Course Description: Principles of phonetic sciences with practical application of articulatory phonetics and experience in auditory discrimination. Geographical and ethnic dialects will be discussed.


Course Objectives: Students will demonstrate a basic knowledge of the principles of phonetic sciences with practical application of articulatory phonetics and auditory discrimination. 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 and narrow transcription of speech sounds.
5. Use narrow transcription of utterances (recorded and live) to identify specific phonetic differences.

Relationship to Harding University Liberal Arts Curriculum:
The Liberal Arts Program reflects the principles contained in the University mission statement and provides a foundation of study in all fields. The Department of Communication Sciences and Disorders curriculum incorporates several of these principles in each course offered. The principles included in CSD 290 are as follows:

- ULO #3 Critical Thinking – Students will examine issues, ideas, artifacts, and/or events in order to formulate or assess an opinion or conclusion.
- ULO #4 Global Citizenship – Students will exhibit cultural knowledge, communicative and interpersonal skills, and other-centered dispositions necessary for responsible interaction with cultures different from their own.
Course Policies:

- Attendance is expected at each class meeting, as there is a relationship between class attendance, academic performance, and professionalism. Attendance will be recorded. Three unexcused absences will be tolerated. **Upon the fourth absence, your final grade will be lowered by one letter grade per number of days absent over 3.** As stated in the Student Handbook, excessive absences can result in being dropped from the course with the grade of “F.”

- Students are expected to read assigned material **prior** to class and be prepared to participate in class discussions and group quizzes. **Students who miss class for any reason are responsible for all content.** Time will not be spent in class going over material with students who have missed class. If the student needs additional assistance an appointment should be scheduled with the instructor.

- Recording (visual or audio) of any type is not permitted.

- Students may be called on to answer questions and/or provide opinions during class discussion.

- All cell phones must be turned off and placed out of sight during class. The instructor reserves the right to mark a student absent if he or she is texting/e-mailing in class.

- Written work must be reasonably correct in mechanics (e.g. grammar, punctuation, etc.). Points will be deducted for inadequate work.

- It is expected that students will adhere to assignment due dates. **Assignments are due at the beginning of class. Late work will NOT be accepted.**

- Most class meetings will include either a quiz or group activity, which will be graded. It is in your best interest to come to every class prepared. **If a student misses class for any reason he/she cannot make up the quiz/group activity.**

- Submitting work taken directly from another source will be considered plagiarism and no credit will be given on the assignment. Cheating in all its forms is inconsistent with the Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade. Obtaining information from students taking this course during a previous semester or giving information to students in subsequent semesters is considered Academic Dishonesty. In addition, a student repeating the course may not “recycle” assignments.

- **Cheating will never be tolerated.** You will be turned in on the spot, excused to leave and not come back. Students who share assignments with students taking the course in a subsequent semester may be subject to having an academic integrity sanction added to their college record.

- Any requests for test changes must be approved **ahead** of time.

- Make-up quizzes will **not** be allowed. The lowest quiz grade will be dropped.

- This course adheres to university guidelines regarding workload requirements per credit hour.

- There will be a midterm exam and a comprehensive final.
You may be quizzed over each new section on the day we begin discussing that section. In other words, KEEP UP WITH YOUR READING! This is to help you keep up with the material since it is cumulative in nature.

Each student must have access to an IPA font that can be used with a word processor on your computer.

Phonetic Symbols Online (http://ipa.typeit.org/), or IPA Palette (http://www.blugs.com/IPA/).

Each student will create an articulation assessment. Details will be given in class.

There will be frequent in class assignments. Make ups will not be allowed.

Workbook assignments are assigned and are a vital part of learning the skill of phonetic transcription. Workbooks will be turned in for grading and returned at next class meeting.

All course requirements must be completed to receive credit for this class.

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, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Disabilities Office 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 Office 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 205 in the Student Center, telephone, (501) 279-4019.

Assessment: Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching---learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission of the North Central Association of Colleges and Schools. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.
**Time Management Expectations**: For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, problem solving, reviewing, organizing notes, preparing for upcoming quizzes/exams, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

**Dress Code**: All members of the Harding community are expected to maintain standards of modesty and decency in dress appropriate to the Christian lifestyle and consistent with professional employment expectations. For these reasons, students are expected to adhere to an established dress code.

**Grades**: The value of each exam and assignment are listed below.

- Workbook assignments (12 at 25 pts./each) average is worth 5% of total grade
- Chapter Quizzes and Transcription Quizzes average is worth 40% of total grade
- Articulation Assessment Project 5% of total grade
- Midterm Exam 25% of total grade
- Final Exam 25% of total grade

A  90%-100%
B  80%-89%
C  70%-79%
D  60%-69%
F  below 60%
**Helpful Hints for Success:**

1. Keep up with the reading. Really read it…. Really!
   
   *Colossians 3:23*
   
   Whatever you do, work heartily, as for the Lord and not for men

2. Make a plan! I have provided a detailed schedule so that there are no surprises.
   
   It is also provided so that you can plan accordingly.
   
