SPN561- The Structure of Spanish I: Phonetics, Phonology, and Dialectology

Instructor: Daniel Olson
danielolson@purdue.edu

Office: SC178
Office Hours: MW9-10

Course Objectives:
(1) Provide an overview of Spanish phonetics
(2) Familiarize ourselves with seminal and current works in phonetics
(3) Gain hands-on experience using speech analysis tools

Course Materials:
Required Texts:
Electronic resources to be posted to Blackboard

Suggested Texts:

Grading and Assignments:
Grade Breakdown:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Critical Reviews</td>
<td>25 (10/15)</td>
</tr>
<tr>
<td>3 Abstract Submissions</td>
<td>35 (10/5/20)</td>
</tr>
<tr>
<td>1 Presentation (joint)</td>
<td>15</td>
</tr>
<tr>
<td>1 Exam</td>
<td>15</td>
</tr>
<tr>
<td>Daily Homework &amp; Participation</td>
<td>10</td>
</tr>
</tbody>
</table>

Final grades will be assigned on a +/- system:

- 93-100 A  73-76.9 C
- 90-92.9 A- 70-72.9 C-
- 87-89.9 B+ 67-69.9 D+
- 83-86.9 B  63-66.9 D
- 80-82.9 B- 60-62.9 D-
- 77-79.9 C+ 0-59.9 F

Assignment Details:
Critical Review: The critical evaluation of a research article should highlight points of strength and weakness, comparison/contrast with other related works, pose pertinent questions, and, where possible, offer novel insights on some aspect of the topic under study. A summary of the article will be insufficient and should be kept to a...
minimum. The assignment should not exceed three pages (single spaced, Times 11pt) in length.

Critical Review #1 will respond to an article included on the Further Reading list. Critical Review #2 will respond to an article directly related to the student’s individual project. Students are expected to turn in their critical review on the day of discussion of the readings for a given topic. Review #1 is to be handed in at the start of the class period dealing with that topic. Review #2 is to be handed in prior to November 27th.

Abstract: Each student will be required to present an abstract on an original research work related to any aspect of phonetics. Abstracts, in general, will be written in English, and will be a maximum of 1 page, with a second page reserved for examples, figures, and references. Each abstract must contain, at minimum, pilot data from 2 subjects. References must be formatted in APA format. There are three separate due dates for the abstract: (1) The first abstract will be assessed in class; students and instructor will provide feedback. (2) A 1 paragraph “data summary” is due to the instructor and brief feedback will be provided on substandard data. (3) The second, revised version of the abstract will be completed in lieu of a final exam.

Note: If a student wishes to prepare an abstract for a specific conference, thus impacting length, language, or other requirements, such changes can easily be accommodated (and are encouraged) in consultation with instructor. Students should include the call for papers with each submission.

Presentation: Students will present a research article from the Further Reading list or a related article selected in conjunction with the instructor. Presentations should be roughly 15-20 minutes in length (strict 20 minute maximum), and should be accompanied by a handout or visual aid. All presentations should include a series of discussion questions to be addressed after the presentation, outside the 20 minute time limit. Articles not on the Further Reading list, particularly those in line with a student’s interest, may be presented with prior approval (minimum 1 week) of the instructor.

Exam: Following the first 3 weeks of instruction, there will be an exam on the fundamentals of phonetics. Only material covered prior to the exam will be included. Format may include short answer and essay.

Daily Homework and Participation: Readings, discussion questions, and speech analysis assignments are considered part of the daily requirements of this course. Students who are unprepared to discuss readings, who do not bring written answers to all prior questions, or who fail to complete any aspect of an at-home assignment will subsequently receive a 0 for that day’s assignment. There will be no partial credit. Total weight of each assignment will be determined by the total number of assignments for the semester, with each day’s assignment constituting an equal portion of the Daily Homework and Participation grade. Students exhibiting substandard participation will receive notification via email. Subsequent substandard participation will result in loss of points.
**Class Attendance Policy:**
Attendance is expected at every class meeting.

