This syllabus and the schedule of topics are subject to change. All changes will be announced in class, as far in advance as possible.

**Undergraduate Catalogue Description:** 3 credits. A general introduction to voice and articulation and phonological development in children. The first half of the course will be dedicated to an introduction to anatomy and physiology of phonation; the second half of the course will be dedicated to the anatomy and physiology of articulation, and developmental theories of articulation and phonology. The course will introduce the student to normal and, to a lesser degree, disordered voice, articulation and phonological constructs. Students will obtain a foundation for advanced graduate course work.

**SIUC Teacher Education Conceptual Framework:** This CDS course is aligned with the SIUC teacher education conceptual framework for training reflective clinicians and public school educators. At the conclusion of this course, students will be more knowledgeable and critically thoughtful about the curriculum, and the role of the speech-language pathologist/audiologist as a teaching professional.

The professional dispositions expected of every student in the COEHS:
The student demonstrates **professionalism:**
1. Dependability and reliability.
2. Honesty, trustworthiness, ethics.
3. Enthusiasm, love of learning and commitment to the profession.

The student values human **diversity:**
1. Shows respect for, and sensitivity to the learning needs and abilities of all individuals.
2. Shows respect for, and sensitivity to diverse cultures, languages, races and family compositions of all individuals.
3. Strives for best practices to address diverse learning needs and abilities of all individuals.
4. Strives for best practices to address diverse cultures, languages, races, and family compositions of all individuals.
5. Collaborates with diverse peers, professional colleagues, staff and families.

The candidate engages in **professional development:**
1. Engages in ongoing acquisition of knowledge.
2. Engages in development of research-based practices.
3. Assesses own performance and reflects on needed improvements.

**Emergency Procedures:** SIUC is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT.
website at www.bert.siu.edu, Department of Public Safety website www.dps.siu.edu, (disaster drop down), and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Meeting Date, Time and Location:
Monday & Wednesday, 9:35 – 10:50p.m.
Rehn 013

Course Instructor:
Diane Muzio, M.S., CCC-SLP, Senior Lecturer & Clinic Coordinator
Rehabilitation Institute
Communication Disorders and Sciences Program
Rehn Hall 314; Phone: 453-4304; dmuzio@siu.edu
Office Hours: M & W 11am-12:30pm, and by appointment

Textbook:


Course Objectives: Upon completion of this course, each student will be able to:
1. identify anatomical structures related to phonation and articulation.
2. describe the physiological processes related to phonation and articulation.
3. compare and contrast theoretical bases and clinical attributes of phonation, articulation and phonology.
4. apply knowledge of developmental theories of articulation and phonology to speech and language.
5. use critical thinking skills to synthesize, evaluate and problem-solve for hypothetical scenarios and case studies.
6. critically speak, read and write.

Expectations:

Scholarship – Students will perform as scholars, i.e., be present for each class, come prepared having done readings and other learning activities in the text, and participate in class discussion. Students will arrive on time, remain for the entire class time, and contribute to the educational process by making significant scholarly contributions to peer learning.

Scholarly Activities & Evaluation:

1. Attendance: Attendance is required, as it is reflective of your commitment to learning. Your presence in and contributions to the classroom environment enhances your own learning and facilitates the learning of your peers. Your attendance and participation is indicative of your potential to be successful in graduate school. If you choose to be absent, it is your responsibility to seek out a classmate who can teach you the lessons learned and provide you with any handouts. Please understand that the instructor does not provide individualized instruction and handouts are not brought to subsequent classes.

2. Readings, Case Studies, Clinical Concepts and Praxis Questions: Assigned readings will be completed for the class date indicated. Students will be familiar with all professional terms contained in the readings. Students will complete additional learning activities included in the chapters.
3. **Written Reflections:** Students will complete 3 written reflections. Reflections require no outside sources as they are self-generated critical analyses. Each reflection will be no more than 2 pages in length, and is worth 25 points. One point will be deducted for each day late after 4:30pm. Students are encouraged to use The Writing Center to maximize the quality of their writing. The assessment rubric for written reflections will be distributed in advance of the first assignment. Guidelines for each assignment are included in the schedule of topics.

4. **Exams:** Each student will take 4 exams. Exam questions will consist of various objective questions in Scantron form. Question topics will derive from all learning activities completed on the dates included. Students who choose to miss the Scantron test will be the option to take a full essay exam.

**Final Grade:** Conversion to letter grade is calculated by points earned, divided by total possible points:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Critical Writing Assignments at 25 points each</td>
<td>75</td>
</tr>
<tr>
<td>3 Exams at 50 points each</td>
<td>150</td>
</tr>
<tr>
<td>1 Final Exam at 100 points</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total possible</strong></td>
<td>325</td>
</tr>
</tbody>
</table>

Final Grade \( \frac{X}{325} = \text{Final Grade} \)

Letter grade equivalency:

- 90 – 100 A
- 80 – 89 B
- 70 – 79 C
- 60 – 69 D
- 59 or less F

Grades calculated at .6 and higher are rounded up; grades calculated at .5 and lower are rounded down. For example, 89.6 would be rounded up to 90/A, but 89.5 would be rounded down to 89/B. No exceptions to this policy.

**Letter of recommendation**

Students request letters of recommendation for various purposes, i.e. admission into graduate school, scholarship references, etc. Students who meet the following criteria will be considered for recommendation:

1. Met with the instructor to discuss this request.
2. Earned a minimum grade of 90/A on all exams and written reflections.
3. Minimal to no absences.
4. Familiarity with the instructor outside of the classroom.

**Professional Disposition**

Students who sleep, engage in disruptive behavior or academically unrelated activities (e.g. phone use) during class time will first be addressed informally through verbal discussion, then formally through university guidelines. Private conversations can easily be heard in this particular classroom and are distracting to both your peers and the instructor. Please note that if you have difficulty self-monitoring your behavior, you will be asked to leave the classroom.