

# SPAN 303: The Sounds of Spanish

Topic title: Spanish Phonetics in the Classroom

MWF 10-10:50 AM

Semester  
XYZ

## Instructor



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Office: FLB 4035



Office hours: Mondays, 11-12 (or by appt.)

## Course description and goals

Spanish 303 offers a comprehensive review of the pronunciation and sound system of Spanish. We will discuss fundamental concepts of phonological and phonetic analysis, sequentially, to concisely show how Spanish sounds are produced, how they fall into patterns, and how they change according to different linguistic environments. When applicable, we will pay strict attention to differences between English and Spanish sound patterns so that students can apply their understanding of phonological and phonetic differences between the languages in order to improve their Spanish pronunciation. This particular section will be focused on the applicability of phonetic/phonological topics in the classroom.

Prerequisites: SPAN 228 or consent of instructor.

## Materials

**Required textbook:** Morgan, Terrell A. 2010. *Sonidos en contexto. Una introducción a la fonética del español con especial referencia a la vida real.* Yale University Press.



Select sites will be extremely useful (and will be referred to often in class), so be sure to bookmark these sites into your Internet browser for the duration of this course:

Textbook's Website: <http://yalepress.yale.edu/yupbooks/sonidos/>

Visualization of Articulators & Pronunciation Tutorial:

<http://www.uiowa.edu/~acadtech/phonetics/>

IPA Website (for Typing IPA Symbols): <http://archive.phonetics.ucla.edu/Language/ipa-pop-up-2.html>


## Important course policies

**Attendance policy:** If you miss class due to a university-sanctioned reason (illness, emergency, jury duty, religious holiday), please contact the instructor to arrange a way for you to make up participation points. If you miss class due to any other reasons, you will receive a 0 on participation that day. Arriving more than ten minutes late constitutes an absence.

**Students with disabilities:** Please contact the instructor as early in the semester as possible if you anticipate the need for accommodation of a disability, so that we can make any necessary arrangements, in coordination with the Office of Disability Resources and Educational Services (DRES).

**James Scholars:** This year Honors credit will not be offered in SPAN 303.

## Grading scale



96.5 – 100	A+	92.5 – 96.4	A	89.5 – 92.4	A-
86.5 – 89.4	B+	82.5 – 86.4	B	79.5 – 82.4	B-
76.5 – 79.4	C+	72.5 – 76.4	C	69.5 – 72.4	C-
66.5 – 69.4	D+	62.5 – 66.4	D	59.5 – 62.4	D-
		0.00 – 59.4	F		

## Grading Policies

15% -- Attendance, Participation, and Worksheets

10% -- Recordings (2 @ 5% each)

15% -- Homework assignments (3 @ 5% each)

30% -- Take-home Exams ( 3 @ 10% each)

30% -- Final project (5% presentation, 15% Spanish analysis, 10% L2 English analysis)

## Attendance, Participation, and Worksheets (15%)

Due to the practical nature of the course, we will use a good portion of class time practicing and you must be in class to benefit. Attendance every day is mandatory and will be kept with a sign-in sheet. Arriving to class more than 10 minutes late is considered being absent. Excused absences will also be allowed as permitted by the Student Code (e.g., for illness, athletic competitions, religious holidays, etc.) You must let me know *in advance* of the absence and provide appropriate documentation as requested in order for an absence to be excused.

Active participation is essential since much class time will be spent doing group work and exercises to practice the content discussed in lectures. Students are expected to participate actively in these activities and ask/answer questions when appropriate. Points will be taken off if it is clear that students are not engaged in class (e.g., distract other students, are late for class, use cell phone during class) or have not done the required reading for the day. Because this class is focused on improving Spanish pronunciation, speaking in Spanish during group work and exercises is extremely important. It *is* acceptable to ask questions in English to the instructor when appropriate (i.e., if you do not know how to express a question you have in Spanish), but not during group work.

Students will be expected to bring the Worksheets completed by the due date. Lack of completion of worksheet will be automatically assigned a '0' for the participation grade of that class session.

Your participation will be graded as follows:

### **5 points (if ALL of the following are true)**

- Arrives for class on time.
- Participates actively both in group work and in whole-class discussions.
- Demonstrates a thorough understanding of the assigned readings.

