

# LONGWOOD UNIVERISTY-PCSD 314: Phonology and Language Disorders

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## SPRING 2023

<b>Instructor:</b> Dr. Nichole S. Bailey, CCC-SLP, ASHA Board Certified Specialist-Child Language	<b>Class begins:</b> January 11, 2023 <b>Classes end:</b> May 5, 2023
<b>E-mail:</b> <a href="mailto:bailevns@longwood.edu">bailevns@longwood.edu</a> <b>CELL:</b> 334-797-9338 (call or text) anytime between 7 a.m. and 8 p.m. CT with the exception of SUNDAYS	<b>Last day to Add/Drop:</b> Jan. 19 by 5 p.m. <b>Last day to withdraw with no academic penalty:</b> March 29 by 5 p.m.

### **Course Description:**

The identification and evaluation of phonological and language disorders in children and adolescents, etiological factors, and basic assessment and management procedures for culturally and linguistically diverse populations Prerequisites: PCSD 285 & 307(3 credits).

### **Required Resources:**

- Reliable, High Speed Internet
- Microsoft Office (specifically PowerPoint and Word)
- Computer with working speakers
- Webcam

### **CANVAS:**

- CANVAS™ will be the venue for this class. All announcements, course documents, assignments, and class discussions will take place on CANVAS - <https://CANVAS.longwood.edu>
  - Privacy Policy: <https://www.canvaslms.com/policies/privacy>
  - Accessibility: <https://www.canvaslms.com/accessibility>

### **Honorlock:**

- This course requires the use of Honorlock for online assessments. Honorlock is an online proctoring and cheating deterrent software. Honorlock requires the use a computer, webcam, and stable internet connection. The webcam can be built into your computer or can be the type that plugs in with a USB cable. You DO NOT need to create an account, download software or schedule a proctoring appointment.
- Honorlock is very simple! All you need to do is log into Canvas using Google Chrome and click on the quiz you need to take. You will be prompted to add the Honorlock Chrome Extension, which is required to take your exam. Honorlock requires the use of Google Chrome and the Google Chrome Honorlock Extension to complete assessments. Honorlock will then take your picture, require you to show a valid ID, and complete a room scan. Honorlock will record you via webcam, as well as record all movement on your screen. Honorlock has an integrated algorithm that can detect search-engine use, so

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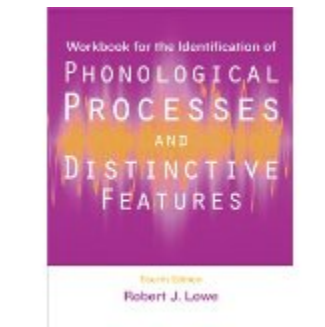
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do not attempt to cheat or look-up answers. This program will also detect secondary device searches, i.e. looking up questions on your cell phone. More information regarding Honorlock can be found on CANVAS within the “Start Here” and “Honorlock” modules.

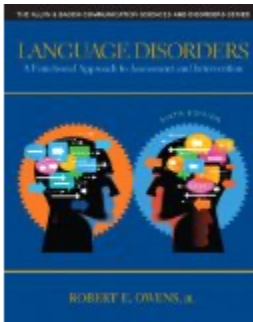
- If a violation of the honor code is suspected, consequences will be determined by the instructor based on the severity of the suspected violation.

## **Texts (Required):**

Lowe, R.J. (2010). *Workbook for the identification of phonological processes and distinctive features* (4<sup>th</sup> ed.). Austin, TX: Pro-Ed.



Owens, R.E. (2014). *Language disorders: A functional approach to assessment and intervention* (6<sup>th</sup> ed.). Boston: Pearson.



## **DOWNLOAD PEPPERFONT:**

<http://www.waisman.wisc.edu/phonology/pepfont/index.html>

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## **Course Objectives:**

Upon completion of this course, students should be able to:

<b>Objective</b>	<b>Learning Activities</b>
Describe normal sequence of articulation/phonological development including general age ranges for mastery	Test Phonological process identification activity Phonetic inventory Percent Consonant Correct Workbook exercises
Describe the nature and causes of articulation/phonological and language disorders in children	Test
Differentiate language differences from language disorders	Test Language sample analysis
Discuss language disorders and their association with various exceptionalities	Test
Explain the components of an effective articulation/phonology/language assessment	Test Assessment activities
Compare tests for articulation disorders, phonological process disorders, and language disorders	Assessment activities
Demonstrate understanding of the components of an effective language assessment using language sampling and other descriptive measures	Language sample analysis
Compare standardized and authentic assessment	Assessment activities
Describe various procedures and techniques in treatment of articulation/phonology and language disorders	Test
Differentiate normal and disordered speech and language systems in the preschool and school-aged child	Test Language sample analysis Phonetic inventory

