You should have purchased your book as well as the accompanying set of CD’s (sold separately) and installed the pepperfont on your computer by the end of the first week of class.

Instructor: Susan McGlothlin, MS, CCC-SLP  
Office/Home – 434-239-9775  
Email: mcglothlinsh@longwood.edu

Office Hours: I will respond to questions in the Discussion Board and Canvas email within 48 hours during the week days. There may be times that I am unavailable during the semester, but I will post this information in Announcements with as much advance notice as possible. You should check Announcements and your Canvas email daily. This is especially important during the last week of the semester before grades are due. Please use the email in Canvas rather than Longwood email.

NOTE: "Successful completion of this course or these SLPONLINE courses will not guarantee admission to graduate school. Your performance in these courses will not affect your undergraduate GPA, unless you are enrolled in a bachelor’s program at Longwood University. If you are transferring this course to another university, you should contact that university to understand the impact of your grade(s) on your GPA at that university."

Course Design
This course is designed to acquaint students with the phonetic structure of the English Language, its dialects and derivations, and application of the International Phonetic Alphabet. It includes the following:

* 27 Assignments  
* 5 Quizzes  
* 30+ audio recorded exercises for practice  
* Many activities for transcription practice  
* 10 website quizzes  
* Live Review sessions  
* Written Final  
* Video Final

3 credits

Successful completion of the Communication Sciences and Disorders (CSD) program prepares students for graduate education in Speech Language Pathology, Audiology, Deaf Education, Special Education, Public/Community Health and Medical Sales as well as careers in a variety of Human Service fields.

Students who are applying to graduate school in CSD should understand that most graduate programs expect stronger performance in CSD classes, so students should set as their goal achieving at least a “B” in CSD courses and should consider retaking any CSD course for which they earn a grade lower than a B-. 
Requirements for Course
This is an introductory course in phonetics. No pre-requisite skills in phonetics are required. However, you should be able to access the world wide web (www.), change browsers, and use Word software.

✓ Text & CD

You may order an electronic version of this text from www.coursesmart.com.

Note: The book and CD’s are sold separately so be sure you order both.

✓ Guidelines
I have posted a document in the first Module referred to as ‘Guidelines’ with important information about course content that you are expected to follow. There are numerous phonetic symbol systems being used; however, I expect you to use only the phonetic symbols that Shriberg and Kent use. These are listed in Guidelines as well as in our text on pages 75 (consonants) and 309 (vowels).

✓ Hardware and Software.
Minimum Computer and Software Requirements for Longwood Online courses can be found at www.longwood.edu/online. Please be sure that your computer meets these requirements. Use the web browser as recommended for your computer. (See Technology Support Services under HELP on the Longwood University homepage.)

Accessing the course through a high-speed Internet connection (DSL or cable) is advised. If you don’t have high-speed access from your home computer, you may want to view the powerpoint presentations from your work location or another location with high-speed access, as some of the presentations contain video clips and/or audio clips.

✓ Font – Phonetic symbols used by Shriberg & Kent
http://www.waisman.wisc.edu/phonology/pepper.html
You will need to download the PEPPERfont from this website in order to view transcription in the PowerPoint presentations, in the websites, and to complete assignments. You must have this installed on your computer within the first month of class.

There are many variations in the symbols used for phonetic transcription, all of which are viable and reliable symbols. However, for this course PCSD 307 – Phonetics online - you will be required to only use the ones that Shriberg and Kent use as listed in our text, on page 309 (vowels) and page 75 (consonants) and repeated in the Guidelines document.

