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| **1** | **Course title** | Articulation and Phonological Disorders |
| **2** | **Course number** | 1804220 |
| **3** | **Credit hours** | 3 credit hours ( theory ) |
| **Contact hours (theory, practical)** | 3 credit hours ( theory ) |
| **4** | **Prerequisites/requisites** | Phonetics |
| **5** | **Program title** | B.S. in Hearing and Speech |
| **6** | **Program code** | 1804 |
| **7** | **Awarding institution** | The University of Jordan |
| **8** | **School** | Rehabilitation Sciences |
| **9** | **Department** | Department of Hearing and Speech Sciences |
| **10** | **Level of course** | Undergraduate/ Third year |
| **11** | **Year of study and semester (s)** | 2022 /2023, Second semester |
| **12** | **Final Qualification** | B.Sc. in hearing and speech |
| **13** | **Other department (s) involved in teaching the course** | None |
| **14** | **Language of Instruction** | Arabic and English |
| **15** | **Teaching methodology** | ☐Blended ☐Online Face to face |
| **16** | **Electronic platform(s)** | ☐e-learning ☐Microsoft Teams ☐Skype ☐Zoom  ☐Others………… |
| **17** | **Date of production/revision** | 25/ 2 /2022 |

**18 Course Coordinator:**

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| Name: Hana N. Mahmoud MA- SLP  Office number: 432  Online Office hours: 9 – 10, Sunday, Tuesday  Email: hana.mahmoud@ju.edu.jo |

**19 Other instructors:**

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| Name: Farezeh Al- Asbahi  Office number: 432  Phone number:23263  Email: [asbahi.slp@gmail.com](mailto:asbahi.slp@gmail.com)  Contact hours : Monday – Wednesday 1- 2 |

**20 Course Description:**

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| As stated in the approved study plan.  Etiology, diagnosis and early intervention of the articulatory disorders resulting from deviant phonological rule systems; review of traditional and innovative evaluation and treatment procedures; the importance of early intervention and the involvement of parents and school teachers will be highlighted |

**21 Course aims and outcomes.**

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| A- Aims:  The major objective of this course is to provide the students with the basic knowledge of:  1- Providing the students with the basic knowledge of major theories of language acquisition, early stages of language acquisition.  2- Collecting and analyzing data of children and comparing them to the norms  B- Intended Learning Outcomes (ILOs):  Upon successful completion of this course, students will be able to:   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | PLOs  ILOs of the course | PLO (1) | PLO (2) | PLO (3) | PLO (4) | PLO  (5) | | PLO  6 | | PLO  7 | | | PLO8 | | | PLO9 | | | | Plo 10 | Plo 11 | PLO  12 | | | 1.The students should be able to use important terminology pertaining to phonology and articulation and phonological disorders | x |  | x |  |  | | x | |  | | |  | | |  | | | |  |  |  | | | 2. The students should be able to identify different four major phonological acquisition theories and distinguish between them | x | x |  |  | x | |  | |  | | |  | | |  | | | |  |  |  | | | 3. The students should be able to identify etiologies of articulation and phonological disorders |  | x |  | x |  | |  | |  | | | x | | | x | | | |  |  |  | | | 4. To identify and apply the basic principles and methods of prevention, assessment and intervention for individuals with communication and swallowing disorders |  | x | x |  |  | |  | | x | | |  | | |  | | | | x | x |  | | | 5. Students