

FLS 333--The Sounds of Spanish, Fall 2019

General information

Section: 003

Meeting days and times: 10:15 am-11:30pm, T/TH

Meeting location: Withers Hall 150

Class meeting is required

Credit hours: 3

GEP: none

Instructor Information

Instructor: Dr. Rebecca Ronquest

E-mail: ronquest@ncsu.edu

Students can expect prompt responses to e-mail Monday-Friday between 8 a.m. and 8 p.m.

Office location: Withers 421, Main Campus

Office hours: Lunes 12:30-2:30; Martes 4:30-5:45

Course website: <https://wolfware.ncsu.edu/>

Course materials

1) Fonética y fonología españolas by Armin Schwegler & Ana Ameal-Guerra (2018)

Edition: 5

ISBN – ISBN: 978-1-119-39571-3

Cost: New Paperback- \$120.95; E-book\$120.00, with rental prices from \$30.00 (Wiley website).

Amazon.com prices may vary.

Companion site for exercises: available on Moodle as well as via www.wiley.com/go/schwegler/fonetica5e

Textbook is required

2) Various readings and supplemental materials posted on Moodle (<https://wolfware.ncsu.edu/>)

Prerequisites

FLS 202 or equivalent

Co-requisites

None

Enrollment Restrictions

None

Course Description

Catalogue description: A study of the pronunciation and phonological system of Spanish, with the goals of improving student pronunciation and analyzing native Spanish pronunciation. Extensive practice in phonetic transcription and pronunciation, as well as phonetic/phonological dialect variation.

Detailed description: The purpose of this course is to provide an introduction to the sound system of Spanish, compare the English and Spanish systems of pronunciation, and learn about phonetic/phonological variation across dialects. Students will study the articulation of Spanish sounds, the contrastive sounds (fonemas), their contextual manifestations (alófonos), and several phonological processes. In addition, the acoustic properties of certain speech sounds will be examined via spectrographic analysis with the program PRAAT. This course includes a variety of activities/assignments which involve self-recording and analysis of speech, listening to native Spanish, phonetic transcription, and a final project. All assignments, readings, and projects are designed to help students improve their pronunciation by becoming more aware of fine-grained phonetic details

International Phonetic Alphabet (IPA) ˌɪntəˈnæʃnəl fəˈnetɪk ˈælfəbet

Consonants (pulmonic)

	Bilabial	Labio-dental	Dental	Alveolar	Post-alveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d		ʈ ɖ	c ɟ	k ɡ	q ɢ		ʔ
Nasal	m	ɱ		n		ɳ	ɲ	ŋ	ɴ		
Trill	ʙ			r					ʀ		
Tap or flap		ɸ		ɾ		ɽ					
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ
Lateral fricative				ɬ ɮ							
Approximant		ʋ		ɹ		ɻ	j	ɰ			
Lateral approximant				l		ɭ	ʎ	ʟ			

Learning outcomes

Specifically, at the end of the semester, students will be able to:

- 1) Systematically describe the articulation of the vowels and consonants of Spanish using the appropriate linguistic terminology.
- 2) Identify areas of difficulty in their own pronunciation and apply the knowledge gained in the course to more closely approximate native-norms.
- 3) Accurately transcribe Spanish speech using the phonetic alphabet.
- 4) Understand the basic acoustic properties of speech sounds.
- 5) Identify and describe traits of phonetic variation throughout the dialects of the Spanish-speaking world.
- 6) Discuss a variety of topics in Spanish with grammatical and lexical precision and sophistication reflective of the intermediate high (or higher) level on the Oral Proficiency Scale of the American Council on the Teaching of Foreign Languages (ACTFL <http://www.actfl.org>).

Transferable skills

In addition to the defined learning outcomes specific to this class, students will also acquire a number of skills and abilities that will be of wider use outside of this particular course, or even your Spanish major or minor. These skills can be included on job or grad school applications or resumes, as a way of describing the beneficial aspects of this course, above and beyond the specific content. Transferable skills include, but are not limited to, the following:

- 1) Self-reflective analysis of your own strengths and weaknesses (analysis of recordings)
- 2) Cross-cultural competence (dialects of Spanish; language variation)
- 3) Writing a scientific lab report (final project)
- 4) Pattern recognition and analysis; critical thinking skills (phonetic transcription and phonology problems)

Students are encouraged to think of other ways that skills practiced and gained in this, and other courses, might be applicable to a wider selection of contexts.

Letter Grades

This Course uses Standard NCSU Letter Grading (Note: grades will NOT be rounded):

A+ 97-100%	B+ 87-89.99%	C+ 77-79.99%	D+ 67-69.99%	F 59.99-0%
A 93-96.99%	B 83-86.99%	C 73-76.99%	D 63-66.99%	
A- 90-92.99%	B- 80-82.99%	C- 70-72.99%	D- 60-62.99%	

Course components

Component	Weight	Description
Attendance, readiness, and in-class activity	10%	Regular attendance, preparation, and active participation in class are vital components of this course. More than 2 unexcused absences will result in a 2% deduction from the final grade. See below for more information on the attendance policy. Readiness and in-class activity will be evaluated regularly via a combination of “readiness checks” and assessment of contributions to group and full-class discussions. More information and a detailed rubric are included below.

