Introduction to Speech and Language Disorders Assessment in Children

COMD 4367, Fall 2020
(Online and ZOOM Synchronous/Recorded – Day/Time TBA)

FACULTY INFORMATION

Instructor: Raul Prezas, Ph.D., CCC-SLP (Pronouns: He/Him/His)
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Office Hours: by appointment
GroupMe: https://groupme.com/join_group/61331941/QWhDNYLw
Skype Name: raul.prezas

COURSE DESCRIPTION

This course provides an introduction to assessment procedures and treatment strategies for children with speech and language disorders, including a comprehensive overview of: (1) the causes and characteristics of speech and language disorders in children, and (2) assessment and treatment procedures for acquired communication disorders. Prerequisite: Upper division standing and the following coursework with a grade of at least a C in each course: COMD 3306, 3311, 3313, 3318, 3358, and 3359

This course is primarily online but will include weekly synchronous ZOOM sessions. Day and time are TBA in order to accommodate everyone as best as possible. If you cannot participate via livestream, ZOOM sessions will be recorded. You are responsible for all content.

COURSE MATERIALS (RECOMMENDED)

Textbooks WILL NOT be required in this course. We will make use of online resources to reduce costs, which will include journal articles and manuals. Below is a list of recommended textbooks that you may acquire to enhance your course experience:


Assigned Chapters, Journal Articles (i.e., ASHA: Speech-Language Pathology at www.asha.org), Test Manuals, and online websites
COURSE LEARNING OBJECTIVES AND ASHA STANDARDS

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

https://www.asha.org/Certification/2020-SLP-Certification-Standards/

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, class discussion, and interactive group activities an understanding of the following:

1. The students will describe normal speech and language 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, language, fluency, and voice disorders.
4. The student will describe etiologies, characteristics, and treatment of articulation, phonological, language, fluency, and voice disorders.
5. The student will summarize the effects of a speech and language disorder on an individual’s personal and professional life.
6. The student will review different evidence based interventions for articulation, phonological, language, fluency, and voice disorders by researching journal articles.
7. The student will describe the impact of multicultural considerations as they related to articulation, phonological, language, 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, online content and projects.
INSTRUCTIONAL STRATEGIES

Although this is an online course, we will have weekly synchronous ZOOM sessions to cover material. We will have one 60-minute class each week (Day/Time TBA) for 12 weeks via ZOOM (synchronous). ZOOM sessions will be recorded and uploaded on Canvas for those students who are unable to attend in person. It will be each students’ responsibility to keep up with course content.

During livestream class, 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. 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.

Each week, students are expected to access course content online via Canvas. PowerPoint (PPT) presentations have been prepared and will be offered as supplements to textbook content. Additional links and videos will be made available for extended learning, which will include transcription exercises. Discussions in various topic areas will be created. Students will be expected to contribute to discussion questions.

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: rprezas@gmail.com , 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. Although I cannot promise that I will always get back to you immediately, I do try my best to respond within 24 hours. 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…”
COURSE REQUIREMENTS (GRADING)

Course grades:

Course grades will be determined as follows:

<table>
<thead>
<tr>
<th>Class Requirements</th>
<th>Points Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments/Quizzes/Discussions</td>
<td>50</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 and Language 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>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>500</strong></td>
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Grades will be assigned as follows (per university regulations):

A = 90-100;
B = 80-89;
C = 70-79;
D = 60-69;
F = <60

*You can keep track of your grades for this course online. If you have questions on how to access your grades online, please contact me.

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. However, I WILL NOT round your grade if you receive a .4 or lower in the course (e.g., 89.0 – 89.499). No exceptions.

If you are having trouble with the content of this course, please contact me as soon as possible, especially with help related to transcription and phonetic symbols. 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. I cannot help you if you do not reach out to me. I strongly encourage you to schedule either a Skype or face-to-face meeting with me to go over serious concerns.

REMEDIATION PLAN

During the course of the semester, if you earn a grade of C or lower on a test or assignment, I would like you to schedule a meeting with me in person or via Skype in order to develop a remediation plan. This may consist of simply going over an assignment, reviewing exam questions, or perhaps something more involved, such as guided practice and additional support. I am here to help you succeed. Please do not hesitate to contact me anytime!
COURSE ACTIVITIES

Projects. In order to fulfill course requirements, you will be expected to complete four projects for this course. A folder will be created for all projects on Canvas. 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, please let me know and we can pursue other alternatives. Please also contact the department so that they can assist you.

Project 1 – Speech and Language Sample. You will be provided with a speech sample recording of a child with typical speech and a child with a speech and language disorder. Using strategies discussed in class, you will analyze the speech sample by transcribing it phonetically and calculating a Percentage of Consonants Correct (PCC) and Mean Length of Utterance (MLU). 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. An example is presented below:

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) /gɅ gɛdɪŋ kuki/ /gɅ wek ʌp/  (Count the consonant phonemes as total)

Child Production [gɅ gɅl kuki] [gɅ we 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. You may want to 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 one 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 Language 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 UT-Tyler, you have online access to all of the ASHA journals as well as these other journals, with full-text/PDF options available to download the articles on your laptop/computer.

