

CSD 2900 – Phonetics

Spring 2021 (3 credit hours)

Jennifer Fisher, M.S., CCC-SLP

Office: Swaid Room 211

Office Hours are posted on my door

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I am available to meet in my office or you can e-mail to set up a Zoom meeting during the following office hours.

Mondays – 11:00-3:00

Tuesdays – 8:00-9:00

Wednesdays – 1:00-3:00

Thursdays – 8:00-9:00

Fridays – 11:00-1:00

Course Description: Principles of phonetic sciences with practical application of articulatory phonetics and experience in auditory discrimination. Geographical and ethnic dialects will be discussed.

Required Materials: Edwards, H.T. (2003). Applied phonetics: The sounds of american english (3rd ed.). Canada: Thomson-Delmar Learning.

Course Objectives: Students will demonstrate a basic knowledge of the principles of phonetic sciences with practical application of articulatory phonetics and auditory discrimination. Dialectal variations will be discussed. Specific objectives include the ability to:

1. Name, label, describe and discuss the anatomy of articulation.
2. Define the currently used vocabulary in the study and description of articulation and phonology.
3. Identify and discuss aspects of all American English phonemes (sounds).
4. Transcribe “normal” and “disordered” speech through the use of broad and narrow transcription of speech sounds.
5. Use narrow transcription of utterances (recorded and live) to identify specific phonetic differences.

Relationship to Harding University Liberal Arts Curriculum:

The Liberal Arts Program reflects the principles contained in the University mission statement and provides a foundation of study in all fields. The Department of Communication Sciences and Disorders curriculum incorporates several of these principles in each course offered. The principles included in CSD 290 are as follows:

- ULO #3 Critical Thinking – Students will examine issues, ideas, artifacts, and/or events in order to formulate or assess an opinion or conclusion.
- ULO #4 Global Citizenship – Students will exhibit cultural knowledge, communicative and interpersonal skills, and other-centered dispositions necessary for responsible interaction with cultures different from their own.

Course Policies:

- Attendance (including remote learners who are expected to attend synchronously through Zoom) is expected at each class meeting, as there is a relationship between class attendance, academic performance, and professionalism. Attendance will be recorded. Three unexcused absences will be tolerated. Upon the fourth absence, your final grade will be lowered by one letter grade per number of days absent over 3. As stated in the Student Handbook, excessive absences can result in being dropped from the course with the grade of “F.”
- Communication Protocols – Outside of class communication between instructor and students will be through Harding University e-mail. It is expected that students check their Harding e-mail a minimum of one time a day. It is expected that students will reply to an e-mail within 12-24 hours.
- Students are expected to read assigned material **prior** to class and be prepared to participate in class discussions and group quizzes. Students who miss class for any reason are responsible for all content. Time will not be spent in class going over material with students who have missed class. If the student needs additional assistance an appointment should be scheduled with the instructor.
- Recording (visual or audio) of any type is not permitted by the student. The instructor may record classes to be made available to students who have an excused absence or other appropriate circumstances.
- Students may be called on to answer questions and/or provide opinions during class discussion.
- All cell phones must be turned off and placed out of sight during class. The instructor reserves the right to mark a student absent if he or she is texting/e-mailing in class.
- Written work must be reasonably correct in mechanics (e.g. grammar, punctuation, etc.). Points will be deducted for inadequate work.
- It is expected that students will adhere to assignment due dates. Assignments are due at the beginning of class. **Late work will NOT be accepted.**
- Most class meetings will include either a quiz or group activity, which will be graded. It is in your best interest to come to every class prepared. If a student misses class for any reason he/she cannot make up the quiz/group activity.

