

EDUC6054: Speech and Children who are Deaf or Hard of Hearing

Online

Semester 2 - 2023



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description

This course presents an analysis and synthesis of concepts and theories relating to speech development, assessment and remediation of children who are deaf or hard of hearing. Typical speech perception and the continuum of development supporting the emergence of mature speech production is critically analysed. Students will interpret theoretical propositions and apply established theories and strategies to assess and enhance the intelligibility of speech for listeners who are deaf or hard of hearing.

Requisites

To enrol in this course students must have successfully completed EDUC6052 and EDUC6053.

Assumed Knowledge

EDUC6052 and EDUC6053

Contact Hours

Online

Integrated Learning Session

Online 2 hour(s) per Week for Full Term

Tutorial

Online 1 hour(s) per Week for Full Term

Unit Weighting

10

Workload

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

www.newcastle.edu.au

CRICOS Provider 00109J

CONTACTS

Course Coordinator	Online Miss Dimity Comino Dimity.Comino@newcastle.edu.au Consultation: contact via email
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	School of Education V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428

SYLLABUS

Course Content	Topics will include: <ol style="list-style-type: none">1. Phonetic Transcription;2. The speech chain;3. Physics of sound;4. Speech production;5. Sequence of typical speech development;6. Speech perception;7. Speech intelligibility;8. Acoustic and articulatory phonetics;9. Anatomy and physiology of the developing vocal mechanism;10. Speech assessment for Teachers of the Deaf; and11. Speech remediation for Teachers of the Deaf.
Course Learning Outcomes	<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none">1. Apply the physics of sound including frequency, amplitude, resonance and associated theories;2. Apply the physics of sound to an audiogram;3. Explain the typical course of vocal development leading to intelligible speech production;4. Broadly describe the continuum of phonological and articulation development in young children;5. Demonstrate an advanced understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning;6. Demonstrate competence in reporting assessment results and establishing short and long term speech goals;7. Demonstrate advanced knowledge of a range of strategies and programs designed to facilitate/remediate speech development; and8. Demonstrate advanced knowledge of, and the capacity to access, current professional literature in speech development and assessment in children and adolescents with hearing loss.
Course Materials	<p>Required Text:</p> <ul style="list-style-type: none">• McLeod, S. & Baker, E. (2017). Children's speech: An evidence-based approach to assessment and intervention. Upper Saddle River, NJ: Pearson Education, Inc. (This text is also used in EDUC6056.)• Moeller, M.P., Ertmer, D.J., & Stoel-Gammon, C. (Eds.) (2016). Promoting language and literacy in children who are deaf or hard of hearing. Baltimore, MD: Paul H. Brookes Publishing Co. (Also used in EDUC6056.)

