

University of Florida
College of Public Health & Health Professions
Department of Speech, Language & Hearing Sciences
SPA 3003: Phonetics (3 credits)
COURSE SYLLABUS: Fall 2019
(Section 1001; #21545)
Delivery Format: Blended Learning

Instructor: Lori J. Altmann, Ph.D.
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Office Hours Wednesday, 9-11 a.m. and by appointment in HPNP 2142

*Preferred Course Communication: **Canvas Inbox (email)**

Basic Course Information

Class Time & Place:

- 9:35 - 11:30 a.m. (3rd and 4th period) Tuesday—
 - **ROOM HPNP G-108**
- 9:35 – 10:25 (3rd period) Thursday
 - **HPNP G-201**

Course Overview/Purpose

Phonetics has to do with the study of speech sounds. Phonology is the study of the sound system of a language. In this class we are particularly interested in how the speech sounds of American English are made, and how we use the the International Phonetic Alphabet (IPA) to represent the sounds. The IPA allows us to characterize exactly how someone pronounces a word to reflect different regional accents, registers of speech, or disorders of pronunciation. Thus, phonetic transcription is one of the basic tools of the speech pathologist and some audiologists. This class will provide you with the basics of phonetic and phonological theory, familiarity with the Standard American English dialect and other American dialects, and a basic overview of common developmental errors in phonetic production. You will gain extensive practice in transcribing words, sentences and discourse said by different speakers.

The content of this course is designed to help you meet the following ASHA clinical certification standards:

Standard IV-B: Knowledge of the phonetics aspects of basic human communication processes, including biological, neurological, acoustic, psychological, developmental, cultural and linguistic bases.

Standard IV-C: Knowledge of the phonetics characteristics of communication disorders and differences, and linguistic and cultural correlates in the following areas: articulation, phonation, and expressive language (phonology, morphology,) in speaking.

Standard V-B: Skills in phonetic transcription to support evaluation, diagnosis, intervention, and assessment of treatment progress.

Course Objectives/Goals:

a) Toward fulfilling ASHA requirements, students will be able to...

(1) Anatomical basis:

- (a) Describe the anatomical basis of the sound production system.
- (b) Describe the contributions of different parts of the speech mechanism to the sounds of the language.

(2) Physiological basis:

- (a) Describe the physiological basis of human sound production.
- (b) Describe how the sounds of the language are produced.

(3) Linguistic (Phonetic) Basis:

- (a) Describe language sounds using linguistic/phonetic terminology.

(4) Cultural & Regional Basis

- (a) Describe the role of cultural & regional factors in sound production.

b) Course Objectives: Students will be able to:

- i) Describe the sounds of American English using standard phonetic terminology.
- ii) Transcribe standard American English using IPA symbols.
- iii) Transcribe accented American English using IPA symbols.
- iv) Recognize systematic differences between dialects of English.
- v) Distinguish and transcribe vowel sounds of their own and other American dialects.
- vi) Apply common diacritics used in transcribing speech to transcriptions.

Instructional Method (Read Carefully)

Introduction to Blended Learning

A Blended Learning class uses a mixture of technology and face-to-face instruction to help students maximize their learning. Blended learning typically involves multiple technologies such as E-Learning systems, online video, and web assignments for the communication of information. Knowledge content that would have traditionally been presented during a live class lecture is instead provided online before the live class takes place. This allows more of the face-to-face time to focus on the higher levels of learning. These rich interactions with the instructor can be used to help students think critically, obtain expertise, and practice clinical reasoning.

Why Blended Learning?

Because health professions highly value the professionals' clinical skills and ability to interpret information in addition to what they know, passive engagement with presentations and rote learning do not adequately prepare students for their respective professions. Blended Learning prepares students for the rigorous requirements of health professions by creating meaningful student/teacher and peer interactions centered in problems and skill sets that resemble those likely to be experienced in the student's chosen field.

What Does It Mean for Students?

