SPLH 465
Fundamentals of Clinical Phonetics

Online (8 weeks)

Tifani Biro
I am a first-year PhD student in Speech-Language Pathology. I serve as the primary instructor for this course and will be leading you through the day-to-day activities and experiences to help you learn the course content.

Contact Info
tmbiro@ku.edu; 785-864-0640; Dole 3017

Office Hours
TBD or by appointment; Dole 3017

Holly L. Storkel
I am Professor and Chair of the Department of Speech-Language Hearing. For this course, I am responsible for:

- Designing course content & activities
- Supervising the primary class instructor: Tifani Biro

Contact me if you feel the course or instructor are not meeting your needs.

Contact Info
hstorkel@ku.edu; 785-864-0497; Dole 3019

Course Materials

**Required readings** will be assigned from Larry H. Small’s (2015) textbook: Fundamentals of Phonetics: A practical guide for students (4th edition). This book is available from the bookstore. Readings generally will supplement pre-recorded lectures, providing greater detail. A set of CDs also are available for this textbook. The **CDs are optional**. They contain additional speech samples that are great for extra practice outside of class.

All course materials, beyond the required textbook, are available on **Blackboard** at courseware.ku.edu. This course involves transcription of speech samples. You will be transcribing multiple speech samples and you will be graded on your accuracy. Be sure that you are using high quality headphones or speakers that are geared toward speech transcription. You may wish to purchase a **foot pedal** with appropriate software. You can google “transcription with foot pedal” and find video tutorials. Holly uses an infinity USB foot pedal with expressscribe software and a Spectra USB transcription headset. All are available from Amazon.
Why study clinical phonetics?

Phonetics is the scientific study of speech sounds. Clinical phonetics, then, is the application of this scientific study to the understanding, evaluation, and treatment of individuals with communication disorders. 5% of US children have a speech disorder. In addition, 93% of school-based speech-language pathologists provide intervention for speech disorders. In adult medical settings, 8% of the speech-language pathologists’ caseload focuses on intervention for motor speech disorders. In pediatric medical settings, 22% of the speech-language pathologists’ caseload focuses on child speech disorders. Thus, students who pursue a career in speech-language pathology will need a solid understanding of speech sounds to effectively serve their clients. Moreover, a strong understanding of speech sounds is useful for any field that involves speech production, speech perception, speech signal processing, or language learning because this knowledge will allow you to precisely describe similarities and differences between speech sounds and to understand the underlying basis for speech sound errors (whether in production, perception, processing or learning).

Articulatory Phonetics and Transcription

The first half of this course will focus on articulatory phonetics and transcription. Articulatory phonetics is a manner of classifying speech sounds based on how they are produced. Learning articulatory phonetics will help you understand similarities and differences in how different vowels and consonants are produced. Transcription is the process of representing speech “on paper” using a specialized symbol-system called the International Phonetic Alphabet (IPA). The IPA is an internationally agreed upon set of characters for representing speech. Transcription requires careful listening so that you can accurately represent exactly what a person said.

Course Objectives

At the end of this course, students will be able to:

1. Describe the vowels of English in terms of their tongue height, tongue advancement, tenseness, and rounding.

2. Describe the consonants of English in terms of their place, manner, and voice characteristics.

3. Accurately transcribe speech samples produced by a preschool child with multiple sound errors using the symbols of the International Phonetic Alphabet. (broad transcription)

Phonological Errors and Development

Once you have an accurate representation of someone’s speech, you can then analyze their speech to identify error patterns. In the case of children, you then need to consider whether the error is typical for the child’s age. These skills will be the focus of the second half of this course.

Course Objectives

At the end of this course, students will be able to:

1. Identify prominent consonant error patterns in children’s speech in terms of substitution patterns involving place, voice, and/or manner.

2. Apply developmental norms for phonology to a child’s speech patterns to determine whether errors are developmentally appropriate or not.

Variability

Languages differ in their speech sounds. Likewise, speech production can vary across regional and cultural groups. Finally, children can produce sounds in ways that subtly vary from adult targets.

Course Objectives

At the end of this course, students will:

1. Be familiar with IPA diacritics and have a beginning ability to use these diacritics for narrow phonetic transcription.

2. Be familiar with speech characteristics of several dialects of English and at least one non-English language.
Weekly Readings
Readings will prepare you for weekly exercises and will not be explicitly summarized in pre-recorded lectures. Generally, readings are supplemental to lecture and will explain concepts in a different way or in more detail.

Weekly Lectures
Pre-recorded lectures (available on blackboard) will prepare you for weekly exercises. To ensure that students have viewed the lecture prior to starting each exercise, students will be required to complete a quiz each week on Blackboard.

On-line Quizzes
(135 points; 22% of final grade)
Quizzes provide students with sample questions that may be asked on exams and help students identify key concepts covered in the readings and lectures. Quizzes will consist of objective questions over the assigned reading/lecture and must be completed on the course Blackboard website by 11:59 pm on Mondays. Quizzes are not timed and students are free to use notes and other materials to complete the quiz. Students are required to complete all quizzes. **There will be no opportunities to make-up or postpone quizzes for unexcused reasons.

