

## Phonetics Course Syllabus



<b>Course Number</b>	SPAU 3343.002	
<b>Course Title</b>	Phonetics and Phonology	
<b>Term</b>	Fall 2024	
<b>Meeting Time</b>	Mon & Wed	10:00am – 11:15am
<b>Location</b>	ECSN 2.120	

---

### Contact Information

<b>Professor</b>	<b>“Sonya Mehta”</b> /'sɒnjə 'mɛtə/ (she/her)
<b>Office Phone</b>	469-431-4020 (text messages only)
<b>Email</b>	<a href="mailto:naya@utdallas.edu">naya@utdallas.edu</a>
<b>Office Location</b>	CRA 12.119
<b>Student Hours</b>	Tuesdays & Wednesdays from 8:30 – 9:30am, or by appointment

<b>Graduate TA</b>	<b>“Minsi ‘Rainy’ Sun”</b> /'rɛni sʌn/ (she/her)
<b>Email</b>	<a href="mailto:minsi.sun@utdallas.edu">minsi.sun@utdallas.edu</a>
<b>Student Hours</b>	Tuesdays from 11:30am – 12:30pm, or by appointment

---

### We would love to meet with you!

I will be in office on Tuesdays and Wednesdays from 8:30am to 9:30am. I can also meet virtually by appointment on Teams. I encourage you to contact us outside of the hours listed above if you have questions!

Email is the fastest and best way to reach me. Please **use your UTD email**, and expect responses within 48 hours during the work week. I will always get back to you -- if you do not receive a reply, feel free to email me a second time!

I will post announcements and course materials on eLearning. Check our class page frequently to stay up-to-date with any changes that take place during the semester.

---

### Course Pre-requisites, Co-requisites, and/or Other Restrictions

No pre-requisites or co-requisites are necessary to take this course.

---

## Required Textbooks and Materials

Textbook: Katz, William F. (2013). *Phonetics for Dummies*. John Wiley & Sons. ISBN# 978-1118505083 [Note: updated 2017]

eBook: <https://www.wiley.com/en-us/Phonetics+For+Dummies-p-9781118505090>

### ***In addition to the textbook, you will need:***

1. Lined paper and pencils (or an electronic device you can handwrite on using a stylus)
2. Access to an electronic device with speakers; to the eLearning course materials; and to a printer/scanner (or phone with this capability)
3. Microsoft Office – many Microsoft apps are available to UTD students, free of charge, at <https://www.utdallas.edu/oit/office365/>

## Recommended Optional Books

- Cancio, M. L., & Singh, S. (2020). *Functional phonetics workbook* (3rd edition).

---

## Course Description

This course is an introduction to phonetics, the study of speech sounds, and phonology, the study of the language-specific systems that govern them. We will cover modern theory and practice in articulatory, acoustic, and auditory phonetics, as well as the clinical implications for individuals with speech, language, and hearing disorders.

Students will also acquire basic transcription skills using the International Phonetic Alphabet (IPA). We will transcribe words, phrases, and connected speech samples from talkers with General American English (GAE), regional, and foreign accents.

**This course has been designed to ensure that students demonstrate required knowledge and skills as outlined in the American Speech-Language Hearing Association (ASHA) Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology. The specific standards addressed in this class include:**

**Standard IV-B:** Knowledge of the phonetic and phonological aspects of basic human communication processes, including the biological, acoustic, and linguistic and cultural bases

**Standard IV-C:** Knowledge of the phonetic characteristics of communication disorders and differences, including the appropriate anatomical, physiological, acoustic, and linguistic and cultural correlates (e.g., speech sound production, voice, resonance, phonology)

**Standard V-B:** Phonetic transcription skills to support the interpretation, integration, and synthesis of information to develop diagnoses and make appropriate recommendations for intervention; communicate effectively, and manage the care of individuals receiving services

**\* Full breakdown of ASHA standards addressed in our class can be found on eLearning**

---

## Student Learning Outcomes

After completing this course, successful students will be able to:

- 1) Label the anatomy of the speech production mechanism. (IV-B)
- 2) Classify GAE speech sounds according to their articulatory features. (IV-B)
- 3) Describe the basic movements of speech articulators and airflow during the speech production process using phonetic terminology. (IV-B)
- 4) Contrast the phonological rules, phonemes, and allophones of GAE with systems for other accents and languages, including systems of stress and intonation. (IV-B, IV-C, IV-E, IV-F)
- 5) Transcribe speech sounds, words, and sentences quickly and accurately in broad, phonemic fashion using IPA. (V-B)
- 6) Construct narrow transcriptions using IPA symbols, diacritics, and intonation contours to indicate phonetic variations in speech sound production. (V-B)
- 7) Evaluate the contribution of phonetic variations in pronunciation to the perception of a foreign accent in the speech of non-native English talkers (IV-E, IV-F, V-B)
- 8) Apply the principles of acoustic phonetics to the identification of speech sounds on a spectrogram. (IV-B, IV-C)

---

## Additional Course Information

Classes are a combination of lecture and lab lessons. Lecture topics are typically discussed during the first class day of the week, while lab exercises are usually conducted on the second class day of the week. This may change from week to week depending on course progress.