- Submitting work taken directly from another source will be considered plagiarism and no credit will be given on the assignment. Cheating in all its forms is inconsistent with the Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade. Obtaining information from students taking this course during a previous semester or giving information to students in subsequent semesters is considered Academic Dishonesty. In addition, a student repeating the course may not “recycle” assignments.
- Cheating will never be tolerated. You will be turned in on the spot, excused to leave and not come back. Students who share assignments with students taking the course in a subsequent semester may be subject to having an academic integrity sanction added to their college record.
- Any requests for test changes must be approved **ahead** of time.
- Make-up quizzes will **not** be allowed. The lowest quiz grade will be dropped.
- This course adheres to university guidelines regarding workload requirements per credit hour.
- There will be a midterm exam and a comprehensive final.
- You may be quizzed over each new section on the day we **begin** discussing that section. In other words, **KEEP UP WITH YOUR READING!** This is to help you keep up with the material since it is cumulative in nature.
- Each student must have access to an IPA font that can be used with a word processor on your computer.
- Phonetic Symbols Online (<http://ipa.typeit.org/>), or IPA Palette (<http://www.blugs.com/IPA/>).
- Each student will create an articulation assessment. Details will be given in class.
- There will be frequent in class assignments. Make ups will not be allowed.
- Workbook assignments are assigned and are a vital part of learning the skill of phonetic transcription. Workbooks will be turned in for grading and returned at next class meeting.

All course requirements must be completed to receive credit for this class.

The best way to contact me is through the Harding e-mail. Office hours listed on the first page of this syllabus. Please contact me sooner rather than later, if you find yourself struggling with the material.

When navigating on Canvas all needed material will be made available in the “module” section. Do not go into the “files” section as this contains way more material than you need and will confuse you.

Netiquette

As servants of Christ, we must know how to address each other via all methods of communication - whether online or on-ground. We realize that in an online classroom, students may be across the globe - all the more reason to state what to expect when communicating online. When it comes to our communication, let's remember the following: Harding University is a Christian university and expectations are that the relationship and communication style between one another should reflect Harding's Christian mission.

Refer to the "Netiquette Reminder Details" in the Canvas course. As a student in this class you will be held accountable for your actions. In addition to the reminders provided in "Netiquette Reminder Details" it is expected that your camera is on during virtual attendance and that you are not engaged in distracting activities during class (ie., driving, eating out, being in loud public spaces, working on other apps or assignments).

Students with Disabilities: It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Disabilities Office at the *beginning* of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self--identify with the Disabilities Office *as soon as possible* in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 205 in the Student Center, telephone, (501) 279-4019.

Code of Academic Conduct: Students of Harding University are expected to be honorable and to observe standards of academic conduct appropriate to a community of Christian scholars. Harding University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Harding expects its students to conduct themselves as responsible citizens in a Christian community. Enrollment at the University is viewed as a privilege that brings the attendant responsibilities and accountability. In order to encourage Christian living and growth, the University administers a student Code of Conduct. This code is provided to every student upon enrollment.

Upon registration to the University, students acknowledge and agree to abide by this code. Harding University reserves the right to refuse admission or dismiss students whose lifestyle is not consistent with the Christian principles for which Harding stands; and when the general welfare of the institution requires such action. Students suspended for disciplinary reasons during a semester may receive a grade of "F" in all courses for that semester. Please visit the appropriate Harding University Student Handbook ([undergraduate](#) or [graduate/professional](#)) for further details.

Student Declaration: Submitting an electronic document at Harding University constitutes an agreement with the following declaration:

- I affirm that the work submitted is of my own accord, is original, and contains the necessary and appropriate citations, where the work is of another source.
- I affirm that this assignment has not previously been submitted in any form.
- When submitting assignments to Turnitin, I acknowledge and adhere to its disclaimer statements.
- To uphold Harding University's [Academic Integrity Covenant](#)

Academic Grievance Policy: If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the denial of academic progression, a procedure has been established to resolve the grievance.

The student must initiate the written Academic Grievance Appeal within five business days after notification of the final grade in Pipeline or notification of denial of academic progression. In cases of both course grade and academic progression appeals, students are encouraged to first engage the involved faculty member in a good faith discussion (in person or via telephone or email) as the first step in resolving any concerns. If resolution is not achieved, a student may submit a written academic grievance by following the [policy set forth in the Harding University catalog](#). All students should be familiar with this policy.

