

0 00 01 1140 9 870 2

University of Southern California - University of Southern California Undergraduate Council - Alum Committee

Contact Person

100 1140 9 870 2

1140 9 870 2

press on appropriate lines and

Blank page with faint horizontal lines and some illegible markings.

Blank page with faint horizontal lines and some illegible markings.

Blank page with faint horizontal lines and some illegible markings.

Blank page with faint horizontal lines and some illegible markings.

Blank page with faint horizontal lines and some illegible markings.

Blank page with faint horizontal lines and some illegible markings.

Blank page with faint horizontal lines and some illegible markings.

Blank page with faint horizontal lines and some illegible markings.

Blank page with faint horizontal lines and some illegible markings.

Blank page with faint horizontal lines and some illegible markings.

Blank page with faint horizontal lines and some illegible markings.

Blank page with faint horizontal lines and some illegible markings.

Blank page with faint horizontal lines and some illegible markings.

Blank page with faint horizontal lines and some illegible markings.

Blank page with faint horizontal lines and some illegible markings.

Blank page with faint horizontal lines and some illegible markings.

Part II. Description of the Curriculum Change

1. New Syllabus of Record

I. Catalog Description

SPAN 453 Spanish Phonetics and Phonemics

3 class hours

0 lab hours

3 credits

Prerequisite: SPAN 220

(3c-01-3cr)

An introduction to the study of the phonological system of Spanish and emphasis on

COE-ET Conceptual Framework Component	ACTFL/NCATE Program Standards	Spanish Educ. Program Competencies	Course Objectives	Course Assessment Technique Measuring Objectives
1.a.	1.b.	3	1	*Pronunciation Tappings
1.a.	1.b., 1.c.	3	2	Formative Activity Quiz, Exam
1.a.	1.b.	3	3	Formative Activity *Final Exam

E. Consonants (2 hours)

1. Consonants: points of articulation
2. Consonants: modes of articulation and voicing

F. The Phonemes of Spanish (4 hours)

1. Introduction to segmental phonology: the phoneme and its allophones
 2. The voiceless occlusive phonemes /p, t, k/
 3. The voiced occlusive phonemes /b, d, g/
- AUDIO RECORDING #2 DUE (vowels)

G. The Phonemes of Spanish (3 hours)

1. The voiceless fricative phonemes /f θ s x/
2. The alveo-palatal affricate phoneme /tʃ/ and the palatal phonemes /j, ɲ/

H. The Phonemes of Spanish (4 hours)

1. The nasal phonemes /m, n, ñ/
2. The lateral phonemes /l, ll/

3. The vibrant phonemes /r, rr/
- AUDIO RECORDING #3 DUE (/p t k b d g f θ s x tʃ j ɲ /)

Exam 2 (1 hour)

I. Suprasegmental Features (3 hours)

1. Rhythm, prolongation, and volume
2. Intonation

J. Regional Dialects (4 hours)

1. Spain: Castilian
2. Latin American Spanish and North American Spanish

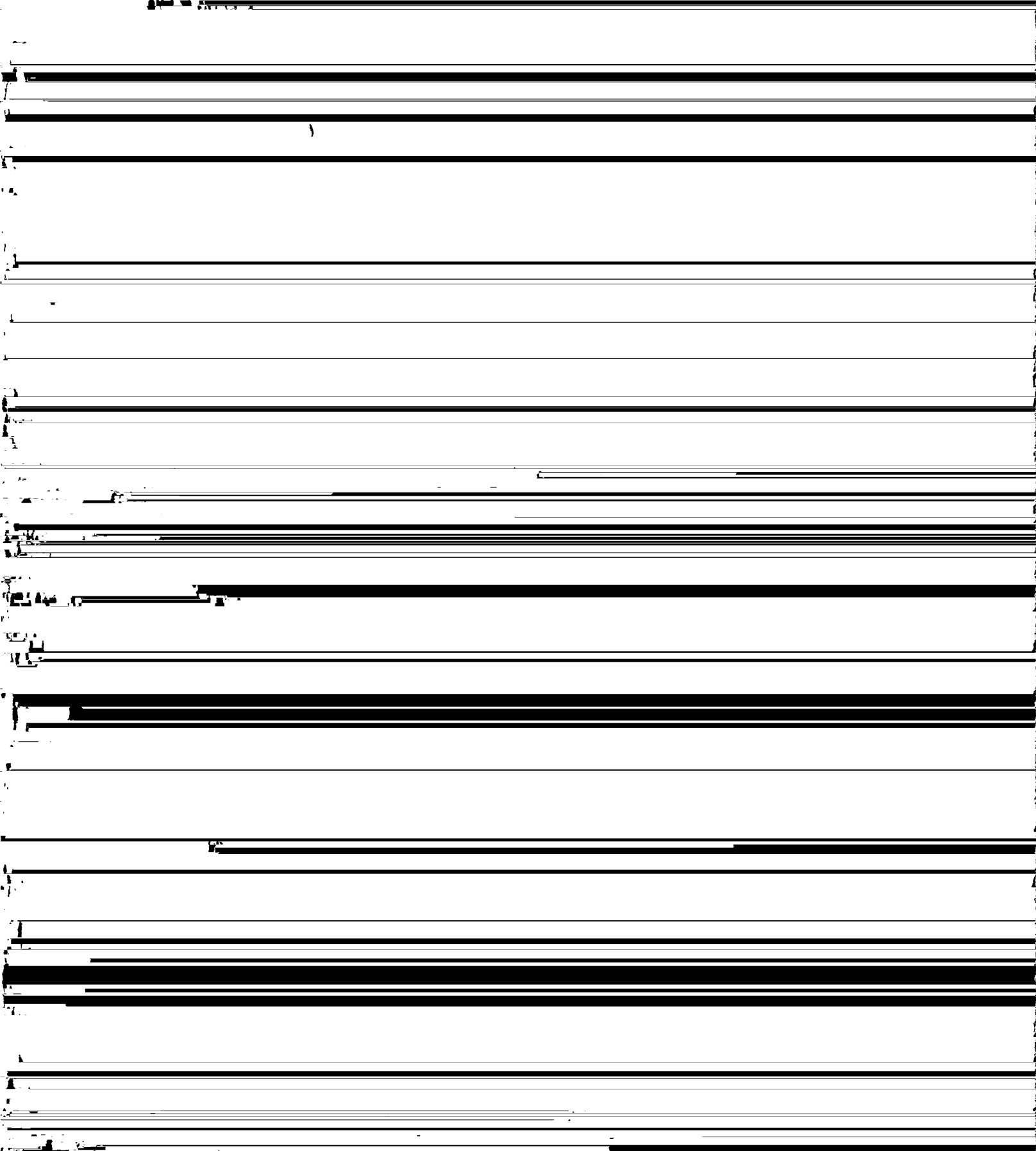
K. Historical Development of Spanish Phonetics (4 hours)

