

COMD 3500 Developmental Phonology

CONTACT INFORMATION:

Instructors

Dr. Sonia Manuel-Dupont

1000 Old Main Hill

Logan, Ut 84322-1000

Fax: 435-797-0221

sonia.manuel-dupont@usu.edu

Kira Datwyler Howard, CCC-SLP

Heather (Cain) Amann, CCC-SLP

TAs

Jamie Niedrich

Kristy Meeks

Camille Wynn

Kristin Ladd

Colin Olsen

OFFICE HOURS:

Contact us through the inbox on Canvas.

COURSE DESCRIPTION, GOALS, OBJECTIVES AND

ASSESSMENT TOOLS:

Course Description

This course is designed to give future professionals in Communication Disorders a basic background in the fields of articulatory phonetics, descriptive phonetics, clinical phonetics and developmental phonology. Specific materials to be covered include:

1. The study of phonetics--impressionistic, broad, narrow, systematic, clinical
2. The use of diacritics for normal and disorders speech, the use of diacritics and IPA for non-English sounds
3. The role of suprasegmentals in connected speech
4. Developmental and non-developmental phonological processes in normal and disordered speech
5. Difference v disorder in dialects of American English

Course Goals

The overall goals of this course are to develop student proficiency in:

- transcription of vowels and consonants
- transcription of citation forms and connected speech
- transcription of diacritics in normal and disordered speech
- transcription of dialects of English

Objectives and Assessment Tools

- Objective 1: (Chapter 1) Explain the importance of the study of phonetics; name and define the various branches of phonetics, explain the use of the IPA, state reasons for differences in phonetic transcription practice
 - Assessment Tools: Practice Quiz 1, Exam 1
- Objective 2: (Chapter 2) Contrast the difference between spelling and sound with all associated technical vocabulary; describe the sections of the IPA chart; define and recognize the difference between phonology, morphology and syntax; define and describe the components of a syllable, identify stress in a word, know the difference between impressionistic and systematic transcriptions
 - Assessment Tools: Practice Quiz 2, Exam 1
- Objective 3: (Chapter 5) Describe English consonants by manner, place and voice; reproduce the consonant chart by heart; transcribe all phonemes and allophones of the consonants of English
 - Assessment Tools: 5-1 to 5-4, Practice Quiz, Case Study 5, Exam 2
- Objective 4: (Chapter 4) Describe the English vowels by tongue height, tongue advancement, tenseness and rounding; reproduce the vowel quadrilateral by heart including the diphthongs, transcribe all phonemes and allophones of the vowels of English
 - Assessment Tools: 4-1 to 4-4, Case Study 4, Practice Quiz, Exam 3
- Objective 5: (Chapter 6) Recognize and explain the effects of assimilation as they related to speech production and phonetic transcription; contrast the effects of elision, epenthesis, metathesis and vowel reduction as they relate to connected speech; explain how the suprasegmental aspects of speech impact speech production and phonetic transcription
 - Assessment Tools: 6-1 to 6-3, Case Study 6, Practice Quiz, Exam 4
- Objective 6: (Chapter 7) Describe the basic steps in the clinical assessment process; describe normal development in boys and girls for speech sound acquisition, recognize and describe how phonological processes affect the speech of normal and disordered speech; perform allophonic transcription on normal and disordered speech and know all associated diacritics; know and be able to use symbols for non-English speech, list and discuss factors that affect the accuracy of phonetic transcription.
 - Assessment Tools: 7-1 to 7-7, Case Study 7, Practice Quiz, Exam 5
- Objective 7: (Chapter 8) Describe the difference between formal and informal speech, standard and nonstandard speech and General American English; describe ASHA's position on the treatment of dialect differences; explain the difference between a regional and social dialect; know and transcribe the dialects of American English and of the ESL English.
 - Assessment Tools: 8-1, Case Study 8, Practice Quiz, Exam 6

HOW TO DO WELL IN THE COURSE!!!! :)

1. Read the lecture notes
2. Listen to the audio
3. Do the flashcards
4. Talk in discussion groups
5. Take the practice quizzes multiple times
6. Yes--on the job you will be expected to know and transcribe all the vowels and consonants by heart, know ages of acquisition, phonological processes and diacritics. No--there is not time to look them all up when you have a typical caseload.

