

Term Information

Effective Term Autumn 2020

General Information

Course Bulletin Listing/Subject Area Spanish
Fiscal Unit/Academic Org Spanish & Portuguese - D0596
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 4534E
Course Title Spanish Phonology
Transcript Abbreviation Spanish Phonology
Course Description Analysis of the phonological structure of Spanish and a comparison with English; practical problems of teaching pronunciation. Embedded Honors.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: Honors standing, and a grade of C- or above in 4430(H), and GPA 3.4 or above.
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0905
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- Students will know the main theoretical & methodological issues applied to the phonological analysis of Spanish, including syllable structure, phoneme articulation and allophonic production
- Students will be able to analyze how Spanish phonemes are different from English ones, suprasegmental features in Spanish, and the main patterns of phonological variation in the Spanish-speaking world.
- Students will be familiar with the main phonological mechanisms relevant for Spanish and their differences with English phonology.
- Students will be familiar with the dialectal variation in modern Spanish.
- Students will be familiar with the difficulties English-speaking learners face when acquiring Spanish, the sources for interference that come from the English phonological system.
- Students completing the Embedded Honors section will be familiar with research approaches to explore the phonological system of Spanish.
- Students completing the Embedded Honors section will be able to critically analyze previous literature on issues related to the sound structure of Spanish & explore ways in which to address research questions relevant to the course topics.

Content Topic List

- Phonetics
- Phonology
- Spanish dialectology

Sought Concurrence

No

Attachments

- 2-13-20 Span 4534E SP2020.docx: E syllabus
(Syllabus. Owner: Sanabria, Rachel A.)
- 2-13-2020 Span 4534 SP2020.docx: Syllabus
(Syllabus. Owner: Sanabria, Rachel A.)
- Honors - Lindsey Chamberlain Correspondence.pdf: H-correspondence
(Other Supporting Documentation. Owner: Sanabria, Rachel A.)
- 1-31-20 Spanish Major Curriculum Map.xlsx: Curriculum Map
(Other Supporting Documentation. Owner: Sanabria, Rachel A.)

Comments

- 4534E Replaces the 4534H course option recently withdrawn.
Highlighted courses in curriculum map currently pending approval. *(by Sanabria, Rachel A. on 01/31/2020 01:45 PM)*
- Does not conform to curricular operations manual see email 01.30.20 *(by Heysel, Garrett Robert on 01/30/2020 04:21 PM)*

COURSE REQUEST
4534E - Status: PENDING

Last Updated: Heysel,Garett Robert
02/14/2020

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Sanabria,Rachel A.	01/30/2020 02:40 PM	Submitted for Approval
Approved	Podalsky,Laura	01/30/2020 03:26 PM	Unit Approval
Revision Requested	Heysel,Garett Robert	01/30/2020 04:21 PM	College Approval
Submitted	Sanabria,Rachel A.	02/14/2020 09:10 AM	Submitted for Approval
Approved	Podalsky,Laura	02/14/2020 11:13 AM	Unit Approval
Approved	Heysel,Garett Robert	02/14/2020 07:16 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	02/14/2020 07:16 PM	ASCCAO Approval

SPANISH 4534E. Spanish Phonology
Spring 2020

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PROGRAMA

Professor: Fernando Martínez-Gil
Room: Hagerty Hall 259
Time/Day: Tue & Thur 12:45-2:05 PM
Email: martinez-gil.1@osu.edu

Office: Hagerty Hall 250
Phone: 614-292-1981.
Office Hours: T/R 2:15 a 3:15 PM or by appointment.

Required Texts:

- Schwegler, A., J. Kempff y Ana Ameal-Guerra. 2010. *Fonética y fonología españolas*. New York: John Wiley & Sons (4^a ed.) (capítulos 1-21) (abreviado como *FFE* en este programa).
- Ladefoged, Peter. 1993. *A Course in Phonetics*. New York: Harcourt, Brace & Javanovich (3^a ed.) (Chapters 1-7 y 10) (“CP” in this syllabus).

(A copy of the relevant textbook chapters from these books will be available in PDF format in Carmen Canvas).

Online Resources

There are various useful supplemental references on the internet that can be used to practice pronunciation of sounds along with audiovisual examples. The four highly recommended ones are:

- 1) The following websites offer phonetic symbols from the *International Phonetic Alphabet (IPA)* to copy and insert into Word:

<http://ipa.typeit.org/full/>

<http://www.phon.ucl.ac.uk/home/wells/phoneticsymbols.htm>

<http://westonruter.github.io/ipa-chart/keyboard/>,

- 2) *English and Spanish Phonetics Library Web Site*, from the University of Iowa:

soundsofspeech.uiowa.edu/index.html#spanish. This page serves as a general reference and practice tool for instructors and students of Spanish Phonetics, as well as other languages. Another highly recommended reference that provides descriptions and a wide range of important audiovisual examples and dialectal traits of modern Spanish is <http://dialects.its.uiowa.edu/>

- 3) Professor Joaquim Llisterri, Universidad Autónoma de Barcelona: <http://liceu.uab.es/~joaquim/> Click on “Phonetics” and then “Spanish Phonetics”. This page has a large and varied quantity of materials and resources related to phonetics / phonology of Spanish.

1. Description, Course Objectives, and other important course information

1. Description

Phonology analyzes sound patterns: how sounds are used to mark different meanings, how they combine to form syllables and words and how they are affected by the surrounding context. This course offers a comprehensive introduction to the study of the Spanish sound structure. The first part of the class explores the Spanish syllable structure, followed by a detailed description of each individual sound and how these sounds are combined to form meaningful utterances. In the last part of the course, we will analyze vowel sequences, suprasegmental features (stress and intonation) and the main patterns of phonological variation found in the Spanish-speaking world, including Peninsular and American varieties.

