



SPPA 031 Phonetics

FALL 2007

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How to Reach Me

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Readings

† purchase at Book Marq

* on electronic reserve at Raynor Library

(<http://libus.csd.mu.edu/search/r?SEARCH=SPPA031>)

- * Baker, A. & Goldstein, S. (1990). *Pronunciation Pairs*. New York: Cambridge University Press. Pages 108-129.
- * Bernthal, J.E. & Bankson, N.W. (1998). *Articulation and Phonological Disorders. Fourth Edition*. Boston: Allyn & Bacon. Pages 48-51, 378-390.
- * Crystal, D. & Davy, D. (1975). *Advanced Conversational English*. Harlow, UK: Longman. Pages 107-109.
- * Crystal, D. (1981). *Clinical Linguistics*. New York: Springer-Verlag. Pages 62-66.
- * Crystal, D. (1982) *Profiling Linguistic Disability*. London: Edward Arnold. Pages 114-117.
- * Goldstein, B. (2001). Transcription of Spanish and Spanish-Influenced English. *Communication Disorders Quarterly*, 23(1), 54-60.
- * Pollock, K.E., & Meredith, L. H. (2001). Phonetic Transcription of African American Vernacular English. *Communication Disorders Quarterly*, 23(1), 47-53.
- * Schane, S.A. (1973). *Generative Phonology*. Englewood Cliffs, NJ: Prentice-Hall. Pages 62-66.
- † Shriberg, L.D. & Kent, R.D. (2003). *Clinical Phonetics*. 3rd edition. Boston, MA: Allyn & Bacon.
- * Stoel-Gammon, C. & Dunn, C. (1993). *Normal and Disordered Phonology in Children*. Austin, TX: Pro-Ed. Pages 15-46.
- * Trudgill, P. & Hannah, J. (1994). *International English*. 3rd Edition. London: Edward Arnold. Pages 37-55.
- * Wolfram, W., Adger, C., & Christian, D. (1999). *Dialects in Schools and Communities*. Mahwah, NJ: Erlbaum. Pages 1-17, 203-209.



Videos

For some of the units in this course you will be given on CD or DVD short (less than 50 minute) videos to watch on your home computer. You are expected to watch these videos but you need not take notes. Each video disk must be returned after you are done watching.



Software

This will be used for the phonetic data entry project (download from www.computerizedprofiling.org or run on computers in SPPA student lab)

Long, S.H., Fey, M.E, and Channell, R.W. (2007). *Computerized Profiling (CP) (MS-DOS version 9.7.0)*. Milwaukee, WI: Department of Speech Pathology and Audiology, Marquette University.



Audio CDs

These tapes have been converted to MP3 files and burned to CD. You will receive a CD to use and return at the end of the semester.

Shriberg, L.D. & Kent, R.D. (2003). *Clinical Phonetics*. 3rd edition. (Cassette tape recording: Packet of 4 tapes). Boston, MA: Allyn & Bacon.



Online Resources

<http://academic.mu.edu/sppa/slong/sppa031.htm>. The course webpage contains: (1) a link to the Computerized Profiling website; (2) three audio (mp3) files of children with speech sound disorders that can be downloaded and used for transcription practice; (3) a copy of the course outline with links to files (pdf) containing all PowerPoint slides shown in class; and (4) Word files containing lists of terminology to study for each exam. The link for a given unit may not work (i.e., you'll see "The page cannot be found") until a few days before we begin that unit in class. This is so I can make adjustments to course content during the semester.

http://wps.ablongman.com/ab_shriberg_clinical_3. This "Companion Web site" for the Shriberg & Kent textbook contains practice quizzes for each chapter as well as audio speech samples and transcription keys for additional practice with children who have speech delay and residual speech errors. Note that the transcription keys (in pdf files) available at this website are illegible. There is a legible key available from the course webpage.



Academic Dishonesty

Please refer to the following website regarding guidelines and disciplinary procedures relating to academic misconduct: <http://www.marquette.edu/academics/regulations/acaddishonesty.html>.



Course Requirements, Grading, & Attendance

1. Thirteen transcription quizzes, of which 10 count toward the final grade. You are allowed three mulligans. (Each of the 10 quizzes counts as 5% of the course grade)
2. First examination (15% of course grade)
3. Second examination (15%, mostly covering second third of course)
4. Phonetic data entry project (5%)
5. Final examination (15%, mostly covering final third of course)

All quizzes, examinations and the project will be graded on a 100–point scale. Final scores will be computed from the percentage weightings shown above and converted to letter grades as follows: A (93–100), AB (88–92), B (83–87), BC (78–82), C (73–77), CD (68–72), D (60–67), F (59 and lower).

