

The University of Texas at Tyler
Communication Sciences & Disorders Program
COMD 4370 Introduction to Speech Sound Disorders
Spring 2024

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Office: By appointment; in person or zoom

Class Meeting Time: Tuesday/Thursday 11:00 am-12:20 pm HPR Bldg. Room 00262

Office Hours: *immediately following class or available via email and/or Zoom Monday-Friday.*

** I respond to emails within 24-48 hours, expect a slower response during weekends or a holiday.

This syllabus is intended for use with the online resources that are available on Canvas. You are advised to download and retain a copy of this syllabus and assignment guidelines in case you need them in the future for graduate school purposes.

Course Description

This course is designed to introduce undergraduate students of communication sciences and disorders to the diagnosis and treatment of speech sound disorders in educational and medical settings. The course has a lifespan focus; however, the primary focus will be on assessment and treatment of speech sound disorders in children. The course is founded upon professional standards established by ASHA that focus on establishing foundational knowledge of speech and language, collaborative and interprofessional practices, clinical competence, ethical and professional behavior, advocacy, evidence-based practice, and expressive communication skills (including speaking and writing).

Course Goals & Learning Outcomes:

The course pertains to the following standards set by the American Speech-Language Hearing Association (ASHA):

- Standard IV-C: “communication ... disorders and differences, ... etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in ... speech sound production; articulation; motor planning and execution; phonology; accent modification; reading; ... orofacial myology”.
- Standard IV-D: “principles and methods of prevention, assessment, and intervention for persons with communication ... disorders, including ... anatomical/physiological, psychological, developmental, and linguistic and cultural correlates”.
- Standard IV-F: “processes used in research and of the integration of research principles into evidence-based clinical practice”.
- Standard IV-G: “contemporary professional issues”.
- Standard V-A: “oral and written ... communication”.

Upon completion of this course students will:

- Describe the anatomic, physiological, cognitive, and psychosocial foundations of speech sound development and production.

- Explain modern theories of speech sound development and identify major developmental milestones for individual sounds and sound groups.
- Explain the nature of dialectal variations (with emphasis on the major ethnically based and geographically based American dialects)
- Identify common etiologies of speech sound disorders and comorbid disorders.
- Outline diagnostic procedures for assessing speech sound disorders in various populations in educational and medical settings.
- Administer standardized assessment instruments and protocols.
- Analyze assessment results and develop diagnostic impressions.
- Develop basic treatment plans including measurable objectives.
- Critique and analyze current research on speech sound development, disorders, diagnosis, and treatment.
- Assess the impact of speech sound disorders on an individual's psychosocial and/or academic development.

Text (Required):

Brosseau-Lapre, F. & Rvachew, S. (2020). Introduction to Speech Sound Disorders. San Diego: Plural Publishing, Inc.

In addition to this, the professor will assign a selection of scholarly articles/studies. These will be posted on Canvas on a weekly basis. Details will be provided in class.

Teaching Method & Course Organization:

Students are required to read the assigned material. The content of this course will be presented in multiple modalities including class presentations, case studies, student presentations, You Tube videos, and class discussions. Canvas will be an important part of this course. Weekly readings, discussion topics, case studies, and assignments will be posted there.

Note: *Not reading this syllabus and implementing course guidelines on a REGULAR basis could cause you to be overwhelmed and could very well mean the difference between passing and failing the course. Students are expected to show responsibility and to thoroughly follow all course guidelines provided in this syllabus and on Canvas.*

COURSE REQUIREMENTS:

UT Tyler University Email Address/Canvas Account

Students are expected to have and use their UT TYLER email address. The instructor will ONLY use this address. Course information will be posted on Canvas. It is the students' responsibility to be aware of information and announcements posted on Canvas. You will also receive course announcements via email.

Your first assignment is as follows:

Please read the syllabus thoroughly prior to the first class and bring any questions you may have to class.

Regular Attendance and Participation are Required and Expected:

This course is designed to provide a rich learning experience through in-class and online activities, assignments, quizzes, and exams. Students are required to read the assigned materials before coming to class. Class time will be dedicated to activities designed to deepen understanding of the content and consolidate learning. For this format to be successful, it is imperative that students come to class prepared and ready to participate. During classes expect to be called upon to answer questions about the material. Attendance and participation are integral to succeed in this course.

Attendance Policy:

Regular attendance in this course is mandatory. My classes begin exactly on time, and do not end a minute earlier. I am in class 10-15 minutes before class starts and you are expected to be there on time.

