

Study Abroad Programme

The module description below is from the 2019/20 academic year and is subject to change, and for the use of study abroad students only.

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| Module name | Hearing & speech sciences (2) |
| Module code | SL2001 |
| School | School of Health Sciences |
| Department or equivalent | Division of Language and Communication Science |
| UK credits | 15 |
| ECTS | 7.5 |
| Level | 5 |

MODULE SUMMARY

Module outline and aims

To provide you with effective use of phonetics to support your future work, particularly in clinical settings.

This module will enable you to:

Content outline

1. Maintain and extend your listening and transcription skills, with an increasing focus on clinical data.
2. Carry out transcription and analyse speech at segmental and non-segmental levels.
3. Produce, recognise and transcribe a range of sounds of increasing complexity, including some from the IPA extensions (1993)
4. Make links with courses concerning the acquisition of speech and disorders of

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speech output.

You will revise and extend your knowledge of normal speech production and your understanding of phonology based on normal adult English. You will explore further aspects of suprasegmental phonology and the phonetic correlates of stress and pitch patterns, extend your knowledge and use of phonetic notation and explore the uses of transcription in the collection and analysis of clinical data

The object is to equip you with an understanding of what is required in order for speech to be intelligible, the means to transcribe and analyse clinical data and establish a thorough working knowledge of the IPA. You will also gain some knowledge of extra symbols/diacritics for disordered speech, an understanding of speech production difficulties, the capacity to attend to both segmental and suprasegmental levels of speech and an understanding of the implications of disordered speech output on phonology.

Pre-requisite Modules

SL1001 Hearing & speech sciences (1)

SL1002 Bio-medical sciences (1)

SL1003 Life span studies

SL1004 Social context

SL1005 Language sciences (1)

SL1006 Professional studies (1)

SL2002 Bio-medical sciences (2)

SL2003 Developmental psychology

SL2004 Language sciences (2)

SL2005 Speech, communication & swallowing disabilities

SL2006 Professional studies (2)

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WHAT WILL I BE EXPECTED TO ACHIEVE?

On successful completion of this module, you will be expected to be able to:

Knowledge and understanding:

- Demonstrate a detailed knowledge of phonemic, allophonic and impressionistic transcription.
- Demonstrate a detailed knowledge of ideal practice and realistic compromise in clinical data collection: sample length, spontaneous connected speech vs. single word data, simultaneous vs delayed transcription, the use of recordings.

Skills:

- Use technical skills in phonetics to identify and analyse the characteristics of speech at different levels and within different speech contexts.

Values and attitudes:

- Show respect and tolerance for others in the group

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HOW WILL I LEARN?

You will learn via a combination of lectures and practical phonetics sessions. These will involve producing and listening to sounds and transcribing English, other languages, nonsense words and clinical data.

Teaching pattern:

| Teaching component | Teaching type | Contact hours (scheduled) | Self-directed study hours (independent) | Placement hours | Total student learning hours |
|--------------------|---------------|---------------------------|---|-----------------|------------------------------|
| Further phonetics | Lecture | 38 | 112 | 0 | 150 |
| Totals | | 38 | 112 | 0 | 150 |

WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Assessments

You will be assessed by a class test and a phonetics viva.

You will take 1 class test in Autumn which involves transcription of spoken material and phonetic and phonological analysis of pseudoclinical data.

You will also complete a phonetics viva. This has two parts. The dictation part is like a class test and involves listening and transcription. The oral part involves your producing and describing sounds in the presence of an examiner.

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Assessment pattern:

| Assessment component | Assessment type | Weighting | Minimum qualifying mark | Pass/Fail? |
|-----------------------------|------------------------------------|------------------|--------------------------------|-------------------|
| Further phonetics Test | Written assignment including essay | 50% | 40% | N/A |
| Practical phonetics VIVA | Oral assessment and presentation | 50% | 40% | N/A |

Assessment criteria

Assessment Criteria are descriptions of the skills, knowledge or attributes you need to demonstrate in order to complete an assessment successfully and Grade-Related Criteria are descriptions of the skills, knowledge or attributes you need to demonstrate to achieve a certain grade or mark in an assessment. Assessment Criteria and Grade-Related Criteria for module assessments will be made available to you prior to an assessment taking place. More information will be available from the module leader.

Feedback on assessment

Following an assessment, you will be given your marks and feedback in line with the Assessment Regulations and Policy. More information on the timing and type of feedback that will be provided for each assessment will be available from the module leader.

Assessment Regulations

The Pass mark for the module is 40%. Any minimum qualifying marks for specific assessments are listed in the table above. The weighting of the different components can also be found above. The Programme Specification contains information on what happens if you fail an assessment component or the module.

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INDICATIVE READING LIST

Bowen, Caroline, 2009. *Children's speech sound disorders*, Chichester: Wiley-Blackwell.

Bowen, Caroline and MyLibrary, 2009. *Children's speech sound disorders*, Chichester: Wiley-Blackwell. Available at: <http://0-www.mylibrary.com.wam.city.ac.uk/?id=225579>.

Catford, J. C., 2001. *A practical introduction to phonetics*. , Oxford textbooks in linguistics.

Garcia Lecumberri, M. Luisa and Maidment, John A., 2000. *English transcription course*.

Grunwell, Pamela, 1982. *Clinical phonology*, Rockville, Md: Aspen.

Grunwell, Pamela, 1981. *The nature of phonological disability in children*, London: Academic Press.

Jones, Mark J. and Knight, Rachael-Anne, 2013. *Bloomsbury companion to phonetics*, London: Bloomsbury Academic. Available at: <https://www.dawsonera.com/guard/protected/dawson.jsp?name=https://eresources.city.ac.uk/oala/metadata&dest=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9781441116116>.

Knight, Rachael-Anne, 2012. *Phonetics: a coursebook*, Cambridge: Cambridge University Press.

Muller, Nicole, Ball, Martin J., and Dawsonera, 2013. *Research methods in clinical linguistics and phonetics: a practical guide*, Chichester: Wiley-Blackwell. Available at: <https://www.dawsonera.com/guard/protected/dawson.jsp?name=https://eresources.city.ac.uk/oala/metadata&dest=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9781118349694>.

Waring R. & Knight R., 2013. How should children with speech sound disorders be classified? A review and critical evaluation of current classification systems. *International Journal of Language & Communication Disorders*, 48(1), pp.25–40.

Windsor, Fay et al., 2002. *Investigations in clinical phonetics and linguistics*, Mahwah, N.J.: Erlbaum. Available at: <https://www.dawsonera.com/guard/protected/dawson.jsp?name=https://eresources.city.ac>



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<http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9781410613158>.

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