

Phonetic Description of Speech

COMD 2311 Syllabus

Fall 2022: Monday/Wednesday 2:30-3:55, HPR 262

Instructor

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CCC-SLP

Email

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Office Location

HPR 108

Office Hours

Monday & Wednesday
10am-2:30pm, or by
appointment.

Course Overview

The purpose of this class is to teach you the fundamental skill of phonetic transcription of speech. Through homework, quizzes, and your project, you will develop the skills you need to practice clinical phonetics. You will be ready for your next classes, graduate school, your career, and whatever you envision for yourself next.

Required Text

Phonetic Science for Clinical Practice, Kathy J. Jakielski; ISBN 9781597567312

Course Materials

- UT Tyler Canvas
 - All of your assignments and knowledge checks will be hosted within Canvas

Resources

- ipa.typeit.org
- asha.org/students
- Dr. Melamed! If you are having trouble with any course content, please contact me ASAP. I am here to help you succeed.

Prerequisites

COMD 1306 taken prior to or concurrently with this course

Why are you here?

Course Learning Objectives

This course contains practical training on the principles of phonetics and phonetic transcription. Phonetic transcription is a fundamental skill in the field of speech-language pathology and is part of the diagnostic and clinical processes related to articulation and phonological disorders. Students will master the International Phonetic Alphabet and apply it to the transcription the English language. The course provides an in-depth exploration into the characteristics, production and transcription of all English vowel and consonant phonemes. It will discuss accents and dialects and will introduce students to the phonological processes and speech sound disorder.

By the end of this course, you will be able to...

1. Describe the physiological, acoustic, and phonetic characteristics of speech production.
2. Analyze the phonetic and acoustic properties of English consonants and vowels.
3. Explain and classify various categories of consonants and vowels.
4. Demonstrate perceptual abilities necessary to accurately transcribe spoken English
5. Perform phonetic transcription using the International Phonetic Alphabet rules and symbols
6. Discuss the practical applications of phonetics and phonetic theory.
7. Apply phonetic transcription to dialectal variations of American English, non-native English speakers, and speech sound disorders.

How This Course Works

Course Organization

Monday “learning phase”

You will prepare for each Monday learning phase class by doing the reading activity for the topic **before class**. They are only 3 questions; you can do it!

You will listen Monday to the intro to the topic. We will call this the “*learning phase*”, which you will be ready for because you did your reading activity!

After the learning phase class on Monday, you will use what you learned in class while it is fresh in your mind to do the learning activity (ungraded) **due before the next practice phase class** Wednesday.

You will get immediate feedback on the learning activity so you can identify what you will need to work on more on Wednesday.

Wednesday “practice phase”

On Wednesday we will enter the “*practice phase*” (lab) where you will refine the skills you had trouble with on the learning activity.

After you have had time to refine your skills on Wednesday in lab, you will practice more over the weekend while doing your practice activity (graded) **due before the next learning phase class** Monday.

This is also when you’ll complete your 3-question reading activity, also **due before the next learning phase class** Monday.

And the cycle continues...

The following Monday **in class** before we start learning the next topic, you will do a “knowledge check” where you APPLY that knowledge you gained over the past week.

Learning phonetics is like learning a second language. You have to practice a lot.

For this reason, I’ve organized our course into small bits of practice opportunities *instead of cumulative quizzes and tests*.

This may seem like a lot of homework, but the purpose of this organization is to give you smaller, lower-stakes opportunities to succeed.

Tips for Success

Reading Tips

- I recommend going to the “summary” section and the “putting it all together” section at the end of the chapter FIRST to get an idea of what's coming.
 - You won't know what it all means, but it will help you focus on the most important details when you go back.
- After you're done with the assigned 3-question reading activity, you can go back to the summary and putting it all together sections. Does it make more sense now? If it doesn't, that might mean you need to go back and focus on certain concepts again.
- Try the “did you get it” activities to check your understanding. The answers are at the end of each chapter!

