

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

1. Submitted by the College of Arts and Sciences Date: 10-20-08
 Department/Division offering course: Hispanic Studies

2. What type of change is being proposed? Major Minor*
 *See the description at the end of this form regarding what constitutes a minor change. Minor changes are sent directly from the dean of the college to the Chair of the Senate Council.

If the Senate Council chair deems the change not to be minor, the form will be sent to the appropriate Council for normal processing and an email notification will be sent to the contact person.

PROPOSED CHANGES

Please complete all "Current" fields.

Fill out the "Proposed" field only for items being changed. Enter N/A if not changing.

Circle the number for each item(s) being changed. For example: (6.)

3. Current prefix & number: SPA 413 Proposed prefix & number: SPA 413

4. Current Title Advanced Spanish Conversation and Phonetics

Proposed Title† Spanish Phonetics

†If title is longer than 24 characters, offer a sensible title of 24 characters or less: _____

5. Current number of credit hours: 3 Proposed number of credit hours: 3

6. Currently, is this course repeatable? YES NO If YES, current maximum credit hours: _____

Proposed to be repeatable? YES NO If YES, proposed maximum credit hours: _____

7. Current grading system: Letter (A, B, C, etc.) Pass/Fail

Proposed grading system: Letter (A, B, C, etc.) Pass/Fail

8. Courses must be described by at least one of the categories below. Include number of actual contact hours per week for each category.

Current:

- () CLINICAL () COLLOQUIUM () DISCUSSION () LABORATORY (X) LECTURE
 () INDEPEND. STUDY () PRACTICUM () RECITATION () RESEARCH () RESIDENCY
 () SEMINAR () STUDIO () OTHER – Please explain: _____

Proposed:

- () CLINICAL () COLLOQUIUM () DISCUSSION () LABORATORY (X) LECTURE
 () INDEPEND. STUDY () PRACTICUM () RECITATION () RESEARCH () RESIDENCY
 () SEMINAR () STUDIO () OTHER – Please explain: _____

9. Requested effective date (term/year): Fall / 2009

10. Supplementary teaching component: N/A Community-Based Experience Service Learning Both

Proposed supplementary teaching component: Community-Based Experience Service Learning Both

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

11. Cross-listing: N/A or _____ / _____
Current Prefix & Number printed name Current Cross-listing Department Chair signature
- a. Proposed – REMOVE current cross-listing: _____ / _____
printed name Current Cross-listing Department Chair signature
- b. Proposed – ADD cross-listing: _____ / _____
Prefix & Number printed name Proposed Cross-listing Department Chair signature
12. Current Distance Learning (DL) status: Already approved for DL Please Add Please Drop
If PROPOSING, check one of the methods below that reflects how the majority of the course content will be delivered.
 Internet/Web-based Interactive Video Extended Campus
13. Current prerequisites:
 SPA 210, 211 or equivalent

Proposed prerequisites:
 SPA 310 and other 300 level course

14. Current Bulletin description:
 Intensive practice in oral Spanish, emphasizing refinement of intonation, pronunciation, and idiomatic expressions.

 Designed to increase and maintain oral fluency in Spanish. Includes basic phonetics component. Not open to native

 speakers of Spanish. Maybe taking concurrently with SPA 310. Majors are encouraged to take this course.

Proposed Bulletin description:
 This course is designed to emphasize early attention to pronunciation and oral fluency by introducing students to Spanish

 phonetics. It provides intensive practice in oral Spanish so that students increase and maintain oral fluency in Spanish by

 emphasizing refinement of intonation and pronunciation. The class will be conducted entirely in Spanish.

15. What has prompted this change?
 The purpose will be to emphasize the phonetic component of the course without abandoning the development of

 conversational skills which are reinforced in many other language and literature courses in the curriculum.

16. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
 Conversational tools (debates, interviews, etc.) and skills will be less emphasized while the phonetic component

 will be stressed

17. Please list any other department that could be affected by the proposed change:
 None

18. Will changing this course change the degree requirements for ANY program on campus? YES NO
 If YES[‡], list below the programs that require this course:

- [‡]In order for the course change to be considered, program change form(s) for the programs above must also be submitted.
19. Is this course currently included in the University Studies Program? Yes No

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20. Check box if changed to 400G or 500. If changed to 400G- or 500-level, you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)

21. Within the department, who should be contacted for further information on the proposed course change?

Name: Dr. Y. B. Paz Phone: 257-7100 Email: yblaba0@uky.edu

22. Signatures to report approvals:

12/15/08
DATE of Approval by
Department Faculty

*here
is
the
date
11/21/09*
11/21/08
DATE of Approval by College
Faculty

3/3/2009
*DATE of Approval by
Undergraduate Council

*DATE of Approval by Graduate
Council

*DATE of Approval by Health
Care Colleges Council (HCCC)

*DATE of Approval by Senate
Council

*DATE of Approval by the
University Senate

ANA RUEDA
printed name Reported by Department Chair signature

[Signature]
signature

[Signature]
printed name Reported by College Dean signature

/
printed name Reported by Undergraduate Council Chair signature

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printed name Reported by Graduate Council Chair signature

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printed name Reported by Health Care Colleges Council Chair signature

/
Reported by Office of the Senate Council

/
Reported by the Office of the Senate Council

*If applicable, as provided by the *University Senate Rules*. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)

Excerpt from *University Senate Rules*:

SR 3.3.0.G.2: Definition. A request may be considered a minor change if it meets one of the following criteria:

- a. change in number within the same hundred series;
- b. editorial change in the course title or description which does not imply change in content or emphasis;
- c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
- d. a cross-listing of a course under conditions set forth in *SR 3.3.0.E*;
- e. correction of typographical errors.

ARTS AND SCIENCES
EDUCATIONAL POLICY COMMITTEE
INVESTIGATOR REPORT

<http://www.as.uky.edu/working/collegiate-governance/education-policy-committee/proposals/default.aspx>

INVESTIGATING AREA: Humanities

COURSE MAJOR, DEGREE or PROGRAM: SPA 413

DATE FOR EPC REVIEW: Dec. 5, 2008

CATEGORY NEW CHANGE, DROP

INSTRUCTIONS: This completed form will accompany the course application to the Graduate/Undergraduate Council(s) in order to avoid needless repetition of investigation. The following questions are included as an outline only. Be as specific and as brief as possible. If the investigation was routine, please indicate this. The term "course" is used to indicate one course, a series of courses or a program, whichever is in order. Return the form to Leonidas Bachas Associate Dean, 275 Patterson Office Tower for forwarding to the Council(s). ATTACH SUPPLEMENT IF NEEDED.

1. List any modifications made in the course proposal as submitted originally and why.
2. If no modifications were made, review considerations that arose during the investigation and the resolutions.
3. List contacts with program units on the proposal and the considerations discussed therein.
4. Additional information as needed.

5. A&S Area Coordinator Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

6. A&S Education Policy Committee Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

Anibal Biglieri

7.

A&S Educational Policy Committee, Humanities Area Coordinator
Anibal Biglieri, biglieri@email.uky.edu 257-4640

Date: 12/05/08

**UNIVERSITY OF KENTUCKY
DEPARTMENT OF HISPANIC STUDIES
SPA 413: SPANISH PHONETICS**

Instructor:				
Office:		E-mail:		Class Time:
Office Hours:		Ph:		Room:

COURSE DESCRIPTION:

This course is designed to emphasize early attention to pronunciation and oral fluency by introducing students to Spanish phonetics. It provides intensive practice in oral Spanish so that students increase and maintain oral fluency in Spanish by emphasizing refinement of intonation and pronunciation. The class will be conducted entirely in Spanish.

Pre-requisite: SPA 310 and other 300 level course.

OBJECTIVES:

- Expand students' vocabulary through structured and meaningful oral practices
- Correct and refine students' pronunciation in Spanish
- Explore the relationship between written language and speech in order to correct specific orthographic problems
- Apply the functions of the Spanish phonetic system in the acquisition and practice of the language
- Learn about dialectal differences in contemporary spoken Spanish
- Compare and contrast English and Spanish phonetic systems

REQUIRED TEXTS AND OTHER MATERIALS:

- Stokes, Jeffery D. ¡Qué bien suena! Mastering Spanish Phonetics and Phonology. Biston: Houghton Mifflin Company, 2005.
- Access to a digital recorder. Access to a computer and Internet.

