

**UNIVERSITY OF NEVADA LAS VEGAS  
DEPARTMENT OF WORLD LANGUAGES AND CULTURES**

**SPANISH PHONETICS AND PHONOLOGY**

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Course Number: SPAN 312/LAS 312

Section:

Prerequisites: Class unavailable to students who have not submitted immunization records or to students who have accepted online-only agreements.  
SPAN 214 or SPAN 227

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**WELCOME!**

Dear student,

Thank you for registering for my class!

I am excited to work with you and lead the classroom sessions this semester. We will have many opportunities for collaboration and reflection. I hope you enjoy the learning experience!

**COURSE DESCRIPTION**

The course studies the sound system of Spanish, especially in contrast to English. It is designed for students to practice the pronunciation of Spanish sounds to obtain greater authenticity in their pronunciation and teach others an accent like that of native speakers. This course is taught in Spanish.

**LEARNING OUTCOMES**

Students will be able to:

- identify the phonemes of Spanish: point and manner of articulation, voiced and voiceless opposition
- identify the criteria for Spanish vowels classification
- learn the ways and points of articulation of the sounds of Spanish to apply them in improving their pronunciation
- describe problems related spelling of some phonemes
- recognize accentuation patterns in Spanish
- explain the phonetic processes that occur in everyday conversational Spanish.
- define and discuss basic key phonetic and phonological terms and concepts
- demonstrate understanding of the Spanish sound system through comparisons and connections with the English sound system.

**UNIVERSITY LEARNING OUTCOMES**

The course learning outcomes adjust to the **University Undergraduate Learning Outcomes:**

**Intellectual Breadth and Lifelong Learning-** Graduates are able to understand and integrate basic principles of the natural sciences, social sciences, humanities, fine arts, and health sciences, and develop skills and a desire for lifelong learning.

**Inquiry and Critical Thinking**-Graduates are able to identify problems, articulate questions, and use various forms of research and reasoning to guide the collection, analysis, and use of information related to those problems.

**Communication**-Graduates are able to write and speak effectively to both general and specialized audiences, create effective visuals that support written or spoken communication, and use electronic media common to one's field or profession.

**Global/Multicultural Knowledge and Awareness**-Graduates will have developed knowledge of global and multicultural societies, and an awareness of their place in and effect on them.

**Citizenship and Ethics**-Graduates are able to participate knowledgeably and actively in the public life of our communities and make informed, responsible, and ethical decisions in their personal and professional lives.

#### **REQUIRED TEXTBOOK AND WEBSITE**

- Clegg, J., H. and Willis C. Fails. *Manual de fonética y fonología españolas*. Available from: VitalSource Bookshelf, Taylor & Francis, 2017.

#### **WEBCAMPUS RESOURCES**

Handouts, PPT presentations, web links, etc. Print a copy of the syllabus. Print your handouts and have them ready for our online class.

#### **RECOMMENDED MATERIALS**

- Azevedo, Milton M. 1992. *Introducción a la lingüística española*. Englewood Cliffs, NJ: Prentice Hall.
- Bowen, J. Donald, and Robert P. Stockwell. 1960. *Patterns of Spanish pronunciation: A drillbook*. Chicago and London: University of Chicago.
- Martínez, Eugenio and Fernández, Ana. 2010. *Manual de fonética española: articulaciones y sonidos del español*. Madrid: Ariel
- Davenport, Mike, and S. J. Hannahs. 2010. *Introducing Phonetics & Phonology*, 3<sup>rd</sup> edition. Hodder Education
- Guitart, J., 2004. *Sonido y sentido. Teoría y práctica de la pronunciación del español con audio CD*. Georgetown: Georgetown University Press (Georgetown Studies in Spanish Linguistics Series).
- Navarro Tomás, Tomás. 1972. *Manual de pronunciación española*. Madrid: Consejo Superior de Investigaciones Científicas.
- Quilis, Antonio. 1975. *Curso de fonética y fonología españolas para estudiantes angloamericanos*. Madrid: Consejo Superior de Investigaciones Científicas

#### **GRADING**

Attendance, Class Participation	10%
Online activities	10%
Recordings	20%
Project	40%
Quizzes	20%

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#### **ATTENDANCE AND PARTICIPATION (10%)**

Attendance is mandatory. Only three undocumented absences will be allowed. After the third absence, your grade will be affected. The instructor will assign 10 points for attendance and class participation in each class. Late arrivals will affect this grade. If you log in late into class (7 minutes maximum), you will still be counted as present. However, a tardy will be marked next to your name. After three (3) tardies, an

unexcused absence will be counted against you. Absences related to religious holidays or representing UNLV are exempted.

