



FACULTY-LED
STUDY ABROAD

KIIS Spain One Program, Summer 2021

SPAN 345 Topics: Spanish Pronunciation (3 hours)

Instructor: Dr. Nelson Lopez

Email: nlopez@bellarmine.edu

Instructor's office hours: on site and by appointment

Syllabus subject to change

1. Course Description: Students will explore the “inside story” on pronunciation by studying the basics of articulatory phonetics. Through various storytelling activities, we’ll practice the sound patterns of Spanish with these goals: improving students’ pronunciation through self-analysis; exploring the basics of articulatory phonetics; and learning about pronunciation differences in the Spanish-speaking world.

In general, this course offers the opportunity for students to learn and practice the correct pronunciation of Spanish with the aim of obtaining greater security and confidence while in interacting on a daily basis with Spanish-speakers in the community of Segovia through assigned tasks.

2. Overall KIIS Program Student Learning Outcomes:

KIIS Study Abroad Mission Statement:

KIIS provides high-quality education abroad programs for students from all diverse backgrounds that promote deep international learning, are integrated into the curriculum, and encourage critical and creative thinking. Our goal is to help students understand the wider world and develop personal and professional skills for lifelong enrichment. We strive to go beyond generalizations and cultural stereotypes to help foster a nuanced appreciation of the world in which we live.

Students participating on KIIS study abroad programs aim to:

- 1) Understand contemporary issues of their host country/countries (i.e. KIIS program location).
- 2) Develop skills to interact comfortably in a global setting.
- 3) Understand other cultures.

Prior to your KIIS study abroad program, and again at the conclusion of your program, KIIS will ask each student to a) answer a few multiple-choice questions, and b) write a short reflective essay (two paragraphs in length) related to the elements detailed above. There is no right or wrong answer, and your responses will not affect your grade in any way. The purpose of the exercise is to help KIIS measure the effectiveness of its study abroad programs.

3. Course Objectives and Specific Learning Outcomes:

After completing this course, students should be able to:

- Recognize differences between the sound systems of English and Spanish
- Identify dialectal differences in sound patterns of Spanish in Spain and the Americas
- Demonstrate articulatory differences between the consonants and vowels in Spanish
- Read and reproduce basic phonetic transcription
- Detect problematic areas of Spanish pronunciation (for one's own & others' speech)
- Identify concrete exercises to work to achieve more target-like pronunciation

4. Topics covered in the Course:

1. Brief history of the origins of Spanish. Spanish as a cultural language: latinisms, arabisms, Galicisms, etc.
2. The phonetic device. How sound is generated. The articulatory organs.
3. Introduction to phonetics and phonology of Spanish. The phonetic level of the tongue: What is the difference between a phoneme, a sound, and a letter?
4. The "*dialects*" of Spanish. Different traits.

We will explore the "inside story" on pronunciation by studying the basics of articulatory phonetics and, through storytelling activities, practicing the sound patterns of Spanish to

- Improve students' own pronunciation (by reading out loud)
- Explore the basics of articulatory phonetics
- Learn about pronunciation differences in the Spanish-speaking world

1) Improvement of students' pronunciation: This will be done via: (a) each student's self-analysis (throughout the term) of his/her Spanish pronunciation (b) working in pairs with classmates to practice pronunciation (c) recording audios of peers and host families (for tangible, meaningful data to analyze) (d) regular application tasks in class involving storytelling

2) Exploration of articulatory phonetics: We'll study articulatory description and facial diagram (where and how consonants and vowels are produced) along with basic transcription using the International Phonetic Alphabet. Attention will especially be given to production and perception skills for sounds that tend to be more challenging (e.g., eliminating schwa and aspiration of [ptk], diphthong clarity, linking over word boundaries, matters of voicing such as reduction of [z], distinction of sounds, and primary stress).

3) Learning about the Spanish-speaking world: We'll study differences/similarities in standard US English and Spanish as well as differences among the major varieties of Spanish in the Americas (e.g., Caribbean and Mexican Spanish) and the Peninsula (e.g., Galicia, Segovia, Andalucía) so that students can better recognize where native speakers come from and describe their pronunciation. Although we'll focus on improving students' speech (and comprehension of others' speech), our tasks also open doors to cultural topics

5. Methodology

The class is designed to help you get more out of your experience abroad, and students are strongly encouraged to take advantage of the many conversation opportunities. Those who make a sustained effort to use only Spanish outside class do well in class, without exception. Take the initiative to create social exchange, and reciprocate the hospitality extended to you by making the home stay experience pleasant and interesting for your host family. Make a pledge to speak only Spanish—a pact with yourself and your roommate. You are expected to work in Spanish collaboratively and independently to generate knowledge and hone your language skills, to prepare assignments requiring interaction with locals, to complete all work on time, and to participate fully, enthusiastically, and respectfully in class and on excursions (which count as class hours). All students are expected to use Spanish with host families, other locals, and KIIS students and faculty.

Each lesson will begin by learning the theory with thorough explanations accompanied by PowerPoint presentations, videos and auditions to demonstrate ability/skill. Afterwards, everything learned will be put into practice based on pronunciation exercises, association of sounds and graphics with the help of flash cards, tongue twisters to practice the learned sounds, dividing words into syllables, pronounce with proper intonation exclamatory sentences and questions, reciting poetry and karaoke songs, but always with a didactic purpose.

We will take advantage of all this new learning using a huge vocabulary of words, some already known by the student, and new ones that will be part of the course syllabus, and from which they will be evaluated.

Students will be paired into teams from the beginning of the course, and will always be the same throughout the summer. Every three (3) days each team must put into practice everything learned through short assessments, competing with the other team(s) [kahoot or quizziz] like a contest as a motivation for learning. **The weekly breakdown for readings and assignments distributed with photocopied packet.**

5. Required Readings and Materials: Students will be required to read approximately 10-15 pages per week as classroom material, plus any additional reading/viewing as assigned.

