

# CSD 260 Phonetics

Fall 2022 Syllabus

**Instructor:** Amanda Pagel

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**Office Hours:** TBA\*

\*Office hours will be announced after my clinic schedule is established this semester. I welcome you to come to my office during that time (no appointment needed) to discuss concerns, get feedback, practice skills, etc. If you prefer to meet virtually, I will meet with you via Zoom during those times as well. If you have a conflict with the posted office hours but would like to meet with me, please send me an email with some times that you are available to meet and we will work to find a mutual time.

## 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.

## Course Objectives and Learning Outcomes:

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

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

### Course Specifics:

1. **Canvas:** Though this course is in-person, we will be utilizing Canvas as a class for announcements, weekly assignments and reflections (“Assignments” page), grades, exams, and resources. Please log-in to Canvas and look around early to ensure you know how to navigate this course. I have included a short tutorial/guide on the Welcome page for you to refer to.
2. **Reflections:** There are 12 assigned reflections throughout the semester, all due by midnight on Sundays (but can be turned in at any time during the week). You will turn in these reflections via Canvas on the “Assignments” page. These reflections are designed to promote learning and self-awareness. They will be worth a total of 10 points each. Reflections include the following prompts:
  - 📄 **Describe:** Briefly describe how class, assignments, and/or studying went this week for you. Include what you did outside of class to learn and how you feel about the material.
  - 📄 **Analyze the Positives:** What about your experience this week went well? Why?
  - 📄 **Analyze the Challenges:** What about your experience this week did not go well? Why?
  - 📄 **Plan for Action:** Describe your action plan for class this week – what will you do to help you develop the skills you need? What resources or help do you need to accomplish this? Do you have any questions I can help answer for you?

3. **Textbook/Reading:** Please bring your textbook to every class as we will be utilizing the embedded practice throughout the course. The required reading for each week is posted in the schedule below. Our textbook has great examples and many, many opportunities to practice your skills. Please make use of this fantastic resource.
4. **Assignments/Quizzes:** Every week in class, there will be either an assignment OR a quiz scheduled. These are each designed to promote learning, improve recall, and increase skills as we move through this course.
  - a. **Assignments:** Assignments will be available on Canvas under the “Assignments” page. These will be due on Sundays at the same time as (and in addition to) your weekly reflection. Assignments are worth 30 points each.
  - b. **Quizzes:** On the weeks when assignments are not due, quizzes are scheduled on the Friday of that week in their place (However, Reflections will still be due that week). Most quizzes will be “Transcription Quizzes” and will consist of listening to a speaker and transcribing what is said using the IPA symbols learned in class. However, during week 13, you will take a Place-Manner-Voicing (PMV) Quiz. This quiz will require you to fill-in the PMV chart and vowel quadrilateral with the correct IPA symbols. All quizzes are worth 30 points each.
5. **Exams:** There are 2 exams during this semester – a midterm (10/24/22) and a final exam (12/19/22). Both exams are “take home” and to be taken on Canvas at the location of your choosing. Plan ahead to make sure you have computer and internet access. Please let me know ASAP if you anticipate trouble with either, and we will work together to problem-solve. You are invited to use your notes, textbook, and resources (but not other people or IPA translators) for the exams. Each exam must be taken within the specified window of time (see in schedule below), and you are welcome to use up to 2 hours for each exam.
6. **Case Study Project:** Following your midterm, you will choose a case study project to complete. During this project, you will walk through a real-life scenario and apply your knowledge of phonetics to help evaluate your “client.” This project is designed to be completed in 4 steps and mimics the process a speech-language pathologist goes through in receiving a referral, planning for assessment, evaluating the client, and beginning therapy. Although we have 4 class periods dedicated to learning about and working on this project, you will likely need time outside of class to complete the project in its entirety. There are 3 different “clients” you can choose from, and you may work with others to collaborate and problem-solve together. However, this is not a group project, and everyone must turn in their own fully completed case study. The entire project is due between 11/20/22-11/27/22. You may turn it in via Canvas at any time during that week for full credit, but I will be grading on a “first-come, first-serve” basis, so plan accordingly for what is best for you as a learner.

## Grade Breakdown

Reflections 15%

Assignments/Transcription Quizzes 25%

Case Study Project 20%

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%

### What You Can Expect from Me:

1. I will treat you with dignity, respect, and flexibility as I strive to meet your learning needs.
2. I will carefully organize and plan all course materials so that they are meaningful, relevant, and beneficial to your learning.
3. I will provide you with ample opportunities to practice your skills and study outside of class.
4. I will provide a supportive and welcoming environment for you to learn in and discuss ideas with your peers.
5. I will always encourage you to contact me with any questions or concerns, and I will respond to those questions/concerns with promptness and respect.
6. I will follow University Guidelines as outlined below.

### What I Will Expect from You:

1. You will treat me and your peers with dignity, respect, and flexibility.
2. You will be an active participant in your learning during class by attending all classes, completing all activities, and participating in all discussions.
3. You will be an active participant in your learning outside of class by reading your textbook, completing assignments and reflections on time, and consistently studying in the way that you learn best.
4. You will make every effort to attend all classes, but if an emergency should arise, you will contact me as soon as possible so I can ensure you have what you need to be successful.
5. You will keep an open line of communication with me so that I know how to best support you.
6. You will give yourself (and others) some grace as you make mistakes and learn from them.
7. You will follow University Guidelines as outlined below.