Students are expected to come to class prepared, by completing all out-of-class readings and assignments. The coursework outside of class typically lays a foundation of knowledge and gives students practice needed to engage in higher levels of learning during live class sessions. During the face-to-face class time, we will practice critical transcription skills used by health professionals – critical thinking, problem solving, collaborating, and/or applying concepts gained from the out-of-class assignments to real-world examples. If you are not prepared for the face-to-face sessions, you will likely struggle to reach the higher learning goals of the course. When you come prepared, you can be an active participant throughout the blended learning course experience, which will help you master course material and maintain what you have learned beyond the end of the course.

About this class in particular.

This class is being taught as a Blended Learning class. All of the lectures have been recorded and are available online on Canvas. HOWEVER, phonetics is not a topic you can learn by merely listening to lectures and viewing slides. You have to actually DO the exercises, count the sounds, divide the words into syllables, and transcribe the words in order to learn it. THEREFORE, the online lectures include embedded exercises for you to complete while you are listening to the lecture. In addition, practices exercises are assigned each week for you to practice what you have learned and the keys for the exercises are provided. Doing these exercises is part of the course and is essential if you wish to master transcription.

I expect that you will have completed all the lectures and exercises listed for a particular date **before** you arrive at class on Tuesday, because you will have a quiz on that material that day!

For example, Week 2 lists the topics Counting Sounds and Dividing Syllables. You should prepare that material before coming to class and expect to be quizzed on counting sounds and dividing words into syllables on Tuesday, August 27. We will go over the material and practice it a lot during class before you take quiz usually, so bring your questions with you.

The purpose of the in-person class is clarification and guided practice, not introduction of new material. Do not expect to get an A in the course if you do not come to the Tuesday classes prepared for the quiz!

Course Materials

Recommended Text: Small, Larry; *Fundamentals of Phonetics* (any Edition). Allyn & Bacon.

The course was originally designed to follow this text, but has evolved to the point that the text is not required. HOWEVER, this book provides additional examples and alternate examples which have proven helpful for many people.

There is little difference between editions so buy the cheapest one you can that is in Good-Excellent condition.

Recorded Lectures and Exercises: Available on CANVAS.

Mechanical pencils (or regular pencils)

For issues with technical difficulties for E-learning please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

Topic Outline

Note: for fall 2019, our week runs Wednesday – Tuesday of the following week!

WEEK#	Quiz #	CLASS DATE (Th, Tu)	TOPIC
Week 1		Aug.20	Syllabus, Language, min.pairs
Week 2	1	Aug.22, Aug. 27	Counting sounds, Syllables
Week 3	2	Aug. 29, Sep. 3	Sagittal Section, Places of artic.
Week 4	2	Sep. 5, Sep. 10	Describing Consonants
Week 5		Sep. 12, Sep. 17	Review, TEST 1
Week 6	4	Sep. 19, Sep. 24	Vowels & Symbols
Week 7	5	Sep. 26, Oct. 1	Vowels & Stressed Syllables
Week 8	6	Oct. 3, Oct. 8	Transcribing Sentences
Week 9	7	Oct. 10, Oct. 15	Allophones & diacritics
Week 10	8	Oct. 17, Oct.22	Allophones & diacritics
Week 11	9	Oct. 24, Oct. 29	Advanced Transcription, Dialects
Week 12		Oct. 31, Nov.5	Review, TEST 2
Week 13	10	Nov.7, Nov. 12	Phonetic Acquisition, Phonetic disorders
Week 14	11	Nov. 14, Nov. 19	Clinical Phonetics-Phonological disorders
Week 15		Nov. 21* Nov. 26	*No class-ASHA Review for Test 3
Week 16		Nov. 28* Dec. 3	*No class—Thanksgiving TEST 3
ONLINE		Dec. 7. 12/7-12/10	Final Exam

ACADEMIC REQUIREMENTS AND GRADING

Assignments & Grading

1. Tests: (60% of grade):

- Test #1: Definitions, counting sounds, identifying syllables, consonant descriptions (180 points = 18% of total grade)
- Test #2: Cumulative. Transcription +, includes dialects, terminology (180 points = 18% of total)
- Test #3: Cumulative Transcription only. All sounds, syllable marking, stress, and diacritics will be covered (140 points=14% of total grade)
- Final Exam: Cumulative. Multiple choice. Covers all terminology, plus phonological processes in children (100 points=10% of total grade)

2. Weekly Quizzes (11 @ 40 points each. Lowest is discarded. 40% of grade)

★ **Total points for class= 1000**

Extra Credit (optional)

To encourage awareness of different aspects of language research, you have the option of participating in 2 hours of language or communication research during the semester. A list of experiments that qualify for this credit can be found on the web at <https://slhs.php.ufl.edu/research/participant-pool-2/>.

