

INDIANA UNIVERSITY OF PENNSYLVANIA  
SENATE CURRICULUM COMMITTEE B-2

NEW COURSE PROPOSAL

Department: Spanish & Classical Languages

Person to Contact for Further Information: Dr. Eileen W. Glisan

Course Affected: Spanish Phonetics & Phonemics

Desired Effective Semester for Change: Fall 1987

Approvals: Dept. Committee Chairperson *John Canaway*

Dept. Chairperson *John Canaway*

School Committee Chairperson *David*

School Dean *John*

A. DESCRIPTION AND ACADEMIC NEED

A1. Catalog description attached.

A2. Syllabus attached.

A3. This course, Spanish Phonetics & Phonemics, will provide the opportunity to develop students' pronunciation skill, which is often ignored in other courses due to insufficient time. It will also satisfy the Pennsylvania Dept. of Education requirement for a phonetics component in the program of specialization in Spanish (Standard II). The course will be required for Spanish Education majors, highly suggested for other Spanish majors, and an elective for other Spanish students. It is not proposed for inclusion on the regular General Education course list.

A4. The course does not require changes in the content of other existing courses.

A5. This course is by nature different than the other courses offered in the department as it includes discussion in Spanish about linguistic theory and applies that knowledge to pronunciation skill development.

A6. Spanish Phonetics and Phonemics (SP 481) was offered on a trial basis in Spring 1986. The attached syllabus explains the details of the course offering. Nine students enrolled in the course ( 2 Spanish Secondary Education majors; 5 Spanish majors; 2 Spanish minors). The syllabus was followed as planned since the instructor had taught the same course previously at another university. Student evaluations of the course were very favorable (copies attached in Appendix).

- A7. The course is not to be a dual-level course.
- A8. The University of Pittsburgh (where the instructor previously taught) offers the same course as a requirement for all Spanish majors.
- A9. Standard II of the Pennsylvania Dept. of Education Standards for Program Approval and Teacher Certification requires a phonetics component in the foreign language program.

B. INTERDISCIPLINARY IMPLICATIONS

- B1. This course will be taught by one instructor, whose area of expertise is Spanish Applied Linguistics.
- B2. No additional or corollary courses are needed with this course.
- B3. The content of this course has no relationship to the content of courses offered by other departments.
- B4. Since many of our students return for certification through the School of Continuing Education, the course is applicable to their program as well.

C. EVALUATION

- C1. Student progress will be evaluated in the following manner:
  - 5 pronunciation tapings (40%)
    - one initial diagnostic ungraded taping
    - four graded tapings
  - 3 written exams (30%)
  - 1 written final exam (20%)
  - classroom recitation/homework (10%)
- C2. The course may not be taken for variable credit.

D. IMPLEMENTATION

Resources:

- a. Faculty: 1 present faculty member
- b. Space and equipment: classroom; tape recorder/player (in possession); tapes to accompany text (in possession)
- c. Laboratory supplies: access to language laboratory
- d. Library materials: none
- e. Travel funds: none

- D2. The course will be offered each Fall semester in order to enroll those students who will student teach or travel abroad in the Spring.
- D3. The department anticipates offering one section of the course each Fall semester.
- D4. We can accommodate a maximum of 20 students and still insure sufficient time for individual pronunciation practice in class.

NEW COURSE PROPOSAL

Al. CATALOGUE DESCRIPTION

SP 353 SPANISH PHONETICS AND PHONEMICS

3c-01-3sh

Prerequisite: Spanish 252

An introduction to the phonological and orthographic system of Spanish through study of the sounds and training in pronunciation. The student will learn the theoretical basis for understanding the Spanish sound system and will perfect his pronunciation through classroom practice and tapings. The course is taught in Spanish. Required for Spanish Education majors; highly suggested for Spanish majors.

A2. Course Syllabus: Spanish Phonetics and Phonemics

Date Submitted: Aug. 11, 1986

Submitted By: Dr. Eileen W. Glisan

Department: Spanish & Classical Languages

I. Course Label: SP 353; Spanish Phonetics and Phonemics;  
3 credit hours; 0 lab hours

II. Catalogue Description:

SP 353 SPANISH PHONETICS AND PHONEMICS 3c-01-3sh

Prerequisite: Spanish 252

An introduction to the phonological and orthographic system of Spanish through study of the sounds and training in pronunciation. The student will learn the theoretical basis for understanding the Spanish sound system and will perfect his pronunciation through classroom practice and tapings. The course is taught in Spanish. Required for Spanish Education majors; highly suggested for Spanish majors.

