

SLHS 3006: PHONETICS
Speech-Language Pathology Prerequisites (SLPP) Program
University of Colorado Boulder

CREDITS	3
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COURSE DESCRIPTION

Introduces students to the organization and production of speech sounds. Covers broad and narrow transcription using the International Phonetic Alphabet (IPA), acoustic properties of speech sounds, common developmental speech sound patterns, and variation across regional and language-influenced English dialects. Provides guided practice in transcribing words, connected speech, and suprasegmental features, including speech sound errors and dialectal differences.

COURSE MODALITY

SLHS 3006 is a fully online, asynchronous course delivered across the standard academic term. Instruction occurs through structured weekly modules, and students are required to progress according to scheduled release dates and assignment deadlines. Although there are no synchronous class meetings, the course is instructor-paced and follows the university semester calendar. The instructor will hold regular virtual office hours to provide additional support and clarification. Participation is optional, and recordings are made available for students who are unable to attend.

COURSE LEARNING OBJECTIVES

SLHS 3006: Phonetics will introduce future communication disorders professionals to the study of how speech sounds are produced, including articulatory phonetics, acoustic phonetics, and clinical phonetics, specifically:

1. Organization and production of speech sounds
2. Broad transcription of vowels and consonants using the International Phonetic Alphabet (IPA)
3. Narrow transcription of connected speech and suprasegmental features
4. Developmental and non-developmental speech sound errors
5. Transcription of speech sound errors using broad and narrow transcription
6. Acoustic properties of speech sounds
7. Dialectal variation including difference vs. disorder in American English

COURSE ALIGNMENT MAP

MODULES	MODULE/UNIT OBJECTIVES	ASSESSMENTS	LEARNING MATERIALS
Module 1: Intro to Phonetics, Articulatory Phonetics	<ol style="list-style-type: none"> 1. Define and contrast the terms phonology, phonetics, phoneme, allophone, morphology, morpheme 2. Contrast the differences between spelling and sound in English 3. Explain the importance of the International Phonetic Alphabet (IPA) in phonetic transcription 4. Describe the differences between broad and narrow transcription 5. Discuss options for typing phonetic characters 6. Define and describe the components of a syllable 7. Identify primary stress in words 8. Describe the role of the three major biological systems in production of speech: respiratory, laryngeal, and supralaryngeal 9. Describe the role of the individual speech organs in the production of the English phonemes 	Assignment 1 Discussion 1 Quiz 1 Practice Quiz 1 Peer Review 1	Chapters 1-3, slides, lectures, Canvas
Module 2: Vowels	<ol style="list-style-type: none"> 1. Describe the vowel quadrilateral 2. Describe English vowels in terms of tongue height, tongue advancement, lip rounding, and tense/lax 3. Transcribe English vowels and diphthongs using IPA 4. Describe the acoustic characteristics of vowels and diphthongs 	Assignment 2 Discussion 2 Quiz 2 Practice Quiz 2 Peer Review 2	Chapter 4, pages 170-178, slides, lectures, Canvas

	5. Identify acoustic cues associated with vowels on a spectrogram		
Module 3: Consonants	<ol style="list-style-type: none"> 1. Describe the production of English consonants in terms of manner, place and voicing 2. Transcribe English consonants using IPA 3. Describe the acoustic characteristics of stops, nasals, fricatives, affricates, glides, and liquids and of place, manner, voicing 4. Identify acoustic cues associated with consonants on a spectrogram 	Assignment 3 Discussion 3 Quiz 3 Practice Quiz 3 Peer Review 3	Chapter 5, pages 178-193, slides, lectures, Canvas
Module 4: Clinical Phonetics	<ol style="list-style-type: none"> 1. Describe the impact of context on sound production and transcribe words in context 2. Identify elision, epenthesis, metathesis and vowel reduction in connected speech 3. Recognize suprasegmental features including stress and intonation, and mark stress in words and sentences 4. Describe and transcribe substitution, syllable structure, and assimilation phonological processes 5. Narrowly transcribe words using appropriate diacritics 6. Discuss issues related to clinical scoring and transcription 7. Recognize and transcribe common speech sound changes 8. List and discuss factors you need to consider assuring accuracy in the practice of phonetic transcription 	Assignment 4 Discussion 4 Quiz 4 Practice Quiz 4 Peer Review 4	Chapters 7-8, slides, lectures, Canvas
Module 5: Dialectal Variation	<ol style="list-style-type: none"> 1. Explain the difference between formal and informal Standard American English, and General American English 2. Describe ASHA's position concerning dialects 3. Explain how chain shifts and mergers currently affect vowel production, and how they define regional dialects across the United States 4. Explain the difference between a regional dialect, social dialect, ethnic dialect 5. Describe the phonological characteristics of major American English dialects (Southern, Eastern, Western) 6. Explain the concept of language transfer in non-native speakers of English 7. Describe the phonological characteristics consistent with major L2-influenced English (Spanish-Influenced, Asian-Influenced, Russian-Influenced, Arabic-Influenced) 	Assignment 5 Discussion 5 Quiz 5 Practice Quiz 5 Peer Review 5	Chapter 9, slides, lectures, Canvas

ASHA 2020 CERTIFICATION STANDARDS ADDRESSED IN THIS COURSE

This upper-division course provides foundational knowledge aligned with the American Speech-Language-Hearing Association (ASHA) 2020 KASA Standards, including:

- Standard IV-B: Biological, neurological, acoustic, psychological, developmental, linguistic, and cultural bases of human communication and swallowing across the lifespan.