will describe and apply various intervention approaches for articulation and phonological disorders |  |  | x |  |  | |  | |  | | |  | | |  | | | |  |  | x | | | 6. To analyze the criteria of each assessment and intervention approach and accordingly choose the best technique for each individual case |  |  | x | x |  |  | | | |  | | |  | |  | | |  | | |  | | | 7. The students should be able to describe different planned activity used in treatment. |  |  |  | x |  | x | | | | x | | |  | |  | | | x | | |  | | | 8. The students should be able to define and identify common phonological process in normal and disordered speech. | x |  | x | x |  |  | | | |  | | |  | |  | | |  | | |  | | | 10. the student should be able to discuss the importance of non-standardized measures as a part of a complete articulation assessment |  |  | x |  |  |  | | | |  | | | x | | x | | | x | | |  | | | 11. The students should be able to gather different information related to patient disorders |  |  |  | x | x |  | | | | x | | |  | |  | | |  | | |  | | | 12. The students should be able to use assessment data and make decisions about presence of problem and diagnosis of this problem | x | x |  |  | x |  | | | |  | | |  | |  | | |  | | | x | | | 14. The students should be able to complete different phonological analysis procedures |  |  |  |  |  | x | | | | x | | |  | | x | | |  | | |  | | | 15. the student will be able to develop and implement basic lesson plans/daily plans consistent with goals outlined in specific treatment plans for children with articulation or phonological disorders. |  |  |  | x |  | | x |  | | |  | | |  | |  | x | | | | |  | | 16. The students should be able to develop clinical skills to use in treatment of clients of different speech sound disorders |  |  |  | x | x | |  |  | | |  | | | x | |  |  | | | | | x | | 17. 1The Students should be able to identify different professionals that deal with speech pathologist and be able to work with them. | x |  | x |  |  | |  |  | | | x | | |  | |  |  | | | | |  | | PLOs :   1. Demonstrate deep knowledge of the basic human communication processes, as well as the nature of speech, language, and hearing. 2. Identify and apply the basic principles and methods of prevention, assessment and intervention for individuals with communication and hearing disorders. 3. Apply the basic clinical skills in working with individuals with communication and hearing disorders. 4. Formulate specific and appropriate intervention plans 5. Conduct appropriate diagnostic monitoring procedures, therapy or other actions safely and skill fully. 6. Write professional reports for patient with communication and hearing disorders. 7. Apply principles of evidence-based practice in the assessment and intervention processes. 8. Identify ongoing effectiveness of planned activity and modify it accordingly. 9. Analyze the criteria of each assessment and intervention approach and accordingly choose the best technique for each individual case. 10. Employ time management skills in dealing with caseloads and in delivering intervention for individual cases. 11. Demonstrate commitment to lifelong learning, teamwork, scientific research, analysis, interpretation, has the ability to think critically and solve problems, and uses technology to monitor, manage, analyze, and transfer information to generate knowledge and employ it for future uses.   12. Demonstrate the ability to take responsibilities and exercises their rights and duties within the value system of society and their public morals | | | | | | | | | | | | | | | | | | | | | | | |

