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**Department/Academic Unit:** Communication Sciences and Disorders   
**Course prefix, section number and Title**: CSD 202 section 1177-6947, Phonetics  
**Term/Year:** Fall 2017

**Total Units of Course Credit:** 3

**Course Pre-requisites:** None

**Mode of Instruction:** online

**Instructor’s Name** Michelle Thomas, M.S., CCC-SLP

**Instructor’s Contact Information:** 928-523-7439: [Michelle.Thomas2@nau.edu](mailto:Michelle.Thomas2@nau.edu)

**Instructor’s Availability:** Office hours Tuesdays and Thursdays 1:00-3:00 pm or by appointment. Office # 309 Health Professions building #66. MESSAGE instructor using Bb Learn vs. personal email. Prompt response, typically within 24 hours.

**Course Purpose:** This phonetics course will introduce you to the study of the sound system of speech. There are two components to this course: an academic component in which students will learn terminology and details about the study of phonetics; and an applied component enabling students to learn the International Phonetic Alphabet and develop broad transcription skills at the sound, word, and sentence level. In addition, this course will encompass anatomy and physiology as it relates to phonetics. (This will be a helpful overview for those of you taking CSD 251.) Dialectical variations of Standard American English will also be discussed and students will learn about transcription of articulation and phonological disorders. This course satisfies the Liberal Studies Cultural Understanding distribution block requirement.

**Course Student Learning Outcomes:**

* Students will learn basic terminology related to speech communication and the study of phonetics and phonology.
* Students will learn the physiologic and acoustic systems used for human phoneme production.
* Students will learn the auditory and graphic phonetic alphabet for Standard American English phonemes.
* Students will learn to transcribe in Broad transcription at the sound, word, and sentence level.
* Students will learn to read phonetic transcription.
* Students will learn the distinctive feature terminology and systems.
* Students will learn the physiological and acoustic difference between consonants and vowels.
* Students will learn the clinical application of phonetic transcription.
* Students will learn terminology and characteristics of key theories of phonological development.
* Students will be able to break down in description all the components necessary for production of any given word.

**Assignments/ Assessments of Course Student Learning Outcomes:** There will be three examinations given at appropriate intervals during the semester. The third (final) examination is comprehensive. If you have worked through the exercises in your book, and completed all of the online quizzes, you will have a good sense of the format for each test. You will have 75 minutes to complete the first two exams and 2 hours for the comprehensive final exam. If you are not satisfied with your first score, or if you have computer difficulties during your test, all students will have two opportunities to take the test. The highest grade of the two attempts will be the one recorded. If you only take the exam once, your grade on that attempt will be the one recorded. Computer difficulties during an exam will not be excused so be sure you have all the appropriate software installed prior to beginning your exams. If you have difficulty with audio or any portion of your online quizzes you will likely have difficulty on the exams. The student technology center (STC) is available to help you with any technical difficulties you experience, but be sure to contact them prior to beginning your exam if you had difficulty during an online quiz. Check your calendar for quiz and exam dates. Late submissions may not be accepted and may result in a zero.

There is also a required learning portfolio, as well as the quizzes throughout the course. All tests and quizzes are open book, however, you should prepare for them as if they were not, because the time limit will make it difficult to look up answers. The information in this class is a foundation for many other courses you will be taking and for the speech profession in general. The purpose of the examinations in this class is to test your knowledge of the material. Concepts presented in the chapters and lectures must be committed to memory for successful performance on the exams.

**LEARNING PORTFOLIO:** In order to refine your transcription skills, you must practice transcribing. On each module overview page under "assignments" you will find directions for your learning portfolio. Your learning portfolio consists of multiple assignments usually found in the back portion of each chapter in your textbook. Complete information about each of the assignments is found on the module overview page under "Assignments". You will work on these assignments as you are working through each module. These assignments are due throughout the semester (see calendar for due dates). After completing and receiving feedback on each module's learning portfolio assignments, you will edit them and save each assignment on your own computer. Toward the end of the term, your collection of revised learning portfolio assignments will be due in their entirety toward the end of the semester (see calendar for exact due date). Your final learning portfolio submission should reflect your knowledge of phonetics at the end of the term. This will mean you must go back and edit previously submitted assignments prior to including them in your Final Learning Portfolio. If you have questions about your assignments, you may discuss them in the appropriate area of the discussion board with your classmates, or message your instructor/TA for additional help.