Academic Support Services: Harding offers a wide variety of academic support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- [Library](#)
- [Testing](#)
- [Tutoring](#)
- [Writing Center](#)

Student Support Services: Harding offers a wide variety of student support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- [Advising](#)
- [Registration](#)
- [Financial Aid](#)
- [Student Life](#)
- [Counseling](#)
- [Career Services](#)

Assessment: Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching---learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission of the North Central Association of Colleges and Schools. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: **The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.**

University Mission Statement: Harding's [mission](#) is to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals. This involves the following goals:

1. **Generally, the integration of faith, learning and living** - developing the whole person through a commitment to Christ and to the Bible as the Word of God, an emphasis on lifelong intellectual growth, and the encouragement of Christian service and world missions through a servant-leadership lifestyle.
2. **Specifically, the development of Christian scholarship** - while acknowledging dependence on God, stressing Christian commitment to intellectual excellence through a strong liberal arts foundation and effective professional preparation.
3. **The promotion of Christian ethics** - creating an atmosphere that emphasizes integrity and purity of thought and action.
4. **The development of lasting relationships** - fostering personal and social relationships through interaction among faculty, staff and students; and stressing a lifelong commitment to marriage and the Christian family.
5. **The promotion of wellness** - emphasizing that the body is the temple of the Holy Spirit and that lifetime health habits contribute to a better quality of life.
6. **The promotion of citizenship within a global perspective** - developing a Christian understanding of and respect for other cultures through an emphasis on liberty and justice.

Department Mission Statement: To train professionals who are proficient in critical thinking and exhibit qualities of leadership and engage in collaborative, ethical, evidence-based practice. As we work within our community of mission, our program will reflect the university's values of faith, learning, and living.

Time Management Expectations: For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, problem solving, reviewing, organizing notes, preparing for upcoming quizzes/exams, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

Dress Code: All members of the Harding community are expected to maintain standards of modesty and decency in dress appropriate to the Christian lifestyle and consistent with professional employment expectations. For these reasons, students are expected to adhere to an established dress code. In addition, students are expected to wear appropriate face masks and abide by the University's Health and Hygiene Covid protocol.

COVID-19 Statement: My goal is to provide a safe and positive learning environment for all students. As a faith-based university, we have a responsibility to care for one another. The current COVID-19 pandemic gives us a good opportunity to do so, by following the guidelines to minimize transmission of the novel coronavirus. Every precaution will be taken to be sure that class is conducted in a way that is safe and in compliance with state and university guidelines. If you feel a situation needs to be addressed in the classroom environment, please speak with me as soon as possible so that the situation can be improved.

Due to the uncertain and unusual climate during which this course is being offered, certain adjustments may have to be made including changes to meeting times, modalities and work assignments. Every effort will be made to notify you of any change as soon as possible. Because this course may/will be meeting using video conferencing, students are expected to find a safe, secure and reliable internet connection in order to participate in virtual meetings at the required level.

Grades: The value of each exam and assignment are listed below.

Workbook assignments (12 at 25 pts./each)	average is worth 5% of total grade
Chapter Quizzes and Transcription Quizzes	average is worth 40% of total grade
Articulation Assessment Project	5% of total grade
Midterm Exam	25% of total grade
<u>Final Exam</u>	<u>25% of total grade</u>
A 90%-100%	
B 80%-89%	
C 70%-79%	
D 60%-69%	
F below 60%	

Changes to Syllabus Notice: The instructor reserves the right to modify and update any part of the syllabus where necessary. It is your responsibility to stay up to date with any changes communicated by the professor.

