



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### Post-Bacc UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2021	Course: CSAD 110 Physics of Sound and Phonetics.	Section: 50
Meeting Days: Monday/Wednesday	Meeting Times: 1:00-2:50 pm	Location: Online , synchronous
Instructor: Dr. Lisa D'Angelo, CCC-SLP	Email: dangelo@csus.edu	Phone: 530-400-1970 (text OK, call: emergency only)
Office Location: Folsom Hall 2316/home!!	Office Hours/Appointments: Throughout week by appointment	

#### Catalogue Course Description:

**CSAD 110. Physics of Sound and Phonetics.4 Units**

**Prerequisite(s):** [CHDV 30](#), [DEAF 51](#), [PSYC 2](#), and [STAT 1](#)

**Corequisite(s):** [CSAD 111](#)

**Term Typically Offered:** Fall only

Physical production, acoustic characteristics of sounds of speech. International Phonetic Alphabet as applied to speech sounds; practice in phonetic transcription of dialects and deviant speech; applications in speech education, speech and hearing therapy. Introduction to physiological acoustics, psychoacoustics, and acoustic phonetics. Perception of speech including voice, resonance, individual speech segments; instrumentation for acoustic and perceptual analysis of speech.

#### Place of Course in Program

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	Addressed by this course (Y/N)
<b>Competence in the Disciplines:</b> <i>The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.</i>	Y
<b>Knowledge of Human Cultures and the Physical and Natural World</b> <i>through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.</i>	Y
<b>Intellectual and Practical Skills, Including:</b> <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</i>	Y
<b>Personal and Social Responsibility, Including:</b> <i>civic knowledge and engagement—local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges</i>	Y
<b>Integrative Learning**, Including:</b> <i>synthesis and advanced accomplishment across general and specialized studies</i>	Y

## UNDERGRADUATE

Mastery of each student-learning outcome listed below is indicated by a grade of C or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a C. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

### **CSAD 110 SPECIFIC STUDENT LEARNING OUTCOMES:**

1. Students will be able to identify and discuss the physical and perceptual properties of the production of specific sounds.
2. Students will be able to accurately identify and describe both the articulatory and acoustic properties of speech sounds (vowels, consonants, diphthongs) using verbal descriptions and graphic representations of these properties.
3. Students will be able to accurately identify and critically evaluate how research in speech science is applied to clinical treatment in speech pathology and audiology.
4. Students will be able to use computer resources to improve learning process.
5. Students will be able to describe the psychoacoustic co-relates of sound namely pitch, loudness and timbre.
6. Students will be able to identify the role played by the critical band in the understanding of auditory information.
7. Students will demonstrate competence in transcribing normal and abnormal speech into the International Phonetic Alphabet.
8. Students will understand phonemic versus phonetic contrasts as well as the nature of sound variation in speech production.
9. Students will understand basic anatomy and physiology of the speech mechanism.
10. Students will understand the basic process of early articulation and phonology development.
11. Students will understand the difference between an articulation approach and a phonological approach evaluating and treating speech disorders.
12. Students will understand that cultural pronunciation differences exist and do not constitute “disordered” speech.
13. The student will be able to accurately describe the theory and practice of physiologic, psychoacoustic, acoustic and perceptual phonetics.

<b>Course Learning Outcome</b>	<b>Components Indicating Competence</b>	<b>Grades Received</b>
1	Quiz 1, 2 & 3; Lab 1; Exam 1	
2	Quiz 3; Exam 1; Spectrogram	
3	Exam 1	
4	Lab 2	
5	Quiz 1, 2 & 3; Exam 1	
6	Lab 2, Exam 1	
7-8	Exams 3 & 4	
9	Exam 2	
10-11	Exams 3 & 4	
12	Exams 3 & 4	
13	Exam 4	

## Textbooks and Materials:

### COURSE MATERIALS:

#### Required Texts & Audio CD:

Small, Larry. (2019). *Fundamentals of Phonetics: A Practical Guide for Students, 5/E*  
Boston: Pearson. **(we created PDFs and these are posted on Canvas.)**

Or

Small, Larry. (2019) **Fundamentals of Phonetics: A Practical Guide for Students (Subscription), 5th Edition (eText)**  
Boston: Pearson.

Raphael, L.J. Borden, G.J., Harris, K.S., (2011). *Speech Science Primer: Physiology, Acoustics and Perception of Speech*. Sixth Edition. MA: Lippincott, Williams & Wilkens. I am working on making this into PDFs and posting on Canvas. **You do not need to buy!!!/see above**

Optional: Audio CD Package for *Fundamentals of Phonetics: A Practical Guide for Students, 4/E*  
(Package ISBN# 0134204816 includes both text and CD)

#### Other Required Materials:

*Headphones and attached headset microphone*

**YOUR EARBUDS WITH MICROPHONE FROM YOUR PHONE MAY WORK.** You might just need to have a microphone on your computer (we will discuss this as we get to this lab).

#### Online Resources:

**Canvas:** This course is embedded into a Web Course format. You *must* have an active csus email and use CSUS's Canvas platform to access lectures, course assignments, class discussions and class email. See participation note below.

#### Course Requirements/Components:

##### ASSESSMENT:

Student learning outcomes will be assessed with the following assessment strategies:

**Assignments (5 points each to total 65 points):** Thirteen assignments are scheduled throughout the semester. These are no-fault assignments that will receive full points so long as they are submitted on time to Canvas. These assignments may be discussed in class but individual feedback is limited unless you sign up/schedule an appointment with the instructor. The answers will be released to you after the homework submission date has passed. I encourage you to organize study groups and go over these assignments together to prepare for the exams.

**Late Assignments:** I will not accept **ANY** late assignments (unless you are medically excused as in injured, hospitalized, etc.). It is your responsibility to get them to me on time. If you are unable to turn them into me in class then I will accept them earlier. PLEASE make arrangements with me if this is the case. This is to prepare you for the many reports, letters, and IEPs that you as a clinician will be writing in the future. You simply cannot be late with these.

##### **Quizzes (10 points each to total 30 points)**

There will be three short quizzes at the beginning of the semester.

**Exams (100 points each to total 400 points):** There will be four exams (including the final). All exams are cumulative. Exam dates are tentative except final exam. All exams will be a combination of multiple choice, short answer, fill-in, essay and transcription. All exams will be cumulative covering all material from the course up to the date of the exam. This is necessary since the material requires a build-up of knowledge throughout the semester. During the transcription sections of the course, the exams come up quickly after each other. Please pay close attention to the syllabus/schedule so you are well prepared for all exams.

**Labs (50 points each to total 100 points):** There will be two lab exercises. Lab write-ups include written responses to questions. *Labs may be completed in pairs or small groups but the write-up of the lab should be done individually.* Complete instructions will be available in the assignment on Canvas.

**Spectrogram (55 points):** Students will be given one spectrogram of a sentence at the midpoint of the semester and will be asked to interpret what the sentence says over the course of the semester. Results will be graded according to how well the student identifies the sentence. This will be judged in terms of acoustically definable distinctive features and feasible linguistic entities.

**Polling and Discussion Participation:** I will post poll questions and discussion topics and you will receive extra credit points for participation.

### Grading Policy:

**Your final Grade will be computed as follows:**

Assignments	65 points
3 Quizzes	30 points
4 Exams	400 points
2 Lab Reports	100 points
<u>Spectrogram</u>	<u>55 points</u>
Total:	650 points

Letter grades are assigned according to the following scores:

The Final Grade will be computed as a % of points earned out of a total of 650 points as follows:

Percentage	Letter
94.5-100	A
89.5-94.4	A-
86.5-89.4	B+
83.5-86.4	B
79.5-83.4	B-
76.5-79.4	C+
73.5-76.4	C
69.5-73.4	C-
66.5-69.4	D+
63.5-66.4	D
59.5-63.4	D-
Below 59.5	F

### Course Policies/Procedures:

**Policy on making up exams:** No make-up exams are given unless there is a documented medical emergency with written proof. **Any make up exams are scheduled during dead week in an essay format.**

Being late for an exam will not automatically entitle you to extra time. Please make sure you arrange your schedules to be here on time for the exams. If you miss a short quiz because you are late for class, or absent you will not be able to make it up, so try not to miss any quizzes.

**Policy on attendance:** *Students are expected to attend class on a regular basis.* If you are unable to attend a class I need to be informed by you before class begins. I will also be utilizing polling for attendance and daily questions for participation.

**Drop/Add:** Students may drop classes according to University/Department Policy. You should speak to me if you would like to add the course before attempting to do so. Students must fill out appropriate forms and meet University deadlines to drop or add classes.

**Important Tips for Success as an Online Learner:**

There are some basic technical skills and requirements that you will need to have to be successful in this online course. If you have difficulties using Canvas, please go through the Canvas Student Info Guide <https://community.canvaslms.com/t5/Student-Guide/tkb-p/student>.

- **Begin planning now for private, uninterrupted time in your schedule** to complete the assignments – preferably in at least one-hour blocks and at least three times a week. It can be easy to fall behind!
- *Check your email account regularly* for updated information. We will be using your CSUS email account for communication. Use CSUS e-mail for private messages to the instructor and other students.
- Read directions carefully.
- For online communication, conventions of on-line etiquette ("netiquette"), which include a courtesy to all users, will be observed. Please see the Student Guide in Canvas as above.

**Accessibility/Equity:** The goal for all of our students is for access to all information and remove as many barriers as possible to learning. If you feel that you have difficulty accessing the information for **WHATEVER** reason, please talk to me. We have ways of lending technology (through IRT), helping with disabilities and gaining accommodations (SSWD), and emergency needs for housing, food, etc.. If it doesn't fall into those categories, please talk to me anyways: we can figure it out.

**TENTATIVE Course Schedule/Outline:**

<u>Week of</u>	<u>Topic</u>	<u>Readings/Practice/Activities</u>
1/25	Introduction: Course Overview Language, Phonetics and Speech Production	<b>Assignment 1:</b> Log on to Canvas before and see instructions for <b>Assignment 1 (Due)</b>  <b>Assignment 1 Due (Discussion Post, and response to others by midnight 1/25)</b>
	Acoustics 1 and 2: Simple Harmonic Motion, Complex Waves, etc.	<b>Reading:</b> Raphael, Chapter 2: pp. 17-29
2/1	Acoustics 2 & 3: Physical and Perceptual Properties	<b>Reading:</b> Raphael, Chapter 2: pp. 29-37

2/8	Acoustics 3: Physical and Perceptual Properties Acoustic Analysis/Measurement Techniques <b>Quiz #1 on Feb 10 during class time, no class meeting</b>	<b>Reading:</b> Raphael, Chapter 13: pp. 276-285 Raphael, Chapter 14: pp. 287-297
2/15	<b>Lab 1/LAB DAY</b> Resonance & Source Filter Theory	<b>Reading:</b> Raphael, Chapter 2: pp. 37-39
2/22	<b>Quiz #2(48 hour window)</b> Resonance & Source Filter Theory	<b>Reading:</b> Raphael, Chapter 5: pp 96-98
	Acoustics of Vowel Production	<b>Reading:</b> Raphael, Chapter 5: pp. 93-104 <i>Reminder: Install Pepper Font on your computer (if you can, but not required)</i>
3/1	Acoustics of Vowel Production	
3/8	Front Vowels, Back Vowels, Diphthongs and Formant Transitions  <b>3/10 Lab 1 finish/LAB DAY on your own, or with partners in class, no class meeting</b> <b>Quiz #3 (48 hour window)</b>	<b>Reading:</b> Raphael, Chapter 5: pp 104-112
3/15	<b>Lab 2: Acoustics Lab</b> Exam Review (review quiz 1, 2, 3)	<b>Lab 1 Due on Canvas</b>
	<b><u>Exam 1 (72 hour time period)</u></b> Vowels and Diphthongs continued Phonetic Sciences	<b>Reading:</b> Small, Chapter 1
3/22	SPRING BREAK!!!	Go have fun!!!!

3/29	Linguistic Phonetics (cont.): Language Systems, Morphology, Phonology Phonemes vs. Allophones Minimal Pairs	<b>Reading:</b> Small, Chapter 2: pp 9-19 Small, Chapter 2: pp 29-30 <b>Assignment 2-1 (due)</b> <b>Assignment 2-2 items #1 &amp; #2 (due 3/31)</b>
	Phonology Phonotactics: Syllables, Lexical Stress, Exercises in Stress	<b>Reading:</b> Small, Chapter 2 pp 20-23 Small, Chapter 2 pp 24-33 <b>Assignment 2-2 Items #3 <u>through</u> #8 (due 3/31)</b>
4/5	<b>Speech Production Systems</b>	<b>Reading:</b> Small, Chapter 3 <b>Lab 2 due 4/7 on Canvas</b>
	Vowels Front Vowels Clinical Transcription	<b>Reading:</b> Small, Chapter 4 <b>Assignment 4-1 (due 4/12)</b>
4/12	Back and Central Vowels r-Colored Vowels & Diphthongs Clinical Transcription	<b>Assignment 4-2 (due 4/12)</b> <b>Assignment 4-3 (due 4/12)</b> <b>Assignment 4-4 (due 4/12)</b>
	Classification Systems of Consonants Place, Manner, Voicing Distinctive Features Clinical Transcription <b><u>4/14 no class meeting :Exam 2</u></b> <b><u>(72 hour time period)</u></b>	<b>Reading:</b> Small, Chapter 5 pp 111-146 <b>Assignment 5-1 and 5-2 (due 4/19)</b>
4/19	Consonants continued Stops and Nasals Start Lecture Clinical Transcription	

4/26	Stops, Nasals, Fricatives and Affricates.  Approximant Consonants: Glides and Liquids  Clinical Transcription  <b><u>Exam 3 (72 hour period)</u></b>	<b>Reading:</b> Small, Chapter 5 pp 147-157  <b>Assignment 5-3, 5-4, and 5-5 (due 5/3)</b>
5/3	Acoustics: Resonant Consonants  Clinical Transcription	Reading: <b>Raphael: Ch. 6, pp. 114-123</b>
5/10	Non-Resonant Consonants  Diacritical Markings  Spectrogram Review  Clinical Transcription	<b>Reading:</b> Raphael: Ch. 6, pp. 123-135
<b><u>Final Exam week of May 17 (72 hour period)</u></b>		<b><u>Spectrograms Due</u></b>

## Additional Information

### Pandemic Response:

Note: In the event a faculty member is not available during the semester for whatever reason, students will be contacted and advised how the course will proceed. This may include a change in instructor and/or modality.

Course Modality: All Fall 2020 CSAD courses are being taught synchronously.

Attendance Policy: Students who become ill or are placed under quarantine during the COVID-19 pandemic will not be penalized. Please email me if you become sick, and follow the guidelines below.

Grading Policy: Course assignments (late work, due dates) will be adjusted so as not to penalize students who become ill or are placed under quarantine during the COVID-19 pandemic.

### Health & Safety Information:

If you are sick, stay home. Notify your instructor. Please self-diagnose if you are experiencing any COVID- like symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache) or have had exposure to someone who has tested positive for COVID contact Student Health & Counseling Services (SHCS) at 916-278-6461 to receive guidance and/or medical care. You are asked to report any possible COVID related illnesses/exposures to SHCS via this link [COVID-19 Illness/Exposure Report Form](https://www.cdc.gov/coronavirus/2019-ncov/index.html). Expect a call from SHCS within 24 hours. The CDC provides a good source of information regarding COVID-19 and a way to self-check symptoms: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

### Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.



## Sac State's Academic Honesty Policy & Procedures:

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.” Read more about Sac State's Academic Honesty Policy & Procedures at the following website: <http://www.csus.edu/um anual/student/stu-0100.htm>

**Definitions:** At Sac State, “cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.” **Plagiarism** is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution.” Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

## Understand When You May Drop This Course:

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.

## Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at [sswd@csus.edu](mailto:sswd@csus.edu).

## Inclusivity:

Students in this class are encouraged to speak up and participate online through Zoom classes or discussion posts. Each of us must show respect for each other because our class represents a diversity of beliefs, backgrounds, and experiences. I believe that this is what will enrich all of our experiences together. I recognize that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community or if you have a specific need, please contact me early in the semester so that we can work together to help you become an active and engaged member of our class and community. This text was adapted from CSU Chico and Winona State University's posts.

## Basic Needs Support

If you are experiencing challenges in the area of food and/or stable housing, help is available. Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs

website to learn more about your options and resources available. <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/resources.html#housing-insecurity>

### Other Resources

Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>

Library: <https://library.csus.edu/>

Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>

Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>

Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>

Crisis Assistance and Resource Education Support (CARES): <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>

## Knowledge and Skills Acquisition (KASA) For Certification in Speech-Language Pathology

### CSAD 110 Physics of Sound and Phonetics.

This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) 2017 Knowledge and Skills Acquisition for certification in Speech-Language Pathology:

#### Standard IV-A

- The student will demonstrate prerequisite knowledge of the physical sciences.

#### Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: phonology, articulation disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: voice and resonance disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)

#### Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: acoustic bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.