**Lecture:** Introduces and clarifies conceptual information. Each lesson is designed with the expectation that you have read the assigned chapters before coming to class. Lecture slides will be posted on eLearning.

**Lab:** Phonetics lab is an interactive lesson that provides students with the opportunity to practice their transcription skills. Lab slides posted on eLearning will **NOT** include the live transcription practice sections.

## Your success in this class is important to us!

If there are circumstances that affect your learning experience or form barriers to your inclusion, please feel free to let me know. Together, we will develop strategies that can enable you to succeed in the course. Some strategies for success include:

- Attending class and completing assignments regularly. Falling behind in our fast-paced course can result in a lot of make-up work. **Be kind to your future self!**
- Practicing transcription outside of the classroom. Many students find flashcards to be a helpful study tool. **Study partners/groups** are highly recommended.
- Reading the chapters **before** each class. This can help you identify which concepts are difficult for you to grasp and better prepare you for lecture.

The Graduation Help Desk can also help connect you to the resources that fit your specific needs (<https://oue.utdallas.edu/special-programs/graduation-help-desk>). No matter how far along you are on your path to graduation, they can help with study skills, organization, time management, counseling referrals, securing food or housing, or general support with personal or academic issues. To reach someone who can help, email [graduationhelpdesk@utdallas.edu](mailto:graduationhelpdesk@utdallas.edu).

If you currently have or need official accommodations through the university, you have a right to have those needs met. However, written notification from the AccessAbility Resource Center (ARC) is required to receive them. If you are eligible to receive an official accommodation and would like to request it for this course, please discuss it with me at least one week in advance of when you will need it.

Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact ARC for a confidential discussion. ARC is located in the Administration Building, AD 2.224. They can be reached by phone at 972-883-2098, or by email at [studentaccess@utdallas.edu](mailto:studentaccess@utdallas.edu). See <https://accessability.utdallas.edu/student-accommodations/> for details.

---

### Assignments & Academic Calendar

See the course calendar on the next two pages for a list of lecture and lab topics, reading assignments, homeworks (HWs), and project deadlines for each week of class. HWs are due on lecture days, and transcription exercises (TEs) are due before lab. Unless otherwise specified, all of your assignments are due by midnight (11:59pm).

## Academic Calendar

(All eLearning assignments are due online by midnight -- 11:59pm -- unless otherwise specified)

Week	Lecture (Tuesdays)	Lab (Thursdays)	Assigned Readings & Homework (HW)	Course Project Milestones & Due Dates
(1) M 08/19 W 08/21	Review syllabus & course expectations / What is phonetics? / Brief intro to IPA	Source-Filter Theory / A & P / Units of speech / Syllables / Marking stress	<b>Read:</b> Intro, Chapters 1 – 4	<b>Student survey</b> <b>F, 08/23 @ 11:59pm</b>
(2) M 08/26 W 08/28	Descriptive features / Voicing, place, and manner of consonants	Height, advancement, and rounding of vowels / Vowel neutralization / Rhoticity		
(3) M 09/02 W 09/04	<b>LABOR DAY -- NO CLASS</b>	<b>Lab 1:</b> Stress / VPM practice	<b>Due on eLearning:</b> HW 1 & TE 1	
(4) M 09/09 W 09/11	Broad v. Narrow transcription / Phonemes and allophones / Coarticulation	<b>Lab 2:</b> Broad transcription <b>Quiz 1</b> (10 words: marking stress)	<b>Read:</b> Chapter 5, 6 & 7 <b>Due on eLearning:</b> HW 2 & TE 2	
(5) M 09/16 W 09/18	Airstream mechanisms, demos & discussion / syllable- v. stress-timed languages / phonemic tone	<b>Lab 3:</b> Broad transcription	<b>Read:</b> Chapter 15 <b>Due on eLearning:</b> HW 3 & TE 3	<b>Reference page &amp; corpus gloss</b> <b>F, 09/27 @ 11:59pm</b>
(6) M 09/23 W 09/25	Place and manner of languages other than English / geminates	<b>Lab 4:</b> Broad transcription <b>Quiz 2</b> (5 real word transcriptions)	<b>Read:</b> Chapter 16 <b>Due on eLearning:</b> TE 4	
(7) M 09/30 W 10/02	13 Phonological rules of GAE	13 Phonological Rules Practice	<b>Read:</b> Chapter 8 & 9	
(8) M 10/07 W 10/09	<b>Lab 5:</b> Real words and non-words / Intro to narrow transcription <b>Quiz 3</b> (5 non-word transcriptions)	Midterm Review	<b>Due on eLearning:</b> TE 5	
(9) M 10/14 W 10/16	<b>MIDTERM EXAM</b>	<b>Lab 6:</b> Varieties of English / Sociophonetics Video Clips	<b>Due on eLearning:</b> TE 6	<b>Language report draft</b> <b>F, 10/18 @ 11:59pm</b>
(10) M 10/21 W 10/23	Varieties of English / Regional Differences / Tips for Transcription	World Englishes / Course Project Workshop	<b>Read:</b> Chapter 18 <b>Due on eLearning:</b> HW 4: SAE Challenge reflection essay	<b>Language report &amp; Peer reviews</b> <b>F, 10/25 @ 11:59pm</b>
(11) M 10/28 W 10/30	Introduction to Intonation / Pitch Contours	<b>Lab 7:</b> Narrow transcription	<b>Read:</b> Chapter 10 & 11 <b>Due on eLearning:</b> TE 7	
(12) M 11/04 W 11/06	Marking intonation / sonority & prominence / ToBI	<b>Lab 8:</b> Intonation contours / Primary and secondary stress <b>Quiz 4</b> (10 words: narrow trans.)	<b>Due on eLearning:</b> TE 8	<b>Phonological rules worksheet</b> <b>F, 11/08 @ 11:59pm</b>
(13) M 11/11 W 11/13	Acoustic Phonetics: Wave theory / Harmonics / Formants	<b>Lab 9:</b> Narrow transcription / Sentence level transcription	<b>Read:</b> Chapter 12 & 13 <b>Due on eLearning:</b> HW 5 & TE 9	

