

Speech Sound Disorders
ASLP 4035
Spring 2026
Tuesdays/Thursdays 3:30 – 4:50 | Wooten 216

Professor Information

Elizabeth Krajewski, PhD, CCC-SLP

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Office: SPHC 219

Office hours: Tuesdays 9:30 am – 10:30 am, or by appointment (in-person and over Zoom)

Zoom link: <https://unt.zoom.us/j/9549343547>

TA Information

Bethany Shaffer

Email: Bethany.Shaffer@my.unt.edu

Office hours: By appointment

Required Materials

Textbook

Clinical Management of Speech Sound Disorders: A Case-Based Approach, First Edition
Carol Koch, 2019 (*Note*: you don't need the companion website, so you can buy it used)

Website

Master Clinician website – www.masterclinician.org

Course Prerequisites

- ASLP 2020: Phonetics
- ASLP 3035: Normal Speech and Language Development

Course Description

This course provides an overview of speech sound disorders in children and adults. Students will learn the nature and characteristics of articulation and phonological disorders, as well as by principles of assessment and intervention.

Course Objectives

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

- Define and apply terminology related to speech sound disorders.
- Describe key milestones in typical phonological development.
- Identify and explain principles of assessment for articulation and phonological disorders, including the appropriate selection of tools.
- Evaluate the presence and nature of speech sound disorders using diagnostic criteria.
- Select appropriate treatment targets and write behaviorally stated intervention goals with clear rationales.
- Compare and apply intervention approaches and sound facilitation strategies.
- Locate, interpret, and apply research findings to inform clinical decision-making.
- Analyze the effects of cultural and linguistic diversity on speech sound development and disorder presentation.

Course Requirements

All assignments will be submitted online by the designated due date and time. Plan ahead to complete work before the deadline and avoid last-minute technical issues. **Anything submitted after the deadline is considered late.** Late work will receive a 10% penalty of the total possible points for every day late up to a maximum of 50%. It is better to turn in an assignment late than to not turn one in at all.

Quizzes

Students will complete 11 quizzes throughout the semester (5 points each), with the lowest quiz score dropped. Quizzes will consist of five short-answer questions covering material from the previous week's lectures and readings. Quizzes may not be made up without an excused absence, which must be discussed with the instructor in advance, except in the case of an emergency.

Total points: 50

Participation

Students will earn participation points by responding to in-class questions during lectures. These questions will primarily be multiple-choice and are designed to check understanding of course material in real time. Approximately 1–5 questions may be asked during each lecture, with each question worth 1 point. Participation points are capped at 40 points, though additional opportunities to participate will be offered throughout the semester.

Total points: 40

Assignments

Students will complete six assignments throughout the semester. These assignments are designed to reinforce lecture content and provide hands-on practice with course concepts related to speech sound disorders.

Total points: 100

Activities

Students will complete 13 activities throughout the semester (5 points each), with the lowest activity grade dropped. Activities will be graded based on general completeness and effort. The majority of activities will involve clinical video observations, which will count toward required observation hours (see the *Observation Hours* section below).

Total points: 60

Exams

Students will complete two exams (50 points each) and a cumulative final exam (80 points). Exams will assess material from lectures, readings, assignments, and activities and will include a combination of multiple-choice, matching, and short-answer questions.

Review materials will be provided prior to each exam.

Total points: 180

Grading

Your grade is determined by the total number of points you have earned during the semester divided by the total number of possible points. Course grades will be based on the cumulative total of the points using the following scale:

Percentage	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

No extra credit opportunities are planned at this time. Grades are not curved.

Grades will be posted throughout the semester on Canvas. **If work is not received or is submitted incorrectly, a grade of 0 will be recorded.** Please report any discrepancies via email to Dr. Krajewski within **one week** of grades being posted. After this period, grades will be considered final.

Email Etiquette

Please use your UNT email account when contacting me or the TA, and do not use Canvas messaging for course communication. I will respond to emails between 9:00 a.m. and 5:00 p.m., Monday through Friday, and will do my best to reply within 48 hours. If you do not receive a response within that time, please feel free to send a reminder. To help ensure a prompt response, include “ASLP 4035” in the subject line of all emails. For questions related to assignments, grading, or video observations, you may also email the TA. Your success in this course is important to me, and I encourage you to reach out if you have questions or need support.

