

**Valdosta State University
Faculty of Arts and Sciences
Department of Modern and Classical Languages**

Course Syllabus for SPAN 4110 (Independent Study)

Course Information

Course Number and Sections	SPAN 4110
Course Name	Spanish Phonetics and Phonemics
Credits	03
Prerequisite	SPAN 3010 and LING 4000

Course Description

Introduction to the phonetics and phonemics of the Spanish sound system, including but not limited to phonological analysis and transcription. Emphasis is placed on the study of those sounds found in the dialects of what has been traditionally labeled American Spanish (Mexico, Central America, and the South American highlands); however, important dialectal variations, such as those found in Caribbean and peninsular Spanish, will also be presented.

Textbook: Teschner, Richard. *Camino Oral*. 2nd. Edition, Mc Graw Hill, 2000.

Reference Material Only: John Dalbor. *Spanish Pronunciation*, 3rd. edition. Holt, Rinehart and Winston, Inc. 1997. *CD ROM:* Patricia V. Lunn. *Pronunciación y fonética*. Michigan State University, 1999, and online resources.

Outcomes: Upon completion of the course students will refine their oral and written expression in Spanish by getting exposed to advance phonological concepts that parallel or contrast the English system. The objective will be reached through class discussion; presentations and practice in phonetic transcription using recordings and textual materials to better understand phonological phenomena. This goal will be reached through the study and class discussion of the most critical components of Spanish sound system for speakers of English. ACTFL target level: Intermediate high /Advance Low for listening, speaking and writing.

Valdosta State General Education Outcomes can be found at:
<http://www.valdosta.edu/academic/VSUGeneralEducationOutcomes.shtml>

The Program outcomes for the Spanish program can be found at the following site:
<http://www.valdosta.edu/mcl/assessments.shtml>

Future and prospective teachers (Foreign Language Education majors) may consult the Conceptual Framework of the College of Education at:
<http://www.valdosta.edu/coe/ecre/documents/COEConceptualFrameworkELEMENTSANDINDICATORS2.doc>

The practices listed in objectives should provide the student with the ability to do the following in each skill: (based on ACTFL Guidelines for this intermediate-high / advanced-low target level at <http://www.sil.org/lingualinks/LANGUAGELEARNING/OtherResources/ACTFLProficiencyGuidelines/contents.htm>)

Interpersonal communication “Can do” ACTFL Statements for Intermediate High/Advanced Low

I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.	I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way and with some detail about events and experiences in various time frames. I can describe people, places, and things in an organized way and with some detail. I can handle a familiar situation with an unexpected complication.
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Intermediate High / Advance Low 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

Intermediate High / Advanced Low 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 non-alphabetic 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.

COURSE OUTCOMES AND ASSESSMENT CORRESPONDANCE:

Course Outcomes	Assessment Instruments Used to Measure	Types of Assessments	ACTFL/NCATE Program Standards	VSU General Education Outcomes	Major Outcomes
1	1,2,3,6	Formative oral activity Summative activity	1.a, 1.b	4	1, 2, 4

2	1,2,3,6	Formative oral activity Summative activity	1.a, 1.b	4, 7	1, 2, 3, 4
3	2,3,6	Formative oral activity Summative activity	1.a, 1.b,	4	1, 2, 4
4	1,4	Formative oral activity Summative written activity	1.b,1.c	4, 7	1, 2, 3, 4
5	4	Formative oral activity Summative activity	1.b,c, 2.c	1,3,4,5	1,3,4,5
6	5	Formative oral activity Summative activity	2.b,c	4, 7	3,4,7

***Comprehensive Assessment Rubric (To be completed for every student)**

	4	3	2	1
<p>Task completion</p> <p>Self-directedness and thoroughness in fulfilling the requirements of the situation</p> <p>Score =</p>	<p>Completes all required tasks without prompting or questioning by the instructor. Provides most details/data essential to the transaction.</p>	<p>Completes most required tasks without prompting. Needs to be questioned to provide some details/data essential to the transaction.</p>	<p>Completes some required tasks without prompting. Needs to be questioned to provide many details/data essential to the transaction.</p>	<p>Completes very few required tasks without excessive prompting. Needs to be questioned to provide most details/data essential to the transaction.</p>
<p>Comprehension and Interpersonal Communicative Strategies</p> <p>Active participation and responsiveness in conversation; Ability to clarify misunderstanding</p> <p>Score=</p>	<p>Consistently participates actively and responds in conversation; usually clarifies by asking questions. Responds appropriately to unexpected complications.</p>	<p>Almost always participates actively and responds in conversation; often clarifies by asking questions. Hesitates a bit in comprehending unexpected complications, but then responds appropriately.</p>	<p>Often participates actively and responds in conversation. May avoid attempts at clarification. Hesitates a great deal in comprehending unexpected complications and/or does not respond appropriately.</p>	<p>Rarely participates actively or responds in conversation. Avoids any attempt at clarification. Shows evidence of not comprehending unexpected complications and/or cannot respond to them at all.</p>
<p>Vocabulary</p> <p>Appropriate, varied, and rich use of words in context</p> <p>Score =</p>	<p>Consistently uses appropriate and logical vocabulary for the context. Uses a broad range and variety of vocabulary.</p>	<p>Almost always uses appropriate and logical vocabulary for the context. Uses a somewhat limited range and variety of vocabulary.</p>	<p>Often uses appropriate and logical vocabulary for the context. Uses a more limited range and variety of vocabulary.</p>	<p>Rarely uses appropriate or logical vocabulary for the context. Uses a clearly limited range and variety of vocabulary.</p>