Attendance at all class meetings is expected. Missed quizzes, regardless of the reason, count toward your total of three mulligans. Quizzes will be graded in class immediately after they are taken. They cannot be made up. Exams missed because of an excused absence must be taken within a week of your return to class. The memorandum “SPPA Departmental Policy for Make-up Examinations”, attached to this syllabus, details what qualifies as an excused absence. Exams missed for discretionary (non-excused) reasons must also be taken within a week of your return to class. A 10 point deduction will be applied to exams missed for discretionary reasons.

Formative Assessment is ongoing measurement during educational preparation for the purpose of improving student learning. All of the quizzes, the first and second examinations, as well as the project, are this type of assessment.

Summative Assessment is comprehensive evaluation of learning outcomes at the culmination of educational preparation. The final examination is of this type.



Course Objectives

This course will address theoretical issues and practical skills for assessing articulation and phonological disorders. The following competencies are targeted in this course:

1. *Mastery of narrow phonetic transcription for the purpose of recording non–normal speech.* This skill is essential to the evaluation and treatment of speech sound disorders.
2. *Knowledge of developmental events and processes in normally speaking children.* Phonetic development prior to meaningful language will be reviewed as will common patterns of speech simplification (phonological processes) in children. Knowledge of these developmental phenomena is key in a “top-down” approach to phonetic transcription.
3. *Knowledge of linguistic concepts and methods that are relevant to the analysis of phonological disability.* Attention will be given to fundamental principles of phonological analysis, which are the basis of clinical methods of evaluating unintelligible speech.
4. *Introduction to computerized methods for recording phonetically transcribed data.* You will learn to enter phonetic transcriptions into electronic documents using Unicode fonts and to enter transcriptions into software that can perform phonological analysis of that data.
5. *Knowledge of basic sociolinguistic factors that affect pronunciation.* Core information will be presented concerning dialectal variations in the pronunciation of English.



Knowledge And Skills Acquisition (KASA) Standards Met By This Course

1. Standard III-B. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental/lifespan, and linguistic and cultural bases.
2. Standard III-C. The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas: Articulation (Etiologies and Characteristics).
3. Standard III-D: The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders. Articulation (Assessment).
4. Standard IV-G: Skill outcomes
 - a. Conduct screening: Articulation
 - c. Select and administer appropriate evaluation procedures, nonstandardized and standardized tests, and instrumental procedures: Articulation



Department of Public Instruction (DPI) Standards Met By This Course

1. General instructional content and practice of speech and language to include:
 - a. The anatomy and physiology of speech and hearing mechanisms
 - b. Phonetics
 - c. Speech and hearing science
 - e. Typical and atypical speech, language, and hearing
 - f. Assessment techniques used in the identification of children with speech and language disabilities
2. Learning theory as it relates to:
 - b. Communicative development
3. Individual Differences in regard to:
 - d. Different learning styles in children
 - e. The ability to address individual differences in the delivery of speech and language services
4. Meeting the individual educational needs of children with speech and language disabilities through the use of:
 - a. Verbal modes
5. Conducting formal and informal evaluation to include:
 - c. Interpretation of assessment results
6. Professional communication to include:
 - a. Critical thinking
 - b. Problem solving
8. Cultural diversity, individual differences, and all areas of disability in the identification of children with speech and language disabilities, IEP planning, and service delivery.



Course Outline

Topics to be covered in each class are listed in the table below, along with the texts that should be read. Quiz dates are in boldface. Examination dates are also shown.