Attendance will be taken 3 minutes before class starts, and the attendance file will be closed during the first 60 seconds of class. I will not interrupt class to open it again if you come in late. *Therefore, if you have an emergency and arrive a minute or two later, it is your responsibility to remind me after class to mark you present.* If you do not inform me, the absence will not be removed. The best way to avoid this is to be there on time.

Regular attendance is critical to your success in this course. Missing two classes during the semester (without a WRITTEN proof of an emergency will lead to loss of 5% of the total course grade. Each additional class missed will lead to loss of an additional 5% of the total course grade.

- If you plan to be out for any reason, you do NOT need to notify me ahead of time. All you need is to bring in your written proof of an emergency the next time you come to class.
- *A legitimate excuse* is one that is due to an extended illness or emergency. *Students will be responsible for providing written proof of such absence (e.g., Doctor's note, court summons, police report, etc.).* I will not ask you for the proof. However, if you do not present one, your absence will NOT be excused.
- Habitual lateness or leaving before class ends will also result in lowering of the student's final grade. *Missing half of a class twice will be counted as latsence.* Arriving late/leaving earlier is disruptive and shows lack of respect for your fellow classmates. Course content, in the form of group experiences and activities, cannot be made-up or copied from a classmate's notes under any circumstances.

Important: If you are absent for any reason, please do not ask me what you missed. You will need to find out from one of your colleagues.

No Texting or Internet Browsing while class is in session:

- In my classes I am very protective of class time. Every minute is precious. The only reason you are in this course is to LEARN, and the only reason I am here is to teach you and to make every class of the course worth your money, commuting, time, and effort. For this reason, engaging in texting, Internet browsing, or chatting is a very serious violation of class rules. I want you to succeed and will do everything I can to enable you to succeed, but you MUST do your part and follow class rules:
- Laptops are NOT allowed during class, except for note taking.
- Please silence your phones. If there is a situation where you must text, it is perfectly okay to step out of the room quietly and send your message or make your call.

Class Cancellation

In the event of class cancellation (due to inclement weather or an emergency), please refer to the UT TYLER website for announcements. In the event of an emergency campus closure, a video recording of the lecture will be available online. You will view it and take notes. Any assignments due during that week will NOT be affected by the campus cancellation, as all assignments are submitted online.

Cancellations will be determined by the UT TYLER policy, and I will make no special announcements. It is your responsibility to check the UT TYLER website for weather-related announcements.

Course Assignments:

Very important

- *You should download all course materials and save them to your computer. This will help you have uninterrupted access to the materials without being affected by any technical disruptions occur you will have uninterrupted access to the material. You may also need the syllabus in the future.*
- *You are required to keep word copies of each written assignment you submit until the very end of the course.*
- *All assignments MUST be submitted in Word format and ONLY in the designated folders on Canvas.*
- *All assignments submitted for this course MUST be ORIGINAL and must be ONLY written for this course and ONLY for this semester. Any assignments submitted in previous courses or previous semesters will receive zero credits.*

Completing Assignments PRIOR to class

Students are expected to read the assigned chapter and take the related CD quiz before coming to class. You are also required to view any recorded lectures or videos before coming to class. The class will focus on (a) expanding your understanding of the content, answering your questions about the material; and explaining complex concepts. You are responsible for the information in the textbook, any videotaped lectures, articles, material discussed in class, videos, cases, etc. All of these are content for exams. The Instructor reserves the right to assign additional reading materials during any point in the semester.

Submitting Assignments:

Absolutely NO emailed assignments. Assignments must be submitted online by the due dates, and in their designated folders.

To submit assignments, please go to the Course Assignment folder on Canvas (course menu). In this folder you will find links for submitting each assignment. You will also find guidelines and grading rubrics pertaining to each assignment. All written assignments must be submitted as WORD Docs and as ATTACHMENTS. Please do NOT copy and paste: this will change your format and may make your entire assignment unreadable.

Before uploading the assignment, please verify that you are submitting the right file. Any wrong assignments, or assignments not submitted in the designated folder, will receive a zero grade.

- All written assignments must follow APA Style: i.e., they must be in Word Document form, in double-space, and in Times New Roman font # 12. To learn how to use APA style documentation, please go to Purdue OWL: <https://owl.english.purdue.edu/owl/section/2/10/>.

