**University of Florida**

**College of Public Health & Health Professions**

**Department of Speech, Language & Hearing Sciences**

**SPA 3003: Phonetics (3 credits)**

### COURSE SYLLABUS:  Spring 2020

### (Section 6706, Class# 20826)

Delivery Format: Flipped

Instructor Name: Candice J. Adams-Mitchell, SLP.D., CCC-SLP

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Office Hours: Tuesday 10:30-12:30; or by appointment

Preferred Course Communications: Canvas Email

**Basic Course Information**

Class Meeting Time: M (10:40-11:30), W (9:35-11:30) am

Location: COM-041-Monday

COM-067-Wednesday

**Course** **Overview/Purpose**

**Overview:**

Students in this class learn the basics of phonetic and phonological theory, gain familiarity with the Standard American English dialect and other American dialects, and discuss common developmental errors in phonetic production. Students gain extensive practice in transcribing sentences and discourse said by different speakers.

**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 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.

**The content of this course is designed to help you meet the following 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:**

* 1. **Knowledge Objectives: *Students will be able to…***
     + 1. **Anatomical Basis:**
          1. Describe the anatomical basis of the sound production system.
          2. Describe the contributions of different parts of the speech mechanism to the sounds of the language.
       2. **Physiological Basis:**
          1. Describe the physiological basis of human sound production.
          2. Describe how the sounds of the language are produced.
       3. **Linguistic (Phonetic) Basis:**
          1. Describe language sounds using linguistic/phonetic terminology.
       4. **Cultural & Regional Basis**
          1. Describe the role of cultural & regional factors in sound production.
  2. **Skill Objectives: *Students will be able to:***
     1. Describe the sounds of American English using standard phonetic terminology.
     2. Transcribe standard American English using IPA symbols.
     3. Transcribe accented American English using IPA symbols.
     4. Recognize systematic differences between dialects of English.
     5. Distinguish and transcribe vowel sounds of their own and other American dialects.
     6. Recognize and use common diacritics used in transcribing speech.
     7. Interpret data from a phonetic transcription for the purpose of diagnosing a communication impairment.

**Instructional Method**

This class is being taught as a “Flipped” 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 that date! Class time will focus on practice and addressing your questions. The purpose of the in-person class is clarification and guided practice, not introduction of new material.

There will be a quiz every week. The quiz will be in class every week on Monday. There will be 11 quizzes total, 3 in-class tests, and a final exam.

**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, it 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.

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

* [Learning-support@ufl.edu](file:///C:\Users\hackg\Desktop\Learning-support@ufl.edu)
* (352) 392-HELP - select option 2
* <https://lss.at.ufl.edu/help.shtml>

**Topic Outline**

|  |  |  |
| --- | --- | --- |
| WEEK | CLASS DATES | TOPIC |
| Week 1 | Jan. 6, 8 | Syllabus, Language, min.pairs |
| Week 2 | Jan. 13, 15 | Counting sounds, Syllables |
| Week 3 | Jan. 22 (Wed. only) | MLK & Sagittal Section, Places of artic. |
| Week 4 | Jan. 27,29 | Describing Consonants |
| **Week 5** | Feb. 3, **Feb. 5** | Review, Test 1 |
|  | **Feb. 6** | G. Paul Moore |
| Week 6 | Feb. 10, 12 | Vowels & Symbols |
| Week 7 | Feb. 17, 19 | Vowels & Stressed Syllables |
| Week 8 | Feb. 24, 26 | Transcribing Sentences |
| Week 9 | March 2, 4 | SPRING BREAK |
| Week 10 | March 9, **11** | Transcription practice |
| Week 11 | March 16, 18 | Review, **Test 2** |
| Week 12 | March 23, 25 | Diacritics 1- Allophones of stops, lengthening |
| Week 13 | March 30, April 1 | Diacritics 2- Other diacritics |
| Week 14 | April 6, 8 | Dialects: Spanish-accented English |
| Week 15 | April 13, 14 | Dialects: AAVE |
| **Week 16** | **April 20, 22** | **Test 3** |

# ACADEMIC REQUIREMENTS AND GRADING

## Assignments & Grading

***Tests***: **(60% of grade**):

* + 1. Test #1: Definitions, counting sounds, identifying syllables, consonant descriptions (170 points = 17% of total grade)
    2. Test #2: Transcription, terminology (170 points = 17% of total)
    3. Test #3: Transcription, dialects (160 points = 16% of total)
    4. Final Exam: Cumulative, multiple choice, all previous topics plus phonological processes in children (100 points=10% of total grade)

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

* + 1. ***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 <http://slhs.phhp.ufl.edu/student-info/participant-pool-2/> .

This site will be updated throughout the semester. Scan the consent form given to you by the experimenter and submit it under Assignments/Extra Credit. These must be turned in no later than April 22 for you to receive credit, but may be turned in earlier. Participating in research will earn you **an extra** (20 points).

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 for reading a short research article and writing a 1.5-2 page synopsis of it. Choose any article from those posted in the Research Participation Alternatives folder on CANVAS for this purpose. You must submit your article summary in Assignments/Extra Credit no later than April 22 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 | 80-82 | 77-80 | 70-77 | 67-69.9 | 63-67 | 60-62 | <60 |
| Points | 930+ | 895-929 | 870-899 | 830-869 | 800-829 | 770-799 | 700-769 | 670-699 | 630-669 | 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

* 1. ***Attendance/Participation*.** You are expected t*o attend* each class. There will be a quiz or test EVERY week and information will be presented in class that is not available in the recorded lections, so missing class will affect your grade.

