Stephen F. Austin State University  
Perkins College of Education  
Department of Human Services &  
Educational Leadership  
Communication Sciences & Disorders Program  
Phonetics  
CSDS 2310.020  
Spring, 2024

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 three 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 IV-A:** 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-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 4 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 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>
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<tbody>
<tr>
<td>Transcription Assignment 1 (10 points):</td>
<td>whole words</td>
<td>Feb. 15</td>
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<tr>
<td>Transcription Assignment 2 (10 points):</td>
<td>whole words &amp; phrases</td>
<td>Feb. 29</td>
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<tr>
<td>Transcription Assignment 3 (15 points):</td>
<td>whole words &amp; phrases</td>
<td>March 19</td>
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Transcription Assignment 4 (15 points): whole words & phrases April 23

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

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

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

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 excused 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>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Class 1</td>
<td>Syllabus &amp; Course Overview</td>
<td>Syllabus</td>
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<tr>
<td>Week 2</td>
<td>Class 2</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>Class 3</td>
<td>Linguistic Phonetics</td>
<td>CP: Ch. 2</td>
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<td></td>
<td>Outside Assignment 1</td>
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<tr>
<td>Week 3</td>
<td>Class 4</td>
<td>Systems of Speech Production</td>
<td>CP: Ch. 3</td>
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<td>AP: Ch. 3</td>
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<tr>
<td></td>
<td>Class 5</td>
<td>Systems of Speech Production</td>
<td>Outside Assignment 2</td>
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<tr>
<td>Week 4</td>
<td>Class 6</td>
<td>Distinctive features of vowel</td>
<td>CP: Ch. 4</td>
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<td>&amp; diphthong production; vowel</td>
<td>AP: Ch. 10,11,12, &amp; 13</td>
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<td>articulation; front vowels</td>
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<td>Date</td>
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<td></td>
<td>Class 7 (02-08)</td>
<td>Distinctive features of vowel &amp; diphthong production; central &amp; back vowels</td>
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<td><strong>Transcription Quiz 1</strong></td>
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<td>Week 5</td>
<td>Class 8 (02-13)</td>
<td>Diphthongs</td>
<td><strong>Outside Assignment 3</strong></td>
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<td>Class 9 (02-15)</td>
<td>Wrap-up &amp; Review for Exam</td>
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<td><strong>Transcription Quiz 2</strong></td>
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<td><strong>Transcription Assign. 1 Due</strong></td>
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<td><strong>Transcription Quiz 3</strong></td>
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<td>Week 6</td>
<td>Class 10 (02-20)</td>
<td><strong>EXAM 1</strong></td>
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<td>Class 11 (02-22)</td>
<td>Distinctive features of consonant production; manner of production</td>
<td>CP: Ch. 5</td>
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<td>AP: Ch. 5-9</td>
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<td>Week 7</td>
<td>Class 12 (02-27)</td>
<td>Distinctive features of consonant production; place of articulation &amp; voicing</td>
<td><strong>Outside Assignment 4</strong></td>
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<td><strong>Transcription Quiz 4</strong></td>
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<td>Class 13 (02-29)</td>
<td>Suprasegmentals &amp; Prosody</td>
<td>CP: Ch. 6</td>
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<td><strong>Transcription Quiz 5</strong></td>
<td><strong>Outside Assignment 5</strong></td>
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<td><strong>Transcription Assign. 2 Due</strong></td>
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<tr>
<td>Week 8</td>
<td>Class 14 (03-05)</td>
<td>Narrow Transcription</td>
<td>CP: Ch. 7</td>
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<td>Class 15 (03-07)</td>
<td>Narrow Transcription</td>
<td><strong>Outside Assignment 6</strong></td>
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<td><strong>Transcription Quiz 6</strong></td>
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<tr>
<td>SPRING BREAK</td>
<td>(03-12 &amp; 03-14)</td>
<td>NO CLASS</td>
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<tr>
<td>Week 9</td>
<td>Class 16 (03-19)</td>
<td>Consonant &amp; Vowel Acoustics</td>
<td>CP: Ch. 4 &amp; 5</td>
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<td><strong>Transcription Assign. 3 Due</strong></td>
<td>AP: Appendix D</td>
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<tr>
<td>Date</td>
<td>Class</td>
<td>Topic/Assign.</td>
<td>Readings</td>
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</table>
|                  | Class 17 (03-21) | Consonant & Vowel Acoustics  
Transcription Quiz 7  
Wrap up & Review for Exam | Outside Assignment 7                  |
| Week 10          | Class 18 (03-26) | EXAM 2                                             |                                      |
| EASTER HOLIDAY   | (03-28) NO CLASS |                                                    |                                      |
| Week 11          | Class 19 (04-02) | Practicing Broad & Narrow  
Phonetic Transcription in Children’s Speech | CP: Ch. 8                            |
|                  | Class 20 (04-04) | Preparing to Collect & Transcribe Clinical Speech  
Samples/Phonetics in the Clinical Setting  
Transcription Quiz 8 | CP: Ch. 9 & 10  
Outside Assignment 8 |
| Week 12          | Class 21 (04-09) | Phonetic Variation - Dialects                      | CP: Ch. 11                           |
|                  | Class 22 (04-11) | Phonetic Variation - Dialects  
Transcription Quiz 9 |                                      |
| Week 13          | Class 23 (04-16) | Culturally & Linguistically  
Diverse Assessment & Treatment  
Transcription Assign. 4 Due |                                      |
|                  | Class 24 (04-18) | Developmental Order of  
Phoneme Acquisition, Age of Mastery, making clinical decisions etc.  
Transcription Quiz 10 | Outside Assignment 10                |
| Week 14          | Class 25 (04-23) | Speech Intelligibility –  
Language Based Approach to increase speech intelligibility |                                      |
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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>Week 15</td>
<td>Class 26 (04-25)</td>
<td>Speech Intelligibility – Language Based Approach to increase speech intelligibility</td>
<td>Extra Credit Assignment due</td>
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<tr>
<td>Week 16</td>
<td>Class 27 (04-30)</td>
<td>Wrap-up &amp; Review</td>
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<tr>
<td>Week 16</td>
<td>Class 28 (05-02)</td>
<td>Wrap-up &amp; Review</td>
<td></td>
</tr>
<tr>
<td>Week 16</td>
<td>Class 29 (05-09)</td>
<td><strong>FINAL EXAM (Exam #3)</strong> Thursday, 10:30 am – 12:30 pm Room 321</td>
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VI. **Readings**

