

Psychology 4850: Speech development
Spring 2011

Class meetings: TR 10:50-12:05, W870
Office: C876, University Hall
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Course description: This is an advanced seminar course on child speech acquisition. This course will introduce basic concepts in speech science, evaluate classical theories and recent findings in child phonological development, and provide hands-on practice in the application of acoustic analytical tools.

Textbook:

Marilyn M. Vihman (1996) *Phonological development*. Blackwell Publishers.

Coursework and grading:

Your final grade is accumulated through three components. First, you will be assigned four labs during the first half of the semester, with each of them worth 5%. Second, to be prepared for in-class discussion, you will need to read assigned chapters and journal articles before each class, and submit your summary during class time (20%). Finally, you will need to submit a grant proposal by the end of the semester (60%). The breakdown of your grade is below.

Labs	4*5=20 %
Summary	17 %
SOS	3%
Grant proposal	63 %
Total	100 %

Grading scale:

A+	100 – 97	B+	87 – 90	C+	77 – 80	D+	65 - 70	F	0 - 60
A	93 – 97	B	83 – 87	C	73 - 77	D	60 - 65		
A-	90 – 93	B-	80 – 83	C-	70 - 73				

Reading: Readings for the relevant journal articles will be available on WebCT. Since the major format of this class is in-class discussion of these readings, it is crucial for you to complete readings in advance.

Lab: We will have four lab sessions with associated assignments throughout this semester. These labs are designed to equip you with hands-on experiences of using *Praat* to analyze children's data. The lab sessions will be held in the computer lab E620. The assignment will be distributed in class time.

Summary: For each journal article, you will need to write a brief summary outlining the “gist” of the article and at least three thought questions. Article summaries should be organized according to the following headings. It is fine to simply list the relevant information below each heading in

point form; full sentences are not necessary. Your summary should be more than a simple restating of what appears in the article; carefully consider the strengths and weaknesses of the article, as well as the predictions and implications that emerge from the article.

1. Main points of the article. (What is the question or problem being addressed? Why this an interesting question?)
2. Crucial evidence. (What is the proposed hypothesis or model being examined? What is the crucial evidence or argument that supports the hypothesis?)
3. Predictions. (What predictions does the article make? Are these predictions confirmed by the data?)
4. Implications. (What are the broader implications of the article?)
5. Evaluation. (What are the strengths/advantages of the article? What are the weaknesses/disadvantages of the article? Do the data support the conclusions? Is the paper clearly written?)
6. Thought questions. (At least three questions. E.g. what does it mean by hierarchical linear modeling? What is fast Fourier transformation? What is the enhancement theory?)

For readings in the textbook, you will also need to write a summary as well, but only include 1 and 6 above. That is, you will only need to summarize the main points of the chapter and spell out your own questions. Please bring a printed summary sheet with you every class. I will collect your summaries during class time.

SOS (Summary of summaries): Each chapter and journal article will be assigned a discussion leader to whom all other students should send their summary by 5:00pm of the day before the class session. The discussion leaders will need to compile a SOS (summary of summaries) which should contain a list of discussion questions and smaller sub questions. For tips of organizing and leading a discussion, please go to <http://www.wikihow.com/Lead-a-Discussion>.

Research proposal: Finally, you will need to turn in a research proposal for this course, in which you propose an idea that can be experimentally tested. Your proposal should include the following headlines: introduction/literature review, objectives, methods, predicted results, theoretical implications.

Important to note: All written assignments have to be typed. No handwritten work is accepted.

Late policy: There is a late submission penalty for lab assignments. In order to avoid the disadvantage by this policy, please provide reliable written document to justify your absence or late submission. Without authorized written proof, you can get only half credit. For reading summaries and the final grant proposal, no late work is accepted.

Course website: All course materials will be posted to WebCT. You can log on to the WebCT course using your U of L computer account.

Students with Special Needs: If you have any special needs that require accommodation, it is your responsibility to contact Counseling Services to acquire an official letter concerning your situation. Accommodations will only be given upon receiving the official notification from that office.