

**INSTITUTE OF SPECIAL EDUCATION**  
**University of the Punjab, Lahore**

**BS Special Education**  
**Speech and Language Development**

**Course Code: SEBS-301**

**Sixth Semester**  
**(3 Credit Hours)**

**Prerequisites of course requirements/Skills**

<b>Course Code</b>	<b>Course Title</b>
SEBS- 277	Audiology and Hearing Disorders

**Learning Outcomes**

The prospective teachers will be able to:

1. Understand the basics of speech and language
2. Learn about the processes of speech and language development
3. Identification and remedial strategies of speech and language disorders

**Contents**

**Unit-1: Anatomy and physiology of Speech**

- 1.1 Oral cavity
- 1.2 Larynx and vocal cords
- 1.3 Nasal cavity
- 1.4 Speech Organs

**Unit-2: The Speech Mechanism**

- 2.1 Acoustics of Speech
- 2.2 Pitch
- 2.3 Resonance
- 2.4 Frequency
- 2.5 Amplitude

**Unit-3: Parameters of Speech**

- 3.1 Phonation
- 3.2 Resonation

3.3 Articulation

3.4 Respiration

**Unit-4: Phonetics**

4.1 International Phonetic Alphabets

4.2 Manner and Placement of Phonemes

**Unit-5: Disorder of Speech**

5.1 Voice Disorders

5.1.1 Overview of Voice Disorders

5.1.2 Overview of Speech Disorders

**Unit-6: Language Development and Cognitive Skills**

6.1 Components of Language (Non-Linguistic, Para-linguistic and Meta Linguistic Features of Language)

6.1.1 Semantic/Lexical Development

6.1.2 Morphological Development

6.1.3 Syntactic Development

6.1.4 Pragmatic Development

6.2 Piaget's Theory

**Unit-7: Theories of Language Development**

7.1 Psycho-Linguistic Theory

7.2 Behaviorism

7.3 Vygotsky Socio-Linguistic Theory

7.4 Chomsky Language Acquisition Device

**Unit-8: Neural Development and Language**

8.1 Cerebral Dominance and Handedness

8.2 Critical Age

**Unit-9: Phonological Development**

9.1 Stages of Phonological Development

9.2 Phonological Processes

9.2.1 Substitution

9.2.2 Omission

9.2.3 Assimilation

## Teaching Learning Strategies:

*Text Book Review, Presentation, Group work, Lab work*

## Assignment Types and Number with Calendar

*Practical assessment of 04 special cases*

## Assessment and Examination

Sr. No.	Elements		Details
1.	Midterm Assessment		It takes place at the mid-point of the semester. 9 <sup>th</sup> Week
2.	Formative Assessment		It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment		It takes place at the end of the semester. It will be a practical and written test

## Suggested Readings

Bunning, K. (2005). *Speech and language therapy intervention*. London: Whurr Publishers.

Gargiulo, R.M. (2006). *Special education in contemporary society: an introduction to exceptionality*. Austria: Thomson.

Hegde, M.N. (1992). *Clinical methods & practicum in speech language pathology*. London: Chapman & Hall.

McManus J (2006). *Supporting children with speech & language impairment and associated difficulties* (2<sup>nd</sup>ed.). London: Continuum Books.

Monica, B. (2005). *Speech and language clinical process and practice*. Baltimore: Paul H. Brooks.

William, L., & McLeod, S. (2011). *Speech sound disorders in children*. Australia: Engage Learning.

Workinger, M.S. (2005). *Cerebral palsy resources guide for speech language pathologists*. Australia: Thomson.