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/](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

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

*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 6th |

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

### 3. Contact Information

<table>
<thead>
<tr>
<th>Course Professor</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Yasaman Rafat</td>
<td><a href="mailto:yrafat@uwo.ca">yrafat@uwo.ca</a></td>
</tr>
<tr>
<td></td>
<td>Office hours: Thursdays at 11:30 or by appointment</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Format</th>
<th>Weighting</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online assignments</td>
<td>Online, in OWL and OWL submission</td>
<td>10%</td>
<td>Weekly</td>
</tr>
<tr>
<td>Article presentation</td>
<td>Synchronous or video recorded</td>
<td>15%</td>
<td>As assigned (x1 or 2)</td>
</tr>
<tr>
<td>Participation</td>
<td>Synchronous</td>
<td>10%</td>
<td>Throughout the term</td>
</tr>
<tr>
<td>Project (independent or pair/group)</td>
<td>OWL submission</td>
<td>15% proposal (Short version)</td>
<td>February 24th</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>----------------</td>
<td>----------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>35% proposal (long version)</td>
<td>April 7th</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10% proposal presentation</td>
<td>April 7th</td>
</tr>
</tbody>
</table>

|- 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>One could scarcely expect better from a student at this level</td>
</tr>
<tr>
<td>A</td>
<td>80-89</td>
<td>Superior work which is clearly above average</td>
</tr>
<tr>
<td>B</td>
<td>70-79</td>
<td>Good work, meeting all requirements, and eminently satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>60-69</td>
<td>Competent work, meeting requirements</td>
</tr>
<tr>
<td>D</td>
<td>50-59</td>
<td>Fair work, minimally acceptable</td>
</tr>
<tr>
<td>F</td>
<td>below 50</td>
<td>Fail</td>
</tr>
</tbody>
</table>


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,
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](#)

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**Course Schedule**

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

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Theme / Structure (Target language)</th>
<th>Project due dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Monday, September 13</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Online session</td>
<td>Country: Spain (Barcelona)</td>
<td></td>
</tr>
<tr>
<td>2: Monday, September 20</td>
<td>Martinez-Celdrán et al. (2003) Vowels</td>
<td>Online assignment</td>
</tr>
<tr>
<td></td>
<td>How to write a proposal</td>
<td></td>
</tr>
<tr>
<td>Online session</td>
<td>Country: Spain (Madrid)</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>References</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>3: Monday, September 27</td>
<td>Consonants</td>
<td>Gomez et al. (2020)</td>
</tr>
<tr>
<td>Online session</td>
<td>Country: Colombia</td>
<td></td>
</tr>
<tr>
<td>4: Monday, October 4</td>
<td>Plosives and rhotics</td>
<td>Bradley &amp; Willis (2012)</td>
</tr>
<tr>
<td>Online session</td>
<td>Country: Mexico</td>
<td></td>
</tr>
<tr>
<td>5: Monday, October 11</td>
<td>Nasals</td>
<td>Colantoni &amp; Kochetov (2012)</td>
</tr>
<tr>
<td>Online session</td>
<td>Country: Cuba</td>
<td></td>
</tr>
<tr>
<td>6: Monday, October 18</td>
<td>Liquids</td>
<td>Willis &amp; Díaz-Campos (2021)</td>
</tr>
<tr>
<td>Online session</td>
<td>Country: Dominican Republic</td>
<td></td>
</tr>
<tr>
<td>7: Monday October 25</td>
<td>Experimental conduct and ethics</td>
<td></td>
</tr>
<tr>
<td>Online session</td>
<td>Country: Puerto Rico</td>
<td></td>
</tr>
<tr>
<td>8: Monday November 1st</td>
<td>Reading week</td>
<td></td>
</tr>
<tr>
<td>9: Monday November 8</td>
<td>Spanish-English heritage speech: Supra-segmentals</td>
<td>Aziz et al. (in press)</td>
</tr>
<tr>
<td>Online session</td>
<td>Country: Argentina</td>
<td></td>
</tr>
<tr>
<td>10: Monday November 15</td>
<td>Border Spanish</td>
<td></td>
</tr>
<tr>
<td>Online session</td>
<td>Country: Uruguay</td>
<td></td>
</tr>
<tr>
<td>Online session</td>
<td>Country: Chile</td>
<td></td>
</tr>
<tr>
<td>12: Monday, November 29</td>
<td>Spanish in Africa</td>
<td>Lipski (2020)</td>
</tr>
<tr>
<td>Online session</td>
<td>Country: Equatorial Guinea</td>
<td></td>
</tr>
<tr>
<td>13: Monday, December 6</td>
<td>Final remarks and oral presentations</td>
<td></td>
</tr>
</tbody>
</table>
Bibliography


CAVEAT

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SELECTED WEB-BASED RESOURCES
- IPA Fonts (Go to Fonts > SIL Encore IPA Fonts > DoulosSIL)
- The sounds of Spanish, English and German:
  [http://www.uiowa.edu/~acadtech/phonetics/](http://www.uiowa.edu/~acadtech/phonetics/)
- The sounds of the International Phonetic Alphabet (IPA):
  [http://www.sil.org/computing/speechtools/ipahelp.htm](http://www.sil.org/computing/speechtools/ipahelp.htm)
- IPA chart, IPA handbook, Online phonetics lab:
  [http://web.uvic.ca/ling/resources/ipa/handbook.htm](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
7. Colombia: “María, llena de gracia” (2004). Director: Joshua Marston

**TEXT MATERIALS**

**SUGGESTIONS FOR FURTHER READINGS**

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