

Spanish 4120/5120: Spanish Phonetics

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Course description

This course offers a comprehensive review of the Spanish phonetic system. The fundamental principles of phonetic analysis are introduced in a simple and concise manner in order to show how Spanish sounds are produced, how they fall into patterns, and how they change in different environments. Major attention is devoted to practice, training in phonetic transcription and acoustic analysis. Throughout the course we will focus on the contrast between the Spanish and the English sound patterns, an aspect intended to help students understand the major phonetic differences between both languages and at the same time improve their Spanish pronunciation. Finally, we will discuss some of the most salient dialectal differences in pronunciation from around the Spanish speaking world.

SPAN 4120 and the Marquette Core Curriculum:

SPAN partially fulfills requirements of the "Cognition, Memory and Intelligence" theme of the Marquette Core Curriculum's Discovery tier. As part of this theme, the course looks into how spoken utterances are coded into individual sounds, how those sounds are anatomically produced, how speakers perceive them, and how technology can help us understand what happens during this process. The course also addresses the articulatory and acoustic differences between English and Spanish, and their effect on communication between native and non-native speakers. Finally, the course explores the dialectal differences in sound production, and in phonetic and phonological patterns.

The course is closely connected to two of the **MCC's learning outcomes:**

1) Leaders in Discovery: Marquette students will advance understanding of the world by identifying significant questions and then searching for answers based on a systematic process of discovery that is rooted in intellectual inquiry and the Jesuit liberal arts tradition.

2) Global Problem Solvers: Marquette students will be well practiced in cooperative and cross-disciplinary problem-solving skills and they will be able to present innovative solutions that draw from theological, philosophical, qualitative and quantitative perspectives to address the increasingly blurred lines between local and global challenges.

Learning objectives

- Become familiar with the sounds of Spanish, focusing on how they are articulated and how they are organized into the phonological system of the language.
- Be able to apply the rules of Spanish pronunciation to your own speech, at least in controlled situations.
- Learn how to improve your own pronunciation of Spanish based on introspection and input from native speakers.
- Learn how to use articulatory descriptions to teach Spanish pronunciation to English speakers.
- Understand the basic principles of Spanish orthography, including accent marks.

- Learn the appropriate linguistics terminology to talk about the phonetics and phonology of Spanish.
- Identify some of the main differences in pronunciation that differentiate the most salient dialects of Spanish.
- Get a feel for some of the ways in which language and popular culture are intertwined, and how the sound system of Spanish deals with language contact and change.

Prerequisites

SPAN 3001 or SPAN 3005 and SPAN 3500 or 3505; or department placement.

Course materials

- Morgan, Terrell A. 2010. *Sonidos en contexto: Una introducción a la fonética del español con especial referencia a la vida real*. New Haven: Yale University Press.

Course components

Class participation

Students should read the assigned reading **BEFORE** coming to class. Class discussion and activities will be based on the readings. Given the nature of the course (pronunciation), students are expected to actively participate in class. Twice during the semester, you will earn a grade for participation that takes into consideration your attendance, having read and completed all work before class, contributions to pair and group work, contributions to class discussion, and effort to use Spanish during class. The classroom learning experience cannot be recreated outside of class. Therefore, **all excused and unexcused absences will impact your participation grade.**

Homework

There will be 5 graded written assignments throughout the course. Assignments will include different types of exercises in order to practice the material covered in class and in the readings. Homework assignments will be posted on D2L and they will be turned in on Dropbox (D2L).

Exams

There will be three exams to assess the students' understanding of the material during the semester.

Final exam

The final exam will focus primarily on the remaining material discussed and assigned in class. However, because of the nature of the course, it will also include key material from the previous exams.

Oral exam

There will be an oral exam to be completed on D2L. It will consist of two parts: reading of a paragraph that will be assigned at the beginning of the semester (and that students can practice at home) and reading of a new list of words, expressions and sentences given at the time of the oral exam.

