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CSD 320.01: Phonological Development & Phonetics

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CSD 320: Phonological Development & Phonetics

Fall 2022 | 3 credits | Curry 073, synchronous & F2F | WF 9-10:20 | CRN 71426

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 a face-to-face synchronous format. During some weeks, remote instruction, and/or online modes may also occur, which will be specified each week. 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.

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 inside and outside of class.

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 are expected to attend synchronous sessions and are responsible for any content that is missed because of absence. Students must notify Dr. Glaspey of serious circumstances that result in a missed midterm or final in order to be considered for rescheduling. Should an unforeseen event such as hospitalization or family emergency, 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! Attend all class sessions. Block your schedule for 6-9 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 examination is asynchronous, online, and due at 10:00am (Mountain Time) on Thursday, December 15.

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 class by 9:00am on Wednesdays.**

- 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.

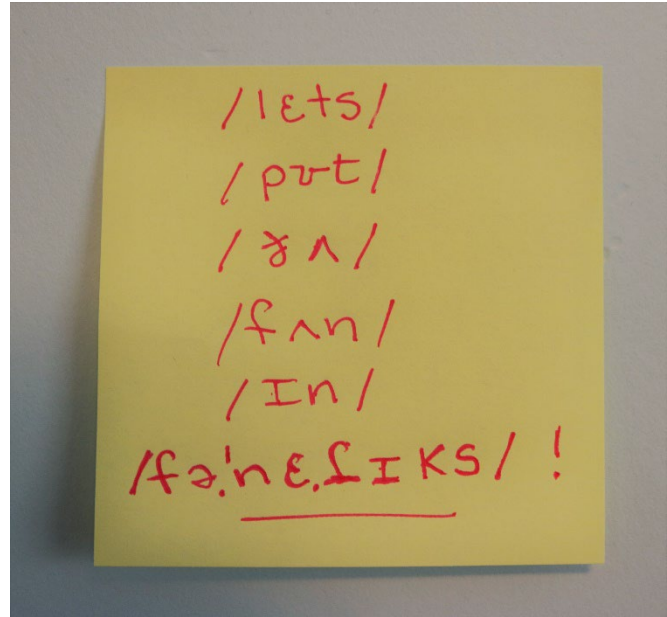
Participation

Students will participate in forums, discussions, written responses, and group activities. These activities will occur throughout the term, will be embedded in the course content, and will be graded (approximately 25-40 points total). Students will not be able to make-up participation points if activities are missed.

Grading Criteria

Students may earn a total of about 650-720 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