Grammar Accurate word order, verb endings, noun/adjective agreement Score=	Consistently uses well-constructed sentences. Controls almost all verb conjugations and consistently observes agreement. Almost perfect; some minor, very few major errors.	Almost always uses well-constructed sentences. Controls most verb conjugations and almost always observes agreement. Majority of structures are accurate.	Often uses well-constructed sentences. Controls some verb conjugations and frequently observes agreement. Approximately half of structures are accurate.	Rarely uses well-constructed sentences. Controls very few verb conjugations and rarely observes agreement. Less than half of structures are accurate.
Comprehensibility Degree to which the language produced is understandable to a native speaker Score =	Pronunciation is consistently correct, especially in terms of vowel sounds. Very few words are mispronounced, and there is very little English interference. Very few brief pauses to reorganize thoughts. Message totally comprehensible.	Pronunciation is almost always correct. Some words are mispronounced, there is some English interference, but utterances are still understandable. One or two pauses of somewhat considerable length. Majority of message is comprehensible.	Pronunciation is often correct. Many words are mispronounced, there is a lot of English interference which often makes utterances difficult to understand. Several pauses of more considerable length. Approximately 1/2 of message is comprehensible.	Pronunciation is rarely correct. Most words are mispronounced, English is used, and most utterances are not understandable. Number and length of pauses distracts significantly. Less than 1/2 of message is comprehensible.
Total raw score				

**This rubric was adapted with slight modifications with the permission of Dr. Eileen Glisan of the Spanish and Teacher Education Program at the Indiana University, Pennsylvania.*

Class participation: ATTENDANCE IS VERY IMPORTANT! Since foreign languages study is a cumulative process measured by daily evaluation, attendance is very important. Students are expected to be prepared and participate in all class activities showing motivation and interest and conducting presentations from research materials. Students who miss more than 20% of the class sessions without a documented excuse will receive a WF or F. (see Undergraduate Bulletin, p. 75). A portion of the class participation grade will be based on attendance.

Examinations: There will be a mid-term exam, weekly quizzes (announced or unannounced, written/oral), 2 phonetic assessment conferences, a semester project and a Final Exam. NO MAKE-UP will be giving: If you miss a Quiz, the mid-term Exam or the Final Exam without proper documentation, your grade will be zero (0).

Individual Assessment Conferences: Since the ultimate purpose of this course is to help students identify phonetic issues and improve oral expression and pronunciation, two conferences with the instructor will be scheduled in the term. These conferences are intended to help students develop their speaking skills and become more aware of the contrastive phonetic systems of Spanish and English. In these oral sessions students will either read different selections or improvise narrations, identifying and discussing with the instructor possible trouble areas to work on throughout the semester. Type and extension of the materials to be used will be discussed in class before every meeting.

Semester research project: After the first four weeks of the semester students are expected to seek out a native speaker of Spanish and discuss with the instructor plans to make **two** high quality four-minute recordings of that speaker's speech sample to study and analyze phonetic and dialectical materials. The recordings must be: one informal, unrehearsed monologue and one live telephone conversation with a friend or family member in order to get a more casual speech sample. The topics chosen by the speaker for the first recording can be childhood, daily life, family, travel, cultural comparisons, a personal story, etc (Note: it should not be an interview), and for the second recording any casual but realistic topic. The informant's recordings and his/her two different registers will be the basis of the semester project; a phonological analysis of a variety of spoken Spanish. Obtain informant's permission to use the recording for research purposes, or have the person state so at the end of the recording. The finished project should be typed, double-spaced, MLA style and consisted of five parts:

1. Introduction: have a title and include a complete description, background and experience of the informant as well as general features of his/her dialectal area in country of origin. (1.5 pages)
2. Discussion of at least **3** relevant phonetic features to be analyzed (vowels and consonants cases), matching your own observations with those of researched articles and books. (2 pages)
3. Presentation of the phonetic corpus. Transcribed samples (taken from the recording) of the researched features, in the context they appear, should not exceed 1 page in length or equivalent if broken up in the narrative of the paper.
4. Conclusion: discuss your findings and compare them to those from your researched sources. Comment about your learning experience and overall awareness and progress. (1 page)
5. Bibliography: enter at least 4, articles and other materials used in the project (excluding online non-academic essays), and following MLA writing style guidelines from the current MLA Handbook. (last page)

Grading system:

Participation & Progress:	10%	A : 100-90
2 Conferences:	10%	B: 89-80
Quizzes:	20%	C: 79-70
Mid-term:	20%	D: 69-60
Semester project and presentation:	20%	
Final exam:	20%	

Students requiring classroom accommodations or modifications because of documented disability should discuss this need with the professor at the beginning of the semester. Students not registered with the Special Service Program must contact the Special Service Office in Nevins Hall, Room 226-A. The phone number is 245-2498.