

# Introduction to Phonetics

**SPAU 3343, Fall 2015**

T/Th (10:00 – 11:15), JSOM1.102

Instructor: William F. Katz (x3188), [wkatz@utdallas.edu](mailto:wkatz@utdallas.edu)

Office hours: T/Th (11:20 – 12:00), and by appointment

TA: TBA

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Pre-requisites: None

Course description: This course provides an overview of modern phonetics. We will cover articulatory, acoustic, and linguistic phonetic theories. Students will acquire basic transcription skills, with particular attention paid to foreign-accented English, child language, and the speech of disordered individuals.

**This course has been designed to ensure that students demonstrate required knowledge and skill as outlined in the Standards and Implementation Guidelines for the Certificate of Clinical Competence in Speech-Language Pathology. The specific standards addressed in this class are: III-B, III-C, III-E, IV-B, IV-G.**

## COURSE OUTLINE

### Subject:

- I. Anatomy of the speech production mechanism;  
articulatory phonetics
- II. IPA; Transcription
- III. Consonants: place, manner, & voicing
- IV. Vowels and the vowel space
- V. Exploring different speech sources
- VI. Exploring other places; other manners
- VII. Phonological rules and allophones

### Textbook:

- Ch. 1, 2, 4
- Ch. 3, 5
- Ch. 6
- Ch. 7
- Ch. 15
- Ch. 16
- Ch. 8, 9

### (MIDTERM)

- VIII. Working with suprasegmentals
  - IX. Acoustic phonetics
  - X. Linguistic/Perceptual phonetics
  - XI. English accents and dialects
  - XII. Child language issues and clinical populations
- Ch. 10, 11
- Ch. 12, 13
- Ch. 14
- Ch. 18
- Ch. 17, 19

**Tentative date for midterm exam: 10/15**  
**Tentative date for turning in final project: 12/08**  
**Tentative date for final Exam: 12/17**

## COURSE LEARNING OBJECTIVES

After completing the course students should be able to:

- 1) Identify the anatomy of the speech production mechanism. (III-B)
- 2) Discuss and explain articulatory phonetics, including feature theory and the basic kinematics of tongue, lip, jaw, and velum. (III-B)
- 3) Recognize the importance of voicing and voice mechanisms. (III-B)
- 4) Show abilities of basic IPA transcription, including composing an effective transcript, constructing clear examples of spontaneous and citation form speech transcripts, and interpreting read transcriptions. (III-B, III-C, IV-B, IV-G)
- 5) Analyze and classify the consonants and vowels of American English by the features of place, manner, and voicing. (III-B)
- 6) Discuss the phonological rules and allophones of American English and contrast these with systems for other accents and languages. This will incorporate systems of stress and intonation. (III-B, III-C)
- 7) Identify and apply properties of acoustic phonetics to speech pathology practice. (III-C, III-E, IV-B, IV-G)
- 8) Define and outline the basic principles of linguistic phonetics. (III-B, III-C)

## COURSE REQUIREMENTS

### **Required textbook and test forms:**

- Katz, William F. (2013). Phonetics for Dummies. J. Wiley & Sons. ISBN # 9781118505083.
- “Transcribing American English” DVD. *May be purchased via University Marketplace or in class.* See [http://www.utdallas.edu/~wkatz/Instructional\\_Materials.html](http://www.utdallas.edu/~wkatz/Instructional_Materials.html).
- Scantron form #229630 – you will need two (one for the midterm, one for the final). *Note: There is more than one Scantron form available at the bookstore. They look very similar – please double check the form number.*

✓ **NOTE: You will need to frequently consult the class website:**

[http://www.utdallas.edu/~wkatz/phonetics\\_course/phonetics\\_course.html](http://www.utdallas.edu/~wkatz/phonetics_course/phonetics_course.html)

Recommended text (optional): Ladefoged, P. & Johnson, K. (2011). A Course in Phonetics. 7th Edition.

### Grading policy:

Knowledge will be assessed by short problem sets from text, in-class quizzes and transcription practice, and weekly lab exercises. There is an in-class midterm exam and (cumulative) final exam. Students will also complete a final paper that will include a transcription and analysis of a small speech corpus.

The final project must be turned in on (or before) **12/10**.

Grading formula: 25% quizzes/homework/labwork; 25% midterm; 25% final, 25% final paper. Extra credit may be earned by completing online modules and exercises. Class participation is noted and encouraged.

## SPAU 3343 Phonetics / Schedule for Fall 2015

Date	Lecture (Tuesdays)	Lab (Thursdays)	Reading assignments due <i>HW = Homework due</i> <b>LM = Learning modules due</b> on Tuesdays (before lecture)
(1) 8/25 8/27	<p><b>Tues</b> – Meet and greet. Review syllabus, text, coursework expectations. Definitions of phonetics and phonology.</p> <p><b>Thurs</b> – Begin lecture 1. History of phonetics, basic feature theory.</p>	No lab	<b>Intro, Chap. 1 &amp; 2</b>
(2) 9/1 9/3	<p><b>Tues</b> – Source-filter theory and Feature theory. Place and manner of consonants.</p> <p><b>Thurs</b> – Begin vowel features.</p>	No lab	<b>Chap. 3 &amp; 4</b>
(3) 9/8 9/10	Continue with consonant and vowel features.	Intonation practice VPM practice	<b>Chap. 1 – 4</b> <b>LM 1</b> , Intonation and VPM  <i>HW 1 (collect on Thursday)</i>
(4) 9/15 9/17	Concepts of phoneme and allophone. Cover last points in chapters 1 – 4.	Broad transcription  <i>Quiz 1, (10 intonation probs)</i>	<b>Chap. 5, 6 &amp; 7</b> <b>LM 2</b> , Broad transcription  <i>HW 2 (collect on Thursday)</i>
(5) 9/22 9/24	Airstream mechanisms. In-class demo and discussion of these sounds.	Broad transcription  <i>Quiz 2, (5 real word trans)</i>	<b>Chap. 15</b> <b>LM 3</b> , Real word transcription  <i>HW 3 (collect on Tuesday)</i> <i>HW 4 (collect on Thursday)</i>
(6) 9/29 10/1	Place and manner of languages other than English.	Broad transcription  <i>Quiz 3, (5 non-word trans)</i>	<b>Chap. 16</b> <b>LM 4</b> , Non-word transcription
(7) 10/6 10/8	<p><b>Tues</b> – Phonology. Begin 13 Phonological rules.</p> <p><b>Thurs</b> – Continue with 13 phonological rules.</p>	No lab	<b>Chap. 8 &amp; 9</b> <i>13 Rules Worksheet</i> <i>(collect on Thursday)</i>
(8) 10/13 10/15	<p><b>Tues</b>: Practice with phonological rules, review</p> <p><b>Thurs</b> – <u>Midterm Exam</u></p>	Narrow transcription Real words and non-words	<b>LM 5</b> , <i>Transcription Practice 1</i>
(9) 10/20 10/22	<p><b>Tues</b> – Video: "American Tongues"</p> <p><b>Thurs</b> – Video debrief/ special topics in transcribing</p>		<b>(NO LM THIS WEEK)</b>
(10) 10/27 10/29	Continue with narrow transcription Begin intonation contours.		<b>LM 6</b> , Narrow Transcription
(11) 11/3 11/5	Intonation contours, tonic stress, and primary/secondary stress. Strong and weak forms, citation form/assimilation. Syllables and suprasegmentals. Onset, rhyme, nucleus, coda. Ambi-syllabicity. Syllable- vs. stress-timed languages. Sonority/prominence. Stress, length, geminate consonants, and extra-long vowels. Phonemic tone.	Intonation contours Primary/secondary stress	<b>Chap. 10 &amp; 11</b> <b>LM 7</b> , Narrow Transcription  <i>Project tapes/CDs</i> <i>(collect on Tuesday)</i>

(12) 11/10 11/12	Acoustic phonetics: Nature of sound, wave theory, harmonics and formants. Brief demo of WAVESURFER speech-analysis software.	Narrow transcription	<b>Chap. 12 &amp; 13</b> <b>LM 8</b> , Lexical stress/intonation  <i><u>HW 5 (collect on Thursday)</u></i>
(13) 11/17 11/19	Acoustics cont'd: Spectrograms. Brief history. Axes, length of material. How to interpret vowels/diphthongs, followed by consonants.  Perceptual acoustics: Categorical perception, VOT, ease of articulation, perceptual distinctiveness	Narrow transcription Sentence level transcription  <i><u>Quiz 4, (10 narrow trans)</u></i>	<b>Chap. 12, 13 &amp; 14</b> <b>LM 9</b> , <i>Transcription Practice 2</i>  Mystery spectrogram assigned
11/24 11/28	<b>FALL BREAK – NO CLASS</b>		
(14) 12/1 12/3	Varieties of English: American versus British; Mapping regional differences, tips for transcription. Issues in SLP practice.	Narrow transcription Sentence level transcription  Mystery spectrogram answer  <i><u>Quiz 5, (2 sentence level trans)</u></i>	<b>Chap. 18</b> <b>LM 10</b> , Sentence transcription  <i>Mystery spectrogram (collect on Thursday)</i>
(15) 12/8	Special populations: Adult neurogenic speech, children's speech  If time, special topic on instrumental approaches to speech remediation after stroke.	Review for Final Exam	<b>Chap. 17 &amp; 19</b>  <i><u>Project is due!</u></i>
12/17*	<i><u>Final Exam</u></i>		