**22. Topic Outline and Schedule:**

* Teaching methods include: Synchronous lecturing/meeting; Asynchronous lecturing/meeting
* Evaluation methods include: Homework, Quiz, Exam, pre-lab quiz…etc

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| | **Week** | **Lecture** | **Topic** | **Student Learning Outcome** | **Learning Methods (Face to Face/Blended/ Fully Online)** | **Platform** | **Synchronous / Asynchronous Lecturing** | **Evaluation Methods** | **Resources** | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | 1 | 1.1 | Introduction |  | Face to Face | Moodle and Microsoft teams | Synchronous | Discussion | BaumanWaengler, J. (2019). Articulation and phonological Impairments, Fourth Edition | | 1.2 | Syllabus |  | Face to Face | Moodle and Microsoft teams | Synchronous | Discussion | | 2 | 2.1 | clinical framework:  basic terms and concepts | 1, 2, 3 | Face to Face | Moodle and Microsoft teams | Synchronous | Discussion | | 2.2 | clinical framework:  basic terms and concepts | 1, 2, 3 | Face to Face | Moodle and Microsoft teams | Synchronous | Discussion | | 3 | 3.1 | Articulatory Phonetics  Vowels | 2, 3,5,6 | Face to Face | Moodle and Microsoft teams | Synchronous | Discussion | | 3.2 | Articulatory Phonetics  Consonants | 2, 3,5,6, | Face to Face | Moodle and Microsoft teams | Synchronous | Discussion | | 4 | 4.1 | Phonetic Transcription  Diacritics with consonants | 3,5,6,7,8 | Face to Face | Moodle and Microsoft teams | Synchronous | Discussion | | 4.2 | Phonetic Transcription  Diacritics with consonants | 3,5,6,7,8 | Face to Face | Moodle and Microsoft teams | Synchronous | Discussion | BaumanWaengler, J. (2019). Articulation and phonological Impairments, Fourth Edition | | 5 | 5.1 | Phonetic Transcription  Diacritics with vowels | 3,4, 5,8,9 | Face to Face | Moodle and Microsoft teams | Synchronous | Discussion | | 5.2 | Normal phonological development | 3,4, 5,8,9 | Blended Microsoft Teams | Moodle and Microsoft teams | **Asynchronous** | Discussion & Exams | | 6 | 6.1 | Normal phonological development | 3,4, 5,8,9 | Face to Face | Moodle and Microsoft teams | Synchronous | Discussion | | 6.2 | Normal phonological development | 3,4, 5,8,9 | Blended Microsoft Teams | Moodle and Microsoft teams | **Asynchronous** | Discussion | | 7 | 7.1 | Normal phonological development | 4,5,7,8,10 | Face to Face | Moodle and Microsoft teams | Synchronous | Discussion | | 7.2 | Normal phonological development | 4,5,7,8,10 | Blended Microsoft Teams | Moodle and Microsoft teams | **Asynchronous** | Discussion | | 8 | 8.1 | Appraisal : collection of data | ,3,4, ,8,10 | Face to Face | Moodle and Microsoft teams | Synchronous | Discussion | | 8.2 | Mid term  Exam |  | Blended Microsoft Teams |  | **Asynchronous** | Face to Face | All covered topics | | 9 | 9.1 | article on acquisition of Arabic consonants | 3,4, ,9,11 | Face to Face | Moodle and Microsoft teams | Synchronous | Discussion |  | | 9.2 | Appraisal: collection of data; Oral facial examination | 3,4, ,9,11 | Blended Microsoft Teams | Moodle and Microsoft teams | **Asynchronous** | Discussion |  | | 10 | 10.1 | Eid al fiter | | | | | | | | 10.2 | Eid al fiter | | | | | | | | 11 | 11.1 | Diagnosis | 6,7,9,11 | Face to Face | Moodle and Microsoft teams | Synchronous | Discussion | BaumanWaengler, J. (2019). Articulation and phonological Impairments, Fourth Edition | | 11.2 | Diagnosis | 6,7,9,11 | Blended Microsoft Teams | Moodle and Microsoft teams | **Asynchronous** | Discussion | | 12 | 12.1 | Diagnosis | 6,7,9,11 | Face to Face | Moodle and Microsoft teams | Synchronous | Discussion | | 12.2 | Therapy for Phonetic Errors | 7,9,10,11 | Blended Microsoft Teams | Moodle and Microsoft teams | **Asynchronous** | Discussion | | | 13 | 13.1 | Independence day | | | | | | |  |  | Moodle and Microsoft teams | | 13.2 | Therapy for Phonetic Errors | 7,9,10,11 | Face to Face | Moodle and Microsoft teams | Synchronous | Discussion | BaumanWaengler, J. (2019). Articulation and phonological Impairments, Fourth Edition | | 14 | 14.1 | Therapy for Phonemic Errors | 7,9,10,11 | Face to Face | Moodle and Microsoft teams | Synchronous | Discussion | | 14.2 | Therapy for Phonemic Errors | 7,9,10,11 | Blended Microsoft Teams | Moodle and Microsoft teams | **Asynchronous** | Discussion | | 15 | 15.1 | Therapy for Phonemic Errors | 7,9,10,11 | Face to Face | Moodle and Microsoft teams | Synchronous | Discussion | | 15.2 | Therapy for Phonemic Errors | 7,9,10,11 | Blended Microsoft Teams | Moodle and Microsoft teams | **Asynchronous** | Discussion |  | | | | | | | | | |
|  | 16.1 | Case study |  | Face to Face | Moodle and Microsoft teams | **Synchronous** |  |  |
| 16.2 | Revision |  | Face to Face | Moodle and Microsoft teams | **Asynchronous** |  |

**23 Evaluation Methods:**

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| Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Evaluation Activity** | **Mark** | **Topic(s)** | **Intended Learning Outcome** | **Period (Week)** | **Platform** | | Assignment and quizzes | 30 | According to ILOs | All apply | At the end of each chapter | In campus & online | | Midterm exam | 30 | One to five | All apply | Announced during the semester | In campus | | Final exam | 40 | All chapters | All apply | 16th week | In campus | |

**24 Course Requirements**

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| **(e.g: students should have a computer, internet connection, webcam, account on a specific software/platform…etc):** |