2. Embedded Honors Course Objectives

In terms of theory, the goal of the course is to train students on the main theoretical and methodological issues applied to the phonological analysis of Spanish, including syllable structure, phoneme articulation and allophonic production, how Spanish phonemes are different from English ones, suprasegmental features in Spanish, and the main patterns of phonological variation in the Spanish-speaking world. On the practice side, the course will help students become familiar with the main phonological mechanisms relevant for Spanish and their differences with English phonology, dialectal variation in modern Spanish, the types of difficulties English-speaking learners face when acquiring Spanish, and the sources for interference that come from the English phonological system, including vowel and consonant pronunciation, syllable divisions, stress and intonation.

Students completing the Embedded Honors section of the course will become familiar with select research relevant to course topics. More precisely, they will explore ways in which to address research questions and learn about research approaches that explore the phonological system of Spanish. Students will then develop their own critical analysis of previous literature on issues related to the sound structure of Spanish.

3. Course Requirements:

- a) **Required readings** see the calendar (below)
- b) **Attendance and Active Participation** with practice exercises and in-class discussions
- c) **Homework (9):** with material discussed / studied in class, see the calendar (below)
- d) **Quizzes (3): 2 before the midterm, 1 before the Final exam**, see the calendar (below)
- e) **Tests (2):** Test 1 (mid-semester) Test 2 (final); both will take place as in-class written exams, on specified dates in the course calendar (see below)
- f). **Critical Analysis paper** (7-8 pages, double spaced) over a chosen topic covered in class (of the student's choice). Embedded Honors students should schedule an appointment with the professor (during office hours) to discuss his/her topic of choice. Each student will turn in a brief proposal (~1 page) to the professor on the chosen topic no later than Tuesday, March 31st. Final papers are due no later than Thursday, April 23rd (the day of the final exam). Late papers will only be accepted with an official university documented excuse. The paper will consist of the following 4 sections: a) Introduction, b) a description and critical analysis; c) conclusion, and d) references. Final Papers should include at least 5 references (Do not include Powerpoint notes from class or references like Wikipedia).

Participation and homework exercises will be evaluated based on the following general criteria: a) the student completes the readings and is prepared to participate in class; b) the student demonstrates frequent

participation by being attentive and active in discussions over materials presented in class; c) the student is readily willing to always participate in Spanish; d) the student turns in all work on time, presented in a clear, careful and organized manner.

All homework must be typed and printed to hand in on the assigned day (according to the calendar, below). Handwritten or emailed homework will not be accepted.

4. Honors Embedded Grade Breakdown

Participation	10%	Midterm	20%
Homework (9)	10%	Final.....	20%
Quizzes (3)	20%	Critical Analysis	20%

Grading Scale

93% – 100%	A
90% – 92%	A-
87% – 89%	B+
83% – 86%	B
80% – 82%	B-
77% – 79%	C+
73% – 76%	C
70% – 72%	C-
67% – 69%	D+
60% – 66%	D
Less than 60%	E

5. Other Important Details:

- Attendance is important and required. Undocumented absences will negatively affect your participation grade, and therefore also the final grade. In the case two or more undocumented absences, the final grade will lower 1 grade for each additional absence (A > B > C, etc.). The term “documented” means that the student will provide a signed, original doctor’s note to the professor. Missing a quiz or exam without a documented excuse will result in an automatic grade of E on that quiz or exam.
- Participation during in-class discussions on class materials and homework exercises is required.
- Readings in the course schedule, corresponding to the assigned text, are **required**. It is the responsibility of each to student to complete the assigned readings before the class period. Class notes are in *PowerPoint*, and all materials (programa, tareas y soluciones a las tareas, *handouts*, etc.), will be available beforehand in *Carmen* in PDF format.
- Homework will be turned in on the assigned date. Late assignments will not be accepted without a reasonable excuse (in most cases a medical excuse).
- Quizzes and exams will not be offered outside of the planned date. An exception will only be made in cases where there is a documented medical emergency.
- Arrive on time to class.** Students who arrive late to class will receive a lowered grade (as outlined above)
- All cell phones should be turned off during class.

II. Calendar, Topics, and Assigned Readings (FFE = el libro de texto *Fonética y fonología españolas* by Schwegler et al.; CP = *A Course in Phonetics* by Ladefoged)

	Tema	Lecturas	Tarea
1ª semana			
7 enero	Introducción al curso. La fonética en la lingüística y su importancia para la fonología. Fonética vs. fonología. Letras vs. sonidos.		
9 enero	• Tema 1. Lengua, variedad, dialecto y acento. Los términos <i>español</i> y <i>castellano</i> . (📖 FFE, cap. 1.4)	FFE 1.4	
2ª semana			
14 enero	• Tema 2. La sílaba: estructura silábica y división silábica en español. Restricciones fonotácticas. Reglas de silabeo. Vocales y <i>paravocales</i> (o <i>deslizadas</i>); diptongos y triptongos. El enlace o resilabeo (<i>contracción silábica</i>): resilabeo de vocales y de consonantes finales de palabra	FFE 3 y 5.1-5.3; CP págs. 243-249	
16 enero	La sílaba: estructura silábica y división silábica en español (cont.).		
3ª semana			
21 enero.	• Tema 3. Fonética articulatoria. La producción de los sonidos: órganos de la fonación y parámetros articulatorios. Las vocales del español. Descripción y clasificación articulatoria. Comparación con las vocales del inglés. Vocales átonas y ritmo del español.	FFE 2, 5.4-5.5 y 17; CP 1-2, 4, y 6-7	Entregar la tarea #1
23 enero	Principales procesos que afectan a las vocales del español dialectal: nasalización, ensordecimiento y armonía vocálica.	FFE 2.4, 6.2.5 y 6.2.8	
4ª semana			
28 enero	• Tema 4. Las consonantes del español. Descripción y clasificación de las consonantes. Punto y modo de articulación de las consonantes.	FFE 7; CP 3	Entregar la tarea #2
30 enero	Las consonantes del español (cont.).	Prueba #1 (temas 1-3)	
5ª semana			
4 febrero	• Tema 5. Fonología y fonética: algunos conceptos fundamentales. El fonema. Fonemas y alófonos. Variación libre y distribución de alófonos. La neutralización fonémica.	FFE 9	Entregar la tarea #3
6 febrero	El alfabeto fonético y la transcripción fonética de los sonidos del español: convenciones principales utilizadas en la transcripción fonética. Los procesos fonológicos: tipos principales de procesos en el español.	FFE 1.2, 8 y 19-20	
6ª semana			
11 febrero	Tipos principales de procesos fonológicos del español (cont.).	FFE 19-20	Entregar la tarea #4
13 febrero	• Tema 6. Fonemas consonánticos del español. Las obstruyentes sordas. Las oclusivas sordas /p, t, k/ y la africada sorda /č/.	FFE 10	
7ª semana			
18 febrero	Las obstruyentes oclusivas sordas /p, t, k/ y la africada sorda /č/ (cont.). Las obstruyentes fricativas sordas /f, s, T, x/.	FFE 15, 19.1-19.5	Entregar la tarea #5
20 febrero	Las obstruyentes fricativas sordas /f, s, T, x/		

