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LAN 311.15: Spanish Phonetics and Phonology

Course credit hours: 3
 Course time and day(s): M, W 1:30 – 2:45

Course section: 001
 Course location: STV 202

Required Reading:

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

Nota bene: I am happy that many students buy their texts cheaper online, however, keep in mind that it is your responsibility to have the text by Friday, Jan 16. If you do not, it is your responsibility to communicate with someone in the course and obtain the necessary photocopies until you do receive it.

Student learning outcomes; Part of your learning experience will include:

- classify the basic components of the anatomy used in human speech
- categorize the basic phonetic categories for all human speech
- explain in detail the consonant and vowel inventories of Standard Spanish and its many varieties
- evaluate and interpret how different phonological processes work in Spanish
- develop insight into our own speech
- graduate students: demonstrate ability to conduct research

Course Structure: (see Page 7 for a Course Overview)

This course is divided into four parts. The first part is dedicated to core notions of phonetics. The second part treats phonology; the third part focuses on natural classes and the phonology of English speakers' Spanish. The last part is dedicated to the final project. In terms of weekly structure, we *generally* use Mondays to discuss the material and Wednesdays for practice. On Thursdays at 5pm, the weekly module will be available with exercises and activities and will be due on the following Wednesday.

What this course promises you:

Though there are (approximately) 7,000 languages in the world today, there exists a relatively small number of sounds possible in the human vocal tract (i.e. phones) that can be used in any given language. Which phones are used with specific regard to Spanish? Are there some phones that undergo changes at the end of a syllable, as opposed to the beginning of one? Are there phones that are always pronounced the same, regardless of environment or speech style? To answer these questions, we will examine the basic components of Spanish phonetics and phonology. We will also compare these components to English and our own pronunciation of Spanish.

Ways to fulfill these promises:

In order to fully succeed in your exploration of Spanish linguistics, you must take responsibility for your own learning and participate as an active learner. The study of Spanish and its origins is an exciting and challenging subject matter; each and every class will be thoroughly enriched when we are all active learners. To realize these goals, you will need to be a critically-thinking student, which means you must be willing to do the following:

First, you must be willing to **read** the assigned pages before going to class; without reading the material, the class will seem stale and unneeded. If you bring to class your questions, doubts, experiences, comments, and thoughts on the reading, the class will be a lively, thought-provoking environment. Reading is an integral aspect to the success of learning the material throughout the course.

Second, you must be willing to **speak** in class, both in small- and whole-group work; by *actively* participating, we all enhance the learning atmosphere of the class and gain a greater command of the material.

Third, you must be willing to **write** in prose and in paragraph form, use appropriate linguistics vocabulary, and offer a clear, in-depth explanation of the topics we treat. By doing this, I am able to fully assess just how far you have advanced in your learning.

Fourth, you must be willing to **listen** with a careful ear to lectures and your colleagues' comments, questions, and observations. By doing so, you will improve your comprehension of both the language and the material in question.

Fifth, you must be willing to **problem-solve**. A vital part of critically-thinking comes from solving problems and gaining a deeper understanding of the material; this way, there is less rote-learning and more active learning, which helps us retain information longer.

Sixth, you must be willing to carry out **research and investigation**. An essential aspect of a critically-thinking student is his/her development of research and investigation. Graduate students will need to develop their ability to find, evaluate, and categorize appropriate sources.

Finally, to maximize your learning experience, you must be willing to **be pro-active**. It is the student's responsibility to take initiative in his/her learning. The syllabus shows you how to meet expectations, but it is up to you to demand excellence of yourself, seek out the professor during office hours to ask questions, anticipate problems and successfully address them well **before** deadlines, among other qualifications. How pro-active you are in your learning is one component of your 'Professionalism' grade. Retroactive excuses are not accepted.

