

CSD 260 Phonetics

Fall 2020 Syllabus

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Office Hours: Virtual office hours (via Zoom) TBA or by appointment

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. (2020). Fundamentals of phonetics: A practical guide for students, Fifth edition. Pearson.

Audio CDs that accompany the textbook.

Course Objectives	Learning Outcomes
1. Students will describe the anatomy and physiology of speech production.	<ol style="list-style-type: none">Describe role of respiratory, laryngeal, and supralaryngeal systems in speech production.Discuss importance of vocal tract resonance during speech sound production.Describe English vowel production in terms of height, tongue advancement, lip rounding, and tense/lax dimensionDescribe all English consonants in terms of manner, place, and voicing
2. Students will use the International Phonetic Alphabet to transcribe	<ol style="list-style-type: none">Describe importance of morphemes, allophones, phonemes, syllables, and primary stress.Transcribe all English vowels in spoken utterances

typical, different, and disordered speech.	<ul style="list-style-type: none"> c. Transcribe all English consonants in spoken utterances d. Describe and transcribe phonological processes e. Use basic diacritics and/or non-English phonemes in transcription of speech sound disorders f. Explain how the phonology of an individual's first language may impact their learning of English as a second language g. Explain differences between Standard American English and other common dialects.
3. Students will demonstrate an understanding of coarticulation and its impact on sound production.	<ul style="list-style-type: none"> a. Explain effects of assimilatory processes in connected speech. b. Explain the effects of nonassimilatory processes in connected speech, contrasting effects of elision, epenthesis, metathesis, and vowel reduction c. Explain how suprasegmental aspects of speech impact speech sound production and phonetic transcription in connected speech.
4. Students will be able to discuss rationale for the study and use of IPA, its limitations, and ways to increase accuracy when using IPA.	<ul style="list-style-type: none"> a. Explain importance of the study of phonetics and the use of the International Phonetic Alphabet b. State reasons for variations in phonetic transcription c. Explain differences between spelling and sound in English d. Discuss factors to consider to increase accuracy in practice of transcription

Course Expectations

1. Students must complete weekly assignments as outlined on the Canvas course. Assignments may include a combination of any of the following: readings, videos, skill practice, discussions, reflections, and/or quizzes. To keep all students engaged and on-track throughout the course, all weekly assignments will be due by the Sunday night of that week. However, due to the extraordinary circumstances of COVID-19, there may be times that warrant extension. If a situation comes up related to illness or COVID-19, please contact me as soon as possible (email is preferred) so we can make other arrangements.
 - Assignments, at times, will require use of your textbook's audio CD. Because a major component of this course is the transcription of spoken language, you will need to be able to listen to these files in order to practice.
 - Transcription Project: After learning and practicing the transcription of English vowels and consonants, you will be assigned a Transcription Project that will simulate a real-life scenario for professionals within the field of communication sciences and disorders. More information on this project will be given during week 9.
2. **Students must complete exams within the time frame allowed.** Check the schedule below for the exam times and write them into your calendar. While the tentative schedule in this syllabus may change, the dates and times of the exams will not. If you have a conflict, contact me **as soon as possible**.

3. Students are expected to exhibit ethical and professional behavior in this class. You are entering a professional preparation program and your conduct in class represents you as a professional.
 - Take advantage of your resources. Ask for help and clarification when needed.
 - Do not engage in plagiarizing or other forms of academic dishonesty. Students who do not adhere to the standards of academic honesty will face consequences that may include a failing grade, and/or suspension or dismissal from UWSP.
 - Make an appointment with me to talk about your grades or concerns as soon as possible. It is difficult to improve study skills or improve grades late in the semester.
 - Do not make racist, sexist, or other types of discriminatory remarks in class.
 - I expect professional behavior in class and via correspondence related to your participation in this course. Consider your content and register when sending emails (e.g., symbols, emoticons, punctuation).

Course Grade Components

Weekly Assignments 50%

Transcription Project 10%

Mid-term Exam 20%

Final Exam 20%

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%

Tentative Schedule

Week	Topic/Skills	Readings	Objectives	Exams
1-2 Due: 9/13	Introduction to Phonetics Building Blocks of Spoken Language	Chapters 1 and 2	4.a, 4.b, 4.c, 2.a	
3 Due: 9/20	Anatomy and Physiology for Speech	Chapter 3	1.a, 1.b	
4 Due: 9/27	Vowels	Chapter 4	1.c, 2.b	
5 Due: 10/4	Vowels	Chapter 4	1.c, 2.b	
6 Due: 10/11	Consonants	Chapter 5	1.d, 2.c	
7 Due: 10/18	Consonants	Chapter 5	1.d, 2.c	
8 Due: 10/25	Consonants	Chapter 5	1.d, 2.c	Midterm Exam 10/22 Open Between 1:00pm-9:00pm
9 Due: 11/1	Consonants	Chapter 5	1.d, 2.c	
10 Due: 11/8	Connected Speech	Chapter 7	3.a, 3.b, 3.c	
11 Due: 11/15	Connected Speech	Chapter 7	3.a, 3.b, 3.c	
12 Due: 11/22	Transcription of Speech Sound Disorders	Chapter 8	2.d	
13 Due: 11/29	Transcription of Speech Sound Disorders	Chapter 8	2.d, 2.e	Transcription Project Due 11/29
14 Due: 12/6	Disorder vs. Dialect	Chapters 8 & 9	2.e, 2.f, 2.g, 4.d	
15 Due: 12/13	Dialectical Variation	Chapter 9	2.f, 2.g, 4.d	
16				Final Exam 12/14 Open Between 1:00pm-9:00pm

*This is a tentative schedule, which may be subject to change. I will notify you of any changes that may happen.

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.

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.