The collection of assignments that make up the final Learning Portfolio will be submitted as one .pdf document toward the end of the term (see calendar for due date). Your learning portfolio must be submitted online through the Learning Portfolio area of the course. Please double check

that your portfolio is dark and legible after scanning in order to ensure you receive credit for your hard work. To understand how your portfolios will be graded click on the [**Grading Rubric**](https://bblearn.nau.edu/bbcswebdav/pid-5005597-dt-content-rid-41319277_1/xid-41319277_1) under the Learning Portfolio section in this class. There you may also download the word document containing the complete list of what is required for your learning portfolio. This is a summary of each of the assignments included on the module overview pages (the first page in each module).

In addition to the graded learning portfolio assignments, I also recommend students first completing the Review Exercises at the back of each chapter. The answers to the Review Exercises are in the back of the textbook. Thus, completing these before you work on each of your learning portfolio assignments is greatly beneficial. You do not need to turn in the Review Exercises. Information about the assigned Review Exercises is also found on each module's overview page under the heading "Assignments".

**Grading System:**

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| --- | --- | --- |
| Quizzes | 100 points | Total combined 100 points. You will have unlimited attempts to complete the quizzes as they are available from the first day of class, but you must complete them by the due dates. Your highest score will be recorded. |
| Examination I | 100 points | 75 minutes to complete the exam; two attempts will be allowed; your **highest** score will be recorded. Covers modules 1-3. |
| Examination II | 100 points | 75 minutes to complete the exam; two attempts will be allowed; your **highest** score will be recorded.  Covers modules 4 and 5. |
| Final Examination III | 100 points | Two hours to complete the exam; two attempts will be allowed; your **highest** score will be recorded. Modules 6, 7, and comprehensive (includes material from modules 1-7) |
| Assignments | 100 points | You will have assignments due with most modules. These assignments are worth 10-20 points and will be turned in again later as part of the Learning Portfolio. |
| Learning Portfolio | 100 points | Upload this to the Learning Portfolio assignment area by the date listed on the calendar. |

Grades will be assigned as follows:

90 - 100% = A  
80 - 89% = B  
70 - 79% = C  
60 - 69% = D  
Below 60% = F

**Readings and Materials:** Students will read lectures and assigned textbook materials, review web pages, complete transcription exercises from the course audio CD, utilize discussion tool to learn from classmates, complete assignments, and demonstrate learning via tests, quizzes and through the completion of a learning portfolio.

TEXTBOOK: ***Fundamentals of Phonetics: A Practical Guide for Students*,**Fourth Edition by Small, Larry H., published by Pearson Publishing (2016).

**Audio CDs for Fundamentals of Phonetics: A Practical Guide for Students, Fourth Edition** by Small, Larry H. published by Pearson Publishing (2016).

These are available at the University and off-campus bookstores, or Pearson Publishing.

**Access to a scanner is required, unless you have another means of handwriting your assignments electronically (there are some great iPhone apps available or equivalent).**This course involves learning to write phonemes by hand. There are several ways to do this electronically. 1) One is to complete your transcriptions the traditional way using paper and pencil and then **scanning** and uploading the assignments. Many students have printers that also scan documents, a separate scanner, or use one at an office supply store such as Staples or Kinko’s. The latter will charge you for scanning. You may find that your local library will allow you to scan documents for free. 2) Some students prefer to hand-write their assignments on their computer electronically (still by hand). There are a couple of ways to do this. If you own an IPad there are several apps you can download that will allow you to handwrite your assignments and convert them to pdf's. This option is becoming more and more popular with students who already possess a tablet or IPad. Another option is to purchase a tablet mouse to use with a traditional computer. Any tablet mouse will suffice, but one we have found easy to use is by Wacom. You can purchase a tablet mouse from an electronics store like Best Buy or Circuit City. They are also available from electronic stores online. The tablet mouse is not supported by ITS and you will not use it in other courses so you may decide this is not the best option for you. It is not required. You are welcome to complete your assignments the traditional way by hand, and scan and upload them to the assignment area of the course in a portable document format (.pdf). In this case, access to a scanner is required.  It is the students' responsibility to ensure their assignments are uploaded in the assignment area electronically in .pdf format by the due date, regardless of the method used to do so. Late assignments, quizzes, and exams may not be accepted.

