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CSD 320.50: Phonological Development & Phonetics

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CSD 320: Phonological Development & Phonetics

Fall 2022 | 3 credits | Online | CRN 73106

Contact Information

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Student Visit Times: Mondays 1:30-2:30 & Wednesdays 10:30-11:30 <https://amyglaspey.youcanbook.me/>. If you prefer to meet remotely, please add “Zoom” to the text box “What would you like to discuss.” To join a visit via Zoom, click on this [Student Visit Zoom link](#). Emails will be responded to within regular business hours of 8am-5pm, otherwise please note emails received after 5pm on Fridays may not be addressed until the following Monday.

Course Catalogue Description

CSD 320 - Phonological Development and Phonetics. 3 credits. Junior standing or higher. Exploration of the sounds and sound structure of American English and some of its dialects. Introduction to the theory and practice of phonetic and phonological analysis and trained in the transcription of speech into the International Phonetic Alphabet.

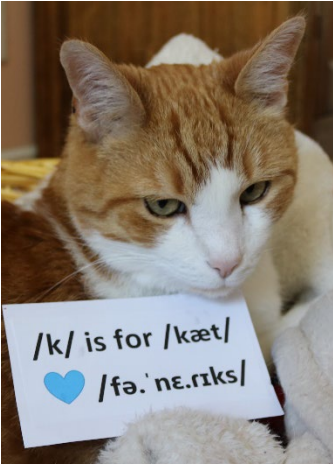
Course Format

This course is offered in an online asynchronous format. The course content is divided into weeks. Each week invites active student engagement in several types of learning opportunities, including reflecting on the readings and video content, engaging in discussions, completing individual assignments, and collaborating with other students.

This course is a compressed 8-week course offered fully online in an asynchronous learning environment. Student learning is supported by Moodle, an online learning platform. The course content is divided into 8 topic units over the course of the 8-weeks. Expected learning for all 8-weeks will take place between the scheduled dates of this specific course ****important** (08/29/22 - 10/21/22)**. **Due to the compressed format and fast-paced online learning environment, fully online SLHOS courses do not follow the traditional on-campus UM academic calendar. Students are responsible for all deadlines described in the syllabus and course calendar.**

Course Objectives

The student will understand the sound/symbol relationship of the International Phonetic Alphabet and the applications in clinical practice for communication disorders:



- Define the characteristics and classification parameters of consonants and vowels
- Identify the articulators used to produce speech sounds
- Use IPA symbols to represent vowels and consonants
- Identify stress and intonation patterns within words
- Identify stress and intonation patterns across connected speech
- Transcribe adult speech, child speech, and disordered speech using IPA
- Transcribe dialectal variations of English using IPA
- Describe dialectal and cultural differences that impact speech sound production
- Define phonological processes and developmental expectations of speech sounds
- Identify procedures for completing a comprehensive articulation assessment.
- Transcribe a standardized speech assessment
- Transcribe in narrow transcription with diacritics
- Collaborate with colleagues

Course Guidelines and Policies

Required Textbook

Important Small, L. H. (2020). *Fundamentals of Phonetics: A Practical Guide for Students (5th ed.)*. Pearson (Allyn & Bacon), **Pearson etext** ISBN:9780136631460. Different vendors sell this book, be sure your etext has **audio recordings** included.

Additional readings, materials, and content will be posted throughout the term on the course website (Moodle). Please follow the detailed course information that will be released each week on Moodle.

Absences

Students must notify Dr. Glaspey of serious circumstances that result in a missed midterm exam or final exam in order to be considered for rescheduling. Should an unforeseen event such as hospitalization or family emergency result in missing an exam, students must consult with Dr. Glaspey regarding possible accommodations to be determined at the discretion of the instructor; furthermore, students may be asked to provide written verification of the circumstances.