- **Late Assignment and Rewrite Policy:** This course involves a series of assignments that need to be submitted on time in order to get maximum credit. *If a student does not submit an assignment by the deadline, s/he will have 6 days to submit it; however, 21% will be taken off due to missing the deadline. Assignments that are more than 6 days overdue will NOT be accepted for credit.* The same policy goes for submitting the wrong assignment. If the submitted assignment does not meet the criteria, the student will be given the option to re-write it, but 21% will be taken off. The rewrite must be submitted within 6 days. Note: in this course (and other courses that I teach) there is no work for extra credit.
- *Important: Please do not ask me to edit your work or “look it over” prior to submitting it. You are welcome to seek editing support help from the Writing Center. You are welcome to ask me any specific questions about the assignment, but I do not edit written assignments.*

Assignment# 1: Review and Administer a Speech Articulation Test (100)

Each student will review and analyze a speech articulation test those includes (a) a section for evaluating speech sound production on the word level and (b) a section for assessing speech sound production during spontaneous speech. The test must target each English consonant in all word contexts (i.e., word initial, medial, and final positions).

Administering the Test and Writing A Basic Evaluation Report (50)

Each student will find a child between 3-7 years of age who has speech sound difficulties and will administer the test to him/her and write an evaluation report. The child may be a relative, a child of a relative, or family friend. The student will then analyze the results and determine if there are isolated articulation errors or a speech sound disorder and will write a basis speech evaluation report.

Assignment # 2: Developing a Basic Treatment Plan (50)

The plan must include the following:

- Summary of evaluation results (from the evaluation report that you complete).
- This should clearly identify the specific sounds that are not produced accurately.
- Measurable therapy goals
- At least one therapy program/kit
- Plan for the first therapy session

Class Presentation: (50) Each student will give a 15-20-minute presentation on the assessment and treatment that they completed. More details will be provided in class.

Reviewing and the Evaluation Report/Treatment Plan of at least 1 Colleague and Providing Feedback (50) Students submit the initial drafts of the test and evaluation reports in the Discussion Board forum dedicated to these assignments. Each student is required to review and edit the work of at least 1 colleague and providing comprehensive feedback. The student then implements the feedback and submits the work in the Assignment folder for grading.

General Written Assignment Guidelines

- The writing must be clear, and the information must be paraphrased in your own words.

- Assignments must have paragraphs. Each paragraph should focus on a single idea. Papers consisting of long blocks of words will lose 10% of the total assignment grade.
- If you take 2 words or more that are attached to each other from a reference, you must use quotation marks and cite the source and page number at the end of what you take. Failure to do so will imply that the wording is your own, which will be an act of **plagiarism**.
- Your paper should be double-spaced, and in a 12, Times New Roman font. This is the standard font for academic research.
- Please refer to Purdue OWL website (<https://owl.english.purdue.edu/owl/resource/560/01/>) for details on how to write in APA style. Also, an example paper in APA style is available at: https://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf
- For this assignment, no abstract is needed.

Exams (400 points)

There will be 4 tests over chapter lectures and a final exam. The chapter tests will each be worth 50 points for a total of 200 points combined. The final is a regular class exam and is CUMULATIVE and worth 200 points. It will last 2 hours.

Discussion Board Case Study Analysis (50 points)

There will be one case study assignment on the Discussion Board. Instructions will be available in the DB forum.

Accessing Course Materials on Canvas:

Class Power Point Slides and additional content and resources will be available online at least one day in advance. Please download them before you arrive in class. This will help you minimize note-taking and free more brain energy for taking in more new information.

Note: You are required to keep track of all of assignment grades, in case of any technology problems. You are also REQUIRED to keep electronic copies of any and all written assignments that you submit throughout the duration of this course.

Grading: *This course is based on 900 points. This is to ensure that you get every fraction of a point that you deserve, and that if you make a few mistakes in exams or assignments, your grade will not suffer as much. For example, if you miss 8 questions in one exam, you will still have the chance to score within the “A” range.*

Grade Distribution and Grading Key

<i>Final Grade Itemization</i>		<i>Grading Scale</i>	
Tests	200	A	100-90%
Final	200	B	89.99-80%
Test Review/Analysis	250	C	79.99-70%
Treatment Plan	100	D	69.99-60%
Presentation	50	F	<60%
Discussion Board Case Study	50		
Editing & Peer Reviews	50		
Total	900		

TENTATIVE Class Schedule

Week	Topic		Assignment Due Dates
Week 1 1/16 1/18	Course Overview Concepts in Phonetics and Phonology	Syllabus Ch 1	Read this syllabus before coming to class. Bring any questions about it to discuss during class.
Week 2 1/23 1/25	Phonological Development	Ch 2	
Week 3 1/30 2/01	Assessment	Ch 3	
Week 4 2/06 2/08	Test 1 Diagnosis	Ch 4	Test 1 over Chapters 1-2
Week 5 2/13 2/15	Assessment & Diagnosis: Case Studies and considerations for special populations		
Week 6 2/20 2/22	Assessment & Diagnosis: Case Studies and considerations for special populations		NO CLASS 2/22
Week 7 2/27 2/29	Test 2 Treatment Planning	Ch 5	Test 2: Chapters 3-4, special populations
Week 8 3/5 3/7	Input-Oriented Approaches	Ch 6	
3/11-3/15	SPRING BREAK		
Week 9 3/19 3/21	Output-Oriented Approaches Test 3	Ch 7	Test 3: Chapters 5-6

