



## SPA 549: 23078 "Spanish Phonetics" Spring 2017

**Instructor:** María Teresa (Maite) Martínez-García, PhD

**Class meetings:** Saturdays 1:00p-3:40p

**Location:** UCD

**Office Hours:** Saturdays 11:00pm - 12:50pm (UCD)

Tuesdays and Thursdays from 12:20p to 1:50p (HL 126, Commerce)

By appointment

**University Email Address:** [Maria.Martinez-Garcia@tamuc.edu](mailto:Maria.Martinez-Garcia@tamuc.edu) (Important note: I will respond to emails within 24 hours during the work week and by the next business day on weekends and holidays.)

### COURSE INFORMATION

#### Materials – Textbooks, Readings, Supplementary Readings

- Gil Fernández, J. 2007. Fonética para profesores de español: de la teoría a la práctica. Madrid: Arco/Libros.
- Access to E-College course
- Additional materials will be available through eCollege

#### Course Description

This course combines a theoretical and descriptive approach to the Spanish phonological system with methods and techniques for teaching pronunciation in the classroom. After an initial review of the main concepts of phonetics and phonology from the articulatory, acoustic and auditory perspectives, students will explore in a practical way the sound system of Spanish and discover how and why some varieties and accents of Spanish are different from others and from English. Finally, students will research and implement effective methods and techniques for teaching pronunciation and will create their own teaching materials.

**Course Objectives:** At the end of this course students should be able to:

1. Describe and analyze the Spanish phonological system,
2. Compare and understand dialectal differences in terms of their pronunciation,
3. Explain the Spanish phonological system to a non-specialized audience (students)

**Student Learning Outcomes:** Students who successfully complete this course will be able to demonstrate:

- Increased abilities for describing, comparing and analyzing the Spanish phonological system and understanding its different uses in a variety of contexts.

This learning outcome will be measured by two research projects. Student papers will demonstrate their ability in describing, comparing and analyzing the Spanish sound system, while proposing lesson plans to share this knowledge with their students.

## COURSE REQUIREMENTS

### 1. Attendance & Participation (10% of the final grade)

Participation and attendance are fundamental to succeed in this course. Attendance is mandatory. After six absences, you may be dropped from the course, depending on circumstances. Absences due to illness or unexpected situations count as absences. The only justified absences are those resulting from mandatory participation in university events, hospitalization, or family emergencies (the instructor must be notified). Please note that:

- After two unexcused absences, you will lose 2 points per absence.
- Late work is not accepted.
- Exams and quizzes cannot be made up.
- Two late arrivals or early departures by more than 10 minutes equal one absence.

### 2. Projects (60 % of the final grade)

You will complete two projects integrating all course material. The projects will be conducted either individually or with another classmate.

- a) Project I (30%). The first project consists of a phonetic and phonological transcription of a text. You will be asked to record two native speakers of Spanish reading a short paragraph, you will transcribe the text phonetically and then phonologically for each one of the two speakers. The project will finish with a discussion of the phonetic traits of each one of the speakers that tell us the origin of that person (and the variety of Spanish that he/she speaks).
- b) Project II (30%). The second project is research paper, in which you will select a topic in phonetics, you will research the topic from both a linguistic and a pedagogic perspective and you will propose a lesson plan, based on the research conducted, that will help learners of Spanish acquire that specific phonological aspect.

### 3. Class Presentation (10% of the final grade)

At the beginning of each class, one student (or two students) will make a short presentation (3-5 minutes) providing some real examples of the concepts discussed in class (for example, if we discuss the concept of “voseo”, the students will look for a youtube video or something similar showing what “voseo” means and that will explain it to the rest of the class). At the end of each class I will provide 2 or 3 concepts that people can explore as part of their presentation, and students will volunteer to present that topic on the next class. Everybody has to present at least once.

### 4. Weekly Homework (20% of the final grade)

Every week you will be provided with some homework assignments that will help you better understand the content discussed in class. They will be short activities that, sometimes, could include short research articles.

## 5. Extra credit

The Spanish Program and the College of Humanities, Social Sciences, and Arts at TAMUC invite you to a master lecture on Spanish Pragmatics, presented by Dr. Yus (University of Alicante, Spain) on February, Wednesday 8th 2016 at 5pm, UCD (Downtown Dallas). Students who attend the lecture will receive 2 extra points in the final grade.