### **3 point (if ANY of the following is true)**

- Arrives no more than 10 minutes late for class.
- Has a passive attitude when working in groups (other group members do most of the work).
- Is only partially familiar with the key concepts in the assigned readings.
- Participation is mostly limited to personal experiences or anecdotes.

### **0 points (if ANY of the following is true)**

- Arrives more than 10 minutes late for class.
- Works on assignments for other classes or is otherwise distracted on activities not related to the class, such as texting.
- Does not demonstrate any familiarity with the assigned readings.
- Does not volunteer or contribute to the class discussion.

## Recordings (10%)

Students will be asked to submit **two recordings** including spontaneous speech (some topics will be assigned for you to discuss), read speech (texts will be provided) and a few tongue twisters. These recordings will be used to assess your improvement in pronunciation throughout the course. Special attention will be paid to those aspects covered in the course.

## Homework assignments (15%)

There are **three** graded homework assignments that are meant to preview the upcoming exam, containing similar types of questions and problem sets. These are to be submitted online, by 11:59 PM on the due date. They will be posted on the course website a week before the due date.

## In-class exams (3) (30%)

There are **three** in-class exams, containing both multiple-choice and short-answer questions. A mock exam for each test will be provided a week in advance and students will be asked to bring in the completed version to the session prior to the exam day. Students will be expected to bring in questions as well.

## Final Project (30%)

**Spanish Phonetic transcription:** Students, **in groups of 2**, will interview and record the speech of a native Spanish speaker of a dialect distinct from the one they speak or have had the most exposure to. They will then phonetically transcribe a portion of the speech they recorded, and comment on any phonetic features that they find interesting and/or that characterize that particular variety of Spanish.

**L2 English speech:** The second part consist in analyzing the English speech of the very same Spanish speaker, and applying the theoretical knowledge that students have acquired in the class, they will have to make hypotheses about which patterns will be more problematic. After that, students will verify whether their hypotheses were met or not. More details will be given toward the end of the semester.

## Late Work Policy

Late work (turned-in homework assignments) will not be accepted unless there are special circumstances (please be in contact with the instructor and the emergency dean). Similarly exams can only be made up with acceptable and documented excuses. There will be no credit given for missed classes or late worksheets. In the event of excused student absence, the student can turn in **any assignment** due via e-mail or in person during the following class session.

## Course calendar

	Fecha	Tema	En Compass, antes de clase
S1	1/25	Introducción a la clase: fonética, fonología, y ortografía. <b>Cap. 1, 2.</b>	
	1/27	<b>Cap. 5:</b> El fonema	
	1/29	Introducción a AFI y Praat	
S2	2/1	<b>Cap. 3:</b> Silabificación	<b>WS1:</b> Práctica con AFI, <i>pares mínimos</i>
	2/3	Cap 3. : Silabificación	
	2/5	<b>Introducción</b> al Proyecto Final	<b>WS2:</b> Práctica con AFI 2, <i>Las sílabas y los segmentos</i>
S3	2/8	<b>Cap. 4:</b> Acentuación	
	2/10	<b>Cap. 6:</b> Las vocales y los diptongos	
	2/12	<b>Pista pedagógica:</b> vocales en la L2 (Modelos de aprendizaje para la L2)	<b>Tarea #1 (Domingo 2/14 para las 11:59pm)</b>
S4	2/15	<b>Cap. 7, 8, 9:</b> Vocales no altas (a, e, o)	

	2/17	Non-Instructional Day	
	2/19	Cap. 10, 11: Vocales altas (i, u)	El Examen I de práctica estará disponible
	2/22	Repaso para Examen I	Traed vuestras dudas a clase
S5	2/24	EXAMEN 1	
	2/26	Las vocales y los formantes	
	3/1	Cap. 13: Consonantes	Tarea #2 (Lunes 3/1 para las 11:59pm)
S6	3/3	Cap. 13: Consonantes	
	3/5	Trabajo grupal: Proyecto final	
	3/8	Cap. 14: Las oclusivas sordas: VOT	
S7	3/10	Cap. 15: Las oclusivas sonoras y sus alófonos	
	3/12	Pista pedagógica: oclusivas en la L2	WS3: Oclusivas en la L1 y L2
	3/15	Cap. 22: Las nasales	El examen de práctica II estará disponible
S8	3/17	Pista pedagógica: nasalización vocálica en la L2	
	3/19	Repaso para Examen II	Traed dudas tras hacer el examen de práctica II