- A photocopy packet for you to purchase onsite. Each requires to purchase the packet, no sharing allowed.

Bibliography

- Gomez Sacristán, M^a Luisa. (2008) Ejercicios de pronunciación (nivel A2). Alcobendas (Madrid): SGEL.
- González Hermoso, Alfredo y Romero Dueñas, Carlos. (2005) Fonética, entonación y ortografía. Madrid: Edelsa
- IRIBARREN, Mary C. (2005) Fonética y fonología españolas. Letras universitarias. Madrid: Síntesis.
- Nuño Álvarez, Pilar Y Franco Rodríguez, José Ramón. (2002) Ejercicios de fonética (Nivel inicial, medio o avanzado). Madrid: Anaya.

- Morgan, Terrel A. *Sonidos en contexto. Una introducción a la fonética del español con especial referencia a la vida real.* New Haven: Yale University Press, 2010. ISBN. 978-0-300-21443-7**
- Morris, Richard E. *Pronunciación de la lengua española para anglohablantes.* Indianapolis: Hackett Publishing Company, Inc. 2010. ISBN 978-1585-103485*
- Quillis, Antonio. *Principios de fonología y fonética españolas. Cuadernos de Español.* Madrid. 2001. This can be found online, do not purchase (public domain).

* cheap and highly recommended as part of your language learning arsenal.

** A must for a language enthusiast (linguistics).

6. Graded Assignments: The final grade of each student will be the average obtained among the different grades obtained throughout the course:

- 50% - Two (2) practical, theoretical exams (mid-week and final)
- 10% - Controlled review of the lessons
- 20% - The timely completion of daily/weekly tasks
- 20% - Attendance, attention and participation in class

Spanish grammar is always evaluated in its oral and written form as part of the final grade. Language and content are part of the assessment.

More than three (3) unexcused tardies will reduce the final grade. Note KIIS/WKU does not award +/- grades, only full letter grades.

7. Attendance Policy:

KIIS program participants are expected to be punctual to and in attendance at all classes, presentations, meetings and required excursions, and to remain with the program for the full academic period. Unexcused absences from classes and/or mandatory meetings will result in a lowering of the student's final grade, as will excessive tardiness. Multiple unexcused absences could result in expulsion from the program. Any absence from an academic class session must be excused for medical reasons.

9. Disability Accommodation:

KIIS will make every reasonable effort to provide accommodations for program participants with special needs or disabilities, but we cannot guarantee that we will be able to do so. Be aware that many foreign countries do not have comprehensive legislation comparable to the Americans with Disabilities Act (ADA). As a result, businesses and other establishments operating in foreign countries may not be able to provide accommodations.

If you have a disability accommodation need, we recommend you contact your KIIS Campus Representative, <https://www.kiis.org/about-kiis/contact-us/campus-representatives/> early in your program selection process so that s/he has time to discuss any specific needs, including which KIIS programs may be best suited. You also are welcome to contact KIIS Assistant Director, Maria Canning, maria.canning@wku.edu, to discuss your disability accommodation needs (e.g. housing, transportation, excursions, class schedule, etc.).

Immediately after acceptance, notify KIIS Assistant Director, Maria Canning, or KIIS Admissions and Enrollment Specialist, Haley McTaggart, haley.mctaggart@wku.edu, if you have a special need or disability that might require any form of accommodation abroad. Failure to notify KIIS may prevent you from participating on your KIIS program.

If you require any accommodations abroad, you must provide KIIS Assistant Director, Maria Canning, or KIIS Admissions and Enrollment Specialist, Haley McTaggart, an accommodation letter from your home campus' disability accommodation office that lists the accommodations you are eligible to receive. Please do not request accommodations directly from your KIIS Program Director or other KIIS Faculty; the KIIS Office will notify your KIIS Program Director and/or Faculty after we have received your above accommodation letter.

In some cases, you may need to make arrangements for a caregiver to join you on your KIIS program, should your physician, campus disability accommodation office, or KIIS make such a recommendation or require it.

10. Title IX / Discrimination & Harassment:

Recent attention to gender discrimination and sexual harassment at colleges and universities reminds us of the importance of adhering to standards of ethical and professional behavior. KIIS Study Abroad is committed to supporting and encouraging safe and equitable educational environments for our students, faculty, and program directors. Students, faculty, and program directors are required to be civil and treat each other with dignity and respect. As such, harassment and/or discrimination of any kind will not be permitted or tolerated.

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of KIIS policies. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to a) KIIS Assistant Director Maria Canning (+1-859-200-1000) or KIIS Executive Director, John Dizgun (+1-270-227-2288), b) WKU's Title IX Coordinator, Andrea Anderson (270-745-5398 / andrea.anderson@wku.edu) or WKU's Title IX Investigators, Michael Crowe (270-745-5429 / michael.crowe@wku.edu) or Joshua Hayes (270-745-5121 / joshua.hayes@wku.edu). Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a KIIS program director and/or faculty member, KIIS program directors and faculty are considered "Responsible Employees" of Western Kentucky University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator.

If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center, <https://www.wku.edu/heretohelp/> at 270-745-3159.

For more information on KIIS Title IX, see <https://www.kiis.org/students/health-safety/title-ix-clery/>; additional Title IX resources can be found here <https://www.wku.edu/eoo/brochure2019update.pdf>.

Everyone should be able to participate on a KIIS program, attend a KIIS event, or work in a KIIS environment (e.g. KIIS office) without fear of sexual harassment or discrimination of any kind. Be respectful of each other.