

Spanish, Portuguese, and Latin American & Iberian Studies
Languages & Literatures of Europe & the Americas
University of Hawai'i at Mānoa



SPAN 330 — Spanish Phonetics and Pronunciation

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Despacho: TDB

Mensajes:

Spring, 2025

MW 11:00-13:00 TBD?

Office hours: TBD
and by appt.

Staying registered in this class indicates my acceptance of the syllabus and policies.

Spanish 330 (O). Analysis of Spanish phonological system, in contrast with English. Practice in pronunciation. Spanish Phonetics and Pronunciation is a required course for Spanish teacher education majors and an elective course for students in the Spanish/Latin American BA Track, as well as for the Spanish Minor. In this course you will learn about the pronunciation of Spanish, including key differences across varieties (dialects). We will discuss topics from the text, practice specific sounds, and learn and practice syllabification, accentuation and basic phonetic transcription. The components of the course are described below. As an Oral Communication course, students will make oral presentations and recordings during the semester.

NOTE: This class counts toward the UHM LLEA BA in Spanish/Latin American Studies Track and also the UHM Spanish Minor.

The **prerequisite** for this course is SPAN 301 Language and Writing, or the equivalent, or instructor consent. Students who have successfully completed the fourth semester of Spanish (SPAN 202 at UH) would usually be given consent, since this is an introductory course with no prior linguistic knowledge expected.

Student learning outcomes. Upon successful completion of this course students will be able to:

- define key concepts and terms.
- compare features of Spanish and English pronunciation.
- describe major features that differentiate Spanish dialects (*cono sur*, *caribeño*, *región andina*, etc.).
- transcribe Spanish using the International Phonetic Alphabet.

- analyze speech samples for pronunciation tendencies.
- and non-native speakers will pronounce more accurately when speaking Spanish.
- native/heritage speakers will understand the pronunciation of other Spanish dialects.

Institutional Learning Objectives.

1b. Specialized study in the major; 2a. Applying questioning and reasoning; 2b. Research language varieties; 2c. Oral communication; 3a. Self-assess, reflect on habits of scholarly inquiry; 3b. Respect differences in culture and identity.

Program learning outcomes

- Analyze, evaluate, critique, describe, and develop intercultural competence in the language and literatures of Spain and Latin America within their socio-historical context.
- Conduct research, write research papers, and report orally in Spanish using appropriate professional registers on issues related to Hispanic culture, literature, and linguistics.
- Develop cultural awareness, international engagement, language and cultural immersion, and respect for cultural differences and social justice related to Hispanic cultures.

SAC Course Student Learning Objectives:

Upon completion of a course students will achieve at least one of the following objectives and be able to:

- Demonstrate awareness of own cultural values and biases and how these impact their ability to work with others.
- Demonstrate knowledge of diversity with a focus on the population or topic of interest in the specific Study Abroad program.
- Communicate appropriately and effectively with diverse individuals and groups.
- Demonstrate an increased capacity to analyze issues with appreciation for disparate viewpoints.

Textbook:

¡Qué bien suena! Mastering Spanish Phonetics and Phonology, 1st Edition by Jeffery D. Stokes

Examencitos/Tareas

We will have (almost) daily quizzes or homework due(10 points each). Keep up with daily work to do well on the quizzes. Practice is important to learn material, improve pronunciation (for non-natives), to distinguish differences between Spanish and English, and to learn phonetic symbols. Your lowest quiz will be dropped; no make-ups without official documentation of the emergency (e.g., doctor's note).

Comunicación oral (2). (Sign-up lists will be provided.)

Generally I provide a model of the activities and recordings. A sample rubric is also shared. Prepare and practice with a timer to improve your performance.

1. Cultura. Each student will research and report on a style of dance/music (250-300 palabras) You can share 2-3 images Time limit: 3-4 minutes.

2. Iconos/Lugares fenomenales. Each student will research and report on a famous person or place from a Spanish-speaking country as assigned (250-300 palabras). You can include 2-3 images. Time limit: 3-4 minutes.

Grabaciones/Recordings (4). You will make short recordings outside of class using *Extempore*. Pay special attention to the sounds we have been practicing for each project.

1. Diagnóstico. You will receive a script to record as a diagnostic of your current abilities. You earn an “A” for completion or a “0” if you do not complete the task. The main purpose is for everyone to learn how to record and submit their recorded work electronically.

2. Anuncio comercial. You will create and record a **60 second** radio commercial for a product or service that you want people to purchase or use. Provide basic information to promote your product.

3. PSA o Comentario editorial. You will script and record a Public Service Announcement on an issue that concerns you OR an editorial on a sociopolitical issue (i.e., current event) that concerns you. **120 segundos – 2 minutos.**

4. Final oral. A text with specific instructions will be provided.

Sample Rubric

- 25% Timing: rehearse your presentation to be about 60 seconds (55-65 seconds for an A)
- 25% Careful organization and logical connection of ideas and supporting details
- 25% Clear voice, good volume, careful pronunciation of what we have been practicing
- 25% Visual support guides the audience (e.g., PowerPoint, Google slides)

Honesty Pledge

To take this class, you must agree to the following stipulations: My work is a reflection of my own abilities and will neither be copied nor translated from the Internet, and I will not accept help from others. (Classmates can help with group work.) I will maintain professional, academic behavior throughout the semester.

