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Graduate Programs—NEW COURSE PROPOSAL

DEPARTMENT NAME: LANGUAGES, LINGUISTICS & COMPARATIVE LITERATURE

COLLEGE OF: ARTS AND LETTERS

RECOMMENDED COURSE IDENTIFICATION:

PREFIX SPN COURSE NUMBER 6795 LAB CODE (L or C)

(TO OBTAIN A COURSE NUMBER, CONTACT ERUDOLPH@FAU.EDU)

COMPLETE COURSE TITLE : SPANISH PHONOLOGY AND DIALECTOLOGY

EFFECTIVE DATE

(first term course will be offered)

 FALL 2010

CREDITS: **3**

TEXTBOOK INFORMATION: SCHWEGLER, A. & KEMPF, J. 2009. FONÉTICA Y FONOLÓGIA ESPAÑOLAS (3RD ED.). NEW YORK: JOHN WILEY AND SONS.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR XX PASS/FAIL SATISFACTORY/UNSATISFACTORY

COURSE DESCRIPTION, NO MORE THAN 3 LINES:

A graduate introduction to the study of Spanish phonology and dialectology. Detailed analysis of the sound system and the phonological processes of Spanish with a dialectology component.

PREREQUISITES W/MINIMUM GRADE: *
SPN 3400, LIN 3010

COREQUISITES:

OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):

PREREQUISITES, COREQUISITES & REGISTRATION CONTROLS SHOWN ABOVE WILL BE ENFORCED FOR ALL COURSE SECTIONS.

* DEFAULT MINIMUM GRADE IS D-.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: **PH. D. IN LINGUISTICS**

Other departments, colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each.

 Dr. Martha Mendoza, mmendoza@fau.edu, 561-297-1090
 Faculty Contact, Email, Complete Phone Number

SIGNATURES

SUPPORTING MATERIALS

<p>Approved by:</p> <p>Department Chair: _____</p> <p>College Curriculum Chair: _____</p> <p>College Dean: _____</p> <p>UGPC Chair: _____</p> <p>Dean of the Graduate College: _____</p>	<p>Date:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Syllabus—must include all details as shown in the UGPC Guidelines.</p> <p>Written Consent—required from all departments affected.</p> <p>Go to: http://graduate.fau.edu/gpc/ to download this form and guidelines to fill out the form.</p>
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Email this form and syllabus to diamond@fau.edu and eqirjo@fau.edu one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

FLORIDA ATLANTIC UNIVERSITY
DEPARTMENT OF LANGUAGES, LINGUISTICS & COMPARATIVE LITERATURE

Dr. Martha Mendoza

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SPN 6795 – SPANISH PHONOLOGY & DIALECTOLOGY

COURSE DESCRIPTION: This course constitutes a graduate introduction to the fields of Spanish phonology and dialectology. It provides a detailed analysis of the sound system and the phonological processes of Spanish, with a comparison with similar processes in English. Training in phonetic (and phonological) transcription is an important component of this course as are exercises in Spanish pronunciation, syllabification, and stress placement. Fundamental concepts of Spanish dialectology and history in both the Americas and Spain will also be presented.

COURSE OBJECTIVES:

- Students will become familiar with the fundamental concepts related to the phonology and dialectology of Spanish as they apply to both Latin America and Spain.
- Students will learn the theoretical foundation of phonetic transcription and its practical applications
- Students will gain an awareness of how all these concepts are employed in the analysis of a wide range of socio-cultural and linguistic issues that concern the Spanish-speaking world.

PREREQUISITE: SPN 3400 and LIN 3010 or equivalent or permission of instructor.

REQUIRED TEXTS:

1) Schwegler, A. & Kempff, J. (2009). *Fonética y Fonología Españolas*. (4th ed.). New York: John Wiley & Sons.

2) Selected scholarly articles.

GRADING: Students will be responsible for several written assignments, including exercises in phonetic transcription. In addition, students will have 2 tests & a final exam and will make a total of two oral presentations with the purpose of furthering their knowledge of the subject matter of the course. Finally, students will be required to complete a research term paper on an appropriate topic, chosen in consultation with the instructor.

Grading breakdown:

2 tests – 40%

Written assignments – 10%

Oral presentations – 10%

Final exam – 20%

Research term paper – 20%

Total – 100%

Tests, including final, are cumulative, although emphasis may be on material seen since the previous test; written assignments are based on relevant chapters of the textbook; oral presentations are 20 minutes long on an approved phonology and/or dialectology topic; the research paper is a 12-15 page paper on an approved phonology and/or dialectology topic with at least 10 works in the works cited page.

