

Syllabus, SP 3318A “Spanish Sounds”  
Fall 2021  
Department of Languages & Cultures  
Western University



<https://uwelingo.files.wordpress.com/2013/04/connections.jpg>



Although this academic year might be different, Western University is committed to a **thriving campus**. We encourage you to check out the [Digital Student Experience](#) website to manage your academics and well-being. Additionally, the following link provides available resources to support students on and off campus: <https://www.uwo.ca/health/>.

**1. Technical Requirements:**



Stable internet connection



Laptop or computer



Working microphone



Working webcam

**2. Course Overview and Important Dates:**



Delivery Mode	Dates	Time
-Mondays 11:30-1:30 (synchronous online session) -An hour of asynchronous session on a weekly basis	September 8th to December 6 <sup>th</sup> )	Mondays, 11:30-1:30 (Synchronous online)

\*Details about design and delivery of the course are listed below in Section 4

Classes Start	Reading Week	Classes End
September 13	November 1-7	December 6 <sup>th</sup>

\* March 15, 2021: Last day to drop a second-term half course without penalty

### 3. Contact Information



Course Professor	Contact Information
Dr. Yasaman Rafat	yrafat@uwo.ca <i>Office hours: Thursdays at 11:30 or by appointment</i>

### 4. Course Description and Design

This course invites you to learn about Spanish pronunciation, sound system, variation in the Hispanic world and Spain, accent recognition and experimental design. You will become familiarized with current topics in Hispanic phonetics and phonology via readings and audiovisual materials. You will also have an opportunity to practice your Spanish pronunciation. *Monday sessions (11:30-1:30) will be synchronous online and there will be a one hour asynchronous session during the week.*

### 5. OBJECTIVES

- 1) To introduce students to the articulatory and acoustic characteristics of Spanish sounds and some of the theories of variation and sound change.
- 2) To help students improve their pronunciation of Spanish.
- 3) To train students in variation in Spanish and dialect/accent recognition.
- 4) To help students develop skills in experimental design.
- 5) To provide the necessary discussions for students to develop their analytical and critical thinking and identify their area of interest.

## 6. COURSE REQUIREMENTS

Attendance and participation:	10%
Article presentation:	20%
Short project proposal:	15%
Long project proposal:	35%
Online assignments:	10%
Proposal presentation:	10%

## 7. Course Goals and Objectives

This course aims to achieve the following:

- To introduce students to the articulatory and acoustic characteristics of Spanish sounds and some of the theories of variation and sound change.
- To help students improve their pronunciation of Spanish.
- To train students in phonological variation in Spanish and dialect/accent recognition.
- To familiarize students with some of the most studied phenomena and phonological processes in Spanish phonology.
- To help students develop skills in experimental design and data analysis.
- To provide the necessary discussions for students to develop their analytical and critical thinking and identify their area of interest.

## 8. Learning Outcomes

Upon completion of the course, students will:



- Become familiar with the main terms and concepts in Spanish phonetics.
- Be able to think critically.
- Become aware of regional variation in Spanish.
- Present an article on Spanish (socio-)phonetics.
- Learn how to write a proposal.
- Improve their pronunciation skills.

## 9. Evaluation

Below is the evaluation breakdown for the course. Any deviations will be communicated.

Assessment	Format	Weighting	Due Date
Online assignments	Online, in OWL and OWL submission	10%	Weekly
Article presentation	Synchronous or video recorded	15%	As assigned (x1 or 2)
Participation	Synchronous	10%	Throughout the term

Project (independent or pair/ group)	OWL submission	<b>15%</b> proposal (Short version)	February 24 <sup>th</sup>
		<b>35%</b> proposal (long version)	April 7th
		<b>10%</b> proposal presentation	April 7th

Attendance and participation:	10%
Article presentation:	15%
Short project proposal:	15%
Long project proposal:	35%
Project proposal presentation:	10%
Online assignments:	10%

**Online assignments (10%):**

Each week, we will discuss variation in a different Spanish-speaking country/region. As such, the assignments will be on a different Spanish-speaking country/region every week. You will be required to complete and submit an online assignment on a weekly basis. The assignments will be posted on Wednesdays and you will need to submit the assignments by Monday morning prior to class. The assignments will not be graded. Answer keys will be provided by the end of the week on a weekly basis. You will submit this in dropbox in OWL.