Grading

		A+	485-500
	Points	A	465-484
Examencitos/Tareas (drop lowest)	= 100	A-	450-464
Examen final	= 50	B+	435-499
Grabación 1	= 50	B	415-434
Presentaciones 2 x 25	= 50	B-	400-414
Grabaciones 2 x 50	= 100	C+	385-399
Participation/Attendance	= 100	C	365-384
Grabación final	= 50	C-	350-364
Total possible points	= 500	D+	335-349
		D	315-334
		D-	300-314
		F	0-299

DRAFT / Tentative Calendar – SPAN 330

Topics will be adjusted and streamlined to manage holidays.

NOTE: Unannounced quizzes will be in class Monday or Wednesday, and sometimes both days.

Fechas	Monday 11:00 a.m.-1:00 p.m.	Wednesday 11:00 a.m.-1:00 p.m.
Feb 3 & Feb 5	Introducción + Week 1. The syllable / La sílaba.	Ch 1. The consonantes. Intro: The vowels
Feb 10 & Feb. 12	Ch 2. Las vocales y combinaciones. Asignar diagnóstico: Grabación 1	Ch 2. Los diptongos y los triptongos.

Feb 17 & Feb 19	Ch 3. El acento ortográfico en la silabificación. Diagnóstico due. Ch 4. Introducción al enlace.	Ch 5. Más enlace.
Feb. 24 & Feb 26	Ch 6. La acentuación y el acento ortográfico.	Ch 6/7. Spelling issues/Ortografía: bvksjgxyll
Mar. 3 – no class Mar. 5	No hay clase.	Ch 7. Problemas ortográficos.
Mar. 10 & Mar. 12	Ch 8. Intro. a la transcripción. Algunos símbolos comunes. Ch 9. Las vocales	Ch.9. Las vocales del inglés. Asignar grabación 2
Mar 17 & Mar 19	Ch 10. Las vocales tónicas y átonas Trae tu guion a clase.	Ch 13. Las consonantes y lugares de articulation . Grabación 2 due
March 24 – 31 Easter/Semana Santa/ No class	No hay clases esta semana	No hay clases esta semana.
Mar.31 & Apr. 2	Ch.14. Los modos de articulación. La sonoridad.	Ch. 15. El fonema y los alófonos Assign Grabación 3.
Apr. 7 & Apr. 9	Ch 16 & 17. /p t k / Las oclusivas sordas y sonoras & / b d g /	Ch 18. /f s x / Las fricativas sordas Grabación 3 due.
La Feria de Sevilla/No class	No hay clases esta semana	No hay clases esta semana.
Apr 21 & Apr 23	Ch.19. / y ll ñ / Las palatales y alveopalatales. Asignar guion 4.	Ch. 20. / m n ñ / Las nasales Asignar grabación final (4)
Apr 28 & Apr 30	Ch. 21. Las laterales. Ch. 22. Las vibrantes	Ch. 23. España
May 5 & May 7	Ch. 24. Latinoamericano.	Examen final

Final exam will be May 7. Time/Room TBD.

Sample

RESENTACIÓN 1 – Danza/música. Informe oral sobre un estilo de danza/música. Cuidado con la pronunciación.

1. Investiga un tipo de música/baile.
2. Prepara aproximadamente 150-250 **palabras ~ 3 minutos.**
3. Puedes usar una tarjeta, pero **no debes leer** toda la presentación—debes usar una lista de ideas/palabras.
4. Puedes mencionar, por ejemplo: sus orígenes, influencias, cantantes, expertos, compositores importantes, lugares dónde es/era popular, canciones famosas.
5. Después de la presentación en clase, grabe la presentación en *Extempore* para el profesor.

OJO: No hay tiempo para escuchar ejemplos. / No time to share audioclips of music.

<i>Estilos de danza / música</i>	<i>de Latinoamérica y España</i>
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<ol style="list-style-type: none"> 1. Bachata (D. Rep) 2. Tango (Arg) 3. Mambo (Cuba) 4. Cha Cha Cha (Cuba) 5. Flamenco (Esp.) 6. Vallenato (Col.) 7. Samba (Brasil) 8. Son (Cuba) 9. Salsa (Cuba) 10. Cumbia (Col.) 11. Ranchera (Mex) 12. Mariachi (Mex) 13. Danzón (Cuba/México) 14. Sevillanas (Esp) 15. Merengue (D. Rep) 16. Rumba (Esp.) 	<ol style="list-style-type: none"> 17. Pasodoble (Esp.) 18. La chacarera (Arg.) 19. Reggaetón (Panamá) 20. Banda (Mex.) 21. Bolero (Esp.Cuba) 22. Lambada (Brasil) 23. Cueca (Chile) 24. Zamba (Arg.) 25. Bomba (P.Rico) 26. Pasillo (Ecuador) 27. Danza de la Botella (Par.) 28. Caporales (Bol.) 29. Marinera (Perú) 30. Candombé (Uru.) 31. Joropo (Ven.) 32. Capoeira (Brasil)
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Escribe tu nombre y el estilo de música/danza. UNA PERSONA POR DÍA.

	1.	2.
	3.	4.
	5.	6.
	7.	8.