III. Course Objectives:

- A. To perfect the student's Spanish pronunciation by means of language lab exercises, in-class practice, and pronunciation tapings.
- B. To teach the student the theoretical basis for understanding the Spanish sound system, together with a comprehensive description of Spanish sounds, both alone and in contrast to English.

IV. Course Outline:

Week 1: Language and Linguistics (D 1 & 2)  
Production of Speech Sounds; Phonetics & Phonemics  
(D 4 & 5)

Week 2: The Phoneme and Phonetic Transcription (B/T 5, 6, 7)

Week 3: Syllables and the Phonemic Phrase (D6; B/T 1)

Week 4: Spanish Stop Consonants: /p,t,k,b/ (D 7,8,9; B/T 8)

Week 5: /d,g,w/ (D 10,11,12; B/T 10)

Week 6: Fricatives: /c,f,s,θ,y,x/ (D 13,14,15,16,17; B/T 13)

- Week 7: Nasals: /m,n,ɲ/ (D 18; B/T 9)
- Week 8: /l,ɫ,r,ʝ/; Sounds of x (D 19,20,21; B/T 12)
- Week 9: Consonant Combinations; Introduction of Vowels (D 23,24,25;  
B/T 2,3,4)
- Week 10: Vowels: /e,a,o,i-y,u-w/ (D 26,27,28,29)
- Week 11: Vowel Combinations; Consonant and Vowel Combinations  
(D 30,31,32)
- Week 12: Suprasegmentals: stress, intonation, rhythm (D 33,34,35;  
B/T 15)
- Week 13: Spanish Orthography; Contrastive Analysis of Spanish and  
English (D 36,37,38,39; B/T 16,17)
- Week 14: Languages and Dialects: Peninsular, Spanish, American  
Spanish, Spanish Spoken in U.S.A. (D 3; B/T 19,20,21,22)

V. Methodology and Procedure:

Class sessions will consist of discussions IN SPANISH of material covered as well as pronunciation practice of sounds. Chapter reading assignments are indicated in parentheses under "Course Outline" above. For each chapter in the Dalbor text, students will practice with taped pronunciation exercises. Constant pronunciation practice is essential to outstanding performance in the course.

A series of five pronunciation tapings will be done in the language laboratory. Students can make lab appointments in class.

During the second half of the course, students will do remedial pronunciation work with Spanish 1 and 2 students. In addition, in conjunction with our study of dialects, they will be asked to tape record the voices of native Spanish speakers from various dialectical regions.

VI. Required Texts:

Spanish Pronunciation--Theory and Practice (John B. Dalbor, 1980, 2nd. ed., Holt, Rinehart & Winston, New York)  
Indicated by D in Course Outline

Fonética y fonología españolas (Richard Barrutia & Tracy D. Terrell, 1982, John Wiley & Sons, New York)  
Indicated by B/T in Course Outline

VII. There are no additional readings.

VIII. Evaluation Procedure: 40% 5 Pronunciation Tapings  
30% 3 Written Exams  
20% Written Final Exam (cumulative)  
10% Classroom Recitation/Homework

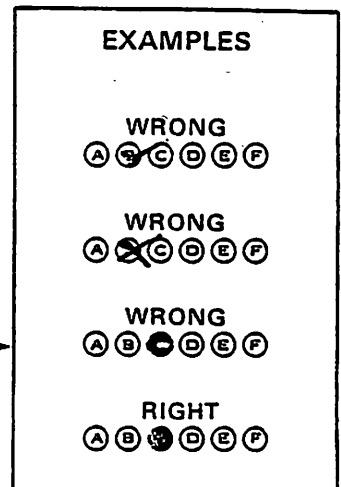
IX. There are no additional course requirements.



# INDIANA UNIVERSITY OF PENNSYLVANIA STUDENT EVALUATION INSTRUMENT

## Important Directions for Marking Answers

1. Use black lead pencil (#2 or softer).
2. Make heavy black marks that fill the circle completely.
3. Erase thoroughly any answer you wish to change.
4. Refer to these examples before starting. →
5. Make no stray marks on either side of this sheet. Since the optical scanner reads both sides of the sheet in one pass, stray marks may be recorded as answers on the opposite side.
6. Fill in the heading information on the front side and begin with Question 1. Questions 1-11 must be answered.
7. Special Departmental Items: Questions may be supplied (Items 12-16) by administrator of evaluation.
8. Open-ended Items: Please print your response to the following questions in block below.
  - A. The most valuable feature of this course; something the instructor should continue to do.
  - B. The weakest feature of this course; something the instructor should try to change.



