

# SPAN 490: Advanced Readings in Spanish –

## Laboratory Phonology (Coarticulation & Nasalization)

Section JIH – Meeting Time: *TBD* – FLB G84 – CRN 27640 – Credits: 1-3

Spring 2020

### Instructor



Ander Beristain



anderb2@illinois.edu



Office: FLB 4135

Office hours: Mondays, 2:00-2:50 PM (or by appt.)

### Course description and goals

The focus of this independent study will be on Laboratory Phonology, more specifically the use of aerodynamic techniques, i.e., airflow research, in research. Students taking this independent study will get familiarized with research procedures and will broaden their knowledge in phonetic and phonological topics. Along with expanding their theoretical knowledge, students will gain practical research knowledge by collaborating with the Ph.D. student Ander Beristain, by assisting him collect and analyze the data for his dissertation project.

**Prerequisites:** SPAN 303, LING 302 or consent of instructor.

### Materials

The instructor will provide all necessary readings ahead in time.

#### Reading list:

Beddor, P.S. (2009). A coarticulatory path to sound change. *Language*, 85(4), 785-821.

Carignan, C., Shosted, R., Shih, C., & Rong, P. (2011). Compensatory articulation in American English nasalized vowels. *Journal of Phonetics*, 39, 668-682.

Cohn, A. C. (1993). The status of nasalized continuants. In M. K. Huffman & R. A. Krakow (Eds.), *Phonetics and phonology: nasals, nasalization, and the velum* (pp. 329-367). London: Academic Press Limited.

Colina, S., & Díaz-Campos, M. (2006). The phonetics and phonology of intervocalic velar nasals in Galician. *Lingua*, 116(8), 1245-1273.

Delvaux, V., Emolin, D., Harmegnies, B., & Soquet, A. (2008). *The aerodynamics of nasalization in French*. *Journal of Phonetics*, 36(4), 578-606.

Delvaux, V., Metens, T., and Soquet, A. (2002). French nasal vowels: acoustic and articulatory properties. In *Proceedings of Interspeech*, Denver, Colorado.

- Desmeules-Trudel, F., & Brunelle, M. (2018) Phonotactic restrictions condition the realization of vowel nasality and nasal coarticulation: Duration and airflow measurements in Québécois French and Brazilian Portuguese. *Journal of Phonetics*, 69, 43-61.
- Hajek., J. (1997). *Universals of sound change in nasalization*. Blackwell, Oxford, 1997. [excerpt]
- Hyman, L. (1975). Nasal states and nasal processes. In C.A. Ferguson, L.M. Hyman, & J.J. Ohala (Eds.), *Nasalfest: Papers from a Symposium on Nasals and Nasalization* (pp.249-264). Palo Alto, CA: Stanford University Press.
- Ohala, J. J. (1993). Coarticulation and phonology. *Language and Speech*, 36, 155–70.
- Sampson, R. (1999). *Nasal vowel evolution in Romance*. New York: Oxford University Press. [excerpt]
- Shosted, R. (2006). Vocalic context as a condition for nasal coda emergence: Aerodynamic evidence. *Journal of the International Phonetic Association*, 36(1), 39–58.
- Shosted, R. (2015). Nasal vowels are not [+nasal] oral vowels. In J. Smith & T. Ihsane (Eds.), *Romance Linguistics 2012: Selected Papers from the 42nd Linguistic Symposium on Romance Languages (LSRL)* (pp. 63-76) John Benjamins.
- Solé, M.-J. (1992). Phonetic and phonological processes: The case of nasalization. *Language and Speech*, 35(1-2), 29–43.

## Important course policies

**Attendance policy:** If you miss meetings 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.

**Late work policy:** No late work is accepted, except in clear cases of illness or emergency. Extensions will not be granted on the basis of technical difficulties.