DATES	TOPICS	READINGS	PRACTICE
8/27 M 8/29 W 8/31 F	Course introduction Linguistic phonetics	Shriberg & Kent, ch. 1 & 2	Broad transcription of citation speech
9/3 M	no class (Labor Day)		
9/5 W 9/7 F 9/10 M	Overview of speech anatomy & physiology	Shriberg & Kent, ch. 3	Broad transcription of citation speech
9/12 W 9/14 F 9/17 M	Vowels & diphthongs	Shriberg & Kent, ch. 4	Broad transcription of citation speech
9/19 W 9/21 F 9/24 M 9/26 W	Consonants	Shriberg & Kent, ch. 5	Broad transcription of citation speech
9/28 F	<i>First Examination</i>		
10/1 M 10/3 W 10/5 F	Connected speech	Shriberg & Kent, pp. 99-111 Crystal & Davy	Broad transcription of connected speech
10/8 M 10/10 W 10/12 F	Developmental events and processes in normally speaking children	Shriberg & Kent, Appendices G & H Stoel-Gammon & Dunn	Broad transcription of immature citation speech
10/15 M 10/17 W	Computerized methods for recording phonetically transcribed data	Bernthal & Bankson, pp. 378- 390 CP documentation (on disk)	Broad transcription of immature citation speech
10/19 F	no class (Undergraduate midterm break)		
10/22 M 10/24 W 10/26 F 10/29 M 10/31 W	Diacritics	Shriberg & Kent, pp. 111-124	Narrow transcription of immature citation speech
11/2 F	<i>Second Examination</i>		
11/5 M 11/7 W 11/9 F	Nonsegmental phonology	Crystal (1981) Crystal (1982)	Prosodic transcription
11/12 M 11/14 W 11/16 F 11/19 M	Phonological concepts & principles	Shriberg & Kent, Appendix C Bernthal & Bankson, pp. 48-51 Schane	Narrow transcription of immature citation speech
11/21 W 11/23 F	no class (Thanksgiving holiday)		
11/26 M 11/28 W 11/30 F 12/3 M 12/5 W	Dialectal variation	Wolfram, Adger, & Christian Baker & Goldstein Trudgill & Hannah Pollock Goldstein Shriberg & Kent, Appendix F	Broad transcription of dialectal speech
12/7 F	catch-up		
12/13 Th	8:00-10:00 am <i>Final Examination</i>		

Memorandum

To: SPPA Graduate and Undergraduate Students
CC: Dean Jack Brooks
From: SPPA Faculty
Date: October 24, 2006
Re: SPPA Departmental Policy for Make-up Examinations – Effective Spring 2007

It has come to the attention of the SPPA faculty that there have been an increasing number of requests by students for make-up examinations. It is the view of this department that make-up examinations are costly and disadvantageous for several reasons. First, they take time for your instructors to prepare and administer, which decreases the time they can devote to other activities related to your education. Second, the ability to provide a fair examination is compromised when students either take an exam early (e.g., they may communicate the content of the exam to other students) or late (e.g., they have more time to study).

The purpose of this memo is to clarify the circumstances under which requests for make-up examinations are appropriate. It is expected that students take exams on the dates scheduled by their instructors. Exceptions will be made for certain ANTICIPATED ABSENCES and true EMERGENCIES. These are defined below:

Definition of excused absence for SPPA exams

Acceptable anticipated absences:

- The student is away from campus representing an official university function, e.g., participating in a professional meeting, as part of a judging team, or athletic team.
- Required court attendance as certified by the Clerk of Court.
- Religious observances when certified by a letter from the student's parent(s) or religious leader.
- Required military duty as certified by the student's commanding officer.

Acceptable emergency absences:

- Illness or injury when certified by an attending physician, dentist, or nurse. The certification should show the date service was provided to the student but should not describe the nature of that service.
- Death or serious illness in the immediate family (parents, step-parents, siblings, spouse, children, step-children, foster children, in-laws, sibling in-laws, grandparents, great grandparents, step-great grandparents, grandchildren, aunts, uncles, nieces, and nephews) when certified by a letter from the student's parent(s) or spouse.

Please note that the student is required to provide verification of the absence to the course instructor.

Missing exams for DISCRETIONARY reasons (e.g., weddings, vacations) is STRONGLY DISCOURAGED. Students who request a make-up examination for discretionary reasons may receive a grade penalty or be asked to or fulfill an additional course requirement, at the discretion of the instructor. Examples of these penalties or requirements include:

- A grade reduction on the missed exam (e.g., 20% reduction in points).
- Providing assistance to the instructor (e.g., working 5 hours in the instructor's laboratory)

As part of your professional preparation, and as a courtesy to your faculty and fellow students, it is expected that you honor your academic commitments. **A student may appeal in writing to the Department Chair to obtain an excused absence for missing an exam due to circumstances**

other than those specified above. We appreciate your cooperation with these policies.