S9	3/22	<b>EXAMEN 2</b>	
	3/24	Non-Instructional Day	
	3/26	Cap. 16: /j/	
S10	3/29	Cap. 16: /j/	
	3/31	Cap. 17: /x/	
	4/2	Trabajo Grupal: Proyecto Final	
S11	4/5	Cap. 18 y 19: /s/, /θ/	
	4/7	Cap. 20, 21: /f/ y /ʎ/	<b>WS4:</b> Las consonantes palatales en español
	4/9	Pista pedagógica: fricativas en la L2	
S12	4/12	Cap. 23: /l/	
	4/14	Cap. 24: /r/, /ɾ/	
	4/16	Pista pedagógica: laterales en la L2	El examen de práctica III estará disponible
S13	4/19	Repaso Examen 3	Traed vuestras dudas tras hacer el examen de práctica III
	4/21	<b>EXAMEN 3</b>	
	4/23	El español en <b>contacto</b> con otros idiomas: <b>La península ibérica</b>	
S14	4/26	El español en <b>contacto</b> con otros idiomas: <b>La península ibérica</b>	

		El español en <b>contacto</b> con otros idiomas: <b>Las Américas</b>	
	4/28	El español en <b>contacto</b> con otros idiomas: <b>Las Américas</b>	<b>Grabación 2</b> (Miércoles 4/28 para las 11:59pm)
	4/30	<b>Trabajo en grupo:</b> Proyecto Final	<b>Tarea #3</b> (Domingo 5/2 para las 11:59pm)
<b>S15</b>	5/3	Presentaciones 1	<b>TODOS</b> los grupos me enviarán el <b>PPT</b> antes de las <b>10:00 AM</b> del 5/3 <b>Comentarios</b> para esta noche
	5/5	Presentaciones 2	<b>Comentarios</b> para esta noche
	5/7	----	----
<b>S16</b>	5/10	<b>ÚLTIMO DÍA PARA ENTREGAR EL <u>TRABAJO FINAL</u></b> <b>(11:59 PM <u>por Compass</u>)</b>	



## Appendix 1 – Safety procedure

### Run > Hide > Fight

Emergencies can happen anywhere and at any time. It is important that we take a minute to prepare for a situation in which our safety or even our lives could depend on our ability to react quickly. When we're faced with any kind of emergency – like fire, severe weather or if someone is trying to hurt you – we have three options: Run, hide or fight.



#### Run

Leaving the area quickly is the best option if it is safe to do so.

- ▶ Take time now to learn the different ways to leave your building.
- ▶ Leave personal items behind.
- ▶ Assist those who need help, but consider whether doing so puts yourself at risk.
- ▶ Alert authorities of the emergency when it is safe to do so.



#### Hide

When you can't or don't want to run, take shelter indoors.

- ▶ Take time now to learn different ways to seek shelter in your building.
- ▶ If severe weather is imminent, go to the nearest indoor storm refuge area.
- ▶ If someone is trying to hurt you and you can't evacuate, get to a place where you can't be seen, lock or barricade your area, silence your phone, don't make any noise and don't come out until you receive an Illini-Alert indicating it is safe to do so.



#### Fight

As a last resort, you may need to fight to increase your chances of survival.

- ▶ Think about what kind of common items are in your area which you can use to defend yourself.
- ▶ Team up with others to fight if the situation allows.
- ▶ Mentally prepare yourself – you may be in a fight for your life.

Please be aware of persons with disabilities who may need additional assistance in emergency situations.

#### Other resources

- ▶ [police.illinois.edu/safe](http://police.illinois.edu/safe) for more information on how to prepare for emergencies, including how to run, hide or fight and building floor plans that can show you safe areas.
- ▶ [emergency.illinois.edu](http://emergency.illinois.edu) to sign up for Illini-Alert text messages.
- ▶ Follow the University of Illinois Police Department on Twitter and Facebook to get regular updates about campus safety.

<http://police.illinois.edu/dpsapp/wp-content/uploads/2016/08/syllabus-attachment.pdf>