A STUDY GROUP tool is available to students at the bottom of the main menu in Bb Learn. This is a tool available for students to set up study group sessions with one another at any agreed upon time. Peer to peer teaching is very helpful so it is encouraged that students take initiative and have study sessions. Also, it is a tool where the instructor can set up a study group time, test review, or whatever may be needed to supply the students with additional support. Check announcements regularly for new recordings and/or live study group dates. Study group (blackboard collaborate) is available at all times and any student can moderate, share on a whiteboard, share documents, and most importantly talk to one another through a microphone on your home computer, or even use a webcam. Please use google chrome browser, Firefox, or safari to access. A headset microphone is highly recommended. There is a pencil tool where students and instructors can write on a whiteboard, a Wacom tablet mouse with pencil will make it easier for you to write phonetic symbols, however you can simply use your regular mouse. Students need to have respectful interactions with one another using the study group tool. If students have trouble using this tool, please contact the STC.

**Class Outline or Tentative Schedule:**

**See calendar in Bb Learn for all due dates**

Module 1: Phonetics - A Sound Science

* Lecture 1: Human Communication
* Lecture 2: Definitions in Phonetics

Mod 1 Assignments: online quiz

Module 2: The Phonetic Representation of English

* Lecture 1: Syllables and Syllable Dynamics (required)
* Lecture 2: Phonemes, Morphemes, and Minimal Pairs
* Lecture 3: The International Phonetic Alphabet
* Lecture 4: Distinctive Features

Mod 2 Assignments: Review exercises, learning portfolio assignment, online quiz

Module 3: Anatomy of the Speech Mechanism

* Lecture 1: A Brief Overview

Mod 3 Assignments: Review exercises, learning portfolio assignment

**EXAMINATION I (Modules 1-3; see calendar for due date)**

Module 4: Vowel Transcription

* Lecture 1: Vowels
* Lecture 2: Describing Vowels

Mod 4 Assignments: Review exercises, learning portfolio assignment, online quiz

Module 5: Consonant Transcription

* Lecture 1: Consonants
* Lecture 2: Place, Manner, and Voicing
* Lecture 3: Voice Prints and Phonetics

Mod 5 Assignments: Review exercises, learning portfolio assignment, online quiz

**EXAMINATION II (Modules 4 and 5; See calendar for due date)**

Module 6: Connected Speech

* Lecture 1: Transcribing Connected Speech

Mod 6 Assignments: Review exercises, learning portfolio assignment

Module 7: Clinical Phonetics

* Lecture 1: Clinical Phonetics

Mod 7 Assignments: Review exercises, learning portfolio assignment

**FINAL LEARNING PORTFOLIO DUE** (See calendar for due date)

**COMPREHENSIVE FINAL EXAMINATION** (Modules 1-7; See calendar for due date)

**Class Policies:**

**STATEMENT ON PLAGIARISM AND CHEATING:** Students are expected to work independently on all tests and quizzes in this class. Cheating is intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. Cheating on any exam will result in an "F" or zero points awarded for that exam. The NAU policy on academic dishonesty found in the [**student handbook**](http://www4.nau.edu/stulife/handbookdishonesty.htm) applies to this class.

**MAKEUP QUIZZES AND TESTS:** Late submissions of the learning portfolio will be highly penalized at 10 points per day, each day they are submitted late. Missing a test or an online quiz without contacting the instructors will result in a zero for that test/quiz. If you have circumstances that prevent you from being able to complete a test on the days it is available, you will need to discuss this with the instructors in advance and depending on your situation, you **may** be permitted to make up the exam with only one attempt. *Quizzes* are unlimited attempts and your highest score is the one recorded. You have two opportunities to take each *Exam* and your **highest** grade of the two attempts will be the score recorded for your exam. There are lots of audio files in this class. To ensure your computer functions properly to hear these files (you have all the appropriate software installed) contact the STC prior to taking your exams. We will not re-set your exams for any reason, computer difficulties included.

**ASHA AND STATE COMPETENCIES** ASHA has standards of competence for speech-language pathologists (SLPs) and suggested guidelines for speech language pathology assistants (SLPAs). Please review the American-Speech-Language-Hearing Association (ASHA) web page to become familiar with these competencies. This

course was designed to equip you (an SLP or SLPA) with a component of these competencies.

