



College of Health and Human Services

**Department of Communication Sciences and Disorders**

**Course:** CSD 352-3818 - *Phonetics*

**Term/Year:** Fall 2022

**Course Day/Time:** TTH 2:20-3:35 pm

**Course Meeting Place:** In-person Health Professions room 320

**Total Units of Course Credit:** 3 credit units

**Course pre-requisites:** CSD 191 and CSD 251

**Mode of Instruction:** In-Person

**Instructor:** Michelle Thomas, M.S., CCC-SLP

**Office Address:** Health Professions room #309

**Phone and e-mail:** 928-523-7439

[Michelle.Thomas2@nau.edu](mailto:Michelle.Thomas2@nau.edu)

**Message me in Bb Learn Course Shell for quickest response**

**Office Hours:** Mondays, 1:30-3:00 pm and Thursdays, 4:00-5:00 pm or by appointment. We can meet in-person (Room 309 in Health Professions BLDG 66) or via ZOOM. If you join office hours via ZOOM, please use the following link:

Michelle Lynne Thomas is inviting you to a scheduled Zoom meeting.

Join Zoom Meeting

<https://nau.zoom.us/j/2095840342?pwd=Y3pyRXMvcTRQeThQVW9rZlNtWGxJUT09>

Meeting ID: 209 584 0342

Password: **Thomas**

**Course Purpose:** The purpose of this course is to teach students the fundamental aspects of articulatory phonetics and phonetic transcription to prepare them for continued coursework in the clinical management of individuals with speech sound disorders. Speech Language Pathologists and SLP-Assistants use knowledge of articulatory phonetics and phonetic transcription to document speech patterns of their clients and to help clients achieve accurate production of speech sounds. Students will learn the articulatory classification of English vowels and consonants and will become proficient at transcribing spoken English using the International Phonetic Alphabet (IPA). Additional topics will include dialectal variation and clinical phonetics.

**Student Learning Expectations/Outcomes for this Course:**

The successful student will:

1. Discriminate all sounds that occur in the English language.
2. Classify all consonants and vowels of English according to their articulatory description.
3. Transcribe all sounds of spoken English in various linguistic contexts using the International Phonetic Alphabet (IPA).
4. Use diacritics to perform narrow transcription of spoken English.
5. Describe the anatomy and physiology of the speech mechanism.
6. Explain how each sound of the English language is produced.
7. Describe the basic characteristics of the English phonological system.
8. Identify stages and characteristics of typical phonological development.

9. Analyze the speech of children with and without speech sound disorder and identify the use of phonological processes.
10. Describe different dialects of English and use IPA to transcribe the speech of individuals with a variety of different dialects.

**ASHA Knowledge and Skills Acquisition (KASA) competencies addressed in this course:**

Standard III-B (1, 3 & 6): Student will demonstrate knowledge of basic human communication processes, including their biological, acoustic and linguistic and cultural bases.

Standard III-C-1b and 1d: Student will demonstrate knowledge of the characteristics and acoustic correlates of articulation disorders and differences.

**Course structure/approach:** This course will include a combination of lecture, group work, and lab work.

**Textbook and required materials:**


*ABSOLUTELY Required Textbook (E-Text and/or hard copy is fine):* Small, Larry H. (2020). *Fundamentals of Phonetics: A Practical Guide for Students* (5<sup>th</sup> ed.). Hoboken: Pearson ISBN-13: 9780136631460

**Course Materials:** Course handouts, assignments (in text), and supplemental readings will be posted on BB Learn or provided in class. Bring Texts to class as there will be exercises in class that you will complete. Bring laptops to access e-Texts.

**Course Outline (tentative/subject to change):**

| <b>Date</b>                         | <b>Topic</b>   | <b>Readings</b> | <b>Due dates/ Activities</b>   |
|-------------------------------------|--|-----------------|--|
| <b>Week 1</b><br>TTH<br>8/30 & 9/1  | Introductions<br>; Syllabus,<br>Overview of<br>phonetics,<br>phonology,<br>IPA,<br>terminology | Small: Ch. 1    | Class collage<br>Exercises in sounds   |
| <b>Week 2</b><br>TTH<br>9/6 & 9/8   | Word stress,<br>syllable<br>structure,<br>minimal<br>pairs, more<br>terminology                | Small: Ch. 2    | Lab: Ch. 2 Review<br>exercises in class: A,<br>B, C, D, E, F, H, K, L  |
| <b>Week 3</b><br>TTH<br>9/13 & 9/15 | Anatomy and<br>physiology<br>of the speech<br>mechanism  | Small: Ch. 3    | <b>Quiz # 1 (ch.1 &amp; 2)-<br/>9/13 in class.</b><br><br><b>Assignment #1 name<br/>transcription<br/>assignment due<br/>11:59 pm- 9/13</b><br><br>Lab: Chapter 3<br>review exercises in<br>class. |
|                                     |  |                 |  |

