Stephen F. Austin State University
Perkins College of Education
Department of Human Services &
Educational Leadership
Communication Sciences & Disorders Program
Phonetics
CSDS 2310.001
Fall, 2023

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

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.

Credit Hour Statement: CSD 2310 "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.

Course Delivery: This is face to face course which means you are to attend class in person, at the listed class time from 12:30 to 1:45 each Tuesday and Thursday.

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 CSDS 2300: Introduction to Communication Disorders, CSDS 2310: Phonetics, & CSDS 2320: Normal Speech and Language Development
4. Grade of a B or higher in each of the required courses.

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 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 Speech Language Pathology and Audiology 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.
4. The student will demonstrate understanding of the process of assessing and treating communication disorders.
5. The student will analyze, interpret, and synthesis evidence-based procedures in the treatment of communication disorders.
6. The student will demonstrate professional writing skills appropriate for clinical management.

**Student Learning Outcomes for Phonetics (SLO)**: At the end of this course, students will demonstrate, by performance on examinations, projects/presentation, class Discussion, and interactive group activities an understanding of the following:
1. The student will demonstrate knowledge of the basic principles of phonetics.
2. The student will demonstrate knowledge of the four systems of speech production including basic anatomy and physiology of each. A. Respiration. B. Phonation. C. Resonation D. Articulation
As measured by: a score of 80% or above on exams and written assignments
3. The student will demonstrate knowledge of the distinctive features of vowel, diphthong and consonant production.
   As measured by: a score of 80% or above on exams and written assignments
4. The student will demonstrate knowledge of the distinctive acoustical features of vowels, diphthongs and consonants.
   As measured by: a score of 80% or above on exams and written assignments
5. The student will demonstrate knowledge of the supra-segmental features of speech.
   As measured by: a score of 80% or above on exams and written assignments
6. The student will demonstrate mastery of broad and narrow phonetic transcription.
   As measured by: a score of 80% or above on exams, transcription exercises & quizzes
7. The student will demonstrate knowledge of phonetic terminology such as, but not limited to phonology, phoneme, allophone, morpheme, formant, fundamental frequency, etc:
   As measured by: a score of 80% or above on exams, written assignments, transcription exercises & quizzes
8. The student will demonstrate knowledge of culturally and linguistically diverse populations, phonetic variations as well as multicultural awareness, knowledge and skills for a variety of language dialects.
   As measured by: a score of 80% of above on exams, written assignments, transcription exercises & quizzes

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 items (including written transcription) and will cover previously introduced course material. Before each exam, I will give you a list of terms and topics to review. All terms and topics will be covered in previous class sessions. Know this material; if it is on the list, it can 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 5 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 BrightSpace D2L Dropbox labeled “Transcription Assignments” by 12:30 pm of 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) (50 points total)</th>
<th>What do I transcribe?</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcription Assignment 1 (10 points):</td>
<td>whole words</td>
<td>Sept. 26</td>
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<tr>
<td>Transcription Assignment 2 (10 points):</td>
<td>whole words &amp; phrases</td>
<td>Oct. 10</td>
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<tr>
<td>Transcription Assignment 3 (15 points):</td>
<td>whole words &amp; phrases</td>
<td>Nov. 07</td>
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<tr>
<td>Transcription Assignment 4 (15 points):</td>
<td>whole words &amp; phrases</td>
<td>Nov. 30</td>
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Participation:
Successful class interactions depend on prepared and present communicators! You are expected to attend each class and to participate in all class discussions and activities. This includes actively listening, asking and answering questions, expressing your opinion and/or making other relevant and timely comments. Diversions due to personal notes, visiting, looking at social media on your computer or phone, etc. is not considered appropriate and will be addressed when observed. Texting during class (reading, composing, or sending messages) is NOT accepted and will be addressed as observed. Please be respectful and considerate of your peers and instructor.

IV. Evaluation and Assessments (Grading):
Points for grade are as follows:
- Three scheduled examinations @ 100 points each = 300
- Ten transcription quizzes @ 40 points each = 400
- Four transcription assignments @ 5 points per page = 50

Total = 750

The course grading scale is as follows:
A 672-750
B 597-671
C 522-596
D 447-521
F 446 & below

Grade Calculation: \( \frac{\text{(Points Earned to Date)}}{\text{(Points Possible to Date)}} \times 100 = \text{(Grade)} \)

Late Assignment Policy: Late assignments are only accepted for excused absences or at the discretion of the instructor.
Late work must be turned in at the next class period after an excuse absence to receive credit. No late work will be accepted Dead Week or Finals Week without written permission from the instructor attached. Make-ups for scheduled exams and transcription quizzes will be allowed only in an extreme emergency including illness or death of a family member, or university excused absences and documentation must be provided. You are responsible for scheduling the make-up exam or quiz with the instructor. This must be done within one week of your missed exam or quiz.

V. Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Topic/Assign.</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Class 1 (08-29)</td>
<td>Syllabus &amp; Course Overview</td>
<td>Syllabus</td>
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<td></td>
<td>Class 2 (08-31)</td>
<td>Overview of Clinical Phonetics</td>
<td>CP: Ch. 1 &amp; 2</td>
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<td></td>
<td>Linguistic Phonetics</td>
<td>AP: Ch. 1 &amp; 2</td>
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<td>Syllabus Receipt due</td>
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<td></td>
<td>Class 3 (09-05)</td>
<td>Linguistic Phonetics</td>
<td>CP: Ch. 2</td>
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<td></td>
<td></td>
<td>Outside Assignment 1</td>
</tr>
<tr>
<td></td>
<td>Class 4 (09-07)</td>
<td>Systems of Speech Production</td>
<td>CP: Ch. 3</td>
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<td></td>
<td>AP: Ch. 3</td>
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<tr>
<td>Week 3</td>
<td>Class 5 (09-12)</td>
<td>Systems of Speech Production</td>
<td>Outside Assignment 2</td>
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<tr>
<td></td>
<td>Class 6 (09-14)</td>
<td>Distinctive features of vowel &amp; diphthong production; vowel articulation; front vowels</td>
<td>CP: Ch. 4</td>
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<td>AP: Ch. 10,11,12, &amp; 13</td>
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<td>Date</td>
<td>Class</td>
<td>Topic/Assign.</td>
<td>Readings</td>
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<tr>
<td>Week 4</td>
<td>Class 7 (09-19)</td>
<td>Distinctive features of vowel &amp; diphthong production; central &amp; back vowels</td>
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<td></td>
<td>Class 8 (09-21)</td>
<td>Diphthongs</td>
<td>Outside Assignment 3</td>
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<tr>
<td>Week 5</td>
<td>Class 9 (09-26)</td>
<td>Wrap-up &amp; Review for Exam</td>
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<td></td>
<td>Class 10 (09-28)</td>
<td>EXAM 1</td>
<td></td>
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<tr>
<td>Week 6</td>
<td>Class 11 (10-03)</td>
<td>Distinctive features of consonant production; manner of production</td>
<td>CP: Ch. 5</td>
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<td></td>
<td>Class 12 (10-05)</td>
<td>Distinctive features of consonant production; place of articulation &amp; voicing</td>
<td>AP: Ch. 5-9</td>
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<tr>
<td>Week 7</td>
<td>Class 13 (10-10)</td>
<td>Suprasegmentals &amp; Prosody</td>
<td>CP: Ch. 6</td>
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<td>Class 14 (10-12)</td>
<td>Narrow Transcription</td>
<td>Outside Assignment 5</td>
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<tr>
<td>Week 8</td>
<td>Class 15 (10-17)</td>
<td>Narrow Transcription</td>
<td>Outside Assignment 6</td>
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<td>Class 16 (10-19)</td>
<td>Consonant &amp; Vowel Acoustics</td>
<td>CP: Ch. 4 &amp; 5</td>
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<tr>
<td>Week 9</td>
<td>Class 17 (10-24)</td>
<td>Consonant &amp; Vowel Acoustics</td>
<td>Outside Assignment 7</td>
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<td>Class 18 (10-26)</td>
<td>Wrap-up &amp; Review for Exam</td>
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<tr>
<td>Date</td>
<td>Class</td>
<td>Topic/Assign.</td>
<td>Readings</td>
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<tr>
<td><strong>Week 10</strong></td>
<td>Class 19 (10-31)</td>
<td><strong>EXAM 2</strong></td>
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<td></td>
<td>Class 20 (11-02)</td>
<td>Practicing Broad &amp; Narrow Phonetic Transcription in Children’s Speech</td>
<td>CP: Ch. 8</td>
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<tr>
<td><strong>Week 11</strong></td>
<td>Class 21 (11-07)</td>
<td>Preparing to Collect &amp; Transcribe Clinical Speech Samples/Phonetics in the Clinical Setting&lt;br&gt;Transcription Quiz 8&lt;br&gt;Transcription Assign. 3 Due</td>
<td>CP: Ch. 9 &amp; 10&lt;br&gt;Outside Assignment 8</td>
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<tr>
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<td>Class 22 (11-09)</td>
<td>Phonetic Variation - Dialects</td>
<td>CP: Ch. 11</td>
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<tr>
<td><strong>Week 12</strong></td>
<td>Class 23 (11-14)</td>
<td>Phonetic Variation - Dialects</td>
<td>CP: Ch. 11</td>
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<td></td>
<td>Class 24 (11-16)</td>
<td>Culturally &amp; Linguistically Diverse Assessment &amp; Treatment&lt;br&gt;Transcription Quiz 9</td>
<td>Outside Assignment 9</td>
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<tr>
<td><strong>THANKSGIVING HOLIDAY</strong></td>
<td>NO CLASS (11-21)</td>
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<tr>
<td><strong>THANKSGIVING HOLIDAY</strong></td>
<td>NO CLASS (11-23)</td>
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<tr>
<td><strong>Week 13</strong></td>
<td>Class 25 (11-28)</td>
<td>Developmental Order of Phoneme Acquisition, Age of Mastery, making clinical decisions etc.</td>
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<td>Class 26 (11-30)</td>
<td>Speech Intelligibility – Language Based Approach to increase speech intelligibility&lt;br&gt;Transcription Quiz 10&lt;br&gt;Transcription Assign. 4 Due</td>
<td>Outside Assignment 10</td>
</tr>
</tbody>
</table>
VI. Readings

