

**CSD 290**  
**Phonetics**  
**Spring, 2009**  
**Daniel C. Tullos, Ph.D., CCC-SLP**

**Office:** 214 Health Sciences Center 279-4633

**Texts:** American Psychological Association (2001). Publication manual of the American Psychological Association (5th ed.). Washington, DC: Author  
ISBN#: 1-55798-810-2

Small, L. H. (2005). Fundamentals of phonetics: A practical guide for students (2<sup>nd</sup> ed.). Boston: Allyn and Bacon  
ISBN#: 0-205-41912-7

**Objectives:** Students will demonstrate a basic knowledge of the principles of phonetic sciences with practical application of articulatory phonetics and auditory discrimination (Standard III-B, III-C, and III-D). Dialectal variations will be discussed. Specific objectives include the ability to:

1. name, label, describe and discuss the anatomy of articulation,
2. define the currently used vocabulary in the study and description of articulation and phonology,
3. identify and discuss aspects of all American English phonemes (sounds),
4. transcribe “normal” and “disordered” speech through the use of broad transcription of speech sounds.
5. use narrow transcription of utterances (recorded and live) to document specific phonetic differences.

**Academic Integrity:** Cheating in all its forms is inconsistent with Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade.

**Attendance:** Your attendance is required for successful mastery of course material. **You are expected to attend every class.** Roll will be taken. **Your grade will be dropped after three absences!!!!** For each absence after the three allowed, 10 points will be subtracted from the final grade. For additional absences to be excused, you must contact me before you are absent even if you have contacted the nurse or Dr. Long. Leave a message if you do not reach me. I may be prepared to make an exception to this rule only if you have no unexcused absences. If you are late, it is your responsibility to check and make sure that you have not been counted absent. All assignments will be submitted at the assigned time unless arrangements have been made **prior** to the deadline. All assignments submitted late will receive a penalty of a loss of **10% points a day** (including weekends) for each day late. If you are ill, you must send the assignment with another student or make other arrangements to turn in your assignment.

**Students with Disabilities:** "It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, psychological, vision, hearing, etc.) who needs to arrange reasonable accommodations, must contact the instructor and the Disabilities Office at the at the *beginning* of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Director *as soon as possible* in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 102 of the Lee Academic Center, telephone, (501) 279-4019." It is the responsibility of each student requesting such accommodation to notify me of each accommodation.

### **Course Requirements:**

1. There will be three major examinations and a final. Due to the cumulative nature of the course content and the extensive International Phonetic Alphabet, **all** exams will be comprehensive.
2. You may be quizzed over each new section on the day we **begin** discussing that section. In other words, **KEEP UP WITH YOUR READING!**
3. Each student will **complete** the:
  - a. exercises (except 6-11, 6-13)
  - b. review exercises (except 6-J, 7-I, 7-J, 7-K, 8-J, 8-K, 8-L, 8-M, 8-N, 8-O, 8-P, 8-Q, 8-R)
  - c. study questions (on separate sheets inserted into your workbook if desired), and
  - d. assignments ( except for 6-3, 7-4, 7-5, 8-1) in the text.

Since the purpose of these activities is to assist you with the International Phonetic Alphabet as we discuss the material in class, you must complete each section **prior** to class discussions. To make sure that you are keeping up, I will collect completed pages on the assigned date, at the end of class. Pages will be returned to you to be placed in a three-ring binder. You must complete all assigned items in the chapter to obtain credit. Credit will be applied on the designated date. Without prior arrangements, assignments will be accepted on the day after the assigned date with a loss of 50 percentage points.

4. Each student will locate and download the IPA fonts. If you are using the MAC Lab in the Reynolds Center, the IPA fonts should be on the system. Go to <http://www.harding.edu/USER/tullos/WWW/Forms.html> and select "Inserting IPA Font" for instructions on using fonts.
5. Each student must complete a seven page paper (6-8 pages will be accepted not counting the references) on some aspect of oral communication in which you can use IPA to illustrate your points. Topics such as dialects, ESL, articulatory production errors, pronunciation variations, English word origins, etc. are all appropriate. Since your goal in this class is to learn the International Phonetic Alphabet (IPA), the International Phonetic Alphabet (***typed and not written***) must be used throughout the paper, and at least five sources must be cited and referenced. The nature of this paper allows the use of secondary sources and internet material. However, appropriate discretion should be used and any source that cannot be referenced cannot be used. The paper must follow the American Psychological Association (5th ed.) format (double spaced, one inch margins, Times Roman or Courier 12 point font, etc.). **Points will be deducted for each error, no matter how many times that error occurs,**

so be sure and check the APA guide. The submitted draft will be reviewed and returned with suggestions, but it is your responsibility to check the APA guidelines. (You may be asked to present your paper in class. Presenters will be given extra credit depending on the quality of the presentation. Presenters should plan for a 5-10 minute presentation and should design appropriate visual aids. Use the requirements for an informative speech (COMO 101) with appropriate introduction, body, and conclusion.

6. Each student will create a crossword puzzle using IPA symbols. The puzzle must include at least 20 words. An example is available on my COMO 290 webpage.

**Harding University Writing Lab:** (American Studies Room 325) The lab is a free writing resource open to everyone enrolled in classes at Harding University. Their services include assistance in planning your paper, review of the mechanics of organizing your paper, assistance with grammar and syntax, reviewing drafts before submission, and revising drafts following submission. Go to their website (<http://www.harding.edu/english/Writing%20Lab.html>) for information on scheduling an appointment or for additional online resources.

**Grade:** Percentage values for the assignments will be as follows:

Exam 1	15%
Exam 2	15%
Exam 3	15%
Final	20%
Workbook and Transcriptions	15%
Paper Draft	5%
Paper	10%
Attendance and Participation	5%
Presentation	(extra credit)

### **Internet Resources**

1. General information about Communication Sciences and Disorders  
<http://www.communicationdisorders.com>
2. Go to *Basic Foundations for Communication Disorders and Sciences* page.
3. Go to “phonetics and phonology” page.
4. Go to “Several Phonetic Fonts which can be downloaded...”
5. Download appropriate font. (Check “problems downloading or installing fonts” on previous page if you are having difficulty.)

If these didn't work try <http://www.phon.ucl.ac.uk/home/wells/fonts.htm>