Stephen F. Austin State University
Perkins College of Education
Department of Human Services
Communication Sciences & Disorders Program
Phonetics
CSD 210.001
Spring, 2020

Instructor: Amy Durham, M.S., CCC/SLP
Office: Human Services 205H
Office Phone: (936) 468-1158
Other Contact: (936) 468-7109
Credits: 3 hours

Course Time & Location: TR 12:30-1:45pm; HSTC 321
Office Hours: T: 8-8:45,1:45-3:00 TH: 1:45-3:00 or by appointment
Email: durhama@sfasu.edu

Prerequisites: None

I. Course Description

This course is a detailed study of the phonemes of American English. Emphasis is given to knowledge of the systems of speech production, the distinctive and acoustic features of phonemes and proficiency in the use of the International Phonetic Alphabet.

CSD 210 “Phonetics” (3 credits) typically meets twice each week in 75 minute segments for 15 weeks plus a 2-hour final examination. Students have weekly reading assignments, detailed study of the knowledge as well as application of clinical phonetics, significant independent practice of International Phonetic Alphabet (IPA) transcription, 10 transcription quizzes, 3 exams and 4 transcription assignments. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

This course is one of the required courses for admission into the undergraduate Communication Sciences and Disorders Program. You will need to fill out an application form and return the form to HSTC 205. Applications will be accepted in the fall and/or spring semesters

Admission Criteria:
1. Must have at least 30 credit hours
2. Minimum of 2.75 overall GPA
3. Completion of SPH 130, SPH 210, & SPH 250
4. Grade of a B or higher in each of the required courses.

Diversity Statement: The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes)

IIA. This course reflects the following core values of the Perkins College of Education:

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. In the Perkins College of Education, we value and are committed to:

• Academic excellence through critical, reflective, and creative thinking
• Life-long learning
• Collaboration and shared decision-making
• Openness to new ideas to culturally diverse people, and to innovation and change
• Integrity responsibility, diligence, and ethical behavior
• Service that enriches the community

This course also supports the mission of the Department of Human Services: The department of Human Services prepares undergraduate and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community – based, service-learning experiences within its educational program to maximize the advancement of students’ personal and professional developments.
This course also supports the mission of the Speech-Language Pathology Program:
The mission of the Speech-Language Pathology Program is to prepare knowledgeable caring professionals committed to educating the public, properly diagnosing and effectively treating persons with communication and swallowing disorders across the lifespan, thereby improving their quality of life. To meet this mission, the program emphasizes cultural and linguistic diversity, the importance of scientific study, critical thinking skills, interdisciplinary collaboration, emphasizes the importance of evidence based practice, critical thinking, interdisciplinary collaboration, ethical principles and continued professional development throughout one’s career.

This course also supports the Core Objectives/Outcomes of the THECB:
- Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills - To include effective development, interpretation and expression of ideas through written, oral, and visual communication.
- Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- Teamwork - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- Personal Responsibility - To include the ability to connect choices, actions and consequences to ethical decision-making.
- Social Responsibility - To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

This course addresses the following standard(s) of the Council for Clinical Certification of the American Speech-Language-Hearing Association:
- Standard I: Degree
- Standard II: Education Program
- Standard III: Program of Study
- Standard IV: Knowledge of Outcomes
- Standard V: Skills Outcomes
- Standard VI: Assessment
- Standard VII: Speech-Language Pathology Clinical Fellow
- Standard VIII: Maintenance of Certification

Standard IV-B: The applicant must demonstrate knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C: The applicant must demonstrate knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:
- articulation
- fluency
- voice and resonance, including respiration and phonation;
- receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, pre-linguistic communication and paralinguistic communication) in speaking, listening, reading, writing;
- hearing, including the impact on speech and language;
- swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding orofacial myology);
- cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning);
- social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities);
- augmentative and alternative communication modalities.

Standard IV-D: For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Program Learning Outcomes:
This course supports the Communication Sciences and Disorders Program Learning Outcomes (PLO) one and five. These competencies are measured by successful completion (80% or higher) of all course requirements, including examinations, group discussion and activities, written assignments, and quizzes:
1. The student will demonstrate knowledge of major anatomical structures utilized in the communication processes.
2. The student will demonstrate knowledge of physiological processes utilized in communication.
3. The student will recognize and articulate the foundational skills related to normal speech and language development.
III. Course Assignments, Activities, Instructional Strategies & Use of Technology

Reading Assignments:
Text chapters that correspond to selected course topics/activities are listed on the course schedule, below. The listing is comprehensive and per the date(s) the topic(s) will first be introduced. Each time we meet, I will assign specific chapters for you to read prior to our next class discussion. When prioritizing readings, please read the indicated pages from Clinical Phonetics (i.e., those designated CP) first. Use the Applied Phonetics text (i.e., AP) as a reference to clarify meaning and/or for additional examples of the concepts presented. By completing the readings, you will be better prepared to contribute to class discussions, clarify answers to questions about topics you do not understand and complete outside assignments and scheduled examinations.