This course emphasizes integration of typical and atypical development to support preparation for graduate study.

COURSE REQUIREMENTS

Student grades are based on

	Number	Points	Total Points
Assignments	5	35	175
Quizzes	5	40	200
Graded Discussions	5	5	25
		Total Points	400

SUBMISSION POLICIES

Assignments and quizzes are submitted in Canvas and due on the date posted in Canvas. Late submissions will be reduced by 25% of the total possible points per day late (i.e., on the 4th day late, the submission is worth 0 points).

GRADING SCALE

Grades are assigned based on the percentage of the total points earned and calculated using the following scale.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Percentage Grade *	93+ -100	90- <93	87- <90	83- <87	80- <83	77- <80	73- <77	70- <73	67- <70	63- <67	60- <63	<60

*< indicates less than

COURSE PLAGIARISM POLICY

Students should submit their own work in this course. Review Honor Code and Student Conduct for University policies.

GENERATIVE ARTIFICIAL INTELLIGENCE (AI) COURSE POLICY

Students should not use AI tools during quizzes. Students should give credit to AI tools when used on assignments.

INCLUSIVITY

This course is committed to creating a learning environment where everyone feels respected, valued, and supported. Diverse perspectives, identities, and experiences strengthen our learning community, and all students are encouraged to participate fully. We strive to maintain a classroom culture that is accessible, inclusive, and free from discrimination. If you encounter barriers to your learning or have needs that are not being met, please reach out so we can work together to ensure your success.

ONLINE COMMUNICATION GUIDELINES

1. Be respectful and professional in all posts and messages.
2. Keep communication clear, concise, and on topic.
3. Use a friendly, neutral tone—online messages can be easily misunderstood.
4. Engage regularly and contribute constructively to discussions.
5. Respect privacy: do not share classmates' information or course materials outside the class.
6. Use official university channels for course communication and check the syllabus/announcements before emailing questions.
7. Support an inclusive environment by honoring others' names, pronouns, and perspectives.

UNIVERSITY POLICIES

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the [Honor Code](#). Violations of the Honor Code may include but are not limited to: plagiarism (including use of paper writing services or technology [such as essay bots]), cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. Understanding the course's syllabus is a vital part of adhering to the Honor Code. All incidents of academic misconduct will be reported to Student Conduct & Conflict Resolution: StudentConduct@colorado.edu. Students found responsible for violating the Honor Code will be assigned resolution outcomes from Student Conduct & Conflict Resolution and will be subject to academic sanctions from the faculty member. Visit [Honor Code](#) for more information on the academic integrity policy.

Accommodation for Disabilities, Temporary Medical Conditions, and Medical Isolation

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or DSinfo@colorado.edu for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website. If you have a temporary illness, injury or required medical

isolation for which you require adjustment, please contact the instructor as soon as possible.

Accommodation for Religious Obligations

Campus policy requires faculty to provide reasonable accommodations for students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance. Please communicate the need for a religious accommodation in a timely manner. See the [campus policy regarding religious observances](#) for full details.

Preferred Student Names and Pronouns

CU Boulder recognizes that students' legal information does not always align with how they identify. If you wish to have your preferred name (rather than your legal name) and/or your preferred pronouns appear on your instructors' class rosters and in Canvas, visit the [Registrar's website](#) for instructions on how to change your personal information in university systems.

Classroom Behavior

Students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote, or online. Failure to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, marital status, political affiliation, or political philosophy. Additional classroom behavior information

- [Student Classroom and Course-Related Behavior Policy](#).
- [Student Code of Conduct](#).
- [Office of Institutional Equity and Compliance](#).
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- [Office of Institutional Equity and Compliance](#).

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. University policy prohibits [protected-class](#) discrimination and harassment, sexual misconduct (harassment, exploitation, and assault), intimate partner abuse (dating or domestic violence), stalking, and related retaliation by or against members of our community on- and off-campus. The Office of Institutional Equity and Compliance (OIEC) addresses these concerns, and individuals who have been subjected to misconduct can contact OIEC at 303-492-2127 or email OIEC@colorado.edu. Information about university policies, [reporting options](#), and [OIEC support resources](#) including confidential services can be found on the [OIEC website](#). Please know that faculty and graduate instructors are required to inform OIEC when they are made aware of incidents related to these concerns regardless of when or where something occurred. This is to ensure the person impacted receives outreach from OIEC about resolution options and support resources. To learn more about reporting and support a variety of concerns, visit the [Don't Ignore It page](#).

Mental Health and Wellness

The University of Colorado Boulder is committed to the well-being of all students. If you are struggling with personal stressors, mental health or substance use concerns that are impacting academic or daily life, please contact [Counseling and Psychiatric Services \(CAPS\)](#), located in C4C, or call (303) 492-2277, 24/7.