## **Student Resource Links:**

- Speech-Language Pathology Prerequisites Online: <http://www.longwood.edu/continuingeducation/for-credit-courses/speech-language-pathology-prerequisites-online/>
- Center for Academic Success: <http://www.longwood.edu/academicsuccess>
- Writing Center: <http://www.longwood.edu/academicsuccess/writing-center/>
- Disability Resources: <http://www.longwood.edu/disability>
- Digital Education Collaborative (DEC): <http://www.longwood.edu/dec>
- User Support Services: <http://www.longwood.edu/usersupport>

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- Graduate and Distance Education Student Support: <http://www.longwood.edu/usersupport/student-resources/graduate-and-distance-education-student-support/>
- Distance/Online Requirements: This link includes both technical skills, hardware/software requirements, and information regarding web browsers. <http://www.longwood.edu/dec/distanceonline-education/requirements/>
- Greenwood Library: <http://libguides.longwood.edu/home>
- Financial Aid: <http://www.longwood.edu/financialaid/>
- Advising: e-mail [salleysw@longwood.edu](mailto:salleysw@longwood.edu) or [slponline@longwood.edu](mailto:slponline@longwood.edu)
- Student Technology Handbook: <http://www.longwood.edu/usersupport/student-resources/student-technology-handbook/>

## **University and Class Policies:**

- **Honor Code:**
  - Students are expected to abide by the Longwood University Honor Code at all times. Suspicion of any violation will be investigated and university policy will be followed. The link for the honor code can be found at: <http://www.longwood.edu/studentconduct/honor-code/>
  - Please be advised that future speech-language pathologists and audiologists are bound by the American Speech-Language-Hearing Association (ASHA) Code of Ethics (ASHA is the national accreditation agency). This code of ethics applies to any persons applying for membership to ASHA and should be adhered to by students aspiring to be speech-language pathologists and/or audiologists. The Code of Ethics can be found at: <https://www.asha.org/Code-of-Ethics/>
- **Accommodations and Disability Resources:**
  - If you have a disability and require accommodations, please meet with your instructor early in the semester to discuss your learning needs. If you wish to request reasonable accommodations (note taking support, extended time for tests, etc.), you must register with the [Office of Disability Resources](#), Brock Hall, (434) 395-2391 prior to those accommodations being implemented. The office will require appropriate documentation of disability. All information is kept confidential.
  - <http://www.longwood.edu/academicaffairs/syllabus-statements/> (link to actual statement)
- **Mental Health Resources:**
  - Stress and anxiety are very typical reactions to college life and many students have experienced significant benefits from participating in counseling. Longwood's [Counseling and Psychological Services \(CAPS\)](#), located in the Health and Fitness Center, is available to all students at no cost. Appointments can be scheduled by phone (434) 395- 2409, during the hours of 8:15 a.m. -5:00 p.m. Monday-Friday. **Resident Education Coordinators (RECs)** and **Resident Advisors (RAs)** are additional resources to students. For emergency situations, please call (911) or contact the [Longwood University Police Department](#) at (434) 395-2091.
  - <http://www.longwood.edu/academicaffairs/syllabus-statements/> (link to actual statement)
- **Reporting of Crimes and Sexual Misconduct:**

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- In accord with its history and mission, Longwood University believes that each individual should be treated with respect and dignity and that any form of crime or violence is incompatible with Longwood's commitment to the dignity and worth of the individual. Longwood University is committed to providing a healthy living, learning and working environment which promotes personal integrity, civility and mutual respect. If you have been the victim of a crime or sexual misconduct we encourage you to report this. If you disclose this to a faculty member or employee (with the exception of our Limited Reporting and Confidential Reporting Resources; for example, the [Counseling and Psychological Services \(CAPS\)](#) staff, they are required by law to notify the appropriate University officials. The faculty member or employee cannot maintain complete confidentiality and is required to report the information that has been shared. Please know that all reported information is treated with discretion and respect and kept as private as possible. For more information about your options at Longwood: <http://www.longwood.edu/titleix>
- <http://www.longwood.edu/academicaffairs/syllabus-statements/> (link to actual statement)
- **Respect for Religious Diversity:**
  - The instructor will accommodate adjustments to due dates that conflict with a student's religious observation, if informed in writing by the end of the first week of class.
- **Adding/Dropping a Course:**
  - Students may make schedule adjustments (adds and/or drops) for face-to-face, off-campus, online, and hybrid courses:
    - until 5:00 p.m. on the sixth day of classes for fall and spring full term courses.
    - until 5:00 p.m. on the third business day after the officially stipulated begin date in an abbreviated term, intersession or summer courses of at least three weeks.
    - until 5:00 p.m. of the officially stipulated begin date for any courses which are less than three weeks in duration. If the first meeting time of such a course is after 3 p.m., then a student has until noon of the business day following the officially stipulated begin date to add/drop the course.
- **Withdrawing from a Course:**
  - Students may withdraw from individual classes with a grade of "W" (not computed in the GPA) until 5:00 p.m. on the date listed on page 1. After that date, withdrawals from individual classes are not permitted except for medical or other non-academic emergencies. A student who withdraws, for medical reasons, from a class after the 35th day of regularly scheduled classes must, by noon of the last class day, have a letter sent to the Dean of the student's college by the student's personal physician, detailing the nature of the illness and recommending withdrawal for medical reasons. In extenuating circumstances not related to academic performance, the Dean may grant a withdrawal from an individual course if a written request from the student is received by noon of the last class day. If the Dean approves the request, the Dean will send a copy of the request or letter to the Office of the Registrar and all affected grades for that semester will be noted as "W" on the student's transcript. The Dean will notify the student's faculty members of any grade changes.
- **Correspondence:**
  - **E-mail:** The instructor will try to respond to e-mail questions within 48 hours on weekdays (Monday-Friday). Please note that all e-mail correspondence from the instructor to the student will be sent to the student's Longwood University e-mail address. Therefore, please make sure your Longwood University e-mail address is working, and you are able to access it

