

Example of a Well-Designed Course in:

COMMUNICATION DISORDERS

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1. Specific Context

- **The subject matter: Speech Pathology/Communication Disorders**
- **The title of the course: "Speech Disorders Across the Lifespan"**
- **Typical class size: 40**
- **Level of the course: Undergraduate, Junior level, 3 semester hours credit**
- **Mode of delivery: Face-to-face with online supplemental activities and resources (i.e., Moodle)**
- **Type of institution: 4-year, Master's/L: Master's Colleges and Universities (larger programs)**

2. General Description of the Course

This course is designed to give students a basic foundation in articulation and phonological disorders in children, as well as an overview of speech disorders affecting fluency, voice, resonance, and swallowing, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates of these disorders. The content focuses on the nature of disorders of the production of speech sounds using theoretical and etiological knowledge. Many students taking this course will go on to provide professional clinical services, as speech-language pathologists, that address the

diverse therapy needs of individuals with various kinds of speech disorders across the lifespan.

This course is required for majors in the Communication Sciences and Disorders (CSD) Undergraduate Degree Program. This course draws upon information learned in the following courses: Anatomy & Physiology of the Speech and Hearing Mechanism; Speech Science; and Phonetics.

This course serves as a means of integration across the following areas of knowledge:

- Characteristics and uses of the speech sounds of English
- Normal acquisition of speech production skills in childhood
- Various aspects of articulation and phonological disorders
- Disorders of fluency, voice & resonance, and swallowing
- Dialectal differences in speech sound production

3. Big Purpose of the Course

Children begin developing speech sounds within the first six months of life. Along with other domains of language, the development of speech sounds, i.e., phonology, plays an important role in overall communication and in the development of later reading skills. Speech disorders occur when children continue to make mistakes beyond the expected age of mastery. Speech-language pathologists can help individuals master those sounds and sound patterns of their language of origin.

In this course, students will establish groundwork for addressing the diverse therapy needs of individuals with speech disorders by formulating and defending diagnostic descriptions based on their foundational knowledge in the areas of typical speech development and disorders of speech across the lifespan. Students will gain prerequisite knowledge and preliminary experience in phonological analysis for graduate level courses in speech sound disorders and motor speech disorders, which are requisite courses for the terminal degree to practice speech-language pathology.

4. Important Situational Factors/Special Pedagogical Challenge

Specific Context of the Teaching and Learning Situation

- 35-40 students
- Upper division, undergraduate level of instruction
- Class meets three times a week (M-W-F) for 50 minutes
- Face-to-face instruction with online support and out-of-class activities through Moodle interface. Last course at the undergraduate level in this topic area. Students will encounter this topic area again in graduate school where it will be extended to clinical training contexts

Expectations of External Groups

- The American Speech-Language-Hearing Association requires this course in preparation for graduate school.
- The course is a requirement for the major at our university.
- Students in this major are generally preparing for graduate school for which a competitive grade point average is expected at the time of application.

Nature of the Subject

- Both theoretical and practical
- Divergent; students are challenged to search for multiple interpretations of phonological analysis

Characteristics of the Learners

- Full-time students
- Communication Sciences & Disorders majors, preparing for a terminal graduate degree
- Undergraduate upper level requirement
- Students have a background in Anatomy & Physiology for Speech & Hearing, Speech Science, and Phonetics
- Students are accustomed to lecture-style format primarily, but have completed some applied projects

Characteristics of the Teacher

- Background in typical and atypical speech development
- The teacher has taken a similar course at the undergraduate level and a more in-depth course at the graduate level
- The teacher has taught the course every semester at both the undergraduate and graduate levels
- The teacher has a research background in this topical area

Special Pedagogical Challenge

- Challenge: Students may feel pressured by their desire to make a high grade in order to maintain a competitive grade point average and be easily overwhelmed by the amount of material covered in the course.

- Response: By utilizing some aspects of the flipped classroom style combined with traditional lecture-style teaching format, I may be able to increase their sense of autonomy while preserving a high level of active learning. In order to encourage an increasing sense of efficacy, I will provide multiple opportunities for practice and provide structured feedback.