✓ Phonetic Audio Model – Interactive Anatomy
http://www.uiowa.edu/~acadtech/phonetics/# - This website depicts each American English phoneme visually and orally in isolation as well as in words while also providing the phonetic symbol. This is a wonderful resource for practice in identifying the phonemes of English. It is also the model that you should use for identifying speech sounds and matching symbols to the sounds. Note the symbols that are used in this website.. We may not be using all of them. Refer to your Guidelines document as to which phonetic symbols for which you will be responsible.
Class Etiquette
When communicating with the professor and fellow classmates, students are expected to use standard English and a respectful tone of voice when talking or using written communication. For rules of ‘netiquette’, refer to http://www.compton.edu/academics/distance-ed/Documents/Info/Netiquette.pdf

Instructure Canvas
Longwood is using Instructure Canvas as their online platform. If you are not familiar with this program, you may want to browse through the tutorials in the Longwood website on using the Canvas program as well as make sure your computer software is compatible with this platform. To find out what browser you should be using as well as tutorials on using this program, go to http://blogs.longwood.edu/digitaleducationcollaborative or directly to the Canvas website http://guides.instructure.com.

Online Course Policies: Longwood online policies can be found at http://www.longwood.edu/online. On the left side of that screen are links to “Technical Skills & Requirements”, “Policies & Guidelines”, “Self-Assessment”, and “Student Resources”. Be sure to review ALL the student responsibilities before beginning this course.

The Technical Support link (http://www.longwood.edu/helpdesk) will provide you information about how to resolve technical issues if they should arise. There is also a toll free number: 877-267-7883. (The local number is 434-395-4357). Their office hours have been 7:45 am - 7 pm EST Monday – Thursday, and 7:45 am to 5:00 pm. EST on Friday (closed Saturday and Sunday), but these have changed periodically. Be sure to call before you need them to get their current hours. There is often an RTA (Resident Technical Assistant) assigned to off campus students for after hours. Students must maintain current system software and virus definition updates. Technical Support for CANVAS – The Digital Education Collaborative (DEC) is the number to call when you have issues with the Canvas program itself. Their number is 434-395-4332.

Longwood Policy for Dropping or Withdrawing –
The deadline to add/drop a class is August 29, 2016 (5 p.m. EST). Students may withdraw with a grade of “W” if they do so by October 14, 2016 (5 p.m. EST), but may not withdraw during the second half of the course except for medical or other non-academic emergencies.

Disability Statement
If you have a disability and require accommodations, please contact me early in the semester to discuss your learning needs. If you wish to request reasonable accommodations (note-taking support, extended time for tests, etc), you will need to register with the Office of Disability Resources (Graham Hall, 434-395-2391). The office will require appropriate documentation of disability. All information is kept confidential.

Course Objectives
Upon completion of this course, students should be able to:

1. Understand and define the terminology associated with voice, place, and manner of production of all English phonemes.
2. Understand and define terminology associated with the dimensions of vowels.
3. Analyze words into their component phonemic parts.
4. Combine isolated phonemes into sequences to form words.
5. Establish a strong and immediate association between a sound and its phonetic symbols.
6. Scan a word phonetically and put the individual phonemes together to create the word.
7. Use phonetic symbols and diacritic markings to transcribe standard, non-standard, and disordered speech sounds accurately.
8. Transcribe a client’s production of individually produced words (citation format) as well as phrases, sentences (connected speech).
9. Read words and phrases that are written phonetically.
10. Define words associated with phonetic variations (dialects).
11. List regions of dialect in the United States
12. Identify and/or list characteristics of some major phonetic variations in the US

**Course Assignments**

**Introductory Assignments (4)**
These are four required assignments to help students get oriented to the course/Canvas/Longwood.

**Total points = 5**

- **Introduction – A 1 - (1 point)**
  Unlike an on-campus course, students in an online class don’t have the opportunity to get to know the others with whom they are working. Therefore, an introductory assignment is required to help everyone get to know each other.

- **Assurance Statement – A 2 – (1 point)**
  By signing the Assurance statement, you are pledging that you have reviewed the Longwood Online Policies and the Honor Code and will abide by the Academic Pledge; you will maintain current antivirus software on your computer; that you have reviewed the ASHA Code of Ethics; and that you have read and understand the Guidelines used in this course. Sign the Assurance Statement (type your name) and return to the instructor through the Assignment Feature as per due date listed in the syllabus. This is a required assignment.

- **Voice Recording - A 3 - (1 point)**
  I need to hear how you pronounce your name in order to help you learn to transcribe it.

