SPN 6785 | Spring 2015

*The content of this class is significantly different than previous instantiations of SPN6785.*

🗩**ADVANCED SPANISH PHONETICS**

## Section 04E7 | MWF period 3 | Dauer 342

🗩 **Instructor information**

**Name:** Gillian Lord, Ph.D.

Special thanks to Travis Bradley, not only for helping me through all my graduate courses in phonology ☺, but also for his help with the syllabus design and course materials.

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**Office Hours:** Wednesdays 10:30am-11:30am,

Thursdays 10am-12pm,

or by appointment

🗩 **Course description**

While the course title implies the study of only the phonetic properties of the Spanish language, this graduate seminar goes beyond that superficial analysis to also explore the primary characteristics of both Spanish phonetics as well as the Spanish phonological system. We begin with an overview and refresher of the basic inventory and articulation of Spanish sounds – the essential phonetic information necessary to study phonology. Then, following the textbook and additional scholarly articles, we explore the organization of the Spanish sound system from the perspectives of linear and non-linear generative phonology. Comparisons will be made among Spanish dialects and with other languages as appropriate. We then apply these concepts toward issues related to language acquisition and teaching, psycholinguistics, language contact and variation, etc. The course is taught in Spanish, and the textbook is written in Spanish, although scholarly articles will most likely be written in English.

**Phonetics** is a field of linguistics that comprises the study of the sounds of human speech, from an articulatory, auditory, and/or acoustic perspective.

**Phonology** is a (sub)field of theoretical linguistics that explores the way sounds pattern in the languages of the world, in order to understand how speech sounds are used to convey meaning.

🗩 **Required Texts and Materials**

* R. Núñez-Cedeño, S. Colina & T. Bradley (Eds.) 2014. *Fonología generativa contemporánea de la lengua española*, 2nd ed. Washington, D.C.: Georgetown University Press, 2014. **[=FGC]**
* *University of Iowa Phonetics Site*(<http://www.uiowa.edu/~acadtech/phonetics/spanish/spanish.html>). **[=UIPS]**
* *Tal Como Suena* (<http://talcomosuena.spanish.ufl.edu>). **[=TCS]**
* Additional required scholarly readings will be chosen by you and your classmates and will be either freely available through UF’s library access, or will be made available on CANVAS.

🗩 **Optional Resources**

* José Ignacio Hualde (2005). ***The Sounds of Spanish.*** Cambridge: Cambridge University Press.
* **Praat** (<http://www.fon.hum.uva.nl/praat/>).
* **University of Iowa Dialectology Site** (<http://www.uiowa.edu/~acadtech/dialects>).

🗩 **Assessment**

The grade scale for classes in the Department of Spanish and Portuguese Studies is as follows:

|  |  |  |
| --- | --- | --- |
| **A = 100-93**  | **C(S) = 76-73**  | NOTE: A grade of C- will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or Basic Distribution Credit courses. For further information regarding passing grades and grade point equivalents, please refer to the Undergraduate Catalog at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.  |
| **A- = 92-90**  | **C-(U) = 72-70**  |
| **B+ = 89-87**  | **D+ = 69-67**  |
| **B = 86-83**  | **D = 66-63**  |
| **B- = 82-80**  | **D- = 62-60**  |
| **C+ = 79-77**  | **E = 59-0**  |

The following categories will be assessed in determining the final grade. Each is described in more detail below.

- Attendance and participation = 10%

- Homework assignments = 15%

- Article presentation = 20%

- Final project:

STEP 1: Topic proposal = 5%

STEP 2: Abstract = 10%

STEP 3: Final paper = 40%

🗩 ***Attendance and Participation (10%)***

Class attendance is especially important given the nature of the phonological theories we will be covering and the need to discuss them in order to fully grasp their functionality. To that end, class attendance is mandatory and students are expected to be present at all class meetings. Any absence must be justified and discussed with the instructor either prior to the absence or within 24 hours of the absence. EACH unexcused absences will result in a 5-point deduction from the final calculated average (i.e., ½ a letter grade). Any work missed (e.g., handing in assignments, class presentation) on the day of an unexcused absence will receive a 0; work missed due to an excused absence will be either made up or accommodated depending on the circumstances.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Similarly, students are expected to come to class having prepared the required readings for the day. “Preparing” the readings means more than just glancing over the text, however, and encompasses the following: **(a)** thoroughly reading the material while devoting 100% attention to it; **(b)** looking up any unknown words or concepts in order to fully understand *[OJO – there is a very useful glossary at the end of the textbook, pp. 389-400!];* **(c)** taking notes on the salient points of the text in order to be able to intelligently discuss it in class; **(d)** *writing down* any questions you have regarding things you don’t understand or arguments that don’t convince you; **(e)** also *writing down* any points you find especially well-made, or with which you find you agree (some people call these “a-ha moments”); and **(f)** noting any areas of particular interest, always keeping in mind that you will need to come up with a topic for a final paper. In addition to the thoroughness of preparation, as described above, the participation grade will also reflect other affective factors, such as: attitude and demonstrated respect towards the instructor, the students and the material; willingness to participate in class discussion and to share ideas; and being open to the input and opinions of others.

🗩 ***Homework assignments (15%)***

At the end of each chapter in the textbook\* is a set of exercises to reinforce and practice the material presented. These assignments must be done (electronically or by hand) and brought to class *in hard copy* on the dates indicated in the calendar – usually the third day (often a Friday) assigned to each chapter. Homework assignments will be discussed and corrected as a class, and then handed in for grading. Grades will be on a 5-point scale based on accuracy, thoroughness, and evidence of effort. No late assignments will be accepted.

\*The introduction does not have exercises. A homework assignment will be posted on CANVAS for this chapter.

🗩 ***Article presentation (20%)***

Students will present an article on either theoretical phonology or on a more “applied” area of phonology, depending on their own area of interest. Students will choose the article, in consultation with the professor. For theoretical articles, students should consult the “Lecturas adicionales” section at the end of every chapter in the textbook and the corresponding bibliography (pp. 369-386). For those interested in more applied areas, these include: synchronic variation; diachronic change; usage-based phonology; acquisition of phonology; teaching of phonology; phonology in contact/code-switching; etc. At the end of this syllabus some possible “applied” readings are suggested, although students are encouraged to explore areas related to their own interest.

No later than **APRIL 6th**, students MUST have received approval for their chosen article, and must have provided a copy (preferably electronic) to the professor for posting to CANVAS so that all classmates can read all articles. Because we will all be reading these articles, the presentation will be less about teaching the subject matter and more about engaging the class in theoretical and practical discussion of the material. Although the presentations may begin with a brief summary of the work, the bulk of the grade for the presentation will be determined by the discussion generated by the student leader.

Sign-up for the dates of these presentations will take place the first week of class.

🗩 ***Final project (55%)***

The purpose of the final paper is to give you the opportunity to carry out linguistic research on some aspect of Spanish phonology that is interesting to you or relevant to your future area of specialization. The project will involve collecting relevant data, either through already published articles, descriptive grammars, dictionary transcription, or based on your own phonetic transcriptions of language produced by Spanish speakers. The paper should present a well-argued analysis of the data within a phonological framework. The assignment can be divided into 3 steps:

* 1. *Topic proposal [27 February, 5%, CANVAS]*
	You will turn in a short (approximately one paragraph) proposal of the general topic you would like to investigate, and why. You should include in this proposal a discussion of the research questions you will address, the data you will collect/use, and how those data will help you answer those questions. I suggest scanning ahead in the text and further readings early on in the semester to get an idea of what data Spanish has to offer and kind of project might interest you.
	2. *Abstract of final paper topic and partial bibliography [22 April, 10%, CANVAS & CLASS]*
	The purpose of this abstract (one page, plus an additional page for references) is to give your classmates and me an idea of the research topic that you plan to pursue as well as some preliminary research articles that are relevant to your project. WE will peer review these in class in order to get input from your peers so you will need to bring hard copies in addition to turning in the abstract on CANVAS. I will use the latter submission to provide feedback and suggestions on your project.
	3. *Final paper [30 April, 40%, CANVAS]*
	The final paper is due on April 30th (the scheduled date of the final exam on ISIS), by 5pm, to be turned in on CANVAS. The overall length will vary by topic and analysis, but will likely be between 8-12 pages (typed, double-spaced, 1-inch margins, 12 point normal font, etc.). You should organize the project in the standard sections that you encounter in the relevant literature, such as: introduction; previous work; methodology; results; discussion; conclusions; etc., although the specifics will vary depending on the kind of project and the data you use.

