

CSD 260 Phonetics

Fall 2019

Monday, Wednesday, and Friday from 11:00-11:50 in CPS 233



Instructor: Charlie Osborne

Office: CPS 044B

Phone: 715-346-4960

Email: cosborne@uwsp.edu

Office Hours: TBA (or by appointment) (see printed schedule on my office door)

Course Purpose:

This course introduces speech sounds as physical entities and as linguistic units, from the branch of articulatory phonetics focusing on description. How are speech sounds made? How does the vocal tract adjust in movement and configuration to produce both English and non-English sounds? The initial part of this course will introduce the requisite anatomy and movements for the production of sounds and will describe the sounds that occur in human language. The second part of the course will explore phonetic description and transcription of the American English language and the varieties of dialects/ differences within. The final segment of this course will explore the description and transcription of disordered speech.

Required Textbook (Rental):

Small, L. H. (2015). *Fundamentals of phonetics: A practical guide for students, Fourth edition*. Pearson.

Audio CDs that accompany the textbook.

Course Objectives:

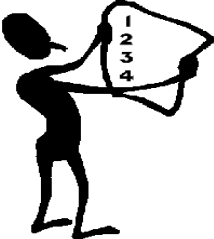
Course Goal	Learning Outcome
1. Students will understand the anatomy and physiology of speech production.	1. The student will describe the role of the three major biological systems in production of speech. 2. The student will describe the role of individual speech organs in the production of American English phonemes.

<p>2. Students will learn the International Phonetic Alphabet. (and its applications to speech production).</p>	<ol style="list-style-type: none"> 1. The student will effectively transcribe typical, different, and disordered speech (at the word, sentence, and paragraph level). 2. The student will describe their own speech productions (using place and manner). 3. Students will effectively describe consonants and vowels using place and manner. 4. The student will describe production of specific sounds to fictional clients in mock therapy session. 5. The student will describe the speech processes and how they relate to individual consonants and vowels.
<p>3. Students will demonstrate an understanding of coarticulation and its impact of sound production.</p>	<ol style="list-style-type: none"> 1. The student will explain and contrast the effects of assimilation as they relate to transcription and speech production. 2. The student will learn the subjective nature of phonetic transcription (a supposedly objective task).
<p>4. Students will understand the different prosodic elements of speech and their impact on the spoken message.</p>	<ol style="list-style-type: none"> 1. The student will explain why (and how) the same message can have a different meaning based on the suprasegmental elements. 2. The student will identify common uses of prosody in American English.

COURSE REQUIREMENTS

- Students must complete assigned readings by the date stated date stated on the syllabus and be prepared to discuss the readings in class.
- Students must complete weekly assigned transcription practice.
- Students must perform satisfactorily on exams and transcription tests.
- Students must perform satisfactorily in oral production exercises in class.
- Participate satisfactorily in projects.
- Attend class and participate in class discussion.

COURSE GRADE COMPONENTS



Homework	30%
Quizzes	10%
Transcription Project	10%
Mid-term Exam	25%
Final Exam	25%

GRADING SCALE

A - 95-100%, A- - 92-94%, B+ 88-91%, B – 84-87%, B- - 80-83%, C+ - 77-79%, C – 74-76%, C- - 70-73%, D+ - 67-69%, D 64-66%, D- - 60-63%, F – Below 60%

CLASS ATTENDANCE AND OTHER TOPICS

1. Regular class attendance is required. You are responsible for documenting your attendance for each class. Please write your name on a slip of paper and place it in the attendance cap at the end of each class.
2. If you are going to miss class, you should contact the instructor at least 24 hours prior to class for an expected absence.
3. It is the student's responsibility to obtain any materials and information that may have been missed as well as complete the associated labs.
4. ALWAYS bring your text to class as it contains the answer sheets for listening exercises.
5. Students are responsible for making up all missed assignments due to class absence.
6. Missing Exams/ Assignments: Students missing examinations must have a legitimate excuse and, when possible, should contact the instructor prior to the examination time to make arrangements. If you miss an assignment/exam deadline, please inform me of this via email within 24 hours of the. Valid reasons for missing a deadline/exam include sudden illness, substantial family crises and death in the family. Documentation for absences ***is required***, otherwise the absence is considered unexcused.
7. If you are a student athlete who will miss a deadline due to a sporting event, email me at least 14 days before your planned absence.
8. **Cell phone usage:** Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Please turn off your phone during class; I will do so as well. If I notice that you are using your phone during class I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.
9. **Absences due to Military Service:** You will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