Diversity Statement

Your experience in this class is important to me. I welcome individuals of all backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, races, national origins, religious affiliations, sexual orientations, ages, abilities, and other visible and nonvisible differences. Please know that I will gladly honor your request to address you by an alternate name or gender pronoun. All members of this class are expected to contribute to a welcoming, respectful, and inclusive environment for every other member of this class.

Communications

Students are expected to check UM Email regularly as announcements and messages may be sent via email. In addition, students should use their University of Montana email account when corresponding.

Late assignments

Reflections and Transcription Sets submitted late will result in the reduction of 5 points *per day* the assignment is late. Students will not be able to make-up quizzes if they are missed. Students are encouraged to turn assignments in on-time.

Academic Honesty

Students are expected to adhere to academic conduct policies of the University of Montana as explained in Section V of your [University of Montana Student Conduct Code](#): “Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. Academic misconduct is defined as all forms of academic dishonesty, including but not limited to: (1) plagiarism, (2) misconduct during an examination or academic exercise, (3) unauthorized possession of examination or other course materials, (4) tampering with course materials, (5) submitting false information, (6) submitting work previously presented in another course, (7) improperly influencing conduct, (8) substituting, or arranging substitution, for another student during an examination or other academic exercise, (9) facilitating academic dishonesty, and (10) Altering transcripts, grades, examinations, or other academically related documents.”

Plagiarism

Plagiarism is further defined in the University of Montana’s Student Conduct Code as “Representing another person’s words, ideas, data, or materials as one’s own.” Students must acknowledge the work of others using appropriate referencing procedures as described in the APA Manual. Students may be penalized for plagiarism under academic misconduct policies, which may include disciplinary sanctions, suspension, or expulsion. See the APA Guide (7th edition) for the correct method to cite other authors’ work.

Equivalency

This course is offered two ways in the University of Montana Speech, Language, Hearing, and Occupational Sciences Leveling Program. Both are three-credit courses, but there are two different service delivery options—a traditional campus-based course and a fully online course. The campus-based course meets three hours weekly for 15 weeks (45 hours total). The online course does not “meet” at all; the course involves watching recorded videos, participation in discussion forums, and a variety of other learning experiences that do not involve meeting to listen to lectures at prescribed times. Although the pedagogies differ, these courses are equivalent in content and rigor.

Disability Modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the [Office for Disability Equity \(ODE\)](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with ODE, please visit them at the Lommasson Center 154 or call 406.243.2243. The faculty of the School of SLHOS are committed to working with you and the ODE to provide an appropriate modification. The University does not permit fundamental alterations of academic standards or retroactive modifications.

Place of Course in Program

Purpose

The purpose of this three-credit course is to provide students with specialized training in phonetic transcription; in addition, transcription skills will be applied to the study of assessment and treatment of articulation disorders. The students will transcribe live and recorded speech using the International Phonetic Alphabet (IPA) and adaptations for the clinical population. Students will study assessment and treatment practices for individuals with speech disorders. The course fulfills the phonetics course requirement for a major in Communicative Sciences and Disorders.

Conceptual Framework for Learning Community and Diversity

As part of the College of Health, this course will provide students with a learning community that a) integrates ideas, b) encourages cooperative endeavors, and c) respects diversity and individual worth. The goals of the

learning community will be demonstrated through the following course-specific experiences: a) assignments will allow you to integrate what you hear with a new symbolic system, b) forums and discussions will allow you to cooperate with your colleagues regarding course topics, c) assignments and discussions will allow you to study diverse dialects and cultures and how that is reflected in speech production differences. Additional information is available regarding our [Conceptual Framework](#).

Mission of the School of Speech, Language, Hearing, and Occupational Sciences

The mission of the School of Speech, Language, Hearing, and Occupational Sciences is to prepare students for progressive, collaborative, and research-minded careers in speech-language pathology, audiology, occupational therapy and related fields through rigorous academic and clinical training. We strive to be innovative in the use of technology and program delivery to provide services to traditionally underserved regions and populations. Through our emphasis on typical and atypical speech, language, cognition, swallowing, and hearing function, students gain knowledge and skills along with ethical and culturally competent values that foster a commitment to lifelong learning and civic engagement.