🗩**Calendar**

NOTE: the outline below is tentative and may change throughout the term if necessary. Students will be notified in advance of any changes.

| **DATE** | **TOPIC** | **READINGS & ASSIGNMENTS** |
| --- | --- | --- |
| 7 January | Introduction to course and syllabusPhonetics vs. Phonology | ----- |
| 9 January | Articulatory phonetics | UIPS – vocoidesTCS – module 2 |
| 12 January | UIPS – oclusivas, fricativas, espirantes, africadasTCS – module 1, 3, 4 |
| 14 January | UIPS – nasalses, laterales, vibrantesTCS – module 5 |
| 16 January | UIPS – suprasegmentalesTCS – module 6 |
| 19 January | MLK Jr – no class |  |
| 21 January | Introducción a la fonología (Cap. Intro.) | FGC pp. 1-124 |
| **23 January** | **Tarea Introducción** (OJO – not in book) |
| 26 January | La fonética y rasgos distintivos (Cap. 1) | FGC pp. 29-38 |
| 28 January | FGC pp. 38-42 |
| **30 January** | **Tarea Capítulo 1** |
| 2 February | La fonología autosegmental (Cap. 2) | FGC pp. 47-60 |
| 4 February | FGC pp. 61-79 |
| **6 February** | **Tarea Capítulo 2**  |
| 9 February | El modelo autosegmental jerárquiquo (Cap. 3) | FGC pp. 83-134 |
| 11 February | FGC pp.134-150 |
| **13 February** | **Tarea Capítulo 3**  |
| 16 February | La teoría de la subespecificación (Cap. 4) | FGC pp. 153-176 |
| 18 February | FGC pp. 176-192 |
| **20 February** | **Tarea Capítulo 4**  |
| 23 February | La silabificación en español (Cap. 5) | FGC pp. 195-206 |
| 25 February | FGC pp. 206-213 |
| **27 February** | **Tarea Capítulo 5** **\*Final paper topic due\*** |
| 2-6 March | Spring Break  |  |
| 9 March | La fonología léxica (Cap. 6) | FGC pp. 217-222 |
| 11 March | FGC pp. 222-232 |
| **13 March** | **Tarea Capítulo 6**  |
| 16 March | El acento (Cap. 7) | FGC pp. 235-242 |
| 18 March | FGC pp. 242-263 |
| **20 March** | **Tarea Capítulo 7**  |
| 23 March | La entonación (Cap. 8) | FGC pp. 267-280 |
| 25 March | FGC pp. 280-287 |
| **27 March** | **Tarea Capítulo 8**  |
| 30 March | La Teoría de la Optimidad (Cap. 9) | FGC pp. 291-301 |
| 1 April | FGC pp. 302-314 |
| **3 April** | **Tarea Capítulo 9**  |
| **6 April** | La fonología del laboratorio (Cap. 10) | FGC pp. 319-337**\*Confirm article with GL, provide copy\*** |
| 8 April | FGC pp. 337-362 |
| 10 April | **Tarea Capítulo 10**  |
| 13 April | La fonología aplicada (artículos) | Presentación #1 (tema y presentador TBA)Presentación #2 (tema y presentador TBA) |
| 15 April | Presentación #3 (tema y presentador TBA)Presentación #4 (tema y presentador TBA) |
| 17 April | Presentación #5 (tema y presentador TBA)Presentación #6 (tema y presentador TBA) |
| 20 April | Presentación #7 (tema y presentador TBA)Presentación #8 (tema y presentador TBA) |
| **22 April** | Abstract peer review  | **\*Bring 3 copies of final paper abstract**  **and initial bibliography to class\*** |
| **30 April** | **Final project due on CANVAS by 5pm** |  |

🗩**Policies and Procedures**

**Course Evaluations**

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

**Academic Integrity**

All students are required to abide by the Academic Honesty Guidelines of the University. The UF Honor Code reads: “*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”* On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” For more information please refer to <http://www.dso.ufl.edu/studentguide>.