Exercises & Reports
(276 points; 45% of final grade)
Weekly exercises provide students with practice in transcription, phonological analyses and interpretation. There will be an exercise each week and, in some cases, the exercises will be divided into several parts. Exercise sheets are provided on blackboard and contain instructions for the tasks to be completed. In addition, the exercise sheet will contain specific questions to be addressed during the exercise. In most cases the completed exercise sheet will not be turned in but will help the student to prepare to complete an on-line exercise report.

On-line Exams
(200 points; 33% of final grade)
Two online exams are scheduled: (1) a 100-point midterm exam on September 20; (2) a 100-point (non-cumulative) final exam on October 11. All exams will be completed on blackboard. Exams will evaluate your understanding of key terms and concepts from readings, quizzes, in-class exercises and reports. Both exams require advance preparation. Specifically, a pre-exam transcription activity is required for the midterm and a pre-exam transcription and case study activity is required for the final. Exams will be timed so there will be minimal opportunity to reference notes and other supportive mate-
The University has prescribed definitions for grades. The University Senate Rules and Regulations define grades in the following way:

2.2.1.1 The grade of A will be reported for achievement of outstanding quality

2.2.1.2 The grade of B will be reported for achievement of high quality

2.2.1.3 The grade of C will be reported for achievement of acceptable quality

2.2.1.4 The grade of D will be reported for achievement that is minimally passing but at less than acceptable quality

2.2.2 The letters F, U (unsatisfactory), and NC (no credit) shall indicate that the quality of work was such that, to obtain credit, the student must repeat the regular work of the course.

In this course, quality of achievement will be evaluated through points earned on class assignments, on-line quizzes and exams. Points assigned for each requirement will be in-line with the above described scale. The relationship between total points accumulated and quality of achievement is as follows:

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Quality of Achievement</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>547-611</td>
<td>Outstanding</td>
<td>A</td>
</tr>
<tr>
<td>486-546</td>
<td>High</td>
<td>B</td>
</tr>
<tr>
<td>425-485</td>
<td>Acceptable</td>
<td>C</td>
</tr>
<tr>
<td>364-424</td>
<td>Minimal</td>
<td>D</td>
</tr>
<tr>
<td>0-363</td>
<td>Inadequate</td>
<td>F</td>
</tr>
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**Note. This course will not use the +/- grading system.**

If your level of achievement during this course is falling short of your goal, you are strongly encouraged to consult with the instructor during office hours or by appointment to improve the quality of your learning of course material.

**Extra Credit**

There will be two opportunities for extra credit: one after the midterm exam and one after the final exam. These opportunities will involve computing transcription reliability. Each is worth 5 points.
**Unit 1: Articulatory Phonetics & Transcription**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
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</thead>
<tbody>
<tr>
<td><strong>Lesson 1</strong></td>
<td></td>
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</table>
| AUG 22 (T) 11:59 PM | Class Orientation Video  
Reading: Chapter 5  
Lecture: Consonants  
**Quiz 1: Consonants** |
| AUG 23 (W) 11:59 PM | Exercise 1—Part 1: Consonants (Adult)  
**Exercise Report 1—Part 1: Consonants (Adult)** |
| Aug 25 (F) 11:59 PM | Exercise 1—Part 2: Consonants (Child7)  
**Exercise Report 1 — Part 2: Consonants (Child 7)** |
| **Lesson 2** |                                                                            |
| AUG 28 (M) | Reading: Chapter 4  
Lecture: Vowels  
**Quiz 2: Vowels** |
| AUG 30 (W) | Exercise 2 — Part 1: Vowels (Adult)  
**Exercise Report 2 — Part 1: Vowels (Adult)** |
| SEP 1 (F) | Exercise 2 — Part 2: Vowels (Child 7)  
**Exercise Report 2 — Part 2: Vowels (Child 7)** |
| **Lesson 3** |                                                                            |
| SEP 4 (M) | Reading: Chapter 7 (focus p. 209-19)  
Lecture: Word Stress & Reliability  
**Quiz 3: Word Stress & Reliability** |
| SEP 6 (W) | Exercise 3 — Part 1: Whole Word Transcription (Child 4)  
**Exercise Report 3 — Part 1: Whole Word Transcription (Child 4)** |
| SEP 8 (F) | Exercise 3 — Part 2:Transcription Reliability  
**Exercise Report 3 — Part 2: Reliability** |
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## Midterm Exam

<table>
<thead>
<tr>
<th>Week 4 &amp; 5</th>
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<tbody>
<tr>
<td>SEP 11 (M)</td>
<td><strong>Whole Word Transcription (Child 6) Exercise for Midterm Exam</strong></td>
</tr>
<tr>
<td>SEP 20 (W)</td>
<td><strong>Online Midterm Exam Due</strong></td>
</tr>
<tr>
<td>SEP 22 (F)</td>
<td><strong>Extra Credit: Transcription Reliability (Child 6) Due by 11:59 PM</strong></td>
</tr>
</tbody>
</table>