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- regularly or you have it forwarded to an account that is monitored regularly. Not having a valid Longwood University e-mail account will not excuse missed information.
- **Discussion Board:** Please post any questions, whose answers will benefit the entire class, in the Q&A forum on CANVAS. The instructor will respond within 48 hours on weekdays (Monday-Friday).
    - You are encouraged to follow the rules of "netiquette" (<http://www.compton.edu/academics/distance-ed/Documents/Info/Netiquette.pdf>) when interacting on the discussion boards or in other communications with classmates and/or the instructor.
  - **Assignments:** The instructor will provide feedback on all assignments within a one-week time frame.
  - **Policy on Late Assignments:**
    - Work may be submitted late but will be charged a 10% penalty of total possible points for each 24 hour period after the due date until date of actual submission up to a total of 50% of possible points. Work will NOT be accepted more than one week late. If you experience technical difficulties while trying to submit an assignment by the deadline, call my cell phone (334-797-9338) and leave a voice mail message or e-mail me stating the time and the nature of the technical problem. Only then will an assignment be considered for late acceptance without a penalty. However, it still must be submitted by 9 am the next day in order to avoid a late penalty.
  - **Assurance Statement:**
    - All students are required to review the Honor Code, Code of Ethics, and On-line policies, signing an assurance statement attesting to this fact and assuring they are keeping their virus software up-to-date. This assurance statement will be posted in the course documents section in CANVAS. Please submit this statement the first week of class via CANVAS.
  - **Make a Commitment to DO YOUR BEST!**

Application to a master's level program in CSDS is highly competitive, requiring a **minimum** cumulative undergraduate grade point average of 3.0. Though the minimum GPA required for application is reported to be 3.0, in actuality, successful applicants will average a GPA of 3.4 and beyond. **Successful completion of SLP Online courses will not alter a previously established undergraduate GPA.**

## Course Requirements:

\*\*\*All assignments should be submitted with a SPECIFIC FILE NAME-Your first name, last initial, and the title of the assignment. For example, if I were submitting the Phonetic Inventory, I would name the document Nichole B. Phonetic Inventory.doc - Please adhere to this policy for the submission of all assignments. Failure to submit assignments with this name may result in a points deduction.

\*\*\*For assignments that have multiple parts, please combine all parts into one document with this title format.

\*\*\*More information regarding each assignment (assignment description, rubrics, point values, supplemental documents, etc.) can be found within the assignment on CANVAS.

