

SHS 250 – Introduction to Phonetics

Section line number: 16555

T Th 10:00-1:15 pm, Coor 199

This syllabus is subject to change with reasonable advance notice. Please consult the syllabus on Canvas regularly.

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INSTRUCTOR

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W 11:30-1:00, Coor 3501

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Hours: Tu Th 1:30-3:00, Coor 3466

Course Objectives and Expected Learning Outcomes

Introduction to Phonetics (SHS 250) is a highly interactive course that provides students with academic knowledge about phonetics, and includes hands-on phonetic transcription training and exercises. At the end of the course, successful students will be able to: 1. transcribe standard and disordered English into phonetic orthography, 2. utilize diacritic symbols to encode and decode variations from standard pronunciation, 3. produce phonetic symbols orally, 4. translate phonetics into standard orthography, 5. describe the effect of phonological rules on social/cultural/regional dialect and in development of children's speech, and 6. identify select acoustic properties on a simple spectrogram.

Certification Standards

Satisfactory completion of this course is intended to assist students in obtaining crucial skills to meet the standards set forth by the American Speech-Language-Hearing Association (ASHA) for the Certificate of Clinical Competence in Speech-Language Pathology, effective September 1, 2014. Specifically, this course addresses Standard III-B and Standard IV-C by providing students with knowledge of phonetic transcription of typical and disordered speech. The course also incorporates information about the biological bases of speech production and issues involving some linguistic aspects of speech and language. Specific areas addressed in this course appear **boldfaced** in the text below:

Standard III-B: The applicant must demonstrate knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, **acoustic**, psychological, **developmental and linguistic** and **cultural bases**. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, **anatomical/physiological**, **acoustic**, psychological, **developmental**, and **linguistic** and **cultural** correlates in the following areas: **articulation**; fluency; voice and resonance including respiration and phonation; receptive and expressive language (**phonology**, **morphology**, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in **speaking**, listening, reading and writing; hearing, including impact on speech and language; swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology); cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning); social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities); augmentative and alternative communication modalities.

Textbook

Required text and audio materials:

Shriberg, L.D. & Kent, R.D. (2019). *Clinical phonetics* (5th ed.) Boston: Allyn and Bacon. This text is available as an eText, which will allow you to access audio and video, as well as listening exercises integrated into the text. Use of headphones is recommended for the listening activities.

You must use the **Enhanced Pearson eText** for this course in order to complete course assignments. You can purchase a physical copy of the book, which (if purchased new) will contain an access card for the eText. If you bought a used copy that did not include access, or if you prefer to use the eText only, it can be purchased using the following link: <https://www.pearsonhighered.com/etextbooks/teacher-education-and-the-helping-professions/student-registration/#> Please make sure you are purchasing/renting the correct version! Many of the less expensive options do not include the enhanced eText. You need the eText in order to be able to access the listening assignments that are integrated into the enhanced version.

Canvas: Log onto Canvas at canvas.asu.edu for all materials associated with this course.

Required Technology, Technical Support and Internet Outage Plan

Although this class is presented in-person, you may still be expected to log into the Learning Management System, LMS. This requires a computer, a stable internet connection, and in some cases a webcam and microphone.

You have access to 24/7 technical support. Full details of this support are provided in the **ASU Policies** section. A summary of available resources is provided below:

1. To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>.
2. To contact the help desk you have two options:
 - a. For immediate assistance, call ASU at 1-855-278-5080.
 - b. Visit the My ASU Service Center (my.asu.edu/service) to get personalized support through 24/7 live chat or by submitting your request online.

Network and internet outages are never expected. Be prepared and have a plan in case you find yourself without internet. Use the document provided below to help you make this plan:

[Click here to download an internet outage plan template](#)

Evaluation methods:

The main goal of the course, as noted above, is to provide students with phonetic transcription skills. Consequently, there will be frequent transcription practices, listening activities, tests, assignments, and a final examination. The course will build on your evolving knowledge of clinical phonetics, so it is very important to be up-to-date on the material and to have a solid foundation throughout the learning process.

As we cover the material, you will be expected to read the assigned text **before** you come to class, as you may be requested to use the material in class. It is in your best interest to take notes during class that will be especially helpful in preparing for examinations and for the written assignments and projects.

Homework Assignments: Homework assignments must be stapled, unless otherwise indicated. Unstapled homework assignments may be returned without credit. Phonetic symbols may be handwritten, but must be legible. Many students choose to remove the pages out of the book or photocopy them; this is left to your own judgment. Illegible text/symbols cannot receive credit. Place your name and the date in the top of the first page. In the event that some assignments are to be submitted online, directions will be provided on Blackboard or Canvas.

Participation: Students will be randomly selected during class sessions to participate in transcription exercises; each student will be called on 3-5 times during the semester, depending on class size. Your grade for participation will be based on your presence and compliance with transcription exercises in class and in online discussions.