This site will be updated throughout the semester. Turn in a scanned copy of the consent form given to you by the experimenter in the Assignments/Extra Credit assignment. These must be turned in no later than December 3, 2019 for you to receive credit, but may be submitted at any time earlier in the semester. Participating in research will earn you **an extra 2%** (20 points) added to your course grade.

If you choose not to participate in research or do not qualify for any of the above studies, you can receive the same amount of course credit by reading a short research article and writing a 1.5-2 page synopsis of it. Choose any article from those posted in the Files/Extra Credit folder on CANVAS. This must also be turned in no later than December 3, 2019 for you to receive credit.

Grading Policy

Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E
Percentage	93-100	90-93	87-90	83-87	80-83	77-80	70-77	67-70	63-67	60-63	<60
Points	930+	900-929	870-899	830-869	800-829	770-799	700-769	670-699	625-669	600-629	<600
Grade points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.33	1.0	0.67	0.0

Note: Grades of WF, I, NG, and S-U each correspond with 0.0 grade points. For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at: <http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Other Requirements

- a) **Attendance/Participation.** You are expected to *attend* every Tuesday class. There will be a quiz or test EVERY week, so missing a Tuesday class will affect your grade.

You are expected to *participate*. Your questions, comments, and observations make the class lively and interesting and are an intrinsic aspect of professionalism. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis.

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Excused absences must be consistent with university policies in the UF Catalog and require appropriate documentation. Information can be found here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

- b) **Missed Exam Policy.** If you must miss a test or quiz due to sickness or emergency, you must call or email Dr. Altmann **before class** that day, or you will not be allowed to make it up. It is your responsibility to schedule a time to take that quiz or test before the next class meeting. No make-up tests will be scheduled any later than 1 week after the missed exam. If you miss a class for whatever reason, it is your responsibility to get the notes from another student.

If you know in advance that you will be missing a class due to an excused absence, you must alert Dr. Altmann and reschedule your quiz or test before the event.

Forgetting to come to class or misreading the syllabus are not considered valid reasons for missing a quiz or test. Arriving late for an exam or quiz does not entitle you to extra time.

- c) **Laptop Policy.** Since most of your notes for this class will include IPA symbols, using a laptop in class is more trouble than it is worth, especially after the first 2 weeks. Don't even bother to try. So be sure to have a good notebook for the class where you can take notes and do the in-class exercises. Should I see a laptop open, that is NOT being used for the class (e.g., it is open to Facebook or anything else) the whole class will lose laptop privileges for the rest of the semester.
- d) **Policy Related to Guests Attending Class:** Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges, creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy:

<http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

STUDENT EXPECTATIONS, ROLES, & OPPORTUNITIES FOR INPUT

Classroom courtesy & respect

The basic rules of classroom courtesy are enforced—

- Do not talk with your neighbors when someone else (Dr. Altmann or another student asking a question) is talking.
- Do not pack up your bags to leave the classroom before class is dismissed.
- Turn off cell phones and beepers before class begins, and store them in your backpack or purse.
- I will arrive on time and prepared for class, and will attend carefully to your questions and comments.

Dealing with differences

The Health Professions and Public Health are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in and promote openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

Communication Guidelines

Students should contact Dr. Altmann via UF email (laltmann@ufl.edu) or CANVAS email. Turn-around time for emails from Dr. Altmann will be less than 24 hours weekdays, and 48 hours on weekends. Students should be aware that messages left on Dr. Altmann's office phone may not be picked up for several days.

