# Course Change Proposal
## Form A

<table>
<thead>
<tr>
<th>Academic Group (College):</th>
<th>College of Health &amp; Human Services</th>
<th>Academic Organization (Department):</th>
<th>Speech Pathology &amp; Audiology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Course Proposal:</td>
<td></td>
<td>Department Chair:</td>
<td>Laureen O’Hanlon</td>
</tr>
<tr>
<td>New _ Change _ Deletion</td>
<td></td>
<td>Submitted by:</td>
<td>Laureen O’Hanlon</td>
</tr>
</tbody>
</table>

Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes _ No __

For Catalog Copy: Yes _ No __

CCE (Extension): Yes _ No __

Semester Effective: Fall _ X _ Spring __, 2010 __

This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):

If changing an existing course, should new version be considered a repeat of the original version? If so, the same Course ID will be maintained. If not, a new Course ID will be assigned. Note: In PeopleSoft terminology, the Course ID is the unique system identifier, not the Catalog Nbr. 

Yes _ X _ No __

**Change from:**

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Title:</th>
<th>Units:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPHP 110</td>
<td>Phonetics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Change to:**

<table>
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<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Title:</th>
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</tr>
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<tbody>
<tr>
<td>SPHP 110</td>
<td>Phonetic Sciences</td>
<td>4</td>
</tr>
</tbody>
</table>

**JUSTIFICATION:**

RE: SPHP 110: Phonetics
Justification for change of course to SPHP 110 Phonetic Sciences (From 3 units to 4 units)

We are eliminating SPHP 116 and incorporating the course material into this course for budget reasons. Some material related to specific physics of acoustics will be reduced, narrow transcription as well as extensive transcription practice will be reduced and students will complete laboratory exercises outside of class time to allow essential course material to be covered.

**NEW COURSE DESCRIPTION:** (Not to exceed 80 words, and language should conform to catalog copy). See [http://www.csus.edu/umanual/acad.htm](http://www.csus.edu/umanual/acad.htm) - Guidelines for Catalog Course Description

SPHP 110. Phonetic Sciences. Physical production and acoustic characteristics of the sounds of American speech. International Phonetic Alphabet as applied to American speech sounds; practice in phonetic transcription of dialects and deviant speech; applications in speech education and speech and hearing therapy. Introduction to physiological acoustics, psychoacoustics, and acoustic phonetics. Perception of speech including voice, resonance, and individual speech segments; instrumentation for acoustic and perceptual analysis of speech. Co-requisite: SPHP 111. Units: 4.0

**Note:**

Prerequisite:
Enforced at Registration: Yes _ No _ X __

Corequisite:
Enforced at Registration: Yes _ X _ No __

Graded: Letter _ X _ Credit/No Credit ___

Instructor Approval Required? Yes _ No _ X __

Course Classification (e.g., lecture, lab, seminar, discussion):
Seminar

Title for CMS (not more than 30 characters)
Phonetic Sciences

Cross Listed?
Yes _ No _ X __

If yes, do they meet together and fulfill the same requirement, and what is the other course.
| How Many Times Can This Course be Taken for Credit? | once |
| Can the course be taken for Credit more than once during the same term? | Yes [ ] No [x] |
FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: “Students will be able to: 1), 2), etc.” See the example at http://www.csus.edu/acaf/example.htm

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

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre- and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

ASSESSMENT:

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

Assignments (4 points each to total 80 points): Twenty assignments are scheduled throughout the semester. These are no-fault assignments that will receive full points so long as they are submitted on time. These assignments may be discussed in class but individual feedback is limited unless you sign up/schedule an office visit with the graduate teaching assistant or the instructor. I encourage you to organize study groups and go over these assignments together to prepare for the exams. Assignments can be submitted in class but if they are submitted online through Web CT, you can earn an extra .5 point per assignment.

Exams (50 points each to total 250 points): There will be five exams. 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 150 points): There will be 3 lab exercises. Each lab day students will complete and turn in completed lab write ups. Lab write-ups include written responses to questions. Labs may be completed in pairs but the write-up of the lab should be done individually. Complete instructions will be available in the assignment in box on Web CT.

Spectrograms (50 points): Students will be given one spectrogram of a sentence and be asked to interpret what the sentence says. 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.
For whom is this course being developed?
Majors in the Dept. X  Majors of other Depts ___  Minors in the Dept. ___  General Education ___  Other ___
Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes X  No ___
If yes, identify program(s): Speech Pathology and Audiology

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___  No ___ X ___
If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). ________________________

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

<table>
<thead>
<tr>
<th>Signatures</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair:</td>
<td>9-10-08</td>
</tr>
<tr>
<td>College Dean or Associate Dean:</td>
<td>9-10-08</td>
</tr>
<tr>
<td>CPSP (for school personnel courses ONLY)</td>
<td></td>
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<tr>
<td>Associate Vice President and Dean for Academic Programs</td>
<td></td>
</tr>
</tbody>
</table>

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean’s office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

9/10/2008
COURSE OBJECTIVES:
1. Introduce the student to the International Phonetics Alphabet (IPA) and practice transcription of normal and abnormal speech for the sounds of American English.
2. Introduce the student to articulatory phonetics along with clinical and research methods in evaluating and treating articulation disorders.
3. Use of the IPA for broad and narrow transcription will be emphasized and extensive practice will be provided.
4. Introduce the student to the relationship between articulatory features and acoustic features.
5. Introduce the student to spectrogram analysis of vowels, consonants, words, and phrases.

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

These outcomes address ASHA Standards III-A, III-C, and III-D.

<table>
<thead>
<tr>
<th>Standard III-A</th>
<th>The applicant must demonstrate knowledge of the principles of biological sciences, physical sciences, mathematics, and social/behavioral sciences. Specific knowledge must be demonstrated in the following area:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Physical Sciences</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard III-C</th>
<th>The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following area:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulation</td>
<td>• Characteristics</td>
</tr>
</tbody>
</table>
Standard III-D: The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

Articulation
  - Assessment
  - Intervention

COURSE MATERIALS:

Required Texts:


On Reserve Texts:


Other Required Materials:

*Headphones and attached headset microphone*
This can be an inexpensive pair but must have a microphone with at least 20-20K Hz range. Most of the ones I browsed at Fry’s were around $10 to $20.00.

*USB Flash/Jump Drive*
At least 128 mb so you can save sound files and images for lab reports. You can find 512 m for $25.00 at Fry’s.

Web CT
Some of the handouts and materials for this class will be available on Web CT

DESCRIPTION OF COURSE REQUIREMENTS:

Web CT: This course is embedded into a Web Course format. You must have an active Sac Link account and use CSUS’s Web CT to access and submit course assignments, class discussions and class email. See participation note below.

ASSESSMENT:

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

Assignments (4 points each to total 80 points): Twenty assignments are scheduled throughout the semester. These are no-fault assignments that will receive full points so long as they are submitted on time. These assignments may be discussed in class but individual feedback is limited unless you sign up/schedule an office visit with the graduate teaching assistant or the instructor. I encourage you to organize study groups and go over these assignments together to prepare for the exams. Assignments can be submitted in class but if they are submitted online through Web CT, you can earn an extra .5 point per assignment.

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Spectrograms (50 points): Students will be given one spectrogram of a sentence and be asked to interpret what the sentence says. 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.
Late Assignments: I reserve the right to lower your final grade by one letter grade for consistently late assignments (2 or more being late equates to "consistently." "Late" means not in my possession on the date and time announced).

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

<table>
<thead>
<tr>
<th>Assignments</th>
<th>80 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Exams</td>
<td>250 points</td>
</tr>
<tr>
<td>3 Lab Reports</td>
<td>150 points</td>
</tr>
<tr>
<td>Spectogram</td>
<td>50 points</td>
</tr>
<tr>
<td>Attendance in Class</td>
<td>50 points</td>
</tr>
</tbody>
</table>

The Final Grade will be computed as a % of points earned out of a total of 580 points and will be assigned as follows:

- 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

**MISCELLANEOUS CLASS POLICIES:**

Policy on making up exams: **No make-up exams are given unless there is a documented medical emergency with written proof.** 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. Your final score on the quiz is out of the 10 best scores, so try not to miss any quizzes. I will only add the points on quizzes you were present for.

All make up exams are scheduled during dead week.

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 record attendance for each class period. If you arrive late, please enter quietly and take your seat without disturbing the class. Let me know after class that you arrived so that I can mark your attendance as late, rather than absent. Please note that regular attendance is calculated into your final grade.

Drop/Add: **Students may drop classes according to University 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.

**Special Needs/Accommodations:** Any student who does not understand or accept the contents or terms of this syllabus or has a disability or condition that compromises his or her ability to complete course requirements must notify the instructor in writing within one week of receiving this syllabus.