Year 1 Fall 2025
SCSD 619 - Phonological Development
Number of credits: Lecture 2 Credits; Lab 1 Credit
Course Time: Thursday Lab Time: 1:00-2:00 pm; Lecture Time: 2:15 - 4:15 pm
Location: Lecture & Lab: Room 862

Instructor: Tanya Matthews (lecture); Renata Masucci (lab)
Office: SCSD, Room 819
Office Hours: By appointment (please set up by email)
Email: tanya.matthews@mcgill.ca

COURSE DESCRIPTION/OVERVIEW:

Theories and research related to normal and abnormal phonological development in children will be studied and applied to samples of child speech. Note that the **SCSD 619 lab** overview and requirements are listed in a separate outline (lab instructor: Renata Masucci).

Instructor's Message Regarding the Course
This course will include in-person instruction and adhere to the procedures and protocols that the SCSD Department and McGill University have outlined. The teaching procedures will be designed to encourage self-learning, problem-solving, and critical thinking. Learning may be challenging in this context. It is essential to make alliances with your classmates, as this will help you achieve success. Close relations with your instructors are also helpful. Ask questions in class during the appointed question times. E-mail with questions or request a time during office hours.

Land acknowledgement
McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous peoples whose presence marks this territory on which peoples of the world now gather.

EDI statement
This class aims to foster an inclusive and equitable community where we learn to be ethical when applying evidence-based practice during lectures, clinical activities, and discussions. The topics covered will provide you with tools to think critically and encourage you to consider diversity within the context of phonological development, while recognizing that much of the existing research, evidence, and normative data have been limited in their inclusivity of diverse populations.

Class Recordings & Zoom Lecture(s)
I will not record lectures or other class materials. However, lecture slides and other course content will be posted on MyCourses. I will not offer Zoom for lectures unless mandated by the university or the SCSD department. If you are unable to attend class, you are responsible for the material that you miss. I will allow a colleague in the class to set up a Zoom call so the absent student can listen to the lecture, however. The students must arrange this. I appreciate your understanding.

LEARNING OBJECTIVES/OUTCOMES (COMPETENCIES):

UNIT ONE: Basic Requirements (Audiology and Speech-Language Pathology)

The audiologist and speech-language pathologist demonstrate basic knowledge of:

1.1 Anatomy and Physiology

1.1.ii Articulatory, phonatory, resonatory, and swallowing systems (larynx, pharynx, mouth, and nose).

1.1.iii Auditory and vestibular systems (external, middle and inner ear, auditory and vestibular pathways, and auditory cortex).

1.5 Psycholinguistics and Linguistics

1.5.i Normal and abnormal communication behaviour throughout the lifespan in both auditory and visual modalities (e.g., sign language) in the following areas: phonetics and phonology, morphology and syntax, semantics, pragmatics, nonverbal communication, and sociolinguistics.

1.5.ii Methods of observation and analysis useful for describing in the description of communicative behaviour in the following areas: phonetics and phonology, morphology and syntax, semantics, pragmatics, nonverbal communication, and sociolinguistics.

1.5.iii The nature and theories of bilingual and second language development.

1.5.iv The nature and theories of reading and writing and their acquisition and changes over the lifespan.

1.6 Speech Perception and Acoustics

1.6.i The nature and theories of perceptual processes and their development with an emphasis on speech perception, and perception of non-linguistic aspects of communication (e.g., nonverbal affect cues, music, and environmental sounds).

UNIT TWO: Knowledge Expert

The speech-language pathologist demonstrates knowledge of:

2.1 Developmental Speech Sound Disorders

2.1.i Normal articulation/phonological development and theories of acquisition, including the relationships between normal and disordered development.

2.1.ii Different theoretical frameworks relevant to speech sound disorders, i.e., developmental articulation/phonological and/or motor speech disorders.

2.1.iii The characteristics of speech sound disorders.

UNIT FOUR: Clinical Expert - Disorder-Specific Assessment and Intervention Standards

The speech-language pathologist demonstrates the ability to:

4.1 Developmental Speech Sound Disorders

4.1.i Assess articulation, and/or phonology at the sound, syllable, word, sentence, and discourse levels

4.1.ii Assess speech intelligibility and factors that influence it

UNIT SIX: Collaboration

The speech-language pathologist and audiologist demonstrate the ability to:

6.1 Establish and maintain effective team collaborations to optimize client outcomes:

6.1.i Interact effectively and positively with all team members.

6.1.ii Communicate one's professional roles, responsibilities, and scope of practice in collaborative interactions.

6.1.iii Recognize and respect the roles and perspectives of other professionals.

6.1.iv Participate actively and respectfully in shared responsibilities and decision-making.

INSTRUCTIONAL METHODS:

This course will include in-person lectures featuring group discussions, clinical practice activities, and in-class quizzes to assess knowledge. There will be three asynchronous learning modules designed to teach anatomy. Students can request support from the instructor for any of these components. Additionally, there is a clinical phonetics lab where the lab instructor will assist with learning phonetics materials and skills. An anonymous discussion board on *My*Courses will be available for questions and comments, which may be answered by instructors or peers with moderation by the instructors.

