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PITTSBURG STATE UNIVERSITY

College of Arts and Sciences

FALL 2009

Course Number and Title:	MLL 555-01 Spanish Phonetics and Oral Practice
Department Assignment:	Modern Languages and Literatures
Credit Hours:	2
Pre-requisites:	MLL 351 Grammar and Composition II MLL 450 Readings in Lit. and Civ. II
Co-requisite:	MLL 451 Advanced Conversation
Meets:	9:00-9:50 MTWTh August 24-October 12
Faculty Member:	Judy Berry-Bravo, Ph.D., Chair Modern Languages and Literatures University Professor of Spanish and Portuguese
Office:	429 Grubbs Hall
Office Hours:	8:00-9:00 M-F; 10:00-11:30 MTTh
Telephone:	(620) 235-4708 (voice mail)
E-mail:	jberry-b@pittstate.edu
Textbook:	<u>Spanish Pronunciation: Theory and Practice</u> (3 rd edition, 1997) by John B. Dalbor
Other:	Ancillary cassettes for textbook; device with which to record yourself.

Course Description:

Theoretical study and practical work on the Spanish sound system, articulation of sounds, oral and aural practice. Concurrent enrollment in 451 Advanced Spanish Conversation is required. May be taken for honors.

Major Topics:

Phonetics and phonology in general –with their various tools and techniques; analysis of the sounds system of American Spanish, including the sound features of its principal dialects; contrastive analysis of this system and that of North American English. Applications to the teaching of Spanish.

Grading:

The standard grading scale is applied to these evaluative instruments:

Class Journal	25	293-325 = A
Recordings 4 @ 25 points each	100	260-292 = B
Examinations 2 @ 100 points each	<u>200</u>	228-259 = C
Total points	325	195-227 = D
		0-194 = F

☉ **Class Journals** should contain notes from activities and lectures as well as written homework assignments. All assigned readings from the textbook or handouts should be read before class in order to prepare for discussions and related activities. Points are earned for Class Journals based on completeness, organization, and timeliness.

☉ Students make **recordings** of themselves reading short stories provided by the instructor. Recordings must be made on standard-sized cassette tapes that are labeled with the student’s name. Students must listen to their cassettes before turning them in. First, they must verify that the recording quality is good (i.e., voice loud enough, no background noise). Then, they must evaluate their own pronunciation using the form provided by the instructor. Finally, they turn in the completed form and the tape. The instructor will not evaluate work until students have performed self-analysis.

☉ **Examinations** allow students to demonstrate knowledge of terminology associated with concepts of phonetics and phonology and the relationship of those fields to the teaching and/or learning of the Spanish language. They also allow students to show their understanding of the sound features of the principal dialects of modern Spanish and of their understanding of idiomatic expressions and regionalisms.

Conversation Partner:

Students meet with a native-speaker conversation partner for thirty minutes each

week outside of class. There is no charge to students for this individualized practice.

Important Dates:

Exams are tentatively scheduled for the following dates: Thursday, September 17 (chapters 1-13 and 32 plus handouts and discussion materials) and Monday, October 12 (chapters 14-22 and 28-31 plus handouts and discussion materials). Recordings are due on Thursday, August 27, Thursday, September 10, Thursday, September 24 and Thursday, October 8.

State Standards:

Students make progress towards meeting standards required for the Pre-K-12 Teaching Field in Foreign Language, including:

Standard #1 The teacher of a foreign language has knowledge in specific areas related to the target language, its literature, and its culture appropriate to the developmental needs and interests of students.

Knowledge #3 The teacher understands linguistic and cultural realities as dynamic and complex and views perspectives of language and culture in relation to practices and products.

Knowledge #4 The teacher knows both formal and informal aspects of the target language: geography, history, economics, the arts, religion, politics, daily living customs, social sciences, literature, and origins of the language.

Performance #2 The teacher explains the interrelated connections between the target language and the target culture.

Examples of Required Performance Write short essays for examinations, participate in class discussions and maintain a Class Journal.

Standard #2 The teacher of a foreign language is proficient in the foreign language.

Knowledge #1 The teacher is aware of the levels of proficiency in the basic skills in foreign language and his or her own level.

Knowledge #2 The teacher understands the importance of maintaining and advancing his or her skills.

Performance #5 The teacher can express his or her own ideas on practical, social, and professional topics in most formal and informal writing styles in the target language.

Performance #7 The teacher demonstrates control of a full range of structures, spelling, and non-alphabetic symbol production in the target language.

Performance #9 The teacher uses appropriate formal and informal styles for various purposes and audiences in the target language.

Examples of Required Performance Write short essays for examinations, demonstrate proficiency with non-alphabetic symbol production during examinations, use appropriate speaking style for recordings.

Standard #3 The teacher of a foreign language demonstrates an understanding of second-language acquisition and its relation to first-language development including the history of second-language education in the United States.

Knowledge #1 The teacher knows theories of first- and second-language acquisition and learning.

Knowledge #2 The teacher knows how to relate knowledge of first-language to second-language acquisition.

Performance #1 The teacher explains language learning theory to help students become better language learners.

Example of Required Performance Demonstrate cognizance through responses to objective questions on examinations.

Standard #4 The teacher of a foreign language understands how individuals learn and develop and provides foreign learning opportunities that support personal development.