In sum, by combining these seven components of learning, it is a 'win/win' situation for all of us: by developing these abilities, you 'win' in that you advance as a critically-thinking student and show you that you are serious about your college education and that you respect and value learning, each other, and the professor. I 'win' by helping you advance these abilities to the fullest extent possible, which will help to both succeed in the course and outside of college in all of your future endeavors.

☞ One aspect of my teaching philosophy is to view a cross-section of your learning across a 16-week semester. To assess your work optimally, I understand that you either might miss an assignment or quiz for a variety of reasons, or simply have an off day. As such, I drop the lowest homework and quiz scores (1 in each category). In return, I only ask that you review the syllabus in detail and fully understand the policies, goals, and philosophy in this course.

Evaluation Procedures:

1. Exams (48% = 3 x 16%)

There are three exams for this course. To fully understand the nature and progress of your learning, I do not give study guides nor do I discuss the exam content before-hand; I do, however, offer all of my lecture notes, which are posted on Reggienet within 24 hours after the class; please notify me if you do not see them posted within that time-frame. Exams are not graded on a curve and there is no comprehensive final in this course. Exams are comprised of material from the text and/or in-class lectures, homework and discussion. Finally, there are no make-up exams given under any circumstance; in the event of an (un)excused absence for an exam, the student will take a comprehensive final at the end of the semester.

2. Homework and Quizzes (22% = undergraduates; 17% = graduates)

For all of us to succeed, we must always come prepared. The idea is that the class will clarify doubts and solidify what you already learned. Other forms of homework will be in the module for that week. You will need to explicitly read the instructions and make sure you know what is asked of you. The module will be available each Thursday at 5pm and due on the following Thursday in class (or submitted online, if stated); it is your responsibility to review the directions and ask any questions about what is asked of you, either in class Monday or in office hours. All homework is collected at random and is graded on the degree to which you complete the assignment and show excellence. Though collected at random, always feel free to turn an uncollected homework assignment in to me for feedback. Keep in mind that you are asked to look over the assignments **well in advance** and attend office hours if you have any questions; failure to turn in an assignment due to not understanding it does not constitute a valid excuse and will result in a zero for that assignment. All homework must be typed in 12 font, Times New Roman, printed out with 1 inch margins, and ready to turn in as a single document at the beginning of class on the day it is due. Points are deducted for multiple-page documents that are not either stapled or paper-clipped. No partial credit is given to work that is hand-written or not printed out.

With regard to quizzes, to ensure in-depth reading for each class session, I give 'pop' quizzes in two formats: written and oral; in the former, a quiz is given out at the beginning of class, with no make-ups; in the latter, a student is called on at random and is expected to summarize the reading material for that day; do not forget, you cannot use the text, but you can use all the notes you like for the oral quiz! For the written quiz, you will be given 20 minutes (starting from the time I pass out the quiz to the whole class; if you arrive late, you will simply have less time) to complete the quiz. Part of the challenge of the quiz is to complete the answers in the time allotted. It is your responsibility to manage your time and appropriately answer the questions within the time-frame given. After the 20 minutes have passed, I will collect all quizzes.

3. Final Project (10% = undergraduates; 20% = graduates)

To illustrate a culmination of the knowledge you have gained in the course, you will analyze your own Spanish (undergraduate) or conduct a separate study (graduate). Graduate students are expected to meet with the professor during office hours periodically for additional assignments to guide them in their research project. See separate sheet for explicit details.

4. Class Participation and attendance (15%)

Active participation across 16 weeks is crucial for the success of both the student's learning and the class atmosphere. With regard to active participation, you must be willing to be well-prepared, actively participate in in-class activities and engage in thought-provoking discussion. Your participation is also dependent on always speaking Spanish, especially in small-group work, and the overall quality of your Spanish. Note that complacency and side conversations are also considered as well. In short, simply attending does not constitute active participation. Keep in mind that you must sign the attendance sheet to be considered present that day. If you arrive late, you must still sign the sheet and mark yourself late; you are late if I have begun class. *Every two times late equals one absence; please be punctual.* I give a weekly score out of 10 points that is based on your class participation.