The student is responsible for attending the virtual class with exercises and prepared readings and participating actively in class discussions. This component takes into account various aspects: 1) its consistent use of Spanish in class, 2) attendance and punctuality, 3) preparation of the assigned previous class, 4) your desire to participate in class, and 5) class and respect for their peers.

In each class, the teacher will assign exercises for the next class. She will assess the readiness for the activities in class.

The student must give their instructor verifiable documentation on official letterhead (with missed days & excuses for the missed days) clearly outlined one (1) class meeting after returning. If no acceptable documentation is provided, it will be an unexcused absence. Informing your instructor of an absence without proper documentation is a courtesy, not an excused absence.

There are no makeups for exams unless you demonstrate in advance that a significant life event prevents you from attending class or if you have a documented emergency.

**Please, check the deadline carefully. Any assignment submitted after the deadline will receive a deduction of 3% per day.** Late assignments due to extraordinary circumstances will be evaluated on a "case by case" basis and accepted at the instructor's discretion.

#### **GRADING SCALE:**

A	93-100
A-	90-92
B+	88-89
B	84-87
B-	80-83
C+	78-79
C	74-77
C-	70-73
D+	68-69
D	64-67
D-	60-63
F	59 & Below

#### **Extra credit policy -**

There will be no extra credit in the class.

#### **Exercises**

The instructor will assign textbook exercises (cf. calendar below). Each exercise will be completed and corrected by the student using an answer key provided by the instructor. Some of the activities will be discussed in class.

#### **ONLINE ACTIVITIES (10%)**

The instructor has assigned a series of online activities that the student must complete at home. Review your class notes before doing the exercises. Read the instructions carefully and remember that there is a time limit for each activity and a deadline.

#### **RECORDINGS (20%)**

The instructor has selected some exercises that you will have to do individually. Record your answer for each activity and upload it to WebCampus Assignments on the indicated day. You will find the instructions in WebCampus Assignments.

#### **PROJECT (40%)**

Part 1: The first part of the project consists of two phonetic transcriptions of approximately two-minute recording each. Listen to the following interviews with Dr. Lola Pons and Mr. Horacio and transcribe the sections indicated in red phonetically.

1. [Entrevista a Lola Pons \(0:19 - 1:12\)](https://www.youtube.com/watch?v=P5ozzU7V8-s)  
<https://www.youtube.com/watch?v=P5ozzU7V8-s>
2. [Entrevista a Horacio - Historiador \(0:00- 2:00\)](https://cvc.cervantes.es/lengua/voces_hispanicas/peru/cuzco.htm)  
[https://cvc.cervantes.es/lengua/voces\\_hispanicas/peru/cuzco.htm](https://cvc.cervantes.es/lengua/voces_hispanicas/peru/cuzco.htm)

**Part 2:** The second part of the project includes writing a report. It will consist of a commented comparison between the two speakers' phonetic features, including those that indicate that person's origin and Spanish variety.

Instructions and rubrics will be published under assignments.

### **QUIZZES (20%)**

There will be four quizzes. The quizzes will assess the following chapters:

- Quiz 1: Chapters 3, 4
- Quiz 2: Chapters 5, 6, 8
- Quiz 3: Chapters 11, 12, 13, 14, 15
- Quiz 4: Chapters 16, 17, 18

The test questions include multiple choice, fill-in-the-blanks, and phonetic transcription.