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	17 Jul	Phonetic transcription	McLeod, S. & Baker, E. (2017) Children's speech: An evidence-based approach to assessment and intervention. Pearsons. (Chapter 4)	
2	24 Jul	The speech chain	McLeod, S. & Baker, E. (2017) Children's speech: An evidence-based approach to assessment and intervention. Pearsons. (Chapter 6)	
3	31 Jul	Physics of sound	Martin, F. & Clark, J. G. (2015). Introduction to audiology: Global edition (12th ed.). Pearson Education Limited. (Chapter 3)	Canvas Zoom session at 5.30 pm Tuesday 1 August
4	7 Aug	Speech production	Moeller, M.P., Ertmer, D.J., & Stoel-Gammon, C. (Eds.) (2016). Promoting language & literacy in children who are deaf or hard of hearing. Paul H. Brooks Publishing Co. (Chapter 1)	
5	14 Aug	Sequence of typical speech development	McLeod, S. & Baker, E. (2017) Children's speech: An evidence-based approach to assessment and intervention. Pearsons. (Chapter 6)	Assessment 1: Phonetic transcription is due by 11:59pm Monday 14 August
6	21 Aug	Speech perception and the audiogram	Moeller, M.P., Ertmer, D.J., & Stoel-Gammon, C. (Eds.) (2016). Promoting language & literacy in children who are deaf or hard of hearing. In Paul H. Brooks Publishing Co. (Chapter 2)	Canvas Zoom session at 5.30 pm Tuesday 22 August
7	28 Aug	Phonological development and speech intelligibility	Moeller, M.P., Ertmer, D.J., & Stoel-Gammon, C. (Eds.) (2016). Promoting language & literacy in children who are deaf or hard of hearing. In Baltimore, MD: Paul H. Brooks Publishing Co. (Chapter 8)	
8	4 Sep	Acoustic and articulatory phonetics	Moeller, M.P., Ertmer, D.J., & Stoel-Gammon, C. (Eds.) (2016). Promoting language & literacy in children who are deaf or hard of hearing. Paul H. Brooks Publishing Co. (Chapter 8)	
9	11 Sep	Anatomy and physiology of the developing vocal mechanism	McLeod, S. & Baker, E. (2017) Children's speech: An evidence-based approach to assessment and intervention. Pearsons. (Chapter 3)	Canvas Zoom session at 5.30 pm Tuesday 12 September
10	18 Sep	Speech assessment for teachers of the deaf	Moeller, M.P., Ertmer, D.J., & Stoel-Gammon, C. (Eds.) (2016). Promoting language	Assessment 2: Quiz is due 11.59 pm Monday 18 September

			& literacy in children who are deaf or hard of hearing. Paul H. Brooks Publishing Co. (Chapter 9)	
Mid Term Break				
Mid Term Break				
11	9 Oct	Speech assessment for teachers of the deaf	McLeod, S. & Baker, E. (2017) Children's speech: An evidence-based approach to assessment and intervention. Boston: Pearsons. (Chapters 8 & 9)	
12	16 Oct	Speech remediation for teachers of the deaf	McLeod, S. & Baker, E. (2017) Children's speech: AN evidence-based approach to assessment and intervention. Pearsons. (Chapter 10)	Canvas Zoom session at 5.30 pm Tuesday 17 October
13	23 Oct	Speech remediation for teachers of the deaf	McLeod, S. & Baker, E. (2017) Children's speech: An evidence-based approach to assessment and intervention. Pearsons. (Chapter 11)	Assessment 3: Problem-based Learning is due 11:59pm Monday 23 October
Examination Period				
Examination Period				

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Phonetic transcription - 20%	11:59pm Monday 14 August	Individual	20%	1
2	Online Quiz - 30%	11:59pm Monday 18 September	Individual	30%	2, 3, 4
3	Case Study - 50%	11:59pm Monday 23 October	Individual	50%	5, 6, 7, 8

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Phonetic transcription - 20%

Assessment Type Purpose

Online Learning Activity

Students will demonstrate an understanding of phonetic transcription as it relates to the speech of children who are deaf or hard of hearing; and demonstrate an understanding of the frequency, amplitude, resonance, and associated theories in relation to the speech of students who are deaf or hard of hearing.

Description

Students will be provided with a short video of a child with hearing loss and to provide the following information related to the child's speech.

PART ONE: Phonetic transcription as it relates to the speech of children who are deaf or hard of hearing (10 points)

Watching the video clip of the child, choose five words and five phrases the child says. Write the words and phrases in English and then transcribe the phrases using IPA. If possible, please use phrases with more than three words.

PART TWO: Frequency, amplitude, resonance, and associated theories in relation to the speech of students who are deaf or hard of hearing (10 points)

Using the below modified Paterson-Cole Phonological Evaluation Procedure (PC-PEP) (nd), think about the child's speech, and review the child's case notes.