- **Keyboard Orientation – A 4 – (2 points)**
  This assignment will help you learn the association of each key on the keyboard with the pepperfont (phonetic) symbols.

**Assignments A 5 – A 25 – (21)**
These are intended as follow-up activities to assess students’ understanding of the material.

**Total points = 210 (10 points each)**

**Assignment A 26 - Companion Website Quizzes (CWQ) (10)**
Each student is to complete these quizzes after having studied the material associated with each chapter. There are ten in all. However, you will not turn them in until the end of the semester, at which time they will be submitted as one assignment. You should copy and paste the title of the quiz and date for each quiz in to the Word Document provided, and then submit this ONE Word document at the end of the semester. You will sign (type your name) the Academic Pledge when you submit the Assignment at the end of the semester. You can take the quizzes as often as you’d like. I am not interested in your score. DO NOT send me the questions or answers from the quiz. These quizzes correspond to each of the 10 chapters in our text and can be found at http://wps.ablongman.com/ab_shriberg_clinical_4/ (There’s an underscore between ab_shriberg and shriberg_clinical and clinical_4)

**NOTE:** Make sure you log into the website for the 4th edition. (There is also one for the previous 3rd edition – so be sure you are logged in correctly and are taking the appropriate quizzes.)

**Total Points = 10 (1 point each)**

**Assignment A 27 - CD exercises (29)**
Selected exercises from *Clinical Phonetics* CD’s will be due at assigned periods throughout the semester. Again, you will submit only ONE document through the assignment feature at the end of the semester. There will be a Word document provided early in the semester for you to record the dates. You will sign (type) your name beside each exercise indicating that you did indeed complete the exercises during the time period that we studied that material as well as sign the Academic Pledge. These exercises are meant for student practice only.

**Total Points = 30 (1 point each, with one bonus)**

**Quizzes (5) – Quiz 1 - 5**
Quizzes include skills learned in the assignments.

**Total points = 125 (25 points each)**

**Final Exam Written** – The final exam is cumulative

**Total Points = 100**

**Final Exam Video** – 20 words and/or phrases to transcribe

**Total Points = 20**

**Review Sessions** – I will schedule live review sessions periodically throughout the semester through WebEx. In order to participate, you will need to set your computer up ahead of time. If your computer doesn’t have a built-in webcam, it is advisable to have a microphone/headset to use to interact with the class for these sessions. Some will be scheduled at night; others during the day. I’m aware of the fact that not everyone will be able to attend these sessions at the selected times; therefore, I will archive (record) the meetings.

**Points of Interest**

1. **Contacting your instructor** – Please use the Discussion Board to post questions about course content or to make comments relative to the course. I will answer Discussion Board questions within 48 hours during the weekdays. It may become necessary for some students to talk with me individually when they need help with the material; therefore, phone conferences are encouraged and can be scheduled via an email or through a phone call.

2. **Use of notes and text**: In general, you may use your notes, the text, and other references for the assignments UNLESS OTHERWISE STATED. However, you should consider the quizzes and finals as closed book/notes.

3. **Guidelines Document** – I have summarized important information in this document. You are expected to refer to it on a regular basis.

**Grading Scale**

I grade on a point scale rather than a percentage. At any point in the semester, you can figure out your grade by following these steps:

1. Write down which assignments you have completed.
2. Write down the number of points that you have earned with each of these assignments.
3. Write down the number of points that each of these assignments is worth.
4. Set up an equation; solve the equation to determine the value of your total points at this time. Compare your current ‘grade’ to the Grading Scale listed in the Syllabus.

**Example:**
You have completed assignments A1 – A12 and quizzes Quiz 1 and Quiz 2.

On the left is what each assignment is worth; your score for that assignment is on the right:
Create an equation comparing what should be and what actually is:

\[
\frac{135}{500} = \frac{107}{X}
\]

\[
135 X = 53,500 \quad \text{(cross multiply } 135 \times X \text{ and } 107 \times 500) \\
X = 396 \quad \text{(53,500 divided by 135)}
\]

Your 107 points is equivalent to 396 points at this time. According to the grading chart, 396 points is a C+. You can determine your grade at any point during the semester to see how you stand.
Students who already have a bachelor’s degree are considered graduate students at Longwood University even though this is an undergraduate course. Longwood University policy for graduate students states that grades of D are not allowed. Therefore any grade below C-, will be posted as an F.