Knowledge #1 The teacher understands that the foreign language process must be long-range and sequential to ensure continuity.

Knowledge #2 The teacher knows that in learning a foreign language, comprehension precedes production, linguistic abilities develop in stages, student output is not error-free, language is more readily produced in an effective environment, and language, a singularly human endeavor, is produced systematically.

Performance #3 The teacher provides a comfortable environment for correcting errors.

Performance #4 The teacher encourages students to progress at their own developmental rates.

Performance #7 The teacher presents specific information on gestures and rhythmic properties of language.

Examples of Required Performance Demonstrate cognizance through responses to objective questions on examinations.

Standard #7 The teacher of a foreign language models a variety of effective communication and instructional techniques to address the diverse needs of students.

Knowledge #1 The teacher understands the value of listening, speaking, reading, and writing in the communication process.

Performance #1 The teacher demonstrates the ability to communicate with accuracy in oral form: diction, grammar, appropriate register, drama expression, volume and pitch, enunciation and pronunciation.

Example of Required Performance Use appropriate diction, register, drama expression, volume and pitch, enunciation and pronunciation on recordings.

Class Policy:

This class includes numerous activities that require one to engage, explore, explain, elaborate, and evaluate. You are expected to be involved and stay involved. Each meeting will add some new dimension to your knowledge of the language and its related cultures. There is no way that a session can really be

made up. You are expected to make a commitment to attend all meetings. A homework assignment is given in each class. If you must be absent, you should contact me by telephone or e-mail in order to complete the missed work.

Communication:

Since language is communication, try to get used to participating actively in class. This involves answering when called on, volunteering answers, and asking questions when you don't understand. Keep the lines of communication open. For example, if you're having problems keeping up due to your heavy work schedule or you were "less than perfect" in class because you were up all night writing a paper, let me know. Don't let me draw false conclusions about you! Cooperate and be flexible with me and be supportive of your fellow classmates. Have fun improving your Spanish and learning about the rich and varied cultures in which you can use it!

Tentative Course Schedule:

M 8/24-Th 8/27

Theory: Introduction; Language and Linguistics; Language and Dialects; Producing Speech Sounds: Phonation. Read pages 1-29. Write answers to review and discussion questions on pages 10,11, 24, 29, and 30.

Practice: Recording #1 and Self-Evaluation.

Thursday, August 27th RECORDING #1 DUE

M 8/31- Th 9/3

Theory: The Melody of Spanish; Stress in Spanish; Intonation in Spanish; The Rhythm of Spanish. Read pages 31-83. Write exercise H on page 50 and exercise S on page 77.

Practice: Stress in Spanish; Intonation in Spanish; Mexican and Central American Dialects and Regionalisms.

T 9/8 - Th 9/10

Theory: Spanish Sounds Beyond the System; Reviewing the Melody of Spanish; Producing Speech Sounds: Articulation. Read pages 86-108. Answer review and discussion questions on pages 90, 93-95, and 108.

Practice: Stress in Spanish, Intonation in Spanish, Caribbean, Colombian, and Venezuelan Dialects and Regionalisms.

Thursday, September 10th RECORDING #2 DUE

M 9/14 - Th 9/17

Theory: Contrasting the Sounds of Spanish; Sound Groups in Spanish; A Final Look at Mastering the Sounds of Spanish. Read pages 109-132 and 297-307. Write answers to review and discussion questions on pages 122-123 and 307-308.

Practice: The Rhythm of Spanish, Review of Dialects and

Regionalisms. Recording #2 and Self-Evaluation.
Thursday, September 17th EXAM #1

M 9/21 – Th 9/24

Theory: Introducing the Vowels in Spanish; The Low Vowel /a/ and the Mid Vowels /e/ and /o/; The High Vowels /i/ and /u/. Read pages 135-162. Vowel Combinations in Spanish; Reviewing the Vowels in Spanish. Read pages 167-185. Write answers to the questions in part B on pages 186-188.

Practice: The Rhythm of Spanish, The Vowels in Spanish. The Vowels in Spanish, Vowel Combinations in Spanish, Ecuadorian, Bolivian, and Peruvian Dialects and Regionalisms.

Thursday, September 24th RECORDING #3 DUE

M 9/28 – Th 10/1

Theory: Introducing the Consonants of Spanish, The Voiceless Consonants /p t k/, The Voiced Consonants /b d g/, The Tap and Trill Consonants /r/ and ʀ/. Read pages 189-211 and 257-261. Read pages 265-294 Write answers to the practice questions on pages 277-281 and parts B and C on pages 295-296.

Practice: Recording #3 and Self-Evaluation, The Voiceless Consonants /p t k/, The Voiced Consonants /b d g/, Chilean Dialects and Regionalisms.

M 10/5 – T 10/8

Theory: Consonant Combinations in Spanish, Reviewing the Consonants of Spanish, The Orthography of Spanish. Review of Vowels, Consonants, and Orthography.

Practice: The Tap and Trill Consonants /r/ and ʀ/, The Orthography of Spanish, Uruguayan, Paraguayan, and Argentine Dialects and Regionalisms. Recording #4 and Self-Evaluation, Spanish and U.S. Dialects and Regionalisms.

Thursday, October 8th RECORDING #4 DUE

M 10/12

EXAM #2