8ª semana			
25 febrero	Las obstruyentes fricativas sordas /f, s, T, x/ (cont.) Las obstruyentes sonoras /b, d, ĵ, g/ y la <i>espirantización</i> .	FFE 12	Entregar la tarea #6
27 febrero	Las obstruyentes sonoras /b, d, ĵ, g/ (cont.)	Prueba #2 (temas 4-6, excepto las obstruyentes sonoras)	
9ª semana			
3 marzo	Las obstruyentes sonoras /b, d, ĵ, g (cont.).		Entregar la tarea #7
5 marzo	Examen Parcial I (de medio semestre) (comprende los temas 1-6, excepto las resonantes)		
10ª semana			
10 y 12 de marzo SPRING BREAK: NO HAY CLASES			
11ª semana			
17 marzo	Las consonantes resonantes. Las nasales. Neutralización de nasales implosivas. La asimilación homorgánica.	FFE 11	
19 marzo	Las resonantes orales o <i>líquidas</i> . Las laterales. La asimilación homorgánica de laterales.	FFE 14	
12ª semana			
24 marzo	Las <i>vibrantes</i> o <i>róticas</i> y su distribución: contraste fonémico en posición intervocálica y neutralización en otros contextos.	FFE 13	Entregar la tarea #8
26 marzo	<ul style="list-style-type: none"> • Tema 7. La ortografía del español. Representación <i>grafémica</i>. • Tema 8. Secuencias de vocales en español. Diptongos vs. hiatos. La contracción silábica en variedades normativas y dialectales 	FFE 8 FFE 6	
13ª semana			
31 marzo	<ul style="list-style-type: none"> • Tema 9. Las unidades suprasegmentales: el acento y la entonación. El acento en español. Acento ortográfico y acento prosódico. 	FFE 1.3, 1.6 y 16; CP págs. 14-15 , 113-119, y 249-250	Entregar la tarea #9
2 abril	El acento (cont.). La entonación del español.	FFE 16; CP, págs. 109-113, y 251-257	
14ª semana			
7 abril	La entonación del español (cont.).		
9 abril	<ul style="list-style-type: none"> • Tema 10. El español en el mundo moderno. Breve introducción a la historia del español y las principales variedades dialectales modernas. 	FFE 18-21 Prueba #3 (temas 7-8 y el acento del tema 9)	
15ª semana			
14 abril	El español en el mundo moderno (cont.). Diferencias fonéticas más importantes entre las principales zonas dialectales		
16 abril	El español en el mundo moderno (cont.) (Último día de clase).		

EXAMEN PARCIAL II (FINAL), escrito, en clase, Hagerty Hall 259:**Jueves 23 de abril, de 2:00 - 3:45 PM**(Incluye sólo el material cubierto en clase después del **EXAMEN PARCIAL I**)

Important Note: Although every effort will be made to maintain the class schedule, it is subject to adjustments and changes. Any change will be announced in class and on the course Carmen Canvas page. If you are absent from class when any change is announced, you will still be held responsible. You are expected to get the information from your course peers, or check Carmen Canvas for any changes.

BIBLIOGRAFÍA BÁSICA SOBRE FONÉTICA Y FONOLOGÍA GENERAL Y DEL ESPAÑOL

(Para una bibliografía más completa sobre temas de fonética y de variación dialectal del español, véase la que aparece al final del libro de texto *FFE*, que estará disponible en PDF en Carmen):

a. Fonética general:

- Catford, John C. 2002. *A Practical Introduction to Phonetics* (2nd ed.). Oxford, England: Clarendon Press.
- Clark, John y Collin Yallop. 2007. *An Introduction to Phonetics and Phonology* (3rd ed.). Oxford, England: Basil Blackwell (2nd ed.).
- Ladefoged, Peter. (2005). *Vowels and Consonants* (2nd ed.). Malden, Massachusetts: Blackwell.
- Ladefoged, Peter, and Keith Johnson (2014). *A Course in Phonetics* (7th ed.). Samford, CT: Cengage Learning.
- Ladefoged, Peter & Ian Maddieson. (1996). *The Sounds of the World's Languages*. Cambridge, Massachusetts: Blackwell Publishers.
- Laver, John. 1994. *Principles of Phonetics*. New York: Cambridge University Press.
- Martínez-Celdrán, Emilio. 1984. *Fonética*. Barcelona: Teide.
- Mackay, Ian. 1987. *Phonetics: the Science of Speech Production*. Boston: Little, Brown and Co.

b. Fonética y fonología del español:

- Alarcos Llorach, Emilio. 1968. *Fonología española*. Madrid: Gredos.
- Dalbor, John. 1997. *Spanish Pronunciation*. New York: Holt, Rinehart & Winston. (3rd ed.)
- Canfield, Lincoln D. 1988. *El español de América*. Barcelona: Grijalbo. (English translation: *Spanish Pronunciation in the Americas*, University of Chicago Press, 1981).
- D'Introno, F., E. del Teso y Rosemary Weston. (1995). *Fonética y fonología actual del español*. Madrid, Cátedra.
- Fernández Planas, Ana María. 2005. *Así se habla: nociones fundamentales de fonética general y española*. Barcelona: Horsori.
- Fernández Ramírez, Salvador. 1986. *Gramática española 2. Los sonidos*. Madrid: Arco Libros.
- Hammond, R. M. 2001. *The Sounds of Spanish: Analysis and Application*. Somerville, Mass.: Cascadilla Press.
- Harris, J. W. 1969. *Spanish Phonology*. Cambridge, Massachusetts: MIT Press. (Traducido al español y aumentado en Harris, James W. 1975: *Fonología generativa del español*. Barcelona: Planeta.)
- Harris, J. W. 1983. *Syllable Structure and Stress in Spanish: A Non-Linear Analysis*. Cambridge, Mass.: MIT Press.
- Hidalgo Navarro, A. y M. Quilis Merín. 2004. *Fonética y fonología españolas*. Valencia : Tirant lo Blanch.
- Hualde, José I. 2005. *The Sounds of Spanish*. New York: Cambridge University Press.
- Gil Fernández, Juana. 1988. *Los sonidos del lenguaje*. Madrid: Síntesis.
- Guitart, Jorge. 2004. *Sonido y sentido: Teoría y práctica de la pronunciación del español*. Washington D. C.: Georgetown University Press.
- Martínez Celdrán, Eugenio. 1989. *Fonología general y española. Fonología funcional*. Barcelona: Teide.
- Martínez Celdrán, Eugenio. 1994. *Fonética (con especial referencia a la lengua castellana)* (4^a ed.). Barcelona: Teide.
- Martínez Celdrán, Eugenio y Ana María Fernández Planas. (2007). *Manual de fonética española: articulaciones y sonidos del español*. Barcelona: Ariel Lingüística.
- Monroy-Casas, Rafael. (2004). *Aspectos fonéticos de las vocales españolas* (2^a ed.). Madrid: Libros en Red.

- Morgan, Terrell. 2010. *Sonidos en contexto*. New Haven, Connecticut: Yale University Press.
- Navarro Tomás, Tomás. 1977. *Manual de pronunciación española*. Madrid: C.S.I.C. (19th ed.).
- Piñeros, Carlos Eduardo. (2009). *Estructura de los sonidos del español*. Upper Saddle River, New Jersey: Pearson Education/Prentice Hall.
- Quilis, Antonio. (1999). *Tratado de fonología y fonética españolas* (2nd ed.). Madrid: Gredos.
- Quilis, Antonio. (2000). *Fonética acústica de la lengua española* (2nd ed.). Madrid: Gredos.
- Quilis, Antonio y Joseph A. Fernández. 1966. *Curso de fonética y fonología españolas para estudiantes angloamericanos*. Madrid: Gredos.
- Saporta, Sol y Heles Contreras. (1962). *A Phonological Grammar of Spanish*. University of Washington Press, Seattle, Washington.

c. Fonética y fonología de variedades dialectales del español:

- Alvar, Manuel (ed.). 1996. *Manual de dialectología hispánica I. El español de España*. Barcelona: Ariel.
- Alvar, Manuel (ed.). 1996. *Manual de dialectología hispánica II. El español de América*. Barcelona: Ariel.
- Canfield, D. Lincoln. 1983. *Spanish Pronunciation in the Americas*. Chicago: The University of Chicago Press.
- Cotton, Eleanor G. y John M. Sharp. 1988. *Spanish in the Americas*. Washington D.C.: Georgetown Univ. Press.
- Fontanella de Weinberg, Beatriz. 1993. *El español de América*. Madrid: MAPFRE.
- Lipski, John. 1994. *Latin American Spanish*. New York: Longman.
- Malmberg, Bertil. 1974. *La América hispano-hablante: unidad y diferenciación del castellano*. Madrid: Istmo.
- Mondéjar, José. 1991. *Dialectología andaluza: estudios*. Granada: Editorial Don Quijote.
- Navarro Tomás, Tomás. (1948). *El español en Puerto Rico*. Río Piedras, Puerto Rico: Editorial Universitaria.
- Penny, Ralph. (2000). *Variation and Change in Spanish*. New York: Cambridge University Press.
- Quesada Pacheco (2002). *El español de América*. Cartago: Editorial Tecnológica.
- Resnick, Mervin. 1975. *Phonological Variants and Dialect Identification in Latin America*. The Hague: Mouton.
- María Vaquero de Ramírez. 1996. *El español de América I - Pronunciación*. Madrid: Arco Libros.
- Zamora, Juan y Jorge Guitart. 1982. *Dialectología hispanoamericana*. Salamanca: Almar.
- Zamora Vicente, Alonso. 1979. *Dialectología española* (2^a ed.). Madrid: Gredos.

ACADEMIC MISCONDUCT: PROHIBITED CONDUCT

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. At Ohio State we presume that all students have read and understand our university's Code of Student Conduct (for the full text of the Student Code of Conduct, see the web page: http://studentaffairs.osu.edu/resource_csc.asp).