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<tbody>
<tr>
<td>Final - written</td>
<td>100</td>
<td>400-409</td>
<td>B-</td>
<td>&lt;300</td>
<td>F</td>
</tr>
<tr>
<td>Final - video</td>
<td>20</td>
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<tr>
<td>TOTAL</td>
<td>500</td>
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**Grading Rubric**

A grading rubric will be provided for each individual assignment/quiz since they are all different.

**Policy on Late Work**

All assignments are expected to be turned in on or before the assigned due date (by 11:59 EST p.m.). If extenuating circumstances come up, and you need to turn in your assignments after the due date, you should contact me to explain why you need an extension.

**Policy on Grading**

I will make every effort to grade and return assignments/quizzes within a reasonable amount of time. If you do not receive a GRADED assignment before the next one is due, and the two assignments relate to each other, you should email or call me immediately. I will grade that assignment ASAP in order for you to submit the next one.

**Academic Pledge and Honor Code**

Students are expected to abide by the Longwood Honor Code. The instructor will investigate any suspicion of an Honor Code infraction. You should sign the Academic Pledge on the Finals.

**Course Schedule**

Due dates for assignments and quizzes are expected to be abided by, unless they need to be revised as we progress through the semester or are changed due to personal extenuating circumstances. (See Policy on Grading). The time period for the modules may overlap. You can take the Companion Website Quizzes and complete the CD exercises anytime while we are studying the respective chapters.
<table>
<thead>
<tr>
<th>Dates (approx.)</th>
<th>Topic Activities</th>
<th>Assignment (A) Quiz (Q)</th>
<th>Due Dates (Dates subject to change)</th>
</tr>
</thead>
</table>

Live Review Sessions will be scheduled periodically as needed.

**Add-Drop Deadline – August 29, 2016 – 5:00 p.m.**

| August 26 – September 8 | Module 2 - Phonetic Overview Chapters 1 & 2 Activities listed under Module 2 | A 5 - Sound Play 1 A 6 - Sound Play 2 A 7 - Sound Play 3 Companion Website Quizzes CWQ for Chapter 1 CWQ for Chapter 2 | August 29 September 1 September 7 Soon after we have finished reading/studying these chapters. You will begin recording the results of your CWQ’s on the Word Document listed in this module, but you won’t submit it until the end of the semester as assignment A26. |

| September 8-12 | Module 3 - Systems of Speech Production Chapter 3 Activities listed under Module 3 | Quiz 2 – Systems of Speech Production CWQ for Chapter 3 | September 12 Soon after we have finished reading/studying this chapter. |
| September 12-22 | **Module 4 - Vowels** | A 8 – Vowel Chart | **September 15** |
|                |                          | A 9 – Vowels Dimensions | **September 19** |
|                | Chapter 4                | A 10 – Vowels & Diphthongs | **September 22** |
|                | Chapter 8 (pages 141-146)| CWQ for Chapter 4 | Soon after we have finished reading/studying this chapter.|
|                | Activities listed under Module 4 | | |

**Withdrawal without Academic Penalty Deadline – October 14, 2016 – 5:00 p.m.**

<table>
<thead>
<tr>
<th>September 22 – October 24</th>
<th><strong>Module 5 - Consonants</strong></th>
<th><strong>CD Exercises - pages 183, 185, 187, 189-191, 197 199</strong></th>
<th><strong>Begin listening to the CD exercises when we begin the chapter on consonants, and continue throughout the semester</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chapter 5- Consonants</td>
<td>A 11 – Consonant Chart</td>
<td><strong>September 26</strong></td>
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<td>Chapter 7 – Clinical Scoring</td>
<td>A 12 – Voice Place Manner</td>
<td><strong>September 29</strong></td>
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<td></td>
<td>Chapter 8 – pages 146-160</td>
<td>A 13 – Consonants</td>
<td><strong>October 3</strong></td>
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<td></td>
<td>Chapter 9 – Transcription and Scoring Practice</td>
<td>A 14 – Consonant &amp; Vowel Transcription</td>
<td><strong>October 6</strong></td>
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<td>A 15 – Substitution &amp; Omissions</td>
<td><strong>October 10</strong></td>
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<td>A 16 – Unfamiliar Words</td>
<td><strong>October 13</strong></td>
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<td>A 17 – Casual speech</td>
<td><strong>October 17</strong></td>
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<td>A 18 – Therapy Application</td>
<td><strong>October 20</strong></td>
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<tr>
<td></td>
<td></td>
<td>CWQ – Chapter 5</td>
<td>Soon after we have finished reading/studying this chapter.</td>
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<tr>
<td></td>
<td></td>
<td><strong>Quiz 3 – Voice Place Manner &amp; Vowels Dimensions</strong></td>
<td><strong>October 24</strong></td>
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</table>

**NOTE:** We will be not go into depth with Chapters 7, 8, 9. They are to supplement the information in the other chapters (Chapters 1-6) that are required. You are expected to read these chapters and take the associated CWQ’s; however, you will not be quizzed on information in these chapters unless it was already presented in Chapters 1-6. Since I am not interested in your scores on any of the CWQ’s, don’t worry about your score on these. Your taking the quizzes should reinforce your understanding of the material you are expected to know.
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Module/Activity</th>
<th>Notes</th>
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<tbody>
<tr>
<td>October 24-27</td>
<td><strong>Module 6 - Suprasegmentals</strong></td>
<td>Chapter 6 - pages 93-107 Activities CD Exercise p.193 October 27</td>
</tr>
<tr>
<td>October 27 – November 21</td>
<td><strong>Module 7 - Diacritics</strong></td>
<td><strong>NOTE</strong>: The CD exercises are meant for your practice in transcription. Some of the recordings are difficult to hear and interpret; therefore, don’t be discouraged if you can't transcribe all of the words. Do the best you can. A 19 – Diacritics Practice A 20 – Diacritics 1 A 21 – Diacritics 2 A 22 – Diacritics 3 A 23 – Diacritics 4 A 24 – Diacritics 4 Quiz 5 – Diacritics 3 &amp; 4 CWQ for Chapter 6 CWQ for Chapter 7 CWQ for Chapter 8 CWQ for Chapter 9 CD Exercises pages: 200-201, 203, 207, 209, 213 215, 219, 225, 233, 241, 243 245, 253, 255, 259, 261 267, 273, 195, 283, 299, 301 November 1 November 4 November 7 November 10 November 14 November 17 November 21 Soon after we have finished reading/studying these chapters. During the month of November</td>
</tr>
<tr>
<td>November 21-28</td>
<td><strong>Module 8 – Phonetic Variations / Dialects</strong></td>
<td>A 25 – Phonetic Variations CWQ for Chapter 10 November 25 End of November</td>
</tr>
</tbody>
</table>
# Additional Resources


## Websites
- [http://wps.ablongman.com/ab_shriberg_clinical_4/](http://wps.ablongman.com/ab_shriberg_clinical_4/) - Companion Website Quizzes
- [http://www.waisman.wisc.edu/phonology/pepper.html](http://www.waisman.wisc.edu/phonology/pepper.html) - PEPPERfont
- [www.coursesmart.com](http://www.coursesmart.com) - online text
- [http://www.uiowa.edu/~acadtech/phonetics/#](http://www.uiowa.edu/~acadtech/phonetics/#) - pronunciation of the sounds
- [http://www.howisay.com](http://www.howisay.com) - dictionary
- [http://www.oxforddictionaries.com](http://www.oxforddictionaries.com) – dictionary
- [http://www.howmanysyllables.com](http://www.howmanysyllables.com)