

SEVI 376: Phonetics and Phonology

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1. Course description and objectives

This course aims to unite theory and practice in phonetics and phonology of Spanish, as well as its Andalusian and Sevillian variety, offering useful material where theory is combined in a coherent form with practice and gives the student formal and contextualized practice through a variety of enjoyable activities.

As an introduction to the sounds of Spanish, phonetics and its integration as a linguistic system, phonology, this course aims to study and relate the language in written form with speech to improve the student's knowledge and pronunciation of Spanish, while also paying attention to the production of articulated sound and the distinct classifications of sounds (for example, through the action of the vocal cords, of the soft palette, through the manner or place of articulation,...)

In addition, since the student is a native English speaker, special attention will be paid to the difficulties that these speakers will encounter with Spanish phonetics, while also doing a review and study of the features of speech of the Andalusian linguistic variety.

The principal objectives are: (i) improve communicative competence and pronunciation of Spanish through practice, paying attention to the articulatory processes (phonetic description), (ii) describe the most important characteristics and differentiations of the Spanish phonetic system, and the complex variety of Andalusian linguistics, and (iii) represent the sounds of Spanish and its varieties through the International Phonetic Alphabet.

2. Textbooks

Quilis, A. y Fernández, J. A. 1992. *Curso de Fonética y Fonología Españolas*. Madrid: Consejo Superior de investigaciones científicas.

Nuño, Álvarez, M. P. y Franco Rodríguez, J. R. 2008. *Fonética*. Madrid: Anaya.

Moreno Fernández, F. 2000. *Ejercicios de fonética española para hablantes de inglés*. Madrid: Arcos/Libros, S.L.

3. Recommended Resources:

Terrell Morgan's web page (sppo.ohio-state.edu/faculty/morgan.3/sounds.html): information about the Spanish speaking world.

Eduardo Pineros' webpage (<http://www.uiowa.edu/~acadtech/phonetics>): A collection of information about Spanish articulatory phonetics and its application.

4. Typography for Word Processor

All of the homework and classwork must be done with a word processor (Word or LaTeX, for example). Those who use Word, must download the typography Doulos

SIL. (http://scripts.sil.org/cms/scripts/page.php?site_id=nrsi&id=doulossilfont) and learn how to use it with the documentation that exists on that page.

5. Attendance Policy:

Any student missing class without justification (doctor excuse note) will be penalized from the fourth (4th) absence: -1/10 POINT FROM FINAL GRADE FOR EVERY MISSED CLASS AFTER 3. Students are expected to attend all classes and participate in order to develop language skills as well as fulfill the course goals. There will be frequent quizzes and homework assignments and their dates will not be changed for personal reasons (personal trip, family visits, ...). Some of the in-class work may count towards the final grade. If a make-up quiz is needed, it must be rescheduled before the quiz date. No work will be accepted late. You can turn things in early (on paper or in electronic format) or have someone else turn them in for you if you have to be absent. Make sure you have the phone numbers and emails of at least two of your classmates in case you miss class. In case of emergency, you must contact your professor as soon as it is reasonably possible.

6. Grading Scale:

91.5+=A	89.5 - 91.49=A-	87.5 - 89.49 = B+	81.5 - 87.49=B
79.5 - 81.49=B-	77.5 - 79.49=C+	71.5 - 77.49 = C	69.5 - 71.49 = C-
67.5 - 69.49= D+	59.5 - 67.49 = D	59.49 and lower = F	

7. Components of Final Grade:

- 25 pts – Participation, homework and mini-quizzes.
- 20 pts – Oral presentation in class
- 25 pts – Partial exam
- 30 pts – Final exam

8. Participation, homework and mini-quizzes (25 pts)

Simply attending class is NOT considered participation. Participation is demonstrating that you are prepared for each class and active volunteering with questions or comments in class.

NO question is stupid nor will be treated as so. In addition, it is encouraged that students take advantage of the opportunity to challenge the instructor's viewpoint.

The instructor will randomly collect homework or will give a mini-quiz based on the assigned reading (without being announced) to evaluate the preparation and progress of students.

Each homework exercise and/or mini quiz will receive the following score:

- 0: not turned in
- 1: the majority of is not correct
- 2: the majority is correct

3: perfect, without errors.

9. Oral presentation in class (20 pts)

The student will choose one of the oral samples that can be found in the “Catalogo de voces hispanicas” of the Centro Virtual del Instituto Cervantes:

http://cvc.cervantes.es/lengua/voces_hispanicas/default.htm

Each student will prepare an oral presentation (15-20 minutes) about the phonetic characteristics of the sample.

10. Exams

An exam is a serious matter and the students must treat it as such. There are no make-up exams. If you miss an exam you will automatically receive a zero. Make-ups will only be considered if you provide proper documentation for a serious sickness or another inevitable documented circumstance that would cause the student to be absent. “I do not feel well today” is not a valid excuse.

Cell phones or computers

The use of cell phones or computers is absolutely prohibited.

Each violation of this rule will be recorded and penalized with a deduction of 3% of the final grade.