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| <b>Week 4</b><br>TTH<br>9/20 & 9/22    | <b>Finish A&amp;P<br/>Exam #1<br/>review</b><br>(chapters<br>1-3) |              | <b>Assignment #2<br/>anatomy<br/>drawing/description<br/>s due 11:59 pm 9/20</b><br><br><b>Exam 1 9/22 in class</b>                 |
| <b>Week 5</b><br>TTH<br>9/27 & 9/29    | Vowels  | Small: Ch. 4 | Ch. 4 Review<br>exercises in class: A,<br>B, D,<br>H(1-15),K(1-20),L(1-<br>20),M (1-15)   |
| <b>Week 6</b><br>TTH<br>10/4 & 10/6    | Vowels<br>cont....<br>quiz  | Small: Ch. 4 | <b>Quiz #2 Vowels<br/>10/6 in class</b><br><br><b>Assignment # 3<br/>vowel transcriptions<br/>due 11:59 pm 10/6</b>                 |
| <b>Week 7</b><br>TTH<br>10/11 & 10/13  | Consonants  | Small Ch.5   | Ch. 5 Review<br>exercises: B, C, D, F,<br>G, H (1-20), I (1-20)   |
| <b>Week 8</b><br>TTH<br>10/18 & 10/20  | Consonants<br>cont.....   | Small: Ch. 5 | Consonant exercises   |
| <b>Week 9</b><br>TTH<br>10/25 & 10/27  | Catch<br>up/review<br>quiz  |              | <b>Assignment # 4<br/>consonant<br/>transcription due<br/>11:59 pm 10/27</b><br><br><b>Quiz #3 consonants<br/>10/27 in class</b>    |
| <b>Week 10</b><br>TTH<br>11/1 & 11/3   | Exam 2 (ch.4<br>and 5) review<br>exam                             |              | <b>Exam 2 11/3 in class</b>   |
| <b>Week 11</b><br>TTH<br>11/8 & 11/10  | Connected<br>speech   | Small: Ch.7  | Ch. 7 in class Review<br>exercises: A, C (1-5),<br>D (1-5), E(1-10), G  |
| <b>Week 12</b><br>TTH<br>11/15 & 11/17 | Clinical<br>phonetics   | Small: Ch. 8 | <b>Assignment # 5<br/>connected speech<br/>due 11:59 pm 11/15</b><br><br>Ch. 8 in class review<br>exercises: A, B, C, D,<br>I, J, K |

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| <b>Week 13</b><br>TTH<br>11/22 & 11/24<br>NO CLASS<br><b>HAPPY<br/> THANKSGIVIN<br/> G</b> |  |  |  |
| <b>Week 14</b><br>TTH<br>11/29 & 12/1  | Clinical<br>Phonetics  | Small: Ch. 8   | <b>Assignment # 6<br/> Clinical Phonetics<br/> Due 11:59 pm 12/1</b><br><br><b>Work on Mini<br/> Presentations</b> |
| <b>Week 15</b><br>TTH<br>12/6 & 12/8   | Dialectal<br>variation<br><br>Transcription<br>practice,<br>Catch up,<br>quiz retake,<br>and Review<br>for final | Small: Ch. 9   | <b>PRESENT<br/> Mini Presentations<br/> 12/8</b><br><br><b>Upload Dialect .ppt<br/> by 11:59 pm 12/8</b>           |
| <b>Week 16</b>   | <b>FINAL<br/> EXAM</b>   |  | <b>FINAL EXAM in<br/> Class<br/> 12:30-2:30 Dec. 15th</b>  |

### Assessment of Student Learning Outcomes (Methods and Timeline):

*Homework assignments (6): (120 points)* Phonetics is a skill-based course and requires repeated practice to develop proficiency. There will be 6 homework assignments taken from the “Assignments” at the end of each chapter in your textbook. For a homework assignment to be complete, you must do all assigned items and get 50% or more correct on each assignment. Assignments 3, 4, and 6 will be graded as outlined in your Bb Learn shell. Feedback will be provided. Homework assignments are worth 20 points each. All **transcriptions must be handwritten** and submitted to the assignment submission area in Bb Learn as a .pdf or .jpg (taking a picture with your device and submitting it) by the due date listed above. Late assignments will not be accepted.