## Unit 2: Phonological Errors and Development

<table>
<thead>
<tr>
<th>Lesson 4</th>
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<tbody>
<tr>
<td>SEP 11 (M)</td>
<td><strong>Quiz 4: PVM Analysis</strong></td>
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<tr>
<td>Exercise 4 — Part 1: PVM Analysis Tally (Child 8)</td>
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<tr>
<td>SEP 13 (W)</td>
<td><strong>Exercise Report 4 — Part 1: PVM Analysis Tally</strong></td>
</tr>
<tr>
<td>Exercise 4 — Part 2: PVM Analysis Classification (Child 8)</td>
<td></td>
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<tr>
<td>SEP 15 (F)</td>
<td><strong>Exercise Report 4 — Part 2: PVM Analysis Classification (Child 8)</strong></td>
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<table>
<thead>
<tr>
<th>Lesson 5</th>
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<tbody>
<tr>
<td>SEP 18 (M)</td>
<td><strong>Quiz 5: Developmental Norms</strong></td>
</tr>
<tr>
<td>Exercise 5 — Part 1: PVM Interpretation (Child 8)</td>
<td></td>
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<tr>
<td>SEP 20 (W)</td>
<td><strong>Exercise Report 5 — Part 1: PVM Interpretation (Child 8)</strong></td>
</tr>
<tr>
<td>Exercise 5 — Part 2: Whole Word Transcription (Child 3)</td>
<td></td>
</tr>
<tr>
<td>SEP 22 (F)</td>
<td><strong>Exercise Report 5 — Part 2: Whole Word Transcription (Child 3)</strong></td>
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</table>
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### Unit 3: Variability

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Date</th>
<th>Activity</th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>SEP 25 (M)</td>
<td>Reading: Chapter 9, Lecture: Dialect</td>
<td>Quiz 6: Dialect</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SEP 27 (W)</td>
<td>Exercise 6: Dialect</td>
<td>Exercise Report 6: Dialect</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Work on PVM analysis for final exam (see below)</strong></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Reading: Chapter 8, Lecture: Diacritics</td>
<td>Quiz 7: Diacritics</td>
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<tr>
<td></td>
<td>OCT 2 (M)</td>
<td>Exercise 7: Diacritics</td>
<td>Exercise Report 7: Diacritics</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>OCT 4 (W)</td>
<td><strong>Work on Transcription for final exam (see below)</strong></td>
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</tbody>
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### Final Exam

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Date</th>
<th>Activity</th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>SEP 25 — OCT 6</td>
<td>Whole Word Transcription (Child 1), PVM Analysis and Interpretation (Child 2)</td>
<td>Online Final Exam Due</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OCT 11 (W)</td>
<td>Exam is Available SEP 24 (11:59 PM) - OCT 11 (11:59 PM). Once started, the exam must be completed in 60 minutes.</td>
<td>Extra Credit: Transcription Reliability (Child 1) Due by 11:59 PM</td>
<td></td>
</tr>
</tbody>
</table>
Course Content

All course content is the property of the instructor. Unless explicit permission is obtained from the instructor, course materials and recordings may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Studying

Significant learning may start in the classroom but it should continue to grow outside the classroom when students become actively engaged with the material. In this course, you will be actively engaged with the material outside of class through completion of readings, in-class exercises, and quizzes. Per KU policy, “A credit hour...approximates not less than: One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester ... hour of credit, ...or the equivalent amount of work over a different amount of time.” This course is compressed into an 8 week formatting, meaning that there will be approximately 6 hours of work each week. Please be sure to block this time on your schedule so that you will have sufficient time to complete course activities well. We recommend that you set aside time each week on your calendar to view the lectures and complete the online quiz, complete each part of the exercise and submit your exercise report.

Illness Policy

Please notify the instructor immediately (i.e., on the due date or before) if you are too sick to complete a required activity by the deadline. Generally, documentation is not required for an infrequent illness, and minor accommodations will be made to course requirements based on the student’s report of the illness. In the case of multiple requests for deadline extensions, documentation will be required before accommodations will be made. Please do not wait until the last minute to complete required course activities! Advance completion allows you to ask the instructor questions before submitting an item that will be graded and provides a cushion for unforeseen circumstances such as illness, and power and internet outages.

Academic Misconduct

Students are expected to observe all University guidelines pertaining to academic misconduct. This policy also is posted on blackboard.

Accommodations

Student Access Services, part of the Academic Achievement & Access Center, works with all units at the University to ensure that every student has an equal opportunity to succeed. Students who have special needs may require special accommodations to meet course requirements. Requests for accommodations should be made in advance. To find out more information, please contact Student Access Services (http://www.disability.ku.edu/) to acquire the proper documentation.

If a scheduled exam, exercise, or quiz is in conflict with a mandated religious observance, you must notify the instructor in writing (e-mail is acceptable) within one week of receiving this syllabus so that an alternative arrangement can be made in advance of the scheduled requirement.