Any student found to have engaged in the following conduct while within the university's jurisdiction, as set forth in section 3335-23-02, will be subject to disciplinary action by the university. Academic misconduct is defined as any activity that tends to compromise the academic integrity of the university, or subvert the educational process. The term "academic misconduct" includes all forms of student academic misconduct wherever committed, illustrated by (but not limited to) cases of plagiarism and dishonest practices in connection with examinations. Some examples of academic misconduct include, but are not limited to:

1. Violation of course rules as contained in the course syllabus or other information provided to the student; violation of program regulations as established by departmental committees and made available to students.
2. Knowingly providing or receiving information during examinations such as course examinations and candidacy examinations; or the possession and/or use of unauthorized materials during those examinations.
3. Knowingly providing or using assistance in the laboratory, on field work, or on a course assignment

unless such assistance has specifically been authorized.

4. Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas.
5. Submitting substantially the same work to satisfy requirements for one course that has been submitted in satisfaction of requirements for another course, without permission of the instructor of the course for which the work is being submitted.
6. Falsification, fabrication, or dishonesty in reporting laboratory and/or research results.
7. Serving as, or enlisting the assistance of a substitute for a student in the taking of examinations.
8. Alteration of grades or marks by the student in an effort to change the earned grade or credit.
9. Alteration of academically-related university forms or records, or unauthorized use of those forms.
10. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding or altering resource material, or manipulating a grading system.

N.B.: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487)

DISABILITY SERVICES

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

MENTAL HEALTH SERVICES:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

SPANISH 4534. Spanish Phonology**Spring 2020** Follow us on Twitter @SpanPortOSU**PROGRAMA****Professor: Fernando Martínez-Gil****Room: Hagerty Hall 259****Time/Day: Tue & Thur 12:45-2:05 PM****Email: martinez-gil.1@osu.edu****Office: Hagerty Hall 250****Phone: 614-292-1981.****Office Hours: T/R 2:15 a 3:15 PM** or by appointment.**Required Texts:**

- Schwegler, A., J. Kempff y Ana Ameal-Guerra. 2010. *Fonética y fonología españolas*. New York: John Wiley & Sons (4^a ed.) (capítulos 1-21) (abreviado como *FFE* en este programa).
- Ladefoged, Peter. 1993. *A Course in Phonetics*. New York: Harcourt, Brace & Javanovich (3^a ed.) (Chapters 1-7 y 10) (“CP” in this syllabus).

(A copy of the relevant textbook chapters from these books will be available in PDF format in Carmen Canvas).

Online Resources

There are various useful supplemental references on the internet that can be used to practice pronunciation of sounds along with audiovisual examples. The four highly recommended ones are:

- 1) The following websites offer phonetic symbols from the *International Phonetic Alphabet (IPA)* to copy and insert into Word:

<http://ipa.typeit.org/full/>,

<http://www.phon.ucl.ac.uk/home/wells/phoneticsymbols.htm>

<http://westonruter.github.io/ipa-chart/keyboard/>,

- 2) *English and Spanish Phonetics Library Web Site*, from the University of Iowa:

soundsofspeech.uiowa.edu/index.html#spanish. This page serves as a general reference and practice tool for instructors and students of Spanish Phonetics, as well as other languages. Another highly recommended reference that provides descriptions and a wide range of important audiovisual examples and dialectal traits of modern Spanish is <http://dialects.its.uiowa.edu/>

- 3) Professor Joaquim Llisterri, Universidad Autónoma de Barcelona: <http://liceu.uab.es/~joaquim/> Click on “Phonetics” and then “Spanish Phonetics”. This page has a large and varied quantity of materials and resources related to phonetics / phonology of Spanish.

I. Description, Course Objectives, and other important course information

1. Description

Phonology analyzes sound patterns: how sounds are used to mark different meanings, how they combine to form syllables and words and how they are affected by the surrounding context. This course offers a comprehensive introduction to the study of the Spanish sound structure. The first part of the class explores the Spanish syllable structure, followed by a detailed description of each individual sound and how these sounds are combined to form meaningful utterances. In the last part of the course, we will analyze vowel sequences, suprasegmental features (stress and intonation) and the main patterns of phonological variation found in the Spanish-speaking world, including Peninsular and American varieties.

2. Course Objectives

In terms of theory, the goal of the course is to train students on the main theoretical and methodological issues applied to the phonological analysis of Spanish, including syllable structure, phoneme articulation and allophonic production, how Spanish phonemes are different from English ones, suprasegmental features in Spanish, and the main patterns of phonological variation in the Spanish-speaking world. On the practice side, the course will help students become familiar with the main phonological mechanisms relevant for Spanish and their differences with English phonology, dialectal variation in modern Spanish, the types of difficulties English-speaking learners face when acquiring Spanish, and the sources for interference that come from the English phonological system, including vowel and consonant pronunciation, syllable divisions, stress and intonation.

3. Course Requirements:

- a) **Required readings** see the calendar (below)
- b) **Attendance and Active Participation** with practice exercises and in-class discussions
- c) **Homework (9)**: with material discussed / studied in class, see the calendar (below)
- d) **Quizzes (3)**: **2 before the midterm, 1 before the Final exam**, see the calendar (below)
- e) **Tests (2)**: Test 1 (mid-semester) Test 2 (final); both will take place as in-class written exams, on specified dates in the course calendar (see below)

Participation and homework exercises will be evaluated based on the following general criteria: a) the student completes the readings and is prepared to participate in class; b) the student demonstrates frequent participation by being attentive and active in discussions over materials presented in class; c) the student is readily willing to always participate in Spanish; d) the student turns in all work on time, presented in a clear, careful and organized manner.

All homework must be typed and a printed to hand in on the assigned day (according to the calendar, below). Handwritten or emailed homework will not be accepted.

