



Minnesota State University, Mankato Curriculum Proposal



Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

		(Check all that apply):	Proposal # <u>269</u>
College:	<u>Allied Health and Nursing</u> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Undergraduate	Effective Date of Change:
Department:	<u>Speech, Hearing and Rehabilitation Services</u> <input checked="" type="checkbox"/>	<input type="checkbox"/> Graduate	Academic Year <u>07-08</u>
Program:	<u>Communication Disorders</u>	CIP # _____	(For Office Use Only)
Type of Change:	<u>COURSE PROPOSALS</u> <input checked="" type="checkbox"/>		
Proposed:	<u>N/A CHANGE IN NUMBER</u> <input checked="" type="checkbox"/>	<u>Description</u>	
Title Current:	<u>Phonetics</u>	Course Designator and Number	Number of Credits
Title Proposed:	<u>Phonetics</u>	CDIS 292	3
		CDIS 392	3
		(if applicable)	

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):
Using IPA to analyze and transcribe the sounds of English, emphasizing understanding the process involved to produce phonemes in normal, culturally different and disordered speech.

Rationale or Justification for change:
To allow CDIS majors to comply with the graduation requirement of 40 credits at the upper division (300 level +). The course is sufficient in scope and content to warrant a 300 level number

*****For General Education or Cultural Diversity Courses Only*****

<p style="text-align: center;">General Education Course:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">GE Category #</th> <th style="width: 85%;">GE Category Name (Maximum of 3 Categories)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">N/A</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">N/A</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">N/A</td> <td><input checked="" type="checkbox"/></td> </tr> </tbody> </table> <p>For Writing Intensive Courses, attach a description of the kind and quantity of writing. For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.</p> <p>Attach paper copies of the following:</p> <ol style="list-style-type: none"> Syllabus or course outline. Course's student learning outcomes associated with each GE competency or CD designation. List of strategies to be used to assess students' achievement of each GE competency or CD designation. 	GE Category #	GE Category Name (Maximum of 3 Categories)	N/A	<input checked="" type="checkbox"/>	N/A	<input checked="" type="checkbox"/>	N/A	<input checked="" type="checkbox"/>	<p style="text-align: center;">Cultural Diversity Course:</p> <p style="text-align: center;">(Please check one.)</p> <p><input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)</p> <p><input type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)</p>
GE Category #	GE Category Name (Maximum of 3 Categories)								
N/A	<input checked="" type="checkbox"/>								
N/A	<input checked="" type="checkbox"/>								
N/A	<input checked="" type="checkbox"/>								

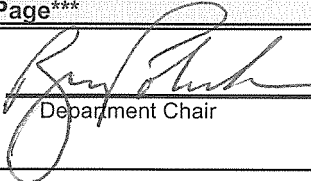
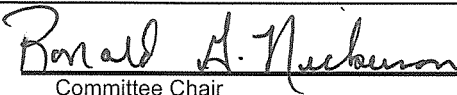
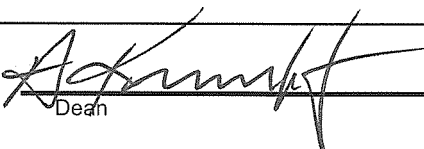
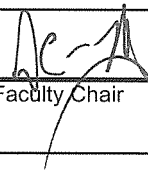
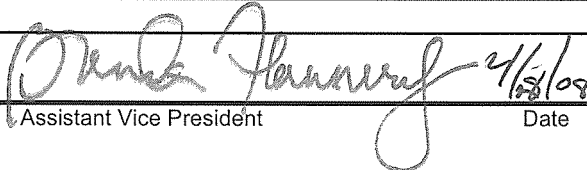

*****For New Courses*****

(Check all that apply): <input type="checkbox"/> Course is an elective. <input type="checkbox"/> Course is required for program <input type="checkbox"/> Pre- or Co-requisites: <input type="checkbox"/> Other courses are being changed or eliminated. (Explain.) _____	(Check all that apply): Grading Format: <input type="checkbox"/> Grade <input type="checkbox"/> P/N _____ _____	Course will be offered: <input type="checkbox"/> Fall Semester <input type="checkbox"/> Spring Semester <input type="checkbox"/> Summer Session
<input type="checkbox"/> Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.) Attach paper copies of the following: <ol style="list-style-type: none"> Syllabus or course outline. Course's student learning outcomes. A list of resources required to offer and support this course. A description of how teaching this course will affect department staffing. If 400/500 level course, an explanation of added expectations of graduate students. 		