*Quizzes (3): (75 points)* Each quiz is worth 25 points. Quizzes are taken in class. They will consist of multiple choice, true/false, fill in the blank, short answer, and matching questions.

*Examinations (3): (300 points)* Mastery of course material will be assessed with three examinations. The examinations may include questions in the following format: fill in the blank, multiple-choice, true/false, and matching. Exam questions will be taken from the lectures, textbook, supplemental readings, and

homework and lab assignments. You will have the entire class period to take each exam on the dates that they are scheduled (the final will be 2 hours).

*Dialect/accent mini presentation (30 points):* Near the end of the semester (see presentation due dates) you, along with a small group of your peers, will present a review of dialectal variations of an assigned regional or ethnic group (chapter 9). Details will be discussed in class.

*Attendance and class participation: (56 points- 2 points per class (not including final exam day)* total as measured by in class attendance and in-class question/discussion participation. An assignment page will be passed around each class period.

TOTAL CLASS POINTS= 581

### **Grading System:**

**Grading Criteria:** Your final grade is based on the percentage of earned points out of total possible points. The grading scale is as follows:

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

### **Classroom Policies/Safety/Etiquette:**

**It is expected that you will attend class in-person, however if you feel mentally or physically unwell (whether mild or severe), please message the professor and arrangements will be made to make up class activities missed due to illness.**

**Please be on time and remember to sign attendance sheet!**

### **Course Policy**

**Attendance:** Students are expected to attend class in-person. If ill, students will work with the professor to make up missed activities and reasonable accommodations will be made. Each class attendance is worth 2 points.

*While class attendance is required per the above stated policy, please be cautious about attending class in-person if you are feeling ill. If you are experiencing flu-like or covid-like symptoms, you should not attend class; please take precautions not to infect others and seek medical attention if your symptoms worsen.*

**Retests/Make-up Tests:** Students may retake one quiz if not satisfied with a grade (near the end of the semester). If quizzes and exams are missed due to illness or family emergencies, the student is responsible for setting up a time to retake these with the professor. Late assignments will not be accepted.

### **\*IMPORTANT**

#### **Clinical Experience Statement**

Undergraduate students may need clinical experience to either prepare for admission to a graduate program (25 hours of observation) or to become eligible for an SLPA license (100 hours of clinical interaction with clients). These are two separate requirements with each serving a different purpose. The 25 hours of observation required for graduate school do not count toward the 100 hours of clinical interaction required

for an SLPA license in Arizona. Some states require both observation and supervised clinical interaction for SLPA applicants. Contact your state licensing body to verify requirements in your state. The prerequisites for clinical experience vary by clinical site. However, the standard expectation for undergraduate students in the NAU CSD department is that they will have the following in place before they participate in any clinical activities: IVP fingerprint clearance card (for students in Arizona); immunization records; proof of HIPAA training (<https://in.nau.edu/its/hipaa/>); and student liability insurance. **For students seeking 100 hours of clinical interaction to obtain an SLPA license, contact Dr. Jeff Meeks at [Jeffrey.meeks@nau.edu](mailto:Jeffrey.meeks@nau.edu) at least a full semester before the date you plan to begin your practicum for specific instructions.**

## **University Policies**

### **COVID-19 REQUIREMENTS AND INFORMATION**

Additional information about the University's response to COVID-19 is available from the **Jacks are Back!** web page located at <https://nau.edu/jacks-are-back>.

### **SYLLABUS POLICY STATEMENTS**

#### **ACADEMIC INTEGRITY**

NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people's ideas or contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own. Academic integrity is expected not only during formal coursework, but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct. All students are encouraged to complete NAU's online academic integrity workshop available in the E-Learning Center and should review the full *Academic Integrity* policy available at <https://policy.nau.edu/policy/policy.aspx?num=100601>.

#### **COPYRIGHT INFRINGEMENT**

All lectures and course materials, including but not limited to exams, quizzes, study outlines, and similar materials are protected by copyright. These materials may not be shared, uploaded, distributed, reproduced, or publicly displayed without the express written permission of NAU. Sharing materials on websites such as Course Hero, Chegg, or related websites is considered copyright infringement subject to United States Copyright Law and a violation of NAU Student Code of Conduct. For additional information on ABOR policies relating to course materials, please refer to ABOR Policy 6-908 A(2)(5).