1. The development of Castilian and other languages and dialects originating on the Iberian Peninsula
2. The loss, appearance, and change of sounds

30% 4 Pronunciation Recordings: each recording will focus on specific features

VI. Attendance Policy

Attendance is paramount to success in this course. Roll will be taken at the beginning of each class session.



Guitart, Jorge M. (2004). *Sonido y sentido: Teoría y práctica de la pronunciación del español*. Washington, D.C.: Georgetown University Press.

National Standards for Foreign Language Education Project. (2006). *Standards for*

Quilis, A. (2002). *Tratado de fonología y fonética española*. Madrid: Gredos.

Schwegler, A., & Kempff, J. (2007). *Fonética y fonología españolas*. Hoboken, NJ: John Wiley & Sons.

Sosa, J. M. (1999). *La entonación del español*. Madrid: Ediciones Catedra.

Trofimovich, P., & Gatbonton, E. (2006). Repetition and focus on form in processing L2 Spanish words: Implications for Pronunciation instruction. *The Modern Language Journal* 90, 519-535.

3. Justification/Rationale for the Revision

a. This course revision is being proposed in order to reflect changes made in course outcomes and content in recent years. In the original course, the majority of the content focused on study of Spanish phonemes and allophones and on improvement of students' pronunciation in Spanish, with only a cursory overview of regional dialects and virtually

6. Students will create phonetic transcriptions using appropriate phonetic symbols and intonation lines.

7. Students will identify Spanish dialectal regions and analyze dialectal processes and corresponding features of pronunciation.

8. Students will conduct linguistic analyses of Spanish speech samples obtained through interviews with native speakers in order to identify linguistic features, including dialectal characteristics, studied in the course.

b. SPAN 230, Intermediate Spanish Composition, is being added as a course prerequisite so that students can write at an appropriate level that is needed for successful completion of the course. Students who have completed SPAN 230 will have also completed SPAN

have the requisite speaking skills, given that the course is taught entirely in Spanish and class discussions are conducted entirely in Spanish.

c. The catalog description is being modified in order to reflect new course content, a new prerequisite, and a new course number.

II. Course Outcomes:

1. Students will improve their Spanish pronunciation by means of language lab exercises, in-class practice, and 5 pronunciation tapings.
2. Students will demonstrate knowledge of the theory for understanding the Spanish sound system, together with a comprehensive description of Spanish sounds, both alone and in contrast to English.

III. Course Outline

A. From Orthography to Pronunciation (3 hours)

B. Orthographic Problems and Practical Solutions (5 hours)

1. Orthographic problem #1: The phoneme /s/ = "c" "s" "z"
2. Orthographic problem #2: The phoneme /k/ = "qu" "c" "k"
3. Orthographic problem #3: The phoneme /g/ = "gu" "g"
4. Orthographic problem #4: The phoneme /x/ = "g" "j"
5. Orthographic problem #5: The phoneme /ɲ/ = "ñ"

F. Synalepha, syllabic rhythm, intonation lines (4 hours)

1. Patterns of intonation

G. Application and practice: Articulation of Spanish from individual segments to breath groups (7 hours)

1. Articulation of vowels
2. Articulation of synalephic combinations
3. Syllable division of the entire sentence
4. Articulation of consonants
5. Accentuation, rhythm, and intonation

TAPING #3 DUE

Exam 3 (1 hour)

H. Dialectical processes (4 hours)

1. Introduction to Spanish dialectology

2. The 20th century

FINAL TAPING DUE

Final Exam: During Final Exam Week

IV. Evaluation Methods

The final grade will be determined as follows:

45% 4 Pronunciation Recordings: each recording will focus on specific features of the Spanish sound system studied; students will record assigned monologues onto a cassette tape and submit the tape to the instructor

25% 3 Exams: given during the semester; format consists of identification of terms, completion, matching, short essay, phonetic transcription

20% Final Exam: given during Final Exam Week; format consists of

(see Undergraduate Catalog) ...

Johansen, P. A., & Frey, H. (1991). *Sounds of Spanish: A Self-Instructional Program*. Boston, MA: Heinle & Heinle Publishers, Inc.

Navarro Tomás, T. (1970). *Manual de gramática histórica española*. 15th ed. Madrid:
Espasa
