

CDS 300: Phonetics Syllabus – Fall 2016

Course Information

Tues/Thurs, 8:00-9:15am
Rehn Hall 012

Instructor Information

Diane Muzio, M.S., CCC-SLP
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Office Hours

Rehn 314A (Inside the 308 suite): Tuesday & Thursday 9:30am-11:00am, and by appointment

Course Objectives

At the conclusion of this course, students will have developed:

1. critical thinking skills.
2. professional behavior.
3. oral communication skills.
4. written communication skills.

In addition, at the conclusion of this course, students will: (1) define terms relevant to the study of phonetics; (2) identify the attributes of language related to phonetics; (3) describe the relationship of respiration, phonation and articulation to manner, place and voicing of all English phonemes; (4) describe the vowel quadrilateral and the acoustic attributes of all English vowels and diphthongs; (5) transcribe all English phonemes using IPA symbols at all levels of speech complexity; (6) identify and analyze patterns in sound production errors and dialectical variations.

SIUC Teacher Education Conceptual Framework

This CDS course is aligned with the SIUC teacher education conceptual framework for training reflective clinicians and public school educators. At the conclusion of this course, students will be more knowledgeable and critically thoughtful about the curriculum, and the role of the speech-language pathologist/audiologist as a teaching professional.

The professional dispositions expected of every student in the COEHS:

The student demonstrates **professionalism**:

1. Dependability and reliability.
2. Honesty, trustworthiness, ethics.
3. Enthusiasm, love of learning and commitment to the profession.

The student values human **diversity**:

1. Shows respect for, and sensitivity to the learning needs and abilities of all individuals.

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- 2. Shows respect for, and sensitivity to diverse cultures, languages, races and family compositions of all individuals.
 - 3. Strives for best practices to address diverse learning needs and abilities of all individuals.
 - 4. Strives for best practices to address diverse cultures, languages, races, and family compositions of all individuals.
 - 5. Collaborates with diverse peers, professional colleagues, staff and families.

The candidate engages in **professional development**:

- 1. Engages in ongoing acquisition of knowledge.
- 2. Engages in development of research-based practices.
- 3. Assesses own performance and reflects on needed improvements.

Required Resource

Small, L.H. (2012). Fundamentals of phonetics: A practical guide for students (4th Ed.). Boston, MA: Pearson WITH AUDIO CD PACKAGE

**Please note: supplemental audio CDs that accompany the text are required, and are necessary for completion of course assignments.*

Additional Resources

Bauman-Waengler, J. (2009). Introduction to Phonetics and Phonology: From concepts to transcription. Boston, MA: Pearson

Harbers, H.M. (2013). A Phonetics Workbook for Students. Boston, MA: Pearson

Below are guidelines to help you do well in this course and ultimately, in your practice as an SLP. Developing study, listening, speaking, critical thinking and professional disposition skills will support your academic and career success. The outline below highlights those habits and behaviors of an advanced scholar (that's you!).

Attendance/Punctuality

Class attendance is more than just showing up. Your presence and participation are a contribution to your own knowledge acquisition and that of your peers. It is also an indicator of your commitment to higher education and your chosen profession. How you conduct yourself now is indicative of the type of practitioner you will be. All topics studied in this class have a direct relationship to the clinical work you will do as a therapist.

The instructor will post and track attendance in D2L. It is your responsibility to make sure you sign the attendance sheet each class. Professional protocol is to arrive on time, remain for the entire class time, and have professional disposition during class time. This means alert attentiveness with pragmatically appropriate behavior (i.e., prepared, participatory, inquisitive, informative, collaborative).

In case of severe inclement weather, please wait to be contacted by the instructor regarding cancellation of class. You will be notified by email as soon as a decision has been made by either the University or the instructor. You will receive a message only if class is canceled; if you have no message, that means class is being held as scheduled.

If you choose to take an absence from class, you are responsible for contacting a classmate for peer instruction and any learning materials distributed in class. The instructor does not bring previous learning materials to subsequent classes for distribution, nor will missed information be emailed to you. If you choose to miss class, it is your responsibility to contact someone in the class for peer instruction and missed materials. **Please understand that the instructor is unable to provide individual tutoring to students who choose not to attend class.**

If you miss an in class learning activity or an exam, you will not have the opportunity to make it up outside of class. **Exams are offered in class only, on the date indicated. Please do not request early/late/alternative exams.**

The instructor does not collect written excuses for absences.