### 1. Introduction Activities

- a. Assurance Statement

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- b. Introduction Discussion Board
  - c. CANVAS quiz
- 2. Exercises in Lowe Workbook**
- a. Specific exercises will be assigned during the first half of the semester that provide practice with phonological processes. These exercises will not be graded by the instructor. You will receive 1 point for each exercise. Answers can be found in the back of the workbook, therefore, it is up to the student to complete the assigned exercises and check his/her work.
  - b. Once you have completed the workbook exercises, complete the verification assignment on CANVAS with this statement “I have completed the assigned exercises and understand my mistakes”.
- 3. Phonetics Review Quiz**
- a. This quiz will cover basic phonetics facts. It will not involve transcription, but will rather focus on vocabulary and major concepts.
- 4. Identification of Phonological Processes**
- a. Students will be asked to determine the various phonological processes that are demonstrated in a variety of words
- 5. Percent Consonant Correct Assignment**
- a. Students will calculate the percentage of consonants produced correctly in a sample provided to them
- 6. Phonetic Inventory**
- a. Students will transcribe a list of words from an audio recording
  - b. Based on the transcription, students will complete the phonetic inventory assignment
- 7. Articulation/Phonology/Language Assessment Reviews**
- a. Students will watch short YouTube videos of various tests and then write a brief reflection which will include specific discussion points as assigned by the instructor
- 8. Language Sample Analysis**
- a. Students will be provided a language sample
  - b. Students will analyze this sample based on form, content, and use demonstrated by the child
- 9. Tests**
- a. Four scheduled tests will be interspersed throughout the semester. Each test will be worth 100 points. Each test will cover specific, announced topics. Tests will be administered through CANVAS. Posting dates for tests can be found in the course schedule (these dates are tentative and may be altered at the instructor's discretion). As a rule, tests will be posted by 7 am on the specified date. The tests will be available for a 24-48-hour period. Students must complete each test within 24-48 hours of the time it is posted. Tests will be re-offered ONLY for extreme circumstances. If a technical problem (the server is down, computer failure, etc.) prevents you from completing the test by the designated time, text my cell phone (334-797-9338) IMMEDIATELY and leave a stating the time and the nature of the technical problem.
  - b. Honorlock will be used for ALL tests.

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## Assignment Summary:

<u>Requirement (Due by 11:59 PM EST)</u>	<u>Due Date</u>
-Introductions and Responses Assurance Statement -Honorlock Practice Quiz	1/15/23
Lowe Workbook Exercises	Chapter 1- 1/22/23 Chapter 2, 3, 4- 1/28/23
Phonetics Review Quiz	2/11- 2/18/23
Phonological Process Identification Quiz	2/19- 2/21/23
Articulation/Phonology Assessment Review	2/24/23
Percent Consonant Correct Assignment	2/27/23
Quiz 1	3/2- 3/5/23
Phonetic Inventory Assignment	3/10/23
Quiz 2	3/20- 3/21/23
Language Assessment Reviews	3/30/23
Language Sample Analysis Assignment	4/19/23
Quiz 3	4/20- 4/22/23
Quiz 4	4/30- 5/1/23

## Grading Scale:

Grades are earned, not gifts. The instructor does not give grades; rather the student earns the grade through organization, diligence, planning, and execution. Students are expected to assume individual responsibility for the quality, presentation, and timeliness of their own work.

- Grades are assigned based on how the student's overall performance aligns with the established rubrics. Therefore, it is imperative that students review the grading rubrics before submitting assignments.
- Individual requests for extra credit will not be honored. Any extra credit opportunities offered at the discretion of the instructor will only be offered to the entire class as optional credit opportunities.
- The grading scale below reflects the grade that will be earned based on the percentage of total points earned.



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A	94-100%
A-	90-93.9%
B+	88-89.9%
B	83-87.9%
B-	80-82.9%
C+	78-79.9%

C	73-77.9%
C-	70-72.9%
D+	68-69.9%
D	63-67.9%
D-	60-62.9%
F	0-59.9%

### **Tentative Course Schedule:**

Please be advised this course schedule may change at the discretion of the instructor, but students will be notified of all adjustments.

<i><b>Module</b></i>	<i><b>Assignment</b></i>
<p><b>Introduction Activities</b></p> <ul style="list-style-type: none"> <li>• Assurance Statement</li> <li>• Introductions</li> <li>• CANVAS Quiz</li> </ul> <p>Located in the “Modules” button on CANVAS within the “Introduction Activities” module.</p>	<ol style="list-style-type: none"> <li>1. Participation Quiz</li> <li>2. Assurance Statement</li> <li>3. Introduction Discussion Board</li> <li>4. CANVAS Quiz</li> </ol>
<p><b>Module 1 – Phonology/Articulation</b></p> <ul style="list-style-type: none"> <li>• Articulatory Phonetics</li> <li>• Development of Phonology</li> <li>• Phonological Processes</li> <li>• Articulation/Phonology Assessment</li> <li>• Articulation/Phonology Treatment</li> <li>• Culturally Diverse Populations</li> </ul>	<ol style="list-style-type: none"> <li>1. Workbook Exercises</li> <li>2. Phonetics Review Quiz</li> <li>3. Phonological Process Identification</li> <li>4. Test 1 (Development of Phonology and Phonological Processes)</li> <li>5. Percent Consonant Correct</li> <li>6. Phonetic Inventory</li> <li>7. Articulation/Phonology Assessment review</li> <li>8. Test 2 (Assessment and Treatment)</li> </ol>

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## **Module 2 – Language Disorders**

- Overview of Language Disorders
- Language Assessment
- Language Sample
- Narrative Analysis
- Language Intervention
- Literacy Impairments

1. Language Assessment Review
2. Test 3 (Overview of Language Disorders)
3. Language Sample Analysis
4. Test 4 (Assessment and Treatment)