

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: COMMUNICATION SCIENCES AND DISORDERS

COLLEGE: EDUCATION

RECOMMENDED COURSE IDENTIFICATION (TO OBTAIN A COURSE NUMBER, CONTACT NMALDONADO@FAU.EDU)

EFFECTIVE DATE

(first term course will be offered)

PREFIX SPA COURSE NUMBER 5113 LAB CODE (L or C) _____

COMPLETE COURSE TITLE: CLINICAL PHONETICS FOR COMMUNICATION DISORDERS

CREDITS²
3

TEXTBOOK INFORMATION Small, L.H. Fundamentals of Phonetics: A Practical Guide for Students, Third Edition. (2012). Pearson Education, Inc. (with CD)

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR X SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN THREE LINES: Students will learn how to identify the phonemes of Standard American English as well as dialectal differences and child developmental differences. In addition students will learn to transcribe connected speech and changes based on foreign accent influences in order to identify normal versus disordered speech.

PREREQUISITES*

N/A

COREQUISITES*

N/A

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*

* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:

MEMBER OF THE GRADUATE FACULTY OF FAU AND HAS A TERMINAL DEGREE IN THE SUBJECT AREA (OR A CLOSELY RELATED FIELD)

Faculty contact, email and complete phone number:
Carol A. Tessel, 297-1138, ctessel@fau.edu

Please consult and list departments that might be affected by the new course and attach comments.³

Approved by:

Department Chair: Deena Louise Vener
 College Curriculum Chair: Tal R. Plow
 College Dean: Valerie R. Ruston
 UGPC Chair: Wm R. McDaniel
 Graduate College Dean: John D. Lusk
 UFS President: _____
 Provost: _____

Date:

11/3/2015
11/18/15
11/19/15
12-9-15
12-11-15

1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf
2. Review Provost Memorandum: **Definition of a Credit Hour** www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf
3. Consent from affected departments (attach if necessary)

Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting.

COLLEGE OF EDUCATION
DEPARTMENT OF COMMUNICATION SCIENCE & DISORDERS
Clinical Phonetics for Communication Disorders
SPA 5113 3 credits
Professor Carol A. Tessel, Ph. D., CCC-SLP
E-mail: ctessel@fau.edu
Office phone – 297-1138
Office 449 in Education Building

Syllabus

REQUIRED TEXT:

Small, L.H. Fundamentals of Phonetics: A Practical Guide for Students, Third Edition. (2012). Pearson Education, Inc. (with CD)

COURSE DESCRIPTION:

Students will learn how to identify the phonemes of Standard American English as well as dialectal differences and child developmental differences. In addition students will learn to transcribe connected speech and changes based on foreign accent influences in order to identify normal versus disordered speech.

COURSE OBJECTIVES:

1. The student will understand and describe how speech sounds are produced.
2. The student will transcribe standard, nonstandard and disordered speech at the word and connected speech levels.
3. The student will use diacritic markers to represent phonetic variation.
4. The student will Describe sound acquisition patterns.

COURSE REQUIREMENTS:

1. Each student is required to take all scheduled exams and to complete all written, oral, and assignments by the due dates given in the course syllabus. If you are absent on the day of an assignment due date, you must submit the assignment via email on that day. Failure to take an exam on its given date will result, automatically, in a grade of "F" for that exam unless arrangements have been made prior to the absence. Failure to submit an assignment on its listed due date will result, automatically, in a grade of "F" for the assignment unless arrangements have been made well in advance of the assigned due date.

ALL WRITTEN ASIGNMENTS MUST BE TYPEWRITTEN/COMPUTER-PRINTED AND DOUBLE-SPACED IN IPA COMPATIBLE FONTS. PAPERS WILL BE GRADED ON CONTENT, GRAMMAR, AND SPELLING.

2. Students are required to attend all scheduled classes and are responsible for all information and materials presented in class. Students are responsible for obtaining Information/materials/ and assignments from a class they have missed. Handouts and assignments will be emailed upon request. Students who miss more than two classes may be penalized for unexcused absences. When possible, Dr. Tessel should be notified of any impending absence. Absences on exam dates and assignment due dates are not acceptable, unless previous arrangements are made.

Students are expected to arrange for written assignments to be submitted on the listed due date (by a fellow student or before the due date) if class attendance is not possible.

Absences on exam or oral presentation dates must be addressed prior to the assignment date. You will not be given a make-up opportunity unless your absence has been approved PRIOR to the date of the exam or presentation. No make-up opportunities will be discussed, offered, or approved after the fact.