Attendance policy:

You are expected to attend all classes. You are allotted **two** unexcused absences for personal reasons (e.g. weddings, funerals, religious observations, job interviews, sick family member). All unexcused absences after the second one will result in a lowering of the student's overall participation grade by 10% for each absence. ****Read the course schedule carefully during the first week of class**** -- Any trips, vacations, holidays, and non-emergency doctor appointments must be made so that they do not interfere with your attendance in this course; they are not excused absences – this is particularly relevant for the final exam week class. It is the student's responsibility to change his/her schedule around the course as his/her absence would result in a zero otherwise. After the **eighth** unexcused absence, the student will fail the course. Students may not attend another section of this course.

An excused absence is defined as i) *the individual student's verifiable* health emergency or serious illness, ii) officially-sanctioned and sponsored university travel, documented from an appropriate university official, or iii) a required court appearance, documented by an appropriate official. When an excused absence arises, the student must notify the professor **before** class; if notified after the beginning of class that day, the absence will be considered unexcused. The student must show original proof of the emergency on his/her first day back to class (e.g. doctor's note) in person and turn in any missed assignments; failure to notify the professor before class and/or not present the requested documents on the first day back will result in a '0'. If you will miss more than three university class days, you must contact the Office of the Dean of Students, 438-2008.

5. For Undergraduates: Professionalism (5%)

To enhance your success with interpersonal relationships both in the class and 'in the real world', five percent of the grade is based on class relations. During the university experience, I hope you are engaged in building professional relational skills as an important part of your socialization into your career. I give a weekly score out of 10 points (5 points for each class session) that is based on the degree to which you are professional and mature in class or when interacting with the professor outside of class, which includes written communication. Students acting in a disruptive or uncivil manner will be dismissed and referred to Community Rights & Responsibilities for violations of the Code of Student Conduct.

Grading Scale: (wording adapted from University of Minnesota grading policy)

- A 90-100 Represents achievement that is outstanding relative to the level necessary to meet course requirements.
- B 80-89 Represents achievement that is significantly above the level necessary to meet course requirements.
- C 70-79 Represents achievement that meets the course requirements in every respect.
- D 60-69 Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F 59-below Represents failure and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit, (2) was not completed, or (3) the student had more than 8 absences.

*The following includes a list of standard operating procedures for the course. In general, I ask you to treat the class, me, and your colleagues in a respectful manner; know the general standard operating procedures for the class; stay mindful of the attendance policy; and use email in the way defined in this syllabus. Many of the standard operating procedures in this course will help you with your future courses as well. Thank you for your cooperation in making this class a total success!

Course policies:

1. Please do not ask the professor when items will be handed back. Items will be returned when corrected.
2. As a courtesy to others, please refrain from cell phones, text-messaging or disruptions of any kind during the class and my office hours. Please turn off all such devices before arriving. If one goes off by accident, please turn it off quickly. Given that this is a discussion-based course in a second language, I do not allow laptops in class. The use of any technological device in class will result in a lowering of that day's participation grade.
3. I kindly request a one-month minimum advance notice for letters of recommendation, commencing from the time that I have received all appropriate signatures and documents, and we have met in person. All requests for letters of recommendation must be made both in person and in print (i.e. an email). I do not write letter of recommendation if the student does not waive their right to view the letter.
4. I maintain a 24-hour policy on all graded material: I do not discuss a graded item with a student until 20-24 hours after having turned it back.
5. It is inappropriate to tell the professor what grade you want/expect/need from the class; this includes telling the professor the relevancy of this course to your studies (e.g. graduation schedule, minor completion, etc.). In addition, there is no need to tell the professor how you do in other classes and the grades you have received in previous Spanish courses. There is no need to say that you are 'concerned about your grade' or you 'demand much of yourself', as these are assumed. Any occurrence of these incidences will result in a warning, and then a lowering of the student's professionalism grade of 10 percentage points for each incidence.
6. In an effort to begin class on time and respect your privacy, I kindly ask that you reserve non-content related questions for office hours. Please let me know if you cannot attend them and we can make an appointment.
7. Any student who needs to arrange a reasonable accommodation for a documented disability should contact Disability Concerns at 350 Fell Hall, 438-5853. You must notify me in the first week of class of any *documented* disabilities. Retroactive documentation or self-diagnosed disabilities are not valid.