Helpful Hints for Success:

1. Keep up with the reading. Really read it.... Really!
Colossians 3:23
2. Make a plan! I have provided a detailed schedule so that there are no surprises.
It is also provided so that you can plan accordingly.
Proverbs 16:9
3. Come to class....yes, it's that easy and yes it makes a huge difference to your grade.
Proverbs 6:6-11
4. Get a study buddy. This material lends itself to team learning.
Ecclesiastes 4:9-10
5. Believe in yourself! Having a good attitude goes a long way. Our Father tells us to do this.
Philippians 4:8

Date	Topic	Readings/Assignment	Learning Activities
Week 1	<ul style="list-style-type: none"> • Introduction • Foundational Skills 	Syllabus/Schedule	<ul style="list-style-type: none"> • Phonological Awareness Skill Assessment • Introduction to IPA
Week 2	<ul style="list-style-type: none"> • The Study of Phonetics 	<ul style="list-style-type: none"> • Read Chapter 1 • Read “For the Student” and Complete Section 1 in the <i>Applied Phonetic Workbook</i> 	<ul style="list-style-type: none"> • Quiz • Review homework • Lecture
Week 3	<ul style="list-style-type: none"> • Classifying the Sounds of Speech 	<ul style="list-style-type: none"> • Read Chapter 3 	<ul style="list-style-type: none"> • Vowel chart • Consonant chart
Week 4	<ul style="list-style-type: none"> • Some Applications of Phonetic Theory 	<ul style="list-style-type: none"> • Read Chapter 4 	<ul style="list-style-type: none"> • Quiz
Week 5	<ul style="list-style-type: none"> • Transcription of the consonants: /p,b,t,k,g,m,n. ŋ, l, r/ • Transcription of vowels /ɪ, ɛ, æ, ə, ɜ, ɒ/ 	<ul style="list-style-type: none"> • Complete Section 2 in Workbook • Read about targeted phonemes in Chapter 5, 8, 9, 10, 11 & 12 	<ul style="list-style-type: none"> • Quiz • Review Homework
Week 6	<ul style="list-style-type: none"> • Transcription of Sound Variations 	<ul style="list-style-type: none"> • Completed Section 3 in Workbook 	<ul style="list-style-type: none"> • Review Homework
Week 7	<ul style="list-style-type: none"> • Transcription of the consonants: /j,w,h/ • Transcription of the vowels: /ʌ, ɜ, ɑ, u, ju/ 	<ul style="list-style-type: none"> • Complete Section 4 in workbook • Read about targeted phonemes from chapters 9,6,12 &13. 	<ul style="list-style-type: none"> • Quiz • Review Homework • MIDTERM REVIEW
Week 8	Midterm week		<ul style="list-style-type: none"> • Midterm Exam
Week 9	Spring Break – No Class		
Week 10	<ul style="list-style-type: none"> • Transcription of the consonants: /s, z, ʃ, ʒ, f, v/ • Transcription of the vowels:/e, ʊ, aɪ, ɔɪ/ 	<ul style="list-style-type: none"> • Complete Section 5 in workbook • Read about targeted phonemes in chapters 6, 10, 12, & 13. 	<ul style="list-style-type: none"> • Quiz • Review Homework
Week 11	<ul style="list-style-type: none"> • Stress in American English 	<ul style="list-style-type: none"> • Complete Section 7 in workbook • Read chapter 14 in book 	<ul style="list-style-type: none"> • Quiz • Review Homework

Week 12	<ul style="list-style-type: none"> • Transcribing Allophonic Variations (diacritics) • Transcribing Connected Speech 	<ul style="list-style-type: none"> • Complete Section 8 & 9 	<ul style="list-style-type: none"> • Review Homework
Week 13	<ul style="list-style-type: none"> • Dialectal Difference 	<ul style="list-style-type: none"> • Complete Section 10 & 11 in workbooks • Read Chapter 2 	<ul style="list-style-type: none"> • Review Homework • Quiz • Watch “Do You Speak American”
Week 14	<ul style="list-style-type: none"> • Dialectal Difference • Transcribing Phonologically Disordered Speech 	<ul style="list-style-type: none"> • Complete Section 12 in Workbook 	<ul style="list-style-type: none"> • Watch “Do You Speak American” • Review Homework
Week 15	<ul style="list-style-type: none"> • Transcribing Phonologically Disordered Speech 		
Week 16	<ul style="list-style-type: none"> • Review for Final 		
Final Exam May 6th @ 2:30			