Great Web pages to consult for Phonetics:

www.uiowa.edu/~acadtech/phonetics/#

<http://cvc.cervantes.es/obref/dvi/>

International Phonetic Association: www.arts.gla.ac.uk/IPA/ipa.html

Glossary of Linguistic Terms: <http://www.sil.org/mexico/ling/glosario/E005ae-Glosario.htm>

Curso de fonética general:

<http://www.sil.org/training/capacitar/FONETICA/cursos/CursoBasicoFonetica.stm>

COURSE REQUIREMENTS:

1. ATTENDANCE AND PARTICIPATION: Successful progress in the class will require that students keep up with assigned materials. Class discussions and exercises are also essential. An excused absence is, as a general rule, one that is accompanied by an official document (obituary, in case of death in the family, hospitalization, university athletic event, etc.) Stamped excuses from the Student Health Services **DO NOT constitute** an excused absence. A faculty member must verify any illness with a Health Service Physician. These strict guidelines will be implemented from the very first day of class. **More than three absences (either justified or not) will result on a failing grade in this course.** Absences due to the observance of religious holidays must be notified in written the first 10 days of classes.

Late arrivals are very disruptive for both instructor and students, therefore, **DO NOT ARRIVE LATE**. Every two late arrivals will count as an unexcused absence. If, for any reason, a student cannot attend a class, it is the student responsibility to contact a classmate and find out what was done in class and what is due next class.

Because class participation is 10% of the final grade, all students will be expected to participate actively in all class activities, talking only in Spanish.

2. CLASS PREPARATION AND HOMEWORK: Homework is an essential part of this course, therefore, students are required to complete each assignment and turn it into the instructor of the class on the day specified in the syllabus. Each homework assignment should be properly identified (name of student, date of the assignment and page number in textbook), it should also be organized and presented in a clear fashion. **The organization and cleanliness (limpieza) of assignments will constitute part of the grade.**

3. ORAL PRACTICES: There will be 4 oral practices that will be recorded in order to assess your progress in pronunciation. The written and audio versions for these practices will be posted on Bb. Students should record these practices on a digital format (MP3 type). Please be sure to have access to a digital recorder. The digital file should be sent on the date indicated on the syllabus making sure that the instructor is able to open the file. **There won't be any make-up for the oral practices or for practices which files won't open.**

4. ORAL PRESENTATION: There will be 1 oral presentation in class at the end of the semester. For this presentation, the class will be divided into groups. Each group will research the characteristics of the Spanish of one specific Spanish speaking community. Each group will give a **20 minute Powerpoint presentation** based on their research. Each group will provide a **copy of the outline of their presentation plus a bibliography of at least five entries** (only two web sources accepted) to the class the day of the presentation. After the presentation, there will be time for further discussion on the topics. Each member in the group will be expected to successfully demonstrate the ability to field questions in their topic area. Classmates are expected to question the presenters and give feedback on quality of presentation. **Nobody will be allowed to read the presentation from a paper or a note card.**

5. EXAMS: In order to evaluate students' progress in the class, there will be three (3) exams, 1 hour each during the semester. The rest of the class time will be dedicated to oral practices. Please, keep in mind that **THERE WILL NOT BE ANY MAKE-UPS FOR THESE EXAMS**. If, for any reason, a student needs to miss during the day of an exam, he/she should discuss his/her case with the instructor in advance. There will be, eventually, some pop-quizzes.

6. PHONETIC TRANSCRIPTION: You will have to transcribe phonetically a text assigned by the instructor (details on Bb)

7. ORAL PORTFOLIO: As part of this course, students will prepare a portfolio that demonstrates their progress in their linguistic skills, their ability to interact with other speakers of the language, and their incipient skills on collecting, and analyzing oral data in Spanish. (See details on Bb)

8. ORAL INTERVIEW: Students will schedule a twenty-minute oral interview (Oral Proficiency Interview—OPI format) with the instructor in order to assess oral proficiency. This interview won't be graded. Please, don't leave it for the end of the semester.

-Blackboard: Your instructor will be using this useful management system as an essential tool to encourage students' interaction. By using this system, you will have access to announcements, additional readings, extra-activities, and useful information that your instructor might design in order to further emphasize in specific areas, reviews, etc. Be sure to have an active UK e-mail account.

GRADING BREAKDOWN:

Activity	Date	%
Exam 1	(See schedule)	30%
Exam 2	(See schedule)	
Exam 3	(See schedule)	
Oral practices	(See schedule)	15%
Oral presentations	(See schedule)	10%
Oral Portfolio	(See schedule)	15%
Homework	(See schedule)	10%
Phonetic Transcription	(See schedule)	10%
Oral Interview } Participation }	(Please schedule one) -----	5% 5%

The following grading criteria will be used to determine the final grades for this course:

A 90-100	C 70-79	F 59 or less
B 80-89	D 60-69	

PARTICIPATION GUIDELINES

** Since participation counts as 5% of the final grade, students are expected to actively participate in class at all times. If, for any reason, students are dissatisfied with their participation grades, they should immediately express their concerns to their instructor.