   *Proverbs 16:9*
   
   We plan the way we want to live, but only God makes us able to live it

3. Come to class….yes, it’s that easy and yes it makes a huge difference to your grade.
   
   *Proverbs 6:6-11*
   
   You lazy fool, look at an ant. Watch it closely; let it teach you a thing or two. Nobody has to tell it what to do. All summer it stores up food; at harvest it stockpiles provisions. So how long are you going to laze around doing nothing? How long before you get out of bed? A nap here, a nap there, a day off here, a day off there, sit back, take it easy—do you know what comes next? Just this: You can look forward to a dirt-poor life, poverty your permanent houseguest!

4. Get a study buddy. This material lends itself to team learning.
   
   *Ecclesiastes 4:9-10*
   
   Two are better than one, because they have a good reward for their toil. For if they fall, one will lift up his fellow

5. Believe in yourself! Having a good attitude goes a long way. Our Father tells us to do this.
   
   *Philippians 4:8*
   
   Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignment</th>
<th>Learning Activities</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>• Introduction&lt;br&gt;• Foundational Skills</td>
<td>Syllabus/Schedule</td>
<td>• Phonological Awareness Skill Assessment&lt;br&gt;• Introduction to IPA</td>
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<td>Week 2</td>
<td>• The Study of Phonetics</td>
<td>• Read Chapter 1&lt;br&gt;• Read “For the Student” and Complete Section 1 in the&lt;br&gt;Applied Phonetic Workbook</td>
<td>• Group Quiz&lt;br&gt;• Review homework&lt;br&gt;• Lecture</td>
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<td>Week 3</td>
<td>• Classifying the Sounds of Speech</td>
<td>• Read Chapter 3</td>
<td>• Vowel chart&lt;br&gt;• Consonant chart</td>
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<td>Week 4</td>
<td>• Some Applications of Phonetic Theory</td>
<td>• Read Chapter 4</td>
<td>• Group Quiz</td>
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<td>Week 5</td>
<td>• Transcription of the consonants: /p,b,t,k,g,m,n, η, l, r/</td>
<td>• Complete Section 2 in Workbook&lt;br&gt;• Read about targeted phonemes in Chapter 5, 8, 9, 10, 11 &amp; 12</td>
<td>• Group Quiz&lt;br&gt;• Review Homework</td>
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<td>• Transcription of vowels / i, e, æ, ɔ, ə, o/</td>
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<td>Week 6</td>
<td>• Transcription of Sound Variations</td>
<td>• Completed Section 3 in Workbook</td>
<td>• Review Homework</td>
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<td>Week 7</td>
<td>• Transcription of the consonants: /j,w,h/</td>
<td>• Complete Section 4 in Workbook&lt;br&gt;• Read about targeted phonemes from chapters 9,6,12 &amp;13.</td>
<td>• Group Quiz&lt;br&gt;• Review Homework&lt;br&gt;• MIDTERM REVIEW</td>
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<td>• Transcription of the vowels: /a, ʌ, a, u, ju/</td>
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<td>Week 8</td>
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<td>• Midterm Exam</td>
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<td>Week 9</td>
<td>SPRING BREAK</td>
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<td>Week 10</td>
<td>• Transcription of the consonants: /s, z,ʃ, ʒ, f, v/</td>
<td>• Compete Section 5 in workbook&lt;br&gt;• Read about targeted phonemes in chapters 6, 10, 12, &amp; 13.</td>
<td>• Group Quiz&lt;br&gt;• Review Homework</td>
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<td>• Transcription of the vowels:/e, ʊ, ai, ɔɪ/</td>
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| Week 11 | • Transcription of the consonants: /θ, ð, tf, dz/  
• Transcription of the vowel: /i, ə, ao/ | • Complete Section 6 in the workbook  
• Read about targeted phonemes in chapters 6, 7, 10, 12, & 13 | • Group Quiz  
• Review homework |
| Week 12 | • Stress in American English | • Complete Section 7 in workbook  
• Read chapter 14 in book | • Group Quiz  
• Review Homework |
| Week 13 | • Transcribing Allophonic Variations (diacritics)  
• Transcribing Connected Speech | • Complete Section 8 & 9 | • Review Homework |
| Week 14 | • Dialectal Difference | • Complete Section 10 & 11 in workbooks  
• Read Chapter 2 | • Review Homework  
• Group Quiz  
• Watch “Do You Speak American” |
| Week 15 | • Dialectal Difference  
• Transcribing Phonologically Disordered Speech | • Complete Section 12 in Workbook | • Watch “Do You Speak American”  
• Review Homework |
| Week 16 | • Review for Final | | |
| Final Exam | | | |
| Tuesday, May 7th @ 8:00-10:00 | | | |