

# University of Wisconsin-Stevens Point

## Department of World Languages and Literatures

### Spanish 420: Spanish Phonetics and Phonology Fall 2017

- Instructor: Dr. Michael K. Olsen
- E-mail: [molsen@uwsp.edu](mailto:molsen@uwsp.edu)
- Horas de oficina: martes y jueves, 2:00-3:00 and by appointment, CCC 411
- Horas de clase: miércoles y viernes, 2:00-3:15, CCC 304

#### **Required text**

- Guitart, Jorge (2004). *Sonido y sentido. Teoría y práctica de la pronunciación del español*. Georgetown University Press, Washington, D.C.
  - A CD should come with the text.

#### **Recommended:**

- Morris, Richard. (2010). *Pronunciación de la lengua española para anglohablantes*. Focus Publishing, Newburyport, MA.
- Schwegler, Kempff & Ameal-Guerra (2010). *Fonética y Fonología Españolas 4th Edition*. Wiley & Sons.

**Prerequisites:** SPAN 313 – Intermediate Spanish Conversation

#### **Course description**

Spanish 420 is a course focused on the study and practice of the sounds of Spanish. The overall objective of this course is to understand the sound system of Spanish as compared to English. Successful students will develop good auditory perception of Spanish and awareness of their own pronunciation, which could help to improve it. This course also seeks to introduce students to the analysis of the Spanish sound system. Students will learn to identify and correct (i.e., self-correct) non-native patterns of pronunciation. To this end, students will master basic concepts and techniques of phonetic analysis, including phonetic transcription. We will examine the principal articulatory properties of each sound in Spanish, their phonological distribution, differences between the English and the Spanish sound systems, and the main aspects of phonological variation across the regional varieties of Spanish.

#### **Evaluation**

Participation and attendance	10%
Homework and readings	30%
Pronunciation self-evaluation	20%
Dialectal Variation Presentation	4%
Exam 1	12%
Exam 2	12%
Exam 3	12%

### **Participation and attendance 10%**

1. Students will be graded based on their active participation in class activities (whole class, group work, pair work) and use of Spanish. We are here to learn; so contribute with your thoughts and concerns! Respectful behaviour is expected (**no use of cell phones** in the class).
2. Attendance is obligatory. When absent, participation is not possible and therefore results in a loss of participation points. Absences that are justified by a doctor's note are excused. In case of an emergency (i.e., due to grave illness, hospitalization, funeral of a family member, etc.), you must let me know as soon as possible. Send me an email, or leave me a note in my mailbox. Written documentation/evidence of extenuating circumstances must be given to me within one week of the absence.
3. Arrive on time. When students arrive late, they disrupt the class and may miss important announcements.

### **Homework and readings 30%**

Students are expected to come to class prepared by having read the Lectura for that day. Although we will not be focusing on everything from the textbook in class, students are still expected to understand the information in the textbook. PowerPoint slides are also posted on D2L. Students are also expected to read through these slides in preparation for the class. Class time will largely be spent on discussion, student questions, and group work. Inquietudes de la lectura, Prácticas de transcripción and Lectura en voz alta assignments are designed to help students *identify*, *analyse*, and *practice* the concepts covered in this course.

Inquietudes de la lectura assignments are postings on a forum on D2L that are tied with the reading and discussion for each class period. Students will either 1) pose a question (for clarification or further inquiry) relating to the reading and class discussion for the previous class or 2) answer another student's question.

Prácticas de transcripción are designed to help students improve transcription skills and to help them understand differences between orthographic traditions and linguistic representation as well as phonetic differences among speech styles.

Lectura en voz alta—Reading aloud each day will help improve pronunciation. Producing and listening to students own speech will help them analyse it. This exercise will also help exercise the muscles needed to pronounce the sounds of Spanish consistently. Students will read aloud for 15 minutes each day of the semester, keeping a log (on D2L) of the days/times read aloud and turning it in to OneDrive on the day of the final.

**All assignments will be due on the class period they appear on the calendar at 2:00 pm (before class) unless otherwise stated. Late assignments will receive a 10% reduction each day they are late. Students will turn in all homework via OneDrive (except for Inquietudes de la lectura).**

### **Pronunciation self-evaluation 20%**

Autoevaluaciones de pronunciación are designed to help students practice and apply concepts learned in the course with the intent to improve pronunciation skills. Students will record themselves carrying out 6 conversations in groups of 3 throughout the semester. Each conversation will be 8-10 min. Students will then listen to the conversations and evaluate their own pronunciation using criteria provided by the professor. More information and instructions will be provided on D2L.

### **Dialectal variation presentation 4%**

Students will work with a partner to choose a phonetic phenomenon that we will be discussing in class and present the dialectal variation existent in the Spanish-speaking world to the class. As part of the presentation, students will also provide examples of the phenomenon (e.g., videos, recordings, music, etc.). Presentations are expected to be around 8 minutes in length. Specific instructions and guidelines will be posted on D2L and discussed in class.

### **Exams 36%**

The exams will be conceptually cumulative. Although each exam covers different aspects of the class, new material for each exam will be conceptually based on previously covered material. Make-up exams will be given with prior notification and written documentation of your absence. No exceptions. Do not make any travel plans without checking your exam schedules. If you have read the syllabus up to this point, please email me a picture of Animal the Muppet. No joke.

**Disability Services:** UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC can be reached at 715-346-3365 or [DATC@uwsp.edu](mailto:DATC@uwsp.edu).

**Academic Misconduct:** This course is part of the UW-Stevens Point academic community, an academic community that is bound together by the traditions and practice of scholarship. Honest intellectual work – on examinations and on written assignments is essential to the success of this community of scholars. Using classmates' responses to answer exam questions or disguising words written by others as your own undermines the trust and respect on which our course depends. The work in this course is challenging and will demand a good deal of each of you. I have every confidence that each of you can succeed. Doing your own work will enhance your sense of accomplishment when the semester comes to a close.

