

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		06-436	3-20-07	Info 3-27-07

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

Contact Person Dr. Eileen W. Glisan	Email Address glisan@iup.edu
Proposing Department/Unit Department of Spanish	Phone 7-2325

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

**1. Course Proposals (check all that apply)**

New Course                       Course Prefix Change                       Course Deletion  
 Course Revision                       Course Number and/or Title Change                       Catalog Description Change

SPAN 353 Spanish Phonetics and Phonemics	SPAN 453 Spanish Phonetics and Phonemics
<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>

**2. Additional Course Designations: check if appropriate**

This course is also proposed as a Liberal Studies Course.                       Other: (e.g., Women's Studies, Pan-African)  
 This course is also proposed as an Honors College Course.

**3. Program Proposals**

New Degree Program                       Program Title Change                       Program Revision  
 New Minor Program                       New Track

<i>Current program name</i>	<i>Proposed program name, if changing</i>
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4. Approvals		Date
Department Curriculum Committee Chair(s)	<i>[Signature]</i>	1/22/07
Department Chair(s)	<i>[Signature]</i>	1/22/07
College Curriculum Committee Chair	<i>[Signature]</i>	2-7-07
College Dean	<i>[Signature]</i>	2-7-07
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)	<i>[Signature]</i>	2-26-07
	<i>[Signature]</i>	2-26-07
UWUCC Co-Chairs	<i>[Signature]</i>	3-20-07

\* where applicable

Received

FEB 28 2007

Liberal Studies

Received

MAR - 8 2007

Liberal Studies

## **Part II. Description of the Curriculum Change**

### **1. New Syllabus of Record**

#### **I. Catalog Description**

SPAN 453 Spanish Phonetics and Phonemics	3 class hours
	0 lab hours
Prerequisite: SPAN 230	3 credits
	(3c-01-3cr)

An introduction to the study of the phonological system of Spanish and emphasis on improving pronunciation. Includes a theoretical basis for understanding the Spanish sound system, pronunciation practice and recordings, study of Spanish dialects, and linguistic analyses. Taught in Spanish. Required for Spanish Education majors; highly suggested for Spanish majors.

#### **II. Course Outcomes: The student will:**

1. demonstrate an effective Spanish pronunciation by means of in-class practice and pronunciation recordings.
2. identify the organs of articulation in Spanish.
3. name the points of articulation, manner of articulation, and voicing of Spanish phonemes and allophones.
4. describe the phonetic and allophonic system of Spanish and compare this system to that of English.
5. demonstrate an understanding of syllable division, accentuation, and suprasegmental features such as intonation patterns and rhythm.
6. create phonetic transcriptions using appropriate phonetic symbols and intonation lines.
7. identify Spanish dialectal regions and analyze dialectal processes and corresponding features of pronunciation.
8. demonstrate an understanding of the historical development of the Spanish language that originated on the Iberian peninsula.
9. conduct linguistic analyses of Spanish speech samples obtained through interviews with native speakers in order to identify linguistic features, including dialectal characteristics, studied in the course.

**STUDENT OUTCOMES ASSESSMENT MATRIX**

<b>COE-ET Conceptual Framework Component</b>	<b>ACTFL/NCATE Program Standards</b>	<b>Spanish Educ. Program Competencies</b>	<b>Course Objectives</b>	<b>Course Assessment Technique Measuring Objectives</b>
1.a.	1.b.	3	1	<b>*Pronunciation Tapings</b>
1.a.	1.b., 1.c.	3	2	Formative Activity Quiz, Exam
1.a.	1.b.	3	3	Formative Activity <b>*Final Exam</b>
1.a.	1.b.	3	4	Formative Activity Exam
1.a.	1.b., 1.c.	3	5	Formative Activity <b>Final Exam</b>
1.a.	1.b.	3	6	Formative Activity <b>Final Exam</b>
1.a.	1.b.	3	7	Formative Activity <b>Final Exam</b>
1.a.	1.b.	3	8	Formative Activity <b>*Final Project</b>

*\*Indicates assessments designed for mean and score range aggregated reporting.*

### III. Course Outline

#### A. Linguistics and acquisition of pronunciation (2 hours)

#### B. The Syllable (5 hours)

1. Syllable division: Consonants and combinations of consonants
2. Syllable division: Vowels and combinations of consonants
3. The use of written accent marks and syllable division
4. "Enlace" (Linking) between vowels and between consonants and vowels