A. *I feel the small class and the effort of the instructor enables more individualized instruction. I feel the class is extremely useful in improving my spoken and written Spanish. May I suggest having a lower level pronunciation course for the starters. I feel it would be useful.*

B. *Dollar tapes could be used more even at home.*

This evaluation was designed to provide feedback to your instructor, and thereby aid him/her in the development of more effective teaching. Results from the evaluation are used by departmental and campus-wide committees for making personnel decisions. Thus, it is important that you respond to each item in a careful and conscientious manner.

The evaluation will be administered by a person other than your instructor. This person will return the evaluations to the departmental office in a sealed envelope. The evaluations, plus a computer summary of the results, will be returned to the instructor after the semester grades have been submitted.

The instrument and procedure for this evaluation were approved by tripartite agreement among the Student Government (SGA), the faculty (APSCUF), and the University Administration. The validity studies which were used to construct this instrument are available for your examination at the library reserve desk (ask for the 'Student Evaluation Folder').



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EXAMPLES

WRONG  
A B C D E F

WRONG  
A B C D E F

WRONG  
A B C D E F

RIGHT  
A B C D E F

A. The instructor knows her material very well and has an excellent way of conveying her information to us. All the Spanish profs. know their material but DR. Glisan excels in her teaching methods.

B. The only weak thing about the course is that it wasn't offered any sooner. It's a class that everyone seriously interested in Spanish should take.

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A  B  C  D  E  F

WRONG  
A  B  C  D  E  F

WRONG  
A  B  C  D  E  F

RIGHT  
A  B  C  D  E  F

A. This course has helped me to perfect my Spanish, in way that no other class has been able to do. The professor is always organized & well prepared for class. I am now well aware of the problems I have with my pronunciation and know how to correct them.

B. The only weak point that I can see, is that, I feel this course should be mandatory and made to be taken w/out theory, in the first year or two of the language.

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EXAMPLES

WRONG



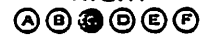
WRONG



WRONG



RIGHT



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A) Valuable - 1) Well prepared for class and provides different devices or techniques to illustrate the points  
2) Allow us to listen to tapes so we can identify the mistakes + encourages us to participate. Dr. Glisan is always well prepared for class and gets the points across

B) A lot of material to cover - The tests are fair but perhaps maybe more tests + less material to cover

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WRONG  
A B C D E F

WRONG  
A B C D E F

RIGHT  
A B C D E F

A. most valuable thing is <sup>that</sup> we learn to speak proper Spanish - teacher has excellent pronunciation - she covers the material well and then the next class we review - the review helps a lot.

B.

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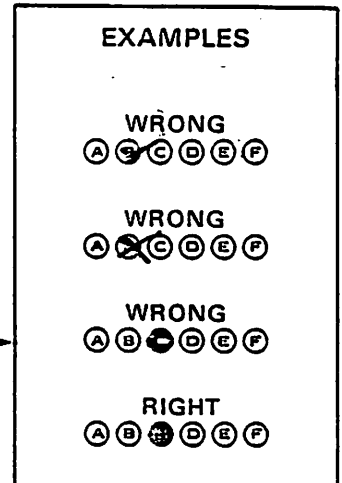
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A. I think it is really good that she reviews to every class what we did the class before. It's also very good that we get to hear other students speaking and we get to correct them. I think she does really well in explaining terms and concepts.

B. The only drawback to this course is that it should have been offered earlier on in a student's learning of the language, even if you have to sacrifice some of the terminology that is more difficult.

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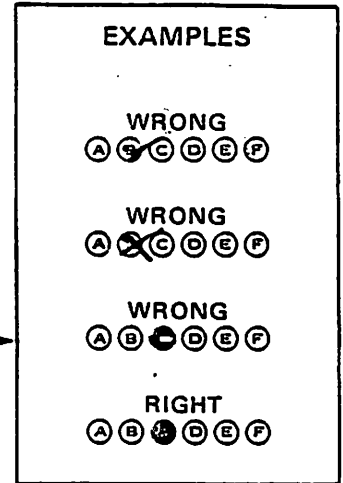
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- A. As I have noted the instructor as superior overall, she should just continue doing what she is doing. She is an excellent instructor. Her explanations are always very clear and concise. She always tells you exactly what she wants.
- B. The only thing that she should try to do is repeat definitions of certain concepts a little more often.

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WRONG  
A  B  C  D  E  F

WRONG  
A  B  C  D  E  F

WRONG  
A  B  C  D  E  F

RIGHT  
A  B  C  D  E  F

- A. The instructor should continue the course as she has been doing it, because it's very effective, especially using tapes, and doing tapes and practicing in class
- B. The grading is a little strict

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