Minnesota State University, Mankato
Curriculum Proposal

Signature Page

Department			
<input checked="" type="checkbox"/> Recommended	(Category/ies _____)		10/31/07
<input type="checkbox"/> Not Recommended	(Category/ies _____)	Department Chair	Date
Comments:			
College Curriculum Committee			
<input checked="" type="checkbox"/> Recommended	(Category/ies _____)		1/22/08
<input type="checkbox"/> Not Recommended	(Category/ies _____)	Committee Chair	Date
Comments:			
College Dean			
<input checked="" type="checkbox"/> Recommended	(Category/ies _____)		1/31/08
<input type="checkbox"/> Not Recommended	(Category/ies _____)	Dean	Date
Comments:			
General Education Subcommittee			
<input type="checkbox"/> Recommended	(Category/ies _____)	_____	_____
<input type="checkbox"/> Not Recommended	(Category/ies _____)	General Education Subcommittee Chair	Date
Comments:			
Undergraduate Curriculum and Academic Policy Committee			
<input checked="" type="checkbox"/> Recommended	(Category/ies _____)		3/18/08
<input type="checkbox"/> Not Recommended	(Category/ies _____)	UCAP Faculty Chair	Date
Comments:			
Faculty Association Graduate Committee			
<input type="checkbox"/> Recommended	(Category/ies _____)	_____	_____
<input type="checkbox"/> Not Recommended	(Category/ies _____)	Faculty Association Graduate Chair	Date
Comments:			
Graduate Dean			
<input type="checkbox"/> Recommended	(Category/ies _____)	_____	_____
<input type="checkbox"/> Not Recommended	(Category/ies _____)	Graduate Dean	Date
Comments:			
Academic Affairs Council			
<input checked="" type="checkbox"/> Recommended	(Category/ies _____)		4/15/08
<input type="checkbox"/> Not Recommended	(Category/ies _____)	Assistant Vice President	Date
Comments:			
Senior Vice President and Vice President for Academic Affairs			
<input checked="" type="checkbox"/> Approved	(Category/ies _____)		4/28/08
<input type="checkbox"/> Not Approved	(Category/ies _____)	Sr. Vice President / Vice Pres. Academic Affairs	Date
Comments:			

COMMUNICATION DISORDERS 392 - PHONETICS
INSTRUCTOR: JUDY KUSTER OFFICE: AH 103M
PHONE: 389-5840
Fall Semester

OBJECTIVES (Standard III-B)

1. To gain an understanding of how the human body functions in producing speech.
2. To be able to accurately describe how English phonemes are produced and to graphically depict how the articulators are placed in sound production.
3. To gain the ability to transcribe the sounds of both live and recorded speech using phonetic symbols (write IPA).
4. To gain the ability to translate phonetic representation of speech into oral and/or written English (read IPA).

REQUIREMENTS

1. Attend all scheduled class meetings unless excused by the instructor.
2. Read and complete assigned exercises in text **Introduction to General American Phonetics** by Charles Van Riper and Dorothy Smith. Actively participate in discussion/in-class practice exercises.

bring workbooks to class these days with "exam" completed

Aug. 30	p. 6
Sept. 6	p. 23-24
Sept. 20	p. 37-41
Oct 4	p. 51-52
Oct. 11	p. 115-116
Oct. 25	p. 72 and 85-86
Nov 1	p. 133-134
Nov 8	p. 143
Nov 29	p. 153

3. Complete the following Internet Requirements
There is not a lot of academic reading required for this course. Along with the textual material in your workbook, the following are additional required readings for the course and are intended not only to provide you with some additional information about phonetics, but also to provide you

with opportunity and incentive to explore some of the related resources on the Internet. The specific material assigned below is fair game for examination questions. Be very careful when typing URLs - it has to be exact or it won't work.