<p><b>(14)</b> M 11/18 W 11/20</p>	<p>Acoustic Phonetics cont'd: Spectrograms / Interpreting vowels, diphthongs, &amp; consonants</p> <p>Auditory/Linguistic Phonetics: Categorical perception / VOT / Ease of articulation v. distinctiveness</p>	<p><b>Lab 10:</b> Narrow transcription / Sentence level transcription <b>Quiz 5</b> (2 sentence transcriptions)</p>	<p><b>Read:</b> Chapter 14 <b>Due on eLearning:</b> TE 10</p>	<p><b>PROJECT PAPER &amp; TRANSCRIPTION DUE:</b> <b>F, 11/22 @ 11:59pm</b></p>
<p>M 11/25 W 11/27</p>	<p><b>FALL BREAK -- NO CLASS</b></p>			
<p><b>(15)</b> M 12/02 W 12/04</p>	<p>Special Populations: Children / Adults</p>	<p>Class wrap-up / Final Exam Review</p>	<p><b>Read:</b> Chapter 17 &amp; 19</p>	
<p><b>TBA</b></p>	<p><b>FINAL EXAM</b></p>			

## Grading Policy

Knowledge is assessed throughout the semester using classroom participation, homework assignments, quizzes, and weekly lab exercises. There will also be a midterm exam, a (cumulative) final exam, and a course project.

**Participation:** Classroom participation is **vital** to your understanding of phonetics. You will be responsible for listening, transcribing, and speaking during class. In addition, you may have opportunities to increase your participation score by completing out-of-class assignments.

**Homework:** Homework assignments assess your understanding of the material we have covered during lecture. Instructions for each assignment will be posted on eLearning. Included in homework assignments are transcription exercises (TE) to help you practice your transcription skills before coming to lab. TEs are completion grades. They also act as previews for upcoming lab quizzes. All assignments must be completed independently (unless otherwise specified).

**Quizzes:** Lab quizzes assess your transcription abilities as the course progresses. Quizzes may take place at the beginning, middle, or end of lab lessons. For each quiz, you will be asked to transcribe the speech samples that you hear.

**Exams:** Exams assess your knowledge and understanding of the conceptual information presented in the text and during lectures. The final exam is cumulative, and will cover material from the entire course. For each exam, you will have a study guide to help you prepare.

**Class Project:** The course project is an opportunity for you to explore the speech sounds of a language other than English, and apply your transcription skills to a short corpus of foreign-accented speech. It has two parts: (1) an analysis comparing your talker's native language and speech to English, and (2) a narrow, sentence-level transcription of a corpus.