Examinations and Semester Projects: There will be five examinations, the last one being the final. Two semester projects will be assigned at midpoints throughout the semester. Semester projects must be typed, using a 12-point font. *Phonetic symbols must also be typed and must use a minimum 16-point font.*

Disposition of Assignments/Examinations: Students should keep their own papers. Among other things, any student who appeals a course grade will need to submit copies of all graded course papers with the appeal.

Course Schedule

See the final page of the syllabus for the course schedule. It is provided there so you can easily detach and post in a prominent place, giving you frequent reminders of assignments and due dates.

While every effort is made to keep the course evaluation process consistent with what is in the initial syllabus, slight changes may have to be made as the semester progresses. These changes will be communicated thoroughly to the students and although total points may potentially fluctuate, the percentages remain constant, meaning there is no intention of harm to the student's grades. Any changes to the course evaluation process will be posted on Blackboard as part of an announcement; however, it is the student's responsibility to be aware of the points and their grade and be proactive in speaking to the instructor if there are questions or concerns. Students should not rely on Blackboard or other students if they have a question on their grade in class, contact the instructor.

Grading Policy:

Item	Points possible	Percent of grade
Exam 1	75	7.5
Exam 2	150	15
Exam 3	150	15
Exam 4a (Oral)	50	5
Exam 4b (25 minutes in class)	50	5
Project 1	80	8
Project 2	120	12
Homework	60	6
Class participation & Quizzes	65	6.5
Final Exam	200	20
TOTAL	1000	100

Grade breakdown:

Letter grade	Numerical Equivalent
A	90-100%
B	80-89.9%
C	70-79.9%
D	60-69.9%
E	Below 60%

Plus and minus grades will be determined by class distribution

Make-up work/late submission general policy:

Assignments should be handed in during class on the day they are due. **Late assignments may not be accepted.** However, an assignment that is due on the date of an anticipated absence (due to athletic participation, religious observance, etc.) will be given credit if it is handed in **in advance**. When working on a computer or a word processor, please save your work frequently and always print a copy of what you have done before you leave the terminal. Computer crashes, malfunctions, etc. cannot excuse you from turning in the assignment on time.

There will be no provision for make-up credit for missed participation activities, unless you have cleared your absence with the instructor in accordance with ASU attendance policies (See below.) You may be asked to provide written documentation.

Late exams and projects will incur a 10% penalty per day. Should you be absent on the day of an exam or when an assignment is due, **proper documentation has to be provided so that you may complete the work for credit**. Each case of missed coursework will be handled on an individual basis. Late assignments *may* not be accepted.

CLASS EXPECTATIONS

Attendance Policy

Some absences are excused in accordance with ASU policy. They include accommodations for religious practices, University sanctioned activities, and death of a family member. Read more about these policies in the **ASU Policies** section. Because a considerable amount of our learning will take place in class, you are expected to attend class. "Attendance" means being present on time and prepared for the entire class period. Your presence is especially crucial on the date of each exam, when an assignment is due, and for class participation activities.

In the event the instructor is delayed to start the class, students are obligated to wait 15 minutes for class sessions lasting 90 minutes or less, and 30 minutes for class sessions lasting more than 90 minutes. Students may be directed to wait longer by someone from the academic unit if they know the instructor will arrive shortly.

Expected Classroom Behavior:

Texting during class is rude and will not be tolerated by the instructor. Cell phones and other devices are required to be silenced during class or they may be confiscated until the end of the class period. If you have a special circumstance that requires you to accept texts during the class period, you must clear it with the instructor before class. In addition to the policies listed above, you are expected to conduct yourself professionally in the classroom. Review the **ASU Policies** section for more information on Academic Integrity and Student Code of Conduct.

Student Success Tips:

As we cover the material, you will be expected to read the assigned text **before** you come to class, as you may be requested to use the material in class. It is in your best interest to take notes during class that will be especially helpful in preparing for examinations and for the written assignments and projects.

Time Management

Your success in this class depends greatly on the time you spend on independent study and completion of assignments. In general, expect to spend a minimum of **3 hours** for **each** credit hour **per week** studying outside of class. So, for a 3 credit class set aside 9 hours per week for just that one class. Add on extra time around mid-terms and finals. How much time does that leave you for work, relaxation, and other commitments? Here are some resources to help you get organized and create a study plan. [Click here to calculate your available study time](#)

Study Techniques

It is important that you attend all classes and complete all assignments to be successful in your College career. To support this, you should take a look your study habits. Consider *where*, *when*, and *how* you study. For example, trying to read a complex paper in a loud coffee shop may be too distracting for you to really understand the material. Waiting until the last minute to write a paper rarely yields good results. Take a look at the guide provided below for more suggestions to optimize your study time. [Click here to access a study guide](#)

Active Reading

You will have to read a lot throughout your degree! It is common practice to highlight content as you read it to help remember it. Studies show, however, that this is not as effective as previously thought. A much better way to help you process and retain the information is to write down the important points and quiz yourself as you read. This is known as "active reading." Download the handout provided below to get started on this simple technique that can help you from day one at ASU. [Click here to access the active reading technique guide](#)

Available Academic Resources

ASU has a wealth of resources to enable your success. [Click here to check out the University Academic Success Programs](#) website that includes information on the writing center, tutoring, supplemental instruction, graduate academic support and more.

