



Fall 2022 – SCSD 619 – Phonological Development

Number of credits: 3 credits (2 credits lecture; 1 credit lab)

Course time: Wednesdays 1 – 3 pm

Lab time: Fridays 1 – 2 pm

Location: SCSD room 869

Course instructor: Laura MacGrath, MScA

Email: laura.macgrath@mcgill.ca

Office hours (virtual): Fridays 2 – 3 pm

(or by appointment)

Lab instructor: Dr. Susan Rvachew

Email: susan.rvachew@mcgill.ca

Office hours: see lab course outline

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.

Learning in the context of the ongoing pandemic may be challenging. A number of resources are available: [The Well Office](#) and the [Learning Resources](#) site provided by teaching and learning services. Please reach out if you need additional support.

The course will be provided in-person while adhering to the procedures and protocols that have been outlined by McGill University. Please review the university guidelines at the following link: <https://www.mcgill.ca/coronavirus/health-guidelines>.

INSTRUCTIONAL METHODS

- This course will include in-person lectures, a clinical phonetics lab, clinical practice activities, group discussions, and three asynchronous learning modules (anatomy modules).
- Discussion Boards: an anonymous discussion board on MyCourses will be available for

questions about the reading and lecture material. Questions may be answered by the instructor or by peers, with moderation by the instructor.

COURSE CONTENT

This course provides students with a foundation for clinical decision making when assessing and treating developmental phonological disorder. It is expected that you will achieve each of the following essential competencies at the beginner to competent level:

- Reliably transcribe samples of speech recorded from children with delayed phonological skills;
- Describe phonetic and phonological characteristics of speech samples at multiple levels of the phonological hierarchy.
- Determine whether a child is meeting age-appropriate expectations for speech and phonological development, given a sample of the child's speech.
- Score a standardized test of articulation according to manual instructions.
- Identify the primary variables that impact the course of phonological development from infancy through late childhood.
- Demonstrate increased awareness of the interrelationship of phonology and cultural diversity in facilitating the accuracy of diagnosis and enhancing the quality of treatment.
- Demonstrate understanding of the anatomy of the tongue, jaw, and face, as it pertains to speech development.

LEARNING COMPETENCIES

Knowledge Expert

The speech-language pathologist demonstrates knowledge of:

2.1 Developmental Speech Sound Disorders

2.1.i Normal articulation/phonological development including the relationships between normal and disordered development.

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

2.1.iii The characteristics of speech sound disorders.

2.1.iv Profiles of special groups with speech sound disorders (e.g., children with an articulation or phonological delay or disorders, hearing impairment, developmental delay, or childhood apraxia of speech).

2.1.vii How the processes and factors associated with the development of normal speech production (e.g., linguistic, motor, perceptual, and cultural) apply to clinical practice.

Clinical Expert - Cross-Cutting Assessment and Intervention Standards

The speech-language pathologist demonstrates the ability to:

3.1 Identify individuals requiring speech-language pathology services:

3.1.i Review information from relevant sources (e.g., assessment or screening protocols) to determine an individual's need for a speech-language pathology assessment.

3.4 Develop and share recommendations based on assessment results:

3.4.i Develop evidence-informed recommendations, including potential referrals to other professionals, based on the assessment findings and available resources.

3.4.ii Discuss the assessment or screening results, recommendations, and implications with the client and/or other relevant individuals, as permitted by the client.

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 and word level.

Communication

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

5.1 Communicate respectfully and effectively using appropriate modalities (spoken, written, gestural):

5.1.i Use language appropriate to the client and context, taking into account all aspects of diversity (e.g., age, culture, gender identification, linguistic abilities, education level, cognitive abilities, emotional state).

5.1.ii Employ environmental and communication strategies to minimize barriers to successful communication, including the use of appropriate modes of communication (e.g., spoken, non-verbal, written, sign, electronic) and by using translators/interpreters, as required.

5.1.iii Adapt communication in response to verbal and nonverbal cues from communication partners.

5.1.iv Communicate in a socially appropriate and respectful manner that is comfortable for the client and demonstrates empathy and openness.

5.1.v Participate respectfully in challenging conversations.

Collaboration

The speech-language pathologist demonstrates 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.

6.1.v Manage misunderstandings, limitations, and conflicts to enhance collaborative practice.