8. All graded work must be submitted in person during the class time on the day that it is due and in print-out format. ****No late work is accepted in this course, unless you have an excused absence and have consulted with the professor in a manner that is consistent in this syllabus. In the event of an excused absence, the homework is due on the first day the student returns.**** You may turn in homework to me early in class, if you know you will miss a following class. All work in this class not handed in to me in class (e.g. sent through email, put in my box, or slid under my door) will automatically result in a zero, unless you consult with me before-hand and we mutually agree to use that forum.

9. Any cheating or plagiarism will result in no credit for the assignment or exam in question. I will refer all cases of academic dishonesty to Community Rights and Responsibilities (CRR).

The following policies pertain to email:

10. No graded or ungraded (e.g. drafts or assignments in progress) work will be accepted as an attachment in electronic mail format, unless agreed upon by the professor before-hand. Email is not an acceptable medium through which the professor is expected to review/correct drafts.

11. Please do not expect to receive an immediate response to an email query; I will probably get back to you within 1-2 school days. This is particularly relevant around due dates. Emails within a school day of due dates will likely not be answered and it is the student's responsibility during that time to consult with colleagues and/or utilize course information found on Reggienet.

12. In general, email should be used for very brief questions or doubts concerning course subject matter. Email is not an acceptable medium through which the professor is expected to give lengthy, detailed answers to intricate, ambiguous questions or concerns. Also, remember to maintain a professional tone to your emails. In general, you should address the person to whom you are writing and avoid strong tones (e.g. excessive question/exclamation marks, all caps, etc.).

Scheduled office hours:

Scheduled office hours are a wonderful time to stop in and ask any questions you have regarding course content. Part of our job description is to hold office hours; I encourage you to attend them in this class and in your other courses. This is especially relevant to us because it gives you a chance to express yourself in English (or Spanish, if you like) and get individual attention. Please stop in if you have any questions or concerns. I would also be happy to go over any graded material with you and offer verbal feedback on it; take note that I generally do not provide a lot of written feedback on actual assignments and exams, but I do enjoy going over them with you.

There is no need to sign up, but just knock and make your presence known if I am with another student. I kindly ask that you do not knock on my door outside of office hours. If you need to meet outside of office hours, just email and we can schedule something. Due to meetings and grading, I do not hold office hours during Finals week.

Level of knowledge expected in this course:

This course assumes you have taken LAN 215.15 Introduction to Spanish Linguistics or an equivalent university course in Spanish linguistics. If other students bring advanced knowledge of the topic to class, it is always great to hear their perspectives, but I do not expect it.

A concluding remark:

Life at college can get very complicated. Students sometimes feel overwhelmed, lost, experience anxiety or depression, struggle with relationship difficulties or diminished self-esteem. However, many of these issues can be effectively addressed with a little help. Student Counseling Services (SCS) helps students cope with difficult emotions and life stressors. Student Counseling Services is staffed by experienced, professional psychologists and counselors, who are attuned to the needs of college students. The services are FREE and completely confidential. Find out more at Counseling.IllinoisState.edu or by calling (309) 438-3655.