Students that are expecting to miss class for University-sponsored events and religious observances are expected to communicate with the instructor, in writing, as far in advance as possible. Homework is to be turned in prior to the missed class. In-class work may be made up in conjunction with the instructor.

“It is recognized that occasionally it may be necessary for a student to be absent from a scheduled course activity for personal reasons beyond his/her control (e.g., illness, family emergency, bereavement, etc.). The University expects each student to be responsible for class-related work missed as a result of an unavoidable absence; this work may be made up at the discretion of the instructor.”

Official Absence Policy: [www.purdue.edu/univregs/academicprocedures/classes.html](http://www.purdue.edu/univregs/academicprocedures/classes.html)
Grief Absences: [http://www.purdue.edu/odos/services/griefabsencepolicyforstudents.php](http://www.purdue.edu/odos/services/griefabsencepolicyforstudents.php)

**Homework Procedure:**
Assigned readings must be completed, in detail, prior to the start of class.

Homework must be turned in/presented at the beginning of the class. Work will not be accepted after the beginning of class. Feel free to turn in work in advance. If you are going to be out from class, I will accept homework in advance or via email prior to the start of class. Tardy students will lose the opportunity to turn in homework. Online homework (including discussion boards) comes with a time and date stamp, and must be sent before the specified time.

**Cell Phones and Laptops:**
PLEASE NOTE that this is my pet peeve. Cell phone interruptions are distracting and disrespectful to everyone in the class. Please do NOT put cell phones on vibrate. Silence them completely, or turn them off.

Laptops, smart phones, etc. can, at times, be exceedingly useful tools, however they do not form part of our day-to-day class use. I will let you know when you may use them. Feel free to ask me if you think this sort of technology is appropriate at a given time (i.e. instead of a dictionary, to settle a debate we are having in class, to provide a citation to a classmate/instructor, etc.). *Please do not view content that is not related to this specific course/topic.*

**Academic Dishonesty:**
Academic dishonesty in this course will not be tolerated. In cases of academic dishonesty, the strictest consequences allowed by university regulations will be pursued.

“Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, University Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking
examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]

“If the instructor concludes that the student is guilty, the matter may be resolved with the student through punitive grading. Examples of punitive grading are giving a lower or failing grade on the assignment... failing grade for the course.” (http://www.purdue.edu/odos/osrr/academicintegritybrochure.php)

Note: Honesty in the scientific community includes: intellectual honesty in proposing, performing, and reporting research; accuracy in representing (i.e. citing) contributions to research proposals and reports; protection of human subjects in the conduct of research; among other responsibilities (National Research Council, 2002). It is expected that these norms will be followed both in and out of this course.

Students with disabilities:
Students who have been certified by the Office of the Dean of Students-Disability Resource Center as eligible for academic adjustments should provide (or have provided by the DRC) a copy of their certification letter. Certification letters should be filed during the first week of classes or as soon as students receive their letters. Only students who have been certified by the ODOS-Disability Resource Center and who have requested the DRC to send their certification letters to their instructors are eligible for academic adjustments. For more information see: http://www.purdue.edu/odos/drc/welcome.php

Student Conduct:
Students are expected and required to abide by the laws of the state of Indiana and of the United States and the rules and regulations of Purdue University, to conduct themselves in accordance with accepted standards of social behavior, to respect the rights of others, and to refrain from any conduct that tends to obstruct the work of the University or to be injurious to the welfare of the University. A student who violates these general standards of conduct may be subject to informal actions (as defined in Section III-A-5). If the violation falls within one of the categories of conduct listed in Section III-B-2, the student may also be subject to disciplinary sanctions. No disciplinary sanction/decision may be imposed except for conduct covered by one of the categories listed in Section III-B-2.

