CSD 290 – Phonetics
Fall 2015 (3 credit hours)
1:00-1:50 MWF Swaid 214
Jennifer Fisher, M.S., CCC-SLP
Office: Swaid Room 211
Office Hours are posted on my door
Phone: 279-4666
Jfisher1@harding.edu

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

Relationship to ASHA Standards: ASHA upholds eight Standards related to academic and clinical training as well as continuing education. This course contributes to completion of Standard IV. As a CSD major you have a KASA form on file with the department to help track your knowledge and skills as related to the standards as you move toward obtaining your Certificate of Clinical Competence in Speech-Language Pathology or Audiology.

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.
• Students must seek instructor’s permission to record class lectures
• Students may be called on to answer questions and/or provide opinions during class discussion.
• All cell phones must be turned off during class. Do not text or e-mail 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 time of the assigned date or are due on Canvas on assigned day/time. 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.
• 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 with a doctor or university note. No exceptions!
• 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.

Course Requirements: All course requirements must be completed in order to receive credit for this class.

• 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 a crossword puzzle using IPA symbols. The puzzle must include at least 20 words. Details will be given in class.
• 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.

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. 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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Workbook assignments (14 at 25 pts./each)</td>
<td>350</td>
</tr>
<tr>
<td>Quizzes (lowest grade dropped) 10 points each</td>
<td>100</td>
</tr>
<tr>
<td>Articulation Assessment</td>
<td>100</td>
</tr>
<tr>
<td>Crossword Puzzle</td>
<td>100</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>200</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
</tr>
<tr>
<td>Total</td>
<td>1050</td>
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- 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.*
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignment</th>
<th>Learning Activities</th>
</tr>
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</table>
| Week 1     | • Introduction  
  • Foundational Skills                        | Syllabus/Schedule                                                                   | • Phonological Awareness Skill Assessment  
  • Introduction to IPA                                                                   |
| Week 2     | The Study of Phonetics                          | • Read Chapter 1  
  • Read “For the Student” and Complete Sections 1 & 2 in the <cite>Applied Phonetic Workbook</cite> | • Group Quiz  
  • Review homework  
  • Lecture                                                                 |
| Week 3     | Language, Dialects, Registers, and Idiolects     | • Read Chapter 2  
  • Complete exercises in the <cite>Applied Phonetic Workbook</cite> as assigned in class | • Group Quiz  
  • Review/Discuss homework                                                                 |
| Week 4     | Classifying the Sounds of Speech                | • Read Chapter 3  
  • Complete exercises in the <cite>Applied Phonetic Workbook</cite> as assigned in class | • Group Quiz  
  • Review homework  
  • Transcription Practice                                                                |
| Week 5     | Some Applications of Phonetic Theory             | • Read Chapter 4  
  • Complete exercises in the <cite>Applied Phonetic Workbook</cite> as assigned in class | • Group Quiz  
  • Lecture  
  • Go over homework                                                                      |
| Week 6     | Dialects of American English                    |                                                                                     | • “Do You Speak American?”                                                            |
| Week 7     | Classifying the Sounds of Speech                |                                                                                     | • Review Workbook                                                                      |
| Week 8     | • Review for Midterm  
  • Midterm Written Exam in Class                |                                                                                     |                                                                                       |
| Week 9     | • Review Midterm Exam  
  • The Stop Consonants                           | • Read pg. 59-68 & Chapter 5  
  • Complete exercises in the <cite>Applied Phonetic Workbook</cite> as assigned in class | • Group Quiz  
  • Review/Discuss homework                                                                |
| Week 10    | • The Fricative Consonants  
  • The Affricate Consonants  
  • The Nasal Consonants                           | • Read Chapter 6,7 & 8  
  • Complete exercises in the <cite>Applied Phonetic Workbook</cite> as assigned in class | • Transcription Practice  
  • Group Quiz  
  • Lecture                                                                 |
| Week 11    | • The Glide, Liquid, and Lateral Consonants      | • Read Chapter 9 & 10  
  • Complete exercises in the <cite>Applied Phonetic Workbook</cite> as assigned in class | • Group Quiz  
  • Lecture                                                                 |
| Week 12 | • The Front Vowels | • Read Chapter 11 & 12  
• The Back Vowels  
• Complete exercises in the  
*Applied Phonetic Workbook* as assigned in class | Go over homework |
|---|---|---|---|
| Week 13 | • The Diphthongs  
• Suprasegmentals  
• Read Chapter 13 & 14  
• Complete exercises in the  
*Applied Phonetic Workbook* as assigned in class | • Group Quiz  
• Lecture  
• Go over homework |
| Week 14 | • Thanksgiving Break | | |
| Week 15 | • Assessment Project  
• Crossword Puzzle Project | | • Assessment Project collaboration |
| Week 16 | Final Exam Preparation | | |

Key Dates:

October 2       Fall Break
October 15 & 16   ArkSha Convention
November 11-13    ASHA Convention
November 23-27    Thanksgiving Break
December 14\textsuperscript{th}   1:00 Final Exam

*This schedule is a tentative outline and may change at the discretion of the instructor.*