Course Tips

- Get a dedicated binder full of paper or notebook just for this class. You'll be hand-writing most of your transcriptions.
- Print out the course schedule and put it at the front of your binder or notebook.
- Write all homework and reading activity due dates in your planner or calendar. Highlight them on your copy of the schedule if you want to.
- Print out the IPA consonant chart and the IPA vowel chart. You'll be happy you have them for quick reference. You can always use them in class and for reference on your assignments.
- If you need more practice with a specific concept or topic, please email me and I will send you more practice activities and advice for that topic.
- DON'T MISS CLASS! Your in-class practice is going to ensure you're successful with all of your assignments. And your in-class knowledge checks cannot be made up outside of class.

Course Schedule

As with all plans, the calendar below is subject to change depending upon how we are progressing in class. Any changes or modifications will be discussed in class and sent in writing to students. Those concerning new or changed deadlines will be posted at least 1 week in advance.

Remember: assignments are due **BEFORE CLASS!**

Week	Course calendar & content guide	Notes
1 M	8/22 <u>In Class</u> Introduction to Phonetics <u>Homework</u> (due 8/24) 💡 Intro post on canvas 📖 Reading Activity 1: Chapter 1: sounds, syllables & stress	
W	8/24 <u>In Class</u> The 3 S's- sounds, syllables, and stress - ✓ Knowledge check: intro to phonetics <u>Homework</u> (due 8/29) 💡 Sounds, syllables, & stress learning activity	for this week & next week, the learning phase will be Wednesday, the practice phase (lab) will be Monday
2 M	8/29 <u>In class</u> The 3 s's- sounds, syllables, and stress LAB <u>Homework</u> (due 8/31) 📖 Reading Activity 2: Ch 2 part 1: mechanisms 👉 Sounds, syllables, & stress practice activity	
W	8/31 <u>In class</u> Speech production & mechanisms - ✓ Knowledge check: the 3 s's <u>Homework</u> (due 9/7) 💡 mechanisms learning activity	
3 M	9/5 NO CLASS- Labor Day	Take a break! Be safe!
W	9/7 <u>In class</u> Speech production & mechanisms LAB <u>Homework</u> (due 9/12) 📖 Reading Activity 3: Ch 2 part 2: consonants 👉 Labeled articulators practice activity	
4 M	9/12 <u>In class</u> Consonants of American English - ✓ Knowledge check: mechanisms	

		<u>Homework</u> (due 9/14) 💡 Consonants learning activity	
W	9/14	<u>In class</u> Consonants of American English LAB <u>Homework</u> (due 9/19) 📖 Reading Activity 4: Ch 3: vowels ✍️ Consonants practice activity	
5 M	9/19	<u>In class</u> Vowels of American English - ✓ Knowledge check: consonants <u>Homework</u> (due 9/21) 💡 Vowels learning activity	
W	9/21	<u>In class</u> Vowels of American English LAB <u>Homework</u> (due 9/26) 📖 Reading Activity 5: Ch 4- diacritics & transcription ✍️ Vowels practice activity	
6 M	9/26	<u>In class</u> Intro to transcription & Diacritics - ✓ Knowledge check: vowels <u>Homework</u> (due 9/28) 📖 Reading activity 6: transcription 💡 Intro to transcription & diacritics learning activity	Come to class armed with your knowledge of phonetic symbols, able to describe consonants/vowels (place, manner, voice/tense, lax, tongue height/advancement), and able to count sounds and syllables
W	9/28	<u>In class</u> Putting it all together: transcribing words LAB <u>Homework</u> (due 10/3) 📖 Reading Activity 7: Ch 5- suprasegmentals ✍️ Transcription practice activity	You will transcribe from audio recordings today, and every day from today on, so be sure you've got a handle on your IPA!
7 M	10/3	<u>In class</u> Connected speech & suprasegmentals - ✓ Knowledge check: transcribing words & diacritics <u>Homework</u> (due 10/5) 💡 Suprasegmentals learning activity	
W	10/5	<u>In class</u> Connected speech & suprasegmentals LAB <u>Homework</u> (due 10/10) ✍️ Connected speech & suprasegmentals practice activity	
8	10/10	<u>In class</u> Transcribing connected speech	Complete exercises from 10/5 if lab was not finished last week