Observation Hours

As part of this course, students will earn observation hours that will count toward the total of 25 hours needed for graduate school or SLP-A license. Observation hours will be counted for each Clinical Video Report completed. To receive observational credit for Master Clinician hours, students must register with Master Clinician. The fee for one year is \$54 and will cover the videos shown in your classes this semester and classes next semester such as: Introduction to Language Disorders, Clinical Methods I and II. To register, students will go to www.masterclinician.org and sign up.

Tracking of Hours

All observation hours will be tracked through CALIPSO. CALIPSO is a web-based application used by speech-language pathology and audiology programs across the nation. This computer program tracks both observation hours and clinical experience hours. This program is designed for a student to keep up with their own observation and clinical treatment hours and use them as needed. This program is designed so that the hours earned can be easily approved by professors and/or supervisors during undergraduate and graduate coursework.

Students must log observation hours for this course through CALIPSO for the instructor to approve **no later than the date listed on the course schedule**. The hours will then be approved

at the end of the semester which may be after the last day of class. Hours will only be approved in the semester the course was taken as the hours are not saved in any other format to be reviewed at a different time.

As an ASLP student at the University of North Texas, you are required to register for an account at CALIPSO via an email invite sent from the ASLP department. This is a one-time sign-up with a one-time fee of \$100.00. If you already have a CALIPSO account at UNT, you will not need to sign up again and can continue to use the same account to submit your observation hours each semester for each class that offers observation hours. If you have paid this fee and signed up for an account with another/previous class, continue to use the same account, as the hours will accrue. If you need to set up a new account, send an email to Dr. Krajewski.

Policies and Expectations Specific to This Course:

- You will be expected to regularly check Canvas for lecture notes, readings, written response assignments and any additional updates.
- I will do my best to stick to the schedule we have written below, but if there are any changes they will be announced in class and posted on Canvas.
- If you miss class, you are responsible for obtaining copies of any class notes or handouts from your peers that are presented or distributed on the day you are absent.
- You will be able to review your exam results during office hours, but may not take exams home.
- No phones, iPads, or other devices present or open during class presentations or exams.
- College level organization, grammar, punctuation, syntax, etc. are expected on any form of writing assignment. You may choose to refer to an APA style manual for assistance.
- Speak up during class! Ask questions! Discuss! Engage!
- Sensitive topics may be discussed in this class; therefore, it is expected that everyone will treat each other with respect and tolerance at all times. Differing view-points are welcome; discriminatory behavior or language will not be tolerated.
- Last-minute accommodations for unexpected emergencies, illnesses, and the like should be arranged with me directly. Accommodations of that sort, just like accommodations for disabilities, are private and confidential. This means that just as you should expect me to not discuss the nature of reason for accommodations publicly or with other students, I should be able to expect that you will do the same. My decisions about emergency accommodations will be made with an understanding of both the personal need and the overall fairness to all students in the class.

Attendance and Participation

Students who are actively engaged in the learning process retain more information, which is necessary for optimal learning. Weekly quizzes and participation are in-class only. You should attend every class unless you have a university-excused absence such as active military service, a religious holy day, or an official university function as stated in the [Student Attendance and Authorized Absences Policy \(PDF\)](#).

Academic Integrity

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. [Academic Integrity Policy \(PDF\)](#)

Collaboration on assignments is **not permitted unless explicitly stated**. All work submitted must be your own, original effort. Students who use another person's work without authorization are in violation of UNT's Academic Integrity Policy. This includes, but is not limited to, written assignments, video observations, exams, and any other graded materials. Sharing files, copying and pasting content, or paraphrasing a peer's work is considered **academic dishonesty**. If an assignment is designated as collaborative, it will be clearly noted in the instructions. In all other cases, assume that independent work is required.

Use of Generative AI

The use of generative AI tools (e.g., ChatGPT) is not permitted for any part of the assignment or writing process in this course. This includes brainstorming, drafting, editing, rewriting, or summarizing. The goal of this course is to support the development of independent thinking, writing, and clinical reasoning skills. The unauthorized use of any person or technology to assist with an assignment, project, or paper is considered cheating under the UNT Student Academic Integrity Policy (Policy 06.003).

ADA Accommodation Statement

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at <http://disability.unt.edu/>.

