

SPA 549 – Spring 2013
Spanish Phonetics in the Classroom
Department of Literature & Languages
Texas A&M University-Commerce

Instructor: Dr. David Hervás

Horario: Online class

Secciones y aulas: 01R: AGIT 233; 41S: MPLX 135

Horas de oficina: Thursdays, 3:00-4:30pm and 7:10-7:40pm; or by appointment

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*For administrative purposes, this section of the syllabus is in English. However, class instruction will be entirely in Spanish.

Textbook

- Morgan, Terrell A. (2010). *Sonidos en Contexto*. New Haven & London: Yale University Press.
- A series of twelve articles in .pdf documents provided by the instructor.

Recommended books

Dalbor, J.B. (1996). *Spanish Pronunciation: Theory and Practice*. Florence, KY: Heinle.

Lincoln Canfield, D. (1981). *Spanish Pronunciation in the Americas*. Chicago: University of Chicago Press.

Piñeros, C. (2009). *Estructura de los Sonidos del Español*. New Jersey: Pearson Prentice Hall.

Quilis, A. (2003). *Principios de Fonología y Fonética Españolas*. Madrid: Arco Libros.

Stokes, J.D. (2004). *Qué Bien Suena: Mastering Spanish Phonetics and Phonology*. Florence, KY: Heinle.

Course description

This course will help the students to gain understanding of the field of Phonetics. The course surveys the Spanish phonological system so that the Second Language teacher can implement it in his/her work in the classroom. Usually overlooked or not consistently treated, second language phonology is a key to mastering native-like pronunciation. Thus, the course focuses on the importance of well-designed, long term work on the learning of pronunciation and intonation; and on how future teachers of Spanish as a Second Language may implement this work day to day in the classroom.

The course will consist in a review of Spanish Phonetics in addition to working on methodology to include the study of sounds in the regular lesson plan of an elementary or secondary Spanish L2 class. As a result, this course will be hands on task style. It will bring together the formal learning of Spanish phonemes and the methodology to teach pronunciation in the Spanish L2 class.

Student learning outcomes

By the end of this course,

- Student will gain an understanding of the field of Phonetics
- Student will learn to provide learners articulatory descriptions of native pronunciations
- Student will learn to make learners achieve a native like mastery of pronunciation
- Student will learn to implement Spanish Phonetics in the methodology of Spanish
- Reflect upon their development as teaching professionals.

Course plan information

FLL 597/SPA 597 meets one day a week in a two hours and forty minutes session. This course will be in the format of distance class, since two sections in different places meet for the same weekly session. Classes will be followed either face to face or by TV monitors depending on what section the professor is visiting. Each of the classes may be devoted to one or several chapters from our book, as indicated in the *Calendario del Semestre*. The daily routines will consist on the chapter quiz to start the class, followed by the explanation and discussion of the book chapter. A break of 15 minutes will be made next. The second part of each class will include the individual presentation based on the article read for the day. Discussion and interaction is expected following the presentation. A review and valuation of the day will be made at the end of each class session.

Assignments and grading scale

Weekly quizzes	5%	A = 100-90
Presentation: a Spanish pronunciation class	10%	B = 89-80
In-class group work: lesson plan design	10%	C = 79-70
Response paper	15%	D = 69-60
Final paper: Phonetic instruction implementation plan	15%	F = 59>
Midterm exam	20%	
Final exam	20%	
Attendance and participation	5%	

Chapter quizzes

Quizzes on chapters assigned for each class will be passed at the beginning of every class. Questions will assess comprehension of chapter contents. Format of the questions may vary from concept recognition, true or false statements, or multiple-choice, to short answers. There are no make-ups for missed quizzes.

Presentation

There will be two teaching presentations. Following the *Orden de presentaciones*, students will “teach” a portion of a class dedicated only to some Phonetic aspect of his/her choice. The teaching will comprehend at least the presentation of a topic, activities, and a sample of evaluation. The first teaching presentation will consist on a class on vowel sounds; the second will deal with consonants. Content for both will be of choice by the student. Student will submit a lesson plan describing topic, activities, skill enhanced, and evaluation.

In-class group work: lesson plan design

A group work assignment to complete and turn in at the end of every class. A lesson plan will be designed in the phonetic topic presented by the textbook. The design will be for a thematic unit (*unidad temática*) to be taught in three sessions. Everything will be specified according to the lesson plan template provided.

