/pdf/PS2007-00277.pdf>.
- ‡ American Speech-Language-Hearing Association. (2007). Childhood Apraxia of Speech [Technical Report]. Available from <http://www.asha.org/docs/pdf/TR2007-00278.pdf>.
- † Bauman-Waengler, J. (2011). *Articulatory and Phonological Impairments: A Clinical Focus. Fourth Edition*. Boston: Allyn & Bacon.
- * Goldstein, B. (2001). Transcription of Spanish and Spanish-Influenced English. *Communication Disorders Quarterly*, 23(1), 54-60.
- * Harris, K.L., & Moran, M.J. (2006) Phonological features exhibited by children speaking African American English at three grade levels. *Communication Disorders Quarterly*, 27(4), 195-205.
- ‡ Pollock, K. et al. (2001). Phonological Features of African American Vernacular English (AAVE). Available from <http://www.rehabmed.ualberta.ca/spa/phonology/Features.htm>.
- * Shriberg, L.D. (1997). Developmental phonological disorders: One or many? In B.W. Hodson & M.L. Edwards (Eds.), *Perspectives in Applied Phonology*. Gaithersburg, MD: Aspen. Pp. 106-109.
- * Smit, A.B., Hand, L., Freilinger, J., Bernthal, J. & Bird A. (1990). The Iowa articulation norms project and its Nebraska replication. *Journal of Speech and Hearing Disorders*, 55, 779-798.
- * Stoel-Gammon, C. (1985). Phonetic inventories, 15-24 months: A longitudinal study. *Journal of Speech and Hearing Research*, 28, 505-513.



Online Resources

<http://academic.mu.edu/sppa/slong/sppa2220.htm>. The course webpage contains a copy of the course outline with links to files (pdf) containing all PowerPoint slides shown in class. It also contains materials for class projects.



This will be used for the phonological assessment projects (download from www.computerizedprofiling.org or run on computers in SPPA student lab)

Long, S.H., Fey, M.E., and Channell, R.W. (2007). *Computerized Profiling (CP) (MS-DOS version 9.7.0)*. Milwaukee, WI: Department of Speech Pathology and Audiology, Marquette University.



Knowledge And Skills Acquisition (KASA) Standards Met By This Course

Standard III-B. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

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).

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 (Prevention, Assessment, Intervention).

Standard IV-G: Skill outcomes for Articulation

1. Evaluation
 - a. Conduct screening and prevention procedures
 - b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals
 - c. Select and administer appropriate evaluation procedures, nonstandardized and standardized tests, and instrumental procedures
 - d. Adapt evaluation procedures to meet client/patient needs
 - e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention
 - g. Refer clients/patients for appropriate services
2. Intervention
 - a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process
 - b. Implement intervention plans (involve clients/patients and relevant others in the intervention process)
 - c. Select or develop and use appropriate materials and instrumentation for prevention and intervention
 - d. Measure and evaluate clients'/patients' performance and progress
 - e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients
 - f. Complete administrative and reporting functions necessary to support intervention
 - g. Identify and refer clients/patients for services as appropriate



Academic Dishonesty

Please refer to the following website regarding guidelines and disciplinary procedures relating to academic misconduct: <http://www.marquette.edu/provost/integrity-pledge.php>.



Inclement Weather Policy

In the case of inclement weather that causes the university to be closed at the time when the final exam is scheduled, the exam will be emailed to you as a document that can be completed on your computer. You will be on your honor to complete the exam in the allotted time and without any form of assistance. The exam will then be returned to the instructor as an email attachment.



Course Objectives

This course will address theoretical issues and practical skills for evaluating and treating articulation and phonology disorders. The specific competencies targeted in the course are:

1. Mastery of narrow phonetic transcription for the purpose of recording non-normal citation and connected speech.
2. Knowledge of events and processes in the phonological development of normal speaking children.
3. Knowledge of linguistic concepts and methods that are relevant to the analysis of phonological disability.
4. Knowledge of standardized and nonstandardized procedures for screening and diagnosing developmental articulation disorders.
5. Mastery of computerized methods for evaluating phonetically transcribed data.
6. Knowledge of linguistic, sociolinguistic, genetic, motor, and perceptual factors that affect phonological development and production.
7. Knowledge of principles and procedures for selecting, modifying, and generalizing phonological target behaviors.



Course Requirements, Grading, & Attendance

1. First examination (25% of course grade)
2. Second examination (25%, covering second third of course)
3. Final examination (25%, covering final third of course)
4. Phonetic transcription project (5%)
5. Articulation test review group project (5%)
6. Phonological assessment project (10%)
7. Transcription and analysis of AAE project (5%)
8. MaUSECat application project (2% extra credit)

All examinations and projects will be graded on a 100-point scale. Final scores will be computed from the percentage weightings shown above and converted to letter grades as follows: A (93–100), AB (88–92), B (83–87), BC (78–82), C (73–77), CD (68–72), D (60–67), F (59 and lower).