**25 Course Policies:**

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| |  | | --- | | 1. Attendance policies:  * Attendance will be taken periodically throughout the semester. * Students are expected to attend and actively participate in all classes. * Students are expected to be on time. * When the student is unable to attend class, it is a courtesy to notify the instructor in advance using either e-mail or phone. * Repeated tardiness or leaving early will not be accepted. * Students who miss class (or any portion of class) are responsible for the content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts, assignments, etc. from class members who were present. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who missed class (es). * An absence of more than 15% of all the number of classes, which is equivalent of (3) classes requires that the student provides an official excuse to the instructor and the dean. * If the excuse was accepted the student is required to withdraw from the module. * If the excuse was rejected the student will fail, the module and mark of zero will be assigned as suggested by the laws and regulations of the University of Jordan. Please refer to pages 133, 134 of the student handbook.   B- Absences from exams and submitting assignments on time:   * The instructor will not do any make-up exams. * Exceptions for make-up exams and late submission of class assignments will be made on a case-by-case basis for true personal emergencies that are described as accepted by the regulations of UJ (e.g., documented medical, personal, or family emergency). * Make-up exams will be arranged if justifications for missing the exam satisfy the above. It is the student's responsibility to contact the instructor within 24 hours of the original exam to schedule a make-up session. A make-up exam should be taken within a week from the original exam date, unless the student can provide documentation that makes meeting that deadline impossible; otherwise, the recorded score for that exam for the student will be a zero.   Late assignments will not be accepted and submission of assignments (due to unjustified absence from class) by other students will not be accepted regardless of how much work the  C- Health and safety procedures:   * Students will not be in direct contact with patients during this course. * Students are not expected to use any heavy tools or equipment that might impose health and safety issues during this course. * Students should work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation. * Students should understand the importance of and be able to maintain confidentiality. * Students should understand the importance of and be able to obtain informed consent. * Students should know the limits of their practice and when to seek advice or refer to another professional   D- Honesty policy regarding cheating, plagiarism, misbehavior:   * Students are expected to observe all University guidelines pertaining to academic misconduct. * Any work submitted by a student for academic credit must be the student's own work. Submission of work taken directly from another source (e.g., book, journal, internet, clinic forms, or another student work) will be considered plagiarism and the student/group will get a zero grade for that work if part of an assignment. In addition, if copying occurred, both the student who copied the work and the student who gave material to be copied (if applicable) will receive a zero for the assignment. * Students are expected to do work required for assignments on their own. Asking other instructors at the JU clinic or the staff, or other students to assist in or do any part of the assignment for them will negatively affect their grade on that assignment. The course instructor is the person the student needs to talk to if s/he has any difficulties pertaining to an assignment or project and is strongly encouraged to schedule an appointment with the instructor if such difficulties arise during the semester. * Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. * Any forms of academic misconduct will be handled according to the University of Jordan guidelines.   E- Grading policy:  Grading for this course will be determined based upon the accumulation of points for variety of assignments and exams. All work will be evaluated on completeness, organization, clarity of information, and the integration and application of the material.  F- Available university services that support achievement in the course:  The University of Jordan provides many services to support social, health, and mental well-being of students in general and students with disabilities in specific. Students are advised to visit the Faculty of Students Affairs to learn more about those services. If you are a student with a disability for which you may request accommodations, please notify the staff of Services for Student with Disabilities (Faculty of Students Affairs) as soon as possible. Please also contact the instructor as soon as possible (email is acceptable) so the appropriate accommodations for this course can be made. |   **26 References:**   |  | | --- | | A- Required book(s), assigned reading and audio-visuals:   1. Bauman-Waengler, J. (2019). Articulation and phonological Impairments, Fourth Edition. 2. Recommended books, materials, and media: ASHA WEBSITE. 3. YouTube videos in assessment and treatment children with speech sound disorders.   B- Recommended books, materials and media: | |

**27 Additional information:**

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Name of Course Coordinator: ----Hana Mahmoud ---Signature: -- Hana Mahmoud -- Date: 26 / 2 / 2023

Head of Curriculum Committee/Department: ----------Dr.Anaam Al- Karabsheh . Signature: Anaam Kharabsheh

Head of Department: Dr.Anaam Al- Karabsheh Signature: Anaam Kharabsheh

Head of Curriculum Committee/Faculty: **Prof. Kamal Hadidi** Signature: KAH

Dean: **Prof. Kamal Hadidi** Signature: KAH