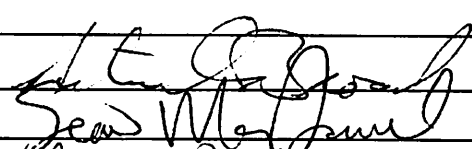
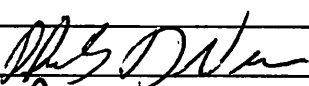


SC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		07-136.	AP-9/25/07	App-3/24/09

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Dr. Sean McDaniel	Email Address mcdaniel@iup.edu
Proposing Department/Unit Department of Spanish	Phone 7-7532

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) ☐ New Course ☐ Course Prefix Change ☐ Course Deletion ☒ Course Revision ☐ Course Number and/or Title Change ☒ Catalog Description Change		
SPAN 453 Spanish Phonetics and Phonemics		SPAN 453/553 Spanish Phonetics and Phonemics
<u>Current Course prefix, number and full title</u>		<u>Proposed course prefix, number and full title, if changing</u>
2. Additional Course Designations: check if appropriate ☐ This course is also proposed as a Liberal Studies Course. ☐ Other: (e.g., Women's Studies, Pan-African) ☐ This course is also proposed as an Honors College Course.		
3. Program Proposals ☐ New Degree Program ☐ Program Title Change ☐ Program Revision ☐ New Minor Program ☐ New Track		
<u>Current program name</u>		<u>Proposed program name, if changing</u>
4. Approvals		
Department Curriculum Committee Chair(s)		Date 8-27-07
Department Chair(s)	Laura DeBriggs	8-27-07
College Curriculum Committee Chair		9-17-07
College Dean	A. Ann	9/17/07
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	Gail Sechiest	9-25-07

* where applicable

Received

SEP 11 2007

Liberal Studies

Original sent to Grad. Comm. 7-29-08

SPAN 453/553 Spanish Phonetics and Phonemics

3c-01-3cr
3 class hours
0 lab hours
3 credits

- I. Course Description:** An introduction to the study of the phonological system of Spanish and emphasis on improving pronunciation. Includes a theoretical basis for understanding the Spanish sound system, pronunciation practice and recordings, study of Spanish dialects, and linguistic analyses. Taught in Spanish. Required for Spanish Education majors; highly suggested for Spanish majors. Prerequisite for SPAN 453: SPAN 230; Prerequisite for SPAN 553: SPAN 6C3. Prerequisite for SPAN 553: Acceptance to Spanish graduate program or permission.

II. Course Objectives

Students completing this course will be able to:

1. Demonstrate an effective Spanish pronunciation by means of in-class practice and pronunciation recordings.
2. Identify the organs of articulation in Spanish.
3. Name the points of articulation, manner of articulation, and voicing of Spanish phonemes and allophones.
4. Describe the phonetic and allophonic system of Spanish and compare this system to that of English.
5. Demonstrate an understanding of syllable division, accentuation, and suprasegmental features such as intonation patterns and rhythm.
6. Create phonetic transcriptions using appropriate phonetic symbols and intonation lines.
7. Identify Spanish dialectal regions and analyze dialectal processes and corresponding features of pronunciation.
8. demonstrate an understanding of the historical development of the Spanish language that originated on the Iberian peninsula.
9. 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.

Additionally, graduate students will be able to:

1. Identify major journals and bibliographies pertaining to the study of Spanish Phonology.
2. Conduct library research to obtain additional information in Spanish regarding specific elements of the Spanish sound system.
3. Access authentic resources from Spanish-speaking countries that deal with the study of Spanish Phonology.
4. Write a short paper in Spanish in which they diagnose pronunciation problems that they identify in a recorded speech sample and in which they propose a remediation plan.
5. Write a research paper in Spanish that summarizes their research done on a specific geolect of Spanish.
6. Write a research paper in Spanish that represents linguistic research on a specific topic dealing with Spanish Phonetics and Phonemics.
7. Present orally in Spanish the results of their linguistic research in a manner and format

consistent with that of professional presentations in the field.

