

Graduate Programs—COURSE CHANGE REQUEST

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT NAME: LANGUAGES, LINGUISTICS, AND COMPARATIVE LITERATURE	COLLEGE OF: DOROTHY F. SCHMIDT COLLEGE OF ARTS & LETTERS
COURSE PREFIX & NUMBER: SPN 6795	CURRENT COURSE TITLE: SPANISH PHONOLOGY AND DIALECTOLOGY

CHANGE(S) REQUESTED

<p>SHOW "X" IN FRONT OF OPTION</p> <p>CHANGE CREDITS FROM _____ TO: _____</p> <p>CHANGE GRADING FROM _____ TO: _____</p> <p><input checked="" type="checkbox"/> CHANGE PREREQUISITES TO: GRADUATE STANDING, OR PERMISSION OF INSTRUCTOR</p> <p>CHANGE MINIMUM GRADE TO: _____</p> <p>CHANGE COREQUISITES TO: _____</p> <p>CHANGE OTHER REGISTRATION CONTROLS TO: _____</p> <p>OTHER _____</p>	<p>SHOW "X" IN FRONT OF OPTION</p> <p>CHANGE PREFIX FROM _____ TO: _____</p> <p>CHANGE COURSE NO. FROM _____ TO: _____</p> <p><input checked="" type="checkbox"/> CHANGE TITLE TO: SPANISH PHONETICS AND PHONOLOGY</p> <p>CHANGE DESCRIPTION TO: _____</p>
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CHANGES TO BE EFFECTIVE (TERM): SPRING 2012	Attach syllabus for ANY changes to current course information.
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Will the requested change(s) cause this course to overlap any other FAU course(s)? If yes, please list course(s). YES _____ X No _____	Any other departments and/or colleges that might be affected by the change(s) must be consulted. List entities that have been consulted and attach written comments from each.
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TERMINATE COURSE, EFFECTIVE (GIVE LAST TERM COURSE IS TO BE ACTIVE): _____

Faculty Contact, Email, Complete Phone Number: Dr. Martha Mendoza, mmendoza@fau.edu, 561-297-1090

SIGNATURES

SUPPORTING MATERIALS

<p>Approved by:</p> <p>Department Chair: _____</p> <p>College Curriculum Chair: _____</p> <p>College Dean: _____</p> <p>UGPC Chair: _____</p> <p>Dean of the Graduate College: _____</p>	<p>Date:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Syllabus—must include all criteria as detailed in UGPC Guidelines.</p> <p>To access Guidelines and download this form, go to: http://www.fau.edu/graduate/facultyandstaff/programs_committee/index.php</p> <p>Written Consent—required from all departments affected.</p>
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Email this form and syllabus to diamond@fau.edu one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

FLORIDA ATLANTIC UNIVERSITY
DEPARTMENT OF LANGUAGES, LINGUISTICS & COMPARATIVE LITERATURE

Dr. Martha Mendoza

mmendoza@fau.edu

Office: GS 220; Office hours: T 7-8 pm, W 1-3 pm & Th 4-6 pm

Phone: 297-1090; messages: 297-3860

SPN 6795 – SPANISH PHONETICS AND PHONOLOGY

CATALOG DESCRIPTION:

Prerequisites: SPN 3400 and LIN 3010, and graduate standing or permission of instructor. A graduate introduction to the study of Spanish phonology and dialectology. Detailed analysis of the sound system and the phonological processes of Spanish with a dialectology component.

COURSE DESCRIPTION: This course constitutes a graduate introduction to the fields of Spanish phonetics and phonology. It provides a detailed analysis of the sound system and the phonological processes of Spanish, with a comparison with similar processes in English. Training in phonetic (and phonological) transcription is an important component of this course as are exercises in Spanish pronunciation, syllabification, and stress placement. Fundamental concepts of Spanish dialectology and history in both the Americas and Spain will also be presented.

COURSE OBJECTIVES:

- Students will become familiar with the fundamental concepts related to the phonetics and phonology of Spanish as they apply to both Latin America and Spain.
- Students will learn the theoretical foundation of phonetic transcription and its practical applications
- Students will gain an awareness of how all these concepts are employed in the analysis of a wide range of socio-cultural and linguistic issues that concern the Spanish-speaking world.

PREREQUISITE: SPN 3400 and LIN 3010 or equivalent or permission of instructor.

REQUIRED TEXTS:

1) Schwegler, A. & Kempff, J. (2009). *Fonética y Fonología Españolas*. (4th ed.). New York: John Wiley & Sons.

2) Selected scholarly articles.

GRADING: Students will be responsible for several written assignments, including exercises in phonetic transcription. In addition, students will have 2 tests & a final exam and will make a total of two oral presentations with the purpose of furthering their knowledge of the subject matter of the course. Finally, students will be required to complete a research term paper on an appropriate topic, chosen in consultation with the instructor.

Grading breakdown:

2 tests – 40%

Written assignments – 10%

Oral presentations – 10%

Final exam – 20%

Research term paper – 20%

Total – 100%

Tests, including final, are cumulative, although emphasis may be on material seen since the previous test; written assignments are based on relevant chapters of the textbook; oral presentations are 20 minutes long on an approved phonology and/or dialectology topic; the research paper is a 12-15 page paper on an approved phonology and/or dialectology topic with at least 10 works in the works cited page.

