

San José State University
**College of Education/ Department of Communicative Disorders &
Sciences**
EDSP 111, Introduction to Phonetics, Section 2, Fall, 2019

Course and Contact Information

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|-------------------------|---------------------------------------|
| Instructor: | Marcella McCollum |
| Office Location: | Sweeney Hall 438 |
| Telephone: | (408) 924-3688 |
| Email: | Marcella.McCollum@sjsu.edu |
| Office Hours: | Mondays 6:45-7:15, and by appointment |
| Class Days/Time: | Mondays, 1:00 PM-3:45 PM |
| Classroom: | Sweeney Hall 433 |

Course Format

This course is an in person course, designed to support primarily in person learning. Internet connectivity and a computer will be required. Access to Microsoft Word and Power Point is helpful in this class. Class assignments will be submitted on Canvas, with the exception of worksheets, which are handed out in class. Exams will be in class, quizzes will be partially online and partially in class.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through Canvas to learn of any updates.

Course Description

Principles of the International Phonetic Alphabet and their application. Prerequisite: CDS major, upper division standing, or instructor consent.

Course Learning Outcomes (CLO)

Upon completion of this course, students will demonstrate:

1. A basic understanding of the physiologic and acoustic properties of speech production.
2. An understanding of the principles of phonetics
3. A fundamental knowledge of phonology and phonologic processes
4. The ability to transcribe spoken speech phonetically using the International Phonetic Alphabet
5. The ability to discriminate and phonetically transcribe disordered speech

6. The ability to describe phonetic characteristics of spoken English of various cultural/linguistic subgroups
7. The ability to apply critical thinking skills in order to discriminate typical speech from disordered speech.
8. The ability to use effective writing skills to clearly and concisely describe disordered speech.

The Department of Communicative Disorders and Sciences has identified 8 program learning outcomes (PLO) that students who complete the undergraduate degree should demonstrate. This course provides the opportunity to develop the following PLOs:

- PLO 1: Students will demonstrate effective oral and written communication skills
- PLO 2: Students will demonstrate effective problem solving and critical thinking skills
- PLO 4: Students will demonstrate knowledge of basic communication and communicative disorders and differences across the lifespan
- PLO 8: Students will demonstrate an awareness of and appreciation for their role as future professionals in a diverse society

In connection with San Jose State University's learning goals, by the end of the semester, the student will have:

- Developed a depth of knowledge required for transcription of speech samples, required for the profession of speech-language pathology.
- The ability to engage effectively in collaborative activities
- Fluency in the use of phonetic transcription, both broad and narrow.

Required Texts/Readings

Schriberg, L.D., Kent, R.D., McAllister, T, Preston, J.L. (2019) *Clinical Phonetics* (5th ed.). New York, New York: Pearson.

ISBN-978013474614-2

Available in electronic version <http://www.mypearsonstore.com/bookstore/clinical-phonetics-with-enhanced-pearson-etext-access-9780134683256?xid=PSED>

Available at the school bookstore:

<https://sjsu.bncollege.com/shop/BNCBTBListView?catalogId=10001&langId=-1&storeId=65133>

Other equipment / material requirements

- <http://www.uiowa.edu/~acadtech/phonetics/english/frameset.html> - Audio and visual demonstration
- <http://ipa.typeit.org/> - IPA symbols to copy and paste

You may download an IPA font onto your computer through this website:

<https://phonology.waisman.wisc.edu/pepper-font/downloading-and-installing-pepper-fonts-on-windows-macintosh/>

Library Liaison

Suzie Bahmanyar, MLIS
suzie.bahmanyar@sjsu.edu
408.808.2654
<http://libguides.sjsu.edu/CDS>

Course Requirements and Assignments

It is expected that students attend and participate in all classes.

In order to participate fully, you must have read the chapter assignment **prior** to coming to class.

You must understand all concepts presented in class. If you do not understand a concept, you are expected to see me during office hours, or ask during class time.

| Course Requirements | Description | % | Date Due |
|---------------------------------|--|-----|----------|
| Assignments and Quizzes | 1. Assignments: Assignments/homework are announced in class. (CLO 1, 2, 3) | 10% | Varied |
| | 2. In-class quizzes: There will be 6 in-class pop quizzes. The lowest quiz will automatically be dropped. (CLO 4) No make-up quiz will be given, but see Illness and Absence Policy below. | 10% | |
| Midterm | In-class (CLO 1, 2, 3) | 30% | 10/21 |
| Final Exam | | 30% | 12/11 |
| Phonemic Transcription Projects | 1. Dialect Group Project (CLO 4, 6, 8) | 10% | 12/2 |
| | 2. Final Speech Project (CLO 5, 7, 8) | 10% | 12/9 |

The [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf), *Course Syllabi* (<http://www.sjsu.edu/senate/docs/S16-9.pdf>) requires the following language to be included in the syllabus:

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Examination or Evaluation

Final evaluation is cumulative and will be determined by critical analysis of materials studied throughout the semester. Transcription of connected speech as well as single words will be expected. You will be given 1.5 hours on Friday December 13, and expected to complete a series of questions designed to measure your understanding of the concepts learned throughout the semester.