#### C. Orthography and Phonetic Transcription (4 hours)

1. Accentuation and written accents
  2. Orthographic problems
  3. Introduction to phonetic transcription
- AUDIO RECORDING #1 DUE (diagnostic—not graded)

#### D. Vowels (2 hours)

1. Vowels in Spanish and in English
2. Stressed and unstressed vowels of Spanish and English

Exam 1 (1 hour)

E. Consonants (2 hours)

1. Consonants: points of articulation
2. Consonants: modes of articulation and voicing

F. The Phonemes of Spanish (4 hours)

1. Introduction to segmental phonology: the phoneme and its allophones
  2. The voiceless occlusive phonemes /p, t, k/
  3. The voiced occlusive phonemes /b, d, g/
- AUDIO RECORDING #2 DUE (vowels)

G. The Phonemes of Spanish (3 hours)

1. The voiceless fricative phonemes /f, θ, s, x/
2. The alveo-palatal affricate phoneme /tʃ/ and the palatal phonemes /j, ʎ/

H. The Phonemes of Spanish (4 hours)

1. The nasal phonemes /m, n, ñ/
  2. The lateral phoneme /l/
  3. The vibrant phonemes /r, r̄/
- AUDIO RECORDING #3 DUE (/ p t k b d g f θ s x tʃ j ʎ /)

Exam 2 (1 hour)

I. Suprasegmental Features (3 hours)

1. Rhythm, prolongation, and volume
2. Intonation

J. Regional Dialects (4 hours)

1. Spain: Castilian
2. Latin American Spanish and North American Spanish

K. Historical Development of Spanish Phonetics (4 hours)

1. The development of Castilian and other languages and dialects originating on the Iberian Peninsula
  2. The loss, appearance, and change of sounds
- AUDIO RECORDING #4 DUE (/ m n ɲ l r r̄ / & suprasegmental features)

L. Historical Development of Spanish Phonetics (3 hours)

1. Historical changes of sounds
- FINAL AUDIO RECORDING DUE (comprehensive)

Final Exam: During Final Exam Week

**IV. Evaluation Methods**

The final grade will be determined as follows:

30% 4 Pronunciation Recordings: each recording will focus on specific features of the Spanish sound system studied; students will record assigned monologues in the Digital Language Studio and will post audio files to the P drive

20% 2 Exams: given during the semester; format consists of identification of terms, completion, matching, short essay, phonetic transcription

15% Final Exam: given during Final Exam Week; format consists of identification of terms, completion, matching, short essay, phonetic transcription

15% Final Project: linguistic analysis of speech sample obtained by interviewing a native speaker of Spanish; due on last day of class

10% Homework: collected periodically, but unannounced in advance

10% Quizzes: announced one class day in advance; format consists of matching or completion

### GRADING OF HOMEWORK

A = Homework completed in its entirety; instructions followed completely; 85% or more completed *accurately*; illustrates that student studied the material and has an excellent grasp of the content

B = Homework completed in its entirety; instructions followed; although completed, between 60%-80% completed *accurately*; illustrates that student has a basic grasp of content but has not mastered concepts completely

C = Homework is not completed in its entirety OR instructions not followed AND/OR less than 60% completed *accurately*; work does not illustrate that student has an adequate grasp of the content

D = Less than half of the assignment completed.

F = No assignment submitted.

\*NOTE: If a student is absent, it is HIGHLY SUGGESTED that s/he contact the instructor or a classmate to get the homework assignment and submit it on time. However, a student will have ONE day after return to class to submit the assignment. Assignments will not be accepted after this time. If a student is absent on the day an assignment is due, s/he is encouraged to send the assignment to class with a classmate or deliver it to the instructor's office. However, at the latest, s/he must submit the assignment upon return to class.