Response paper to article

Every student has to turn in four 600 word response papers written in Spanish. Students choose what article to respond out of the three selected every *Entrega de ensayo respuesta #_* assignment as seen in the *Calendario del semestre*. The paper will be double-spacing typed in fonts Times New Roman 12 or Calibri 11. Write name, class, instructor’s name, assignment name on the top left hand side of the paper. The articles to be read will elaborate on different topics of phonetics and their classroom application. The response papers have to show a reflection of the student on the topic presented in the article. A good structure of the paper will be like it follows: explanation of the phonetic/phonological topic

approached in the article; hypothesis presented by author; methodology used if any; results obtained by author; comment on the author conclusion; student's reflection on the appropriateness of the study according to his/her knowledge of the classroom dynamics; conclusion. The response paper will be graded based on their analytical content and the grammatical accuracy.

Final paper

It will consist on a phonetic instruction implementation plan proposal. Student will present a proposal of phonetic instruction implementation in the curriculum. Based on research on applied phonetics to support evidence, student is to design a detailed proposal explaining step to step implementation of phonetics in the Spanish L2 curriculum. Length of the essay is 10 pages, excluding bibliography.

Midterm and Final exams

As indicated in the *Calendario del Semestre*, two days are devoted for written exams. They will include the chapters from the book covered until the previous date of the exam. The format may vary from true or false recognition, matching, multiple-choice; to short answers or concept development.

Assessment:

Students will be passed a survey at the end to check on their learning outcomes assessment from this course.

COURSE AND UNIVERSITY POLICIES

Attendance and participation policy

Attendance is mandatory. Active participation in class is beneficial and rewarded for the student. Frequent absenteeism (more than two absences) will result in deduction of points from the final grade as follows: 4 absences=1 point; 5=2 points; 6=3 points. Seven absences will automatically fail the course. Absences due to documented medical reasons are excused. In light of recent disclosures about the forgery of such notes, I may have to call the doctor's office. Whether an absence is excused or not, it is the student's responsibility to make up missed work. The only absences that do not count beyond the three allowed are those resulting from required participation in university events, hospitalization, or family emergencies of which the instructor has been notified by university officials. A tardy or leaving class early equals 1/3 of an absence. Late work is not accepted. Make-up exams must be arranged before the date of the absence. Cell phone ringing is considered an absence.

E-Culture Policy

When dealing with faculty over e-mail, it is important that students keep the following in mind:

1. Always use the Tamu-c e-mail account to communicate with your instructor. Messages from any other e-mail accounts will not be considered.
2. Always use salutations and signatures. Be courteous.
3. For serious matters use e-mails to facilitate a mutually agreeable time to meet. E-mail should not be used to avoid personal interaction.
4. Never use e-mail to vent or to respond immediately to an emotional situation.

Statements to students required by the University and the Department of Literature and Languages

- **Behavior:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student's Guide Handbook, Policies and Procedures, Conduct)

- **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 132

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

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

[Student Disability Resources & Services](#)

- **Academic Honesty:** *Plagiarism* is borrowing 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 your compositions constitutes a violation of academic honesty policy. Likewise, the use of electronic media to translate your work to Spanish is also unacceptable. Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion (Texas A&M University-Commerce Code of Student Conduct 5.b[1,2,3]). Students who engage in plagiarism and copying acts that deserve official disciplinary actions are subject to academic sanctions.

Calendario del semestre

enero	
Semana 1	Presentación del curso Capítulo 1 y 2
Semana 2	Capítulo 3 y 4 Información útil: http://www.uiowa.edu/~acadtech/phonetics/
febrero	
Semana 3	Capítulo 5, 6, y 7 Presentación 1 Entrega de ensayo respuesta 1
Semana 4	Capítulo 8, 9, 10, 11, y 12 Presentación 1
Semana 5	Capítulo 13 Presentación 1
Semana 6	Capítulo 14 Presentación 1 Entrega de ensayo respuesta 2
marzo	
Semana 7	Capítulo 15 Presentación 1
Semana 8	Midterm Exam
Semana 9	Spring Break: no hay clase
Semana 10	Capítulos 16 y 17 Presentación 2
Semana 1	Capítulos 18 y 19 Presentación 2 Entrega de ensayo respuesta 3
abril	
Semana 11	Capítulos 20 y 21 Presentación 2
Semana 12	Capítulo 22 Presentación 2
Semana 13	Capítulo 23 y 24 Presentación 2 Entrega de ensayo respuesta 4
Semana 14	Entonación Entrega de <i>Final paper: Phonetic instruction implementation plan</i>
mayo	5
Semana 15	Repaso
Semana 16	Final Exam

NOTA: Este programa de clase está sujeto a cambio debido a imponderables que se presenten durante el semestre.