Additionally, the classroom environment is a unique opportunity for students to share ideas, opinions, discuss classroom and course content. As each student is entitled to contribute in class, specific expectations are necessary to ensure a thriving classroom environment. Expectations include: arriving to class on time, being prepared for class, no electronic devices, unless authorized to do so, any loud shouting, excessive side conversations, arriving to class under the influence of any alcohol or drugs, profane language, and verbal or physical threats, intimidation of any kind, or any other behavior that may be disruptive to the professor or other students. If any of this behavior is exhibited, you may be asked to leave the class for the day. Any continued disruptive behavior may result in a referral to the Dean of Students Office.

**Grading Scale:**

A : 93-100	B- : 80-82	D+ : 67-69
A- : 90-92	C+ : 77-79	D : 63-66
B+ : 87-89	C : 73-76	D- : 60-62
B : 83-86	C- : 70-72	F : 0-59

**IMPORTANT:** This syllabus is accurate and complete to the best of my knowledge. However, I reserve the right to make midcourse changes to the readings, assignments, or exam dates as needed.

**CALENDAR**

This calendar is tentative. Students are responsible for checking D2L and their university e-mail accounts. Assignments, guidelines, and other deadlines will be posted and sent there.

**IL:** Inquietudes de la lectura; **PT:** Práctica de transcripción

Semana	Fecha	Tema	Lecturas y tareas
1	6 de septiembre	Introducción/ lingüística y fonética	
	8 de septiembre	Español: lengua and variedades	Plan de estudios Capítulo 1 <b>IL</b>
2	13 de septiembre	El sistema fonoarticulador Características del sonido. El acento ortográfico y el acento léxico (fonético)	Capítulo 2 <b>IL</b>
	15 de septiembre	Introducción a la fonética. Letras vs. Sonidos. Grupos fónicos.	Capítulo 2 <b>Anatomía involucrada en la fonación</b> <b>IL</b> <b>Fenómeno fonético para las presentaciones</b>
3	20 de septiembre	Modo de articulación	Capítulo 3 <b>Exploración de Praat</b> <b>IL</b>

	22 de septiembre	Lugar de articulación	Capítulo 4 <b>PT: pág. 32</b> <b>IL</b> <b>Grabación 1</b>
4	27 de septiembre	Introducción a la fonología	Capítulo 5 <b>PT: A., B., C.; págs. 44-45</b> <b>IL</b>
	29 de septiembre	Pares mínimos y rasgos distintivos	Capítulo 6 <b>PT: A., B.; págs. 57-58</b> <b>IL</b>
5	4 de octubre	Principios fonológicos	Capítulo 7 <b>IL</b>
	6 de octubre	<b>REPASO</b>	<b>PT: pág. 86</b> <b>IL</b>
6	11 de octubre	<b>EXAMEN Nº 1</b>	Estudiar para el examen
	13 de octubre	Morfemas, palabras y sílabas	Capítulo 8
7	18 de octubre	Silabeo y Sonancia	Capítulo 18 <b>IL</b> <b>Grabación 2</b>
	20 de octubre	Fonemas plosivos sordos	Capítulo 9 <b>PT: pág. 96</b> <b>IL</b> <b>Taller 1</b>
8	25 de octubre	Taller 2 (oclusivas sordas)	
	27 de octubre	Fonemas plosivos sonoros	Capítulo 10 <b>IL</b> <b>Taller 2</b>
9	1 de noviembre	Fonemas fricativos y africados	Capítulo 11 <b>PT: pág. 118</b> <b>IL</b> <b>Autoevaluación 2</b>
	3 de noviembre	Fonemas nasales	Capítulo 12 <b>PT: pág. 126</b> <b>IL</b> <b>Grabación 3</b>
10	8 de noviembre	Fonemas laterales	Capítulo 13 <b>PT: pág. 134</b> <b>IL</b>
	10 de noviembre	Sonidos róticos	Capítulo 14 <b>PT: págs. 142-143; 157</b> <b>IL</b> <b>Autoevaluación 3</b>
11	15 de noviembre	<b>REPASO</b>	<b>PT: pág. 157</b> <b>IL</b> <b>Grabación 4</b>

	17 de noviembre	<b>EXAMEN Nº 2</b>	Estudiar para el examen
12	22 de noviembre	Vocales y Semivocales IN CCC 307	Capítulo 15
	24 de noviembre	<b>NO CLASS</b>	<b>THANKSGIVING</b>
13	29 de noviembre	Taller 3 (Trampas de las vocales)	<b>PT: págs. 171-172</b> <b>IL</b> <b>Autoevaluación 4</b>
	1 de diciembre	Acento y Acentuación	Capítulo 16 <b>Taller 3</b> <b>IL</b> <b>Grabación 5</b>
14	6 de diciembre	Fonemas semivocálicos	Capítulo 17 <b>PT: pág. 191</b> <b>IL</b>
	8 de diciembre	Entonación	Capítulo 19 <b>IL</b> <b>Autoevaluación 5</b>
15	13 de diciembre	Fonología aplicada	Capítulo 20 <b>IL</b> <b>Grabación 6</b>
	15 de diciembre	Fonología aplicada/ <b>REPASO</b>	Capítulo 20 <b>Identificación de errores 1-3; págs. 272-273</b> <b>IL</b>
Finals	20 de diciembre (miércoles)	<b>EXAMEN Nº 3</b>	<b>Autoevaluación 6</b> <b>Registro de Lectura en voz alta</b>