You are expected t*o 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.

* 1. ***Missed Exam Policy.*** If you must miss a test or quiz due to sickness or emergency, you must call or email the instructor before class time 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, 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 the instructor 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.

# STUDENT EXPECTATIONS, ROLES, & OPPORTUNITIES FOR INPUT

* ***Classroom courtesy & respect.***

The basic rules of classroom courtesy are enforced—

* Do not talk with your neighbors during lectures.
* 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](http://www.multicultural.ufl.edu)

* ***Communication Guidelines***

# Students should contact Dr. CAM via UF email ([c.adamsmitchell@ufl.edu](mailto:c.adamsmitchell@ufl.edu)) or CANVAS email. Turn-around time for emails from Dr. CAM will be less than 24 hours weekdays, and 48 hours on weekends. Students should be aware that messages left on Dr. CAM’s office phone may not be picked up for several days.

**Feedback/Course Evaluation.**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at [https://evaluations.ufl.edu](https://evaluations.ufl.edu/) so make sure you include a statement regarding the value and expectation for student participation in course evaluations. We suggest you include a comment regarding how you will use the evaluations (e.g. to make specific improvements to the course and teaching style, assignments, etc.). It is also important to make some statement regarding the direct influence they have on faculty tenure and promotion, so your input is valuable. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at [https://evaluations.ufl.edu/results/](https://evaluations.ufl.edu/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/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, you must register with the Dean of Students Office (<https://www.dso.ufl.edu/drc>) within the first week of class. The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

# Counseling and Student Health *optional in UF Template*

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

 Your well-being is important to the University of Florida.  The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one 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](mailto: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.

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

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.

#### 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**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 | **Modules** |
| Week 1 | Jan. 6, 8 | Definitions, Minimal Pairs | 1.1 Levels of Language Representation  1.2 Definitions and Relationships  1.3 Minimal Pairs |
| Week 2 | Jan. 13, 15 | Phonology Syllables | 2.1 Counting Phonemes  2.2 Dividing words into syllables  **Q1. Counting sounds, minimal pairs** |
| Week 3 | Jan. 22 (Wed. only) | Sagittal Section , Places of articulation | 3.1 The articulators  3.2 Places of articulation  3.3 Obstruents  **Q2. Counting sounds, dividing syllables, describing obstruents** |
| Week 4 | Jan. 27,29 | Describing Consonants | 4.1 Manners of Articulation: Sonorants  4.2 Putting it all together, Review for test  **Q3. Dividing syllables, describing consonants** |
| Week 5 | Feb. 3, **Feb. 5** | Review, **Test 1** | 4.2 Putting it all together, Review for test  **Test 1** |
| Week 6 | Feb. 10, 12 | Vowels Diphthongs | 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  **Q4. Transcribing words** |
| Week 7 | Feb. 17, 19 | Vowels & Stressed Syllables | 6.1 Review dividing words into syllables  6.2 Identifying stressed syllables and choosing the right vowel  **Q5. Dividing syllables, transcribing long words** |
| Week 8 | Feb. 24, 26 | Transcribing Sentences | 7.1 Morphophonemic Alternation   * 1. Transcribing sentences -Tips   (7.2b Key for sentences in 7.2)  **Q6. Transcribing sentences** |
| Week 9 | March 2, 4 | *Spring Break* | *Spring Break* |
| Week 10 | March 9, 11 | Transcription Practice | 8.2 Connected Speech  8.3 Sentence Stress  9.2 Syllabic consonants  **Q7. Transcribing Sentences** |
| Week 11 | March 16, **18** | Review, **Test 2** | Review: Modules 5.3, 5.4, 6.1, 6.2, 7.1 |
| Week 12 | March 23, 25 | Diacritics 1 | 9.1 Allophones of stops  9.2 Syllabic consonants  9.3 Lengthening vowels and consonants  Quiz 8. Transcribe with diacritics 1 |
| Week 13 | March 30, April 1 | Diacritics 2 | 10.1 Nasalization  10.2 Other diacritics  10.3 Adding diacritics to transcriptions (camtasia video)  **Q9. Transcription:** |
| Week 14 | April 6, 8 | Accents & Dialects: Spanish accented English | 8.1 Dialects and Registers  Why do Non-native speakers of English have an accent?  Spanish Phonology  Spanish Accented English  **Q10. Transcription: Accented English .** |
| Week 15 | April 13, 14 | Accents & Dialects: AAVE | 8.1 Dialects and Registers  8.2 Dialects of English (new)  Dialect Maps Phonological characteristics of AAVE  History of AAVE  Phonology of AAVE  Morphology of AAVE  **Q11.** **Transcription-AAVE** |
| Week 16 | April 20,22 | Review**, *Test 3.*** | Review, TEST 3 |
|  |  | ***FINAL EXAM*** on Canvas | Multiple choice, completely on CANVAS.  **Available 4/25 -4/29** (due by 11:59 pm) |