**Accommodations**

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. For more information see [http://www.dso.ufl.edu/drc](https://mail.ufl.edu/OWA/redir.aspx?C=29c975ffd2c74d1a8bf271f1227650a9&URL=http%3a%2f%2fwww.dso.ufl.edu%2fdrc%2f" \t "_blank).

**Counseling and Wellness**

A variety of counseling, mental health and psychiatric services are available through the UF Counseling and Wellness Center, whose goal is to help students be maximally effective in their academic pursuits by reducing or eliminating emotional, psychological, and interpersonal problems that interfere with academic functioning. The Center can be found online at <http://www.counseling.ufl.edu/cwc> or reached by phone at 392-1575.

🗩 **Possible “applied” readings**

\*Remember, these are merely suggestions. Students are encouraged to find their own articles that relate as closely as possible to their areas of interest. Regardless of whether you choose an article from this list or not, though, you MUST confirm your article with me prior to April 6th, and must provide, by that same date, a copy (paper or electronic) of the article you have selected.

Bradley, Travis. (2006). “Spanish Rhotics and Dominican Hypercorrect /s/. *Probus,* 18 (1-33).

Bullock, Barbara, Toribio, Almeida Jacqueline, & Amengual, Mark. (2014). “The status of *s* in Dominican Spanish.” *Lingua,* 143 (20-35).

Carvalho, Ana Maria. (2006). “Spanish (s) aspiration as a prestige marker on the Uruguayan-Brazilian border.” *Spanish in Context,* 3:1 (85-114).

Colantoni, Laura & Gurlekia, Jorge. (2004). “Convergence and Intonation: Historical Evidence from Buenos Aires Spanish.” *Bilingualism: Language and Cognition*, 7:2 (107-119).

Elordieta, Gorka & Calleja, Nagore. (2005). “Microvariation in Accentual Alignment in Basque Spanish.” *Language and Speech,* 48:4 (397-439).

Guion, Susan G. (2003). “The Vowel Systems of Quichua-Spanish Bilinguals: Age of Acquisition Effects on the Mutual Influence of the First and Second Languages.” *Phonetica,* 60 (98-128).

Holt, D. Eric. (2004). “Optimization of Syllable Contact in Old Spanish via the Sporadic Sound Change Metathesis.” *Probus,* 16 (43-61).

Holt, D. Eric. (2007). “Optimality Theory and Language Change in Spanish.” In Fernando Martínez-Gil & Sonia Colina (Eds.), *Optimality Theoretic Advances in Spanish Phonology*  (pp.378-396). John Benjamins.

Lord, Gillian. (2007). “The Role of the Lexicon in Learning Second Language Stress Patterns.” *Applied Language Learning* 17:1-2 (1-14).

Lord, Gillian. (2008). “Second Language Acquisition and First Language Phonological Modification.” In Joyce Bruhn de Garavito & Elena Valenzuela (Eds.), *Selected Proceedings of the 10th Hispanic Linguistics Symposium* (pp. 184-193). Sommerville, MA: Cascadilla. <http://www.lingref.com/cpp/hls/10/index.html>

Lord, Gillian. (2010). “The Combined Effects of Instruction and Immersion on Second Language Pronunciation.” *Foreign Language Annals,* 43:4 (488-503).

Lord, Gillian & Harrington, Stasie. (2013). “Online Communities of Practice and Second Language Phonological Acquisition.” *International Journal of Computer-Assisted Language Learning and Teaching* 3:3 (34-55).

Simonet, Miquel. (2010). “Dark and Clear Laterals in Catalan and Spanish: Interaction of Phonetic Categories in Early Bilinguals.” *Journal of Phonetics,* 38 (663-678).