The state of Arizona requires certain competencies and coursework for speech professionals and paraprofessionals beyond this course. For additional information contact the [Department of Health Special Licensing Division](http://www.azdhs.gov/als/special-licensing/speech-and-hearing/)and/or the [Arizona Department of Education](http://www.azed.gov/).

Note: If you are taking this course as part of the Speech-Language Pathology Assistant Coursework, or are seeking a bachelor's degree, you need to be sure you are listed with the university as a "degree seeking" student. If you are unsure of your status you will need to follow up with the registrar's office.

**University Policies:**

**ACADEMIC INTEGRITY** Violations of the Student Code of Conduct which exclusively involve issues of academic dishonesty are normally dealt with by faculty and academic administrators, rather than the Dean of Students. Allegations of academic dishonesty may be initiated by students, faculty or, where appropriate, administrative personnel.

Academic integrity means that students and faculty jointly agree to adhere to a code of conduct appropriate to the mutually trusting relationship that must exist between student and teacher. Those values require that students conduct themselves in a truthful, straightforward and honest fashion at all times.

Academic dishonesty is a form of misconduct that is subject to disciplinary action under the Student Code of Conduct and includes, but is not limited to, the following: Plagiarism, collusion, cheating, fabrication/fraud, obtaining an unfair advantage, falsification or records/documents, and unauthorized access to information. Note: unintentional violations are still violations of academic integrity. It is student and faculty responsibility to know and adhere to the academic code of conduct. In this class academic dishonesty will be penalized to the maximum.

**Types of Academic Dishonesty**

**Plagiarism:**There are many types of plagiarism and academic dishonesty, which are defined below. (Examples below are adapted from: http://www.sussex.ac.uk/academicoffice/1-4-1-2-2.html as well as http://hep.ucsb.edu/people/hnn/conduct/disq.html and http://www.scs.northwestern.edu/student/issues/academic\_integrity.cfm. Also see link at 'OWL at Purdue' (Purdue University, US), which has produced an excellent set of examples for what is and is not proper practice, http://owl.english.purdue.edu/owl/resource/589/01/)

Complete plagiarism: This is when an essay or other work has been copied word for word from another source or sources (e.g. purchase or copying of an online paper). There must be original work involved by the student. Without an original contribution, complete plagiarism has occurred even if the source is cited.

Partial plagiarism: The most common type of plagiarism, this type occurs when another work has been used in an assignment without acknowledging the source.

1. Copy and paste: Similar to partial plagiarism, this type of plagiarism is often the result of easy access to the internet & electronic journals. This occurs when a section is lifted wholesale from the internet source and copied into an assignment. Just like material from books and articles, this material must be marked by quotation marks ("....") and properly cited (referenced).
2. Word switch: Changing one or two words is not sufficient to make a text your own. Rather than changing a word or two, paraphrase the section, or quote properly. Paraphrases must also be properly referenced.
3. Concealing sources: Citing a source one time is not sufficient if it is repeatedly used. Cite the source as many times as you use it.
4. Self-plagiarism: Reuse of a student's own work or data without permission of the instructor constitutes self-plagiarism. Even when using your own material, it must be cited properly. Also, do not use the same essay for different courses without permission of the instructors.
5. Inadvertent plagiarism: This is plagiarism by accident, and it is usually the result of ignorance regarding the definitions of plagiarism. Note that plagiarism is considered academic dishonesty, even when inadvertent.

**Collusion:**Collusion occurs when two students work together and one produces work and allows another student to copy it. In such a case, both students will be considered to have colluded and committed academic dishonesty. Similarly, any student who helps, or allows, another student to commit any academic fraud, cheating or plagiarism, is considered to have colluded. Group work is not collusion when it is authorized by the instructor.

**Cheating:** Cheating is the unauthorized use of information or study guides in any academic exercise, exam, paper or other assignment. Cheating includes:

1. Copying another student's examination
2. Sharing answers for either a take-home or in class examination
3. Using notes or books to the exam when such aids are forbidden; you must not refer to any book or notes while you are taking the exam unless the instructor indicates it is an "open book" exam
4. Taking an examination in another student's name or asking another student to take one for you
5. Changing the examination after correction in order to gain more credit than deserved
6. Creating a "cheat-sheet" or writing out answers in your bluebook before the exam
7. Using the services of a commercial term paper company or another student to prepare your assigned work
8. Any other action not listed above that gives someone an unfair advantage on a graded assignment

**Fabrication/Fraud:** This is the creation or invention of any information, data or citation that is false; also the presentation of information or data not collected in accord with standard ethical guidelines; failing to include an accurate account of the method by which the data were gathered or collected; or any attempt to deceive an instructor or administrative officer of the university.