EXPECTATIONS FOR STUDENT PARTICIPATION:

Students are expected to:

- Complete readings prior to class
- Attend the lecture and lab, except in the case of sickness or other extenuating circumstances
- Advise the instructor of absences
- Participant in small group discussions
- Make use of discussion boards to ask questions related to course material, before contacting the instructor for questions
- Contact the instructor with any questions that are not resolved via the discussion board
- Complete the *Anatomy Modules* before class on the date indicated: asynchronous video lectures and quizzes, on MyCourses
- Optional: MyCourses [Pulse mobile app](#) to stay connected

REQUIRED COURSE MATERIALS

Textbook for class (*and for winter term class*): Brosseau-Lapr , F. & Rvachew, S (2020). Introduction to Speech Sound Disorders: Plural Publishing Co.

Lab Resource: Shriberg, L.D., Kent, R.D., McAllister, T., & Preston, J.L. 2019. *Clinical Phonetics with Enhanced Pearson e-Text – Access Card Package*, 5th Edition. Pearson Education

Note:

- The Library provides online access to course materials via its [Course Readings](#) service and can link to online materials including e-books and journal articles.
- Your [Liaison Librarian](#) can support you in accessing online materials in the McGill Library collection, possibly purchasing online versions of your print course materials, and trouble-shooting issues with online Library resources. Consult the Library's [Teaching Services](#) for more information.

COURSE SCHEDULE

WEEK	SUBJECT	DETAILS
August 31 Week 1	Topic	Course intro; intro to phonetics and phonology
	Reading	Course syllabus, <i>Intro to SSD</i> pp. 1-10
September 7 Week 2	Topic	Describing articulatory knowledge
	Reading	<i>Intro to SSD</i> pp. 11-20
September 14 Week 3	Topic	Describing perceptual knowledge; intro to phonological concepts
	Reading	<i>Intro to SSD</i> pp. 20-28
September 21 Week 4	Topic	Nonlinear phonology (Guest lecturer: Dr. Susan Rvachew)
	Reading	<i>Intro to SSD</i> pp. 28-36
September 28 Week 5	Topic	Phonological processes
	Reading	<i>Intro to SSD</i> pp. 36-39
October 5 Week 6	Quiz 1	Chapter 1
October 12	No class	Fall reading week
October 19 Week 7	Topic	Speech perception development
	Reading	<i>Intro to SSD</i> pp. 41-49
October 26 Week 8	Topic	Early speech production: 0-24 months
	Reading	<i>Intro to SSD</i> pp. 50-57
	<i>Anatomy module</i>	<i>Module 8: The tongue</i> (MyCourses: asynchronous lecture & quiz)
November 2 Week 9	Topic	Segmental norms 3-8 years
	Reading	<i>Intro to SSD</i> pp. 47-63
	<i>Anatomy module</i>	<i>Module 9: The jaw</i> (MyCourses: asynchronous lecture & quiz)
November 9 Week 10	Topic	Phonological process norms
	Reading	<i>Intro to SSD</i> pp. 63-67
	<i>Anatomy module</i>	<i>Module 10: Muscles of the face</i> (MyCourses: asynchronous lecture & quiz)
November 16 Week 11	Topic	Acquisition of prosodic units
	Reading	<i>Intro to SSD</i> pp. 67-74
November 23 Week 12	Quiz 2	Chapter 2
	Topic	Phonological awareness & early literacy
	Reading	TBD
November 30 Week 13	Topic	Cultural & linguistic diversity in SSDs; exam practice
	Reading	TBD
TBD	Final exam	To be scheduled during the exam period

EVALUATION SCHEME

Assignment Name	Due Date	% Grade
Quiz 1	October 5	15%
Quiz 2	November 23	15%
Anatomy module quizzes (3 quizzes)	Oct. 26, Nov. 2, Nov. 9	15%
DEAP Simulation Lab	November 18	15%
Final transcription examination (competency exam)	December 2	Pass/Fail
Final Examination	Exam period, TBD	40%

MCGILL POLICY STATEMENTS

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).

L’université McGill attache une haute importance à l’honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l’on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l’étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le [guide pour l’honnêteté académique de McGill](#)).

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 any 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)

Assessment Policy

The [University Student Assessment Policy](#) exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads. All students and instructors are encouraged to review this Policy, which addresses multiple aspects and methods of student assessment, e.g. the timing of evaluation due dates and weighting of final examinations.

Copyright

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Course Evaluations

[End-of-course evaluations](#) are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.

We encourage you to review policies governing academic issues affecting students, which can be found in the [McGill Charter of Students' Rights](#).

In the event of extraordinary circumstances beyond the University's control (e.g., suspension of in-person classes due to Covid-19), the instructional methods, content and/or evaluation scheme in this course are subject to change.

As instructors, we endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with us and the [Office for Students with Disabilities](#), 514-398-6009.

Many students may face mental health challenges that can impact not only their academic success but also their ability to thrive in our campus community. Please reach out for support when you need it; many [resources](#) are available on-campus, off-campus and online.

