Instructor: William R. Culbertson, Ph.D.
Office: Room 231 B
Phone: 523-7440
Office Hours: Posted and By Appointment
Email: bill.culbertson@nau.edu
Time/Place: T-Th, 2:20 - 3:35 / CHP 320
Sem/Year: Fall
Course Level: Undergraduate. SST 202 is approved by the Liberal Studies Committee to fulfill 3 credits in the "Cultural Understanding" distribution block.

SST 202 has a course shell in the BBLearn platform.

Course prerequisites: None

GOAL: The purpose of SST 202 is to provide a basic appreciation of the scope and importance of the science of speech sounds as vehicles for human communication. Lectures and practice will focus on generalities and particulars of phone and phoneme production, as well as both phonetic and phonemic analysis and transcription. The orientation of this course is to provide the groundwork for development of an essential skill for practitioners of clinical speech pathology with a basis in American English.

Learner Outcomes:

The student who successfully completes SST-202 will:

1. Describe the phonetics of General American English and some of its major dialectical variations on quizzes with 70% or greater accuracy.
2. Apply the chart of the International Phonetic Alphabet to the categorization of American English phonology on section tests with 70% or greater accuracy.
3. Discriminate phonemic and phonetic variations in laboratory exercises with 70% accuracy.
4. Transcribe isolated and connected speech samples using the International Phonetic Alphabet (IPA) to denote segmental and nonsegmental features of speech, including articulatory modifiers on section quizzes with 70% accuracy.
5. Transcribe a written passage as though it was spoken by an imaginary speaker with normal speech on the final examination.
6. Describe and transcribe individual standard and nonstandard speech in terms of place, manner and voicing characteristics in laboratory exercises with 70% accuracy.
7. Recognize syllable types, boundaries and nuclei on section tests with 70% accuracy.
8. Integrate phonetic science with anatomy, physiology and speech science in a Phonetics portfolio.
9. Apply the classifications of phonemes to the dynamics of speech articulation on sections tests with 70% or greater accuracy.

**PREREQUISITE:** NONE. Students who have elevated hearing thresholds, particularly at high frequencies, are advised to sit close to the front of the room.

**APPROACH:**
The course will consist of lectures, demonstrations weekly laboratory practice sessions and weekly quizzes. The practice sessions will be held during regularly scheduled class periods. Students will participate in class sessions, read relevant text materials, and prepare for weekly quizzes and four major exams.

**WEB SUPPORT:** This class is WEB Supported. This means that certain class documents, conferencing and links are available on the Internet. Your instructor will give you details about access in class. Readings for lectures and for tests are available online at the BBLearn shell.

**TEXT:** There is NO REQUIRED TEXTBOOK for this course. I highly recommend the following:


**STUDENT EVALUATION (GRADES):**

Evaluation of students' success in learning the SST 202 material will be based on performances on weekly quizzes, on section examinations, and on the final examination, and in the preparation of their portfolios.

**Examinations:**

A total of four examinations will be given. The first three **section examinations** will cover the three major divisions of the course. The fourth examination is the **final examination**.

Section tests will be administered online through the BBLearn shell. Students will have four opportunities to take each section test, and the final score for each section test will be the highest of the four attempts. Students do not have to take additional attempts at any section test if they are satisfied with their first score.

The first **section examination** will cover APPROACHES to PHONETICS.

The second **section examination** will cover SPEECH SOUND CLASSIFICATION and PHONOLOGICAL RULES.

The third **section examination** will cover THE SOUNDS of AMERICAN ENGLISH.

The fourth examination will be the **final examination**. The final examination will be cumulative and will count as the equivalent of three section exams toward the final grade for the course.
Quizzes:

In class quizzes will be administered weekly throughout the course, beginning Thursday of the second week. They will be oriented toward insuring students' competence in the material addressed in previous class sessions and in the text readings before administrations of the major examinations. Before each Thursday quiz, students will have an *in-class laboratory session*. Laboratory exercises will relate to quiz material.

**The average of all the quiz grades will count as a regular test.** The lowest quiz grade will be dropped. A missed quiz cannot be made-up.

Portfolios:

Each student will prepare a phonetics portfolio suitable for use in a professional environment. Although students will be permitted and encouraged to exercise independent thinking in the creation of this portfolio, it must contain material related to Phonetics.

Portfolios must begin with a written description of the chart of the International Phonetics Association, describing the purposes, organizations and meanings of all of its sections.

**The Paper is due DECEMBER 6, 2012.**

NOTE: IPA chart descriptions must be *original work*, in the student's own words, not copied from any other source, including your professor's web notes. See academic integrity guidelines at the end of this syllabus.

At a minimum, the portfolios must be organized according to the class organization. Materials should relate to other sections of the course, as well as to courses in anatomy and physiology and to speech science.

Suggested portfolio materials include class notes, transcription exercises, and internet and library resources. A successful portfolio will be one which demonstrates the individual student’s initiative and consistent cumulative term work in its preparation. Portfolios which are prepared at the last minute are not acceptable.

**PORTFOLIO ACADEMIC INTEGRITY:**

*Giving or taking material directly to or from another student’s portfolio, past or present, is academically dishonest, and will be dealt with according to the NAU Academic Integrity Policy.*
Portfolios will be graded according to the rubric below:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Covers all aspects (sections) of course</td>
<td>35%</td>
</tr>
<tr>
<td>Entire portfolio is well-organized and neat</td>
<td>10%</td>
</tr>
<tr>
<td>Students adds relevant material <em>not</em> provided by instructor</td>
<td>30%</td>
</tr>
<tr>
<td>IPA Chart Guide</td>
<td>25%</td>
</tr>
</tbody>
</table>

IPA Chart Guide Scoring Criteria:
Your portfolio papers will be graded according to the following criteria.

"Describe, in narrative form, all the sections of the IPA Chart. Include the purpose, organization and meaning of each section."

**A (Superior) 100%**
An “A” paper demonstrates probing critical reading and/or analysis. It thoroughly evaluates various elements of its subject matter with creative, detailed reasoning and use of evidence. It demonstrates the student's strength in understanding the topic. Its organization shows a logical arrangement of parts, and all parts are relevant to the thesis. The thesis statement expresses a clear, confident stance and provides an accurate, concise forecast of topics to be developed. Paragraphs have a sharp focus and include carefully selected evidence. Sentences within paragraphs are linked by tight logical connections and effective transitions. Documentation, when needed, conforms to all appropriate conventions. Sentences are varied in structure and imaginative in style; wording is concise; style and tone create a distinctive voice. The final, revised paper is free of all serious errors in grammar and punctuation. There are no misspellings.

**B (Strong) 85%**
A “B” paper shows good critical reading skills and offers convincing reading and evidence; the parts of the essay are logically arranged and relevant to the topic. The paper demonstrates the student's understanding of the topic, but may not be sufficient to be rated as "strong." Paragraphs are unified, and supporting details are sufficient and relevant. Documentation, when needed, conforms to most appropriate conventions. Sentences are linked by logical connections and adequate transitions. Sentences show variety. Wording is, for the most part, concise and appropriate. The paper contains very infrequent errors in grammar, punctuation, and spelling.

**C (Competent) 75%**
A “C” paper demonstrates an understanding of texts and materials, and treats the topic sufficiently. The paper conveys the student's general understanding of basic processes involved. Paragraphs and supporting details relate to the topic, but may do so only generally. The sentences within the paragraphs are, for the most part, related and contain adequate transitions. (Transitions between paragraphs, however, may be unclear or missing at times.) Sentence style may consist of relatively simple sentence patterns. Word choice is largely appropriate, but may sometimes by problematic—simplistic or repetitive, perhaps. Mistakes in grammar, punctuation, documentation,
and spelling may occur with some frequency, but most of these elements of the paper should be correct on the final, revised copy.

D (Below Average) 65%
The below average paper suggests the student has an incomplete understanding of the topic. The paper also fails to practice one or more of the principles of critical reading or writing. For instance, it may show an inability to correctly identify the main idea of a text. It may attempt to defend its thesis in illogical or unconvincing ways. The paper may resort excessively to summary. The paper may lack content and repeat ideas or “pad” simply to fill space. The paragraphs may lack topic sentences. Some paragraphs may lack adequate supporting detail or may wander from the main idea. Documentation may be faulty. Sentences within paragraphs are only loosely related, and transitions are missing. Sentences may be excessively wordy or vague. Style and word choice are flat, inconsistent, or inappropriate to the audience. The paper displays major or repeated errors in grammar, punctuation, and spelling, even in the final revised copy.

F (Failure) 50%
An “F” paper demonstrates that the student does not grasp the principles of the topic. Like a D paper, it also shows a failure to practice one or more of the principles of critical reading or writing, but an F paper reveals persistent problems, such as the following: the paragraphs lack focus; sentences within the paragraphs are unrelated to the main idea, and transitions are missing; sentences are faulty in structure, or vague, wordy, and irrelevant; word choice is inappropriate, incorrect, or inconsistent; frequent major errors in grammar, punctuation, documentation, and spelling indicate an inability to handle the conventions of written discourse; there are excessive misspellings. A paper that fails entirely to address the assignment topic also merits an “F.”

Based on: Belmont University Department of English as transmitted through NAU Office of Academic Assessment

FINAL GRADE:
The final grade will be based on SIX measures, including three regular exams, a cumulative final exam (worth three regular exams), the quiz average, and the Phonetics Portfolio.

The Phonetics Portfolio will count 50 of the total 150 points for the course.