Credit system: This is a three-credit course, which equals 135 hours of student work. These hours will include all contact time (e.g., lecture, laboratory, tutorial, and conference time) for the course as well as the time you spend doing assignments, preparing for class and reviewing material for this course.

Expectations for Student Participation: Students are expected to complete readings before class, attend the lecture and lab, advise instructor of absences, in case of absence arrange with a colleague to get any material missed, participate in small group activities and discussions, make a use of discussion boards to ask questions related to the course material, contact the instructor by email with any questions that are not resolved via discussion board, and to complete Anatomy Modules before class on the date indicated: asynchronous videos lectures and quizzes available on MyCourses.

REQUIRED COURSE MATERIALS

Textbook for class (and written term class): Brosseau-Lapré, F. & Rvachew, S (2020). *Introduction to Speech Sound Disorders*: Plural Publishing Co. Link to course textbook provided on MyCourses under lecture resources

OPTIONAL COURSE MATERIALS

Link to the supplemental DPD eBook: *Rvachew, S & Brosseau-Lapre, F (2018). Developmental Phonological Disorders: Foundations of Clinical Practice, 2nd Ed:* Plural Publishing Co. This textbook is an excellent resource for practicing Speech Language Pathologists. An e-book is available through the library.

COURSE SCHEDULE*

Class	Date	Topics	Readings
1	Aug. 28	Course Introduction Phonetic Concepts	Syllabus Textbook pp. 1-10
2	Sept. 4	Describing Articulatory Knowledge & Phonetic Inventory	Text pp. 11-20 In-class activity
3	Sept. 11	Describing Perceptual Knowledge	Text pp. 20-26 In-class activity
4	Sept 18	Describing Phonological Knowledge & Nonlinear Phonology	Text pp. 26-36 In-class activity
5	Sept 25	Phonological Processes Identifying Phonological Processes	Text pp. 36-39 In-class activity
6	Oct. 2	**Midterm Examination**	
7	Oct. 9	Speech Perception Development	Text pp. 41-49
8	Oct. 23	Early speech production: 0-24 months Assess a toddler's speech	Text pp. 50-57 In-class activity
		**Anatomy Module 8: The tongue (MyCourses: asynchronous lecture & quiz)**	
9	Oct. 30	Segmental Norms 3-8 years Identify levels of production	Text pp. 57-63 In-class activity
		**Anatomy Module 9: The Jaw (MyCourses: asynchronous lecture & quiz)**	
10	Nov. 6	Phonological Process Norms Is this a phonological process?	Text pp. 63-67 In-class activity
		**Anatomy Module 10: Muscles of the face (MyCourses: asynchronous lecture & quiz)**	
11	Nov. 13	Acquisition of Prosodic Units Acquisition of Clusters & Speech Intelligibility	Read Chapter 8 In-class activity
12	Nov. 20	Factors impacting phonological development: cultural and environmental implications in SSD	Text: Iglesias & Goldstein Chapter 4 pp. 148-165
13	Nov. 27	In-class practice examination	MyCourses: Questions & Answers
TBD		Final Examination to be scheduled during exam period	

*Content outlined in the syllabus is subject to change *No class on October 16th (Fall Break)*

EVALUATION

Name of Assignment	Targeted Competencies	Due Date	% of Final Grade
Midterm Exam	**1.5, 1.6**	**Oct 2**	**30%**
Anatomy Modules 8, 9 &10	**1.1ii**	**October 23, 30 & November 6**	**15%**
DEAP Stimulation Lab	**4.1i, 6.1, 6.1i, 6.1iv**	**Refer to Lab Syllabus**	**15%**
Transcription Competency Exam	**1.5.ii**	**November 27**	**Pass/Fail**
Final Exam	**2.1, 4.1**	**Exam Period**	**40%**

MCGILL POLICY STATEMENTS

- Language of submission: In accord with McGill University's [Charter of Students' Rights](), students in this course have the right to submit in English or in French written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives." (Approved by Senate on 21 January 2009)

- Conformément à la *[Charte des droits de l'étudiant]()* de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté, sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue. » (Énoncé approuvé par le Sénat le 21 janvier 2009)

- Academic integrity: McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the [Code of Student Conduct and Disciplinary Procedures]()" (Approved by Senate on 29 January 2003) (See [McGill's guide to academic honesty]() for more information).

- Intellectual Property: To protect intellectual property, please ensure that videos and related materials are not reproduced or made publicly available. This means that each of you can use them for educational or research purposes, but you cannot permit others to share or upload them online, or distribute them by giving or selling to others who might copy and make them accessible.

- As our understanding of AI's uses and its connection to student work and academic integrity continues to develop, students must discuss their AI use in any situation not outlined here with the course instructor to ensure it aligns with the course's learning objectives. Basic AI may be needed in this course, which includes grammar and spell checking (e.g., Grammarly, Microsoft Word editor) and basic formatting and design suggestions (e.g., Microsoft Word's formatting tools, PowerPoint Design editor)

- Copyright: © Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions) are protected by law and may not be copied or distributed in any form or any medium without the explicit permission of the instructor. Note that copyright infringements can be subject to follow-up by the University under the Code of Student Conduct and Disciplinary Procedures.

- In the event of extraordinary circumstances beyond the University's control, the content and/or assessment tasks in this course are subject to change, and students will be advised of the change.