ASU POLICIES

ASU Excused Absences

Accommodation for Religious practices in accordance with [ACD 304-04](#)

Summary: Administrators and faculty members are expected to reasonably accommodate individual religious practices (e.g., by an adjustment to the academic or workplace environment, such as rescheduling, flexibility in scheduling, voluntary substitutions, job reassignments, modification of grooming requirements). A refusal to accommodate is justified only when undue hardship to the university's legitimate business purposes would result from each available alternative of reasonable accommodation (e.g., requires more than ordinary administrative costs, diminishes the efficiency in other jobs, infringes on other employees' job rights or benefits, or impairs campus/workplace safety). Contact the Office of the Provost of the University or the Office of Equity and Inclusion for assistance in determining undue hardship or reasonable accommodation.

Missed class due to University-sanctioned activities in accordance with [ACD 304-02](#)

Summary: Students who participate in university-sanctioned activities that require classes to be missed, shall be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence.

The provost of the university or designee shall determine, for the purposes of this policy, whether a particular event qualifies as a university-sanctioned activity.

In each college, a specific individual (e.g., dean's designee) shall be responsible for facilitating adherence to this policy. In particular, students who participate in university-sanctioned activities shall,

1. In accordance with any academic unit or college requirements, be provided make up assignments, examinations, or other graded coursework that was missed because of the university-sanctioned activity without penalty; if this is not possible,
2. Receive an incomplete, with arrangements made for completing the final coursework and earning a final grade.

Campus Network or Blackboard Outage and Technical Support

When access to Blackboard is not available for an extended period of time (greater than one entire evening) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by 11:59pm). To monitor the status of campus networks and services, please visit the [System Health Portal](#).

Technical Support - This course uses Canvas to deliver content. It can be accessed through the Canvas home page at <http://myasucourses.asu.edu>.

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>.

To contact the help desk you have two options:

For immediate assistance, call ASU at 1-855-278-5080.

Visit the My ASU Service Center (my.asu.edu/service) to get personalized support through 24/7 live chat or by submitting your request online.

For more information the following resources are suggested:

Undergraduate Academic Advising: <http://asu.force.com/kb/articles/FAQ/How-do-I-schedule-an-appointment-with-an-undergraduate-academic-advisor/>

ASU Email Guide: <http://asu.force.com/kb/articles/Informational/ASU-Email-Guide/>

ASU Wireless Network: http://asu.force.com/kb/articles/How_To/How-to-Connect-to-ASU-s-Network/

Disability Accommodations:

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Students should contact the Disability Resource Center, campus-specific location and contact information (<https://eoss.asu.edu/drc/contactus>) can be found on the DRC website. DRC offices are open 8 a.m. to 5 p.m. Monday – Friday. Check the DRC website (<http://eoss.asu.edu/drc>) for eligibility and documentation policies.

Email: DRC@asu.edu

DRC Phone: (480) 965-1234

DRC FAX: (480) 965-0441

Academic Integrity and Student Code of Conduct:

Academic Integrity

While interaction among students is encouraged, all work performed on the class assignments and quizzes must be that of the student taking the quiz. Any indication that the work on a quiz or exam is not that of the student can lead to a range of consequences from failing the quiz to failing the course and reporting the lack of academic integrity to the College. No use of work by other students can be used, and no work taken verbatim and directly from other sources (e.g., the internet) can be used. Academic honesty will be taken very seriously in this course. When only a portion of an activity requires cooperation with others, the rest of the assignment must reflect **individual** work. This is of particular import for the semester projects, which involve working with classmates. Submit your own work unless an assignment is clearly identified as a group project.

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures (<http://www.asu.edu/aad/manuals/ssm/ssm104-01.html>), Computer, Internet, and Electronic Communications policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>), ASU Student Academic Integrity Policy (<http://provost.asu.edu/academicintegrity>), and outlined by the Office of Student Rights & Responsibilities (<https://eoss.asu.edu/dos/srr>). Anyone in violation of these policies is subject to sanctions.