**Obtaining an unfair advantage:** This category includes activities that directly or indirectly compromise fair assessment or grading or constrain other student's abilities to successfully complete their assignments. These activities include, but are not limited to:

1. Stealing, reproducing, circulating or otherwise gaining access to examination materials prior to the time authorized by the instructor
2. Stealing, destroying, defacing or concealing library materials with the purpose of depriving others of their use or to deprive the instructor of the ability to check student's work
3. Possessing, using, or circulating previously administered examinations, unless authorized by the instructor
4. Intentionally obstructing or interfering with another student's academic work,
5. Otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students.

**Falsification of records or official documents:** altering any academic documents or records; forging signatures of authorization or falsifying information on an official document, transcripts, grade report, drop/add form, or any other official Northern Arizona University document.

**Unauthorized access to computerized academic or administrative records or systems:**This includes inappropriate viewing or changing of computer records, modifying computer programs or systems, sharing information gained via unauthorized access, or interfering with the use or availability of computer systems or information.

**Procedures & Penalties** It is the responsibility of any individual faculty member, student, or academic administrator, who observes apparent instances of academic dishonesty, to report the activity to the appropriate instructor or unit chair/director. In the case of course related academic dishonesty, the instructor should recommend penalties appropriate for the severity of the violation. In other cases the unit chair/director will assess the situation and determine the appropriate penalty. All cases must, at a minimum, include a conference with the student and a report to the academic dishonesty database.

**Procedures** Students engaging in activity meeting the definition of academic dishonesty are subject to one of the penalties listed below. As the faculty member, I reserve the right to assign the penalty based upon my analysis of the severity of the offense. The following policy will be followed.

1. Check the academic dishonesty database for previous incidents

* If it is a first offense at NAU, the behavior will be reported to the appropriate office. The student will not be allowed to complete any work in class or attend class meetings until an appropriate module on academic dishonesty is completed and evidence of completion is presented to the instructor. Any work missed before the academic dishonesty module is completed may not be made up.
* If this is a second offense, the student will receive a failing grade in the class and may be suspended or expelled from the department of health sciences, and/or Northern Arizona University. The offense will be reported to the appropriate office.

2. Schedule an appointment with the student to discuss the incident

* If inadvertent, direct student to take the tutorial
* If intentional, the student will be directed to take the tutorial.

3. Determine appropriate penalty; the penalty imposed/approved will be communicated in writing to the student by the faculty member.

4. Forward documentation to the Office of the Vice Provost Undergraduate studies (http://www2.nau.edu/academicadmin/) and, in the cases involving graduate students, to the Dean of the Graduate College (http://home.nau.edu/gradcol/)

5. Offenses involving illegal activity will also be handled through appropriate legal channels.

**Penalties** If it is determined that the violation is the first on record and inadvertent (see previous section for the definition of inadvertent), the faculty member may decide the only necessary action is a conference with the student, referral to the academic dishonesty database, and completion of the academic dishonesty tutorial with a passing score. Should it be determined that the violation merits a more severe penalty, the faculty member may decide that one or more of the following progressive penalties is appropriate. Other penalties may be deemed appropriate, depending on the nature of the offense:

1. Reduce the grade on the assignment or examination

2. Award a zero grade on the assignment or examination

3. Reduce the grade in the course

4. Award a failing grade in the course

5. Suspension from the department or program

6. Suspension from the university

7. Expulsion from the university

8. Mark academic transcript to reflect "Academic Dishonesty"

The severity of the penalty shall depend on the nature of the infraction and the frequency of offense. If the student has a previous record of academic dishonesty and has previously completed the academic dishonesty tutorial, the minimum penalty shall be a failing grade in the class connected with the violation.

**ACADEMIC CONTACT HOUR POLICY** The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: "an hour of work is the equivalent of 50 minutes of class time; at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit."

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

**SENSITIVE COURSE MATERIALS** If an instructor believes it is appropriate, the syllabus should communicate to students that some course content may be considered sensitive by some students."University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter and critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty."