

# Clinical Phonetics Communication Disorders 331 Fall 2018

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 Teaching Assistants: Summer Price, Taylor Barker

## Course Description and Objectives:

This course is designed to present specialized knowledge relevant to the understanding of speech communication. Through text, lecture, and a variety of multi-media sources, students will be introduced to the theoretic basis of how speech sounds are produced and perceived in human languages. In addition, this course will assist students in developing the clinical ability to discriminate the sounds used in standard American English and how these sounds are represented symbolically according to the International Phonetic Alphabet. This course will also present information to assist students in discriminating and transcribing speech relevant to communication disorders. To reinforce material presented in lecture, this course will incorporate a series of tutored labs. Lab sessions will provide students the opportunity to review course material in a small group environment and have individual practice and tutoring in phonetic transcription.

By satisfactorily completing the formative and summative evaluations of this course, the student will make progress toward ASHA’s standards for the Certificate of Clinical Competence in Speech-Language Pathology. These standards are also closely aligned with the Department of Communication’s learning outcomes (LO) and the specific course learning outcomes listed below.

## ComD learning outcomes addressed in this course are as follows:

**ComD LO-3:** Speech: define and describe the anatomy and physiology of speech production and explain the scientific basis of measuring speech performance. Describe atypical speech sound production and identify appropriate intervention approaches.

**ComD LO-4:** Scope of Practice: identify the populations served within educational, medical, and community settings by speech-language pathologists and audiologists. Demonstrate an understanding of the principles of ethical practice and the importance of graduate level training in working with individuals with communication disorders.

## Learning Outcome #1 Students will demonstrate competent knowledge of the basic elements of phonetics.

Learning Objectives	Method of Evaluation	Feedback Mechanisms	CAA Standard	ComD LO
Students will gain a knowledge of the: <ul style="list-style-type: none"> <li>◆ principles of phonetics and phonology</li> <li>◆ airstream mechanisms of speech</li> <li>◆ articulatory anatomy of the vocal tract</li> <li>◆ speech sound classification</li> </ul>	<ul style="list-style-type: none"> <li>◆ Midterm</li> <li>◆ Final</li> </ul>	<ul style="list-style-type: none"> <li>◆ Objective scores</li> </ul>	IV-A IV-B	3

**Learning Outcome #2 Students will demonstrate competent knowledge and performance of skills related to the production and transcription of vowel sounds in American English.**

Learning Objectives	Method of Evaluation	Feedback Mechanism	CAA Standard	ComD LO
Students will gain a knowledge of the: <ul style="list-style-type: none"> <li>◆ role of tongue height, tongue advancement, and lip rounding</li> <li>◆ tense/lax distinctions</li> <li>◆ articulation of monophthongs</li> <li>◆ articulation of diphthongs</li> <li>◆ IPA transcription of vowel sounds</li> </ul>	<ul style="list-style-type: none"> <li>◆ Quizzes</li> <li>◆ Transcription Exam</li> <li>◆ Midterm</li> <li>◆ Final</li> </ul>	<ul style="list-style-type: none"> <li>◆ Objective scores</li> </ul>	IV-A IV-B IV-C IV-D	3

**Learning Outcome #3 Students will demonstrate competent knowledge and performance of skills related to the production and transcription of consonant sounds in American English.**

Learning Objectives	Method of Evaluation	Feedback Mechanism	CAA Standard	ComD LO
Students will gain a knowledge of the: <ul style="list-style-type: none"> <li>◆ articulation of glides and liquids</li> <li>◆ articulation of stops</li> <li>◆ articulation of fricatives</li> <li>◆ articulation of affricates</li> <li>◆ IPA transcription of consonant sounds</li> </ul>	<ul style="list-style-type: none"> <li>◆ Quizzes</li> <li>◆ Transcription Exam</li> <li>◆ Midterm</li> <li>◆ Final</li> </ul>	<ul style="list-style-type: none"> <li>◆ Objective scores</li> </ul>	IV-A IV-B IV-C IV-D	3

**Learning Outcome #4 Students will demonstrate competent knowledge and performance of skills related to the production and transcription of the suprasegmental aspects of speech.**

Learning Objectives	Method of Evaluation	Feedback Mechanism	CAA Standard	ComD LO
Students will gain a knowledge of: <ul style="list-style-type: none"> <li>◆ syllabification</li> <li>◆ linguistic stress</li> <li>◆ lexical tone and intonation</li> </ul>	<ul style="list-style-type: none"> <li>◆ Quizzes</li> <li>◆ Transcription Exam</li> <li>◆ Midterm</li> <li>◆ Final</li> </ul>	<ul style="list-style-type: none"> <li>◆ Objective scores</li> </ul>	IV-A IV-B IV-C IV-D	3

**Learning Outcome #5 Students will demonstrate competent knowledge and performance of skills related to the transcription of disordered speech and dialect variation.**