- Then describe these elements of speech and vocal production.
- A. Describe the overall speech intelligibility of the child: listener's ease of understanding
 - B. Describe the vocal quality of the child: pleasant, unremarkable
 - Vocalization: ability to phonate breath support and control
 - Oral/nasal contrast
 - Relaxed not tense
 - Smooth, not harsh
 - C. Describe the child's speech rhythm
 - Duration: ability to control length and onset/offset of phonation
 - Pausing
 - Vowel duration at ends of words or sentences
 - Rate
 - D. Describe the child's speech stress
 - Correct syllable in word or sentence emphasised, voice loudness unremarkable
 - Loudness
 - Word stress
 - E. Describe the child's speech intonational contour: statements, questions, imperatives, negatives, as well as effect, appropriately marked
 - Pitch: ability to vary vocal fold tension
 - F. Describe the child's articulation/co-articulation
 - Phonemes
 - Vowels and diphthongs
 - Consonants Manner
 - Oral/nasal contrast
 - Frication
 - Plosive/stops Place (some variation) Voicing
 - Voiced/voiceless Blends

NB: I understand that you are novices regarding speech and vocal production of children who are deaf or hard of hearing. The purpose of this assessment is to encourage you to listen and reflect on the speech. I do not expect you to be speech-language pathologists/therapists. I do expect you to give this exercise a good go.
Please submit only one document.

Weighting

Due Date

Submission Method

Assessment Criteria

Please use this document naming convention: EDUC6054_Surname_Assessment_1
20%

11:59pm Monday 14 August

Online

Phonetic transcription as it relates to the speech of children who are deaf or hard of hearing (10 points);

Frequency, amplitude, resonance, and associated theories in relation to the speech of students who are deaf or hard of hearing (10 points)

Return Method

Feedback Provided

Online

Online - Within three weeks of assessment submission.

Assessment 2 - Online Quiz - 30%

Assessment Type

Purpose

Quiz

Students will demonstrate an understanding of the physics of sound and its application to an audiogram; typical course of vocal development leading to intelligible speech production; and the continuum of phonological and articulation development in young children. Questions are derived from weeks 2-9 content.

Description

Students will complete an online quiz of 30 multiple choice or true-false questions randomly taken from a large pool of questions. Each question is worth one point. Students will have 60 minutes to complete the quiz.

Weighting

Length

Due Date

Submission Method

Assessment Criteria

Return Method

30%

30 questions

11:59pm Monday 18 September

Online

1 point per quiz question

Online

Feedback Provided Online - Students will receive their quiz score upon completion of the quiz.. Students will be told the total quiz questions correct.

Assessment 3 - Case Study - 50%

Assessment Type	Case Study / Problem Based Learning
Purpose	Students will demonstrate an advanced understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning; competence in reporting assessment results and establishing short and long term speech goals; knowledge of a range of strategies and programs designed to facilitate/remediate speech development; and knowledge of, and the capacity to access, current professional literature in speech development and assessment in children and adolescents with hearing loss.
Description	<p>Students will be given comprehensive case materials of a child with a hearing loss (Max). Using peer-reviewed journal articles no older than 10 years, students will complete the five tasks below. Students are expected to use 5-10 references. No more than three reputable websites may be used.</p> <ol style="list-style-type: none">1. Describe the formal and informal speech assessments administered to Max in this case study.2. Write an explanation to Max's parents about the development of speech for children who are deaf or hard of hearing.3. Describe the speech assessments you would administer to Max in the next 12 months, 24 months and 36 months.4. Explain the strategies you would use to facilitate/remediate speech development for Max.5. Explain the differences between informal and formal, diagnostic, formative and summative approaches to assessing speech. <p>The word limit includes headings, sub-heading, in-text citations, quotes, and referencing but does not include the reference list or appendices. Please do not use footnotes. The word limit will allow a minimum tolerance of 10%. There will be no penalty for exceeding the word limit; however, any work after the maximum word limit will not be included within the allocation of marks.</p>
Weighting	50%
Length	2,000 words
Due Date	11:59pm Monday 23 October
Submission Method	Online
Assessment Criteria	Each of the five tasks is worth nine points. APA7, grammar, and punctuation is worth 5 points
Return Method	Online
Feedback Provided	Online - Within three weeks of assessment due date. Feedback will be via an assessment rubric.

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.

50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods

Communication methods used in this course include:

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

Important Policy Information

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures> that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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