BEFORE EXAM I - Hand in the answers to the assignment below on the day of the exam:

For anyone having trouble distinguishing how many syllables there are in a word, the following website may be helpful: SYLLABLES POP-UP COUNTING QUIZ -- <http://www.quia.com/pop/5909.html>

The Merriam-Webster site (<http://m-w.com>) has a box on the first page where you can enter a word. That will take you to a page where your computer will let you hear how the word is pronounced in "General America" accent. Type in the following words and hit enter: **garage, hot, groceries, aunt, surprise, correctly**. For each word, click on the speaker icon to hear it spoken in "General American" accent through your computer speakers. Sometimes there are two pronunciations provided. The first pronunciation is considered the more common/standard pronunciation. Compare what you hear to the way you say it. Describe any differences you discovered. **Type in several other words and find two that you pronounce in a different way than this site says is "general American" accent.**

Explore the dialect survey maps at <http://www4.uwm.edu//FLL/linguistics/dialect/maps.html/>. **Find at least two examples of words you pronounce differently than the map shows how the majority of people in this part of Minnesota pronounce those words. What are they? Can you speculate why you pronounce those words differently?**

BEFORE EXAM II

Read the suggestions for teaching Lexical Stress Patterns in English collected and summarized by Laura Koenig
<http://www.mnsu.edu/dept/comdis/kuster2/basics/koenig.html>

Explore: <http://www.uiowa.edu/%7Eacadtech/phonetics/#> - The Sounds of Spoken Language - the English section. Describe how you might use this resource for a speech therapy client some day.

Explore: http://members.tripod.com/Caroline_Bowen/wordlists.html/. Explore the minimal pair words. **Draw one set of minimal pairs for each set below and hand in on the day of the exam.**

/i/ and /I/
/p/ and /b/

/s/ and /t/
/j/ and /l/
/br/ and /bl/

BEFORE WRITTEN FINAL EXAM - hand in answers requested on last day of class:

Read the following article: The Organization of Dialect Diversity in North America by William Labov

http://www.ling.upenn.edu/phono_atlas/ICSLP4.html (This article will help you understand some of the dialectal differences I have, since I was raised in Wisconsin. Read especially carefully the section about the merger of the oh/o).

Listen to at least 5 samples of foreign dialect and 5 samples of regional dialect on the Speech Accent Archive at <http://classweb.gmu.edu/accent/>. Check the phonetic transcriptions. It will be a bit different than the system you learned, but you should still be able to read it! List the samples you listened to. What did you learn from doing this?

<http://www.geocities.com/Athens/8136/tonguetwisters.html>

Transcribe three of the tongue twisters.

4. Complete all quizzes and examinations

10-15 quizzes, 20 points each, unannounced and cannot be made up, but you may throw out the lowest two

Exam I - tentatively scheduled September 27

Exam II - as announced

Final exam - in two parts

1. transcription final - December 5 - last class day

2. written final - December 12 - 8-10

5. **"Understanding Our Neighbors" project** - complete on November 14 and 15 in place of class and hand in on November 19. More information will be provided prior November 14.

Transcription Practice Materials

I have created and put online practice sets of materials designed to provide a continuous and logical learning sequence for transcription practice of American English vowel sounds. The URL is:

<http://www.mnsu.edu/comdis/phonetics/phonetics.html>

There are five sets of ten words and one set of five sentences with specific parameters for each of the 17 vowels and diphthongs in American English pronunciation. The first set contains only the /i/ vowel. Each word in the second set contains the /I/ vowel, but may also contain the /i/. The third

set all contain the /e/ vowel, but may also contain the /i/ and /I/, etc. Students are able to transcribe my production and then check the answers on-line. In grading the transcription finals last year, it was obvious that several of the students took advantage of the extra practice, including some who were struggling with transcription early in the class.