Grading scale:

Grades are assigned on a percentage basis (there is no grading “on the curve”) according to the following scale:

94-100% = A	88-89% = B+	78-79% = C+	68-69% = D+	59% or less = F
90-93% = A-	84-87% = B	74-77% = C	64-67% = D	
	80-83% = B-	70-73% = C-	60-63% = D-	

COURSE SYLLABUS (SUBJECT TO CHANGE)

- WEEK 1 (8/25 & 8/27) -- Introducción, acentuación (acento prosódico y acento ortográfico), la sílaba, deslizadas, diptongos, triptongos, hiato
Readings: Ch. 1 and 3 of textbook
- WEEK 2 (9/1 & 9/3) -- Encadenamiento, las vocales, el ritmo, consonantes /r/ y /w/, diptongos crecientes y decrecientes
Readings: Ch. 2, 4, and 5 of textbook
- WEEK 3 (9/8-9/19) -- Las consonantes y su descripción articulatoria
Readings: Ch. 7 of textbook
oral presentations
- WEEK 4 (9/15-9/17) -- Fonemas y alófonos, pares mínimos, transcripción fonética vs. transcripción fonológica, grupo fónico
Readings: Ch. 8 and Ch. 9 of textbook
oral presentations
- WEEK 5 (9/22-9/24) -- Las oclusivas sordas /p t k/, la africada /tʃ/, las obstruyentes sonoras /b d g/ & /r/
Readings: Ch. 10 and 12 of textbook
- WEEK 6 (9/29-10/1) -- Las obstruyentes (continúa); **EXAM 1 (Th)**
- WEEK 7 (10/6-10/8) -- Las nasales /m n ñ/; las vibrantes /l r/
Readings: Ch. 11 and Ch. 13 of textbook
- WEEK 8 (10/13-10/15) -- Las laterales /l λ/; las fricativas /f s x/
Readings: Ch. 14 and Ch. 15 of textbook
- WEEK 9 (10/20-10/22) -- Secuencias de vocales; sinalefa y sinéresis; reducción y omisión de vocales
Readings: Ch. 6 & Review Ch. 5 of textbook
outline of paper due

WEEK 10 (10/27-10/29) --	Rasgos suprasegmentales: entonación, tono, acento Readings: Ch. 16 of textbook
WEEK 11 (11/3-11/5) --	EXAM 2 (Tue). Panorama histórico del español: El paso del latín al español Readings: Ch. 18 of textbook
WEEK 12 (11/10-11/12) --	Historia del español (continúa); el español de la Península Ibérica y sus variantes Readings: Ch. 19 of textbook
WEEK 13 (11/17-11/19) --	Dialectología: El español de América Readings: Ch. 20 of textbook oral presentations
WEEK 14 (11/24) --	El español de América (continúa) oral presentations THANKSGIVING (11/26)
WEEK 15 (12/1) --	El español de EE UU y repaso para el examen final Readings: Ch. 21 of textbook final paper due

FINAL EXAM: December 8, 1:15-3:45 pm.

Bibliography:

1. Azevedo, M. M. (2008). *Introducción a la lingüística española* (3a. ed.). Englewood Cliffs, NJ: Prentice Hall.
2. Bergan, John J. (1990). *Spanish in the United States: Sociolinguistic Issues*. Washington: Georgetown UP.
3. Bergmann, A. et al. (2007). *Language files* (10th. ed.). Columbus: Ohio State UP.
4. Bjarkman, P. C. & Hammond, R. M. (1989). *American Spanish Pronunciation: Theoretical and Applied Perspectives*. Washington: Georgetown UP.
5. Colina, Sonia. (2009). *Spanish Phonology: A Syllabic Perspective*. Georgetown: Georgetown UP.
6. D'Introno, F. & Del Teso, E. (1995). *Fonética y fonología actual del español*. Madrid: Cátedra.
7. Eddington, D. (2005). *Spanish Phonology and Morphology. Experimental and Quantitative Perspectives*. New York: John Benjamins.
8. Fromkin, V. et al. (2006). *An introduction to language* (8th. ed.). Boston, MA: Wadsworth Publishing.
9. Guitart, J. M. (2004). *Sonido y sentido: teoría y práctica de la pronunciación en español*. Washington: Georgetown UP.
10. Hammond, R. M. (2001). *The sounds of Spanish: Analysis and application*. Somerville, MA: Cascadilla Press.
11. Hualde, J. I. et al. (2001). *Introducción a la lingüística hispánica*. Cambridge: Cambridge UP.

12. Hualde, J. I. et al. (2005). *The Sounds of Spanish*. Cambridge: Cambridge UP.
13. Lee, T. F. (2004). *Laboratory Approaches to Spanish Phonology*. Berlin: Mouton de Gruyter.
14. Schwegler, A. & Kempff, J. (2009). *Fonética y fonología españolas* (4a. ed.). New York: John Wiley and Sons.
15. Whitley, M. S. (2002). *Spanish/English Contrasts* (2nd ed.). Washington: Georgetown UP.
16. Zamora, Juan C. & Guitart, J. M. (1988). *Dialectología hispanoamericana* (2a. ed.). Salamanca: Ediciones Almar.
17. Zamora Vicente, A. (1985). *Dialectología española* (4a ed.). Madrid: Gredos.

FAU Honor Code:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

Accommodations for students with disabilities:

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), in Jupiter - SR 117 (561-799-8585), or at the Treasure Coast - CO 128 (772-873-3305), and follow all OSD procedures.