STUDENT OUTCOMES ASSESSMENT MATRIX: UNDERGRADUATE & GRADUATE

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 Tapings
1.a.	1.b., 1.c.	3	2	Formative Activity Quiz, Exam
1.a.	1.b.	3	3	Formative Activity *Final Exam
1.a.	1.b.	3	4	Formative Activity Exam
1.a.	1.b., 1.c	3	5	Formative Activity Final Exam
1.a.	1.b.	3	6	Formative Activity Final Exam
1.a.	1.b.	3	7	Formative Activity Final Exam
1.a.	1.b.	3	8	Formative Activity *Final Project
1.a.	1.b., 1c.	3	9	*Final Project

**Indicates assessments designed for mean and score range aggregated reporting.*

STUDENT OUTCOMES ASSESSMENT MATRIX: GRADUATE ONLY

NBPTS Standards	INTASC Standards	Spanish MA Program Competencies	Course Objectives	Course Assessment Technique Measuring Objectives
III, XIII	1 9	3, 4, AL11	1	Research Paper *Final Research Project
III, XIII	1, 9	3, 4, 8, AL11, AL 12	2	Research Paper *Final Research Project
III, IV, XIII	1, 9	3, 4, AL11	3	Research Paper *Final Research Project
III, XIII.	1, 2, 3, 4, 7, 9	1, 4, AL12	4	Diagnosis of Pronunciation Problems
III, IV, XIII	1, 9	1, 3, 4, 8, AL11, AL 12	5	Research Paper
III, IV, XIII	1, 9	1, 3, 4, 8, AL11, AL12	6	*Final Research Project

III, XIII	1, 9, 10	1, 4, AL 12	7	*Final Research Project Presentation
-----------	----------	-------------	---	---

**Indicates assessments designed for mean and score range aggregated reporting.*

III. Required Texts, Supplemental Books and Readings

Stokes, J. D. (2005). *¡Qué bien suena!* Boston, MA: Houghton Mifflin Co. (with CD)

Supplemental: Phonetics website: <http://www.uiowa.edu/~acadtech/phonetics/#>

Real Academia Española: <http://www.rae.es>

Good Spanish dictionary such as the Oxford or Harper Collins

IV. Evaluation Methods

Undergraduate Evaluation: The final grade will be determined as follows:

- | | | |
|-----------------------------|-----|---|
| 1. Pronunciation Recordings | 30% | 4 graded recordings; each recording will focus on specific features of the Spanish sound system studied; students will record assigned monologues in the Digital Language Studio and will post audio files to the P drive |
| 2. Exams | 20% | 2 Exams: given during the semester; format consists of identification of terms, completion, matching, short essay, phonetic transcription |
| 3. Final Exam | 15% | format consists of identification of terms, completion, matching, short essay, phonetic transcription |
| 4. Final Project | 15% | linguistic analysis of speech sample obtained by interviewing a native speaker of Spanish; due on last day of class |
| 5. Homework | 10% | collected periodically, but unannounced in advance |
| 6. Quizzes | 10% | announced one class day in advance; format consists of matching or completion |

Graduate Evaluation: The final grade will be determined as follows:

- | | | |
|--|-----|---|
| 1. Pronunciation Recordings | 10% | 4 graded recordings; each recording will focus on specific features of the Spanish sound system studied; students will record assigned monologues in the Digital Language Studio and will post audio files to the P drive |
| 2. Diagnosis of Pronunciation Problems | 10% | a short paper in Spanish in which students diagnose pronunciation problems that they identify in a recorded speech sample and in which they propose a remediation plan. |
| 3. Exams | 15% | 2 Exams: given during the semester; format consists of identification of terms, completion, matching, short essay, phonetic transcription |
| 3. Final Exam | 10% | format consists of identification of terms, completion, matching, short essay, phonetic transcription |
| 4. Research Paper | 15% | library research on Spanish geolect (must use appropriate journals and authentic sources from Spanish-speaking countries) |