Final Exam Policy

The final exam will be administered according to the official University of North Texas final exam schedule. Students are expected to take the final exam at the scheduled date and time. Requests for early or alternative final exams will only be considered in accordance with university policy and require documented approval.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please

refer to the UNT Learning Management System (LMS) for contingency plans for covering course materials.

Course Schedule

Date	Topic	Reading	Quiz	Assignments
1/13	Introduction and Syllabus	—	—	
1/15	Overview of Basic Concepts Speech Mechanism Anatomy	Ch 2, pp. 9–21 Ch 3, pp. 25–29	—	Syllabus Quiz due 1/15
1/20	Articulatory Phonetics	Ch 3, pp. 29–40	—	
1/22	Phonetics (continued) and Transcription Practice	Ch 3, pp. 29–40 (cont.)	Quiz 1	Video Observation 1 due 1/22
1/27	Phonological Development – Prelinguistic	Ch 4, pp. 45–60	—	Introduce Assignment 1
1/29	Phonological Development – Prelinguistic (continued)	Ch 4, pp. 60–71	Quiz 2	Video Observation 2 due 1/29
2/3	Phonological Development – Linguistic	Ch 4, pp. 71–77	—	
2/5	Phonological Processes Practice	—	Quiz 3	Video Observation 3 due 2/5
2/10	Assessment	Ch 6, pp. 99–130	—	
2/12	Assessment (continued)	Ch 6, pp. 130–160	Quiz 4	Assignment 1: GFTA Analysis due 2/12
2/17	Diagnosis and Treatment Planning	Ch 7, pp. 161–172	—	Introduce Assignment 2
2/19	Exam review	Review Chs. 2–7	Quiz 5	Video Observation 4 due 2/19
2/24	EXAM 1	—	—	Introduce Assignment 3
2/26	Principles of Intervention	Ch 8, pp. 175–192	—	Assignment 2: Phonological Processes due 2/26
3/3	Principles of Intervention (continued)	Ch 8, pp. 175–192 (cont.)	—	Video Observation 5 due 3/5
3/5	Linguistic and Cultural Considerations	Ch 5, pp. 85–94	Quiz 6	Assignment 3: Phonetic Inventory due 3/5
3/10	SPRING BREAK	—	—	
3/12	SPRING BREAK	—	—	
3/17	Articulation-Based Approaches – Traditional	Ch 9, pp. 197–217	—	Introduce Assignment 4

Date	Topic	Reading	Quiz	Assignments
3/19	Articulation-Based Approaches – Multiple Phoneme, Paired Stimuli	Ch 11, pp. 227–240 Ch 12, pp. 241–253	Quiz 7	Video Observation 6 due 3/19
3/24	Articulation-Based Approaches – Core Vocabulary, PROMPT	Ch 10, pp. 218–226 Ch 13, pp. 254–263	—	Assignment 4: Treatment Planning – Motor due 3/26
3/26	Articulation-Based Approaches – wrap-up	Review Chs. 9–13	Quiz 8	
3/31	Linguistic-Based Approaches – Cycles Approach	Ch 14, pp. 255–265	—	Introduce Assignment 5
4/2	Linguistic-Based Approaches – Minimal Oppositions	Ch 15, pp. 269–277	Quiz 9	Video Observation 7 due 3/17
4/7	Linguistic-Based Approaches – Multiple Oppositions, Maximal Oppositions	Ch 16, pp. 278–288 Ch 17, pp. 289–300	—	Assignment 5: Treatment Planning – Linguistic due 4/9
4/9	Phonological Awareness	Instructor-provided reading (TBD)	Quiz 10	
4/14	Exam Review	Review Chs. 8–17	—	
4/16	EXAM 2	—	—	Video Observation 8 due 4/16
4/21	Apraxia	Iuzzini-Seigel et al. (2022), uploaded	—	Video Observation 9 due 4/23
4/23	Dysarthria	Iuzzini-Seigel et al. (2022), uploaded	Quiz 11	Video Observation 10 due 4/30
4/28	Evidence-Based Practice	Instructor-provided material	—	Submit Observation Hours by 4/30
4/30	Final Review	—	—	Reflection due 4/30
	Final Exam	—	—	

Note: The syllabus can be subject to change. The instructor has the right to make changes to enhance the effectiveness of the course. Students will be notified of all changes within an appropriate amount of time in relation to assignments, activities, exams, etc.