Attendance at all class meetings is expected. Exams missed because of an excused absence must be taken within a week of your return to class. Attached to this syllabus is a listing of those events or activities that qualify for an excused absence. Exams missed for discretionary (non-excused) reasons must also be taken within a week of your return to class. A 10 point deduction will be applied to exams missed for discretionary reasons.

Formative Assessment is ongoing measurement during educational preparation for the purpose of improving student learning. The first and second examinations, as well as all four projects, are this type of assessment.

Summative Assessment is comprehensive evaluation of learning outcomes at the culmination of educational preparation. The final examination is of this type.



Course Outline

Dates	Class Topics	Readings
1/12	Course organization & requirements Phonetics terminology: a review Phonetic transcription: a review Types of speech sound disorders	Shriberg (1997) B-W, Ch. 1, Ch. 2, Ch. 3
1/14 1/16	Phonological theory & clinical application: distinctive feature theory, generative phonology, markedness, natural phonology, nonlinear phonology	B-W, Ch. 4
MLK Day 1/19/15		
1/21 1/23 1/26	Normal phonological development: prelinguistic vocalization, infant speech perception, first 50 words, early phonetic inventories, linguistic perception, phonological rule development, vowel and consonant mastery, cluster development, intelligibility gains, morphophonemic development	Stoel-Gammon (1985) B-W, Ch. 5 Smit et al. (1990)
1/28 1/30 2/2 2/4 2/6 2/9	Diagnosis: evaluation vs. assessment, screening, emerging phonology, perception and production, sound recording, single-word articulation tests, conversational speech sampling, stimulability testing	B-W, Ch. 6
2/11 Wed	<i>First Examination</i>	
2/13 2/16 2/18 2/20 2/23	Phonological analysis: relational and independent analyses, variability, homonymy, severity ratings, intelligibility	B-W, Ch. 8
2/25 2/27 3/2 3/4	Determining targets for intervention: frequency of target sound(s), consistency of error, phonetic interdependence, contribution to homonymy, naturalness of error, feature distance, number of positions affected, order of acquisition, stimulability, ease of teaching, morphological status of target sound(s), phonological knowledge, resources available	
3/6	Dialectal variation and assessment: types of dialects, social stratification, features of Spanish-influenced English, features of African American English	Pollock (2001), Goldstein (2001), Harris & Moran (2006), B-W, Ch. 7
Spring Break 3/8-3/15		
3/16 3/18 3/20	Dialectal variation (cont.)	
3/23 Mon	<i>Second Examination</i>	
3/25 3/27 3/30 4/1	Intervention for residual articulation disorders: steps in phonetic therapy, remediation of singletons, remediation of clusters	B-W, Ch. 9
Easter holiday 4/2-4/6		
4/8 4/10 4/13 4/15 4/17 4/20	Intervention for speech delay: goal attack strategies, minimal pair contrasts, natural processes, maximal opposition, multiple opposition, multiple vowel errors	B-W, , Ch. 10
4/22 4/24	Characteristics of speech-sound disorders in special populations: children with intellectual disability, neurological impairment, orofacial anomalies	B-W, Ch. 11
4/27 4/29	Developmental apraxia of speech: prevalence, assessment, clinical criteria, intervention	ASHA (2007)
5/1	catch-up	
5/4 Mon	<i>Final Examination</i>	8:00-10:00 am

Definition of excused absence for SPPA exams

Acceptable anticipated absences:

- The student is away from campus representing an official university function, e.g., participating in a professional meeting, as part of a judging team, or athletic team.
- Required court attendance as certified by the Clerk of Court.
- Religious observances when certified by a letter from the student's parent(s) or religious leader.
- Required military duty as certified by the student's commanding officer.

Acceptable emergency absences:

- Illness or injury when certified by an attending physician, dentist, or nurse. The certification should show the date service was provided to the student but should not describe the nature of that service.
- Death or serious illness in the immediate family (parents, step-parents, siblings, spouse, children, step-children, foster children, in-laws, sibling in-laws, grandparents, great grandparents, step-great grandparents, grandchildren, aunts, uncles, nieces, and nephews) when certified by a letter from the student's parent(s) or spouse.

Please note that the student is required to provide verification of the absence to the course instructor.

Missing exams for DISCRETIONARY reasons (e.g., weddings, vacations) is STRONGLY DISCOURAGED. Students who request a make-up examination for discretionary reasons may receive a grade penalty or be asked to fulfill an additional course requirement, at the discretion of the instructor. Examples of these penalties or requirements include:

- A grade reduction on the missed exam (e.g., 20% reduction in points).
- Providing assistance to the instructor (e.g., working 5 hours in the instructor's laboratory)

As part of your professional preparation, and as a courtesy to your faculty and fellow students, it is expected that you honor your academic commitments.

A student may appeal in writing to the Department Chair to obtain an excused absence for missing an exam due to circumstances other than those specified above.

We appreciate your cooperation with these policies.