4. Final Research Project & Presentation	20%	linguistic analysis of speech sample obtained by interviewing a native speaker of Spanish; project includes research on one linguistic feature of the speech sample (using appropriate journals and authentic sources from Spanish-speaking countries); includes a presentation of project; due on last day of class
5. Homework	10%	collected periodically, but unannounced in advance
6. Quizzes	10%	announced one class day in advance; format consists of matching or completion

In addition to fulfilling the requirements of the undergraduate students, graduate students will: (1) produce a paper in Spanish in which they diagnose pronunciation problems that an English speaker demonstrates in Spanish, as identified in a recorded speech sample, and they will propose a plan for remediating these pronunciation difficulties; (2) write a research paper in which they present their research on a specific geolect of Spanish by using appropriate journals of the field and authentic sources from Spanish-speaking countries; (3) complete an expanded version of the final project by conducting research on one linguistic feature of the speech sample that they elicit (using appropriate journals of the field and authentic sources from Spanish-speaking countries); (4) present the results of their research to an audience of their peers, simulating a conference-style presentation.

GRADING OF HOMEWORK

A	=	Homework completed in its entirety; instructions followed completely; 85% or more completed <i>accurately</i> ; illustrates that student studied the material and has an excellent grasp of the content
B	=	Homework completed in its entirety; instructions followed; although completed, between 60%-80% completed <i>accurately</i> ; illustrates that student has a basic grasp of content but has not mastered concepts completely
C	=	Homework is not completed in its entirety OR instructions not followed AND/OR less than 60% completed <i>accurately</i> ; work does not illustrate that student has an adequate grasp of the content
D*	=	Less than half of the assignment completed. (*D is for undergraduates only; F for graduate students)
F	=	No assignment submitted.

*NOTE: If a student is absent, it is HIGHLY SUGGESTED that s/he contact the instructor or a classmate to get the homework assignment and submit it on time. However, a student will have ONE day after return to class to submit the assignment. Assignments will not be accepted after this time. If a student is absent on the day an assignment is due, s/he is encouraged to send the assignment to class with a classmate or deliver it to the instructor's office. However, at the latest, s/he must submit the assignment upon return to class. At the graduate level, it is expected that a student who misses class will contact the

professor for information regarding the content of the missed class and homework assignments.

V. Grade Breakdown

Undergraduate Scale

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 60%

Graduate Scale

A	90-100%
B	80-89%
C	70-79%
F	Below 70%

VI. Course Attendance Policy

In SPAN 453/553 **attendance is required**. According to the University Undergraduate Course Attendance Policy (see undergraduate catalogue), all students are expected to attend class. Roll will be taken at the beginning of each class. According to IUP Department of Spanish policy, all students are permitted a maximum of three (3) hours of unexcused absence per semester for a 3-credit course. Note that, for a graduate class that meets one time each week for 3 hours, one full-class absence constitutes the maximum number of permitted unexcused absences. **Spanish Department policy: for each unexcused hourly absence after the third, two (2) percentage points will be subtracted from the student's final grade.** Absences may be excused only for grave illness (documentation required), true emergency, or University-sponsored extracurricular activities (prior notification of professor required). At the graduate level, it is expected that a student who misses class will contact the professor for information regarding the content of the missed class and homework assignments.

VII. Course Outline

Week	Content	Theme / Due
1	Linguistics and acquisition of pronunciation Stokes: Introduction	Overview of lexicon, morphology, syntax, semantics, phonology; how pronunciation is acquired
2 & 3	The syllable Stokes: Unit 1 (Chapters 1-5)	Syllable division: combinations of vowels & consonants; "enlace" between vowels and consonants <i>Quiz #1</i>
4	Orthography and Phonetic Transcription Stokes: Unit 2 (Chapters 6-8)	Accentuation and written accents; orthographic problems; introduction to phonetic transcription <i>Audio Recording #1 (diagnostic)</i>
5	Vowels Stokes: Unit 3 (Chapters 9-10)	Vowels in Spanish and in English; stressed and unstressed vowels of Spanish and English <i>Quiz #2</i>
6	Consonants	<i>Exam #1</i>

