



**CSD 2900 Phonetics**  
Harding University  
College of Allied Health  
3 Credit Hours  
Class Meeting Times – Tuesday/Thursday 2:30-3:45  
Swaid 215

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**Instructor:** Jennifer Fisher, Ed.D., CCC-SLP  
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**Semester/Term:** Spring 2025  
[To reserve an appointment](#)

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## Course Information

### Course Description

Principles of phonetic sciences with practical application of articulatory phonetics and experience in auditory discrimination. Geographical and ethnic dialects will be discussed.

### Prerequisites

None

### Course Rationale

Phonetics is the study of the physical properties of speech sounds and their perception by the human ear. It is an essential aspect of language study that enables learners to understand speech's articulatory, acoustic, and auditory aspects. This course aims to introduce students to the basics of phonetics, focusing on English sounds. Phonetics is an important field of study for linguists, speech-language pathologists, audiologists, and researchers interested in language structure. The study of phonetics enables clinicians to identify speech sound errors or articulation disorders in children and adults. By analyzing the physical properties of speech sounds, clinicians can diagnose and develop treatment plans for communication disorders such as phonological disorders and apraxia of speech.

In addition to assessment, phonetics is also used to treat communication disorders. Speech-language pathologists and audiologists use phonetics to develop intervention plans that target specific speech sounds or articulatory processes. Furthermore, audiologists use phonetics to evaluate and diagnose hearing loss. By understanding the acoustic properties of speech sounds, audiologists can determine the degree and type of hearing loss and prescribe appropriate hearing aids or cochlear implants.

### **Course Materials**

**Required materials:** Edwards, H.T. (2003). Applied phonetics: The sounds of american english (3<sup>rd</sup> ed.). Canada: Thomson-Delmar Learning.

### **Course Communication Protocols**

Communication between the instructor and students will be through Harding University email outside of class. Students are expected to check their Harding email at least once a day. Answering an email within 12-24 hours is a professional courtesy.

### **Department Mission Statement**

Our program excels in developing highly skilled and professional graduates who are ready to impact their local and global communities by improving the lives of those they serve. Christian faculty and staff are invested in providing an unparalleled experience utilizing a comprehensive curriculum, contemporary technology, and state-of-the-art facilities to engage students in reaching their full potential, both educationally and spiritually. As a result, our students exemplify ethical leadership, critical thinking, and interprofessional collaboration to support top of the license practice.

### **Integration of Faith and Learning Statement**

Pursuing knowledge is not only a secular endeavor but also a spiritual one. Faith and learning are interconnected. Therefore, education should be approached holistically, integrating academic rigor and spiritual growth. All disciplines and fields of study have value and can contribute to a greater understanding of God's creation. I encourage my students to view their studies and work as opportunities to glorify God and serve others.

# Learning Objectives

## Course Learning Objectives (CLOs)

Students will demonstrate a basic knowledge of the principles of phonetic sciences with practical application of articulatory phonetics and auditory discrimination. Dialectal variations will be discussed. Specific objectives include the ability to:

1. Name, label, describe and discuss the anatomy of articulation.
2. Define the currently used vocabulary in the study and description of articulation and phonology.
3. Identify and discuss aspects of all American English phonemes (sounds).
4. Transcribe "normal" and "disordered" speech through broad and narrow transcription of speech sounds.
5. Use narrow transcription of utterances (recorded and live) to identify specific phonetic differences.

## **Grading and Assignment Details**

### **Grading Information**

Assessment of the knowledge, skills, and proficiency of each student for the purpose of assigning a letter grade at the completion of this course will be based on the following course components:

Workbook assignments (12 at 25 pts./each) average is worth 10% of the total grade.

Chapter Quizzes and Transcription Quizzes average is worth 40% of the total grade

Midterm Exam: 25% of total grade

Final Exam: 25% of total grade

A 90%-100%

B 80%-89%

C 70%-79%

D 60%-69%

F below 60%

### **Late work policy**

Late work is not accepted - exceptional circumstances are handled on a case-by-case basis.

### **Attendance & Participation**

Attendance is expected at each class meeting, as there is a relationship between class attendance, academic performance, and professionalism. Attendance will be recorded. Two unexcused absences will be tolerated.

Upon the third absence, your final grade will be lowered by one letter grade per number of days absent over 2.

As stated in the Student Handbook, excessive absences can result in being dropped from the course with a grade of "F."

Attendance policy: [Harding University Attendance Policy](#)

## Course Policies

- Students must read the assigned material **before** class and participate in class discussions and group quizzes. Students who miss class for any reason are responsible for all content. Time will not be spent in class reviewing material with students who have missed class. If the student needs additional assistance, an appointment should be scheduled with the instructor.
- The professor does not permit recording (visual or audio) of any type. The professor may record classes to be made available to students with an excused absence or other appropriate circumstances and if arrangements are made ahead of time.
- Students may be called on to answer questions and provide opinions during class discussions.
- All cell phones must be turned off and out of sight during class. The instructor reserves the right to mark a student absent if they are texting/e-mailing in class.
- Written work must be correct in mechanics (e.g., grammar, punctuation, etc.). Points will be deducted for inadequate work.
- It is expected that students will adhere to assignment due dates. Assignments are due at the beginning of class. Only on-time work will **be accepted**.
- Most class meetings will include a quiz or group activity, which will be graded. It is in your best interest to come to every class prepared. Students who miss class for any reason cannot make up the quiz/group activity.
- **Academic Integrity:** Cheating will never be tolerated. You will be turned in on the spot, excused to leave, and not come back. Students who share assignments with students taking the course in a subsequent semester may be subject to having an academic integrity sanction added to their college record. Also, submitting work directly from another source (including AI) will be considered plagiarism, and no credit will be given to the assignment. Cheating in all its forms is inconsistent with the Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade. Obtaining information from students taking this course during a previous semester or giving information to students in subsequent semesters is considered Academic Dishonesty. In addition, a student repeating the course may not "recycle" assignments.
- Any requests for test changes must be approved **ahead** of time.
- Make-up quizzes will **not** be allowed. The lowest quiz grade will be dropped.
- This course adheres to university guidelines regarding workload requirements per credit hour.
- There will be a midterm exam and a comprehensive final.
- You may be quizzed over each new section on the day we **begin** discussing that section. In other words, KEEP UP WITH YOUR READING! This is to help you keep up with the material since it is cumulative.
- Phonetic Symbols Online (<http://ipa.typeit.org/>), or IPA Palette (<http://www.blugs.com/IPA/>).
- Each student will create an articulation assessment. Details will be given in class.
- There will be frequent in-class assignments. Make-ups will not be allowed.
- Workbook assignments are assigned and are a vital part of learning the skill of phonetic transcription. Workbook assignments will be submitted through Canvas.

**All course requirements must be completed to receive credit for this class.**

## **University Policies**

### **University Assessment**

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all Criteria of Accreditation of the Higher Learning Commission as well as standards of many discipline-specific specialty accrediting agencies. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the academic units and the administrative and educational support units. Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement of holistic university learning outcomes. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes used to sequentially improve teaching and learning processes. Additionally, a holistic assessment of student achievement of university learning outcomes is coordinated by the University Director of Assessment used to spur continuous improvement of teaching and learning.

### **Students with Disabilities Accommodations**

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Office of Disability Services and Educational Access at the *beginning* of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Office of Disability Services and Educational Access *as soon as possible* in order to get academic accommodations in place for the remainder of the semester. The Office of Disability Services and Educational Access is located in Room 226 in the Student Center, telephone, (501) 279-4019.

### **Academic Integrity Policy**

Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Director of Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

## **Course Academic Conduct**

All acts of dishonesty in any academic work constitute academic misconduct. As a student of Harding University, you should avoid all cases that will be construed as academic misconduct. This includes, but is not necessarily limited to, the following:

1. *Cheating*: Use or attempted use of unauthorized materials, information, or study aids in any academic exercise.
2. *Plagiarism*: Representing the words, ideas, or data of another as your own in any academic exercise.
3. *Fabrication*: Falsification or unauthorized invention of any information or citation in an academic exercise.
4. *Aiding and Abetting Academic Dishonesty*: Intentionally helping or attempting to help another student commit an act of academic dishonesty.
5. *Conduct unbecoming a professional while participating in a practicum, internship, field experience, or any similar academic experience*: Conduct unbecoming a professional includes, but is not limited to, standards of conduct stated in any [Harding University student handbooks](#) as well as standards and codes of conduct associated with professional organizations related to the student's academic discipline.
6. *Respect*: Students are expected to respect other classmates' opinions and ideas at all times.

## **Academic Grievance Policy**

If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the denial of academic progression, a procedure has been established to resolve the grievance.

The student must initiate the written Academic Grievance Appeal within five business days after notification of the final grade in Pipeline or notification of denial of academic progression. In cases of both course grade and academic progression appeals, students are encouraged to first engage the involved faculty member in a good faith discussion (in person or via telephone or email) as the first step in resolving any concerns. If resolution is not achieved, a student may submit a written academic grievance by following the policy set forth in the Harding University catalog. All students should be familiar with this policy.

## **Time Management Expectations**

For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, problem-solving, reviewing, organizing notes, preparing for upcoming quizzes/exams, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at 9 hours over the course of the semester dedicated to the course.

## **Inclement Weather**

If inclement weather prohibits your participation in any element of this course, prompt communication with me is expected. Your personal safety is my primary concern. We will handle any instances that arise on a case-by-case basis.

### **Helpful Hints for Success:**

- Keep up with the reading. Really read it.... Really!  
**Colossians 3:23**
- Make a plan! I have provided a detailed schedule so that there are no surprises.  
It is also provided so that you can plan accordingly.  
**Proverbs 16:9**
- Come to class....yes, it's that easy and yes it makes a huge difference to your grade.  
**Proverbs 6:6-11**
- Get a study buddy. This material lends itself to team learning.  
**Ecclesiastes 4:9-10**
- Believe in yourself! Having a good attitude goes a long way. Our Father tells us to do this.  
**Philippians 4:8**

### **Changes to Syllabus Notice**

The instructor reserves the right to modify and update any part of the syllabus where necessary. You can expect that these changes will be for your perceived benefit and will be communicated in Canvas. It is your responsibility to stay up to date with any changes communicated by the professor.



Date	Topic	Readings/Assignment	Learning Activities
Week 1	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Foundational Skills</li> </ul>	Syllabus/Schedule	<ul style="list-style-type: none"> <li>• Phonological Awareness Skill Assessment</li> <li>• Introduction to IPA</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• The Study of Phonetics</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read Chapter 1</b></li> <li>• <b>Complete Exercise Section 1</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Quiz</b></li> <li>• <b>Review homework</b></li> <li>• <b>Lecture</b></li> </ul>
Week 3	<ul style="list-style-type: none"> <li>• Classifying the Sounds of speech</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read Chapter 3</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Vowel chart</b></li> <li>• <b>Consonant chart</b></li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• Some Applications of Phonetic Theory</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read Chapter 4</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Quiz</b></li> </ul>
Week 5	<ul style="list-style-type: none"> <li>• Transcription of the consonants: /p,b,t,k,g,m,n, ŋ, l, r/</li> <li>• Transcription of vowels / ɪ, ε, æ, ə, ə, ɔ/</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Complete Exercise Section 2</b></li> <li>• <b>Read about targeted phonemes in Chapter 5, 8, 9, 10, 11 &amp; 12</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Quiz</b></li> <li>• <b>Review Homework</b></li> </ul>
Week 6	<ul style="list-style-type: none"> <li>• Transcription of Sound Variations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Complete Exercise Section 3</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Review Homework</b></li> </ul>
Week 7	<ul style="list-style-type: none"> <li>• Transcription of the consonants: /j,w,h/</li> <li>• Transcription of the vowels: / ʌ, ɜ, ɑ, u, ju/</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Complete Exercise Section 4</b></li> <li>• <b>Read about targeted phonemes from chapters 9,6,12 &amp;13.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Quiz</b></li> <li>• <b>Review Homework</b></li> <li>• <b>MIDTERM REVIEW</b></li> </ul>
Week 8	Midterm week		<ul style="list-style-type: none"> <li>• <b>Midterm Exam</b></li> </ul>
Week 9	<ul style="list-style-type: none"> <li>• Transcription of the consonants: /s, z, ʃ, ʒ, f, v/</li> <li>• Transcription of the vowels:/e, ʊ, aɪ, ɔɪ/</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Complete Exercise Section 5</b></li> <li>• <b>Read about targeted phonemes in chapters 6, 10, 12, &amp; 13.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Quiz</b></li> <li>• <b>Review Homework</b></li> </ul>
Week 10	<ul style="list-style-type: none"> <li>• Stress in American English</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Complete Exercise Section 6</b></li> <li>• <b>Read chapter 14 in book</b></li> </ul>	
Week 11	<ul style="list-style-type: none"> <li>• Spring Break</li> </ul>		
Week 12	<ul style="list-style-type: none"> <li>• Stress in American English</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Complete Exercise Section 7</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Quiz</b></li> <li>• <b>Review Homework</b></li> </ul>

<b>Week 13</b>	<ul style="list-style-type: none"> <li>• Transcribing Allophonic Variations (diacritics)</li> <li>• Transcribing Connected Speech</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Complete Exercise Section 8</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Review Homework</b></li> </ul>
<b>Week 14</b>	<ul style="list-style-type: none"> <li>• Dialectal Difference</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Complete Exercise Section 9</b></li> <li>• <b>Read Chapter 2</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Review Homework</b></li> <li>• <b>Quiz</b></li> <li>• <b>Watch "Do You Speak American"</b></li> </ul>
<b>Week 15</b>	<ul style="list-style-type: none"> <li>• Transcribing Phonologically Disordered Speech</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Complete Exercise Section 10</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Watch "Do You Speak American"</b></li> <li>• <b>Review Homework</b></li> </ul>
<b>Week 16</b>	<ul style="list-style-type: none"> <li>• Review for Final</li> </ul>		
<b>Final Exam</b>	Final Exam: May 8th 3:30-5:30		