### V. Grading Scale

Grading Scale: A=90-100%; B=80-89%; C=70-79%; D=60-69%; F=Below 60%

## VI. Attendance Policy

Attendance is paramount to success in this course! Roll will be taken at the beginning of each class period. According to the University Undergraduate Course Attendance Policy (see Undergraduate Catalog), all students are expected to attend class. Therefore, students enrolled in SPAN 353 are permitted a maximum of **three (3) unexcused absences** during the semester. Absences may be excused only for (1) extended illness, hospitalization or death in the immediate family--all with documentation [**Note: In cases of illness, a letter from a physician is required on the day the student returns to class. The letter must state that the student was instructed by the physician to miss class. Receipts from the health center are not acceptable.**], and (2) University-sponsored, educational activities [**Note: Written verification of each activity is required prior to the class absence.**] All excused absences must be documented. Documentation must be presented to the professor according to the timeline outlined above in order for the absence to be excused. In the event that an emergency arises which calls you away from your regular school commitment, you should advise the instructor before you miss class.

**Departmental Policy: for each unexcused absence after the third, 2% points will be subtracted from the final grade.** A substantial number of unexcused absences will have a serious effect on your class participation grade and ultimately on your final grade in the course

## VII. Required textbooks, supplemental books and readings

**Required:** Stokes, J. D. (2005). *¡Qué bien suena!* Boston, MA: Houghton Mifflin Co. (with CD).

**Supplemental:** Excellent phonetics website:  
<http://www.uiowa.edu/~acadtech/phonetics/#>

## VIII. Special resource requirements

Optional audio cassette for recording the final project interview with native speaker. Recording may also be done by computer with an audio file being posted to the P drive.

## IX. Bibliography

Collentine, J. (2005). (How) Can we teach foreign language pronunciation? On the effects of a Spanish phonetics course. *Hispania* 88(3), 557-567.

Dalbor, J. B. (1997). *Spanish pronunciation: Theory and practice*. 3<sup>rd</sup>. ed. New York: Holt, Rinehart and Winston.

Gil Fernández, J. (2000). *Panorama de la fonología española actual*. Madrid: Arco/Libros.

Guitart, Jorge M. (2004). *Sonido y sentido: Teoría y práctica de la pronunciación del español*. Washington, D.C.: Georgetown University Press.

National Standards for Foreign Language Education Project. (2006). *Standards for Foreign language learning in the 21<sup>st</sup> century*. Lawrence, KS: Allen Press.

Quilis, A. (2002). *Tratado de fonología y fonética española*. Madrid: Gredos.

Schwegler, A., & Kempff, J. (2007). *Fonética y fonología españolas*. Hoboken, NJ: John Wiley & Sons.

Sosa, J. M. (1999). *La entonación del español*. Madrid: Ediciones Catedra.

Trofimovich, P., & Gatlinton, E. (2006). Repetition and focus n form in processing L2 Spanish words: Implications for Pronunciation instruction. *The Modern Language Journal* 90, 519-535.

### **Classic Works in Phonology:**

Alarcos Llorach, E. (1976). *Fonología española*. Madrid: Editorial Gredos.

Alvar, M. (1962). *Dialectología española*. Madrid: Consejo Superior de Investigaciones Científicas.

Bull, W. E. (1965). *Spanish for teachers: Applied linguistics*. New York: Ronald Press.

Harris, J. W. (1969). *Spanish phonology*. Cambridge, MA: M.I.T. Press.

Navarro Tomás, T. (1966). *Manual de entonación española*. Mexico: Coleccion Malaga.

Navarro Tomás, T. (1977). *Manual de pronunciación española*. Madrid: Raycar.

Zamora Vicente, A. (1974). *Dialectología española*. Madrid: Editorial Gredos.

## **2. Summary of Proposed Revisions**

- a. Course outcomes are expanded from two to eight and the course outline is expanded to reflect the current rigor of the course.
- b. A course prerequisite is being added: SPAN 230, Spanish Intermediate Composition. There was no prerequisite in the previous catalog description.
- c. The catalog description is updated to reflect what is currently taught in the course and to add the prerequisite.
- d. The course number is being changed from SPAN 353 to SPAN 453.

### 3. Justification/Rationale for the Revision

a. This course revision is being proposed in order to reflect changes made in course outcomes and content in recent years. In the original course, the majority of the content focused on study of Spanish phonemes and allophones and on improvement of students' pronunciation in Spanish, with only a cursory overview of regional dialects and virtually no linguistic analyses on the part of students. The original course addressed primarily lower levels of Bloom's Taxonomy of Thinking Processes (i.e., Knowledge, Comprehension, Application).