Grading scale:

Grades are assigned on a percentage basis (there is no grading “on the curve”) according to the following scale:

94-100% = A	88-89% = B+	78-79% = C+	68-69% = D+	59% or less = F
90-93% = A-	84-87% = B	74-77% = C	64-67% = D	
	80-83% = B-	70-73% = C-	60-63% = D-	

COURSE SYLLABUS (SUBJECT TO CHANGE)

WEEK 1 (8/25 & 8/27) --	Introducción, acentuación (acento prosódico y acento ortográfico), la sílaba, deslizadas, diptongos, triptongos, hiato Readings: Ch. 1 and 3 of textbook
WEEK 2 (9/1 & 9/3) --	Encadenamiento, las vocales, el ritmo, consonantes /j/ y /w/, diptongos crecientes y decrecientes Readings: Ch. 2, 4, and 5 of textbook
WEEK 3 (9/8-9/19) --	Las consonantes y su descripción articulatoria Readings: Ch. 7 of textbook oral presentations
WEEK 4 (9/15-9/17) --	Fonemas y alófonos, pares mínimos, transcripción fonética vs. transcripción fonológica, grupo fónico Readings: Ch. 8 and Ch. 9 of textbook oral presentations
WEEK 5 (9/22-9/24) --	Las oclusivas sordas /p t k/, la africada /tʃ/, las obstruyentes sonoras /b d g/ & /j/ Readings: Ch. 10 and 12 of textbook
WEEK 6 (9/29-10/1) --	Las obstruyentes (continúa); EXAM 1 (Th)
WEEK 7 (10/6-10/8) --	Las nasales /m n ñ/; las vibrantes /l r/ Readings: Ch. 11 and Ch. 13 of textbook
WEEK 8 (10/13-10/15) --	Las laterales /l λ/; las fricativas /f s x/

	Readings: Ch. 14 and Ch. 15 of textbook
WEEK 9 (10/20-10/22) --	Secuencias de vocales; sinalefa y sinéresis; reducción y omisión de vocales Readings: Ch. 6 & Review Ch. 5 of textbook outline of paper due
WEEK 10 (10/27-10/29) --	Rasgos suprasegmentales: entonación, tono, acento Readings: Ch. 16 of textbook
WEEK 11 (11/3-11/5) --	EXAM 2 (Tue) . Panorama histórico del español: El paso del latín al español Readings: Ch. 18 of textbook
WEEK 12 (11/10-11/12) --	Historia del español (continúa); el español de la Península Ibérica y sus variantes Readings: Ch. 19 of textbook
WEEK 13 (11/17-11/19) --	Dialectología: El español de América Readings: Ch. 20 of textbook oral presentations
WEEK 14 (11/24) --	El español de América (continúa) oral presentations THANKSGIVING (11/26)
WEEK 15 (12/1) --	El español de EE UU y repaso para el examen final Readings: Ch. 21 of textbook final paper due

FINAL EXAM: December 8, 1:15-3:45 pm.

Bibliography:

1. Azevedo, M. M. (2008). *Introducción a la lingüística española* (3a. ed.). Englewood Cliffs, NJ: Prentice Hall.
2. Bergan, John J. (1990). *Spanish in the United States: Sociolinguistic Issues*. Washington: Georgetown UP.
3. Bergmann, A. et al. (2007). *Language files* (10th. ed.). Columbus: Ohio State UP.
4. Bjarkman, P. C. & Hammond, R. M. (1989). *American Spanish Pronunciation: Theoretical and Applied Perspectives*. Washington: Georgetown UP.
5. Colina, Sonia. (2009). *Spanish Phonology: A Syllabic Perspective*. Georgetown: Georgetown UP.
6. D'Introno, F. & Del Teso, E. (1995). *Fonética y fonología actual del español*. Madrid: Cátedra.
7. Eddington, D. (2005). *Spanish Phonology and Morphology. Experimental and Quantitative Perspectives*. New York: John Benjamins.
8. Fromkin, V. et al. (2006). *An introduction to language* (8th. ed.). Boston, MA: Wadsworth

Publishing.

9. Guitart, J. M. (2004). *Sonido y sentido: teoría y práctica de la pronunciación en español*. Washington: Georgetown UP.
10. Hammond, R. M. (2001). *The sounds of Spanish: Analysis and application*. Somerville, MA: Cascadilla Press.
11. Hualde, J. I. et al. (2001). *Introducción a la lingüística hispánica*. Cambridge: Cambridge UP.
12. Hualde, J. I. et al. (2005). *The Sounds of Spanish*. Cambridge: Cambridge UP.
13. Lee, T. F. (2004). *Laboratory Approaches to Spanish Phonology*. Berlin: Mouton de Gruyter.
14. Schwegler, A. & Kempff, J. (2009). *Fonética y fonología españolas (4a. ed.)*. New York: John Wiley and Sons.
15. Whitley, M. S. (2002). *Spanish/English Contrasts (2nd ed.)*. Washington: Georgetown UP.
16. Zamora, Juan C. & Guitart, J. M. (1988). *Dialectología hispanoamericana (2a. ed.)*. Salamanca: Ediciones Almar.
17. Zamora Vicente, A. (1985). *Dialectología española (4a ed.)*. Madrid: Gredos.

FAU Honor Code:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

Accommodations for students with disabilities:

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), in Jupiter - SR 117 (561-799-8585), or at the Treasure Coast - CO 128 (772-873-3305), and follow all OSD procedures.