5. 3-Column Table

CSD 3202	Learning Goals	Assessment Activities	Learning Activities
Foundational Knowledge	Students will demonstrate understanding of knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, development, and linguistic, and cultural bases of the disorders, including articulation, fluency, voice and resonance, and swallowing.	<ul style="list-style-type: none"> • Summative assessment: Consisting of a mid-term and a final examination • The mid-term examination will be a take-home format with application and problem-solving activities to be completed individually. • The final examination will address material covered only in the second half of the semester that is broad in scope. It will consist of multiple choice, true/false, and one essay which they will prepare from a choice of topics prior to the final examination. 	<ul style="list-style-type: none"> • RAT: Readiness Assessment Tests individually and in groups at the beginning of each module • One-minute papers • Independent reading and in-class group discussion • UDL: Use of jigsaw groups to involve peers in teaching process
Application	Students will engage in practical thinking and decision-making regarding descriptive assessment and observations of speech disorders across the lifespan.	<ul style="list-style-type: none"> • Individual research project focused on a specific speech disorder • Individual problem-solving homework with peer review 	<ul style="list-style-type: none"> • Group analyses of problems in-class, modeled by instructor with outcome largely determined by students. • Applied homework utilizing

CSD 3202	Learning Goals	Assessment Activities	Learning Activities
			<p>problem-solving strategies modeled in class</p> <ul style="list-style-type: none"> • Preparation of a collection of annotated bibliographies with an integrated essay
Integration	<p>Students will identify the similarities and differences among various speech disorders within the context of case-based learning.</p>	<ul style="list-style-type: none"> • Differential description of speech disorders, incomplete but progressive case studies utilizing videos and speech samples • Reflective writing assignment: What are some connections between concepts in this course and (1) other courses in the major, and (2) their own personal lives. 	<ul style="list-style-type: none"> • Observation of case studies • Use of checklists that include symptoms of the various speech disorders to aid the student in differentiating between symptoms to arrive at an accurate description of the speech behaviors observed • Reflective writing • In-class discussion
Human Dimension	<p>Self: Students will cultivate a sense of professionalism, appropriate to an emerging self-identity as experts in their discipline of Speech-Language Pathology.</p>	<ul style="list-style-type: none"> • Students will gain a greater sense of autonomy in their own learning that they are in control of their own discipline-specific knowledge. (The annotated 	<ul style="list-style-type: none"> • In-class discussions regarding diagnostic descriptions • In-class problem-solving for case studies

CSD 3202	Learning Goals	Assessment Activities	Learning Activities
	<p>Interacting with Others: Students will engage in a community of practice which to share information and experiences with their fellow students in preparation for professional life.</p>	<p>bibliography project will require that 5 of 8 sources be peer-reviewed journals.)</p> <ul style="list-style-type: none"> Students will engage in peer mentoring and teaching in order to establish communities of practice (COP) for ongoing learning and professionalism 	<ul style="list-style-type: none"> Students will obtain at least 5 peer-reviewed, discipline-specific journal articles by learning how to navigate research literature databases and deconstruct scientific literature.
Caring	<p>Students will value the need and benefit to maintaining their professional development.</p>	<ul style="list-style-type: none"> Students will draft a solution for an ethical problem involving a speech disorder 	<ul style="list-style-type: none"> Students will explore the American Speech-Language Pathology & Audiology Association's (ASHA) stance on speech disorders Journals will kept by COP groups to record reflections after watching a documentary on a special case by using an online blog format (UDL) In-class discussions
Learning How to Learn	<p>Students will create a plan for continuously enhancing their clinical expertise in speech</p>	<ul style="list-style-type: none"> Students will develop a learning plan for continuing education in speech 	<ul style="list-style-type: none"> Students will explore the expectations of ASHA for continuing education and

CSD 3202	Learning Goals	Assessment Activities	Learning Activities
	disorders.	disorders <ul style="list-style-type: none"> • Students will discuss their respective roles in groups • UDL: Students will provide an oral presentation to respond to the roles of nurses and SLPs in addressing the needs of a patient with diverse medical needs 	ways to pursue continuing education credits <ul style="list-style-type: none"> • Inter-disciplinary learning by watching the Often Awesome web series with undergraduate nursing students and breaking down the issues involved. <i>Learning to learn by teaching to other professions</i>

I was challenged in this process to use a learning-centered approach in order to identify the most important aspects of this course that I wished for the students to master. Keeping the taxonomy of significant learning in mind, I envisioned the ideal end product that I had targeted for the students. Next, I worked backwards to add appropriate learning and assessment activities according to the taxonomy. This process ensured that the design was valid and targeted for success in achieving the overall goals of the course. Incorporating significant learning experiences as well as universal design for learning techniques addresses the diverse learning styles of my students while preserving my lead as teacher.