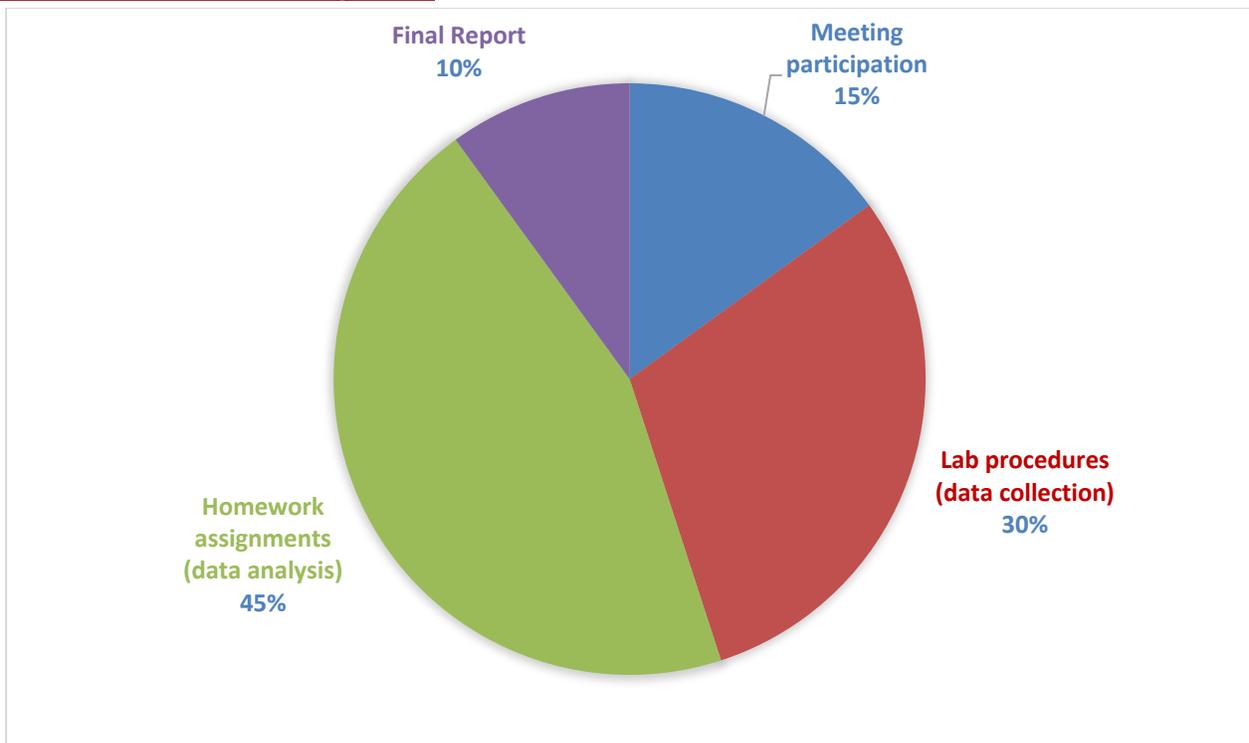
**Students with disabilities:** Please contact the instructor as early in the semester as possible if you anticipate the need for accommodation of a disability, so that we can make any necessary arrangements, in coordination with the Office of Disability Resources and Educational Services (DRES).

## 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		

## Breakdown of final grade



### Meeting participation (15%)

Students are expected to speak in meetings and discuss assigned readings and assignments. Thus, you are expected to attend all meetings and to have read the assigned materials **before** coming to class. Please note that coming to class on time is not enough to earn participation points.

Your participation will be graded as follows:

**10 points (if ALL of the following are true)**

- Arrives for class on time.
- Participates actively both in group work and in whole-class discussions.
- Shows clear understanding of the reading(s)

**6 points (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).
- Does not show clear understanding of the reading(s)

**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.
- Has not read assigned reading(s)

## Lab procedures (30%)

Since part of this independent study is to familiarize students with research procedures, students will be expected to **collect data** in the lab according to the instructions of the graduate student researcher. According to University regulations, each credit hour students sign up for is equivalent to 3 working hours. Therefore, if students sign up for 3 hours, they will be expected to work 9 hours a week (combining both lab and homework time).

The graduate student researcher will instruct undergraduate students on research procedures. If all necessary steps are followed students will receive full credit for that week's Lab Procedure grade.

## Homework assignments (45%)

Students are expected to complete homework assignments during the semester. These exercises will consist of the **segmentation and analysis of the data** collected during the semester, **reading research articles and discussing them** in the class session, **writing short reports** on obtained results, etc.

As in the previous section, the graduate student researcher will instruct undergraduate students on how to analyze the data and sample materials will be provided.

## Final report (10%)

During Finals Week, each student will be expected to write and turn in a 2-3 pages report (1.5" spacing) showing and explaining what they have learned during the semester and what they conclude from the analyzed data.

## Course calendar

Week	Topic	Due on this week
1	Introduction: Aerodynamics, BIOPAC system, IRB	
2	BIOPAC: research procedures	<a href="#">IRB training</a> certificates
3	BIOPAC cont'd	
4	BIOPAC cont'd	BIOPAC mini-test
5	Acoustic/aerodynamic properties of oral vs. nasal(ized) vowels	Official data collection will start after IRB acceptance Readings
6	Acoustic/aerodynamic properties of oral vs. nasal(ized) vowels	Readings Data collection
7	Acoustic/aerodynamic properties of oral vs. nasal consonants	Readings Data collection/analysis
8	Acoustic/aerodynamic properties of oral vs. nasal consonants	Readings Data collection/ analysis
9	<b>SPRING BREAK</b>	
10	History of nasalization in Romance languages	Readings Data collection/ analysis
11	Nasalization in Portuguese	Readings Data collection / analysis
12	Nasalization in French	Readings Data collection / analysis
13	Nasalization in Spanish	Readings Data collection/ analysis
14	Nasalization in English	Readings Data collection/ analysis
15	Cross-linguistic comparisons	Readings Data collection/ analysis
16	Review	<b>Final Report</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>