

CSD 260 Phonetics

Fall 2023 Syllabus

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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">a. Describe role of respiratory, laryngeal, and supralaryngeal systems in speech production.b. Discuss importance of vocal tract resonance during speech sound production.c. Describe English vowel production in terms of height, tongue advancement, lip rounding, and tense/lax dimensiond. Describe all English consonants in terms of manner, place, and voicing

<p>2. Students will use the International Phonetic Alphabet to transcribe typical, different, and disordered speech.</p>	<ul style="list-style-type: none"> a. Describe importance of morphemes, allophones, phonemes, syllables, and primary stress. b. Transcribe all English vowels in spoken utterances 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 General American English and other common dialects.
<p>3. Students will demonstrate an understanding of coarticulation and its impact on sound production.</p>	<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.
<p>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.</p>	<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

Wisconsin Teaching Standards

Standard #2: Learning Differences. The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher’s and pupil’s decision making.

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:
 - ② **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.
 - ② **Analyze the Positives:** What about your experience this week went well? Why?
 - ② **Analyze the Challenges:** What about your experience this week did not go well? Why?
 - ② **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/Transcription 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. **Transcription Quizzes:** On the weeks when assignments are not due, quizzes are scheduled on the Friday of that week in their place (Reflections will still be due that week). Transcription Quizzes will consist of listening to a speaker and transcribing what is said using the IPA symbols learned in class. All quizzes are worth 30 points each.
5. **Exams:** There are 2 exams during this semester – a midterm (10/23/23 and 10/25/23) and a final exam (12/19/23). Please see additional details below.
 - a. **Midterm:**
 - i. In-person portion: The midterm will be divided up into 2 portions: in-person and online. The in-person portion will take place on Monday Oct 23, 2023 and will consist of transcription and the completion of the place, manner, and voicing chart. This in-person portion is to be completed without notes or resources.
 - ii. Online portion: The online portion of the midterm will occur on Wednesday 10/25/23. Students will take this portion 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 online portion of the exam. You will have the entire day to take the exam, and you are welcome to use up to 2 hours.
 - b. **Final:**

- i. Online portion only: On the date of our final exam (Tues 12/19/23), students will complete the online final exam at the location of their choosing, as with the midterm, 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 online portion of the exam. You will have the entire day to take the exam, and you are welcome to use up to 2 hours.
- 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 11/26/23-12/3/23. 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.

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 STUENTS 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.

Tentative Schedule

	Monday	Wednesday	Friday
Week 1 <i>Chapter 1, 3</i>		9/6 Syllabus, Intro to Phonetics 4.a., b., c.	9/8 Anat and Phys 1.a., b.
Week 2 <i>Chapter 3, 2</i> Assignment and Reflection due Sunday 9/17	9/11 Anat and Phys 1.a., b.,	9/13 Anat and Phys 1.a., b.	9/15 Building Blocks of Spoken Language 2.a.
Week 3 <i>Chapter 2, 4</i> Assignment and Reflection due Sunday 9/24	9/18 Building Blocks of Spoken Language 2.a.	9/20 Building Blocks of Spoken Language 2.a.	9/22 Vowel Introduction 1.c., 2.b.

Week 4 <i>Ch. 4</i> Assignment and Reflection Sunday 10/1	9/25 Front Vowels 1.c., 2.b.	9/27 Back Vowels 1.c., 2.b.	9/29 *PRACTICE Transcription Quiz* Front/Back Vowels 1.c., 2.b.
Week 5 <i>Ch. 4, 5</i> Reflection due Sunday 10/8	10/2 Central Vowels 1.c., 2.b.	10/4 <u>Diphthongs</u> and Review 1.c., 2.b.	10/6 Transcription Quiz Consonant Introduction 1.d., 2.c.
Week 6 <i>Ch. 5</i> Reflection due Sunday 10/15	10/9 Stops 1.d., 2.c.	10/11 <u>Nasals/Fricatives</u> 1.d., 2.c.	10/13 Transcription Quiz Affricates 1.d., 2.c.
Week 7 <i>Ch. 5</i> Reflection due Sunday 10/22	10/16 Liquids 1.d., 2.c.	10/18 <u>Glides</u> and Review 1.d., 2.c.	10/20 Transcription Quiz Midterm Review
Week 8 Reflection due Sunday 10/29	10/23 <i>In-person portion of midterm (transcription and PMV)</i>	10/25 “Take Home” portion of Midterm – no class, must complete midterm online	10/27 Connected Speech Assimilatory Processes 3.a.
Week 9 <i>Ch. 7</i> Reflection due Sunday 11/5	10/30 Connected Speech Nonassimilatory Processes 3.b.	11/1 Connected Speech Suprasegmental 3.c.	11/3 Transcription Quiz Introduce Case Studies, Work on Part A
Week 10 <i>Ch. 7</i> Reflection due Sunday 11/12	11/6 Connected Speech Suprasegmental 3. a., b., c.	11/8 Speech Sound Disorders - Intro and Syllable Structure 2.d.	11/10 Transcription Quiz Practice/Work on Case Studies Part B
Week 11 <i>Ch. 8</i>	11/13 Speech Sound Disorders - Substitution 2.d.	11/15 Speech Sound Disorders – Assimilatory Practice 2.d.	11/17 Practice/Work on Case Studies Part C 4.d.

Assignment and Reflection due Sunday 11/19			
Week 12 <i>Ch. 8</i> (no assignment or quiz)	11/20 Speech Sound Disorders - Idiosyncratic 2.e., 4.d.	11/22 Practice/Work on Case Studies Part D	11/24 No Class - Happy Thanksgiving Break!
Week 13 Assignment and Reflection due Sunday 12/3 Case Study Project Due 11/26/23-12/3/23***	11/27 Diacritics 2.e.	11/29 Speech Sample Transcription Practice 2.b., c., d., e., 4.d.	12/1 Clinician Panel or Group Project
Week 14 <i>Ch. 9</i> Assignment and Reflection due Sunday 12/10	12/4 Regional Dialects 2.g.	12/6 Social/Ethnic Dialects 2.g.	12/8 Social/Ethnic Dialects 2.g.
Week 15 <i>Ch. 9</i> (No assignment or Quiz) Reflection due Sunday 12/17	12/11 Accented English 2.f.	12/13 Accented English 2.f.	12/15 Final Exam Review
Week 16	Final Exam 12/19/23		