

**Department of Communication Sciences and Disorders**

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

**Term/Year:** Fall/Spring

**Course Day/Time:** TBD

**Course Meeting Place:** TBD

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

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

**Mode of Instruction**: Face-to face lectures and on-line

**Instructor**: Anna Sosa, Ph.D., CCC-SLP, Shelly Thomas, M.S., CCC-SLP

**Office Address:**

**Phone and e-mail:**

**Office Hours:** TBD

**Course Purpose:** The purpose of this course is to teach students the fundamental aspects of articulatory phonetics and phonetic transcription in order 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 face-to-face course will include a combination of lecture, group work, and lab work.

**Textbook and required materials:**

1. *Required Textbook:*Small, Larry H. (2016). *Fundamentals of Phonetics: A Practical Guide for Students* (4th ed.). Austin: Pro-ed. ISBN-13: **978-0-13-389572-8**
2. Subscription to Top Hat. You must register for a semester account ($20) with Top Hat and have access to a device that can access Top Hat functions during class.

**Recommended resource***:* Audio CD for Fundamentals of Phonetics: A Practical Guide for Students

ISBN-13: **978-0-13-403306**-**8**

**Course Materials***:*Course handouts, assignments, and supplemental readings will be posted on BB Learn or provided in class.

**Course Outline:**

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| **Date** | **Topic** | **Readings** | **Due dates/ Activities** |
| **Week 1** T Th  | Introductions; SyllabusOverview of phonetics, phonology, IPA, phonotactics, word stress | Small: Ch. 1 & Ch. 2 |  |
| **Week 2**T Th  | Anatomy and physiology of the speech mechanismReview, **Quiz #1** | Small: Ch. 3 | **HW #1 due:** Ch. 2 Review exercises: A, B, C, D, E, F,H, K, L |
| **Week 3**T Th  | Vowels Vowels | Small: Ch. 4 |  |
| **Week 4**T Th  | Vowels, con’tVowels, **Quiz #2** |  | **HW #2 due:** Ch. 4 Review exercises: A, B, D, H(1-15),K(1-20),L(1-20),M (1-15) |
| **Week 5**T Th  | ConsonantsConsonants | Small: Ch. 5 |  |
| **Week 6**T Th  | ConsonantsTranscription practice, **Quiz #3** |  | **HW #3 due:** Ch. 5 Review exercises: B, C, D, F, G, H (1-20), I (1-20) |
| **Week 7**T Th  | Transcription practice, Catch up and review**Exam #1** |  |  |
| **Week 8**T Th  | Connected speechConnected speech | Small: Ch. 7 |  |
| **Week 9**T Th  | Connected speechTranscription practice, **Quiz #4** |  | **HW #4 due:** Ch. 7 Review exercises: A, C(1-5), D (1-5), E(1-10), G |
| **Week 10**T Th | Clinical phoneticsClinical phonetics | Small: Ch. 8 |  |
| **Week 11**T Th  | Clinical phoneticsTranscription practice, **Quiz #5** |  | **HW #5 due:** Ch. 8 Review exercises: A, B, C, D, I, J, K |
| **Week 12**T Th  | Dialectal variationDialectal variation | Small: Ch. 9 |  |
| **Week 13**T Th  | Dialectal variationHAPPY THANKSGIVING! (no class) |  |  |
| **Week 14**T Th  | Dialectal variation, sounds of other languagesTranscription practice, **Quiz #6** |  | **HW #6 due:** Ch. 9 Review exercises: D, E, F, G |
| **Week 15**T Th  | **Quiz re-take /make-up day**Transcription practice, Catch up and Review |  |  |
| **Th**  | **FINAL EXAM**  |  |  |
|  |  |  |  |

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

*Homework assignments:* **(30 points)** Phonetics is a skill-based course and requires repeated practice to develop proficiency. There will be 6 homework assignments taken from the “Review Exercises” and “Assignments” at the end of each chapter in your textbook. In order for a homework assignment to be complete, you must do all assigned exercises AND use the answer key to check your answers and correct any incorrect responses. Homework assignments are worth 5 points each. Paper homework assignment will be collected in class or you can scan and email them to the teaching assistant. Emailed assignments must be received before 2:20pm (start of class) on the day it is due. Late assignments will not be accepted.

