

University of Florida
College of Public Health & Health Professions
Department of Speech, Language & Hearing Sciences
SPA 3003: Phonetics (3 credits)
Campus and DL
COURSE SYLLABUS: Spring 2024

Instructor: Sharon M. DiFino, Ph.D., CCC-SLP

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Preferred Course Communication: **Canvas Inbox (email)**

Office Hours: Thursdays, period 6 and by appointment

Basic Course Information: Course Information

Course web site is the UF E-Learning (Canvas) page: <http://elearning.ufl.edu>

1. Campus Sections will meet during the scheduled period(s) for that section listed in One.UF.
2. DL Sections will schedule "Chat" via Zoom based on TA, Faculty, and student availability set at the beginning of the semester.

Course Overview/Purpose

Phonetics has to do with the study of speech sounds. Phonology is the study of the sound system of a language. In this class we are particularly interested in how the speech sounds of American English are made, and how we use the International Phonetic Alphabet (IPA) to represent sounds but we also will look at the science behind the production of speech sounds. The IPA allows us to characterize exactly how someone pronounces a word to reflect different regional accents, registers of speech, or disorders of pronunciation. Thus, phonetic transcription is one of the basic tools of the speech pathologist and some audiologists. This class will provide you with the basics of phonetic and phonological theory, familiarity with the Standard American English dialect and other American dialects, and a basic overview of common developmental errors in phonetic production. You will gain extensive practice in transcribing words, sentences and discourse said by different speakers. **The content of this course is designed to help you meet the following ASHA clinical certification standards:**

Standard IV-B: Knowledge of the phonetics aspects of basic human communication processes, including biological, neurological, acoustic, psychological, developmental, cultural and linguistic bases.

Standard IV-C: Knowledge of the phonetics characteristics of communication disorders and differences, and linguistic and cultural correlates in the following

areas: articulation, phonation, and expressive language (phonology, morphology,) in speaking.

Standard V-B: Skills in phonetic transcription to support evaluation, diagnosis, intervention, and assessment of treatment progress.

Course Objectives/Goals:

a) Toward fulfilling ASHA requirements, students will be able to...

(1) Anatomical basis:

- (a) Describe the anatomical basis of the sound production system.
- (b) Describe the contributions of different parts of the speech mechanism to the sounds of the language.

(2) Physiological basis:

- (a) Describe the physiological basis of human sound production.
- (b) Describe how the sounds of the language are produced.

(3) Linguistic (Phonetic) Basis:

- (a) Describe language sounds using linguistic/phonetic terminology.

(4) Cultural & Regional Basis

- (a) Describe the role of cultural & regional factors in sound production.

b) Course Objectives: Students will be able to:

- i) Describe the sounds of American English using standard phonetic terminology.
- ii) Transcribe standard American English using IPA symbols. iii) Transcribe accented American English using IPA symbols. iv) Recognize systematic differences between dialects of English.
- v) Distinguish and transcribe vowel sounds of their own and other American dialects. vi) Apply common diacritics used in transcribing speech to transcriptions.

Instructional Method:

Introduction to Blended Learning

A Blended Learning class uses a mixture of technology and face-to-face instruction to help students maximize their learning. Blended learning typically involves multiple technologies such as E-Learning systems, online video, and web assignments for the communication of information. Knowledge content that would have traditionally been presented during a live class lecture is instead provided online before the live class takes place. This allows more of the face-to-face time to focus on the higher levels of learning. These rich interactions with the instructor can be used to help students think critically, obtain expertise, and practice clinical reasoning.

Why Blended Learning?

Because health professions highly value the professionals' clinical skills and ability to interpret information in addition to what they know, passive engagement with presentations and rote learning do not adequately prepare students for their respective professions. Blended Learning prepares students for the rigorous requirements of health professions by creating meaningful student/teacher and peer interactions centered in problems and skill sets that resemble those likely to be experienced in the student's chosen field.

What Does It Mean for Students?

Students are expected to come to class prepared by completing all out-of-class readings and assignments. The coursework outside of class typically lays a foundation of knowledge or gives students practice needed to engage in higher levels of learning during live class sessions. During the face-to-face class time, we will practice critical transcription skills used by health professionals – critical thinking, problem solving, collaborating, and/or applying concepts gained from the out-of-class assignments to real-world examples. If you are not prepared for the face-to-face sessions, you will likely struggle to reach the higher learning goals of the course. When you come prepared, you can be an active participant throughout the blended learning course experience, which will help you master course material and maintain what you have learned beyond the end of the course.

About this class in particular.

This class is being taught as a Blended Learning class. All of the lectures will be recorded and available online on Canvas. HOWEVER, phonetics is not a topic you can learn by merely listening to lectures and viewing slides. You have to actually DO the exercises, count the sounds, divide the words into syllables, and transcribe the words in order to learn it. THEREFORE, the lectures provide the background and foundation for practicing outside of class. In addition, practice exercises are assigned each week for you to practice what you have learned and the keys for the exercises are provided. Doing these exercises is part of the course and is essential if you wish to master transcription.

