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Class Time/Location: TR: 9:30 am-10:45 am/Alexander Hall 2215

DEPARTMENT: The Center for Communication Disorders

COURSE PREFIX: CDI COURSE NUMBER: 215-01 & 02 CREDIT HOURS: 3

I.TITLE: Clinical Phonetics

II. COURSE DESCRIPTION AND PREREQUISITE(S): Application of the informational and perceptual domains of phonetics in the clinical setting. Includes transcription using the International Phonetic Alphabet (IPA).

Prerequisites: none

III. COURSE OBJECTIVES: This course has been designed to ensure that students demonstrate required knowledge and skills as outlined in the Standards and Implementation Guidelines for the 2014 Certificate of Clinical Competence in Speech-Language Pathology, the standards follow the objective. Through active participation and written examination in this course, the student will demonstrate:

- A. A basic understanding of the process and production of human communication (ASHA STD IV-B);
- B. A knowledge of all phonetic symbols of the International Phonetic Alphabet (ASHA STD IV-B);
- C. Competency in using the International Phonetic Alphabet for phonetic transcription (ASHA STD IV-B, IVC);
- D. Skill in transcribing normal speech (ASHA STD IV-B, IV-C) and;
- E. Practice in transcribing disordered speech (ASHA STD IV-B, IV-C).

IV. COURSE OUTLINE:

- A. Overview of the anatomy and physiology of speech production
- B. The International Phonetic Alphabet
- C. Transcription practice at the word level
- D. Transcription practice of connected speech
- E. Transcription practice from written material
- F. Transcription practice of disordered speech
- G. Discussion of dialectical variations based on geographic, cultural and social differences

V. INSTRUCTIONAL ACTIVITIES: The student will acquire a working knowledge of phonetics through lecture, phonetic transcription exercises, and special projects. Attendance and participation in all class sessions is required. Each class meeting will provide the student with information and opportunities for transcription practice to facilitate the acquisition of and fluency in the use of the phonetic symbols. Independent drill and practice for acquisition and fluency in the use of phonetic symbols is **expected**. Graded and un-graded assignments to be completed outside of class will be provided.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: The student will participate in “lab” experiences that provide practice in transcription of normal and disordered speech. Each student is expected to complete in-class practice and out-of-class assignments.

VII. TEXT and RESOURCES:

Small, Larry H. (2012). Fundamentals of Phonetics: A practical Guide for Students (3rd ed.). Upper Saddle River: Pearson Education, Inc.

Video and audio versions of speech samples will be provided. Each student must bring a dry –erase board and at least 3 dry erase markers to class to use for transcription exercises. Please bring large, wide tip, blue or black dry-erase markers.

VIII. EVALUATION AND GRADING PROCEDURES: In order to assess your overall learning throughout the semester, four exams (including the final exam) will be given. You will have the entire class period to complete the exams which will cover course material from readings, lectures, and assignments. No notes will be allowed while taking these in-class exams. Student learning will also be evaluated during the semester with graded quizzes and assignments***. Points may be deducted for poor participation, incomplete homework and late submission of assignments**. During class time, computers and peripherals are to be used only for work related to the class. Students found using these devices for purposes other than assigned activities will be asked to turn off their equipment and will not receive class credit for that session. It is your responsibility to track your grades. In the event that you are falling behind in your coursework/grades, please schedule an appointment with the instructor.

4 Exams (x 100)	= 400*	60% of grade
Quizzes/Homework Assignments	=700*	15% of grade
Special Project(s)	= 150	20% of grade
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Total Points	~1,250	

- A = 90- 100 % of possible points**
- B = 80 –89**
- C = 70 –79**
- D = 60 –69**
- E = BELOW 59**

*Individual assignments and quizzes will not exceed a value of 150 points per assignment. Please note: the instructor reserves the right to adjust the number of graded quizzes and learning activities. The possible points for special projects may be less than 150, but will not exceed 150. Changes may occur at the instructor’s discretion.

**Late assignments will not be accepted unless there is a valid excuse as outlined in the university bulletin.

***Follow these procedures for quizzes and assignments: 1) Write/transcribe **legibly** in black ink or pencil only; 2) Include your name and quiz/assignment name in the upper right hand corner of the assignment; 3) Follow assignment instructions; 4) One point may be deducted per assignment for violation of any of the above requirements.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletins. Class and laboratory attendance and participation are required: Absences will influence the final grade. Students who come to class and practice phonetics on the board do better than those who do not. No make-up will be allowed on unannounced quizzes or participation points. This course is a scheduled activity. Students are expected to arrange all other activities for periods that do not conflict with classes.

X. ACADEMIC HONESTY POLICY: (as stated in the MSU Undergraduate Bulletin)

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days.

Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the

Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.

In addition, Murray State University does not discriminate on the basis of sex in its educational programs and activities and is required by Title IX and 34 CFR part 106 not to discriminate in such a manner. The prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, student services, athletics, and housing.

XII. TECHNOLOGY POLICY: The use of any unapproved technology in the classroom is strictly prohibited during class. This includes: cell phones, cell phone cameras, recording devices of any kind (audio or video), music players, wearable technology, or any other electronic devices unless being utilized for class activity purposes as directed by the instructor. Computers may be used for note-taking only—if you use the computer for any other purpose you will lose this privilege for the rest of the semester and will not be allowed to bring it to class any longer. If you need to be on the phone or listen to music before class, please remain **OUTSIDE THE CLASSROOM**, until you are finished, and **TURN OFF AND PUT AWAY** the device when you enter.

NOTE: The ringing of **cell phones** during class and texting is a problem, and is just as disruptive to your fellow students as coming in late. **PLEASE TURN OFF CELL PHONES WHEN YOU ENTER THE CLASSROOM.** Therefore taking calls or checking texts/Facebook during class is prohibited. If you are expecting an emergency call, please let me know in advance, and you may leave your phone on vibrate without penalty. If it should ring, please take the call outside of the classroom. In addition, if your cell phone rings during class, it will be considered “negative participation” and could affect your participation grade at the end of the semester, especially if it happens more than once.

Permission to record the lecture must be requested and approved on an individual basis. Prior approval must be obtained. Recordings may be used only for personal study, and may not be shared with anyone. Violation of this policy may result in failure of the course.

XIII. ASHA STANDARDS: These course objectives are consistent with the 2014 ASHA Standards for the Certificate of Clinical Competence in Speech-Language Pathology. Student learning outcomes for this course address the following standards related to academic and clinical training for individuals who wish to obtain certification:

IV-B: The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas: articulation, fluency, voice and resonance, including respiration and phonation, receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics,

prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing, hearing, including the impact on speech and language, swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology), cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning), social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities), augmentative and alternative communication modalities.