### Grading & Grade Scale

Attendance & Participation	10%	<b>Grade Scale:</b>
Project I	30%	A=100-90
Project II (30%)		B=89-80
- First draft	10%	C=79-70
- Final paper	20%	D=69-60
Class presentation	10%	F= 59>
Weekly homework	20%	

## COURSE AND UNIVERSITY PROCEDURES

### Course Specific Procedures

- Late work.** This is an intense course with no extended deadlines. No late work will be accepted in this course, without exceptions. Online homework should be submitted by midnight (CT) on the due date provided in the class schedule. Failure to submit an assignment on time will result in a zero (F) grade. In the case of an emergency or other reasonable situation which may affect your submissions, please contact me immediately.
- Academic Dishonesty.** *Plagiarism* is borrowing (stealing) the work of others and not giving credit where credit is due. It is unethical and reflects very poorly on a person's character. Copying someone else's work, or asking a friend or tutor to write the student's work constitutes a violation of the TAMUC Academic Honesty Policy. Likewise, the use of electronic media to translate work to Spanish is also unacceptable. Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. In addition, F-1 and J-1 international students must comply with the Student Exchange Visitor Program regulation related to their visa status. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion ((for further information please see Texas A&M University-Commerce Regulation 13.99.99.R0.03, "Undergraduate Student Academic Dishonesty")).
- Withdraws & Incomplete grade.** A student may drop a course by logging into his/her myLEO account and clicking on the hyperlink labeled "Drop a class" from among the choices found under the myLeo section of the Web page.

I reserve the right to drop a student from the course administratively for excessive absences or violations of the Code of Student Conduct. Incomplete grades (grade of "X") are granted only under rare and extraordinary circumstances which are fully documented.

4. **Grievance procedures.** Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Director of the Spanish Program, Dr. Flavia Belpoliti ([flavia.belpoliti@tamuc.edu](mailto:flavia.belpoliti@tamuc.edu)). If there are still unresolved issues, students need to schedule an appointment with the Department Head, Dr. Hunter Hayes, or Assistant Department Head, Dr. Susan Stewart, by completing a Student Grievance Form (available in the Main Office, HL 141). In the event that the instructor is the Department Head, the student should schedule a meeting with the Dean of the College of Arts, Sciences, and Humanities after following the steps outlined above; if the instructor is the Assistant Department Head, students should schedule a meeting with the Department Head. Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

5. **Tutoring and Advising.**

**Your Instructor:** I am your first resource and want to make your experience as positive as possible. Please talk to me if you are having any problems in the course and I will do my best to assist you.

**Advising:** Dr. Flavia Belpoliti is the Spanish Programs adviser. To declare a major, second major, or minor in Spanish, or to get further information on the Spanish program, please make an appointment with Dr. Belpoliti ([flavia.belpoliti@tamuc.edu](mailto:flavia.belpoliti@tamuc.edu)).

## **University Specific Procedures**

### **ADA Statement -Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (See Code of Student Conduct from Student Guide Handbook). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<http://www.albion.com/netiquette/corerules.html>

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## TENTATIVE COURSE CALENDAR

This course schedule is subject to revisions and changes as the instructor deems necessary. Any changes to the course schedule will be announced in advance.

	Date	Activity	Assignments for next class
Week 1	<b>Jan 21</b>	Introducción al curso	Cap. 1 hasta 1.6
Week 2	<b>Jan 28</b>	Tema 1 - Qué es la fonética - El aparato fonador	Cap. 1 desde 1.7 hasta el final Actividad asignada en clase
Week 3	Feb 4	Tema 1 - Descripción y clasificación de sonidos - Nociones de fonología	Cap. 6 Actividad asignada en clase
Week 4	Feb 11	Tema 6 - Los sonidos vocálicos	Cap. 7 Actividad asignada en clase
Week 5	Feb 18	Tema 7 - Los sonidos consonánticos	Actividad asignada en clase
Week 6	Feb 25	Tema 7 - Los sonidos consonánticos II	Cap. 4 hasta 4.3 incluido Actividad asignada en clase
Week 7	March 4	Tema 4 - La sílaba - El acento	Cap. 4 desde 4.4 hasta el final Actividad asignada en clase
Week 8	March 11	Tema 4 - Las pausas - El ritmo	Cap. 2 hasta 2.4 incluido Actividad asignada en clase
			<b>Entregar Proyecto I</b>
Week 9	March 18	<i>Spring Break</i>	
Week 10	March 25	Tema 3 - Enseñanza de la pronunciación, intro - Variables individuales	Cap. 2, apartados 2.4 y 2.5 Actividad asignada en clase
Week 11	April 1	Tema 3 - Metodología - El MVT	Cap. 2, desde 2.6 hasta el final Actividad asignada en

			clase
			<b>Entregar draft del Proyecto II</b>
Week 12	April 8	Tema 3 - Propuesta metodológica - La evaluación de la pronunciación	Cap. 5 hasta 5.5 incluido Actividad asignada en clase
Week 13	April 15	Tema 5 - La entonación	Cap. 5 desde 5.6 hasta el final Actividad asignada en clase
Week 14	April 22	Tema 5 - La entonación del español y su enseñanza	Actividad asignada en clase
Week 15	April 29	Repaso final	
Week 16	May 6	<i>FINALS WEEK</i> <b>Entregar Proyecto II</b>	