Week 10 3/26 3/28	Phonological Approaches	Ch 8	Due by 11:59 PM -Evaluation Report -Treatment plan
Week 11 4/2 4/4	Test 4 Case studies/presentations		Test 4: Chapters 7-8 -Student Presentations
Week 12 4/9 4/11	Case studies/presentations		-Student Presentations
Week 13 4/16 4/18	Case studies/presentations		-Student Presentations
Week 14 4/23 4/25	Case studies/presentations		-Student Presentations
	Final Exam		Cumulative from the information presented via lectures, articles, Class presentations

University Policies

A. UT Tyler Honor Code: Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. 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>

B. Campus Carry: We respect the right and privacy of students 21 and over 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.uttyler.edu/about/campus-carry/index.php>

C. 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.

D. Academic Honesty Policy: Students will adhere to the highest standards of academic honesty. Anyone caught cheating will earn a “0” for that assignment and will be subject to academic and disciplinary action. Plagiarism (the use of written and oral words or ideas of another person, including another student, without the expressed acknowledgment of the speaker’s or writer’s indebtedness to that person) will not be tolerated. This includes the use of papers or other materials previously submitted to instructors in other classes, as well as video and audio recordings. Students caught plagiarizing will fail this class and be subject to academic and disciplinary action.

E. Student Standards of Academic Conduct: 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.

a. “Cheating” includes, but is not limited to:

- i. copying from another student’s test paper.
- ii. using, during a test, materials not authorized by the person giving the test.
- iii. failure to comply with instructions given by the person administering the test.
- iv. 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.” The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test.
- v. using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program.
- vi. collaborating with or seeking aid from another student during a test or other assignment without authority.
- vii. discussing the contents of an examination with another student who will take the examination;
- viii. 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;
- ix. substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- x. 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.
- xi. falsifying research data, laboratory reports, and/or other academic work offered for credit;
- xii. 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
- xiii. 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.

b. "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.

c. "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. d. All written work that is submitted will be subject to review by plagiarism software.

Additional Examples of academic dishonesty and plagiarism:

- Copying part or all of a colleague's assignment and submitting it as if it were your own work. In this situation both students will be penalized.
- Putting information from a book, article, etc. into a written assignment without clearly attributing the information to the source and documenting the source in the body of the assignment.
- Copying, printing, or sharing online quizzes.
- Submitting assignments that were previously used for another course.
- Sharing information about exams and/or quizzes with other students.

These are just examples of acts of dishonesty that lead to failing the course and further disciplinary action. Assignments will be submitted via the Safe Assign anti-plagiarism online system, which will immediately trace any words a student plagiarizes from any source out there. Any violations will be taken very seriously.

F. The UT Tyler Writing Center provides professional writing tutoring for all students in all disciplines. If you wish to use the Writing Center, you should plan for a minimum of two hour-long tutorials per assignment: the first to provide an initial consultation and drafting plan, and the second to follow up. Be prepared to take an active role in your learning, as you will be asked to discuss your work during your tutorial. While Writing Center tutors are happy to provide constructive criticism and teach effective writing techniques, under no circumstances will they fix, repair, or operate on your paper. Location: BUS 202. Appointments: 903-565-5995.

G. Disability/Accessibility Services: In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application.

H. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

I. Grade Replacement/Forgiveness and Census Date Policies:

- a. 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.
- b. 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.
- c. The Census Date (Sept. 10th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:
 - i. Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
 - ii. Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
 - iii. Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
 - iv. Being reinstated or re-enrolled in classes after being dropped for non-payment v Completing the process for tuition exemptions or waivers through Financial Aid

J. State-Mandated Course Drop Policy:

- a. 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 census date (See Academic Calendar for the specific date).
- b. Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

K. 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.

L. 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.

M. 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. 10. Emergency Exits and Evacuation: a. 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.

N. UT Tyler Resources for Students:

1. UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
2. UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
3. 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).

O. UT Tyler Counseling Center (903.566.7254)

1. Demonstrates professional demeanor and a passion for their chosen profession.
2. Receptive to constructive feedback and reflects on his/her work, behavior, and/or practice.
3. Exhibits personal integrity and professional conduct with all members of the learning community.