The ASU student [academic integrity policy](#) lists violations in detail. These violations fall into five broad areas that include but are not limited to:

1. Cheating on an academic evaluation or assignment.
2. Plagiarizing.
3. Academic deceit, such as fabricating data or information.
4. Aiding academic integrity policy violations and inappropriately collaborating.
5. Falsifying academic records.

Student Code of Conduct

Please consult <http://students.asu.edu/srr/code> for the ASU Student Code of Conduct. Violations of the ASU Student Code of Conduct, other than the provision concerning academic dishonesty, are more generally considered inappropriate behavior. The [Office of Student Rights and Responsibilities](#) reviews and sanctions these matters. If a student violates both the academic integrity provision and additional provisions of the Student Code of Conduct, both the college and the Office of Student Rights and Responsibilities will review the matter. Each independently makes determinations concerning violations and appropriate sanctions.

Disruptive or Violent Behavior

Students are entitled to receive instruction free from interference by other members of the class (<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>). An instructor may withdraw student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

Appropriate online behavior (also known as netiquette) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

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This syllabus and all other course materials (PowerPoint slides, handouts, assignments, quizzes, exams, digital recordings, etc.) are intellectual property of Arizona State University and are not to be publicly distributed or otherwise commercialized since these materials are copyright protected. Publishing, uploading, linking, redistributing, and/or downloading course material may subject students to penalties for academic misconduct. Such materials are for sole use in that designated semester. It cannot be used in any other form unless via a written statement of approval from the instructor of record. Provision of course materials to commercial note taking services are prohibited without written permission from the instructor of record in accordance with ACD 304-06 available at <http://www.asu.edu/aad/manuals/acd/acd304-06.html>. This includes PowerPoint slides and PowerPoint slides with audio.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these are required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identifiable/sensitive information. If you have any concerns about this, please contact your instructor.

See the following page for course schedule and assignments.

Course Schedule and Topic Outline – SHS 250

Dates	SHS 250: Topic & Assignments	Exams / Projects Due
Jan. 8 – Jan. 15	Introduction to articulatory phonetics, Clinical & linguistic phonetics, Systems of speech production Read Chapters 1, 2, 3 Homework due: 1/8 Complete in class - Table, p.3-4 1/10 Ch. 2 p. 13; Ch. 3, p. 23, phoneme counting exercise	1/17 Exam 1
Jan. 17 – Feb. 7	Vowels and diphthongs Read Ch. 4 *except pp. 61-64 Homework due: 1/17 Exam 1 1/22 Ch. 4, ex. 1-3, 5-6; Transcription Training (TT) 4.1 1/24 TT 4.2; Discussion board post due by 4:30 pm. 1/29 TT 4.3, 4.4, 4.5; pop quiz 1/31 TT 4.6, 4.7, 4.8 2/5 TT 4.9, 4.10	2/7 Exam 2
Feb. 12 – Feb. 28	Consonants; Scoring and Transcription Read Ch. 5 (except pp 88-92), 9 Homework due: 2/12 Ch. 5, ex. 1-6; Project 1 assigned in class 2/14 TT 5.1, 5.2 2/19 TT 5.3, 5.4; pop quiz 2/21 TT 5.5, 5.6, 5.7 2/26 TT 5.8, 5.9, Project 1 due at beginning of class	Project 1 due – 2/26 2/28 Exam 3
Spring Break: Mar. 2 – Mar. 10 Mar. 12 – Mar. 28	Suprasegmentals and narrow transcription (Diacritics) Read Ch. 6, 7, 8 Homework due: 3/12 Ch. 6, ex. 1-5; Quiz 4a posted (Canvas); sign up by 3/11 at midnight 3/14 TT 6.1, 6.2, 6.3 3/19 TT 8.2 – 8.7; Project 2 assigned in class 3/21 TT 8.8 – 8.13; 8.14; pop quiz 3/26 TT 8.17 – 8.20 3/28 Quiz 4b – 25 minutes, in class	Mar 25-27 Oral Exam (by appt.) 3/28 Exam 4b
April 2 – April 16	Phonological Processes and Dialect Read Ch.11 Homework due: 4/2 TT 8.22, 8.23; Project 2, Part A due 4/4 TT 8.24 - 8.26; Phonology exercise posted on Canvas 4/9 TT 4.11, 8.31, 8.32; Discussion Board post due by 11:59 am 4/11 Phonology exercise due (worth 2 homeworks), pop quiz 4/16 TT 8.28, 8.29; Project 2 Part B (Individual) due Acoustic phonetics exercise posted to Canvas	Project 2, Part A due 4/2 Project 2, Part B due 4/16
April 18 – April 25	Acoustic phonetics Read pp. 60-64; 87-92 Homework due: 4/18 Canvas assignment due 4/23 TT 8.33, 8.34, pop quiz 4/25 TT 8.35; final review	Final Exam: Tuesday 4/30 12:10 – 2:00 pm