

SAN JOSÉ STATE UNIVERSITY  
DEPARTMENT OF COMMUNICATIVE DISORDERS & SCIENCES  
**EDSP 111: INTRODUCTION TO PHONETICS**  
Fall Semester 2013

---

---

**I. COURSE INFORMATION**

**Instructor:** Cynthia Lundy MA MS SLP-CCC

**Office Location:** 118B

**Email:** [cynlundy@gmail.com](mailto:cynlundy@gmail.com) (Temporary Contact)

**Office Hours:** By Appointment

**Class Days/Time:** TH 9:00-11:45 (Section 1)  
T 9:00-11:45 (Section 2)

**Classroom:** SH 120 Thursday Section 1  
SH 230 Tuesday Section 2

**A. Course Description** The course covers the principles of phonetics and phonology, an introduction to the speech mechanism, and basic proficiency with the International Phonetic Alphabet (IPA), including transcription of spoken language and the use of IPA with speech disorders.

**B. Student Learning Objectives**

The student 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 U.S. cultural/linguistic subgroups

## C. Readings

### Required text:

- Small, L.H. Fundamentals of Phonetics A Practical Guide for Students. 3<sup>rd</sup> Edition. Allyn & Bacon 2012
  - Available in electronic version at [www.coursesmart.com](http://www.coursesmart.com)

### Recommended text: (on reserve at MLK Library)

- Schriberg and Kent. Clinical Phonetics 3<sup>rd</sup> Edition. 2003

### Other Suggested Resources:

- <http://www.uiowa.edu/~acadtech/phonetics/english/frameset.html> - Audio and visual demonstration
- <http://ipa.typeit.org/> - Symbols for download

### Study Guides/Canvas:

The purpose of these guides is to provide you some help in following some of the lectures and improving your real-time comprehension of the material. Guides will be on the web, through Canvas if you wish to take advantage of this convenience.

## D. Course Requirements

Course Requirements	Description	Points toward final grade	Date Due
Assignments and Quizzes	1. Assignments: Assignments are announced in class. No late assignment will be accepted.	10%	Varied
	2. In-class quizzes: In-class quizzes are <u>unannounced</u> . No make-up quiz will be given, but see Illness and Absence Policy below.	10%	
Mid-Term Exam	In-class	25%	10/10
Final Exam		25%	12/12
Phonemic Transcription Projects	1. American Dialect Project	15%	11/7
	2. Disordered Speech Project	15%	12/5

## E. Grading

Grades will be determined using the point 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: All work must be submitted on time, and completed in an acceptable and ethical manner. See Academic Integrity Statement section below.

**Grievance Procedure:** Students dissatisfied with course policies or grading practices should refer to grievance policy procedures on file in the Special Education and Rehabilitative Services (SERS) office in Sweeney Hall 204.

## F. 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.

## G. Illness and Absence Policy for Exams:

At the discretion of the instructor, make-up exams, quizzes and/or assignments will be given in cases of documented illnesses and/or emergencies. For illnesses, documentation must be in the form of a written note from your personal physician. For personal or family-related emergencies, an appropriate verification of the absence will be required. Documentation must be procured within one week.

In case you are ill or have an emergency, please let me know your status within 24 hours after the missed exam/assignment date by email, phone, or in person. Any notification after the 24-hour period will not be accepted, and you will not be able to make up the missed deadline.

Observed religious holidays: you must inform me of your absence during the first week of class to make any necessary arrangement regarding assigned deadlines.

- **Class Etiquette:** In consideration of others in the class please arrive to class on time and make sure your **cell phones are turned off or are on silent mode**. If you need to take a call please excuse yourself from the room. Texting during class is strictly prohibited.

## H. Adding/Dropping

- Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>.
- The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.
- Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

## II. UNIVERSITY POLICIES

### Academic Integrity Statement

Let me start by saying that the following information is **not** meant to scare you but rather to inform you, so you and I can avoid misunderstandings that pertain to your work.

- Part of your training in CD&S involves understanding ethics and ethical behavior in practice and research. Information on academic honesty is the first step toward this goal.
- As a member of this class and a student at SJSU, you are honor bound to observe and demand academic honesty and integrity from yourself and those around you.
- SJSU's policy on Academic Integrity will be STRICTLY followed for this course. Your own commitment to learning, as evidenced by your enrollment at San Jose State University (SJSU), and the University's Integrity Policy require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Judicial Affairs.
- If you are caught cheating on any assignment and if this transgression is verified after due process, you will receive a zero for that specific assignment and/or an F for the entire course, depending on the severity of the infraction.
- Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, *all assignments are to be completed by the individual student unless otherwise specified*. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.
- In summary, all students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academics. The penalties for academic dishonesty are severe and *ignorance is not an acceptable defense*. The Student Conduct Code defines academic offenses and details procedures for dealing with them. All students are expected to be familiar with the content of the Student Conduct Code.