Learning Objectives	Method of Evaluation	Feedback Mechanisms	CAA Standard	ComD LO
Students will gain a knowledge of: <ul style="list-style-type: none"> <li>◆ diacritics and the transcription of sounds in context</li> <li>◆ dialect variation in American English</li> <li>◆ allophonic variation in American English</li> <li>◆ clinical scoring and assessment</li> </ul>	<ul style="list-style-type: none"> <li>◆ Quizzes</li> <li>◆ Transcription Exam</li> <li>◆ Midterm</li> <li>◆ Final</li> </ul>	<ul style="list-style-type: none"> <li>◆ Objective scores</li> </ul>	IV-A IV-B IV-C IV-D	3 4

**Learning Outcome #6 Students will demonstrate competent knowledge of the appropriate accommodations for culturally and linguistically diverse (CLD) populations of varying ages and differing levels of disability.**

Learning Objectives	Method of Evaluation	Feedback Mechanism	CAA Standard	ComD LO
Students will gain a knowledge of: <ul style="list-style-type: none"> <li>◆ procedures for least biased/alternative assessment for CLD populations</li> <li>◆ sociocultural factors that may affect clinical transcription</li> <li>◆ professional policies relevant to the delivery of services to CLD populations</li> </ul>	<ul style="list-style-type: none"> <li>◆ Midterm</li> <li>◆ Final</li> </ul>	<ul style="list-style-type: none"> <li>◆ Objective scores</li> </ul>	IV-C IV-D IV-E IV-G	3 4

**Course Requirements:**

An evaluation (grades) of how well a student comprehends reading and lecture material, as well as competence in IPA transcription, will be based upon quiz scores (the lowest quiz grade will be dropped), two exams (midterm and final), and a final transcription test. The quizzes and the final transcription exam will be given in the course room on the date assigned below. The midterm exam will be given in the testing center. **There will be no makeup or late in-class quizzes or exams given without a valid medical excuse or prior approval by the instructor.** Unexcused missed quizzes/exams will not contribute points toward the final grade.

**Blended Format - IPA Labs (online and in-person tutoring)**

To allow for more individualized instruction in IPA transcription, starting the 3<sup>rd</sup> week of the semester Friday’s large group lectures will be replaced by six smaller in-person lab sections (also held on Friday) and six online labs (to be completed anytime during that week). At the beginning of the semester students will be divided into two groups (1 and 2) based on the first letter of their surname at the time of enrollment in the course. The six in-person labs will be held every other Friday (refer to online schedule for exact dates).

The six online lab sessions will feature self-paced tutorials, practice exercises, and an assessment of what you have learned. You are allowed to download the tutorials, practice exercises an unlimited number of times. Similar to the in-person labs, on-line labs will need to be completed every other week, according to a “flipped” schedule based on your group assignment.

**Grading**

As a general rule, exam grades will not be graded on a curve. The only exception to this policy may occur if the mean class grade falls below 75%. In this circumstance I may “adjust” the grades upward. Any grade adjustment will always maintain the relative order of grades among students and will never lower an individual’s exam score. Descriptive statistics on class performance and a question review will be provided during the week of class following that particular exam period. The final exam will be given on the date and time assigned by the university. It will be handed out only during the first 15 minutes of the testing period and not thereafter. The final grade will be assigned on a straight scale and will be computed according to the following breakdown:

In-class Quizzes:	30 points ( <i>4 quizzes, 10 points possible each – lowest score dropped</i> )
Final Transcription Exam:	25 points
Exam 1:	75 points
Exam 2:	<u>100 points</u>
Total	230 points possible

After dividing the total number of points by 2.3, a final grade will be assigned according to the following scale: 94-100 A, 90-93 A-, 87-89 B+, 83-86 B, 80-82 B-, 77-79 C+, 73-76 C, 70-72 C-, 67-69 D+, 63-66 D, 60 – 62 D-, and 0-59 E.

\*\* Although the Gradebook function of LearningSuite is a good way to track individual assignment and test scores throughout the semester, I calculate the final semester grades on a separate excel spreadsheet. It is on this separate spreadsheet that I compute any dropped scores, curve adjustments, etc . . . , so although the quiz and exam scores in LearningSuite should be accurate, the “total percentage” or final grade listed in the LearningSuite Gradebook may not.

### **Required Text:**

Select readings from a variety of texts will be compiled into a readings packet and available for purchase from the university bookstore. It is recommended that students read all assigned readings prior to lecture.

### **Learning Suite Course Management**

Course lectures will be outlined on the Learning Suite class management system. These notes do not serve as a substitute for attending lecture or taking personal class notes. They are meant to serve as an **outline only** and do not contain the detailed information necessary to meet the above mentioned objectives.

### **Preventing & Responding to Sexual Misconduct**

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

### **Students With Disabilities**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability, which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895. D-282 ASB.

### **Academic Misconduct**

Academic misconduct is a serious matter and should be avoided. Details about what constitutes a violation of the Honor Code, Academic Honesty Policy, Academic Misconduct, and Plagiarism can be found in the Course Catalog. Any instance of academic misconduct will result in a failing grade in this course.

### **Disclaimer**

Sometimes I receive questions in class regarding personal medical situations or conditions. I am not a physician (nor do I play one on TV), thus I must decline to answer or comment about these types of