How to Succeed in SPAN 312:

Everyone can succeed in SPAN 312 if you do the following:

- Recognize that this course will take a significant amount of time. You will need to do readings, assignments, online activities, attend class, tests, and projects. You are expected to spend 2-3 hours outside of class for every hour (or credit/unit) in the course. This class is three credits, so you should expect to spend a minimum of 6 hours per week on class work. College truly is a full-time job.
- Come to class on time, every time. If you miss a class or get sick, please talk to me as soon as possible so that we can make a plan to help you catch up. It is easy to fall behind, so get into the habit of reading the assigned reading before class so that you are prepared to participate in each class session.
- Listen, take notes, and participate in class to incorporate the course material into your essays.
- This is a reading, writing, speaking, and listening intensive course. The more you read and practice these skills, the better writer you will become. Therefore, completing your work at least 12 hours before it is due is recommended to give you time to think, process what you have done, and reflect on what you have learned.
- Please turn in your work and turn it in on time.
- Do not use your phone/tablet/laptop in class unless the instructor requests to consult your ebook for a specific activity
- Do not study for another class during SPAN 312.
- Read my comments and edits on your assignments.
- Ask questions if you do not understand something or if you need clarification.
- Check your RebelMail/WebCampus at least once per day.
- Be open to exploring language sounds from a linguistic perspective.
- The Language Resource Center is located at FDH 240

### **CALENDAR**

The teacher may alter the following class schedule depending on the class's needs.

#### **Week 1**

August 29

- Introduction
- Syllabus Quiz
- Setting goals

August 31

- Capítulo 3: La fonética y la fonología. pp. 29-36

**Week 2**

September 5

- **Labor Day Recess**

September 7

- Capítulo 4: El alfabeto fonético p 50-51
- Online Activity 1

**Week 3**

September 12

- Capítulo 5: La fonética articulatoria pp 59-68
- Recording 1 due

September 14

- Capítulo 5: La fonética articulatoria pp 68-83
- Online Activity 2

**Week 4**

September 19

- Capítulo 5: La fonética articulatoria pp 68-83

September 21

- Prueba 1

**Week 5**

September 26

- Capítulo 5: Los procesos fonéticos
- Recording 2 due

September 28

- Capítulo 8: La relación entre fonemas: la oposición y la neutralización pp 125-136
- Online Activity 3

**Week 6**

October 3

- Capítulo 8: La relación entre fonemas: la oposición y la neutralización pp 136-144

October 5

- Capítulo 10: El posicionamiento y la secuencia de fonemas: La fonotáctica pp 159-170
- La sílaba
- Secuencias de fonemas
- Recording 3 due

**Week 7**

October 10

- Prueba 2

October 12

- Capítulo 11: Los fonemas vocálicos y sus sonidos pp 173- 192
- Online Activity 3

**Week 8**

October 17

- Capítulo 11: Los fonemas vocálicos pp. 193-218

- Recording 4 due.

October 19

- Capítulo 12: Secuencias vocálicas pp 219-232

### **Week 9**

October 24

- Capítulo 12: Secuencias vocálicas pp 232-243
- Project: Part 1 due

October 26

- Capítulo 13: Los fonemas oclusivos pp. 247-284

### **Week 10**

October 31

- Capítulo 14: Los fonemas fricativos pp 285-319
- Recording 5 due

November 2

- Capítulo 15: Los fonemas nasales pp. 321-339

### **Week 11**

November 7

- Prueba 3

November 9

- Capítulo 16: Los fonemas laterales y vibrantes pp. 341-369

### **Week 12**

November 14

- Capítulo 17: Secuencias consonánticas pp. 371-393
- Online Activity 5

November 16

- Capítulo 18: La sílaba y el silabeo pp. 395-415

### **Week 13**

November 21

- Capítulo 19 El acento pp. 417-446

November 23

- Online Activity 6

### **Week 14**

November 28

- Capítulo 20: La duración, el ritmo y el énfasis pp.447-461
- Online Activity 6

November 30

- Capítulo 20: La entonación pp. 464-491

### **Week 15**

December 5

- Repaso
- Project: Part II due

December 7

- Repaso

## **Week 16**

December 12

- Prueba 4

### **UNIVERSITY POLICIES**

All instructors are required to include the academic policies listed below in the syllabi for their courses, perhaps under a section entitled University Policies. This document is posted on the University Policies webpage, <https://www.unlv.edu/policies/additional>, in the Executive Vice President and Provost section, under Academic Semester Memos.

