

# Minnesota State University Moorhead

## SLHS 201: Linguistic Phonetics

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: None

The science and theory behind the production and perception of the sounds of the English language; Introduction to Clinical and Linguistic Phonetics; the use of the International Phonetic Alphabet (IPA) including vowel and consonant symbols, diacritical markings, and stress/intonation; application of phonemic analysis and an introduction to phonology and phonological principles including discrimination of normal and disordered sound productions; Introduction to anatomy and physiology of sound production.

**B. COURSE EFFECTIVE DATES:** 12/13/2006 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Introduction to Applied Phonetics.
2. Language, Dialects, and Idiolects.
3. Classifying Speech Sounds including Anatomy and Physiology.
4. Neurology of speech and language including Phonological Processes.
5. Consonants of American English.
6. Vowels of American English.
7. Suprasegmentals including intonation and stress.
8. Diacritical Marks for Phonemic Transcription (Sound Modifications.
9. Application of Phonetics to Linguistics and Speech Pathology.
10. Conclusions.

#### **D. LEARNING OUTCOMES (General)**

1. Students will learn about various cultures and the impact that culture has on society through its language, sound system, linguistic peculiarities; the student will listen for dialectical differences in people.
2. Students will learn to listen critically in order to transcribe linguistically and phonetically how a person speaks regardless of language spoken or cultural membership.
3. Students will learn the International Phonetic Alphabet and its diacritical marks and learn how to do a comparative analysis of English with other languages and learn to describe dialectical and accent differences.
4. Students will learn the anatomical and physiological structures of the oral mechanism that help individuals form speech pattern movements and learn why languages sound different based on the members' anatomical structure; students will learn why it is difficult for some non-English speaking individuals to produce English sounds.
5. Students will learn to describe the differences between a phonetic transcription (generally speaking within language rules) and a phonemic transcription (specific ways a person of a particular culture speaks) of a person's speech patterns.
6. Students will learn the stages of phonological and linguistic sound development in English Speaking children and learn how to compare that to children whose English is not their first language.
7. Students will be able to describe three specific rules of usage from a language/linguistic point of view from three different cultures and be able to describe the differences.
8. Students will be able to describe two differences between a dialect and an accent.
9. Students will be able to transcribe the speech sounds of any speaker of English as well as other select languages using the International Phonetic Alphabet.

#### **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

None

#### **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

#### **G. SPECIAL INFORMATION**

None noted