Feedback/Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Academic Integrity

Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

- <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
- <https://www.dso.ufl.edu/sccr>
- <http://www.dso.ufl.edu/studenthandbook/studentrights.php>

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of

accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework. Note that it isn't a problem for us to provide you with accommodations you need.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
- Alachua County Crisis Center:
(352) 264-6789

to
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Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed creating a culture of care on our campus by encouraging members of our community to look out for another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter,

We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1. BUT – Do not wait until you reach a crisis to come in and talk

with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Public Safety and Emergency Services

- University Police Department **392-1111 or 9-1-1** for emergencies.

Other resources

- ❑ Campus Alcohol and Drug Resource Center (302 Student Health Center, 392-1161, ext. 4281).
- ❑ Student Mental Health Services (245 Student Health Center, 392-1171).
- ❑ University Counseling Center (301 Peabody Hall, 392-1575)
- ❑ Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling
- ❑ Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling

X. Methods used to assess performance on clinical certification standards

Clinical Cert. Standard	Nature of standard	Week 1-4			Week 5-11			Week 12-15		Final
		In class & self-graded Activities	quizzes	Test 1	In class & self-graded Activities	quizzes	Test 1	In class & self-graded Activities	quizzes	
4.B	Phonetic aspects of basic communica.	x	x	x				x	x	x
4.C	Phonetic differences & disorders				x	x	x	x	x	x
5.B	Phonetic transcription				x	x	x			x

Class by class schedule

WEEK	CLASS DATE	TOPIC	Recorded Modules
Week 1	8/20	Definitions, Minimal Pairs	1.1 Levels of Language Representation 1.2 Definitions and Relationships 1.3 Minimal Pairs
Week 2	8/22, 8/27	Phonology Syllables	2.1 Counting Phonemes 2.2 Dividing words into syllables Quiz 1. Counting sounds, syllables, min. pairs (#1)
Week 3	8/29, 9/3	Sagittal Section , Places of articulation	3.1 The articulators 3.2 What sound is made where? 3.3 Obstruents 4.1 Manners of Articulation: Sonorants Quiz 2. Dividing syllables, describe obstruents
Week 4	9/5, 9/10	Describing Consonants	4.2 Putting it all together, Quiz 3. Describing consonants
Week 5	9/12, 9/17	Test 1	Review Test 1
Week 6	9/19, 9/24	Vowels & Symbols	5.1 Making the new IPA symbols 5.2 The vowels of Standard American English 5.3 The vowel chart 5.4 Diphthongs & quasi-diphthongs Quiz 4. Transcribing words
Week 7	9/25, 10/1	Vowels & Stressed Syllables, Diphthongs	6.1 Review dividing words into syllables 6.2 Identifying stressed syllables and choosing the right vowel Quiz 5. Dividing syllables, mark stress, transcribing words
Week 8	10/3, 10/8	Transcribing Sentences	7.1 Morphophonemic Alternation 7.2 Transcribing sentences -Tips (7.2b Key for sentences in 7.2) 8.2 Connected Speech 8.3 Sentence Stress Quiz 6. Transcribing sentences
Week 9	10/10, 10/15	Allophones & diacritics	9.1 Allophones of stops 9.2 Syllabic consonants 9.3 Lengthening vowels and consonants Quiz 7. Transcribe with diacritics 1
Week 10	10/17 10/22	Allophones & diacritics	10.1 Nasalization 10.2 Other diacritics 10.3 Adding diacritics to transcriptions (camtasia video) Quiz 8. Accented speech. (CM)
Week 11	10/24 10/29	Advanced Transcription, dialects	8.1 Dialects and Registers 8.2 Dialects of English (new) 1. Dialect Maps

			Quiz 9. Accent tag
Week 12	10/31 11/5	Review Test #2	Review TEST 2!
Week 13	11/7, 11/12	Lang. acquisition, Articulation disorders	12.1 Phonological Acquisition 12.2 Articulation disorders Quiz 10. Phonological processes & transcription
Week 14	11/14, 11/19	Thanksgiving! Clinical Phonetics	Eat Turkey! 13.1 Syllable level process 13.2 Substitution Processes 13.3 Assimilation Processes Quiz 11. Transcribe a 2 year old (#11)
Week 15	11/21*, 11/26	*ASHA, no class Review	15.1 Review
Week 16	11/28 12/3	Thanksgiving Test #3	 Test #3!
	12/7 – 12/10	Final exam	Online