

Spanish 414: Spanish phonology (Section 002 - Spring 2011)

Instructor: Joe Bauman
Office: 341 Burrowes, Cubicle #10
Office Hours: MW 10:30-12:00 and by appointment
E-mail: jrb922@psu.edu

TEXTBOOK:

Teschner, R.V. *Camino Oral* (Segunda edición). McGraw Hill.

OBJECTIVES:

This course serves as an overview of the Spanish sound system, its variation both regionally and socially within the Spanish-speaking world, and its relationship to the sound system of English. You will be introduced to phonetics and phonology and the theoretical means of analyzing the sounds of a language. The objectives of this course include strengthening your Spanish pronunciation in the direction of a more native-like, normative pronunciation, and enhancing your awareness of the pronunciation of Spanish world-wide.

ATTENDANCE AND PARTICIPATION:

You are required to come to class prepared, having read the required material and having completed the assignments for the day. Participation on an individual level as well as at a group level is normal for this class. Two unexcused absences will be permitted for this class; 1% will be taken off the final grade for each subsequent unexcused absence.

ASSIGNMENTS:

Students will document their pronunciation of Spanish and—for non-native speakers—their improvement during the semester, by means of a portfolio of webcam recordings (audio and video), posted on YouTube or Angel. If you are not already familiar with the techniques for making and uploading such recordings, please check with the information technology assistance available across campus. WHY VIDEO AS WELL AS AUDIO? Because phonetic differences between Spanish and English can be seen as well as heard, and in order to fully grasp these differences, and to improve your own pronunciation, it is helpful to use visual cues as a supplement to auditory input.

(1) At the beginning of the semester, each student will make and upload a preliminary diagnostic webcam recording (audio and video) of his/her pronunciation in Spanish. The recording should contain approximately **3-5 minutes** of spontaneous speech, on any subject. Do NOT read from a text or recite previously memorized statements. The instructor will listen to each recording, and

provide a list of traits that can be improved for each student. Those students classified as non-native speakers will be given a list of traits that need to be improved. The initial diagnostic recording is due by **Wednesday, January 19**. Be sure to send me (via e-mail to jrb922@psu.edu) the link to your recording or notify me that it has been uploaded to the Angel dropbox.

(2) During the course of the semester, each student will make and upload **three more** webcam recordings (audio and video) of Spanish pronunciation, by the dates listed on the syllabus. Each recording is to be **3-5 minutes** in length. Students should discuss how they have applied what they have learned so far to their own pronunciation. These videos will be graded for phonetic accuracy and improvement.

(3) There are **three written partial exams** during the semester. They are comprehensive in that they require an understanding of all material covered in the course up until the date of the exam, but will emphasize the most recent material. See schedule for dates. **There will be no written final exam.**

(4) A **final oral exam** will evaluate how well you have assimilated and applied concepts of Spanish pronunciation throughout the semester. The format will be free conversation; there is no need to prepare any materials. The final oral exam will take place on a one-to-one basis with the instructor during the last week of class. There will be no regular class on these days; you will come for your exam time only.

(4) There will be a **final project**, consisting of the analysis of a recorded (audio) interview carried out by the student. Students will either interview a native Spanish speaker or find a video of a native speaker of a particular Spanish variety and provide a written report on the speaker's pronunciation, especially with respect to a specific phonological variable, according to guidelines that will be supplied prior to the end of the semester. Students may bring recordings to the instructor at any point for help in transcribing or interpreting, or for general advice. A written summary of the principal phonetic characteristics will be turned in, together with the recording. The recording should be **digital**. The written summary should be turned in electronically, and is to be written in Spanish. More details and specific information will also be discussed in class at the appropriate time.

- ☞ All written assignments should be turned in **electronically** in documents prepared using Microsoft Word and sent to me (jrb922@psu.edu) International Phonetic Alphabet (IPA) phonetic symbols should be in the **DoulosSIL** font, available from http://scripts.sil.org/cms/scripts/page.php?item_id=DoulosSIL_download. If you use phonetic symbols, be sure to check the "embed truetype fonts" box on the Tools-Options menu in Word before saving the file, to ensure that the fonts will be preserved when I open your file.
- ☞ All electronic communication should be through e-mail: jrb922@psu.edu. I will use ANGEL if needed for posting readings, assignments, and other files, but if you need to contact me, email is preferred.

GRADE BREAKDOWN:

- 10% Attendance and Participation
- 20% Webcam recordings (3)
- 15% Final project
- 45% Written exams (3)
- 10% Final oral exam

Grading scale:

95.0-100%	A
90.0–94.9%	A-
87.7 – 89.9%	B+
83.4 – 87.6%	B
80.0 – 83.3%	B-
75.0 – 79.9%	C+
70.0 – 74.9%	C
60.0 – 69.9%	D
59.9% and below	F

LANGUAGE SKILLS NECESSARY FOR SUCCESSFUL COMPLETION OF THIS COURSE:

This is an advanced level language skills and language content course. It will be conducted in Spanish and students will be expected to perform (written and oral tasks) in grammatically correct and appropriate Spanish. The proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL), derived from the U. S. Foreign Service Institute language proficiency ratings and the “industry standard” for foreign language teaching, acknowledge four levels: novice, intermediate, advanced, and superior, with subdivisions in each category (<http://www.actfl.org>). Successful completion of a 400-level language course requires ACTFL Advanced level proficiency, and this will be expected of all students. The ACTFL guidelines for basic Advanced (not Advanced plus) are as follows:

Reading: Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing control of the language. Texts at this level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters, and simple technical material written for the general reader.