*Quizzes:* **(75 points)** On the day that each homework assignment is due (typically on Thursday), there will be a quiz covering the same material. Each quiz is worth 15 points. Your lowest quiz grade will be dropped. If you miss a quiz, that quiz will be counted as your lowest quiz grade and will be dropped. There will be 1 quiz make-up or re-take day scheduled toward the end of the semester. Each student will have the opportunity to re-take or make-up 1 quiz on that day. In the case of a re-take, the highest grade will be used.

*Examinations:* **(100 points**) Mastery of course material will be assessed with two examinations: a midterm examination (50 points) and a comprehensive final examination (50 points). The examinations may include questions in the following format: analysis, multiple-choice, matching, fill-in the blank, short answer, and true/false. Exam questions will be taken from the lectures, textbook, supplemental readings, and homework and lab assignments.

*Attendance and class participation:* 5% of your total grade, as measured by Top Hat attendance and in-class question/discussion participation.

*In-class Top Hat questions:* 5% of your total grade, as measured by accuracy of responses to in-class Top Hat questions.

**Classroom Etiquette:**

Please silence all electronics and put them away (off your desk). Only paper, pens/pencils, textbooks, printouts of articles or chapters, and printouts of class notes should be on your desk during class. I expect students to be actively engaged in all class activities and to contribute meaningfully to in-class discussions; this is an important part of classroom etiquette (and your successful learning) and lack of active engagement in class activities and discussions is considered a violation of classroom etiquette.

You will need a device that can be used to access the Top Hat platform in order to register attendance and to participate in Top Hat questions and discussions during class.

**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%

**Course Policy**

**Attendance:** Students are expected to attend class and are responsible for any content that is missed because of absence. Attendance and participation in in-class Top Hat questions and discussion will make up 5% of your overall grade.

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

**Restests/Make-up Tests:** Beyond the scheduled quiz re-take/make-up day, there will be no make-up quizzes or exams and late assignments will not be accepted.

**University Policies**

**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>.

**COURSE TIME COMMITMENT**

Pursuant to Arizona Board of Regents guidance (Academic Credit Policy 2-224), for every unit of credit, a student should expect, on average, to do a minimum of three hours of work per week, including but not limited to class time, preparation, homework, and studying.

**DISRUPTIVE BEHAVIOR**

Membership in NAU’s academic community entails a special obligation to maintain class environments that are conductive 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 breach the peace, 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 policy at [<https://nau.edu/university-policy-library/disruptive-behavior>](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, or veteran status. Due to potentially unethical consequences, certain consensual amorous or sexual relationships between faculty and students are also prohibited. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU’s Safe Working and Learning Environment (SWALE) policy. EAO also assists with religious accommodations. For additional information about SWALE 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, or via the EAO website at <https://nau.edu/equity-and-access>.

**TITLE IX**

Title IX is the primary federal law that prohibits discrimination on the basis of sex or gender in educational programs or activities. Sex discrimination for this purpose includes sexual harassment, sexual assault or relationship violence, and stalking (including cyber-stalking). Title IX requires that universities appoint a “Title IX Coordinator” to monitor the institution’s compliance with this important civil rights law. NAU’s Title IX Coordinator is Pamela Heinonen, Director of the Equity and Access Office located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011. The Title IX Coordinator is available to meet with any student to discuss any Title IX issue or concern. You may contact the Title IX Coordinator by phone at 928-523-3312 (TTY: 928-523-1006), by fax at 928-523-9977, or by email at pamela.heinonen@nau.edu. In furtherance of its Title IX obligations, NAU will promptly investigate and equitably resolve all reports of sex or gender-based discrimination, harassment, or

sexual misconduct and will eliminate any hostile environment as defined by law. Additional important information about Title IX and related student resources, including how to request immediate help or confidential support following an act of sexual violence, is available at <http://nau.edu/equity-and-access/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), 928-523-6906 (TTY), 928-523-8747 (fax), or 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.

**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>.

**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.