**ASHA STANDARDS ADDRESSED IN THIS CLASS: How knowledge is conveyed and how knowledge and skill acquisition will be demonstrated**

Standard III-B

The applicant must demonstrate knowledge of basic human communication and swallowing processes including their biological, neurological, acoustic, psychological, developmental, linguistic and cultural bases. Specific knowledge will be demonstrated in this class in the area of phonetics.

***Knowledge will be conveyed via class lectures and readings.***

***Acquisition will be demonstrated via class discussions, exams and required project.***

Standard III-C

The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristic, anatomic/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge will be demonstrated in this class in the area of phonetics.

***Knowledge will be conveyed via class lectures, readings, and required videotape viewing. Acquisition will be demonstrated via class discussions, required quizzes over videotapes, and final project.***

Standard III-E

The applicant must demonstrate knowledge of standards of ethical conduct.

***Knowledge will be conveyed via class lectures. Acquisition will be demonstrated via class discussion.***

#### Standard IV-B

The applicant must possess skill in oral and written communication sufficient for entry into professional practice.

*Acquisition of knowledge will be demonstrated via written final project.*

#### Standard IV-G

The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes (in addition to clinical experiences, skills may be demonstrated through successful performance on academic coursework and examinations, independent projects or other appropriate alternative methods). Specific knowledge will be demonstrated in this class in the area of phonetics.

*Knowledge will be conveyed via lectures and readings. Acquisition will be demonstrated via class discussion and final project.*

#### **Students will demonstrate the following skills:**

1. Discuss and explain theories concerning the anatomy and physiology of the speech production mechanism.  
As measured by:  
Successful completion of exams and homework assignments  
Class discussion
2. Describe and apply the principles of articulatory phonetics, including use of feature theory to describe the sounds of General American English (GAE) and other languages.  
As measured by:  
Successful completion of exams and homework assignments  
Class discussion  
Final project
3. Demonstrate understanding of voicing and voice mechanisms, including the concept of partial devoicing as it relates to phonological rules.  
As measured by:  
Successful completion of exams and homework assignments  
Class discussion  
Final project
4. Demonstrate the ability of use IPA transcription, including composing an effective transcript, constructing clear examples of spontaneous and citation form speech transcripts, and interpreting read transcriptions.  
As measured by:  
Successful completion of exams and homework assignments  
Class discussion  
Final project
5. Analyze and classify the consonants and vowels of American English by the features of place, manner, and voicing.  
As measured by:  
Successful completion of exams and homework assignments  
Class discussion  
Final project
6. Discuss the phonological rules and allophones of American English and contrast these with systems for other accents and languages. This will incorporate systems of stress and intonation  
As measured by:  
Successful completion of exams and homework assignments  
Class discussion

7. Apply properties of acoustic phonetics to speech pathology practice, including transcription of foreign-accented English.

As measured by:

Successful completion of exams and homework assignments

Class discussion

Final project

8. Interpret the basic principles of linguistic phonetics and apply them to the clinical issue of phonemic misperception and L2 acquisition.

As measured by:

Successful completion of exams and homework assignments

Class discussion

#### **Field Trip Policies, Off-campus Instruction and Course Activities**

*Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address [http://www.utdallas.edu/BusinessAffairs/Travel\\_Risk\\_Activities.htm](http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm). Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.*

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#### **Student Conduct & Discipline**

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part I, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

#### **Academic Integrity**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

#### **Email Use**

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

## **Withdrawal from Class**

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

## **Student Grievance Procedures**

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

## **Incomplete Grade Policy**

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

## **Disability Services**

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:  
The University of Texas at Dallas, SU 22  
PO Box 830688  
Richardson, Texas 75083-0688  
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

## **Religious Holy Days**

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

*These descriptions and timelines are subject to change at the discretion of the Professor.*