

CSD 2900 – Phonetics

Spring 2023 (3 credit hours)

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Office Hours are posted on my office door

Our program excels in developing highly skilled and professional graduates who are ready to impact their local and global communities by improving the lives of those they serve. Christian faculty and staff are invested in providing an unparalleled experience utilizing a comprehensive curriculum, contemporary technology, and state-of-the-art facilities to engage students in reaching their full potential, both educationally and spiritually. As a result, our students exemplify ethical leadership, critical thinking, and interprofessional collaboration to support top of the license practice.

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

Required Materials: Edwards, H.T. (2003). Applied phonetics: The sounds of american english (3rd ed.). Canada: Thomson-Delmar Learning.

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 broad and narrow transcription of speech sounds.
5. Use narrow transcription of utterances (recorded and live) to identify specific phonetic differences.

Relationship to HU Liberal Arts Curriculum/University Learning Outcomes (ULO)

The Liberal Arts Program reflects the principles contained in the University's 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 2900 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.

Program Learning Outcomes (PLO)

The Department of Communication Sciences and Disorders (CSD) faculty have identified program learning outcomes for CSD graduates. The faculty believe that the achievement of these PLOs will reflect a graduate who exemplifies skills ready to enter the workforce or chosen graduate program.

PLO #1: Students will demonstrate competence in narrow phonetic transcription of normal and disordered speech.

Measure: The accuracy of IPA transcription on the CSD 2900 final exam will determine the achievement of this learning objective. A student must independently transcribe the auditory stimuli with 70% accuracy in normal and disordered speech as measured by the course instructor.

Course Policies and Professionalism:

- Attendance is expected at each class meeting, as there is a relationship between class attendance, academic performance, and professionalism. Attendance will be recorded. Two unexcused absences will be tolerated. Upon the third absence, your final grade will be lowered by one letter grade per number of days absent over 2. As stated in the Student Handbook, excessive absences can result in being dropped from the course with the grade of "F."
- Communication Protocols – Outside of class, communication between instructor and students will be through Harding University email. It is expected that students check their Harding email a minimum of one time a day. It is expected that students will reply to an email within 12-24 hours, and the same is expected from the instructor.
- Students are expected to read the assigned material **before** class and 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 by the student. The instructor may record classes to be made available to students with an excused absence or other appropriate circumstances.
- Students may be called on to answer questions and provide opinions during class discussions.
- 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 they are texting/e-mailing in class.
- Written work must be 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, they cannot make up the quiz/group activity.
- **Academic Integrity:** 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. Also, 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.
- 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. Workbook assignments will be submitted through Canvas.

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

The best way to contact me is through the Harding email. Office hours are listed on the first page of this syllabus. Please contact me sooner rather than later if you find yourself struggling with the material.

All needed materials will be made available in the "module" section (which is your home screen) when navigating on Canvas. Do not go into the "files" section, as this contains way more material than you need and will confuse you.

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.

Code of Academic Conduct: Students of Harding University are expected to be honorable and to observe standards of academic conduct appropriate to a community of Christian scholars. Harding University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Harding expects its students to conduct themselves as responsible citizens in a Christian community. Enrollment at the university is viewed as a privilege that brings the attendant responsibilities and accountability. In order to encourage Christian living and growth, the University administers a student Code of Conduct. This code is provided to every student upon enrollment.

Upon registration to the University, students acknowledge and agree to abide by this code. Harding University reserves the right to refuse admission or dismiss students whose lifestyle is not consistent with the Christian principles for which Harding stands; and when the general welfare of the institution requires such action. Students suspended for disciplinary reasons during a semester may receive a grade of "F" in all courses for that semester. Please visit the appropriate Harding University Student Handbook ([undergraduate](#) or [graduate/professional](#)) for further details.

Academic Grievance Policy: If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the denial of academic progression, a procedure has been established to resolve the grievance.

The student must initiate the written Academic Grievance Appeal within five business days after notification of the final grade in Pipeline or notification of denial of academic progression. In cases of both course grade and academic progression appeals, students are encouraged to first engage the involved faculty member in a good faith discussion (in person or via telephone or email) as the first step in resolving any concerns. If resolution is not achieved, a student may submit a written academic grievance by following the [policy set forth in the Harding University catalog](#). All students should be familiar with this policy.

Academic Support Services: Harding offers a wide variety of academic support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- [Library](#)
- [Testing](#)
- [Tutoring](#)
- [Writing Center](#)

Student Support Services: Harding offers a wide variety of student support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- [Advising](#)
- [Registration](#)
- [Financial Aid](#)
- [Student Life](#)
- [Counseling](#)
- [Career Services](#)

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.