1. Attended class.

15 Every day	12 Missed one day	9 Missed two days
5 Missed three days	0 Missed more than three days	

2. Arrived for class on time.

10 Always	8 Most times	6 Sometimes	4 Rarely	0 Never
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3. Came to class with homework done and ready to discuss it with classmates and instructor.

10 Always	8 Most times	6 Sometimes	4 Rarely	0 Never
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4. Spoke exclusively in Spanish during whole class and group discussions.

20 Always	15 Most times	8 Sometimes	4 Rarely	0 Never
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5. Initiated oral interaction by responding to classmates' comments in addition to responding to instructor's questions without being called on.

20-18 Always	15-12 Most times	10-8 Sometimes
5 Rarely	0 Never	

6. Participated actively in the conversational practices scheduled for this class.

25-23 Always	19-15 Most times	12-8 Sometimes
5 Rarely	0 Never	

SPA 413: Spanish Phonetics
Calendario de clases (Tentativo*)

**The instructor could make changes at any time in order to assure the progress of the course.*

FECHAS	ACTIVIDADES EN CLASE	TAREAS
Semana 1	Introducción y pp.1-5	---
Semana 2	El alfabeto El aparato fonador --- El aparato fonador (cont.) Cap. 1: La silabificación: consonantes	www.uiowa.edu/~acadtech/phonetic/s/# Leer material adicional (en Bb) Aparato fonador. pp. 63-64 Leer material adicional (en Bb): Aparato fonador. Ejer. A, B, C, D
Semana 3	Cap. 2: La silabificación:vocales --- Cap. 3: Acento y silabificación	Ejer.B Ejer. A, B
Semana 4	Caps. 4 y 5: Enlace entre vocales y consonantes --- Cap. 6: La acentuación	Cap. 4: Ejer. A. Cap.5:C,D Ejer. E / ✓ Práctica # 1
Semana 5	Cap. 7: Problemas ortográficos / Repaso Examen # 1	--Ejer. D, F, H ---
Semana 6	Cap. 9: Las vocales del español y del inglés. Vocales tónicas y átonas Cap. 10: Vocales tónicas y átonas --- Cap.11: El ritmo	Leer en <u>Camino Oral</u> pp. 68-72 Ejer. A ---
Semana 7	Cap. 12: La entonación --- Cap. 13: Las consonantes: Pto. de articulación	--- ✓ Práctica # 2 Leer Camino Oral pp. 73-81
Semana 8	Cap. 13: Las consonantes: Pto. de articulación --- Cap. 14: Las consonantes: Modo de articulación	Ejer. B, Aplicación 1 Ejer. D
Semana 9	Cap. 8: La transcripción fonética --- Práctica de transcripción fonética	Ejer. B
Semana 10	Práctica de transcripción fonética / Repaso --- Examen # 2	✓ Práctica # 3

FECHAS	ACTIVIDADES EN CLASE	TAREAS
Semana 11	Cap. 15: Fonemas y alófonos y Cap. 16: Fonemas oclusivos sordos --- Cap. 17: Fonemas oclusivos sonoros y Cap. 18: Fonemas fricativos sordos	--- Ejer. D --- Ejer. E Ejer. A, B, D - Entregar transcripción fonética de texto asignado
Semana 12	Cap. 19: Fonemas africados y palatales y Cap. 20: Fonemas nasales --- Cap. 21: Fonema lateral Cap. 22: Fonemas vibrantes	--- Ejer. A, B --- Ejer. D Ejer. E
Semana 13	Procesos fonológicos --- En una conferencia	✓ Práctica # 4 Leer material adicional (en Bb): Obediente Sosa ---
Semana 14	Cap. 26: Pérdida, aparición y permutación de sonidos y Cap. 27: Cambios históricos de sonidos	✓ Entrega de Portafolio Oral ---
Semana 15	Práctica de los procesos fonológicos --- Examen # 3 (y una Presentación oral)	--- ---
Semana 16	Presentaciones orales --- Presentaciones orales	Leer Caps. 23 y 24 y Bibliografía adicional en Bb para las presentaciones.