If you are experiencing financial hardship, you are encouraged to contact the [Dean of Students](#) who can connect you with support services.

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 people whose footsteps have marked this territory on which peoples of the world now gather. We encourage you to consult the Indigenous Initiatives [the Land and Peoples](#) webpage for guidance.

SCSD 619 Phonological Development

Phonetic Transcription Lab

General Information

Course #	SCSD 619
Term	Fall 2020
Course schedule	Lab tutorial Friday 1 pm to 2 pm (when virtual)
Number of credits	3 credit course (2 hours lecture, 1 hour lab tutorial)

Instructor Information

Name	Susan Rvachew
E-mail	susan.rvachew@mcgill.ca
In-person office hour	Thursday 11:30 to 12:30 (Room 818) small groups
Communication plan	Use lab discussion board when possible Virtual meetings may be scheduled with students upon request

Lab Overview

Theories and research related to normal and abnormal phonological development in children will be applied to the task of describing children's speech using IPA. Students will practice describing speech produced by adults and children, including authentic adult speech, adult simulations of child speech, typical child speech, and atypical child speech. Students will practice administering and scoring one standard test.

Instructor Message Regarding Remote Delivery

The remote learning context presents new challenges for students and instructors. In this course the primary instructional strategy has not changed: that is, self-directed practice. However, the lack of opportunities to practice transcription in peer directed groups may be a challenge to your motivation to stay on top of the transcription exercises. The pandemic adds stress to the graduate student experience. We are committed to providing a supportive environment. Please use all the resources that are available to you: your text, the myCourses site, virtual office hours, your peers, [the Well Office](#), and the [Remote Learning Resources](#) provided by teaching and learning services. Let us know if you are having difficulty accessing or using any of these resources. Ask us for extra help if you need it and we will schedule individual meetings with you.

Learning Outcomes (Competencies)

1.1 Knowledge Expert

1.1.b Apply basic knowledge from relevant fields that apply to communication and feeding and swallowing across the lifespan.

1.1.b.i Apply basic knowledge from relevant fields (e.g., human physiology, psychology) to clinical practice.

Specific skill: Use the International Phonetic Alphabet to transcribe heard speech as a linear sequence of distinct speech sounds.

1.2. Clinical Expert

1.2.f. Plan, conduct and adjust an assessment.

1.2.f.v Actively listen to and observe all components of communication and/or feeding and swallowing.

Specific Skill: Transcribe responses to DEAP Screening Test items as produced by adults and by children with a speech sound disorder

1.2. Clinical Expert

1.2.g. Analyze and interpret assessment results

1.2.g.i Analyze formal and informal assessment results

1.2.g.ii Interpret assessment results

Specific Skill: Determine whether the child's phoneme and word productions are correct or incorrect. Determine whether the child's error productions are typical or atypical. Determine whether the child has passed the screening test or requires further evaluation.

Instructional Method

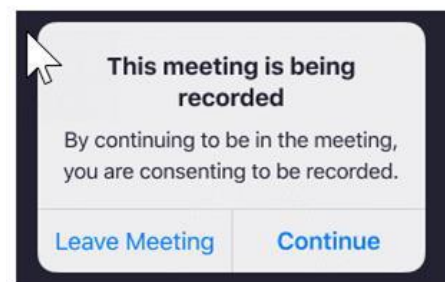
The primary instructional method will be self-directed reading followed by practice using materials that are associated with your textbook or provided on your myCourses site. Weekly quizzes will allow you to monitor your growing competence. Weekly tutorials will allow you to discuss differences in transcription decisions with your peers and develop and community consensus for transcription agreement. Brief lectures, in-class polls, and discussion board questions will augment these methods.

Expectations for Student Participation

If you are unable to attend the weekly tutorial please inform the instructor in advance and discuss any chronic issues with Dr. Rvachew so that an alternative to participation in the tutorials can be negotiated.

Recordings of Sessions

Any lecture material provided by the instructors will be recorded by the instructors and uploaded to myCourses for asynchronous viewing. When the lecture material is being recorded, you will receive a message that the meeting is being recorded so that you can turn off your camera if you wish. Instructors will not take questions during the lecture to protect the privacy of students. Questions will be taken after the lecture to ensure that the recording has been stopped.



Expectations for Student Conduct During Tutorials

All participants in lab tutorials including instructors and students are bound by the Guidelines on Remote Teaching and Learning [<https://www.mcgill.ca/tls/instructors/class-disruption/strategies/guidelines-remote>].

