MUSO 2400. **Articulatory Phonetics.**
A singing approach to phonetics designed for students majoring in Special Education, Speech Pathology, or Communication.

1. General Information

Class location and time: Blair 1197, Tues/Thurs 8:25 - 9:15
Office: 3128
Email: cheri.montgomery@vanderbilt.edu
Office hours: By appointment

2. Course Information

2.1. Required Workbook. *Articulatory Phonetics*, Level 1 by Cheri Montgomery. All materials will be supplied by the instructor.

2.2. Description. This course provides an in-depth study of vowel and consonant formations based on the muscular structures of the tongue and soft palate. A sung approach to a simplified phonetic system serves as the framework through which all concepts are taught and applied. Students may specialize in one of five areas: a braille phonetic system accessible to both sighted learners and learners who are visually impaired; a signed phonetic system accessible to both hearing learners and learners who are hearing impaired; an orthographic approach to phonetics for English language learning (ELL) in a multilingual classroom; a simplified approach to phonetics designed to support speech in special education; or an advanced approach to phonetics using the International Phonetic Alphabet (IPA) designed for linguists and singers.

The instructor's published, modified phonetic system (designed for accessibility across linguistic, visual, and auditory learning differences) is available exclusively through this curriculum and its accompanying materials. No prior experience in singing, braille, or signing is required.

2.3. Purpose. Articulatory phonetics, a subtopic of lyric diction, offers useful applications in speech therapy, special education, and English language learning. Singing is elongated speech. Slowing the articulatory process helps to identify and correct faulty vowel and consonant formations. It supports ELL teachers in modeling accurate pronunciation, assists teachers of students with hearing loss in demonstrating visible vowel and consonant shapes for lip-reading and speech, and aids singers with blindness in learning the pronunciation of foreign-language repertoire. In addition, singing enhances vocal awareness and, when paired with orthography, strengthens literacy development.

2.4. Learning Outcomes. Students will learn to identify, replicate, and communicate the sounds, formations, and articulations of English vowels and consonants using the format associated with their selected field of study. They will discover how the modified phonetic system allows teachers to support students with a variety of learning needs and educational backgrounds.

3. Grading Policy

3.1. Homework. Each student will receive two homework numbers. The numbers correspond with word lists in units of the assigned text. Students will be required to transcribe (provide phonetic symbols) and sing (or speak with a sustained voice) the word lists associated with their assigned homework numbers. Two points will be deducted from the final average for each failed homework assignment. Failure is assigned for: an unexcused absence, incomplete transcription, more than ten transcription errors, or for not bringing the workbook to class. Homework assignments are to be prepared before the class meeting. Late submissions will not be accepted. Homework completed during class on the due date is considered an honor code violation since the topic is being covered in that class meeting. Students will receive a link to a progress report, which will be updated each week.

The 12 English word lists in each unit are identical across all fields of study. Each student will present using the format that corresponds with their selected area of specialization. Those who wish to study braille phonetics will present their word lists using the braille system, those who wish to study signing the phonetic alphabet will present their word lists using a signed phonetic system, and those who wish to study phonetics for speech therapy or ELL will present their word lists in writing using a modified phonetic alphabet (the written version of the system is identical across all fields of study).

3.2. Grading Scale. Course grading is based on presentation of daily written homework. Homework is graded on a pass/fail basis. The student begins with an average of 100. Two points will be deducted from the average for each failed homework presentation. Two extra credit opportunities, worth three points each, will be offered. The grading scale is: A 93-100, A- 90-92, B+ 87-89, B 83-86, B- 80-82, C+ 77-79, C 73-76, C- 70-72, D+ 67-69, D 63-66, D- 60-62, F 0-59.

3.3. Participation Grade. Deficiencies in this area serve to lower the final grade. See: 4. Classroom Protocol.

4. CLASSROOM PROTOCOL

4.1. Attendance. Student participation is crucial to success in this course. Attendance is required for the duration of the class meeting. Submission of homework is required in the event of an excused absence (see 4.2). Excused absences include observance of officially designated religious holidays, participation in sponsored university activities, and other approved absences. Excused absences must be accompanied by an email, and I must be notified before class. Two points will be deducted from the final grade for each unexcused absence.

4.2. Extended Absences. In rare cases, a student may need to miss more than two classes per semester with a valid excuse. For each valid excuse beyond the first two excused absences, the student will be required to complete additional homework. Two points will be deducted from the final grade each time this requirement is not submitted. The student will be given one week to complete the extra work.

4.3. Tardies and leaving during class. One point will be deducted from the final grade for each unexcused tardy or for leaving the room during the class meeting (except for an emergency).

5. SCHEDULE OF ASSIGNMENTS

The units listed in the assignment column contain the homework exercises provided in *Articulatory Phonetics, Level 1*. Students are required to complete only the word lists that correspond with their assigned homework numbers.

Due Date	Assignment Due	Unit Covered
Jan. 12		Unit 1
Jan. 14	Unit 1	Unit 2
Jan. 19	Unit 2	Unit 3
Jan. 21	Unit 3	Unit 4
Jan. 20	Unit 4	Unit 5
Jan. 26	Unit 5	Unit 6
Jan. 28	Unit 6	Unit 7
Feb. 2	Unit 7	Unit 8
Feb. 4	Unit 8	Unit 9
Feb. 9	Unit 9	Unit 10
Feb. 11	Unit 10	Unit 11
Feb. 16	Unit 11	Unit 12
Feb. 18	Unit 12	Unit 13
Feb. 23	Unit 13	Unit 14
Feb. 25	Unit 14	Unit 15
Feb. 2	Unit 15	Unit 16
Mar. 4	Unit 16	Unit 17
Mar. 9	Unit 17	Unit 18
Mar. 11	Unit 18	Unit 19
Mar. 13-21	Spring Break	
Mar. 23	Unit 19	Unit 20
Mar. 25	Unit 20	Unit 21
Mar. 30	Unit 21	Unit 22
Apr. 1	Unit 22	Unit 23
Apr. 6	Unit 23	Unit 24
Apr. 8	Unit 24	Unit 25
Apr. 13	Unit 25	Unit 26
Apr. 15	Unit 26	Unit 27
Apr. 20	Unit 27	Unit 28
Final Exam	Project Presentation	TBA