For more information see the following policies:
Student Conduct: http://www.purdue.edu/univregs/studentconduct/regulations.html
Non-discrimination: http://www.purdue.edu/purdue/ea_eou_statement.html

Emergency Disclaimer:
In the event of a major campus emergency, the above requirements, deadlines, and grading policies are subject to changes that may be required by a revised semester calendar. Any such changes in this course will be posted, once the course resumes, on Blackboard or can be obtained by contacting the professor via email or phone. Contact information is listed above.
**Changes to Calendar:**
The published calendar and syllabus are as accurate as possible, but instructor reserves the right to modify them throughout the course. Changes will be communicated, in writing via email, as soon as possible to students.

**Instructor Responsibilities:**
- Instructor will be on time and prepared to teach each class.
- Instructor will be available outside of class in office hours, by email (at least daily), and by appointment.
- Expectations and instructions for class participation/assignments will be communicated as effectively and clearly as possible. Students should feel free to ask any clarification questions on instructions.
- Assignments will be graded and returned within a maximum 1 week of due date. Any deviations from this policy will be communicated prior to the assignment due date.
<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Topic</th>
<th>Homework Due</th>
<th>Presenter</th>
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<tr>
<td>1</td>
<td>26-Aug</td>
<td>Syllabus</td>
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<td>2</td>
<td>28-Aug</td>
<td>Intro to Phonetics</td>
<td>Hualde Chapter 1, Ladefoged reading</td>
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<td>2</td>
<td>2-Sep</td>
<td>Basic Acoustics</td>
<td></td>
<td>Johnson Chapter 1</td>
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<tr>
<td>3</td>
<td>4-Sep</td>
<td>OLSON AT CONFERENCE, NO CLASS</td>
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<td>3</td>
<td>9-Sep</td>
<td>Basic Articulation</td>
<td>Hualde Chapter 3 &amp; 4</td>
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<td>3</td>
<td>11-Sep</td>
<td>Basic Audition</td>
<td></td>
<td>Johnson Chapter 3</td>
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<tr>
<td>4</td>
<td>16-Sep</td>
<td>The Syllable and Main Phonological Processes</td>
<td>Hualde Chapter 5 &amp; 6</td>
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<td>4</td>
<td>18-Sep</td>
<td>Exam- Basic Sound Properties, IPA</td>
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<td>5</td>
<td>23-Sep</td>
<td>Vowels- Introduction</td>
<td>Hammond Chapter 8</td>
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<td>5</td>
<td>25-Sep</td>
<td>Vowels- Analyzing Vowels</td>
<td>Hualde Chapter 4/ Johnson Chapter 2</td>
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<td>6</td>
<td>30-Sep</td>
<td>Vowels- Analyzing Vowels</td>
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<td>Praat Analysis #1</td>
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<td>6</td>
<td>2-Oct</td>
<td>Vowels- Sample Studies</td>
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<td>Readings due &amp; Presentation</td>
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<td>7</td>
<td>7-Oct</td>
<td>Vowels- Glides</td>
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<td>Hammond Chapter 9</td>
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<td>8</td>
<td>9-Oct</td>
<td>Consonants- Voiceless stops</td>
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<td>Hammond 11</td>
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<td>8</td>
<td>14-Oct</td>
<td>FALL BREAK, NO CLASS</td>
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<td>9</td>
<td>16-Oct</td>
<td>Consonants- Voiceless stops</td>
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<td>Praat Analysis #2</td>
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<td>9</td>
<td>21-Oct</td>
<td>Consonants- Voiceless stops-Sample Readings</td>
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<td>Readings due &amp; Presentation</td>
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<td>23-Oct</td>
<td>TEACHERLESS CLASS (OLSON GONE) Consonants- Voiced Stops</td>
<td>Hammond 12</td>
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<td>28-Oct</td>
<td>Consonants- Voiced Stops-Sample readings</td>
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<td>Readings due &amp; Presentation</td>
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<td>10</td>
<td>30-Oct</td>
<td>Consonants- Fricatives</td>
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<td>Hammond 14-16</td>
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<td>11</td>
<td>4-Nov</td>
<td>Consonants- Fricatives</td>
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<td>Praat Analysis #3</td>
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<tr>
<td>11</td>
<td>6-Nov</td>
<td>Consonants- Fricatives-Sample Readings</td>
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<td>Readings due &amp; Presentation</td>
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<td>12</td>
<td>11-Nov</td>
<td>What is an abstract?</td>
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<td>13</td>
<td>13-Nov</td>
<td>Consonants- Nasals</td>
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<td>Hammond 17 &amp; Project Idea Due</td>
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<td>13</td>
<td>18-Nov</td>
<td>Consonants- Nasals-Sample Readings</td>
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<td>Readings due &amp; Presentation</td>
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<tr>
<td>14</td>
<td>20-Nov</td>
<td>Suprasegmentals</td>
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<td>Hammond Chapter 20 &amp; Hualde Ch. 14</td>
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<td>14</td>
<td>25-Nov</td>
<td>Abstract Peer Review</td>
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<td>Abstract Version 1</td>
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<td>14</td>
<td>27-Nov</td>
<td>NO CLASS- THANKSGIVING HOLIDAY</td>
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<td>Critical Review #2 due (Date TBD)</td>
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<td>15</td>
<td>2-Dec</td>
<td>Suprasegmentals- Praat Project</td>
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<td>Praat Analysis #4</td>
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<tr>
<td>15</td>
<td>4-Dec</td>
<td>Suprasegmentals-Sample Readings</td>
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<td>(1) Readings Due &amp; Presentation</td>
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<td>(2) Abstract DATA summary due</td>
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Reading List