COURSE RESOURCES:

Course Technology Requirements

Canvas is the where course content, grades, and communication will reside for this course.

- <http://online.usu.edu>[Links to an external site.](#)
 - Your **username** is your **A#**, and your **password** is your global password (the same one you use for Banner or Aggiemail).
- For [Canvas](#)[Links to an external site.](#), [Passwords](#)[Links to an external site.](#), or any other computer-related technical support contact the [IT Service Desk](#)[Links to an external site.](#)
 - 435 797-4357 (797-HELP)
 - 877 878-8325
 - <http://it.usu.edu>[Links to an external site.](#)
 - servicedesk@usu.edu

Textbook

The text for this class will be Fundamentals of Phonetics by Larry Small. Get the 3rd edition. You do not need the CDs for this course. You may purchase them if you want additional personal practice.

You may purchase this book at the [USU bookstore](#)[Links to an external site.](#) or online. Make sure you get the third edition!

Additional Readings

There are Power Point lectures and audio-visual lectures in the Modules. They expand and practice the concepts in the chapters. You need to read these materials to do well on the exams.

COURSE ACTIVITIES:

Readings

There will be assigned readings for each topic. You will be accountable for reading materials and assessed for comprehension through assignments, discussions, and quizzes.

Quizzes

There will be required “No-pressure Quizzes”. These quizzes will be multiple choice and may be taken as many times as you like. They are not timed and the high score counts. These are designed to get you ready for the content and format of the exams.

Discussions

You may participate in discussions. This is an excellent place to get to know your classmates and your TAs.

COURSE GRADING:

Final grades are calculated using a percentage scale out of 100%.

GRADE PERCENTAGE RANGE POINTS

- **A** 100% - 93%
 - **A-** 92% - 90%
 - **B+** 89% - 87%
 - **B** 87% - 83%
 - **B-** 82% - 80%
 - **C+** 79% - 77%
 - **C** 76% - 73%
 - **C-** 72% - 70%
 - **D** 69% - 60%
 - **F** 59% and below
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- Note that ASHA does not consider anything below an 80% to be a passing score. You will have to retake any course that is at 79% or below to get ASHA credit.

Assignment Weights

Quizzes and Assignments: 10%

Case Studies: 10%

Exams: 80%

COURSE POLICIES:

Withdrawal Policy and “I” Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes:

- Incapacitating illness which prevents a student from attending classes for a minimum period of two weeks,
- A death in the immediate family,
- Financial responsibilities requiring a student to alter a work schedule to secure employment,
- Change in work schedule as required by an employer,
- Other emergencies deemed appropriate by the instructor.
(<http://www.usu.edu/policies/pdf/Incomplete-Grade.pdf>Links to an external site.)

Communication

All communication will be disseminated from Canvas or during class time. I will use Announcements in Canvas to communicate high priority and timely information. You must set your notification preferences in Canvas to receive Announcements and Conversation Messages to ASAP by and email, cell phone for text messages, or other social networking services of your choice.

- [How to set up notification preferences in Canvas](#)
- [How to use the Inbox for Conversations in Canvas](#)

Instructor Feedback/Communication

I will provide timely assignment feedback through comments and personal conversations on Canvas. I and your TAs will be reading the Discussion Boards and replying to messages. You will receive specific feedback on your Assignments in the form of text comments appended to your electronic submissions.

Student Feedback/Communication

I welcome all feedback on the course. My preferred method of communication with individual students is via Canvas Inbox/Conversations. I will respond to email **within two week days** (Monday – Friday). If you experience a legitimate emergency (according to my standards) that will prevent you from completing required coursework on time, I expect you to communicate with me at the earliest reasonable opportunity. Canvas will track communication between students and teachers providing date and time stamps. Please state the nature of the emergency, and when you expect to turn in the coursework.