Our class sessions will be audio-visually recorded for students in the class to refer back to later and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Course Materials & Technology

Required

Packback details provided in class.

Technical Support

For technical support for this class, please contact the UF Help Desk at:

Learning-support@ufl.edu

(352) 392-HELP - select option 2

<https://lss.at.ufl.edu/help.shtml>

Recommended Texts:

Jakielski, Kathy, Gildersleeve-Neuman, Christina: *Phonetic Science for Clinical Practice*, 2nd Edition. Plural Publishing and workbook for practice

- The lectures are based off of this textbook.

Small, Larry; *Fundamentals of Phonetics* (**any** Edition). Allyn & Bacon.

- The course was originally designed to follow this textbook but has evolved to include more science behind the course that the Jakielski, Gildersleeve-Neuman provides. HOWEVER, Small book provides additional examples and alternate examples which have proven helpful.

Recorded Lectures and Exercises: Available on CANVAS.

Topic Outline

Please note the campus section will be meeting on campus on Thursdays, Tuesdays are independent work days, practice sessions, and designated for group project meeting time.

Chapter readings are from *Phonetic Science for Clinical Practice*

Syllabus is also subject to change.

| WEEK | CLASS DATE | TOPIC & Readings |
|--------|------------|--|
| Week 1 | 1/ 11 | Syllabus, ch. 1, lang. & min. pairs |
| Week 2 | 1/18 | Ch. 2, Counting sounds, Syllables, Quiz #1 |
| Week 3 | 1/25 | Ch. 3, Sagittal Section, Places of artic. |
| Week 4 | 2/1 | Ch. 7, Describing Consonants, Quiz #2 |

| | | |
|----------------|-------|---|
| Week 5 | 2/8 | Ch. 6, |
| Week 6 | 2/15 | Ch. 8, Vowels & Symbols, Exam 1 |
| Week 7 | 2/22 | Ch. 5, Vowels & Stressed Syllables |
| Week 8 | 2/29 | Ch. 4, Transcribing Sentences, Quiz #3 |
| Week 9 | 3/7 | Ch. 4, Transcription Practice, |
| Week 10 | 3/14 | Review |
| Week 11 | 3/21 | Allophones & diacritics |
| Week 12 | 3/28 | Allophones & diacritics 2, Quiz #4 |
| Week 13 | 4/4 | Ch. 9, Dialects; Spanish Accent |
| Week 14 | 4/11 | Ch.9, AAE-African-American English |
| Week 15 | 4/18, | Final Projects/ Exam 2 |
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ACADEMIC REQUIREMENTS AND GRADING

Grading Policy

Exams:

There will be 2 exams that will test knowledge of presented information as well as synthesis and application of this information in novel situations. These will also be administered through Canvas, equal 24% of your grade and be administered using LockDown Browser for campus and Honorlock for DL sections. See schedule for these exams.

Quizzes:

There will be 4 quizzes throughout the semester. All quizzes will be administered through Canvas and be administered using LockDown Browser. They equal 40% of the total grade.

- Quizzes will be open from Friday 5:00 pm ET to Saturday 11:59 pm ET as assigned

Professionalism

At the end of the semester you will receive up to 6% of your grade based on your conduct, professional interaction and effort in the course.

For this course, professionalism is defined as a scholarly curiosity that drives you to prepare yourself thoroughly before engaging in discussions with your peers. It includes submitting work on time, cooperating as well as collaborating with your peers, faculty, and teaching assistant in a scholarly and professional manner.

Packback Questions

Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

Packback Requirements:

Your participation on Packback will count toward 15% of your overall course grade.

There will be a Weekly Sunday at 11:59PM EST deadline for submissions. In order to receive full credit, you should submit the following per each deadline period:

I 1 open-ended Question every week with a minimum Curiosity Score of 50, worth 33.33% of each assignment grade

I 2 Responses every week with a minimum Curiosity Score of 50, worth 66.67% of each assignment grade

I Half credit will be provided for questions and responses that do not meet the minimum curiosity score.

How to Register on Packback:

Note: Only access Packback through **Canvas** in order to ensure your grades sync properly

1. Click the Packback assignment link within **Canvas** to access the community
2. Follow the instructions on your screen to finish your registration.
3. **In order for your grade to be visible in Canvas**, make sure to click each Packback assignment link as you post your Packback submissions.

Packback requires a paid subscription. Refer to www.packback.co/product/pricing for more information.

How to Get Help from the Packback Team:

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: <https://www.youtube.com/watch?v=OV7QmkrD68>

Group Project:

You will be divided into small groups of up to 4 students to create a presentation researching a specific topic on Speech Acoustics. Topics will be posted in Canvas see syllabus schedule. Throughout the fall semester you will be expected to research the topic, create a PPT presentation that you will present either via zoom or PPT with voice over as a group and upload in Canvas. You will be expected to work together as a cohesive group in creating your presentation. Details for the group presentation will be posted in Canvas. The group projects are worth 15% of your total grade.