**Required texts and materials:**

1. Shriberg, L.D., Kent, R.D., McAllister, T., & Preston, J. (2019). *Clinical Phonetics* (5th ed.). Boston: Pearson. Please purchase access to the online content that comes with this text. The online content will give you access to audio recording for transcription assignments.

2. Phone App for scanning documents. If you have an iPhone you can use the “notes” to scan documents to upload to D2L. If you have an android phone, I recommend “Evernote Scannable” – its free. You can also use Scannable if you have an iPhone. It’s whatever you prefer.

**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.**

I welcome your comments, feedback and suggestions throughout the duration of the course.

VIII. Student Ethics and Policy

**Academic Integrity: Policy 4.1**

**The Code of Student Conduct & Academic Integrity**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy. Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation.

**Cheating** includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

**Plagiarism** is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations,
structure, computer code, and other expression or media, and presenting that material as one's own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

If an academic integrity case has been opened for one of the four above listed violations, you will be subject to a grade of 0 for the assignment, test, or quiz the violation is filed on.

Class Attendance: Policy 6.7

If you miss a class, it is your responsibility to obtain handouts and class notes. 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 for approved excused absences (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.

Attendance policy for this course: Attendance is expected and will be taken by the instructor at the beginning of each class. If you are late, it is your responsibility to come to the instructor (after class) to get your attendance counted. The seat you are sitting in, on the 2nd day of class is the seat from which your attendance will be taken for the rest of the semester. You are allowed 3 unexcused absences for the semester. Your course grade will be lowered by one letter grade for each unexcused absence after three unexcused absences. Excused absences must have documentation, i.e. documented illness from a physician, etc. Students who do not attend class regularly or who perform poorly in the class will be referred to the ICare program at SFA.

Academic Accommodation for Students with Disabilities: Policy 6.1
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/.

Course Grades (Including WH), Policy 5.5

Final Course Grade Appeals by Students, Policy 6.3

Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6

IX. Resources:

Student Wellness and Wellbeing
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202 www.sfasu.edu/humanservices/139.asp
936.468.104

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
IX. Other Relevant Course Information
Communication for this course will be done in class, through BrightSpace by D2L. Please check BrightSpace often and your SFASU email often to get announcements, print out handouts, print power points, check your grades, etc. If you have difficulty accessing Brightspace, contact Student Support @ 936-468-1919. For quicker responses to email, please use: durhama@sfasu.edu instead of through BrightSpace. Responses to emails can be expected within 24-48 hours Monday through Friday.
RETURN BY 12:30 PM TO DROPBOX LABELED “Syllabus Receipt” ON THE SECOND CLASS MEETING (Thursday, August 31st)

RECEIPT OF SYLLABUS VERIFICATION FOR FALL 2023

I have read the syllabus for CSDS 2310.001, and understand the course requirements. I have read and understand the attendance and assignment policies for CSDS 2310.001.

Printed Name ___________________________ Signature ___________________________

Date ___________________________