4. Grade Breakdown

Participation.....	10%	Midterm.....	30%
Homework.....	10%	Final.....	30%
Quizzes			
20%			

Grading Scale

93% – 100%	A
90% – 92%	A-
87% – 89%	B+
83% – 86%	B
80% – 82%	B-
77% – 79%	C+
73% – 76%	C
70% – 72%	C-
67% – 69%	D+
60% – 66%	D
Less than 60%	E

5. Other Important Details:

1. Attendance is important and required. Undocumented absences will negatively affect your participation grade, and therefore also the final grade. In the case two or more undocumented absences, the final grade will lower 1 grade for each additional absence (A > B > C, etc.). The term “documented” means that the student will provide a signed, original doctor’s note to the professor. Missing a quiz or exam without a documented excuse will result in an automatic grade of E on that quiz or exam.
2. Participation during in-class discussions on class materials and homework exercises is required.
3. Readings in the course schedule, corresponding to the assigned text, are **required**. It is the responsibility of each to student to complete the assigned readings before the class period. Class notes are in *PowerPoint*, and all materials (programa, tareas y soluciones a las tareas, *handouts*, etc.), will be available beforehand in *Carmen* in PDF format.
4. Homework will be turned in on the assigned date. Late assignments will not be accepted without a reasonable excuse (in most cases a medical excuse).
5. Quizzes and exams will not be offered outside of the planned date. An exception will only be made in cases were there is a documented medical emergency.
6. **Arrive on time to class.** Students who arrive late to class will receive a lowered grade (as outlined above)
7. All cell phones should be turned off during class.

II. Calendar, Topics, and Assigned Readings (FFE = el libro de texto *Fonética y fonología españolas* de Schwegler et al.; CP = *A Course in Phonetics* by Ladefoged)

	Tema	Lecturas	Tarea
1ª semana			
7 enero	Introducción al curso. La fonética en la lingüística y su importancia para la fonología. Fonética vs. fonología. Letras vs. sonidos.		
9 enero	• Tema 1. Lengua, variedad, dialecto y acento. Los términos <i>español</i> y <i>castellano</i> . (📖 FFE, cap. 1.4)	FFE 1.4	
2ª semana			
14 enero	• Tema 2. La sílaba: estructura silábica y división silábica en español. Restricciones fonotácticas. Reglas de silabeo. Vocales y <i>paravocales</i> (o <i>deslizadas</i>); diptongos y triptongos. El enlace o resilabeo (<i>contracción silábica</i>): resilabeo de vocales y de consonantes finales de palabra	FFE 3 y 5.1-5.3; CP págs. 243-249	
16 enero	La sílaba: estructura silábica y división silábica en español (cont.).		
3ª semana			
21 enero.	• Tema 3. Fonética articulatoria. La producción de los sonidos: órganos de la fonación y parámetros articulatorios. Las vocales del español. Descripción y clasificación articulatoria. Comparación con las vocales del inglés. Vocales átonas y ritmo del español.	FFE 2, 5.4-5.5 y 17; CP 1-2, 4, y 6-7	Entregar la tarea #1
23 enero	Principales procesos que afectan a las vocales del español dialectal: nasalización, ensordecimiento y armonía vocálica.	FFE 2.4, 6.2.5 y 6.2.8	
4ª semana			
28 enero	• Tema 4. Las consonantes del español. Descripción y clasificación de las consonantes. Punto y modo de articulación de las consonantes.	FFE 7; CP 3	Entregar la tarea #2
30 enero	Las consonantes del español (cont.).	Prueba #1 (temas 1-3)	
5ª semana			
4 febrero	• Tema 5. Fonología y fonética: algunos conceptos fundamentales. El fonema. Fonemas y alófonos. Variación libre y distribución de alófonos. La neutralización fonémica.	FFE 9	Entregar la tarea #3
6 febrero	El alfabeto fonético y la transcripción fonética de los sonidos del español: convenciones principales utilizadas en la transcripción fonética. Los procesos fonológicos: tipos principales de procesos en el español.	FFE 1.2, 8 y 19-20	
6ª semana			
11 febrero	Tipos principales de procesos fonológicos del español (cont.).	FFE 19-20	Entregar la tarea #4
13 febrero	• Tema 6. Fonemas consonánticos del español. Las obstruyentes sordas. Las oclusivas sordas /p, t, k/ y la africada sorda /č/. Las oclusivas sordas /p, t, k/ y la africada sorda /č/.	FFE 10	
7ª semana			
18 febrero	Las obstruyentes oclusivas sordas /p, t, k/ y la africada sorda /č/ (cont.). Las obstruyentes fricativas sordas /f, s, T, x/.	FFE 15, 19.1-19.5	Entregar la tarea #5
20 febrero	Las obstruyentes fricativas sordas /f, s, T, x/		

8ª semana			
25 febrero	Las obstruyentes fricativas sordas /f, s, T, x/ (cont.) Las obstruyentes sonoras /b, d, j, g/ y la <i>spirantización</i> .	FFE 12	Entregar la tarea #6
27 febrero	Las obstruyentes sonoras /b, d, j, g/ (cont.)	Prueba #2 (temas 4-6, excepto las obstruyentes sonoras)	
9ª semana			
3 marzo	Las obstruyentes sonoras /b, d, j, g (cont.).		Entregar la tarea #7
5 marzo	Examen Parcial I (de medio semestre) (comprende los temas 1-6, excepto las resonantes)		
10ª semana			
10 y 12 de marzo SPRING BREAK: NO HAY CLASES			
11ª semana			
17 marzo	Las consonantes resonantes. Las nasales. Neutralización de nasales implosivas. La asimilación homorgánica.	FFE 11	
19 marzo	Las resonantes orales o <i>líquidas</i> . Las laterales. La asimilación homorgánica de laterales.	FFE 14	
12ª semana			
24 marzo	Las <i>vibrantes</i> o <i>róticas</i> y su distribución: contraste fonémico en posición intervocálica y neutralización en otros contextos.	FFE 13	Entregar la tarea #8
26 marzo	<ul style="list-style-type: none"> • Tema 7. La ortografía del español. Representación <i>grafémica</i>. • Tema 8. Secuencias de vocales en español. Diptongos vs. hiatos. La contracción silábica en variedades normativas y dialectales 	FFE 8 FFE 6	
13ª semana			
31 marzo	<ul style="list-style-type: none"> • Tema 9. Las unidades suprasegmentales: el acento y la entonación. El acento en español. Acento ortográfico y acento prosódico. 	FFE 1.3, 1.6 y 16; CP págs. 14-15 , 113-119, y 249-250	Entregar la tarea #9
2 abril	El acento (cont.). La entonación del español.	FFE 16; CP, págs. 109-113, y 251-257	
14ª semana			
7 abril	La entonación del español (cont.).		
9 abril	<ul style="list-style-type: none"> • Tema 10. El español en el mundo moderno. Breve introducción a la historia del español y las principales variedades dialectales modernas. 	FFE 18-21 Prueba #3 (temas 7-8 y el acento del tema 9)	
15ª semana			
14 abril	El español en el mundo moderno (cont.). Diferencias fonéticas más importantes entre las principales zonas dialectales		
16 abril	El español en el mundo moderno (cont.) (Último día de clase).		