M		- ✓ Knowledge check: Suprasegmentals <u>Homework</u> (due 10/12) 🔔 Review: Consonant/Vowel Properties Learning Activity	
W	10/12	<u>In class</u> Transcribing connected speech LAB <u>Homework</u> (due 10/17) 📖 Reading Activity 8: Ch 6- acoustic phonetics 🔔 Review: Consonant/Vowel Properties Practice Activity	Alternatively, continue transcription powerpoint if we did not get through all of it
9 M	10/17	<u>In class</u> Acoustic phonetics	
W	10/19	<u>In class</u> Acoustic phonetics LAB <u>Homework</u> (due 10/24) 📖 Reading activity 9: Linguistic Phonetics (Ch 7 and 8)	
10 M	10/24	<u>In class</u> Linguistic phonetics <u>Homework</u> (due 10/26) 🔔 Get a GFTA score sheet	
W	10/26	<u>In class</u> Linguistic phonetics continued <u>Homework</u> (due 10/31) 🔔 Linguistic phonetics: 13 Phonological Rules Practice Activity 🔔 Make sure you have your GFTA score sheet ready for Monday 10/31	
11 M	10/31	<u>In class</u> Transcribing for real life: connected speech samples -work together to transcribe a short speech sample -watch GFTA videos as examples for Thursday	Goldman-Fristoe Test of Articulation Administration Elise Hadley
W	11/2	<u>In class</u> SLP for a day- giving the GFTA <u>Homework</u> (due 11/7) 📖 Reading Activity 10: Ch 9- multicultural variations	
12 M	11/7	<u>In class</u> Multicultural variations: dialects <u>Homework</u> (due 11/9) 📖 Reading Activity 11: Applied Phonetics 🎥 Begin project prep work	

W	11/9	<u>In class</u> Applied Phonetics <u>Homework</u> (due 11/14) 📖 Reading activity 12: Phonological processes & speech sound disorders 🗣️ Begin project gloss	
13 M	11/14	<u>In class</u> Phonological Processes & Speech Sound Disorders <u>Homework</u> (due 11/16) 🗣️ Begin project broad transcriptions	
W	11/16	<u>In class</u> Guest speaker: SSD SLP <u>Homework</u> (due 11/21) 🗣️ Begin project narrow transcriptions	You should be prepared to ask course content questions next class!
14 M	11/21	<u>In class</u> In-class review: bring your questions! <u>Homework</u> (due 11/28) 🗣️ Work on your project!	You should be prepared to ask project questions in our next class!
W	11/23	NO CLASS- Thanksgiving	Happy Thanksgiving!
15 M	11/28	<u>In class</u> In-class project troubleshooting: bring your questions! <u>Homework</u> (due 11/30) 🗣️ Work on your project!	
W	11/30	<u>In class</u> In-class project opportunity- ask your peers! <u>Homework</u> (due 12/5) 🗣️ Project is due Monday 12/5	Good luck on your projects!
(16) M	12/5	NO CLASS- submit project due today	Thank you for all of your hard work this semester!

Policies and Procedures

Course Grading

Attendance	5%
Reading Activities (12 total)	10%
Learning Phase (ungraded) activities (8 total)	15%
Practice Phase (graded) activities (8 total)	20%
Knowledge Checks (7 total)	25%
Transcription Project	25%

Note: You can check in with your grade progress any time on the canvas grades section or make your own calculations using the spreadsheet uploaded in the syllabus module on canvas.

Grades Assigned

A = 90-100	B = 80-89	C = 70-79	D = 60-69	F = <60
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Reminder: You must receive a course grade of at least a C to progress to the next course in the COMD program. You can do this! You will earn the grade you work for.

I will round up to the next point for grades that end with .5 or higher.

I will not round up to the next point for grades ending in .4 or lower.

Late Work Policy

I encourage you to avoid submitting late work, as you will end up behind schedule and have a difficult time making up for lost time. If you submit your work one day late, you can still qualify for 60% of the original points.

Please do not submit work more than 1 day late. It is unlikely that you will have retained the information from class that would be necessary for your success on that assignment. That is why assignments are so time-sensitive. Each class prepares you to succeed on each assignment. Doing your assignments in a timely manner will help you learn the most efficiently and effectively. It will also prevent you from falling behind in class. It will be very difficult to catch up if you do.

This policy does not apply to in-class knowledge checks. These are one-time only opportunities, and count for 25% of your grade.