Professional Disposition

Students who engage in disruptive behavior or academically unrelated activities during class time will be addressed first informally, through verbal discussion, then formally, through written notification. Students who are not prepared for the classroom environment will be asked to withdraw. Private conversations can easily be heard in this particular classroom and are distracting to both your peers and the instructor. Please note that if you have difficulty self-monitoring your private talk-time, you will be asked to leave the classroom.

Learning Activities

Readings. Readings are assigned for most class sessions. Readings are an essential way to achieve your learning objectives, in that reading informs your language use, ability to read and write critically, analyze information, etc. Readings will be completed in preparation for the class for which they are assigned. Most readings contain chapter exercises, study questions and review exercises. Completing the assignments will help in your knowledge and skill acquisition and ultimately help you to pass this course.

Oral Skills. Development of oral skills is essential to professional practice. This skill can only be mentored in the classroom through participation in class discussion. Expression of your thoughts, ideas and analyses also contributes to the knowledge of your peers and enhances the learning process. Students are strongly encouraged to make scholarly contributions to class discussion. Likewise, students are encouraged to self-monitor talk time, and use discretion based on the size of the group.

Writing Skills. Allied health care workers must be able to write well in order to represent service delivery. Written documentation is typically the sole evidence of efficacious treatment.

One way in which students will develop writing skills is in the form of answering chapter study questions. Please make sure your answers are complete, well-written and contain scholarly and clinical terms.

The best way to become a critical writer is to become a critical reader.

Exams. Students will take 4 exams throughout the semester. Exams questions will consist of varying type and number. Please see "Schedule of Topics" for dates of exams. Exams I-III are worth 100 points each. The final exam is worth 200 points.

Exam grades will be posted and tracked in D2L. Please log on to online.siu.edu to access CDS 300 Sec. 001.

Grading Procedures

The SIUC grading equivalencies will be used to determine final letter grade in this course:

A (Excellent)	= 90-100
B (Good)	=80-89
C (Satisfactory)	=70-79
D (poor)	= 60-69
F (Failure)	= <59

The final grade will be determined by adding the total points earned on each exam, divided by the total possible points (500). Grades for EXAMS I-III are calculated on whole numbers only; the final grade is calculated to the tenths position only. For example, if a student earned a total of 481 on all four exams combined, the final grade will be calculated as follows:

$$481/500 = .962 \times 100 = 96.2\% = A$$

Only the final grade will be rounded to the nearest whole number. Fractions of a point .6 and higher are rounded up; fractions of a point .5 and down are rounded down.

Example: 89.5 = B, but 89.6 = A

There is no exception to the rounding policy. The best way to achieve success in grading is to do well on all learning activities throughout the semester, so that you earn high grades on exams. Please do not ask for a waiver of this policy at the end of the semester.

Letter of recommendation

Students request letters of recommendation for various purposes, i.e. admission into graduate school, scholarship references, etc. The instructor's policy on granting letters of recommendation is the following:

1. Student must have earned a minimum grade of 90/A on all exams.

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- 2. The student has minimal to no absences.
 - 3. The instructor must be able to comment on more than the student's grade in class. This means having knowledge of the student's pragmatic behaviors, professional disposition, activities outside the classroom, etc. This is possible on if the student has taken initiative to interact with the instructor both in- and outside of the classroom.
 - 4. The instructor has a minimum of one week notice to provide the letter.

Disability Support Services

The office of Disability Support Services (DSS) is the agency on campus that provides support services to students with qualifying disabilities. If you qualify for services and would like accommodations in this class, please provide the instructor with the mandated documentation provided by the DSS office. Students will only qualify for accommodations from the date that documentation was submitted. Accommodations are not retroactive. Please see <http://disabilityservices.siu.edu/> for more information.

Department of Public Safety – Emergency Preparedness

Please be familiar with the SIU Emergency Response Plan and the Building Emergency Response Team (BERT) programs. Please see emergency.siu.edu for further instructions. It is important that, in case of an emergency, you remain with the instructor during an evacuation or sheltering emergency.