Required Course Materials

Shriberg, L., Kent, D., McAllister, T., & Preston, J. (2019). Clinical Phonetics with Enhanced Pearson eText – Access Card Package, 5th Edition [You must have the **enhanced ebook with audio files and practice materials**]

Ethical Handling of Recorded Materials

In this course you will be asked to transcribe speech samples provided by Dr. Rvachew on the myCourses site. These samples were recorded from children who were receiving speech therapy services. Their parents consented to their use for teaching purposes. They did not consent to these samples being taken outside of the classroom. In these extraordinary circumstances in which the “classroom” is on-line (in myCourses) this requires that each student take care to not remove the samples from myCourses, or, if downloading the samples, to delete them immediately after use. We will ask you to confirm in writing that you do not possess any of these speech samples at the end of the course.

Course Content

- Course content by week is shown on the next page.
- It is important that you also view the “Module Requirements” pages in myCourses for more details.

Class/Module	Date	Description	Course Materials	Assignments and/or Readings Due
1 Basic Concepts	Sep 2 zoom	What is clinical phonetics?	Clinical Phonetics Ch. 1, 2, 3	Discussion board: Introductions
1 Basic Concepts	Sep 9 zoom	IPA: Pitfalls and Misconceptions	Clinical Phonetics: Ch. 3	Quiz 1
2 Vowels	Sep 16 zoom	Vowels: Monophthongs & Diphthongs	Clinical Phonetics: Ch. 3	Transcription practice: 8.1 Vowel Substitutions Transcription Training 4.6 Transcribing Rhotic Vowels; 4.11 Vowel Summary Quiz with Children's Speech
2 Vowels	Sep 23 zoom	Vowels: Rhotic Vowels	Clinical Phonetics: Ch. 4	Quiz 2
3 Consonants	Sep 30	Consonants: Broad Transcription	Clinical Phonetics: Ch. 5	Transcription practice: 5.8 Consonants Summary Quiz; 5.9 Consonants/Child Speech; 8.9 Stop Substitutions
3 Consonants	Oct 7	Consonants: Variations	Clinical Phonetics: Ch. 11	Quiz 3
4 Narrow Transcription	Oct 21	Resonance and Transition Errors	Clinical Phonetics: Ch. 7, Ch. 8	Transcription Trainings 8.7 Vowel Nasalization, 8.16 Nasal Deletions, 8.17 Nasal Summary Quiz; Quiz 4 to be completed before lab
4 Narrow Transcription	Oct 28	Sibilant Distortions	Clinical Phonetics: Ch. 7, Ch. 8	Transcription Training 8.23 Dentalized Sibilants, 8.24 Lateralized Sibilants, 8.27 Fricatives and Affricates Summary Quiz Two-way Scoring: 10.5, 10.6
4 Narrow Transcription	Nov 4	Liquid Errors	Clinical Phonetics: Ch. 7, Ch. 8	Transcription Training 8.28, 8.29, 8.30, 8.31, 8.32, 8.33, 8.34 (all the liquid exercises) Two-way Scoring: 10.3, 10.4

Class/Module	Date	Description	Course Materials	Assignments and/or Readings Due
4 Narrow Transcription	Nov 11	Voicing Errors Continuous Speech	Clinical Phonetics: Ch. 7, Ch. 8, Ch. 10	Transcription Training: 8.10, 8.11, 8.12 Two-way Scoring: 10.23, 10.24
5 DEAP Screen ON SITE IN SHIFTS	Nov 18	Clinical Application	Instructions and test booklet	DEAP Simulation lab Transcribing speech from children with motor speech disorder: 10.32 to 10.36
6 Practice Test	Nov 25	Practice final exam format	See practice test in MyCourses	Practice test answers provided November 26
7 Final Test ON SITE IN SHIFTS	Dec 2	First attempt: final competency exam	Final exam materials will be provided by instructor	Exam will take one hour

Evaluation

Name of Assignment	Due Date	% of final grade
DEAP Simulation Lab	Nov 18	See class outline
Final Transcription Competency Exam	Dec 2	P/F

Note that you will not receive your grade until you pass the Final Transcription Competency Exam. All students will make their first attempt at this exam on December 2, 2022. A passing score is 85% agreement with the instructor's answer key or the majority of the class. If you do not achieve this standard you will have another opportunity to pass the competency exam (listening to different stimuli) at a time of your choosing before the end of April 2023. You may receive additional support and tutoring sessions during the winter term if necessary.

Final Transcription Competency Exam

The final exam consists of 20 utterances recorded from children with a speech sound disorder. The utterances are phrases or sentences, 2 to 7 words in length. The phrases and sentences are transcribed, except for 50 "blanks" left for you to fill in with the correct symbols to indicate what you heard. A passing score will be 43 or more agreements in transcription across the 50 blanks.

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