6. Weekly Schedule

Class meets three times a week for 50 minutes and counts as 3 semester hours of credit.

Date	Activity (in-class)	Assigned Reading	Assignment(s) Due
Week 1-Day 1	Introduction, Syllabus Overview		
Week 1-Day 2	RAT: Readiness Assessment Test (1) Clinical Framework: Basic Terms and Concepts <ul style="list-style-type: none"> Interactive Concept Mapping Exercise Introduction to Annotated Bibliography Project and Presentation of Topics	Chp. 1	
Week 1-Day 3	Phonetics-Articulatory Phonetics: Speech Sound Form <ul style="list-style-type: none"> Revisit International Phonetic Alphabet <u>One-minute Paper</u> : What was the most important idea you encountered in class this week?	Chp. 2	
Week 2-Day 1	Phonetic Transcription and Diacritics <ul style="list-style-type: none"> Practice Transcription with peer mentoring and feedback 	Chp. 3	Annotated Bibliography Project (AB): Topic Chosen

Date	Activity (in-class)	Assigned Reading	Assignment(s) Due
Week 2-Day 2	AB: "How to Write a Thesis Statement" interactive discussion		
Week 2-Day 3	RAT: Readiness Assessment Test (2) Theoretical Considerations and Practical Application: <i>Phonology</i> AB: "How to Write an Annotation"	Chp. 4, pp. 62-66	
Week 3-Day 1	Review Homework #1: Phonetic transcription <u>One-minute Paper</u> : What is the biggest challenge for you in phonetic transcription?		AB: Topical Thesis Homework #1: Phonetic Transcription
Week 3-Day 2	Theoretical Considerations and Practical Application: Distinctive Feature Theories Jigsaw Groups	Chp. 4, pp. 67-70	
Week 3-Day 3	Theoretical Considerations and Practical Application: Generative Phonology <ul style="list-style-type: none"> Practice Homework #2 	Chp. 4, pp. 71-77	AB: 2 Annotations
Week 3-Day 3	Review Homework #2: Distinctive Features AB: Writing Circles for first 2 annotations <u>One-minute Paper</u> : What is your greatest challenge in applying distinctive feature		HW #2: Distinctive Feature Analysis

Date	Activity (in-class)	Assigned Reading	Assignment(s) Due
Week 4-Day 1 & 2	<p>theory to phonological analysis?</p> <p>Theoretical Considerations and Practical Application: Natural Phonology</p> <p>Jigsaw Groups</p> <ul style="list-style-type: none"> • Practice Homework #3 	Chp. 4, pp. 78-84	AB: 2 Annotations (Day 2)
Week 4-Day 3	<p>Review Homework #3: Phonological Processes</p> <p>AB: Writing circles for next 2 annotations</p> <p><u>One-minute Paper</u>: What is your greatest challenge in applying phonological processes to phonological analysis?</p>		HW #3: Phonological Process Analysis
Week 5-Day 1 & 2	<p>Theoretical Considerations and Practical Application: Linear versus Nonlinear Phonologies</p> <p>Jigsaw Groups</p> <ul style="list-style-type: none"> • Relevant Nonlinear examples are demonstrated 	Chp. 4, pp. 87-101	AB: 2 Annotations (Day 2)
Week 5-Day 3	<p>Theoretical Wrap-up with Phonological Theory Jeopardy Game</p> <p>AB: Writing Circles for next 2 Annotations</p>		