**Attendance and participation (10%):**

You are expected to attend all the classes and participate **actively** during the discussion period. This will also include coming prepared to class, having read the assigned articles and having engaged with the online (asynchronous) component of the course. Inconsistent attendance (including frequent absences and late arrivals) will negatively impact your level of participation and will significantly affect your final participation grade. Attendance **without** active participation will lead to a poor final participation grade. The maximum mark for attendance without active participation will be 50%.

**Project proposal (short version) (15%):**

This will involve writing a 3-page long proposal (Times New Roman, double-spaced, not including the appendices and bibliography) on a phenomenon related to Spanish language variation and/or attitudes/perception or teaching/learning of Spanish as a second language. The students will design an experimental study related to this topic. The proposal must follow the guidelines provided and include the following: Introduction (including goals, brief explanation of the phenomenon, identification of the gap in the literature, and research questions), literature review, hypotheses, methods (participants, tasks and stimuli), data analysis, and contributions. You will submit this in OWL.

**Article presentation (15%):**

You will present an assigned article or two listed on the syllabus, depending on the number of students in the classroom. You need to present the goals/objectives, research questions, methods, results, discussion and conclusions of the assigned article and provide a critical evaluation of the article. In the same presentation you also need to include/present on the Spanish speaking country of the week. The presentation should be 15-20 minutes long. You need to submit your PPT presentation on Sunday night. I will post your PPT on OWL. On the day of your

presentation, you will present your article.

**Final project proposal (long version) (35%):**

The final project will be a longer version of your short version proposal. You can copy and paste the sections that I will have approved in your short version proposal but need to incorporate my comments. You will need to expand on the literature review and any other relevant details. The proposal should not exceed 10 pages (Times New Roman, 12 pts, double-spaced), not including references and the appendices. The final proposal should be submitted to me in OWL. The deadline is December 8 at noon.

**Proposal presentation (10%):**

Students will present (6 minutes) their final project proposals on the last day of class (synchronous or recorded).

**Online Participation and Engagement**



- Students are expected to participate and engage with content as much as possible.
- Students should also participate in tutorials by interacting during presentations with their peers and instructors

- All assignments are due at 11:55 pm EST unless **otherwise** specified
- Students will have ONE attempt to complete online quizzes so make sure your connection is stable
- Rubrics will be used to evaluate assessments and will be posted with the instructions
- After an assessment is returned, students should wait 24 hours to digest feedback before contacting their evaluator; to ensure a timely response, reach out within 7 days

Click [here](#) for a detailed and comprehensive set of policies and regulations concerning examinations and grading. The table below outlines the University-wide grade descriptors.

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below	Fail

### Information about late or missed evaluations:

The failure to complete quizzes on Sunday (**24 hours** availability) will result in the mark of **zero**, without any exceptions.

A late penalty of 10% per day (i.e., including weekends and holidays) will be applied towards your project outline and final paper. A late penalty of 2% will applied towards your online debate discussions.

### 10. Resources



All lectures and articles will be posted on OWL



### 11. Professionalism & Privacy:

Western students are expected to follow the [Student Code of Conduct](#). Additionally, the following expectations

and professional conduct apply to this course:

- Students are expected to follow online etiquette expectations provided on OWL
- All course materials created by the instructor(s) are copyrighted and cannot be sold/shared
- Recordings are not permitted (audio or video) without explicit permission
- Permitted recordings are not to be distributed
- Students will be expected to take an academic integrity pledge before some assessments
- All recorded sessions will remain within the course site or unlisted if streamed

### 10. How to Be Successful in this Class:

Students enrolled in this class should understand the level of autonomy and self-discipline required to be successful.



1. Invest in a planner or application to keep track of your courses. Populate all your deadlines at the start of the term and schedule time at the start of each week to get organized and manage your time.
2. Make it a daily habit to log onto OWL to ensure you have seen everything posted to help you succeed in this class.
3. Follow weekly checklists created on OWL or create your own to help you stay on track.

4. Take notes as you go through the lesson material. Treat this course as you would a face-to-face course. Keeping handwritten notes or even notes on a regular Word document will help you learn more effectively than just reading or watching the videos.
5. Connect with others. Try forming an online study group and try meeting on a weekly basis for study and peer support.
6. Do not be afraid to ask questions. If you are struggling with a topic, check the online discussion boards or contact your instructor(s) and or teaching assistant(s).
7. Reward yourself for successes. It seems easier to motivate ourselves knowing that there is something waiting for us at the end of the task.