**Face Coverings:** At this current time the wearing of face coverings is not mandatory in CPS 116. However, students may choose to wear a mask during class. Though our class studies speech sounds and their production, the wearing of masks will not prevent students from learning the content. Should face coverings become mandatory on campus in the future, we as a class will follow the University's policy. Note: The lower level of the CPS houses UWSP's Speech, Language, and Hearing Center as well as my office. Because this is a medical facility, face coverings are required in this lower level in order to protect our vulnerable patients. Because of this, you will need to wear a mask should you attend office hours.

**Other Guidance related to COVID-19:** Please monitor your own health each day using this screening tool. If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service. As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus. Maintain 6 feet of physical distance from others whenever possible. Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room. Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face. Please keep these same healthy practices in mind outside the classroom

**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](mailto: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.

### Tentative Schedule

	<b>Monday</b>	<b>Wednesday</b>	<b>Friday</b>
<b>Week 1</b> <i>Chapter 1, 3</i>		9/7 Syllabus, Intro to Phonetics 4.a., b., c.	9/9 Anat and Phys 1.a., b.
<b>Week 2</b> <i>Chapter 3, 2</i>  <b>Assignment and Reflection due Sunday 9/18</b>	9/12 Anat and Phys 1.a., b.,	9/14 Anat and Phys 1.a., b.	9/16 Building Blocks of Spoken Language 2.a.
<b>Week 3</b> <i>Chapter 2, 4</i>  <b>Assignment and Reflection due Sunday 9/25</b>	9/19 Building Blocks of Spoken Language 2.a.	9/21 Building Blocks of Spoken Language 2.a.	9/23 Vowel Introduction  1.c., 2.b.
<b>Week 4</b> <i>Ch. 4</i>  <b>Assignment and Reflection Sunday 10/2</b>	9/26 Front Vowels  1.c., 2.b.	9/28 Back Vowels  1.c., 2.b.	9/30 <b>*PRACTICE Transcription Quiz*</b> Front/Back Vowels 1.c., 2.b.
<b>Week 5</b> <i>Ch. 4, 5</i>  <b>Reflection due Sunday 10/9</b>	10/3 Central Vowels  1.c., 2.b.	10/5 Diphthongs and Review 1.c., 2.b.	10/7 <b>Transcription Quiz</b> Consonant Introduction 1.d., 2.c.

<b>Week 6</b> Ch. 5 <b>Reflection due Sunday</b> <b>10/16</b>	10/10 Stops  1.d., 2.c.	10/12 Nasals/Fricatives  1.d., 2.c.	10/14 <b>Transcription Quiz</b> Fricatives/Affricates 1.d., 2.c.
<b>Week 7</b> Ch. 5 <b>Reflection due Sunday</b> <b>10/23</b>	10/17 Glides/Liquids 1.d., 2.c.	10/19 Liquids/Review  1.d., 2.c.	10/21 <b>Transcription Quiz</b> Review for Midterm 1.d., 2.c.
<b>Week 8</b>  (No reflection or assignment)	<b>10/24</b> <b>"Take Home" Canvas</b> <b>Midterm – no class,</b> <b>must complete</b> <b>midterm online</b>	10/26 Connected Speech Assimilatory Processes  3.a.	10/28 Introduce Case Studies, Work on Part A
<b>Week 9</b>  Ch. 7 <b>Reflection due Sunday</b> <b>11/6</b>	10/31 Connected Speech Nonassimilatory Processes 3.b.	11/2 Connected Speech Suprasegmental 3.c.	11/4 <b>Transcription Quiz</b> Practice/Work on Case Studies Part B
<b>Week 10</b>  Ch. 7 <b>Reflection due Sunday</b> <b>11/13</b>	11/7 Connected Speech Suprasegmental 3. a., b., c.	11/9 Speech Sound Disorders - Intro and Syllable Structure 2.d.	11/11 <b>Transcription Quiz</b> Practice/Work on Case Studies Part C
<b>Week 11</b>  Ch. 8  <b>Assignment and</b> <b>Reflection due Sunday</b> <b>11/20</b>	11/14 Speech Sound Disorders - Substitution 2.d.	11/16 Speech Sound Disorders – Assimilatory Practice 2.d.	11/18  Practice/Work on Case Studies Part D 4.d.
<b>Week 12</b>  Ch. 8  <b>Case Study Project Due</b> <b>11/20/22-11/27/22</b>	11/21 Transcription Practice Test	11/23 Speech Sound Disorders - Idiosyncratic 2.e., 4.d.	11/25  <b>No Class - Happy</b> <b>Thanksgiving Break!</b>
<b>Week 13</b>  <b>Reflection due Sunday</b> <b>12/4/22</b>	11/28 Diacritics 2.e.	11/30 Diacritics 2.e.	12/2 <b>PMV Quiz</b>  Skills Practice
<b>Week 14</b>	12/5	12/7	12/9



<p><i>Ch. 9</i></p> <p><b>Assignment and Reflection due Sunday 12/11</b></p>	<p>Regional Dialects</p> <p>2.g.</p>	<p>Social/Ethnic Dialects</p> <p>2.g.</p>	<p>Social/Ethnic Dialects and Accented English</p> <p>2.g.</p>
<p><b>Week 15</b></p> <p><i>Ch. 9</i></p> <p><i>(No assignment or Quiz) Reflection due Sunday, 12/18</i></p>	<p>12/12</p> <p>Accented English</p> <p>2.f.</p>	<p>12/14</p> <p>Final Exam Review</p>	<p><b>NO CLASS</b> – Start of Finals Week</p>
<p><b>Week 16</b></p>	<p><b>Final Exam Monday 12/19/22</b></p>		