EXAMEN PARCIAL II (FINAL), escrito, en clase, Hagerty Hall 259:**Jueves 23 de abril, de 2:00 - 3:45 PM**(Incluye sólo el material cubierto en clase después del **EXAMEN PARCIAL I**)

Important Note: Although every effort will be made to maintain the class schedule, it is subject to adjustments and changes. Any change will be announced in class and on the course Carmen Canvas page. If you are absent from class when any change is announced, you will still be held responsible. You are expected to get the information from your course peers, or check Carmen Canvas for any changes.

BIBLIOGRAFÍA BÁSICA SOBRE FONÉTICA Y FONOLOGÍA GENERAL Y DEL ESPAÑOL

(Para una bibliografía más completa sobre temas de fonética y de variación dialectal del español, véase la que aparece al final del libro de texto *FFE*, que estará disponible en PDF en Carmen):

a. Fonética general:

- Catford, John C. 2002. *A Practical Introduction to Phonetics* (2nd ed.). Oxford, England: Clarendon Press.
- Clark, John y Collin Yallop. 2007. *An Introduction to Phonetics and Phonology* (3rd ed.). Oxford, England: Basil Blackwell (2nd ed.).
- Ladefoged, Peter. (2005). *Vowels and Consonants* (2nd ed.). Malden, Massachusetts: Blackwell.
- Ladefoged, Peter, and Keith Johnson (2014). *A Course in Phonetics* (7th ed.). Samford, CT: Cengage Learning.
- Ladefoged, Peter & Ian Maddieson. (1996). *The Sounds of the World's Languages*. Cambridge, Massachusetts: Blackwell Publishers.
- Laver, John. 1994. *Principles of Phonetics*. New York: Cambridge University Press.
- Martínez-Celdrán, Emilio. 1984. *Fonética*. Barcelona: Teide.
- Mackay, Ian. 1987. *Phonetics: the Science of Speech Production*. Boston: Little, Brown and Co.

b. Fonética y fonología del español:

- Alarcos Llorach, Emilio. 1968. *Fonología española*. Madrid: Gredos.
- Dalbor, John. 1997. *Spanish Pronunciation*. New York: Holt, Rinehart & Winston. (3rd ed.)
- Canfield, Lincoln D. 1988. *El español de América*. Barcelona: Grijalbo. (English translation: *Spanish Pronunciation in the Americas*, University of Chicago Press, 1981).
- D'Introno, F., E. del Teso y Rosemary Weston. (1995). *Fonética y fonología actual del español*. Madrid, Cátedra.
- Fernández Planas, Ana María. 2005. *Así se habla: nociones fundamentales de fonética general y española*. Barcelona: Horsori.
- Fernández Ramírez, Salvador. 1986. *Gramática española 2. Los sonidos*. Madrid: Arco Libros.
- Hammond, R. M. 2001. *The Sounds of Spanish: Analysis and Application*. Somerville, Mass.: Cascadilla Press.
- Harris, J. W. 1969. *Spanish Phonology*. Cambridge, Massachusetts: MIT Press. (Traducido al español y aumentado en Harris, James W. 1975: *Fonología generativa del español*. Barcelona: Planeta.)
- Harris, J. W. 1983. *Syllable Structure and Stress in Spanish: A Non-Linear Analysis*. Cambridge, Mass.: MIT Press.
- Hidalgo Navarro, A. y M. Quilis Merín. 2004. *Fonética y fonología españolas*. Valencia : Tirant lo Blanch.
- Hualde, José I. 2005. *The Sounds of Spanish*. New York: Cambridge University Press.
- Gil Fernández, Juana. 1988. *Los sonidos del lenguaje*. Madrid: Síntesis.
- Guitart, Jorge. 2004. *Sonido y sentido: Teoría y práctica de la pronunciación del español*. Washington D. C.: Georgetown University Press.
- Martínez Celdrán, Eugenio. 1989. *Fonología general y española. Fonología funcional*. Barcelona: Teide.
- Martínez Celdrán, Eugenio. 1994. *Fonética (con especial referencia a la lengua castellana)* (4^a ed.). Barcelona: Teide.
- Martínez Celdrán, Eugenio y Ana María Fernández Planas. (2007). *Manual de fonética española: articulaciones y sonidos del español*. Barcelona: Ariel Lingüística.
- Monroy-Casas, Rafael. (2004). *Aspectos fonéticos de las vocales españolas* (2^a ed.). Madrid: Libros en Red.