GRADE POINT SCALE: The grade point scale is based on 150 possible points. Assignment of letter grades is based upon the percentage of the 150 total points a student earns, as follows:

A = 90% to 100%  
B = 80% to 89%  
C = 70% to 79%  
D = 60% to 69%  
F = <60%
Course Policies:

**Code of Academic Integrity**

Students are expected to adhere to the Code of Academic Integrity. Read the full Code at: http://jan.ucc.nau.edu/academicadmin/plcystmt.html

**NORTHERN ARIZONA UNIVERSITY**

**POLICY STATEMENTS**

**SAFE ENVIRONMENT POLICY**

NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean's office. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (523-5181), the academic ombudsperson (523-9368), or NAU's Office of Affirmative Action (523-3312).

**STUDENTS WITH DISABILITIES**

If you have a documented disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 523-8773 (voice), 523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations.

Faculty are not authorized to provide a student with disability related accommodations without prior approval from DSS. Students who have registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed.

Concerns or questions regarding disability related accommodations can be brought to the attention of DSS or the Affirmative Action Office.

**INSTITUTIONAL REVIEW BOARD**

Any study involving observation of or interaction with human subjects that originates at NAU, including a course project, report, or research paper, must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.
A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office. If you have questions, contact Carey Conover, Office of Grant and Contract Services, at 523-4889.

ACADEMIC INTEGRITY
The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix F of NAU’s Student Handbook.

ACADEMIC CONTACT HOUR POLICY
The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: An hour of work is the equivalent of 50 minutes of class time at least 15 contact hours or recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.)

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

Students must read and abide by policies stated in the NAU Student Handbook. If you have any questions about these policies, see your professor or an academic advisor.

Resources for Student Success
Successful university students take advantage of services and resources designed to boost learning and achievement. NAU recommends that you begin with:

- **MyFoundations**- use this online tool to assess and develop required university skills at your own pace (free for first-time freshmen at NAU Flagstaff)
- **Supplemental Instruction**- attend these course-specific review sessions whenever offered; proven to reduce D’s and F’s
- **Student Learning Centers**- free drop-in, online, and individual tutoring appointments for math, writing, and over 100 courses; available Monday through Friday
- **ResourceConnect**- your online central navigation point for all NAU student resources
For a full-listing of University College services visit:
http://nau.edu/University-College/
MyFoundations one page fact sheet

Need to fill a gap? Brush up on your skills? Whether you need to get up to speed for your calculus class or brush up on your essay writing skills, the MyFoundations Self-Assessment and Development tool gets you on track for university-level academics.

Free to all incoming first-year NAU Flagstaff students- topics include:

- Math
- Reading
- Writing
- Study Skills

How it works

1. Self-Assess: Complete a path builder assessment in the topic area of your choice, which creates specific modules for your personalized learning path based on your demonstrated needs for improvement or development

2. Self-Develop: Complete the learning paths for mastery
   - Instant feedback
   - Choose activities that fit your learning style
   - Work at your own pace

Where to find it- MyFoundations is in your course list in BbLearn

The above hyperlink will be activated prior to the start of the 2012 term.
This section is provided for students who wish to apply for professional certification through the American Speech-Language-Hearing Association (ASHA). It can be used to complete the "Knowledge and Skills Assessment (KASA)" form required by that body.

Note that the entry-level educational requirement for professional certification is the master's degree or its equivalent.

**ASHA "Knowledge and Skills" or "KASA" Standard III Matrix**

<table>
<thead>
<tr>
<th>Learner Outcomes</th>
<th>Assessment Method</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the phonetics of General American English and some of its major dialectical variations.</td>
<td>Weekly Quizzes</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td>X</td>
</tr>
<tr>
<td>Apply the chart of the International Phonetics Association to the categorization of American English Phonology with 70% or greater accuracy.</td>
<td>Section Tests</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discriminate phonemic and phonetic variations with 70% or greater accuracy.</td>
<td>Laboratory Exercises</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transcribe isolated and connected speech samples using the International Phonetic Alphabet (IPA) to denote segmental and nonsegmental features of speech, including articulatory modifiers on section quizzes with 70% accuracy.</td>
<td>Daily Quizzes</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Transcribe a written passage as though it was spoken by an imaginary speaker with normal speech on the final examination.</td>
<td>Final Examination</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tbody>
</table>

08/27/12
<table>
<thead>
<tr>
<th>Task</th>
<th>Activity</th>
<th>Grade</th>
<th>Grade</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe and transcribe individual standard and nonstandard speech in terms of place, manner and voicing characteristics with 70% accuracy.</td>
<td>Laboratory Exercises</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Recognize syllable types, boundaries with 70% accuracy.</td>
<td>Section Test</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Integrate phonetic science with anatomy, physiology and speech science.</td>
<td>Phonetics Portfolio</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Apply the classifications of phonemes to the dynamics of speech articulation with 70% or greater accuracy.</td>
<td>Portfolio Essay</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>