	Stokes: Unit 5 (Chapters 13-14)	Consonants: points of articulation; Consonants: modes of articulation and voicing
7	The Phonemes of Spanish Stokes: Unit 6 (Chapters 15-17)	Introduction to segmental phonology: the phoneme and its allophones; the voiceless occlusive phonemes /p, t, k/; the voiced occlusive phonemes /b, d, g/ <i>Audio Recording #2 (vowels)</i> <i>Quiz #3</i>
8	The Phonemes of Spanish cont'd. Stokes: Unit 6 (Chapters 18-19)	The voiceless fricative phonemes /f, θ, s, x/; the alveo-palatal affricate phoneme /tʃ/ and the palatal phonemes /j, ɲ/ <i>Quiz #4</i>
9	The Phonemes of Spanish cont'd. Stokes: Unit 6 (Chapters 20-22)	The nasal phonemes /m, n, ñ/; the lateral phoneme /l/; the vibrant phonemes /r, ɾ/ <i>Audio Recording #3 (/p t k b d g f θ s x j ɲ /)</i>
10	Suprasegmental Features Stokes: Unit 4 (Chapters 11 & 12)	<i>Exam #2</i> Rhythm, prolongation, and volume; intonation <i>Quiz #5</i>
11 & 12	Regional Dialects Stokes: Unit 7 (Chapters 23-24) Handouts with additional information regarding dialects	Spain: Castilian; Latin American Spanish and North American Spanish
13	Historical Development of Spanish Phonetics Stokes: Unit 8 (Chapters 25-26)	The development of Castilian and other languages and dialects originating on the Iberian Peninsula; the loss, appearance, and change of sounds <i>Audio Recording #4 (/m n ɲ l r r / & suprasegmental features)</i>
14	Historical Development of Spanish Phonetics cont'd. Stokes: Unit 8 (Chapters 27-28)	Historical changes of sounds <i>Final Audio Recording (comprehensive)</i>

15	Presentation of Final Projects	<i>Final Projects Due</i> <i>Final Exam</i>
----	--------------------------------	--

VIII. Special Resource Requirements

Optional audio cassette for recording the final project interview with native speaker.

Recording may also be done by computer with an audio file being posted to the P drive.

IX. Bibliography

Collentine, J. (2005). (How) Can we teach foreign language pronunciation? On the effects of a Spanish phonetics course. *Hispania* 88(3), 557-567.

Dalbor, J. B. (1997). *Spanish pronunciation: Theory and practice*. 3rd. ed. New York: Holt, Rinehart and Winston.

Gil Fernández, J. (2000). *Panorama de la fonología española actual*. Madrid: Arco/Libros.

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 Foreign language learning in the 21st century*. Lawrence, KS: Allen Press.

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 n form in processing L2 Spanish words: Implications for Pronunciation instruction. *The Modern Language Journal* 90, 519-535.

Classic Works in Phonology:

Alarcos Llorach, E. (1976). *Fonología española*. Madrid: Editorial Gredos.

Alvar, M. (1962). *Dialectología española*. Madrid: Consejo Superior de Investigaciones Cientificas.

Bull, W. E. (1965). *Spanish for teachers: Applied linguistics*. New York: Ronald Press.

Harris, J. W. (1969). *Spanish phonology*. Cambridge, MA: M.I.T. Press.

Navarro Tomás, T. (1966). *Manual de entonación española*. Mexico: Coleccion Malaga.

Navarro Tomás, T. (1977). *Manual de pronunciación española*. Madrid: Raycar.

Zamora Vicente, A. (1974). *Dialectología española*. Madrid: Editorial Gredos.

2. Summary of proposed revisions.

The only revision here is the addition of graduate objectives, graduate student outcomes assessment matrix, and evaluation methods.

3. Justification/Rationale for the Revision

The Department of Spanish has been given permission to develop a proposal for an M.A. Program and wishes to revise this course from a 400-level class to a dual-listed 400-500 class.