GRADING

All points from written assignments, quizzes, and examinations will be cumulative. Grading will be on percentage basis:

90-100	A
80-89.9	B
70-79.9	C
60-69.9	D
below 60	F

All of the above is subject to reasonable change without notice.

Incompletes will not be given except in cases where a student cannot complete the work due to circumstances beyond his/her control. Students are expected to comply with the university's policy on academic integrity. Any student suspected of violating this policy jeopardizes receiving a passing grade.

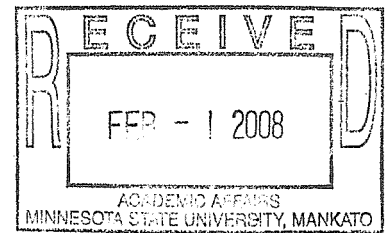
Important dates:

September 1 - last day to add or change full-term classes without financial penalty

November 15 - last day to withdraw from individual full-term class

December 1 - last day for official withdrawal of all full-term classes

Every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please see me as early in the semester as possible to discuss the necessary accommodations, and/or contact the Disability Services Office at (507) 389-2825 (V) or 1-800-627-3529 (MRS/TTY).



TO: CAHN Curriculum Committee
FROM: Bruce Poburka, Chair, Speech, Hearing, and Rehabilitation Services
DATE: 10/17/07
RE: Curriculum proposals (attached)

A handwritten signature in black ink, appearing to be "BP", is written over the "FROM:" line of the header.

The Communication Disorders program is submitting proposals for several courses that are in need of a course number change. There are four courses involved, and each proposal seeks to change the course number from 200 level to 300 level. The need for this change is explained below.

Beginning with the 2005 undergraduate bulletin, students graduating from MSU are required to earn 40 credits at the upper level (300-400). Currently, the Communication Disorders core curriculum includes a sequence of required courses at the 200 level.

The program has made an agreement with the Registrar to temporarily count some of the program's 200 level courses toward the 40 credit upper division graduation requirement until approval is obtained to change the course numbers. A memo outlining that agreement is attached.

TO: David Gjerde, Registrar
FROM: Bruce Poburka, Chair, Speech, Hearing, and Rehabilitation Services
DATE: 4/20/07
RE: Blanket Waiver for Selected CDIS 200 Level Courses

This memo is to formalize an agreement to count selected 200 level courses in Communication Disorders (CDIS) towards the graduation requirement for 40 credits of upper level courses. The rationale and further details are presented below.

Beginning with the 2005 undergraduate bulletin, students graduating from MSU are required to earn 40 credits at the upper (3-400) level. Currently, the Communication Disorders core curriculum includes a sequence of required courses at the 200 level. Because a significant portion of the undergraduate curriculum is 200 level, and because the CDIS major is broad and requires no minor, students are not able to meet the 40 credit graduation requirement.

Although the new requirement was publicized at the time of implementation, the program did not become aware of the change until recently. The program has formulated a plan to remedy the situation by submitting curricular changes in which the 200 level courses will be changed to 300 level. The changes will be submitted for approval during fall semester, 2007. In the mean time, there will be several cohorts of students who have already taken the 200 level courses. Graduation for these students would be unfairly delayed and additional costs incurred if they are required to take additional 3-400 level courses just to meet the new requirement. Therefore, it is requested the the courses listed below be counted toward the graduation requirement for 40 upper level credits. This would pertain to all students, regardless of their major.

Communication Disorders Courses to be Counted Toward Graduation Requirement for 40 Upper-level Credits:

CDIS 212 Speech & Language Development
CDIS 222 Speech & Hearing Science
CDIS 292 Phonetics
CDIS 294 Applied Anatomy & Physiology
CDIS 291 Ind. Study: Dimensions of Deafness
CDIS 291 Ind. Study: Hearing Disorders

c. Brenda Flannery, Interim Asst. VP for UGS & IE
Marcius Brock, Assoc. Registrar
Kaye Herth, Dean, CAHN