### **11. Communication:**

- Students should check the OWL site every 24 – 48 hours
- A weekly update will be provided on the OWL announcements
- Students should email their instructor(s) and teaching assistant and include Hispanic Sociolinguistics in the header
- Emails will be monitored daily, except on weekends; students will receive a response in 24 – 48 hours
- This course will use the OWL forum for discussions
- Students should post all course-related content on the discussion forum so that everyone can access answers to questions
- The discussion forums will be monitored by instructor



### **12. Western Academic Policies and Statements**

#### **Absence from Course Commitments**

##### [Policy on Academic Consideration for Student Absences](#)

In the interest of the health and safety of students and health care providers, you are no longer required to seek a medical note for absences this term. If you are unable to meet a course requirement due to illness you should use the [Illness Reporting Tool](#). This tool takes the place of the need to submit a medical note and the Self-Reported Absence System formally used by undergraduate students.

You are required to self-report every day that you are ill and unable to complete course commitments. Details about when you should submit missed work, the format of the missed

work can be found in the Section 7. Evaluation above. Students should communicate promptly with their instructor and use this tool with integrity.

### **Accommodation for Religious Holidays**

The policy on Accommodation for Religious Holidays can be viewed [here](#).

### **Academic Offenses**

“Scholastic offences are taken seriously, and students are directed [here](#) to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence.

### **Accessibility Statement**

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation or review [The policy on Accommodation for Students with Disabilities](#).

### **Correspondence Statement**

The centrally administered **e-mail account** provided to students will be considered the individual’s official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner. You can read about the privacy and security of the UWO email accounts [here](#).

### **Copyright and Audio/Video Recording Statement**

Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. You must always ask permission to record another individual and you should never share or distribute recordings.

## **13. Support Services**

The following links provide information about support services at Western University.

[Academic Counselling \(Science and Basic Medical Sciences\)](#)

[Appeal Procedures](#)

[Registrarial Services](#)

[Student Development Services](#)

[Student Health Services](#)

## **Course Schedule**

TIP: To succeed in this course, you must read the assigned material prior to coming to class.

<u>Week/Date</u>	<u>Theme / Structure (Target language)</u>	<u>Project due dates</u>
1: Monday, September 13	Introduction	
Online session	Country: Spain (Barcelona)	
2: Monday, September 20	Martínez-Celdrán et al. (2003) Vowels <i>How to write a proposal</i>	Online assignment
Online session	Country: Spain (Madrid)	



3: Monday, September 27	Consonants Gomez et al. (2020)	Online assignment
Online session	Country: Colombia	
4: Monday, October 4	Plosives and rhotics Bradley & Willis (2012)	Online assignment
Online session	Country: Mexico	
5: Monday, October 11	Nasals Colantoni & Kochetov (2012)	Online assignment
Online session	Country: Cuba	
6: Monday, October 18	Liquids Willis & Díaz-Campos (2021)	Online assignment
Online session	<i>Country: Dominican Republic</i>	
7: Monday October 25	<i>Experimental conduct and ethics</i> <i>Fricatives and affricates</i> <i>Mack (2011)</i>	Proposal due (short version) Online assignment
Online session	<i>Country: Puerto Rico</i>	
<b>8: Monday November 1<sup>st</sup></b> <b>Reading week</b>		Online assignment
9: Monday November 8	Spanish-English heritage speech: Supra-segmentals Aziz et al. (in press)	Proposal (short version)
Online session	Country: Argentina	
10: Monday November 15	<i>Border Spanish</i>	Online assignment
Online session	Country: Uruguay	
11: Monday, November 22	Dialect perception Díaz-Campos & Navarro-Galisteo (2009)	Online assignment
Online session	Country: Chile	
12: Monday, November 29	Spanish in Africa Lipski (2020)	Online assignment
Online session	Country: Equatorial Guinea	
13: Monday, December 6	Final remarks and oral presentations	-Final proposal due -Oral presentations -Online assignment