Examinations:
There will be three scheduled examinations. Each exam will consist of multiple choice, true/false and short answer (including written transcription) items and will cover previously introduced course material. Before each exam, I will give you a list of terms and questions to review. All terms and answers to questions will be covered in previous class sessions. Know this material: if it is on the list, it will be on the exam! Examination dates are listed on the course schedule, below. 

Addresses the Core Curriculum Objective of Critical Thinking

Transcription Quizzes:
There will be 10 scheduled transcription quizzes. The dates for the transcription quizzes are listed on the course schedule, below. Quiz content will be announced prior to the quiz. During each quiz, you will listen to and transcribe speech sounds using selected symbols from the International Phonetic Alphabet and diacritic marks. Quizzes will increase in complexity as you acquire the knowledge and skills needed to transcribe. Quiz points accumulate quickly, so don’t get behind! Addresses the Core Curriculum Objective of Critical Thinking

Outside Assignments:
There are 10 outside assignments. These assignments have been designed to assist in your preparation for and participation in class discussions as well as your successful completion of scheduled examinations and transcription quizzes. Outside assignments should be completed on your own per the schedule in the syllabus. All outside assignments will be available on D2L as well as keys to check your work. These assignments are not turned in for a grade. They are designed to assist you in your learning and organization of information for this class.

Addresses the Core Curriculum Objectives of Critical Thinking and Social Responsibility

Transcription Assignments:
A list of 10 transcription assignments and their due dates are given below and in the course outline. You are expected to complete each assignment and be prepared to submit the completed transcription sheets on the listed due dates. To avoid late penalties, be prepared; review the due dates for all transcription assignments regularly and complete all required transcription sheets on time! Transcription sheets are due at the beginning of class on the due date. No late transcription sheets will be accepted unless due to an excused absence and approved by the instructor.