A General Overview of Our Journey This Semester

Week 1 Introductions to each other, the course and the final project

Part 1: Phonetics

Week 2 An overview of the Spanish language and an introduction to phonetics
 Week 3 Mode of articulation
 Week 4 Place of articulation
 Week 5 Transcription practice

Part 2: Phonology

Week 7 Introduction to phonology and prosodic effects
 Week 8 The segment and distinctive features
 Week 10 Phonological processes
 Week 11 Transcription practice

Part 3: Natural Classes and the Phonology of English Speakers' Spanish

Weeks 12-16 Obstruents, sonorants, the vowel inventory, and applied phonology

Part 4: Final Project

Finals Final presentations

Notes

- 1) 'El módulo' sale a las 17:00h los jueves. Debería verlo lo antes posible para hacer cualquier pregunta; no se olvide que tengo horas de consulta los martes y viernes de 13:30 a 14:30h.
- 2) Final projects are only accepted in person during class on the day that it is due.
- 3) Editorial changes (e.g. typographical errors, errors with dates, section or page numbers, etc.), will be made as needed. It is understood that the program is tentative and changes may be made, especially if classes are canceled for any reason (e.g. snow). *In the case of any changes in content, I will notify the students and post the revised syllabus on Reggienet.*

Programa tentativo de curso

<i>Semana / Fecha</i>	<i>Capítulo y sección</i>	<i>Tarea: antes de ir a clase</i>
1/ 12 enero	Introducciones	--
14 enero	Introducción al curso y el proyecto final (en inglés)	ver: Professor's website; leer: 'Prefacio' (p. xix a xxi)
2/ 19 enero	Dr. Martin Luther King, Jr. Day *No hay clase*	hacer: Student profile form y Multiple Intelligences check-list; ver: course website
21 enero	1 Español: lengua y lecto y 2 Introducción a la fonética; 'Ejercicios' y práctica	Leer: 1-20; hacer: 'Ejercicios' para Capítulo 1 y 2
3/ 26 enero	3 Modo de articulación	leer: 23-31
28 enero	Práctica	hacer: el módulo
4/ 2 febrero	4 Lugar de articulación, consonantes y transcripción	leer: 35-44
4 febrero	Práctica	hacer: el módulo
5/ 9 febrero	Taller: Transcripción	-
11 febrero	Taller: Transcripción	hacer: el módulo
6/ 16 febrero	**Examen 1**	estudiar
18 febrero	Taller - proyecto final (en inglés)	-
7/ 23 febrero	5 Introducción a la fonología; 8.6 La sílaba – 8.7 Tipos de combinaciones silábicas	leer: 47-57; 93-95
25 febrero	Práctica	hacer: el módulo
8/ 2 marzo	6 El segmento por dentro: Rasgos distintivos	leer: 59-68
4 marzo	Práctica	hacer: el módulo
9/ 7-15 marzo	Spring Break	--
10/ 16 marzo	7 Fidelidad, simplificación, principios fonológicos y variación	leer: 71-85
18 marzo	Práctica	hacer: el módulo
11/ 23 marzo	Taller: las formas subyacente y fonética	hacer: la tarea asignada
25 marzo	**Examen 2**	estudiar
12/ 30 marzo	Taller: La transcripción fonética de oraciones	hacer: la tarea asignada
1 abril	9-10 Los fonemas plosivos	leer: 99-118; hacer: el módulo
13/ 6 abril	11 Los fonemas fricativos y africados	leer: 119-127
8 abril	12 Los fonemas nasales	leer: 129-135; hacer: el módulo
14/ 13 abril	13 Los fonemas laterales, yeísmo, y elleísmo	leer: 137-143
15 abril	14 Los sonidos róticos	leer: 145-158; hacer: el módulo
15/ 20 abril	15 Vocales y semivocales	leer: 159-168;
22 abril	20 La fonología aplicada	leer: 253-267; hacer: el módulo
16/ 27 abril	**Examen 3**	preparar
29 abril	Taller: la presentación final	-
Finals/ mayo (TBA on my.illinoisstate.edu)	Presentaciones de los estudiantes	*entregar: el proyecto final*

Final grades will be available only through my.illinoisstate.edu.