Grading Information

Grading Policy

Grades will be determined using the grading system detailed above. Your letter grade is based on the following scale.

| | | | | | | | |
|----|-------------|----|------------|----|------------|---|-------------|
| A+ | 100% to 98% | B+ | 89% to 87% | C+ | 79% to 77% | D | 69% to 60% |
| A | 97% to 94% | B | 86% to 84% | C | 76% to 74% | F | 59% & below |
| A- | 93% to 90% | B- | 83% to 80% | C- | 73% to 70% | | |

Note: If final grade is within 0.04%, it will be rounded up. All work must be submitted on time, and completed in an acceptable and ethical manner. See Academic Integrity Statement. For assignments due in class, they will be marked as late if not turned in when requested. For example, assignments collected at the start of class will be marked late if turned in at the end of class. Late assignments will be subject to a 10% drop per day late, unless you provide valid proof of an exigent circumstance within 24 hours. All assignments are individual assignments and should be completed on your own unless otherwise indicated. If you use outside sources (other than those indicated in an assignment), you must indicate on your assignments all sources you used.

Remediation

For students entering the professions of speech-language pathology and audiology, the ultimate goal is not merely to earn a passing grade in a course or on an examination or assignment. Rather, it is to demonstrate the acquisition of knowledge and skills relative to certification standards in the profession(s). As such, students are required to demonstrate adequate proficiency in essential knowledge and skill areas, as determined by the academic instructor. If student performance for one or more specific knowledge/skill area is below expectations, instructors may require remediation and implement strategies that may include, but are not limited to, the following:

- Rewriting/resubmitting incorrect/incomplete test answer(s)
- Providing oral explanations of content material
- Redoing all or part of academic projects
- Completing directed readings
- Viewing supplemental videos
- Other targeted activities

These additional remediation activities will not alter the grade earned on a particular examination or assignment; however, they will ensure that each student has demonstrated acquisition of each of the knowledge and/or skill areas targeted in the course.

Classroom Protocol

It is expected that students will arrive on time, having completed all assigned readings. It is encouraged for students to explore and ask questions regarding materials, information provided, and be prepared to answer questions in class. It is requested that students ask questions in a thoughtful, respectful manner, and respect peer contributions as well as faculty knowledge and experience. Notes in this class are best taken with pen/pencil and paper. Computers are rarely required in this class, and not at all in the first half of the

semester. Please close all web browsers/apps not directly related to this class if you are on your computer during class. Please silence cell phones and use breaks as needed. All assignments are individual assignments and should be completed on your own unless otherwise indicated. If you use outside sources (other than those provided for you), you must indicate on your assignments what sources you used.

Communication Protocol

I have an open door policy. If my door is open, you are always welcome to stop by, even if it is outside of office hours. I do encourage you to make sure all questions are answered either in class, through tutoring hours, or with your peers. Always feel free to ask questions in class. I appreciate the active learning!

If you are absent or late to class, please let me know why (if you can). It is your responsibility to check with a peer about information covered in any class that you miss. Please make sure you check with at least two peers prior to asking me about course content. I am happy to clear up any confusion, but cannot spend time with each student who misses classes, reviewing the content of the day.

I prefer face to face meetings. If you have questions about the content, please try to meet first with Faye, our teaching assistant. You may also meet with me face to face. If you have questions as you are studying, please check with a peer. If you are still confused, you may send an email to both Marcella.McCollum@sjsu.edu AND fayemarie.bartolome@sjsu.edu asking your question. One of us will respond within 24 hours during the school week (Monday through Friday when school is in session) but we may not respond over the weekend, so be sure to get in any questions for Monday's class by Thursday afternoon.

When sending an email, or speaking about me, my personal pronouns are she, her, hers, and I prefer to be referred to as Professor McCollum, Ms./Mrs. McCollum.

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with AEC to establish a record of their disability.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>.

EDSP 111/Introduction to Phonetics Fall 2019

Schedule is subject to change based on the pace and needs of the class.

Announcements will be made via Canvas. Readings will be assigned via Canvas, and links provided.

Course Schedule

| Week | Date | Topics | Assignments Due |
|------------|-------|---|---|
| 1 | 8/26 | Overview of phonetics –Chapter 1 (introduction to Ch 2) | In Class 'homework' #1 |
| 2 | 9/2 | Labor Day No Class | |
| 3 | 9/9 | Linguistic Phonetics (Chapter 2) Systems of speech production (Chapter 3) | Homework #2 due Read Ch. 2 & 3 by class |
| 4 | 9/16 | Vowels: Monophthongs & Diphthongs- Chapter 4 | Read Ch 4 by class |
| 5 | 9/23 | Vowels: Monophthongs & Diphthongs- Chapter 4 cont. | Homework #3 due |
| 6 | 9/30 | Group study sessions | Rosh Hashanah |
| 7 | 10/7 | Consonants – Chapter 5 | Homework #4 due Read Chapter 5 by class |
| 8 | 10/14 | Consonants – Chapter 5/Review | Homework #5 due |
| 9 | 10/21 | Midterm | |
| 10 | 10/28 | Suprasegmental Features and Connected Speech Broad and Narrow Transcription of Children's Speech | Homework #6 due Read Chapters 6, 7, 8 by class |
| 11 | 11/4 | Dialects and Second Language Phonetics | Homework #7 due Read Chapter 11 by class |
| 12 | 11/11 | No class | |
| 13 | 11/18 | Clinical Phonetics/Disordered speech | Homework #8 due Read Ch. 9 &10 by class |
| 14 | 11/25 | Disordered speech | Homework #9 due |
| 15 | 12/2 | <u>Group Presentations: Dialectal Transcription and Comparison Project</u> | Homework #10 due Dialect Project Due |
| 16 | 12/9 | Review | Disordered Speech Project Due |
| Final Exam | 12/11 | Final Examination – 12:15-1:45 PM | |