Date	Activity (in-class)	Assigned Reading	Assignment(s) Due
	<p><u>One-minute Paper:</u> What was the most important idea you encountered in class this week?</p>		
<p>Week 6-Day 1, 2, & 3</p>	<p>RAT: Readiness Assessment Test (3)</p> <p>Normal Phonological Development</p> <p>Jigsaw Groups</p> <p>AB: Writing Circles for last 2 Annotations (Day 3)</p>	<p>Chp. 5</p>	<p>AB: 2 Annotations (Day 2)</p>
<p>Week 7-Day 1</p>	<p>Review for Mid-Term Examination</p>		
<p>Week 7-Day 2</p>	<p>Mid-Term Examination (Chp. 1-5) posted (Take Home format) at 9am (No in-class meeting)</p>		
<p>Week 7-Day 3</p>	<p>Mid-Term Examination DUE at 9am SHARP</p> <p>AB: Annotations Complete. In-Class-Outline your Theme narrative. Peer feedback. Begin drafting the narrative of your project (Theme style)</p>		
<p>Week 8-Days 1, 2, & 3; Week 9-Days 1 & 2</p>	<p>RAT: Readiness Assessment Test (4)</p> <p>Motor Speech Disorders:</p> <ul style="list-style-type: none"> • Dysarthria • Apraxia of Speech 	<p>Chp. 11</p>	<p>AB: Topical Updates as appropriate posted online</p> <p><i>ASHA Learning Plan:</i> Visit ASHA.org and provide an Introduction to your Learning Plan by answering the following questions:</p>

Date	Activity (in-class)	Assigned Reading	Assignment(s) Due
	<p>Jigsaw Groups</p> <p>Problem-Based Learning/Behavioral Checklists</p> <ul style="list-style-type: none"> • Childhood Apraxia of Speech • Cerebral Palsy <p><u>One-minute Paper:</u> What important questions remain unanswered for you?</p>		<ol style="list-style-type: none"> 1. What is a CEU? 2. How are CEUs awarded? 3. What are the benefits of earning ASHA CEUs? 4. How do I know if a course is registered as an ASHA CEU?
Week 9- Day 3	Speech Disorder associated with Cleft Lip and Palate	Chp. 11	
Week 10-Day 1	Speech Disorder associated Hearing Impairment	Chp. 11	
Week 10-Day 2 & 3 Week 11-Day 1	<p>RAT: Readiness Assessment Test (5)</p> <p>Disorders of Fluency-Guest Lectures</p> <p><u>One-minute Paper:</u> What was the most important idea you encountered in the fluency lectures?</p>	Readings posted on Moodle	HW #4: Fluency Response based on Readings (Week 11- Day 1)
Week 11-Day 2	AB: Peer reviews conducted using Grading Rubric		<p>AB: Rough draft due in class (paper)</p> <p><i>Learning Plan:</i> Visit ASHA.org and find three CEU courses that relate to speech disorders across the lifespan. Provide a description of each and a brief explanation</p>

Date	Activity (in-class)	Assigned Reading	Assignment(s) Due
			as to why you chose those particular courses.
Week 11-Day 3 Week 12-Day 1	Voice and Resonance Disorders-Guest lecture	Readings posted on Moodle	
Week 12-Day 2 & 3 Week 13-Day 1	Dialects and English as a Second Language Jigsaw Groups <u>One-minute Paper:</u> What was the muddiest point in this week's lectures?	Chp. 7	HW #5: Self-study of dialect and reflective response
Week 13-Day 2 & 3	Swallowing Disorders Problem-Based Learning/Symptom Checklists	Readings on Moodle	<i>Learning to Learn:</i> (a) Identify 3-5 topics about speech disorders that you think would be the most important for you to learn about in the next 1-3 years, and (b) Describe for each topic, HOW you would learn about that topic (1-2 paragraphs for each topic)
Week 14-Day 2 & 3	Often Awesome Web Series-ALS Case Problem-Based Learning Jigsaw groups Oral presentation with Nursing students	Web Series online	Online blogs/journaling to record reflections along with Nursing students

Date	Activity (in-class)	Assigned Reading	Assignment(s) Due
Week 14-Day 3	Final Exam Review		Learning to Learn: Submit your plan for continuing your learning about speech disorders across the lifespan

Problem-based learning is a style of active learning and will encourage students to learn both problem-solving strategies as well as foundational knowledge. The *sequence of activities* will include the following:

- The instructor will present the problem, i.e., case study, and assign groups. Groups will share information and determine what they *know* as well as what they *don't know*.
- Groups determine a plan to obtain the types of background information they will need to collect in order to begin crafting their solution.
- Groups execute their plan and discuss possible solutions.
- Groups draft their solutions.
- Groups present their solutions to the class, i.e., other groups.

This strategy is appropriate for the undergraduate student who is charged with discerning how to describe a speech disorder given the vast amount of foundational knowledge that the undergraduate student is expected to master. The student, and the groups within which they will also work, will identify what pertinent information they already know, what information they need to know, and how to obtain that information in order to solve a given problem.

7. My Contact Information

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