Please address questions to Kate Korgan, Senior Vice Provost for Academic Affairs, via email at [SVPA@unlv.edu](mailto:SVPA@unlv.edu) or (702) 895-5950.

#### **●Public Health Directives**

Face coverings are currently optional for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at Health Requirements for Returning to Campus, <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the UNLV Student Conduct Code, [https://www.unlv.edu/sites/default/files/page\\_files/27/StudentConduct-Code.pdf](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), including being administratively withdrawn from the course.

#### **●Academic Misconduct**

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the Student Conduct Code, <https://www.unlv.edu/studentconduct/student-conduct>.

#### **●Auditing a Course**

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

#### **●Classroom Conduct**

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor.

Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention

Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

#### ●**Copyright**

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for student or employee violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at <https://www.unlv.edu/provost/copyright>.

#### ●**Disability Resource Center (DRC)**

The UNLV Disability Resource Center (Student Services Complex, SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

#### ●**Final Examinations**

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, <https://www.unlv.edu/registrar/calendars>.

#### ●**Identity Verification and Online Course Requirements**

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas. UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that "acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment" is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy. UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization. To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

#### ●**Incomplete Grades**

The grade of "I" (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student's control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of "F" will be recorded, and the student's GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the "I" grade.



### ●Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the

Libraries' Research Consultation website, <https://guides.library.unlv.edu/appointments/librarian>. You can also ask the library staff questions via chat and text message at <https://ask.library.unlv.edu/>.

### ●Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The makeup opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the Academic Policies webpage, <https://catalog.unlv.edu/content.php?catoid=39&navoid=10666>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a "Drop one" option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate's policy, and an infringement on the student's right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

### ●Rebelmail

Rebelmail is UNLV's official email system for students and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

### ●Title IX

UNLV is committed to providing an environment free of all forms of unlawful discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you, or someone you know, has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available. To learn more or to report an incident, please visit the Office of Equal Employment and Title IX website at <https://www.unlv.edu/compliance>. Please be aware that as an instructor, I am not a confidential resource, and I will need to report incidents of sexual misconduct to UNLV's Title IX Coordinator.

You can also report concerns directly using the online reporting form, at [https://cm.maxient.com/reportingform.php?UnivofNevadaLasVegas&layout\\_id=18](https://cm.maxient.com/reportingform.php?UnivofNevadaLasVegas&layout_id=18), or via email at [titleixcoordinator@unlv.edu](mailto:titleixcoordinator@unlv.edu) or 702-895-4055. For confidential support in matters of sexual violence, relationship/family violence, or stalking, contact the Care Center at <https://www.unlv.edu/carecenter> or 702-895-0602.

● **Tutoring and Coaching**

The Academic Success Center (ASC), at the Claude I. Howard Building, provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the ASC website, <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

● **UNLV Writing Center**

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

● **988 FREE 24/7 SUICIDE & CRISIS LIFELINE**

In addition to campus resources such as the Counseling and Psychological Services (CAPS) website at <https://www.unlv.edu/caps>, visiting the YOU@UNLV website at <https://you.unlv.edu/>, and Early Alert (for graduate students, at <https://www.unlv.edu/graduatecollege/academy/early-alert>), you may now call or text 988 or chat at [988lifeline.org](https://988lifeline.org) if you or someone you know is in crisis and in need of support.

● **STATEMENTS FOR INCLUSION:**

**Diversity Statement**

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see University Statements and Compliance, <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

**UNLV Land Acknowledgement**

UNLV is situated on the traditional homelands of Indigenous groups, including the Nuwu or Nuwuvi, Southern Paiute People, descendants of the Tudu, or Desert People. We honor and offer gratitude for those who have stewarded the land; for the land itself; and for the opportunity to cultivate a thriving, diverse, inclusive, and just scholarly community here today that works for a better tomorrow for all.