Performance Assessments & Grading

How to be successful in this course

/præk'təs/ /præk'təs/ /præk'təs/. There are not a lot of readings in this course, however, you do have many opportunities for practicing transcription—just like when you were a kid and had music lessons, sports or other activity practices or rehearsals—practice is a must! Complete all class sessions. Block your schedule for 12-18 hours of practice outside of class time per week. Complete all of the in-text exercises and end of the chapter review exercises. Visit with me during student hours for extra practice on symbols that seem challenging or even just fun conversation. Show me that you have read this syllabus by emailing me a picture of your favorite animal labeled in phonetics with CSD320 fun-etics in the subject line by midterm!



Examinations

Understanding of the course material will be assessed with two exams (midterm, final) with each test worth 100 points. The final will be comprehensive because the skills that you will acquire build all semester. Exams will include digital and handwritten transcription sections. Exam questions may include: multiple-choice, matching, fill-in the blank, short answer, true/false, and transcription items. Exam items will be developed from videos, course materials, websites, readings, and assignments. Exams may not be taken early; please make plans accordingly. ****important**** The

final is due at 5:00 pm Mountain Time on Friday, October 21, 2022, which is a different timeframe than your other work that has been assigned.

Assignments

Each week students will complete online quizzes, reflections, and transcription sets; See Class Calendar Table for due dates. ****Important** Assignments will be due in Moodle by 11:55 pm Mountain Time on Sundays, but can be completed early and submitted at any time during the assigned week.**

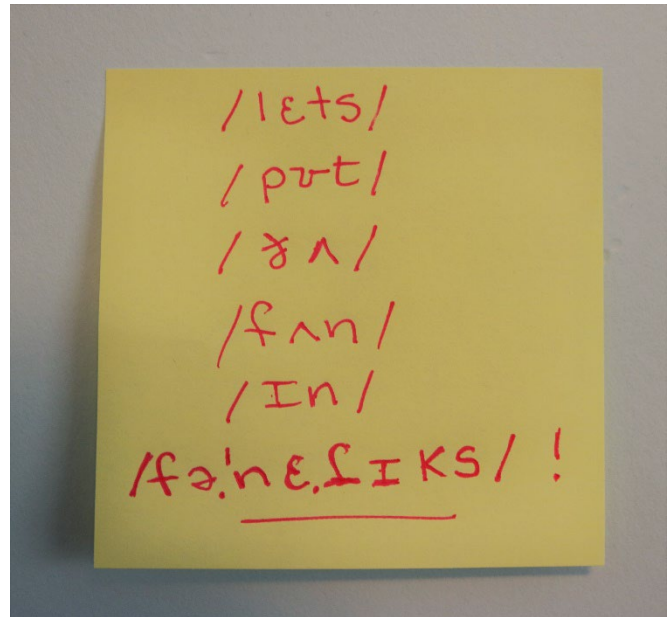
- Quizzes: are typically worth about 10-20 points, but may vary slightly depending on the number of questions each week. Quizzes will be posted in Moodle, are untimed, and may be taken up to 2 attempts (keeping the highest score). Students will not be able to make-up quizzes if they are missed.

- Reflections/Discussions: are worth 10 points. Students will reflect on their learning for the week by completing reflection tasks or posts within discussions.
- Transcription Sets: are worth 20 points. The textbook provides wonderful transcription practice opportunities at three different levels. The Sets will be posted each week for completion and be taken primarily from the “Assignment” section of each chapter within the text.

Grading Criteria

Students may earn a total of about 602 points from exams, transcription sets, quizzes, reflections, and participation. The grading scale is as follows:

- A 93% or higher
- A- 90-92%
- B+ 87-89%
- B 83-86%
- B- 80-82%
- C+ 77-79%
- C 73-76%
- C- 70-72%
- D+ 67-69%
- D 63-66%
- D- 60-62%
- F 59% or lower



University of Montana Land Acknowledgment

The University of Montana resides on the traditional lands of many Indigenous peoples including the Selis (Salish), Ksanka (Kootenai), and Qlispe (Kalispel).