Extra Credit (optional)

To encourage awareness of different aspects of speech and language research, you have the option of participating in 2 hours of language or communication research during the semester. A list of experiments that qualify for this credit can be found on the web at <https://slhs.php.ufl.edu/research/participant-pool/> This site will be updated throughout the semester. There are both online and in-person studies available, and studies for monolingual and bilingual people.

A scanned copy of the consent form (if it is really long, the first and last page of the consent form) must be submitted under Assignments/Extra Credit no later than April 10, 2024 for you to receive credit. but they may be turned in earlier. Participating in research will earn you an extra 2% (20 points) added to your course grade.

If you choose not to participate in research or do not qualify for any of the above studies, you can receive the same amount of course credit for reading a short research article and writing a 1.5-2 page synopsis of it. Choose any additional article from those posted in the Research Participation Alternatives folder on CANVAS for this purpose. This must be turned in no later than April 10, 2024 for you to receive credit.

Grading Policy

| Letter Grade | A | A- | B+ | B | B- | C+ | C | D+ | D | D- | E |
|--------------|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|------|
| Percentage | 93-100 | 90-93 | 87-90 | 83-87 | 80-82 | 77-80 | 70-77 | 67-69.9 | 63-67 | 60-62 | <60 |
| Points | 925+ | 895-924 | 865-894 | 825-864 | 795-824 | 765-794 | 700-764 | 665-699 | 625-664 | 601-624 | <600 |
| Grade points | 4.0 | 3.67 | 3.33 | 3.0 | 2.67 | 2.33 | 2.0 | 1.33 | 1.0 | 0.67 | 0.0 |

Note: Grades of WF, I, NG, and S-U each correspond with 0.0 grade points. For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at: <http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Other Requirements

- a) **Attendance/Participation.** You are expected to *attend* each class. There will be a quiz or test EVERY week, so missing class will affect your grade.

You are expected to *participate*. Your questions, comments, and observations make the class lively and interesting and are an intrinsic aspect of professionalism. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis.

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Excused absences must be consistent with university policies in the UF Catalog and require appropriate documentation. Information can be found here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

- b) **Missed Exam Policy.** If you must miss a test or quiz due to sickness or emergency, you must call or email Dr. Altmann before the time allotted for quiz or test has expired, or you will not be allowed to make it up. It is your responsibility to schedule a time to take that quiz or test before the next class meeting. No make-up tests will be scheduled any later than 1 week after the missed exam. If you miss a class for whatever reason, it is your responsibility to get the notes from another student.

If you know in advance that you will be missing a class due to an excused absence, you must alert your instructor or TA and reschedule your quiz or test before the event.

Forgetting to come to class, forgetting to take a quiz, or misreading the syllabus are not considered valid reasons for missing a quiz or test. Arriving late for an exam or quiz does not entitle you to extra time.

- c) **Policy Related to Guests Attending Class:** Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges, creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are not permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the

Classroom Guests of Students policy in its entirety. Link to full policy:
<http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

STUDENT EXPECTATIONS, ROLES, & OPPORTUNITIES FOR INPUT

Classroom courtesy & respect

The basic rules of classroom courtesy are enforced—

- Make sure your microphone is muted unless you are asking a question.
- Turn off cell phones before class begins and store them someplace where they won't distract you (e.g., in another room, in your purse)..
- I will arrive on time and prepared for class, and will attend carefully to your questions and comments.

Dealing with differences

The Health Professions and Public Health are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in and promote openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website:
www.multicultural.ufl.edu

Communication Guidelines

Students should contact instructor via UF email or CANVAS email. Turn-around time for emails will be less than 24 hours weekdays, and 48 hours on weekends.

Feedback/Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu> so make sure you include a statement regarding the value and expectation for student participation in course evaluations. We suggest you include a comment regarding how you will use the evaluations (e.g. to make specific improvements to the course and teaching style, assignments, etc.). It is also important to make some statement regarding the direct influence they have on faculty tenure and promotion, so your input is valuable. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at

Academic Integrity

Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

- <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
- <https://www.dso.ufl.edu/sccr>
- <http://www.dso.ufl.edu/studenthandbook/studentrights.php>

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework. Note that it isn't a problem for us to provide you with accommodations you need.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
- Alachua County Crisis Center:
(352) 264-6789

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Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed creating a culture of care on our campus by encouraging members of our community to look out for another and to reach out for help if a member of our

community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1. BUT – Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Public Safety and Emergency Services

- University Police Department **392-1111 or 9-1-1** for emergencies.

Other resources

- Campus Alcohol and Drug Resource Center (302 Student Health Center, 392-1161, ext. 4281).
- Student Mental Health Services (245 Student Health Center, 392-1171).
- University Counseling Center (301 Peabody Hall, 392-1575)
- Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling □ Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling

