Course Outline

**SEMESTER:** Fall, 2017  
**INSTRUCTOR:** Lee Terrio- 601.266.5220 (Office hours are posted to the door of Room 228 JBG)  
**PREREQUISITES:** None  
**CREDIT:** 3 hours  
**LEVEL:** Undergraduate  
**FORMAT:** Lecture, IPA practice drills, Canvas supplement  
**SCHEDULE:** MWF- 1:00 p.m. to 1:50 p.m.  
**PLACE:** TBA  
**DESCRIPTION:** Students are introduced to various bases of speech and orthographic symbol systems.  

**FORMATIVE ASSESSMENTS:**  
Four (4) cumulative, written exams @ 100 points each; tentative exam dates appear towards the end of this document. Be sure to add these dates to your calendar.  

Part 1 of each exam (50 points) addresses lecture content:  
- Follows an "objective" format (fill-in-the-blank, listing, short answer);  
- ½ credit for correct items that are incorrectly spelled.  

Part 2 of each exam (50 points) addresses IPA transcription skills:  
- 25 transcription items, 2 points each.  

**GRADING SCALE:**  
A=90-100%;  B=80-89%;  C=70-79%;  D=60-69%.  

**SCORING:**  
Final grades are an averaged percentage of total points earned on all tests (400 points possible). There is no extra credit available for this course.  

**MAKE-UP EXAMS:**  
There are no make-up exams in this course. If a student misses:  
- test 1, the following test counts double;  
- test 2, the following test counts double;  
- test 3, the lowest score from tests 1 or 2 counts double;  
- more than one test, each missed test counts for zero points.  

**FINAL EXAM:**  
All students must take the final exam (test 4) on the time and day specified by the University Registrar; a missed final exam counts for zero points.  

**ADA STATEMENT:**  
If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.  

**Address:** The University of Southern Mississippi, Office for Disability Accommodations, 118 College Drive # 8586, Hattiesburg, MS 39406-0001  
**Voice Telephone:** 601.266.5024 or 228.214.3232  
**Fax:** 601.266.6035  
**Individuals with hearing impairments** can contact ODA using the Mississippi Relay Service at 1.800.582.2233 (TTY) or email ODA at oda@usm.edu.  

**ACADEMIC HONESTY:**  
Students at The University of Southern Mississippi are expected to practice academic honesty in all their work at the University. (https://www.usm.edu/institutional-policies/policy-acaf-pro-012). When cheating is discovered, the faculty member may give the student an F on the work involved or in the course. If further disciplinary action is deemed appropriate, the student should be reported to the dean of students.  

In addition to being a violation of academic honesty, cheating violates the Code of Student Conduct and may be grounds for probation, suspension or expulsion. Academic dishonesty also includes any submission of false documents such as add/drop forms, substitutions, special requests, etc.
Students on disciplinary suspension may not enroll in any courses offered by The University of Southern Mississippi.


PLAGIARISM POLICY:
Plagiarism is scholarly theft, and it is defined as the unacknowledged use of secondary sources. More specifically, any written or oral presentation in which the writer or speaker does not distinguish clearly between original and borrowed material constitutes plagiarism.

Because students, as scholars, must make frequent use of the concepts and facts developed by other scholars, plagiarism is not the mere use of another’s facts and ideas. However, it is plagiarism when students present the work of other scholars as if it were their own work.

Plagiarism is committed in a number of ways:
  a. reproducing another author’s writing as if it were one’s own;
  b. paraphrasing another author’s work without citing the original;
  c. borrowing from another author’s ideas, even though those ideas are reworded, without giving credit;
  d. copying another author’s organization without giving credit.

Plagiarism is a serious offense. An act of plagiarism may lead to a failing grade on the paper and in the course, as well as sanctions that may be imposed by the student judicial system.


ACADEMIC INTEGRITY:
All students at the University of Southern Mississippi are expected to demonstrate the highest levels of academic integrity in all that they do.

Forms of academic dishonesty include (but are not limited to):
  a. Cheating (including copying from others’ work);
  b. Plagiarism (representing another person’s words or ideas as your own; failure to properly cite the source of your information, argument, or concepts);
  c. Falsification of documents;
  d. Disclosure of test or other assignment content to another student;
  e. Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members’ involved;
  f. Unauthorized academic collaboration with others;
  g. Conspiracy to engage in academic misconduct.

Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions. If a faculty member determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur, including the possibility of receiving a grade of “XF” for the course, which will be on the student’s transcript with the notation “Failure due to academic misconduct.” For more details, please see the University’s Academic Integrity Policy. Note that repeated acts of academic misconduct will lead to expulsion from the University.

MENTAL WELL-BEING:
Southern Miss recognizes that students sometimes experience challenges that make learning difficult. If you find that life stressors such as anxiety, depression, relationship problems, difficulty concentrating, alcohol/drug problems or other stressful experiences are interfering with your academic or personal success, consider contacting Student Counseling Services on campus at 601.266.4829.

More information is also available at www.usm.edu/student-counseling-services. All students are eligible for free, confidential individual or group counseling services. In the event of an emergency, please call 911 or contact the counselor on call at 601.606.HELP (4357).

COURSE WORKLOAD:
Students are expected to invest considerable time outside of class in learning the material for this course. The expectation of the University of Southern Mississippi is that each week students should spend approximately 2-3 hours outside of class for every hour in class working on reading, assignments, studying, and other work for the course. We realize that most students work and have family or other obligations. Time management is thus critical for student success. All students should assess their personal circumstances and talk with their advisors about the appropriate number of credit hours to take each term, keeping in mind that 30 credit hours each year are needed to graduate in four years. Resources for academic support can be found at www.usm.edu/success.

GENERAL:
Be sure to follow proper “drop” procedures if you choose to withdraw from this course. Instructors are required to assign a final letter grade of “F” to students who simply stop attending class.

Final grades are available through your SOAR account; please, do not ask your instructor for your final grade.

During the course of the semester, your instructor will only discuss grading matters with you in face-to-face meetings. Grades cannot be discussed with you or anyone else over the phone or by email (in compliance with University privacy policies).

https://www.usm.edu/general-counsel/family-educational-rights-and-privacy-act-ferpa-frequently-asked-questions
The best time to ask questions is either during or immediately after classes.

Silence cell phones during class. Cell phones and other electronic devices must be switched-off and stored out of sight during formative assessments.

Students are not allowed to in anyway reproduce or distribute formative assessments.

Please adopt a “buddy” (a fellow class member) to “cover” for you if you’re absent. Your “buddy” should pickup any handouts distributed in class. Students are responsible for material covered during an absence.

A student with special medical problems should either contact his/her buddy or the instructor so we’ll know what to do in a medical emergency.

Key dates (e.g., last day to drop, etc.) are available on the registrar’s website: https://www.usm.edu/registrar/calendars

Course material and transcription practice drills on Canvas should be accessed well in advance of formative assessments. Students who wait ‘til the last minute make themselves vulnerable to unforeseen power outages and equipment breakdowns.

Keep in mind that topics in this course (and other 200, 300 and 400 level courses) serve as foundations for writing and speaking topics in SHS 400 (Capstone course).

**TENTATIVE SCHEDULE:**

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<thead>
<tr>
<th>TENTATIVE DATE</th>
<th>ACTIVITY</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>We Aug 16</td>
<td>Module 2</td>
<td>Overview, intro to vowels, IPA vowel symbols, on-line exercises 1-2</td>
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<td>Module 3</td>
<td>Chapters 1, 2, 4. Assignment - IPA symbol listing for vowels</td>
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<td>Module 4</td>
<td>Speech processes, articulators, on-line exercises 3-4; Chapters 3 and 4</td>
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<td>We Sep 13</td>
<td>Test 1</td>
<td>The vowel quadrilateral, syllables, accent, on-line exercises 5-6; Chapters 2, 4</td>
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<td>Module 5</td>
<td>Modules 2 – 4</td>
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<td>Module 6</td>
<td>Dialects, accent reduction therapy, on-line exercises 7-8; Chapters 4, 8</td>
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<td>Fr Oct 13</td>
<td>Test 2</td>
<td>Diphthongs, articulation, co-articulation, on-line exercises 9-13; Chapters 4, 6</td>
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<td>We Nov 8</td>
<td>Test 3</td>
<td>Modules 2 – 6 [ Mid-term ]</td>
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<td>Module 7</td>
<td>Intro to consonants, the phonetic consonant chart, IPA consonant symbols, on-line exercise 14; Chapter 5.</td>
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<td>Module 8</td>
<td>Assignment: IPA symbol listing for consonants.</td>
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<td>Module 9</td>
<td>Voicing and temporal features of speech sounds, on-line exercise 15; Chapter 5</td>
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<td>Module 10</td>
<td>Nasal features, on-line exercise 16; Chapter 5</td>
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<td>Tu Dec 5</td>
<td>Test 4 (final)</td>
<td>Modules 2 – 13 [ Time: 1:30 – 4:00 ]</td>
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<td>Module 11</td>
<td>Glottal stops, syllabic and abutted consonants, on-line exercise 18; Chapter 5</td>
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<td>Module 12</td>
<td>Suprasegmentals, speech rates, on-line exercise 19; Chapter 6; transcription from written sources.</td>
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<td>Module 13</td>
<td>Phones, phonemes, domains, reverse transcription, on-line exercise 20; Chapter 6</td>
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**REMEDICATION:**

Students with unsatisfactory performance scores in this course may wish to consider one or more the following remediation strategies-

Before a test:

- organize and be thorough in your attempts at learning the material;
- study from good notes;
- rewrite notes after class;
- compare your notes with your class “buddy;”
- supplement your notes with the textbook or Canvas;
- develop better time management skills- “cramming” simply isn’t working if your grade is unsatisfactory;
- study in a quiet, distraction free setting (there’s always the library);
h. test yourself with note cards or online quizlets and write your answers;
i. avoid the distraction of fellow students who have not adequately prepared;
j. arrive in class early on the day of the test;
k. create a study group (though, honestly, this is not always a good idea);
l. utilize the services of the Student Success Center (http://www.usm.edu/success)
m. “healthy lifestyle” considerations:
   - get a good night’s sleep the night before a test;
   - eat something healthy (fruits or vegetables) before a test;
   - avoid high sugar content foods prior to a test.

During a test:
   a. read every word in directions/instructions carefully;
   b. read every word in test items carefully;
   c. budget your test taking time- pace yourself according to the number of items;
   d. skip items you don’t know and return to them later;
   e. unless instructed to otherwise, don’t leave an item blank- guess (it pays off occasionally).

After a test, make a list of new strategies that:
   a. worked to improve your performance and continue using them;
   b. didn’t work- eliminate them, and try one or more new ones.

Guidelines for Syllabi (2016-17). The University of Southern Mississippi.
https://www.usm.edu/provost/guidelines-syllabi