The course has been revised to reflect an approach that engages students in higher level thinking skills and in a more in-depth study of Spanish phonology. The revised course now addresses higher levels of Bloom's Taxonomy of Thinking Processes (i.e., Analysis, Synthesis, Evaluation). Specifically, components that have been added include (1) detailed study of Spanish dialects and processes involved in language variation, (2) an introduction to historical linguistics, featuring study of the basic processes involved in the change from Latin to Modern Spanish, and (3) linguistic research through interviews with native speakers and analyses of speech samples obtained through these interviews. Below is a side-by-side comparison of the course outcomes in the current course and those of the proposed course:

#### Side-by-Side Comparison of Course Outcomes

##### Current course:

1. Students will improve their Spanish pronunciation by means of language lab exercises, in-class practice, and 5 pronunciation tapings.
2. Students will demonstrate knowledge of the theory for understanding the Spanish sound system, together with a comprehensive description of Spanish sounds, both alone and in contrast to English.

##### Proposed course revision:

1. Students will demonstrate an effective pronunciation by means of in-class practice and pronunciation recordings.
2. Students will identify the organs of articulation in Spanish.
3. Students will name the points of articulation, manner of articulation, and voicing of Spanish phonemes and allophones.
4. Students will describe the phonetic and allophonic system of Spanish and compare this system to that of English.
5. Students will demonstrate an understanding of syllable division, accentuation, and suprasegmental features such as intonation patterns and rhythm.



6. Students will create phonetic transcriptions using appropriate phonetic symbols and intonation lines.

7. Students will identify Spanish dialectal regions and analyze dialectal processes and corresponding features of pronunciation.

8. Students will conduct linguistic analyses of Spanish speech samples obtained through interviews with native speakers in order to identify linguistic features, including dialectal characteristics, studied in the course.

b. SPAN 230, Intermediate Spanish Composition, is being added as a course prerequisite so that students can write at an appropriate level that is needed for successful completion of the course. Students who have completed SPAN 230 will have also completed SPAN 220, Intermediate Spanish Conversation and Grammar, which will ensure that students have the requisite speaking skills, given that the course is taught entirely in Spanish and class discussions are conducted entirely in Spanish.

c. The catalog description is being modified in order to reflect new course content, a new prerequisite, and a new course number.

d. A 400-level course number is being proposed for SPAN 353 in order to reflect the intellectual rigor now included in the course. Students use Spanish as the vehicle for acquiring theoretical knowledge and for using this knowledge to engage in linguistic research, analysis, and evaluation.

#### **4. Old Syllabus of Record**

##### **I. Catalog Description**

SPAN 353 Spanish Phonetics and Phonemics	3 class hours
	0 lab hours
	3 credits
	(3c-01-3cr)

An introduction to the phonological study of the sounds and training in pronunciation. Teaches the theoretical basis for understanding the Spanish sound system and perfects pronunciation through classroom practice and tapings. Taught in Spanish. Required for Spanish Education majors; highly suggested for Spanish majors.

## II. Course Outcomes:

1. Students will improve their Spanish pronunciation by means of language lab exercises, in-class practice, and 5 pronunciation tapings.
2. Students will demonstrate knowledge of the theory for understanding the Spanish sound system, together with a comprehensive description of Spanish sounds, both alone and in contrast to English.

## III. Course Outline

### A. From Orthography to Pronunciation (3 hours)

#### B. Orthographic Problems and Practical Solutions (5 hours)

1. Orthographic problem #1: The phoneme /s/ = “c” “s” “z”
  2. Orthographic problem #2: The phoneme /k/ = “qu” “c” “k”
  3. Orthographic problem #3: The phoneme /g/ = “gu” “g”
  4. Orthographic problem #4: The phoneme /x/ = “g” “j”
  5. Orthographic problem #5: The phoneme /j/ = “ll” “y”; The phoneme /i/ = “y” “i” in a diphthong
  6. Orthographic problem #6: The phoneme /b/ = “b” “v”
  7. Orthographic problem #7: The phoneme /r/ = “r” “rr”; The phoneme /r/ = “r”
- TAPING #1 DUE (diagnostic—not graded)

#### C. Syllable division and Accentuation (4 hours)

1. Syllable division
2. Acentuation and written accent marks
3. Monosyllabic words and grammatical accentuation
4. Accentuation in the sentence
5. Syllable division and accentuation in the sentence