## Bibliography

- Aziz, J. Machado, V., Swiderski, N., Valdivia, C., Rafat, Y., & Rao, R. (in press). Intonation patterns in Argentinean- and Venezuelan-Canadian heritage speakers of Spanish: Investigating parental and English influences. *Heritage Language Journal*.
- Bradley, T. G., & Willis, E. W. (2012). Rhotic variation and contrast in Veracruz Mexican Spanish. *Estudios de fonética experimental*, 43-74.
- Colantoni, L., & Kochetov, A. (2012). Nasal variability and speech style: An EPG study of word-final nasals in two Spanish dialects. *Italian Journal of Linguistics/Rivista di Linguistica*, 24, 11-42.
- Díaz-Campos, M., & Navarro-Galisteo, I. (2009). Perceptual categorization of dialect variation in Spanish.
- Lipski, J. M. (2020). Equatorial Guinea Spanish non-continuant/d: more than a generic L2 trait. In *Spanish Phonetics and Phonology in Contact: Studies from Africa, the Americas, and Spain* (pp. 15-31). John Benjamins Publishing Company.
- Mack, S. (2011). A sociophonetic analysis of /s/ variation in Puerto Rican Spanish. In *Selected proceedings of the 13th Hispanic linguistics symposium* (pp. 81-93). Cascadilla Proceedings Project, Somerville.
- Martínez-Celdrán, E., Fernández-Planas, A. M., & Carrera-Sabaté, J. (2003). Castilian Spanish. *Journal of the International Phonetic Association*, 33(2), 255-259.
- Waltermire, M., & Gradoville, M. (2020). The interaction of social factors in the acoustically gradient realization of intervocalic/d/in Border Uruguayan Spanish. *Spanish phonetics and phonology in contact: Studies from Africa, the Americas, and Spain*, 28, 264.
- Willis, E. W., & Díaz-Campos, M. (2021). The perception of coda liquids in Dominican Spanish. *Topics in Spanish Linguistic Perceptions*, 35.

## CAVEAT

This syllabus is not etched in stone, and any information on this syllabus is subject to change at any time. Although we try to minimize change as much as possible, we may need to make some necessary adjustments (not, however, assignment dates). Any changes will be announced in class and on the course webpage. Thus, it is your responsibility to be there, ask your fellow classmates or the instructor, or check the course webpage to be informed of any such changes.

## SELECTED WEB-BASED RESOURCES

- IPA Fonts (Go to Fonts > SIL Encore IPA Fonts > DoulosSIL)  
<http://www.sil.org/>
- The sounds of Spanish, English and German:  
<http://www.uiowa.edu/~acadtech/phonetics/>
- The sounds of the International Phonetic Alphabet (IPA):  
<http://www.sil.org/computing/speechtools/ipahelp.htm>
- IPA chart, IPA handbook, Online phonetics lab:  
<http://web.uvic.ca/ling/resources/ipa/handbook.htm>

- Variation in Spanish:  
<http://www.uiowa.edu/~acadtech/dialects/>  
<http://lab.chass.utoronto.ca/rescentre/spanish/>
- Information about the world's languages:  
<http://www.ethnologue.com>

### RECOMMENDED MOVIES

1. Argentina: "El secreto de sus ojos" (2009). Director: Juan José Campanella
2. Uruguay: "Miss Tacuarembó" (2011). Director: Martín Sastre
3. Chile: "Machuca" (2005). Director: Andrés Wood
4. Bolivia: "Bolivia" (2009). Director: Adrián Caetano
5. Perú: "Pantaleón y las visitadoras" (2000). Director: Francisco Lombardi
6. Ecuador: "Ratas, ratones y rateros" (1999). Director: Sebastián Cordero
7. Colombia: "María, llena de gracia" (2004). Director: Joshua Marston
8. Venezuela: "Sanoja, tambor y canto" (2008). Director: Víctor Rivas
9. Cuba: "Fresa y Chocolate" (1994). Directores: Tomás Gutiérrez Alea & Juan Carlos Tabío
10. Rep. Dominicana: "Ladrones a domicilio" (2008). Director: Ángel Muñoz
11. Puerto Rico: "Casi, Casi" (2006). Directores: Jaime & Tony Vallés
12. Honduras/El Salvador: "Sin nombre" (2009). Director: Carla Hoole
13. México: "Y tu mamá también" (2001). Director: Alfonso Cuarón
14. Revisión: "Diálogos de una motocicleta" (2004). Director: Walter Salles

### TEXT MATERIALS

Recommended but not necessary Hualde, J. I. (2005). *The sounds of Spanish*. Cambridge: CUP.

### SUGGESTIONS FOR FURTHER READINGS

- Ladefoged, P. & Maddieson, I. (1996). *The sounds of the world's languages*. Oxford: Blackwell.
- Lipski, J. (1994). *Latin American Spanish*. New York: Longman.
- Navarro Tomás, T. (1970). *Manual de pronunciación española*. Madrid: CSIC.
- Penny, R. (2000). *Variation and change in Spanish*. Cambridge, UK: Cambridge University Press.

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