11. Code of Ethics

This course follows the honor code of UNC. Every student should include the following phrase in each one of the written assignments: “On my honor, I have neither given nor received unauthorized aid on this assignment.” The students can solicit help from their classmates, on the condition that this help is explicitly recognized on the particular assignment. Except for the group presentation, all of the homework, assignments and exams are individual.

12. Topics of Interest

- (i) Introduction to the concepts of linguistics, language and speech, linguistic sign, phonetics, phonology, linguistic variation and linguistic diversity.
- (ii) The sound system of Spanish (phonetics) and its organization as a system (phonology). The International Phonetic Alphabet.
- (iii) Difficulties that English-speakers encounter in Spanish phonetics
- (iv) Production of articulated sound: infraglottic cavity, supraglottic cavity and the primary motor of articulated sound.
- (v) Classification of the sounds of language: by the vocal cords (vowels and consonants), by the soft palate, by the mode of articulation, place of articulation, phases that integrate the production of a sound, integration of the sounds in the syllable, the base of articulation.
- (vi) Vowels, diphthongs and triphthongs
- (vii) Consonants
- (viii) Accents and intonation

- (ix) The Andalusian linguistic method: basic description of the most relevant characteristics of Andalusian speech (phonetic aspects)

13. Provisional Calendar (can be modified by the professor)

- **Week 1:**
 - Basic description of course: reading of the course program
 - Linguistics: definition, objectives, division and subareas
 - **Homework-** read this entire document and tomorrow and tomorrow,ask any questions or doubts you may have about the program. Re-read the power point and study definitions (linguistic, phonetic and phonologic)

 - Phonetics and phonology
 - Phoneme, sounds, words, and phonetic group
 - **Homework:** Study definitions (linguistic variation and linguistic diversity)

- **Week 2:**
 - Phonetics and phonology II
 - Phoneme, sound, allophone
 - The Spanish alphabet, the name of letters and spelling
Homework: Study the name of letters for spelling

 - Correspondence of letters and phoneme in Spanish
 - Some rules of accentuation
 - Classification of sounds (1st part=
Homework: Study definitions (phoneme and allophone) and the difference between the sounds of vowels and consonants

- **Week 3:**
 - Difficulties that English speakers encounter in Spanish phonetics
Homework: Study some of the difficulties that English speakers encounter

 - Articulatory phonetics (I) and production of articulated sound
 - Respiratory and vocal tract
 - Infraglottal, glottal and supraglottal
Homework: Study the distinct parts of the vocal tract

- **Week 4**
 - Articulatory phonetics (II)
 - Vocalic phonemes and vocalic triangle
 - The features of vocalic phonemes
 - Combination of vowels: diphthongs, triphthongs and hiatus I
Homework: study the features of vocalic phonemes and the vocalic triangle

- **Week 5**
 - Combinations of vowels: diphthongs, triphthongs and hiatus II

- Articulation of vowels and diphthongs: study the definition of diphthong, triphthong and hiatus
Homework: Study the definition of diphthong, triphthong and hiatus.
- Classification and description of the consonantal sounds according to the point of articulation, the manner of articulation and the sound
Homework: Study the distinct forms in which consonantal sounds can be differentiated and provide examples.
- Week 6
 - Occlusive consonants
Homework: Study and describe the occlusive deaf consonants
 - Fricative consonants
Homework: Study and describe the fricative deaf and sounding consonants
- Week 7
 - Affricate consonants
 - Vibrant consonants
 - Lateral consonants
 - Nasal consonants
Homework: Study and describe affricate, vibrant, lateral and nasal consonants
 - Introduction to phonologic and phonetic transcription
 - PHONOLOGIC PROCESSES: assimilation, dissimilation, debilitation, elision and neutralization
Homework: Study the phonetic processes that we have seen in class.
- Week 8:
 - Syllables
 - Norms of syllabic division
 - Syllabic grouping
Homework: Study the definition of syllable, the classes and division
- Week 9:
 - Transcription exercises, syllabic division and accentuation
 - Discuss the oral presentation
 - Review for midterm
Homework: Study for the midterm
- Week 10:
 - Correction of midterm
 - Linguistic division of Spanish territory
Homework: Read “andaluz, lengua, dialecto, habla.pdf” y and respond to the following questions: What is the autonomous Andalusian community? Who are the Andalusians and what do they speak?
- Week 11:

- The origins of Andalusian Spanish and practical application with videos of Spanish speakers according to different varieties and dialects
Homework: Do a brief reading of “los orígenes del español en Andalucía” (p. 29-34),” because we will read it in class.
- Week 11
 - The origins of Spanish in Andalusia
 - The peculiarity of Andalusian speech
Homework: Read “las principales características del andaluz”
 - Characteristics of Andalusian Spanish: seseo (pronunciation of c and z as s), lispings, projected vowels, pronunciation of double ll, y, n, j, heheo, nasalization, d, etc.
Homework: Read “el español de Andalucía y de América” and prepare your presentation.
- Week 12:
 - Presentations
 - Presentations
- Week 13:
 - Mini-conferencia
 - Review
- Week 14: Review