## **COURSE TIME COMMITMENT**

Pursuant to Arizona Board of Regents guidance (ABOR Policy 2-224, *Academic Credit*), each unit of credit requires a minimum of 45 hours of work by students, including but not limited to, class time, preparation, homework, and studying. For example, for a 3-credit course a student should expect to work at least 8.5 hours each week in a 16-week session and a minimum of 33 hours per week for a 3-credit course in a 4-week session.

## **DISRUPTIVE BEHAVIOR**

Membership in NAU's academic community entails a special obligation to maintain class environments that are conducive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during course-related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not interfere with normal class activities or violate the rights of others. Instructors have the authority and responsibility to address disruptive behavior that interferes with student learning, which can include the involuntary withdrawal of a student from a course with a grade of "W". For additional information, see NAU's *Disruptive Behavior in an Instructional Setting* policy at <https://nau.edu/university-policy-library/disruptive-behavior>.

## **NONDISCRIMINATION AND ANTI-HARASSMENT**

NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, veteran status and genetic information. Certain consensual amorous or sexual relationships between faculty and students are also prohibited as set forth in the *Consensual Romantic and Sexual Relationships* policy. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU's *Nondiscrimination and Anti-Harassment* policy. EAO also assists with religious accommodations. For additional information about nondiscrimination or anti-harassment or to file a complaint, contact EAO located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011, or by phone at 928-523-3312 (TTY: 928-523-1006), fax at 928-523-9977,

email at [equityandaccess@nau.edu](mailto:equityandaccess@nau.edu), or visit the EAO website at <https://nau.edu/equity-and-access>.

## **TITLE IX**

Title IX of the Education Amendments of 1972, as amended, protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. In accordance with Title IX, Northern Arizona University prohibits discrimination based on sex or gender in all its programs or activities. Sex discrimination includes sexual harassment, sexual assault, relationship violence, and stalking. NAU does not discriminate on the basis of sex in the education programs or activities that it operates, including in admission and employment. NAU is committed to providing an environment free from discrimination based on sex or gender and provides a number of supportive measures that assist students, faculty, and staff.

One may direct inquiries concerning the application of Title IX to either or both the Title IX Coordinator or the U.S. Department of Education, Assistant Secretary, Office of Civil Rights. You may contact the Title IX Coordinator in the Office for the Resolution of Sexual Misconduct by phone at 928-523-5434, by fax at 928-523-0640, or by email at [titleix@nau.edu](mailto:titleix@nau.edu). In furtherance of its Title IX obligations, NAU promptly will investigate or equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. The Office for the Resolution of Sexual Misconduct (ORSM): Title IX Institutional Compliance, Prevention

& Response addresses matters that fall under the university's Sexual Misconduct policy. Additional important information and related resources, including how to request immediate help or confidential support following an act of sexual violence, is available at <https://in.nau.edu/title-ix>.

## **ACCESSIBILITY**

Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), 928-523-8747 (fax), or [dr@nau.edu](mailto:dr@nau.edu) (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online at <https://nau.edu/disability-resources/student-eligibility-process> or by contacting Disability Resources. The Director of Disability Resources, Jamie Axelrod, serves as NAU's Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at [jamie.axelrod@nau.edu](mailto:jamie.axelrod@nau.edu).

## **RESPONSIBLE CONDUCT OF RESEARCH**

Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at <https://nau.edu/research/compliance/research-integrity>.

## **MISCONDUCT IN RESEARCH**

As noted, NAU expects every student to firmly adhere to a strong code of academic integrity in all their scholarly pursuits. This includes avoiding fabrication, falsification, or plagiarism when conducting research or reporting research results. Engaging in research misconduct may result in serious disciplinary consequences. Students must also report any suspected or actual instances of research misconduct of which they become aware. Allegations of research misconduct should be reported to your instructor or the University's Research Integrity Officer, Dr. David Faguy, who can be reached at [david.faguy@nau.edu](mailto:david.faguy@nau.edu) or 928-523-6117. More information about misconduct in research is available at <https://nau.edu/university-policy-library/misconduct-in-research>.

## **SENSITIVE COURSE MATERIALS**

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 their college studies, students can expect to encounter and to critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.

Last revised August 4, 2022