Attendance

I encourage you to attend every class. Our class will be heavily discussion and practice-based. If you miss class, you will miss valuable learning opportunities that will not be available otherwise. Attendance will count for 5% of your grade as an incentive. Remember, you can't make up in-class knowledge checks, so coming to class inherently also contributes to another 25% of your grade.

If an extreme circumstance prevents you from attending class, these will be dealt with on a case-by-case basis.

Cell Phone and Other Electronics Policy

Please avoid using cell phones in class. It can prevent you and others from learning. In the case of an emergency, please take your phone outside.

For in-class knowledge checks, you will need to use a computer with internet access.

For note taking, your computer will be less helpful, because the skills you're learning are primarily pen-to-paper skills. I encourage you to take notes on paper. For classes that are very lecture-heavy or information-focused (rather than skills focused), you are free to use your computer to take notes if that is easier for you. However, please refrain from doing anything *other* than taking notes in class. It prevents you from learning, and it can distract the students sitting around you.

Accommodations

If you need accommodations, please let me know as soon as possible. You have the right to have your needs met in a timely manner.

Additional Information

UNIVERSITY POLICIES

A. **UT Tyler Honor Code:** 1. Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. Students Rights and Responsibilities To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

B. **Campus Carry:** 1. We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

C. **UT Tyler a Tobacco-Free University:** 1. All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

D. **Academic Honesty Policy:** Students will adhere to the highest standards of academic honesty. Anyone caught cheating will earn a “0” for that assignment and will be subject to academic and disciplinary action. Plagiarism (the use of written and oral words or ideas of another person, including another student, without the expressed acknowledgment of the speaker’s or writer’s indebtedness to that person) will not be tolerated. This includes the use of papers or other materials previously submitted to instructors in other classes, as well as video and audio recordings. Students caught plagiarizing will fail this class and be subject to academic and disciplinary action.

E. **Student Standards of Academic Conduct** 1. Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

a. “Cheating” includes, but is not limited to:

- i copying from another student’s test paper;
- ii using, during a test, materials not authorized by the person giving the test;
- iii failure to comply with instructions given by the person administering the test;
- iv possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes.” The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- v using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;

vi collaborating with or seeking aid from another student during a test or other assignment without authority; vii discussing the contents of an examination with another student who will take the examination; viii divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student; ix substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment; x paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program; xi falsifying research data, laboratory reports, and/or other academic work offered for credit; xii taking, keeping, misplacing, or damaging the property of the University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and xii misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

b. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

c. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty. d. All written work that is submitted will be subject to review by plagiarism software.

2. **The U-T Tyler Writing Center** provides professional writing tutoring for all students in all disciplines. If you wish to use the Writing Center, you should plan for a minimum of two hour-long tutorials per assignment: the first to provide an initial consultation and drafting plan, and the second to follow up. Be prepared to take an active role in your learning, as you will be asked to discuss your work during your tutorial. While Writing Center tutors are happy to provide constructive criticism and teach effective writing techniques, under no circumstances will they fix, repair, or operate on your paper.

Location: BUS 202. Appointments: 903-565-5995.

3. **Disability/Accessibility Services:**

a. In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application.

b. **The Student Accessibility and Resources (SAR)** office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices> , the SAR office located in the University Center, # 3150 or call

4. Grade Replacement/Forgiveness and Census Date Policies:

a. Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

b. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

c. The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- i Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- ii Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- iii Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- iv Being reinstated or re-enrolled in classes after being dropped for non-payment v Completing the process for tuition exemptions or waivers through Financial Aid

5. State-Mandated Course Drop Policy: a. Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). b. Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

6. **Student Absence due to Religious Observance:** a. Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

7. **Student Absence for University-Sponsored Events and Activities:** If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time, the instructor will set a date and time when make-up assignments will be completed.

8. **Social Security and FERPA Statement:** It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the

Family Educational Rights and Privacy Act; grades will not be transmitted electronically. 10. Emergency Exits and Evacuation: a. Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

F. UT Tyler Resources for Students:

1. UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
2. UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
3. The Mathematics Learning Center, RBN 4021 (This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses).
4. UT Tyler Counseling Center (903.566.7254)
5. For more information about grading, academic policies, and add/drop, see here:
<https://uttyler.smartcatalogiq.com/en/2016-2017/Catalog/Undergraduate-Academic-Policies/Grading-System>