RECOMMENDED COURSE IDENTIFICATION (TO OBTAIN A COURSE NUMBER, CONTACT hlmaldonado@fau.edu)

PREFIX SPA  COURSE NUMBER  5113  LAB CODE (L or C) 
COMPLETE COURSE TITLE: CLINICAL PHONETICS FOR COMMUNICATION DISORDERS

CREDITS 3  

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:  
College Curriculum Chair:  
College Dean:  
UGPC Chair:  
Graduate College Dean:  
UFS President:  
Provost:  

Date: 11/3/2015  
11/19/15

1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course syllabus 2011.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.

FAUnewcourseGrad—Revised July 2015
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:

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 ASSIGNMENTS 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**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
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| #1   | • Introduction  
      | • Syllabus review  
      | • Assessment of prior knowledge of English phonetics, and IPA transcription  
      | • 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)  
      | • 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   | • Chapter 4 - Vowels  
      | • Assignment 4-3 (in-class)  
      | • Assignment 4-4 (in-class)  
<pre><code>  | • Chapter 4 All other Review Exercises (non-CD) &amp; Study Questions (6-14) DUE:  |
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<table>
<thead>
<tr>
<th>#5</th>
<th>Quiz #2 Vowels (quadrilateral &amp; transcription)</th>
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<tbody>
<tr>
<td></td>
<td>• Chapter 5 - Consonants</td>
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<td></td>
<td>• Ch. 5 assignments 1-3 (stops, nasals, fricatives)</td>
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<td></td>
<td>Ch. 5 Review exercises C &amp; D Due:</td>
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<td>Ch. 5 Study Questions 1-4 Due:</td>
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<tr>
<th>#6</th>
<th>Quiz #3 Consonants (chart &amp; transcription)</th>
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<tr>
<td></td>
<td>• Chapter 5 - Consonants - continued</td>
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<td></td>
<td>• Assignments 4 &amp; 5 in class</td>
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<td></td>
<td>• Chapter 5 Finish Review Exercises (non-CD) &amp; Study Questions DUE</td>
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<tr>
<th>#7</th>
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<tr>
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<td>Chapter 6 - Connected Speech</td>
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<td></td>
<td>• Assignment 6-1</td>
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<td>• Review normal assimilation processes handout</td>
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<tr>
<td></td>
<td>• Chapter 6 - Connected Speech</td>
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<tr>
<td></td>
<td>• Primary and Secondary Stress</td>
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<td>• Review ex. E &amp; Assignment 6-2</td>
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<tr>
<td></td>
<td>• Assignment 6-3 (in-class)</td>
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<td></td>
<td>• CD Review Exercises Ch. 6</td>
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<tr>
<td></td>
<td>Chapter 6 Review Exercises (non-CD) &amp; Study Questions DUE:</td>
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<tr>
<th>#9</th>
<th>Chapter 7 - Clinical Phonetics</th>
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<tbody>
<tr>
<td></td>
<td>• Assignment 7-1</td>
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<td>• Assignment 7-2</td>
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<td></td>
<td>• Assignment 7-3</td>
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<td>Take home processes worksheet DUE:</td>
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<td>(assignments done in class or for HW dependent on time)</td>
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<td></td>
<td>Ch. 7 Review Exercises A, B, C (practice for quiz) DUE:</td>
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<td></td>
<td>Ch. 7 Study Questions #3 &amp; 6 DUE:</td>
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| #10 | Quiz #4 Phonological processes             |
|     | Chapter 7 - Clinical Phonetics             |
|     | • Assignment 7-4                           |
|     | • Assignment 7-5                           |
|     | (assignments done in class or for HW dependent on time) |
|     | • Chapter 7 Finish Review Exercises & Study Questions DUE: |
#11
- 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
- Final Exam (written & audio)

**RELIigious 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.

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<tr>
<th>Range</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
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<tr>
<td>90-92</td>
<td>A-</td>
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<tr>
<td>87-89</td>
<td>B+</td>
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<td>83-86</td>
<td>B</td>
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<td>80-82</td>
<td>B-</td>
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<td>60-62</td>
<td>D-</td>
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<tr>
<td>59 and below</td>
<td>F</td>
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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


Syllabus Checklist

1. Course title/number, number of credits

NA 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)

Syllabus checklist approved by UUPC Oct. 7, 2011; UUPC recommends that the completed checklist be submitted with all course proposals (new courses and course changes).