Addresses the Core Curriculum Objectives of Critical Thinking

<table>
<thead>
<tr>
<th>Assignment # and Page(s)</th>
<th>What do I transcribe?</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Transcription Assignment 1:</td>
<td>Vowels &amp; Diphthongs</td>
<td>Feb. 11</td>
</tr>
<tr>
<td>p. 209</td>
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V. Tentative Course Outline/Calendar.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Topic/Assign.</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Class 1 (1-16)</td>
<td>Syllabus &amp; Course Overview</td>
<td>Syllabus</td>
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<td>Class 2 (1-21)</td>
<td>Overview of Clinical Phonetics</td>
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<td>Linguistic Phonetics</td>
<td>CP: Ch. 1 &amp; 2</td>
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<td>AP: Ch. 1 &amp; 2</td>
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<tr>
<td>Week 2</td>
<td>Class 3 (1-23)</td>
<td>Linguistic Phonetics</td>
<td>CP: Ch. 2</td>
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<td>Outside Assignment 1</td>
</tr>
<tr>
<td>Week 3</td>
<td>Class 4 (1-28)</td>
<td>Systems of Speech Production</td>
<td>CP: Ch. 3</td>
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<td></td>
<td></td>
<td>AP: Ch. 3</td>
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<tr>
<td>Date</td>
<td>Class</td>
<td>Topic/Assign.</td>
<td>Readings</td>
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|            | Class 5 (1-30) | Distinctive features of vowel & diphthong production, vowel articulation; front vowels | CP: Ch. 4  
|            |             |                                                                              | AP: Ch. 10,11,12, & 13  
|            |             |                                                                              | Outside Assignment 2  |
| Week 4     | Class 6 (2-4) | Distinctive features of vowel & diphthong production; central vowels          | Transcription Quiz 1  |
|            | Class 7 (2-6) | Distinctive features of vowel & diphthong production; back vowels & diphthongs | Outside Assignment 3  |
| Week 5     | Class 8 (2-11) | Wrap-up & review for exam                                                      | Transcription Assign. 1 Due  
|            |             |                                                                              | Transcription Quiz 3  |
|            | Class 9 (2-13) | EXAM 1                                                                        |                                                                          |
| Week 6     | Class 10 (2-18) | Distinctive features of consonant production, manner of production            | CP: Ch. 5  
|            |             |                                                                              | AP: Ch. 5-9  |
|            | Class 11 (2-20) TSHA | Distinctive feature of consonant production; place of articulation & voicing | Outside Assignment 4  |
| Week 7     | Class 12 (2-25) | Suprasegmentals & Prosody                                                     | CP: Ch. 6  
|            |             |                                                                              | Outside Assignment 5  |
|            | Class 13 (2-27) | Narrow Transcription                                                          | Ch. 7  
|            |             |                                                                              | Outside Assignment 6  |
| Week 8     | Class 14 (3-3) | Wrap-up & Review for Exam                                                      | Transcription Quiz 6  
<p>|            |             |                                                                              | Transcription Assign. 2 Due  |
|            | Class 15 (3-5) | EXAM 2                                                                        |                                                                          |
| Spring Break | 3-10       |                                                                               |                                                                          |
| Spring Break | 3-12       |                                                                               |                                                                          |
| Week 9     | Class 16 (3-17) | Transcription Practice                                                        |                                                                          |</p>
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<tr>
<th>Date</th>
<th>Class</th>
<th>Topic/Assign.</th>
<th>Readings</th>
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<tbody>
<tr>
<td></td>
<td>Class 17 (3-19)</td>
<td>Consonant &amp; Vowel Acoustics</td>
<td>CP: Ch. 4 &amp; 5</td>
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<tr>
<td>Week 10</td>
<td>Class 18 (3-24)</td>
<td>Consonant &amp; Vowel Acoustics</td>
<td>AP: Appendix D</td>
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<td>Class 19 (3-26)</td>
<td>Practicing Broad &amp; Narrow Phonetic Transcription in Children's Speech</td>
<td><strong>Outside Assignment 7</strong></td>
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<td><strong>Transcription Quiz 7</strong></td>
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<tr>
<td>Week 11</td>
<td>Class 20 (3-31)</td>
<td>Preparing to Collect &amp; Transcribe Clinical Speech Samples</td>
<td>CP: Ch. 9</td>
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<td><strong>Transcription Assign. 3 Due</strong></td>
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<td>Class 21 (4-2)</td>
<td>Phonetics in the Clinical Setting</td>
<td><strong>Outside Assignment 8</strong></td>
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<td><strong>Transcription Quiz 8</strong></td>
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<tr>
<td>Week 12</td>
<td>Class 22 (4-7)</td>
<td>Phonetic Aspects of Dialect Variation</td>
<td>CP: Ch. 11</td>
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<td>Easter Holiday</td>
<td>(4-9)</td>
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<td>Week 13</td>
<td>Class 23 (4-14)</td>
<td>Regional &amp; Beyond Regional Dialects</td>
<td><strong>Outside Assignment 9</strong></td>
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<td><strong>Transcription Quiz 9</strong></td>
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<td></td>
<td>Class 24 (4-16)</td>
<td>Developmental Order of Phoneme Acquisition, Age of Mastery, etc.</td>
<td><strong>Outside Assignment 10</strong></td>
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<td><strong>Transcription Quiz 10</strong></td>
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<td><strong>Transcription Assign. 4 Due</strong></td>
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<tr>
<td>Week 14</td>
<td>Class 25 (4-21)</td>
<td>Developmental Order of Phoneme Acquisition, Age of Mastery, etc.</td>
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<td>Class 26 (4-23)</td>
<td>Wrap-up &amp; Review for Exam</td>
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<tr>
<td>Week 15 (Dead Week)</td>
<td>Class 27 (4-28)</td>
<td>Course Review</td>
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<td>Class 28 (4-30)</td>
<td>Course Review</td>
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<tr>
<td>Week 16 (Finals’ Week)</td>
<td>Class 29 (5-7)</td>
<td><strong>FINAL EXAM: 10:45 am - 1:15 pm</strong></td>
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VI. Readings

Required texts and materials:

Recommended texts & websites:

VII. Course Evaluations

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

In addition to the electronic course evaluation you will be asked to complete at the conclusion of the semester, I welcome your comments, feedback and suggestions throughout the duration of the course.

VIII. Student Ethics and Other Policy Information

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

The instructor will take role at the beginning of each class. If you miss a class, it is your responsibility to obtain handouts and class notes from your peers. Absence is not an excuse for missing information, handouts, class notes, etc. If you miss class during an exam, quiz or other assignment that a grade was given, you are responsible for providing written documentation (illness, hospitalization, death in the family) so that you may make up that grade. You are also responsible for scheduling the make-up within one week of the missed class.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members promote the components of academic integrity in their instruction and course syllabi and abide by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
1. Using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class;
2. The falsification or invention of any information, including citations, on an assigned exercise; and/or
3. Helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism include:
(a.) submitting an assignment as if it were one’s own work when it is at least partly the work of another person;
(b.) submitting a work that has been purchased or otherwise obtained from the Internet or another source; and
(c.) incorporating the words or ideas of an author into one's paper or presentation without giving the author due credit.
Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in academic Appeals by Students (6.3)

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Respect for Diversity
The Speech-Language Pathology program embraces a notion that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

IX. Other Relevant Course Information
Communication for this course will be done in class, through D2L, and email. Please check D2L and your SFASU email often to get announcements, print out handouts, print power points, check your grades, etc. If you need to email me, use: durhama@sfasu.edu. Responses to emails can be expected within 24-48 hours Monday through Friday.
RETURN AT THE SECOND CLASS MEETING

RECEIPT OF SYLLABUS VERIFICATION FOR
Spring 2020

I have read the syllabus for SPH 210.001, and understand the course requirements. I have read and understand the attendance and assignment policies for SPH 210.001.

Printed Name ___________________________ Signature ___________________________

____________________________________
Date