Speech analysis project (only for 4120)

The speech analysis project will consist of an analysis of the speech of a native speaker of a particular variety of Spanish. Students will use public recordings (YouTube videos, for instance) to find a sample of speech from the Spanish speaking world. Students will analyze the sounds employed by that speaker, highlighting differences between what

they hear and the phonetic patterns that we have seen in class, identifying regional phonetic variants and supporting their observations with prior dialectal descriptions of that particular region. Guidelines and rubrics will be distributed later in the semester.

Acoustic analysis project (only for 5120)

The acoustic analysis project will consist of an analysis and comparison of two segments of recorded speech (.wav) prepared by the student (one of a native Spanish speaker and one of an L2 speaker). The assignment thus serves the dual purpose of evaluating the student's ability at analysis and synthesis of speech data (using the acoustic analysis tools that we will learn in class), as well as the degree to which s/he has assimilated concepts on Spanish pronunciation throughout the semester. The report will include a summary of the principal phonetic characteristics of each individual's speech. Guidelines and rubrics will be distributed later in the semester.

Grade breakdown

- 15% *Homework*
- 10% *Speech/Acoustic analysis project*
- 10% *Participation*
- 30% *Exams (3)*
- 10% *Oral exam*
- 25% *Final exam*

Grading scale

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	F	0-62
B	83-86	C-	70-72		

TENTATIVE COURSE SCHEDULE

	EN CLASE	LECTURA	TAREA
Semana 1			
Día 1	Introducción al curso	Cap. 1	
Día 2	AFI vs. Ortografía	Cap. 2 Apéndices A-D (ojear)	
Día 3	AFI vs. Ortografía		
Semana 2			
Día 1	<i>Labor day – no hay clase</i>		
Día 2	La sílaba y resilabificación	Cap. 3	
Día 3	La sílaba y resilabificación		
Semana 3			
Día 1	El acento	Cap. 4	Tarea 1
Día 2	El acento		
Día 3	Examen 1		
Semana 4			
Día 1	Fonética, fonología – fonemas y alófonos	Cap. 5	
Día 2	Fonética, fonología – fonemas y alófonos		
Día 3	Las vocales del español	Cap. 6, 7, 8, 9, 10, 11, 12	
Semana 5			
Día 1	Las vocales del español		Tarea 2
Día 2	Introducción a la fonética acústica		
Día 3	Introducción a la fonética acústica/Praat y vocales		
Semana 6			
Día 1	Introducción a las consonantes	Cap. 13	
Día 2	Introducción a las consonantes		
Día 3	Las oclusivas sordas /p, t, k/	Cap. 14	Tarea 3
Semana 7			
Día 1	Las oclusivas sordas /p, t, k/		
Día 2	Las oclusivas sonoras /b, d, g/	Cap. 15	
Día 3	Las oclusivas sonoras /b, d, g/		
Semana 8			
Día 1	Las oclusivas sonoras /b, d, g/		
Día 2	Examen 2		
Día 3	<i>Midterm break – no hay clase</i>		

Semana 8			
Día 1	/t/	Cap. 16	
Día 2	/t/		
Día 3	/x, f, tʃ/		
Semana 9		Cap. 17, 20, 21	
Día 1	/x, f, tʃ/		
Día 2	/s, θ/	Cap. 18, 19	
Día 3	/s, θ/		
Semana 10			
Día 1	Nasales	Cap. 22	Tarea 4
Día 2	Nasales		
Día 3	Líquidas		
Semana 11		Cap. 23, 24	
Día 1	Líquidas		
Día 2	Examen 3		
Día 3	Diferencias dialectales		
Semana 12			
Día 1	Diferencias dialectales	Cap. 25, 26	
Día 2	Diferencias dialectales		
Día 3	Diferencias dialectales		
Semana 13			
Día 1	<i>Trabajo en proyectos finales</i>		Tarea 5
Día 2	<i>Acción de gracias – no hay clase</i>		
Día 3	<i>Acción de gracias – no hay clase</i>		
Semana 14			
Día 1	<i>Trabajo en proyectos finales</i>		
Día 2	<i>Virtual day - Examen oral</i>		
Día 3	Repaso		Entrega de proyectos
Semana 15			
Exámenes finales	EXAMEN FINAL		