4. Old Syllabus of Record

***NOTE: This old syllabus is in the format for undergraduate syllabi.**

SPAN 453 Spanish Phonetics and Phonemics

3c-01-3cr.

3 class hours

0 lab hours

3 credits

- I. Course Description:** An introduction to the study of the phonological system of Spanish and emphasis on improving pronunciation. Includes a theoretical basis for understanding the Spanish sound system, pronunciation practice and recordings, study of Spanish dialects, and linguistic analyses. Taught in Spanish. Required for Spanish Education majors; highly suggested for Spanish majors. Prerequisite: SPAN 230

II. Course Objectives: The student will:

1. demonstrate an effective Spanish pronunciation by means of in-class practice and pronunciation recordings.
2. identify the organs of articulation in Spanish.
3. name the points of articulation, manner of articulation, and voicing of Spanish phonemes and allophones.
4. describe the phonetic and allophonic system of Spanish and compare this system to that of English.
5. demonstrate an understanding of syllable division, accentuation, and suprasegmental features such as intonation patterns and rhythm.
6. create phonetic transcriptions using appropriate phonetic symbols and intonation lines.
7. identify Spanish dialectal regions and analyze dialectal processes and corresponding features of pronunciation.
8. demonstrate an understanding of the historical development of the Spanish language that originated on the Iberian peninsula.
9. 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.

STUDENT OUTCOMES ASSESSMENT MATRIX

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 Tapings
1.a.	1.b., 1.c.	3	2	Formative Activity Quiz, Exam
1.a.	1.b.	3	3	Formative Activity *Final Exam
1.a.	1.b.	3	4	Formative Activity Exam
1.a.	1.b., 1.c	3	5	Formative Activity Final Exam
1.a.	1.b.	3	6	Formative Activity Final Exam
1.a.	1.b.	3	7	Formative Activity Final Exam
1.a.	1.b.	3	8	Formative Activity *Final Project
1.a.	1.b., 1c.	3	9	*Final Project

**Indicates assessments designed for mean and score range aggregated reporting.*

III. Course Outline

A. Linguistics and acquisition of pronunciation (2 hours)

B. The Syllable (5 hours)

1. Syllable division: Consonants and combinations of consonants
2. Syllable division: Vowels and combinations of consonants
3. The use of written accent marks and syllable division
4. "Enlace" (Linking) between vowels and between consonants and vowels

C. Orthography and Phonetic Transcription (4 hours)

1. Accentuation and written accents
 2. Orthographic problems
 3. Introduction to phonetic transcription
- AUDIO RECORDING #1 DUE (diagnostic—not graded)

D. Vowels (2 hours)

1. Vowels in Spanish and in English
2. Stressed and unstressed vowels of Spanish and English

Exam 1 (1 hour)

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 phoneme /l/
 3. The vibrant phonemes /r, ɾ/
- AUDIO RECORDING #3 DUE (/ p t k b d g f θ s x 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
- AUDIO RECORDING #4 DUE (/ m n ɲ l r / & suprasegmental features)

L. Historical Development of Spanish Phonetics (3 hours)

1. Historical changes of sounds
- FINAL AUDIO RECORDING DUE (comprehensive)
FINAL PROJECT DUE

Final Exam: During Final Exam Week

IV. Evaluation Methods

The final grade will be determined as follows:

- 30% 4 Pronunciation Recordings: each recording will focus on specific features of the Spanish sound system studied; students will record assigned monologues in the Digital Language Studio and will post audio files to the P drive
- 20% 2 Exams: given during the semester; format consists of identification of terms, completion, matching, short essay, phonetic transcription
- 15% Final Exam: given during Final Exam Week; format consists of identification of terms, completion, matching, short essay, phonetic transcription
- 15% Final Project: linguistic analysis of speech sample obtained by interviewing a native speaker of Spanish; due on last day of class
- 10% Homework: collected periodically, but unannounced in advance
- 10% Quizzes: announced one class day in advance; format consists of matching or completion

GRADING OF HOMEWORK

- A = Homework completed in its entirety; instructions followed completely; 85% or more completed *accurately*; illustrates that student studied the material and has an excellent grasp of the content
- B = Homework completed in its entirety; instructions followed; although completed, between 60%-80% completed *accurately*; illustrates that student has a basic grasp of content but has not mastered concepts completely
- C = Homework is not completed in its entirety OR instructions not followed AND/OR less than 60% completed *accurately*; work does not illustrate that student has an adequate grasp of the content
- D = Less than half of the assignment completed.
- F = No assignment submitted.