**Required texts and materials:**


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**

**Institutional Absences (HOP 04-110)**

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or co-curricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be
considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

**Phonetics’ Class Attendance:**

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.

**Code of Student Conduct and Academic Integrity**

The Code of Student Conduct and Academic Integrity (HOP 04-106) 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. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

**Withheld Grades Semester Grades Policy (HOP policy 02-206)**

Ordinarily, 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 coursework 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 terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

**Students with Disabilities**

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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Student Wellness and Well-Being**

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.

**Other important course-related policies:**

***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***
IX: Resources
On-campus Resources:

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

- **SFASU Counseling Services**  
  www.sfasu.edu/counselingservices  
  Health and Wellness Hub (corner of E. College and Raguet)

- **SFASU Human Services Counseling Clinic**  
  www.sfasu.edu/humanservices/139.asp  
  Human Services Room 202  
  936-468-1041

- **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: Health Services, Counseling Services, Student Outreach and Support, Food Pantry, Wellness Coaching, Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:

- Burke 24-hour crisis line 1(800) 392-8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline 1(800) 273-TALK (8255)
- Crisis Text Line: Text HELLO to 741-741

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 (Tuesday, January 23rd)

RECEIPT OF SYLLABUS VERIFICATION FOR SPRING 2024

I have read the syllabus for CSDS 2310.020, and understand the course requirements. I have read and understand the attendance and assignment policies for CSDS 2310.020.

Printed Name ______________________ Signature ______________________

Date ____________________________