#### Exam 1 (1 hour)

#### D. Articulatory organs and phonetics: Manners and points of articulation of vowels, consonantes, and glides (4 hours)

1. Vocal regions where sounds are produced
2. Vocal cords and voiced and voiceless sounds
3. Modes of articulation and points of articulation of sounds

#### E. Phonology: The phonemes and their respective allophones (5 hours)

1. Phonology: The phonemes of Spanish
  2. Phonological processes: Phonemes and distribution of their allophones
- TAPING #2 DUE

#### Exam 2 (1 hour)

F. Synalepha, syllabic rhythm, intonation lines (4 hours)

1. Patterns of intonation

G. Application and practice: Articulation of Spanish from individual segments to breath groups (7 hours)

1. Articulation of vowels
2. Articulation of synalephic combinations
3. Syllable division of the entire sentence
4. Articulation of consonants
5. Accentuation, rhythm, and intonation

TAPING #3 DUE

Exam 3 (1 hour)

H. Dialectical processes (4 hours)

1. Introduction to Spanish dialectology
2. The 20 dialectical processes

TAPING #4 DUE

I. Review (3 hours)

FINAL TAPING DUE

Final Exam: During Final Exam Week

#### IV. Evaluation Methods

The final grade will be determined as follows:

45% 4 Pronunciation Recordings: each recording will focus on specific features of the Spanish sound system studied; students will record assigned monologues onto a cassette tape and submit the tape to the instructor

25% 3 Exams: given during the semester; format consists of identification of terms, completion, matching, short essay, phonetic transcription

20% Final Exam: given during Final Exam Week; format consists of identification of terms, completion, matching, short essay, phonetic transcription

10% Homework: collected periodically, but unannounced in advance

#### V. Grading Scale

Grading Scale: A=91-100%; B=82-90%; C=73-81%; D=64-72%; F=Below 64%

#### VI. Attendance Policy

Attendance is paramount to success in this course! Roll will be taken at the beginning of each class period. According to the University Undergraduate Course Attendance Policy

(see Undergraduate Catalog), all students are expected to attend class. Therefore, students enrolled in SPAN 353 are permitted a maximum of **three (3) unexcused absences** during the semester. Absences may be excused only for (1) extended illness, hospitalization or death in the immediate family--all with documentation [**Note: In cases of illness, a letter from a physician is required on the day the student returns to class. The letter must state that the student was instructed by the physician to miss class. Receipts from the health center are not acceptable.**], and (2) University-sponsored, educational activities [**Note: Written verification of each activity is required prior to the class absence.**] All excused absences must be documented. Documentation must be presented to the professor according to the timeline outlined above in order for the absence to be excused.

In the event that an emergency arises which calls you away from your regular school commitment, you should advise the instructor before you miss class.

**Departmental Policy: for each unexcused absence after the third, 2% points will be subtracted from the final grade.** A substantial number of unexcused absences will have a serious effect on your class participation grade and ultimately on your final grade in the course

#### **VII. Required textbooks, supplemental books and readings**

**Required:** Teschner, R. V. (1996). *Camino real*. Boston, MA: McGraw Hill. (with CD).

**Supplemental:** None.

#### **VIII. Special resource requirements**

1 60-minute audio cassette (BASF, MAXELL, TDK, MEMOREX) for tapings

#### **IX. Bibliography**

Azevedo, M. M. (1992). *Introducción a la lingüística española*. Englewood Cliffs, NJ: Prentice Hall.

Barrutia, R., & Terrell, T. D. (1982). *Fonética y fonología españolas*. New York: John Wiley & Sons.

Canfield, D. L. (1962). *La pronunciación del español en América*. Bogotá: Instituto Caro y Cuervo.

Dalbor, J. B. (1980). *Spanish pronunciation: Theory and Practice*. 2nd. Ed. New York: Holt, Rinehart and Winston.

Harris, J. W. (1969). *Spanish Phonology*. Cambridge, MA: The M.I.T. Press.

Johansen, P. A., & Frey, H. (1991). *Sounds of Spanish: A Self-Instructional Program*. Boston, MA: Heinle & Heinle Publishers, Inc.

Navarro Tomás, T. (1970). *Manual de gramática histórica española*. 15th ed. Madrid: Raycar.