Course Etiquette

Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, or demeaning. The instructor has primary responsibility for and control over classroom behavior and maintenance of academic integrity.

Syllabus Changes

This syllabus is subject to change. I will notify the class regarding all changes. In the event of any discrepancy between this syllabus and content found in Canvas, the information in **CANVAS WILL TAKE PRECEDENCE**.

Submitting Electronic Files

All electronic files must be submitted in word(.doc, .docx) or rich text file (.rtf) format, unless otherwise stated. Please name your file in the using the following convention: *Assignmentname_Yourname.doc*.

Files in formats other than doc, docx, rtf and/or without the proper naming convention (or at least a reasonable attempt) will be returned to the student and additional handling charges (lost points) may apply.

Late Work

Late work due to procrastination will not be accepted. Late work due to legitimate emergency may be accepted. The due date and time associated with each quiz, discussion, exam and assignment are stated clearly in Canvas.

UNIVERSITY POLICIES & PROCEDURES

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. [Faculty Code Policy #403 \(Links to an external site.\)Links to an external site.](#) further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

[The Honor Pledge \(Links to an external site.\)Links to an external site.](#): To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Sexual Harassment

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at (435) 797-1266.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students with Disabilities

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All

accommodations are coordinated through the Disability Resource Center (DRC). Please contact the DRC prior to or as early in the semester as possible. Alternate formats for course content are available with advanced notice.
Contacting the Disability Resource Center (DRC):

- On Campus: Room 101 of the University Inn
- Phone: 435-797-2444
- Website: <http://www.usu.edu/drc/> (Links to an external site.)Links to an external site.

Disability related resources for current students:

- [DRC Student Handbook](#) (Links to an external site.)Links to an external site.
- [Deaf and Hard of Hearing Student Handbook](#) (Links to an external site.)Links to an external site.
- [Disability Related Scholarships](#) (Links to an external site.)Links to an external site.
- [Campus Resources](#) (Links to an external site.)Links to an external site.
- [Documentation Guidelines](#) (Links to an external site.)Links to an external site.
- [Online Resources for Students with Disabilities](#) (Links to an external site.)Links to an external site.

Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Student Services: <http://www.usu.edu/student-services/> (Links to an external site.)Links to an external site., 435.797.1712, studentservices@usu.edu, TSC 220
- Student Advocates: <http://www.usu.edu/ususa/legal/> (Links to an external site.)Links to an external site., 435.797.2912, TSC 340,
- Access and Diversity: <http://www.usu.edu/accesscenter/> (Links to an external site.)Links to an external site., 435.797.1728, <mailto:access@usu.edu>; TSC 315
- Multicultural Programs: <http://www.usu.edu/accesscenter/multiculture/> (Links to an external site.)Links to an external site., 435-797-1728, TSC 315
- LGBTQA Programs: <http://www.usu.edu/accesscenter/lgbtqa/> (Links to an external site.)Links to an external site., 435-797-GAYS, TSC 314
- Provost's Office Diversity
Resources: <http://www.usu.edu/provost/faculty/diversity/> (Links to an external site.)Links to an external site., (435) 797-8176

You can learn about your student rights by visiting:

The Code of Policies and Procedures for Students at Utah State

University: <http://www.usu.edu/student-services/student-code/> (Links to an external site.)Links to an external site.

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII. Grievances](#) (Links to an external site.)Links to an external site..

Full details for USU Academic Policies and Procedures can be found at:

- [Student Conduct \(Links to an external site.\)Links to an external site.](#)
- [Student Code \(Links to an external site.\)Links to an external site.](#)
- [Academic Integrity](#)
- [USU Selected Academic Policies and Procedures \(Links to an external site.\)Links to an external site.](#)
- [USU Academic Policies and Procedures \(Links to an external site.\)Links to an external site.](#)
- [Academic Freedom and Professional Responsibility Policy \(Links to an external site.\)Links to an external site.](#)

Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.