### Course grades will be based on the following breakdown:

Participation	8%
Homework	10%
Quizzes	15%
Midterm Exam	20%
Final Exam	22%
Course Project	25%

Grades will be rounded to the nearest integer before they are assigned a letter grade. The undergraduate grading scale will be used to assign final grades:

<b>A+</b>	98 - 100	<b>B+</b>	88 - 89	<b>C+</b>	78 - 79	<b>D+</b>	68 - 69	<b>F</b>	0 - 59
<b>A</b>	93 - 97	<b>B</b>	83 - 87	<b>C</b>	73 - 77	<b>D</b>	63 - 67		
<b>A-</b>	90 - 92	<b>B-</b>	80 - 82	<b>C-</b>	70 - 72	<b>D-</b>	60 - 62		

## Additional Course Policies

### Classroom Conduct Agreement

All of us, including instructors, have a responsibility to create an environment that fosters positive learning. Everyone is expected to act in a professional manner by attending and participating in class, using electronics responsibly (e.g., putting phones away during class), cooperating with others, meeting deadlines, contacting others in a timely fashion, and maintaining academic integrity.

### Late Work and Makeup Policy

Late homework assignments will no longer be accepted for credit if they are submitted over 8 hours past the midnight due date. Assignments submitted past that deadline will not be accepted, except in cases of legitimate, documented, technical issues. Because life happens, you will also have two “late tokens” this semester. You can use your late tokens to submit one assignment late without penalty, no questions asked. Your late token can only be used for homework assignments, and you must notify me by email which assignment you are using your late token for.

If you know you will be missing a quiz or exam, notify the instructor **within 48 hours** of the original date. Missed quizzes/exams must be made-up within a week of the original date. For course project deadline(s), points will be deducted from late submissions for each weekday that has passed since the original due date.

Late extra credit submissions will not be accepted.

### Collaboration Guidelines

You are encouraged to work with other students to study and understand the course material. However, **all graded assignments should be your individual work** unless otherwise specified. Students are expected to uphold university policies on academic integrity, which can be found at <https://conduct.utdallas.edu/integrity/>.

---

### Academic Integrity Reminder

Each student in this course is expected to exercise independent scholarly thought, expression, and aptitude. Plagiarism will not be tolerated, and will be dealt with in accordance with university guidelines: if the evidence is ambiguous, the professor will confer with the student for clarification; in cases of clear evidence, students will be referred directly to the Office of Community Standards and Conduct (<https://conduct.utdallas.edu/>).

### Extra Credit Opportunities

Extra credit may offered during the semester to the entire class. If extra credit becomes available, details will be posted on eLearning. No individualized extra credit will be offered. Focus instead on the existing opportunities to earn course credit and get support early if you are struggling with the material.

## **Undergraduate Teaching Internships/Teaching Assistantships**

If you've enjoyed the course, done well (earned an A- or higher), and are a BBS junior or senior with a GPA of 3.0 or higher, please consider applying for a position as an undergraduate teaching intern (aka UG teaching assistant) for the course.

Teaching internships appear on your transcript as a 3-credit course (SPAU 4V96). They are a good way to earn experience in helping others succeed, and gain a deeper understanding of the course material.

Interested students should make sure we get to know each other throughout the semester. If you earn good grades, but remain anonymous, you are less likely to be known to me when I am considering applicants for the position.

---

## **Classroom Conduct Requirements Related to Public Health Measures**

UT Dallas will follow the public health and safety guidelines put forth by the Centers for Disease Control and Prevention (CDC), the Texas Department of State Health Services (DSHS), and local public health agencies that are in effect during the current semester.

Check the [Community Health webpage](#) for the latest guidance on the University's public health measures.

---

## **Class Attendance**

The University's attendance policy requirement is that individual faculty set their course attendance requirements. Regular and punctual class attendance is expected. In some courses, instructors may have special attendance requirements; these should be made known to students during the first week of classes. Students who fail to attend class regularly are inviting scholastic difficulty.

---

## **Class Materials**

The instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course, however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

---

## Class Participation

Regular class participation is expected. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures (and/or labs). Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

---

## Class Recordings

Should any of the course material be presented online instead of in-person, students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures.

Unless the Office of Student AccessAbility has approved the student to record the instruction, **students are expressly prohibited from recording any part of this course**. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

The instructor may record meetings of this course. These recordings will be made available to all students registered for this class if the intent is to supplement the classroom experience. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law.

---

## Academic Support Resources

The following link lists the University's academic support resources for UTD students.

Please see <http://go.utdallas.edu/academic-support-resources>.

---

## Comet Creed

*This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:*

"As a Comet, I pledge honesty, integrity, and service in all that I do."

---

## UT Dallas Syllabus Policies and Procedures

The following link contains additional policies and procedures that faculty and students at UT Dallas are expected to abide by: <http://go.utdallas.edu/syllabus-policies>.

---

***The descriptions and timelines contained in this syllabus are subject to change at the discretion of the professor.***