## **Campus policy in compliance with the Americans with Disabilities Act**

- 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 register with the Disability Resource Center (DRC) to establish a record of their disability. Accommodations of Students with Special Needs Students are referred to the Disability Resource Center, Administration Building 110, (408) 924-6000 (voice), (408) 924-5990 (TDD). You may access their policies and services via the website at: <http://www.sjsu.edu/aec/>.

## **III. COLLEGE AND DEPARTMENTAL POLICIES**

### **Vision Statement**

The Lurie College of Education is an inclusive, engaged, diverse, intellectual community where teacher-scholars inspire life-long learning and advocacy for excellence and equity in education.

### **Mission Statements**

*College of Education:* The mission of the Lurie College of Education is to empower graduates with the skills, knowledge and dispositions that ensure access to excellence and equity in education for every student in our diverse, technologically complex, global community. The policies and practices of the Connie L. Lurie College of Education at San José State University are based on the belief that teaching in a democracy requires and must ensure that:

- Students have access to an excellent and equitable education;
- Educators at every level have knowledge of their subject matter and their students, value and engage in ethical practice and excellent pedagogy, and develop dispositions and habits of the mind that ensure that all students have equitable access to an excellent education;
- Stakeholders be involved in the collegial community engaged in the professional conversation and decision making that delineate standards, assign resources, guide program design, and reward accomplishment in the College

*Department:* The Mission of the Department of Communicative Disorders and Sciences is to provide high-quality academic and clinical preparation to students seeking careers working with individuals who have speech, language and hearing disorders, and their families. Guided by principles of evidence-based practice and working in collaboration with other professionals, our graduates will adhere to the highest ethical standard in serving the needs of our diverse community.

### **HIPPA Policy**

Students will be considered members of the clinic workforce under regulations established by the Health Insurance Portability and Accountability Act (HIPAA). Students will receive instruction in following HIPAA policies and will be required to adhere to these policies.

### **Confidentiality**

All clients have the right to confidentiality. Students are not to discuss cases outside of the Communicative Disorders & Sciences Clinic or in public access areas within CDS (e.g., restrooms, hallways, observation booths, etc.). Known violations of confidentiality will result in a professional infraction. *Serious and/or repeated violations will warrant referral to the Chair of the Communicative Disorders & Sciences Department for disciplinary action.*

## THURSDAYS

Schedule \**Schedule is subject to change with advance notice in class.*

<i>Week</i>	<i>Date</i>	<i>Topics</i>	<i>Assignments</i>
1	8/22	Overview of phonetics Linguistic phonetics	Ch.1, 2
2	8/29	Systems of speech production Vowels	Ch. 3 Ch. 4
3	9/5	Vowels (continue)	Ch. 4
4	9/12	Vowels (continue)	Ch. 4
5	9/19	Consonants (continue)	Ch. 5
6	9/26	Consonants (continue)	Ch. 5
7	10/3	Consonants (continue)	Ch. 5
8	10/10	Mid-term Exam	
9	10/17	Suprasegmental features, connected speech	Ch. 6
10	10/24	Connected Speech	Ch. 6
11	10/31	Sound changes; Dialect & Second Language	Ch. 8
12	11/7	Clinical phonetics – phonological processes and disorders	Ch. 7 <b>Project: Dialectal Transcription and Comparison Project Due</b>
13	11/14	Clinical phonetics (continue)	Ch. 7
14	11/21	Clinical phonetics (continue)	Ch. 7
15	12/5	Review	<b>Project: Disordered Speech Transcription And Analysis Due</b>
<b>Thursday</b>	<b>12/12</b>	<b>Final Exam @ 7:15-9:30</b>	

## TUESDAYS

**Schedule \*Schedule is subject to change with advance notice in class.**

<i>Week</i>	<i>Date</i>	<i>Topics</i>	<i>Assignments</i>
1	8/27	Overview of phonetics and phonetic transcription	Ch.1, 2
2	9/3	Systems of speech production Vowels	Ch. 3 Ch. 4
3	9/10	Vowels (continue)	Ch. 4
4	9/17	Vowels (continue)	Ch. 4
5	9/24	Consonants (continue)	Ch. 5
6	10/1	Consonants (continue)	Ch. 5
7	10/8	Consonants (continue)	Ch. 5
8	10/15	Mid-term Exam	
9	10/22	Suprasegmental features, connected speech	Ch. 6
10	10/29	Connected Speech	Ch. 6
11	11/5	Sound changes; Dialect & Second Language	Ch. 8
12	11/12	Clinical phonetics – phonological processes and disorders	Ch. 7 <b>Project: Dialectal Transcription and Comparison Project Due</b>
13	11/19	Clinical phonetics (continue)	Ch. 7
14	11/26	Clinical phonetics (continue)	Ch. 7
15	12/3	Review	<b>Project: Disordered Speech Transcription And Analysis Due</b>
<b>Thursday</b>	<b>12/12</b>	<b>Final Exam @ 7:15-9:30</b>	