3. It is expected that students actively participate in discussions and contribute to the class to the best of their individual abilities. Students will be penalized for disruptions to class due to inappropriate classroom or verbal behavior.

Examples of inappropriate behavior include, but are not limited to:

- Consistent late arrival
- Consistent early departure
- Talking to or distracting other class members
- Abusive or demeaning language or comments
- Using a laptop for other than note taking (i.e. surfing the internet, email, social networking)
- Text messaging
- Cell phone ringing
- Answering cell phone

STUDENTS WITH DISABILITIES:

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located on the Boca Raton campus, SU 133 (Student Support Services Building), 561-297-3880, and follow all OSD procedures.

ACADEMIC HONESTY POLICY:

There is a zero-tolerance policy for students found plagiarizing or cheating. Students who are found cheating or plagiarizing will receive an immediate "F" in the course and may be dismissed from the graduate program following a faculty review.

Academic honesty is defined to be the use of one's own intellectual effort at all times without misappropriating or representing as one's own the work of others.

Examples of academic dishonesty include: "cheating", the giving or receiving of help on assignments when the professor has prohibited outside assistance, copying answers from another student or from a key or notes, allowing another student to copy, collaborating on assignments or exams except when expressly authorized, unattributed copying, such as the use of purchased or borrowed papers, the use of reference materials without citation, plagiarism, which involves incorporating the work of others, either in whole or in part, into one's own work without proper citation. Plagiarism may involve the use of text or ideas or both.

PROPOSED WEEKLY SCHEDULE:

Date	Topic(s)
#1	<ul style="list-style-type: none"> • Introduction • Syllabus review • Assessment of prior knowledge of English phonetics, and IPA transcription <ul style="list-style-type: none"> • Chapter 1 - Phonetics: A "SOUND" Science • Chapter 2 - Phonetic Transcription of English • Assignment 2-1 • Chapter 1 Study Questions 1-5 DUE: • Chapter 2 review exercises A & B DUE: • Chapter 2 study questions 1-6 DUE:
#2	Chapter 3 - Anatomy and Physiology of the Speech Mechanism Review exercise D - in class Assignment 2-2 – in class Introduce Vowels Chapter 2 Finish Review Exercises & Study Questions DUE:
#3	Quiz #1 (ch. 1 & 2) <ul style="list-style-type: none"> • Chapter 4 – Vowels Powerpoint • Review Exercise E (front vowels) • Assignment 4-1 (in-class) • Assignment 4-2 (in-class) • Chapter 3 Review Exercise C, anatomy chart, & Study Questions (1-12) DUE: 6/2/15 • Chapter 4 Study questions 1-5 and Review Exercises A & B DUE:
#4	<ul style="list-style-type: none"> • Chapter 4 - Vowels • Assignment 4-3 (in-class) • Assignment 4-4 (in-class) • Chapter 4 All other Review Exercises (non-CD) & Study Questions (6-14) DUE:

#5	<p>Quiz #2 Vowels (quadrilateral & transcription)</p> <ul style="list-style-type: none"> • Chapter 5 - Consonants • Ch. 5 assignments 1-3 (stops, nasals, fricatives) <p>Ch. 5 Review exercises C & D Due: Ch. 5 Study Questions 1-4 Due:</p>
#6	<p>Quiz #3 Consonants (chart & transcription)</p> <ul style="list-style-type: none"> • Chapter 5 – Consonants - continued • Assignments 4 & 5 in class • Chapter 5 Finish Review Exercises (non-CD) & Study Questions DUE
#7	<p>MIDTERM</p> <p>Chapter 6 - Connected Speech</p> <ul style="list-style-type: none"> • Assignment 6-1 • Review normal assimilation processes handout
#8	<ul style="list-style-type: none"> • Chapter 6 - Connected Speech <ul style="list-style-type: none"> • Primary and Secondary Stress • Review ex. E & Assignment 6-2 • Assignment 6-3 (in-class) • CD Review Exercises Ch. 6 <p>Chapter 6 Review Exercises (non-CD) & Study Questions DUE:</p>
#9	<p>Chapter 7 - Clinical Phonetics</p> <ul style="list-style-type: none"> • Assignment 7-1 • Assignment 7-2 • Assignment 7-3 <p>Take home processes worksheet DUE: (assignments done in class or for HW dependent on time) Ch. 7 Review Exercises A, B, C (practice for quiz) DUE: Ch. 7 Study Questions #3 & 6 DUE:</p>
#10	<p>Quiz #4 Phonological processes</p> <p>Chapter 7 - Clinical Phonetics</p> <ul style="list-style-type: none"> • Assignment 7-4 • Assignment 7- 5 <p>(assignments done in class or for HW dependent on time)</p> <ul style="list-style-type: none"> • Chapter 7 Finish Review Exercises & Study Questions DUE:

#11	<ul style="list-style-type: none"> • Chapter 7 - Clinical Phonetics • CD Review Exercises CH. 7 • Ch.8 Review Spanish & Asian Language Influence • Review for Final Exam Ch. 8 Study Questions 8-12 (as practice for final) Due:
#12	<ul style="list-style-type: none"> • Final Exam (written & audio)

RELIGIOUS ACCOMMODATIONS:

Florida Law requires that the University provide reasonable accommodations with regard to class attendance, examinations, and work assignments to students who request such consideration in order to observe their religious practices and beliefs. Please let me know if you need any religious accommodations during this course.

GRADING POLICY:

Grades for this course will be calculated on a scale of 100 points, and letter grades will be assigned following university standards.

Range	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59 and below	F

Midterm - 25%

Final - 30%

Assignments/participation - 5%

Quizzes - 40%

Curving of grades is at the discretion of the instructor. Any late assignments or projects, without prior consent of the instructor, will be penalized one full letter grade. The final grade will be based on all assignments. Weighting of assignments will be determined by the instructor and students will be informed upon being given the assignment. Consideration will be given for class attendance and participation and points may be deducted for disruptive and inappropriate behavior.

References

- Ball, M. J., & Muller, N. (2014). *Phonetics for communication disorders*. Psychology Press.
- Borden, G. J., & Harris, K. S. (1990). Speech science primer. *Dar Al-Sharq Al-Arabi (Translated and expanded to Arabic Language by MA Homeidi)*, Beirut.
- Briscoe, J., Bishop, D. V., & Frazier Norbury, C. (2001). Phonological processing, language, and literacy: A comparison of children with mild-to-moderate sensorineural hearing loss and those with specific language impairment. *Journal of Child Psychology and Psychiatry*, 42(03), 329-340.
- Goldstein, B. (2001). Transcription of Spanish and Spanish-influenced English. *Communication Disorders Quarterly*, 23(1), 54-60.
- Gong, J., Cooke, M., & Lecumberri, M. L. G. (2015). A quantitative model of first language influence in second language consonant learning. *Speech Communication*, 69, 17-30.
- Kartushina, N., & Frauenfelder, U. H. (2014). On the effects of L2 perception and of individual differences in L1 production on L2 pronunciation. *Frontiers in psychology*, 5.
- Labov, W., Ash, S., & Boberg, C. (2005). *The atlas of North American English: Phonetics, phonology and sound change*. Walter de Gruyter
- Mayr, R., & Montanari, S. (2014). Cross-linguistic interaction in trilingual phonological development: the role of the input in the acquisition of the voicing contrast. *Journal of child language*, 1-30..
- Ohde, R. N., Sharf, D. J., & Jacobson, P. F. (1992). Phonetic analysis of normal and abnormal speech. *The Journal of the Acoustical Society of America*, 92(6), 3452-3452.
- Pearson, B. Z., Velleman, S. L., Bryant, T. J., & Charko, T. (2009). Phonological milestones for African American English-speaking children learning mainstream American English as a second dialect. *Language, Speech, and Hearing Services in Schools*, 40(3), 229-244.
- Pennington, M. C. (2014). *Phonology in English language teaching: An international approach*. Routledge.
- Reinisch, E., & Holt, L. L. (2014). Lexically guided phonetic retuning of foreign-accented speech and its generalization. *Journal of Experimental Psychology: Human Perception and Performance*, 40(2), 539.
- Schmale, R., & Seidl, A. (2009). Accommodating variability in voice and foreign accent: flexibility of early word representations. *Developmental Science*, 12(4), 583-601.

Syllabus Checklist

1. Course title/number, number of credits
2. Prerequisites, corequisites, where course fits in program of study (if applicable)
3. Course logistics (term, class location and time)
4. Instructor contact information (name, office address, office hours, phone, email)
5. TA contact information (if applicable)
6. Course description
7. Course objectives/student learning outcomes
8. Course evaluation method (breakdown of graded course components and their weight in determining the overall course grade)
9. Course grading scale (optional)
10. Policy on makeup tests, late work, and incompletes (if applicable)
11. Special course requirements (if applicable)
12. Classroom etiquette policy (if applicable)
13. Disability Policy statement
14. Code of Academic Integrity statement
15. Required texts/readings
16. Supplementary/recommended readings (if applicable)
17. Course topical outline (dates for exams/quizzes, papers, completion of readings)