Due to the uncertain and unusual climate during which this course is being offered, certain adjustments may have to be made including changes to meeting times, modalities and work assignments. Every effort will be made to notify you of any change as soon as possible. Because this course may/will be meeting using video conferencing, students are expected to find a safe, secure and reliable internet connection in order to participate in virtual meetings at the required level.

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%

Changes to Syllabus Notice: The instructor reserves the right to modify and update any part of the syllabus where necessary. It is your responsibility to stay up to date with any changes communicated by the professor.

Helpful Hints for Success:

1. Keep up with the reading. Really read it.... Really!
Colossians 3:23
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
3. Come to class....yes, it's that easy and yes it makes a huge difference to your grade.
Proverbs 6:6-11
4. Get a study buddy. This material lends itself to team learning.
Ecclesiastes 4:9-10
5. Believe in yourself! Having a good attitude goes a long way. Our Father tells us to do this.
Philippians 4:8

Date	Topic	Readings/Assignment	Learning Activities
Week 1	<ul style="list-style-type: none"> • Introduction • Foundational Skills 	Syllabus/Schedule	<ul style="list-style-type: none"> • Phonological Awareness Skill Assessment • Introduction to IPA
Week 2	<ul style="list-style-type: none"> • The Study of Phonetics 	<ul style="list-style-type: none"> • Read Chapter 1 • Read "For the Student" and Complete Section 1 in the <i>Applied Phonetic Workbook</i> 	<ul style="list-style-type: none"> • Quiz • Review homework • Lecture
Week 3	<ul style="list-style-type: none"> • Classifying the Sounds of Speech 	<ul style="list-style-type: none"> • Read Chapter 3 	<ul style="list-style-type: none"> • Vowel chart • Consonant chart
Week 4	<ul style="list-style-type: none"> • Some Applications of Phonetic Theory 	<ul style="list-style-type: none"> • Read Chapter 4 	<ul style="list-style-type: none"> • Quiz
Week 5	<ul style="list-style-type: none"> • Transcription of the consonants: /p,b,t,k,g,m,n. ŋ, l, r/ • Transcription of vowels /ɪ, ε, æ, ə, ə, o/ 	<ul style="list-style-type: none"> • Complete Section 2 in Workbook • Read about targeted phonemes in Chapter 5, 8, 9, 10, 11 & 12 	<ul style="list-style-type: none"> • Quiz • Review Homework
Week 6	<ul style="list-style-type: none"> • Transcription of Sound Variations 	<ul style="list-style-type: none"> • Completed Section 3 in Workbook 	<ul style="list-style-type: none"> • Review Homework
Week 7	<ul style="list-style-type: none"> • Transcription of the consonants: /j,w,h/ • Transcription of the vowels: /ʌ, ə, ɑ, u, ju/ 	<ul style="list-style-type: none"> • Complete Section 4 in workbook • Read about targeted phonemes from chapters 9,6,12 &13. 	<ul style="list-style-type: none"> • Quiz • Review Homework • MIDTERM REVIEW
Week 8	Midterm week		<ul style="list-style-type: none"> • Midterm Exam
Week 9	Spring Break – No Class		

Week 10	<ul style="list-style-type: none"> • Transcription of the consonants: /s, z, ʃ, ʒ, f, v/ • Transcription of the vowels: /e, ʊ, aɪ, ɔɪ/ 	<ul style="list-style-type: none"> • Complete Section 5 in workbook • Read about targeted phonemes in chapters 6, 10, 12, & 13. 	<ul style="list-style-type: none"> • Quiz • Review Homework
Week 11	<ul style="list-style-type: none"> • Stress in American English 	<ul style="list-style-type: none"> • Complete Section 7 in workbook • Read chapter 14 in book 	<ul style="list-style-type: none"> • Quiz • Review Homework
Week 12	<ul style="list-style-type: none"> • Transcribing Allophonic Variations (diacritics) • Transcribing Connected Speech 	<ul style="list-style-type: none"> • Complete Section 8 & 9 	<ul style="list-style-type: none"> • Review Homework
Week 13	<ul style="list-style-type: none"> • Dialectal Difference 	<ul style="list-style-type: none"> • Complete Section 10 & 11 in workbooks • Read Chapter 2 	<ul style="list-style-type: none"> • Review Homework • Quiz • Watch "Do You Speak American"
Week 14	<ul style="list-style-type: none"> • Dialectal Difference 		<ul style="list-style-type: none"> • Watch "Do You Speak American"
Week 15	<ul style="list-style-type: none"> • Transcribing Phonologically Disordered Speech 	<ul style="list-style-type: none"> • Complete Section 12 in Workbook 	<ul style="list-style-type: none"> • Watch "Do You Speak American" • Review Homework
Week 16	<ul style="list-style-type: none"> • Review for Final 		
Final Exam May 4 th @ 3:30			