Helpful search engines to consider:

- ERIC (EBSCO)
- ERIC (Institute of Education Sciences)
- JSTOR
- MEDLINE
- OpenAIRE
- PsycINFO
- PubMED
- Sage Premier

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 – 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., prologations, 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, Language, Fluency, and Voice 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

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.**

**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 presentation and annotated bibliography. Please take a look at the list below and notify me by email (rprezas@gmail.com) with the name(s) of the topic(s) you would like to discuss in class. Please submit three choices in order of preference (so choice #1 if it is available will be the one I choose for you). However, I do need three choices so that I can give you your second choice if your first choice already is selected by someone else. Topic selections are on a first come, first serve basis. I will use email date/time as the medium to decide who gets a topic in the case where two students show an interest in the same topic. 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

Language and Fluency topics.
Whole Language
Horizontal versus Vertical Approach
Autism
Down syndrome
Cerebral Palsy
Literacy
Spelling and Invented Spelling
AAC/Picture Exchange Communication System
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 patients post-surgical removal of vocal nodules/polyps
Therapy for patients with Paradoxical Vocal Fold Motion

Late work. Five points will be deducted for each day a discussion or assignment is past the due date. If there is a legitimate reason that a discussion or assignment is late, please contact me with
that information and we can discuss remediation. Students are expected to submit exams on time. Late exams will only be accepted when a copy of a signed doctor’s note is provided to the instructor.

**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.

**SCHOLASTIC DISHONESTY**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment of the award of a degree, and/or the submission, as one’s own work of material that is not one’s own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings. In the event disciplinary measures are imposed on the student, it becomes part of the students’ official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

1. “Cheating” includes, but is not limited to:
   a. copying from another student’s test paper;
   b. using, during a test, materials not authorized by the person giving the test;
   c. failure to comply with instructions given by the person administering the test;
   d. possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”.
presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
e. using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
f. collaborating with or seeking aid from another student during a test or other assignment without authority;
g. discussing the contents of an examination with another student who will take the examination;
h. divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
i. substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
j. paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
k. falsifying research data, laboratory reports, and/or other academic work offered for credit;
l. taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
m. misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

2. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

3. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

4. All written work that is submitted will be subject to review by plagiarism software.

CONCEALED HANDGUNS ON CAMPUS
Per the Handbook of Operating Procedures a/k/a “HOP”, Section 2.10.1 Concealed Handguns on Campus; C(7)

We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.utttyler.edu/about/campus-carry/index.php.
UT TYLER: A TOBACCO-FREE UNIVERSITY
All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

WRITTEN COMMUNICATION
Written Communication is a critical competency for today’s business leaders. Students are encouraged to seek the services of The University of Texas at Tyler Writing Center, which provides professional writing tutoring for all students in all disciplines.
http://www.uttyler.edu/writingcenter/

Or the Purdue University Online Writing Lab (OWL)
https://owl.english.purdue.edu/owl

STUDENTS RIGHTS AND RESPONSIBILITIES
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
http://www.uttyler.edu/wellness/rightsresponsibilities.php

STATE-MANDATED COURSE DROP POLICY
Texas law prohibits a student who began college for the first time in fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the 12th day of class (See Schedule of Classes for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Registrar’s Office and must be accompanied by documentation of the extenuating circumstance. Please contact the Registrar’s Office if you have any questions.

DISABILITY SERVICES
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria apply to you, but
have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

STUDENTS RIGHTS AND RESPONSIBILITIES
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
http://www2.uttyler.edu/wellness/rightsresponsibilities.php

GRADE REPLACEMENT/FORGIVENESS AND CENSUS DATE POLICIES
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/Registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

STUDENT ABSENCE DUE TO RELIGIOUS OBSERVANCE
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

STUDENT ABSENCE FOR UNIVERSITY-SPONSORED EVENTS AND ACTIVITIES
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned
absence. At that time, the instructor will set a date and time when make-up assignments will be completed.

SOCIAL SECURITY AND FERPA STATEMENT
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

EMERGENCY EXITS AND EVACUATION
*Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do Not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.*

UT TYLER RESOURCES FOR STUDENTS
- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

TECHNICAL SUPPORT
If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing itsupport@patriots.uttyler.edu or call 903.565.5555. When you email IT Support, be sure to include a complete description of your question or problem including:
- The title and number of the course
- The page in question
- If you get an error message, a description and message number
- What you were doing at the time you got the error message

*Please contact technical support before contacting your instructor. I am not a technical expert and they will be able to address your issues better and quicker than I can.*

You may also visit the Help Tab in Canvas http://wiki.uttyler.edu/display/B8H/Home for useful information.

Plug-ins and Helper Applications
UT Tyler online courses use Java, JavaScript, browser plug-ins, helper application and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online course. Always ensure that you are using the most update version for the browser you choose to access the online learning content.
NOTE: **Chrome** is the recommended browser for Canvas.

- **Adobe Flash Player** allows you to view content created with Flash such as interactive web applications and animations. (URL: [http://get.adobe.com/flashplayer/](http://get.adobe.com/flashplayer/))
- **RealPlayer** allows you to view and listen to streaming video and audio. (URL: [http://www.real.com/](http://www.real.com/))

**NETIQUETTE GUIDE**

"Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesies online and informal "rules of the road" of cyberspace. Review and familiarize yourself with the guidelines provided. (URL: [http://www.learnthenet.com/learn-about/netiquette/index.php](http://www.learnthenet.com/learn-about/netiquette/index.php))
### COURSE OUTLINE* COMD 4367 – Intro Sp Lang Dis Assessment in Children

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

*Course Outline subject to change. Any changes/modifications made will be discussed in class/online 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).