INCLUSIVITY

It is my intent 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 the 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 identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, 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.

RELIGIOUS BELIEFS ACCOMMODATION

It is UW System policy to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

UWSP SERVICE DESK

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

EQUAL ACCESS FOR STUDENTS WITH DISABILITIES

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Tentative Agenda:

Week	Topics / Skills	Readings	Learning Outcomes	Assignments (turned in Tuesdays of following week)	Quizzes/Tests (On Fridays unless otherwise announced)
1 9/4/19	- Introduction to phonetics Identify primary stress and the number of phonemes/morphemes in words. - Describe the difference between phonetics and phonology	Ch. 1 & 2	4.2; 2.5	Assign. 2-1 Review Exercises A-G	
2 9/09	-Identify various anatomical structures used in speech production -Students will describe the process of inhalation /exhalation and the involved anatomical structures	Ch. 2 & 3	1.1; 1.2	Assign. 2-2 Review Exercises H-L	Quiz: Ch. 1 & 2 9/14
3 & 4 9/16 9/23	-Describe/identify vowels and diphthongs using the vowel quadrilateral -Transcribe vowels and diphthongs using IPA while listening to spoken words	Ch. 4	2.1; 2.2	WK 3 - Ch. 3 Review Exercises WK 4 – Assign. 4.1 & 4.2	WK 4 – Quiz Ch. 3 9/28
5-8 09/30 10/07 10/14 10/21	Describe/transcribe stop & nasal consonants using place and manner Describe/transcribe fricative consonants using place and manner Describe/transcribe affricate consonants using place and manner Describe/transcribe glides & liquids consonants using place and manner	Ch.5	2.1; 2.2; 2.3	WK 5 – Assign. 4.3 & 4.4 WK 6 – Assign. 5.1-5.3 WK 7 – Assign. 5.4-5.7	WK 8 Midterm 10/26/18
9-10 10/28 11/04	Describe/transcribe elision, epenthesis, metathesis & vowel reduction in words and sentences	Ch. 7	2.1; 2.4; 2.5; 3.1	WK 9 - Review Ex A-K WK 10 – Assign. 7.1-7.4	
11-12 11/11 11/18	-Identify/transcribe primary & secondary stress in words -Identify/describe stress, intonation, tempo, and pauses/junctures in sentences and connected speech	Ch. 8	2.1; 2.5; 4.1; 4.2	WK 11 – Review Ex. A-D Assign. 8.1-8.3 WK 12 - Review Ex. E-I	
13-14 11/25	Identify/transcribe disordered/dialectal speech in words, sentences, & connected speech	Ch. 8 & 9	2.1; 2.5; 3.1; 3.2	WK. 13 – J & K	Transcription project due 11/30

12/02				WK. 14 - Review Ex. A-F	
15 12/09	Identify/transcribe disordered/dialectical speech in words, sentences, & connected speech Review for final exam	Ch. 9	2.1; 2.2; 2.3; 2.4; 2.5		
Final	Thursday, 12/19/19 2:45-4:45		1.1; 1.2; 2.1; 2.3; 2.5; 3.1; 4.1; 4.2		Comprehensive Exam

HELP RESOURCES

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

ACADEMIC HONESTY

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the University of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to:

- Cheating on an examination

- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

CONFIDENTIALITY

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.



Opportunity is missed by most people because it is dressed in overalls and looks like work.

Thomas A. Edison