Writing: Able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple social correspondence, take notes, write cohesive summaries and resumes, as well as narratives and descriptions of a factual nature. Has sufficient writing vocabulary to express self simply with some circumlocution. May still make errors in punctuation, spelling, or the formation of nonalphabetic symbols. Good control of the morphology and the most frequently used syntactic structures, e.g., common word order patterns, coordination, subordination, but makes frequent errors in producing complex sentences. Uses a limited number of cohesive devices, such as pronouns, accurately. Writing may resemble literal translations from the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writing of non-natives.

Speaking: Able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as elaborating, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution which arises from vocabulary or syntactic limitations very often is quite successful, though some groping for words may still be evident. The Advanced-level speaker can be understood without difficulty by native interlocutors.

Understanding: Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, nonpast, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.

ACADEMIC INTEGRITY

The Pennsylvania State University defines academic integrity as the pursuit of scholarly activity in an open, honest and responsible manner. All students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts (Faculty Senate Policy 49-20). Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but is not limited to: cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of their students. Students who are found to be dishonest will receive academic sanctions and will be reported to the University's Judicial Affairs office for possible further disciplinary sanction. See <http://www.psu.edu/dept/oue/aappm/G-9.html>

☞ To make matters simpler, for the purposes of this course, I define academic integrity as follows:

For any graded assignment prepared outside of class, you may use any written, published, or virtual source, provided that you give a complete citation. You may not consult with any other person about a graded assignment except for the instructor. All your work must be done by you alone. You also may not assist any other student in this class with any graded assignment. During in-class tests, you may not give or receive aid of any kind.

DISABILITY ACCESS STATEMENT

The Pennsylvania State University encourages qualified people with disabilities to participate in its programs and activities and is committed to the policy that all people shall have equal access to programs, facilities and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. If you anticipate needing any type of accommodation in this course or have questions about physical access, please tell the instructor as soon as possible.

TENTATIVE CALENDAR OF ASSIGNMENTS

Week #1 (January 10, 12, 14): INTRODUCTION; PHONEMES AND GRAPHEMES; SYLLABIFICATION.
Read: CO, chaps. 1-2.

Week #2 (January 19, 21) *No class 1/17/11 (Martin Luther King, Jr. Day): SYLLABIFICATION, CONT., ACCENTUATION. *Read:* CO, pp. 33-40.
Diagnostic webcam recording due Wednesday, January 19, by 5:00 p.m.

Week #3 (January 24, 26, 28): ACCENTUATION, CONT., REVIEW OF CHAP. 1-3 *Read:* CO, pp. 40-62.

Week #4 (January 31, February 2, 4): INTRO. ARTICULATORY PHONETICS, TRANSCRIPTION.
Read: CO, pp. 63-72. **EXAM #1, Monday, January 31.**

Week #5 (February 7, 9, 11): ARTICULATORY PHONETICS, CONT'D.
Read: CO, pp. 73-85. **Webcam recording #1 due Friday, February 11.**

Week #6 (February 14, 16, 18): PHONEMES AND ALLOPHONES. *Read:* CO, pp. 87-109.

Week #7 (February 21, 23, 25): PHONEMES AND ALLOPHONES CONT'D., LA SINALEFA.

Week #8 (February 28, March 2, 4): LA SINALEFA, EL RITMO SILÁBICO, REVIEW OF CHAP 4-6.
Read: CO, pp. 113-121.
EXAM #2, Friday, March 4; Webcam recording #2 due Friday, March 4.

***No class March 7, 9, 11 (Spring Break)

Week #9 (March 14, 16, 18): IMPROVING PRONUNCIATION: VOWELS. *Read:* CO, pp. 131-143.

Week #10 (March 21, 23, 25): CONSONANTS. *Read:* CO, pp. 144-163.

Week #11 (March 28, 30, April 1): CONSONANTS CONT'D., REVIEW CHAPS 6-7.

Week #12 (April 4, 6, 8): PRINCIPAL DIALECTS OF SPAIN.
Read: CO, pp. 180-196. **Webcam recording #3 due Friday, April 8.**

Week #13 (April 11, 13, 15): THE 20 DIALECTAL PROCESSES. *Read* CO, pp. 197-220.

Week #14 (April 18, 20, 22): DIALECTOLOGY, CONT'D., PHONOLOGICAL VARIATION
EXAM #3, Friday, April 22.

Week #15 (April 25, 27, 29): **ORAL FINAL EXAMS (NO REGULAR CLASS)**

FINAL PROJECT DUE MONDAY, MAY 2