Session	Date	Skills and Readings. Students will:	Open	Due
Wk 1-01	08/31	Identify the components of the International Phonetic Alphabet Chapter 1: Phonetics: A "Sound" Science, p. 1-8	Q1, R1, T1 09/01	09/07
Wk 1-02	09/02	Review language structures, and differentiate sounds from spelling Chapter 2: Phonetic Transcription of English, p. 9-20		
Wk 2-03	09/07	Identify Syllables & Word Stress; Identify Articulators within the Speech Mechanism Ch 2 p. 20-31; Chapter 3: Anatomy & Physiology of the Speech Mechanism p.41-50	Q2, R2, T2 09/08	09/14
Wk 2-04	09/09	Define the Vowel Quadrilateral and Classify and Transcribe Front vowels Chapter 4: Vowels p. 53-69		
Wk 3-05	09/14	Classify and Transcribe Back vowels Chapter 4: Vowels p. 70-81	Q3, R3, T3 09/15	09/21
Wk 3-06	09/16	Classify and Transcribe Central Vowels Chapter 4: Vowels p. 81-90		
Wk 4-07	09/21	Classify and Transcribe Diphthong Vowels; Define Consonant Classifications Chapter 4: Vowels p. 90-94; Chapter 5: Consonants p. 109-115	Q4, R4, T4 09/22	09/28
Wk 4-08	09/23	Classify and Transcribe Stop and Nasal Consonants Chapter 5: Consonants p. 116-130		
Wk 5-09	09/28	Classify and Transcribe Fricative Consonants Chapter 5: Consonants p. 130-140	Q5, R5, T5 09/29	10/05
Wk 5-10	09/30	Classify and Transcribe Fricative Consonants cont., and Affricate Consonants Chapter 5: Consonants p. 130-143		
Wk 6-11	10/05	Classify and Transcribe Glide and Liquid Consonants Chapter 5: Consonants p. 143-150	Q6, R6, T6 10/06	10/12
Wk 6-12	10/07	Vowels and Consonants all together!! Chapters 1-5		
Wk 7-13	10/12	Review and prepare for the midterm Chapters 1-5		
Wk 7-14	10/14	**Important** Midterm: Opens at 9:00am on Fri. through 10:00am on Monday	10/14	10/17
Wk 8-15	10/19	Identify Assimilation in Connected Speech Chapter 7: Connected Speech p. 199-208	Q8, R8, T8 10/20	10/26
Wk 8-16	10/21 MSHA	Identify & Label Suprasegmental Aspects of Sentence Stress in Connected Speech Chapter 7: Connected Speech p. 208-215		
Wk 9-17	10/26	Identify & Label Suprasegmental Aspects of Intonation & Tempo in Connected Speech Chapter 7: Connected Speech p.215-221	Q9, R9, T9 10/27	11/2
Wk 9-18	10/28	Differentiate & Transcribe US Regional Dialects, Social & Ethnic Dialects Chapter 9: Dialectal Variation p. 283-298		
Wk 10-19	11/02	Differentiate & Transcribe Language Influenced Dialect; Describe Accent Mod. Chapter 9: Dialectal Variation p. 298-315	Q10, R10, T10 11/03	11/09
Wk 10-20	11/04	Define Phonological Processes, Developmental Expectations of Speech Sounds Chapter 8: Transcription of Speech Sound Disorders p. 239-250; See Moodle Page		
Wk 11-21	11/09	Transcribe Child Speech See Moodle Page	Q11, R11, T11 11/10	11/16
Wk 11-22	11/11 Vets	Thank a Veteran.		
Wk 12-23	11/16 ASHA	Transcribe with Diacritics and Narrow Transcription for Speech Sound Disorder Chapter 8: Transcription of Speech Sound Disorders p. 250-259	Q12, R12, T12 11/17	11/30
Wk 12-24	11/18 ASHA	Use Non-English Symbols for Speech Sound Disorder Chapter 8: Transcription of Speech Sound Disorders p. 261-268; Holiday 11/23, 25		
Wk 14-25	11/30	Transcribe Speech Sound Disorder in Connected Speech See Moodle Page	Q14, R14, T14 11/24	12/07
Wk 14-26	12/02	Apply Phonetics to the Assessment of Speech Sound Disorder See Moodle Page		
Wk 15-27	12/07	Apply Phonetics to the Assessment of Speech Sound Disorder See Moodle Page		
Wk 15-28	12/09	Review for comprehensive final examination		
Wk 16		**Important**Final: Opens at 10:00am Mon. through 10:00am on Thursday (MT)	12/12	12/15

Student Resources

Please see the course Moodle shell 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](mailto:ODE@umontana.edu) 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.

Campus Safety and Emergency Procedures

[Campus safety](#) is of the utmost importance at the University of Montana. *Emergencies are rare*, but if one should arise during class, everyone will need to work together. Be aware of your surroundings and familiar with some basic safety and security concepts. Emergency procedures will be discussed during the first class of each semester or session. Above all, remember to dial 911 to report all emergencies.

Emergency procedures are posted in every classroom. Should a building evacuation become necessary, know the evacuation route, the location of the nearest fire extinguisher and the location of the nearest area of refuge. Please notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency situation.

[UM's emergency notification system](#) notifies the campus community of emergencies by sending subscribers a text or email. Sign up for notifications through Cyberbear.

Please report suspicious activity by calling 911 or (406) 243-4000. [An online form is also available](#). You may elect to remain anonymous when making a report.

[Active shooter preparedness](#) requires that we develop a survival mindset. [UM recommends the "Run, Lock, Fight"](#) response for an [active shooter](#) incident.

RUN

- Quickly assess your situation.
- Leave your belongings behind.
- Keep your hands visible for law enforcement.

HIDE

- Hide in an area out of the shooter's view.
- Block entry to your hiding place and lock the doors.
- Silence your cell phone and/or pager.

FIGHT

- As a last resort and only when your life is in imminent danger.
- Attempt to incapacitate the shooter.
- Act with physical aggression and throw items at the active shooter.

Finally, stay current with campus safety information by following [UM's Police Department](#) on Twitter @UMPublicSafety.