- Morgan, Terrell. 2010. *Sonidos en contexto*. New Haven, Connecticut: Yale University Press.
- Navarro Tomás, Tomás. 1977. *Manual de pronunciación española*. Madrid: C.S.I.C. (19th ed.).
- Piñeros, Carlos Eduardo. (2009). *Estructura de los sonidos del español*. Upper Saddle River, New Jersey: Pearson Education/Prentice Hall.
- Quilis, Antonio. (1999). *Tratado de fonología y fonética españolas* (2nd ed.). Madrid: Gredos.
- Quilis, Antonio. (2000). *Fonética acústica de la lengua española* (2nd ed.). Madrid: Gredos.
- Quilis, Antonio y Joseph A. Fernández. 1966. *Curso de fonética y fonología españolas para estudiantes angloamericanos*. Madrid: Gredos.
- Saporta, Sol y Heles Contreras. (1962). *A Phonological Grammar of Spanish*. University of Washington Press, Seattle, Washington.

c. Fonética y fonología de variedades dialectales del español:

- Alvar, Manuel (ed.). 1996. *Manual de dialectología hispánica I. El español de España*. Barcelona: Ariel.
- Alvar, Manuel (ed.). 1996. *Manual de dialectología hispánica II. El español de América*. Barcelona: Ariel.
- Canfield, D. Lincoln. 1983. *Spanish Pronunciation in the Americas*. Chicago: The University of Chicago Press.
- Cotton, Eleanor G. y John M. Sharp. 1988. *Spanish in the Americas*. Washington D.C.: Georgetown Univ. Press.
- Fontanella de Weinberg, Beatriz. 1993. *El español de América*. Madrid: MAPFRE.
- Lipski, John. 1994. *Latin American Spanish*. New York: Longman.
- Malmberg, Bertil. 1974. *La América hispano-hablante: unidad y diferenciación del castellano*. Madrid: Istmo.
- Mondéjar, José. 1991. *Dialectología andaluza: estudios*. Granada: Editorial Don Quijote.
- Navarro Tomás, Tomás. (1948). *El español en Puerto Rico*. Río Piedras, Puerto Rico: Editorial Universitaria.
- Penny, Ralph. (2000). *Variation and Change in Spanish*. New York: Cambridge University Press.
- Quesada Pacheco (2002). *El español de América*. Cartago: Editorial Tecnológica.
- Resnick, Mervin. 1975. *Phonological Variants and Dialect Identification in Latin America*. The Hague: Mouton.
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- Zamora, Juan y Jorge Guitart. 1982. *Dialectología hispanoamericana*. Salamanca: Almar.
- Zamora Vicente, Alonso. 1979. *Dialectología española* (2^a ed.). Madrid: Gredos.

ACADEMIC MISCONDUCT: PROHIBITED CONDUCT

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. At Ohio State we presume that all students have read and understand our university's Code of Student Conduct (for the full text of the Student Code of Conduct, see the web page: http://studentaffairs.osu.edu/resource_csc.asp).

Any student found to have engaged in the following conduct while within the university's jurisdiction, as set forth in section 3335-23-02, will be subject to disciplinary action by the university. Academic misconduct is defined as any activity that tends to compromise the academic integrity of the university, or subvert the educational process. The term "academic misconduct" includes all forms of student academic misconduct wherever committed, illustrated by (but not limited to) cases of plagiarism and dishonest practices in connection with examinations. Some examples of academic misconduct include, but are not limited to:

1. Violation of course rules as contained in the course syllabus or other information provided to the student; violation of program regulations as established by departmental committees and made available to students.
2. Knowingly providing or receiving information during examinations such as course examinations and candidacy examinations; or the possession and/or use of unauthorized materials during those examinations.
3. Knowingly providing or using assistance in the laboratory, on field work, or on a course assignment

unless such assistance has specifically been authorized.

4. Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas.
5. Submitting substantially the same work to satisfy requirements for one course that has been submitted in satisfaction of requirements for another course, without permission of the instructor of the course for which the work is being submitted.
6. Falsification, fabrication, or dishonesty in reporting laboratory and/or research results.
7. Serving as, or enlisting the assistance of a substitute for a student in the taking of examinations.
8. Alteration of grades or marks by the student in an effort to change the earned grade or credit.
9. Alteration of academically-related university forms or records, or unauthorized use of those forms.
10. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding or altering resource material, or manipulating a grading system.

N.B.: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487)

DISABILITY SERVICES

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

MENTAL HEALTH SERVICES:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Subject: Re: Spanish 4534H > 4534E
Date: Monday, February 10, 2020 at 11:02:24 AM Eastern Standard Time
From: Chamberlain, Lindsey
To: Sanabria, Rachel
CC: Podalsky, Laura
Attachments: image001.png, image002.png

Hi Rachel and Laura,

Thanks for your message. I have checked with some committee members, and I think it would be beneficial if the entire syllabus could be translated before their review of it. If you have a translated version that could be uploaded to the curriculum.osu.edu system, I will ask them to provide an expedited review of the embedded version.

Many thanks,
Lindsey



Lindsey Joyce Chamberlain, PhD

Assistant Dean and Director

College of Arts and Sciences Honors Program

3180 Smith Laboratory, 174 West 18th Avenue, Columbus, OH 43210

614-292-5104 Office / 614-688-8791 Fax

chamberlain.55@osu.edu aschonors.osu.edu

From: "Sanabria, Rachel" <sanabria.3@osu.edu>
Date: Friday, January 31, 2020 at 2:00 PM
To: "Chamberlain, Lindsey" <chamberlain.55@osu.edu>
Cc: "Podalsky, Laura" <podalsky.1@osu.edu>
Subject: Spanish 4534H > 4534E

Hi Lindsey,

How are you?

SPPO has recently withdrawn 4534H due to low enrollments / repeated cancellations. We would like to replace it with an E option for the course. Will the Honors committee accept the attached syllabus for review? It represents the 4534 as well as 4534E components. We have translated the description, as well as the objectives and highlighted the areas specific to Honors requirements (in areas that are written in Spanish).

Please advise, and thank you!

Rachel



Rachel Sanabria

Graduate & Undergraduate Academic Programs Manager

Administrative Operations Manager, SPPO Main Office

Department of Spanish & Portuguese

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