IPA:

**Vowels:**

Further Readings:
Munson & Soloman (2004)- The effect of phonological neighborhood density on vowel articulation
O’Rourke (2010)- Dialect differences and the bilingual vowel space in Peruvian Spanish

**Voiceless Stops:**
**Required.** Lisker & Abramson (1964)- A cross language investigation of voicing in initial stops: Acoustic Measurements.

Further Readings:
Kehoe, Lleó, & Rakow. Voice onset time in bilingual German-Spanish bilingual children.
Khattab, G. (2000)- VOT production in English and Arabic bilingual and monolingual children
Rosner et al (2000)- Voice-onset times for Castilian Spanish initial stops

**Voiced Stops:**

Further Readings:
Colantoni and Marinescu (2010) The scope of stop weakening in Argentine Spanish
Flege & Eefting (1987)- Production and perception of English stops by native Spanish speakers

**Fricatives**

Further Readings:
Chang (2008)- Variation in palatal production in Buenos Aires Spanish.

**Nasals:**
**Required.** Narayan, Werker, and Beddor (2010)- The interaction between acoustic salience and language experience in developmental speech perception- evidence from nasal place discrimination.


**Suprasegmentals**
**Required.** Face (2001)- Focus and early peak alignment in Spanish intonation.

Further Readings:
Altenberg, Ferrand (2005)- Fundamental frequency in monolingual English, bilingual English/Russian, and bilingual English/Cantonese young adult women
Tromfimovich and Baker- Effect of L2 experience on Prosody and Fluency characteristics of l2 speech
Henriksen, Nicholas C. (2012). The intonation and signaling of declarative questions in Manchego Peninsular Spanish.

**Dialectal Variation**
**Required.** Michnowicz (2012)- The Standardization of Yucatan Spanish- Family case studies in Izamal and Merida

Mack (2010)- A sociophonetic analysis of perception of sexual orientation in Puerto Rican Spanish.pdf
Sayahi (2005)- Final s retention and deletion in Spanish- The role of the speakers type of competence.pdf
Diaz-Campos (2005)- The Emergence of Adult-like Command of Sociolinguistic Variable- A study of consonant weakening in Spanish-speaking children