*NOTE: If a student is absent, it is **HIGHLY SUGGESTED** that s/he contact the instructor or a classmate to get the homework assignment and submit it on time. However, a student will have **ONE** day after return to class to submit the assignment. Assignments will not be accepted after this time. If a student is absent on the day an assignment is due, s/he is encouraged to send the assignment to class with a classmate or deliver it to the instructor's office. However, at the latest, s/he must submit the assignment upon return to class.

V. Grading Scale

Grading Scale: A=90-100%; B=80-89%; C=70-79%; D=60-69%; F=Below 60%

VI. Attendance Policy

Attendance is paramount to success in this course! Roll will be taken at the beginning of each class period. According to the University Undergraduate Course Attendance Policy (see Undergraduate Catalog), all students are expected to attend class. Therefore, students enrolled in SPAN 453 are permitted a maximum of **three (3) unexcused absences** during the semester.

Absences may be excused only for (1) extended illness, hospitalization or death in the immediate family--all with documentation [Note: In cases of illness, a letter from a physician is required on the day the student returns to class. The letter must state that the student was instructed by the physician to miss class. Receipts from the health center are not acceptable.], and (2) University-sponsored, educational activities [Note: Written verification of each activity is required prior to the class absence.] All excused absences must be documented. Documentation must be presented to the professor according to the timeline outlined above in order for the absence to be excused.

In the event that an emergency arises which calls you away from your regular school commitment, you should advise the instructor before you miss class.

Departmental Policy: for each unexcused absence after the third, 2% points will be subtracted from the final grade. A substantial number of unexcused absences will have a serious effect on your class participation grade and ultimately on your final grade in the course

VII. Required textbooks, supplemental books and readings

Required: Stokes, J. D. (2005). *¡Qué bien suena!* Boston, MA: Houghton Mifflin Co. (with CD).

Supplemental: Excellent phonetics website: <http://www.uiowa.edu/~acadtech/phonetics/#>

VIII. Special resource requirements

Optional audio cassette for recording the final project interview with native speaker. Recording may also be done by computer with an audio file being posted to the P drive.

IX. Bibliography

Collentine, J. (2005). (How) Can we teach foreign language pronunciation? On the effects of a Spanish phonetics course. *Hispania* 88(3), 557-567.

Dalbor, J. B. (1997). *Spanish pronunciation: Theory and practice*. 3rd. ed. New York: Holt, Rinehart and Winston.

Gil Fernández, J. (2000). *Panorama de la fonología española actual*. Madrid: Arco/Libros.

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 Foreign language learning in the 21st century*. Lawrence, KS: Allen Press.

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 n form in processing L2 Spanish words: Implications for Pronunciation instruction. *The Modern Language Journal* 90, 519-535.

Classic Works in Phonology:

Alarcos Llorach, E. (1976). *Fonología española*. Madrid: Editorial Gredos.

Alvar, M. (1962). *Dialectología española*. Madrid: Consejo Superior de Investigaciones Cientificas.

Bull, W. E. (1965). *Spanish for teachers: Applied linguistics*. New York: Ronald Press.

Harris, J. W. (1969). *Spanish phonology*. Cambridge, MA: M.I.T. Press.

Navarro Tomás, T. (1966). *Manual de entonación española*. Mexico: Coleccion Malaga.

Navarro Tomás, T. (1977). *Manual de pronunciación española*. Madrid: Raycar.

Zamora Vicente, A. (1974). *Dialectología española*. Madrid: Editorial Gredos.

Part III. Letters of Support or Acknowledgement

Outside of the Department of Spanish, there are no other affected or interested departments or programs.