Many other indigenous peoples including the Amskapi Pikuni (Blackfeet), Mimiipuu (Nez Perce), Shoshone, Bannock, and Schitsu'umsh (Coeur D'Alene) also relied upon their traditional knowledge and relationships with this land and this space for survival in the past and today. We acknowledge that educational, health, and legal systems have led to the direct removal, oppression, and marginalization of Indigenous people throughout Montana and the nation.

The University of Montana Strives to improve education, service, and scholarship for all Indigenous peoples through actions aimed at respecting tribal sovereignty, empowering Indigenous scholars, and creating safe learning environments for all students to live, work, and learn together in equitable and positive ways.

Calendar

This course relies on the [2022-2023 Academic Calendar](#). Please see the following table for an overview of course sessions, topics, and deadlines.

CSD 320 Fall 2022: Tentative Class Calendar is subject to change as needed. Q=Quiz, R=Reflection, T=Transcription Set

Week	Date	Skills & Readings. Students will:	Open	Due
01	08/29	The IPA, Sounds, & Words. Identify the components of the International Phonetic Alphabet; Review language structures, and differentiate sounds from spelling Identify syllables & Word stress; Identify Articulators within the Speech Mechanism Chapters 1, 2, 3 & Moodle readings	Forum, Q1, R1, T1 08/29	09/04 @11:55pm
02	09/05	Vowels. Define the Vowel Quadrilateral; Classify and transcribe Front, Back, Central, & Diphthong Vowels Chapter 4 & Moodle readings	Q2, R2, T2 09/05	09/11 @11:55pm
03	09/12	Consonants. Classify and transcribe Stop, Nasal, Fricative, Affricate, Glide, & Liquid Consonants Chapter 5 & Moodle readings	Q3, R3, T3 09/12	09/18 @11:55pm
04	09/19	Connected Speech & Midterm. Identify and transcribe Connected Speech. Identify & Label Assimilation, Stress (Word & Sentence), Intonation, & Tempo Chapter 7 & Moodle readings	Q4 = 09/19; Midterm = 09/22	09/25 @11:55pm
05	09/26	Dialect. Differentiate & Transcribe US Regional Dialects, Social & Ethnic Dialects, Language Influenced Dialects; Describe Accent Modification. Chapter 9 & Moodle readings	Q5, R5, T5 09/26	10/02 @11:55pm
06	10/03	Development and Child Speech. Identify the developmental sequence, Define & label phonological processes; Transcribe Child Speech; Transcribe with diacritics Chapter 8 & Moodle readings	Q6, R6, T6 10/03	10/09 @11:55pm
07	10/10	Speech Sound Disorder. Transcribe disordered speech. Identify ExtIPA/VQ Symbols; Describe etiologies, & components of Assessment and Treatment Chapter 8 & Moodle readings	Q7, R7, T7 10/10	10/16 @11:55pm
08	10/17	Review and Final Exam **Please note that the Final Exam will open on Tuesday, October 18 and close on Friday, October 21 at 5:00pm Mountain time.	Final 10/18	Friday, 10/21 @ 5:00pm

Student Resources

Please see the course Moodle shell with live links to campus resources available to help students be successful across UM courses. UM provides a wide range of supports for tutoring, financial, and personal development.

Up-to-date COVID-19 Information from the University of Montana

As UM returns to primarily face-to-face classes, we anticipate most students will attend classes in person. If you need a COVID-related accommodation in order to attend class, email the [Office of Disability Equity](#) at ODE@umontana.edu. ODE will work with you and your advisor on a case-by-case basis. Please refer to the [Provost's webpage for additional COVID-related resources](#) for mental health, academic support, and updates. You may also visit the [Curry Health webpage](#) for symptom and health information related to COVID.