Homework and Quizzes	20%	<p>Written HW assignments will consist of exercises from the student manual (available on Moodle under the “ejercicios de práctica” section or can be accessed from www.wiley.com/go/schwegler/fonetica5e) as well as additional practice created by the professor. The purpose of the written HW is to enable students to practice and master the material. Homework assignments will be collected and graded for accuracy periodically throughout the semester (i.e. not all homework assignments will be collected). The professor will announce at the beginning of class if the HW for that day is to be collected and graded. Students must have HW available and ready to discuss at the beginning of each class. Homework sent via e-mail is NOT accepted for a grade unless otherwise indicated by the professor.</p> <p>Some homework assignments (i.e., tareas auditivas) will involve watching short video clips in Spanish and turning in a typed summary and a series of observations. More information about tareas auditivas will be discussed during the third week of the semester.</p> <p>There will be one quiz on the articulators (October 3rd) that will be counted along with the homework grade.</p>
Recordings	10%	<p>Students will complete several recordings outside of class. The recordings will include a list of words or phrases, a poem, or a small paragraph. Some recordings will also include an open-ended question for students to answer in Spanish. The professor will listen to the recordings, analyze the pronunciation of certain sounds, and evaluate language use in accordance with the ACTFL Oral Proficiency Guidelines. Three recordings are assigned prior to Exam 3, and students MUST complete the first one (due Sept. 5th) and at least one of the remaining two prior to the third exam. Feedback will be given on areas for improvement, but recordings are not graded for correct pronunciation or grammar –they are a “completion grade.” Students should make every effort to focus on pronunciation, however, as two additional recordings will be made as part of Exam 3 and the Final Exam that will be graded for correct pronunciation. It is expected that students will use the feedback given on the ungraded recordings to improve their Spanish pronunciation.</p> <p>The recordings can be made using the students program of choice and then uploaded to Moodle by the due date indicated on the course syllabus. One option is Vocaroo (http://vocaroo.com/), although any program that is capable of recording sounds is permissible. The recordings are due by the beginning of class on the day due (listed in the course schedule below).</p>
Partial Exams	30% (10% each)	<p>There are three written partial exams during the semester. See schedule for dates. The partial exams are not designed to be cumulative, but due to the nature of the subject matter, material from previous tests will necessarily appear on later exams. Exam 3 also contains a recording that will be graded for correct pronunciation/use of spoken Spanish. The recording must be completed before the exam date.</p>

Final Project	10%	There will be a final paper consisting of the analysis of your pronunciation, with special focus on certain problematic aspects of Spanish phonology for American speakers. Native/heritage speakers will write a paper on their particular dialect of Spanish. More information on specific requirements will be provided throughout the semester. Due November 26th at the start of class, turned in as a hard copy.
Final Exam	20%	The written final exam is cumulative, covering all of the areas studied throughout the semester. The final also includes an oral component, graded for appropriate pronunciation/use of spoken Spanish, which is to be recorded before the exam date. University Policy requires that the final exam be taken on the date assigned by the Registrar's Final Exam Calendar: https://studentservices.ncsu.edu/calendars/exam/ The exam cannot be taken at a different time. Please make your travel plans accordingly.

Requirements for Credit-Only (S/U) Grading

In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to <http://policies.ncsu.edu/regulation/reg-02-20-15>.

Requirements for Auditors (AU)

Information about and requirements for auditing a course can be found at <http://policies.ncsu.edu/regulation/reg-02-20-04>

Policies on Incomplete Grades

If an extended deadline is not authorized by the instructor or department, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades is located at <http://policies.ncsu.edu/regulation/reg-02-50-03>.

Late Assignments

Late assignments are **not accepted** for a grade unless 1) official documentation of absence is provided along with the assignment upon the student's return to class or 2) the student has opted to use his or her "late pass" for an assignment (see below). If you know you are going to miss a day of class, turn in your homework early. If you are sick and do not intend to visit the health center to obtain documentation, send a hard copy with a classmate or place it in the file box outside of my office door by the start of class. **Please be reminded that homework will NOT be accepted via e-mail.**

Attendance Policy

The attendance policy for this course is in compliance with the NC State attendance policy and can be viewed at <http://policies.ncsu.edu/regulation/reg-02-20-03>. Please note that **absences will affect your progress in the class and may have a negative effect on your grades**. Please read the following very carefully:

Students are permitted **two** absences per semester, whether documented or undocumented. (Therefore it is not necessary to present documentation for the first two absences, although you are welcome to if you wish to.) A **documented** absence is one for which the student provides written documentation of the absence, such as a doctor's note or an obituary in the case of a class missed due to a funeral. (See more on this below.) After the initial two missed classes, all undocumented absences will be considered **unexcused**, including doctor's appointments if no written documentation is obtained, missing buses, traffic delays, car breakdowns, and malfunctioning alarm clocks. After your second undocumented absence, **2% will be deducted from your final grade for each undocumented absence**. Late arrivals and early departures of more than 15 minutes will count as an absence.

There are two kinds of official, certified absences that would be considered "excusable":

1) Certain anticipated absences including official university activities certified by a letter from the appropriate sponsor; court dates certified by a Clerk of Court; and religious observances as certified by the Office of Institutional Equity and Diversity. In order to be considered "excusable", anticipated absence must be cleared with me **BEFORE** the actual day of the absence--including submission of all relevant documentation. If you anticipate missing class for an athletic event, religious observance, or other reason mentioned above, **please speak with me immediately**.

2) Emergencies, including illness or injury when certified by a physician-- the physician's letter must clearly state that such illness or injury prevented you from attending classes on the given date(s); and death or serious illnesses in the family when certified appropriately. In order for emergency absences to qualify as "excusable", all certifications must be turned in **BEFORE THE NEXT CLASS OR IMMEDIATELY UPON RETURN TO CLASS**; per University regulations, excuses submitted later than one week after return to class will not be valid. For example, it will not be possible to turn in documentation of an absence and missed assignments on the last day of classes for absences that occurred during the fourth week of the semester.

Absolutely no make-ups will be given as a result of "unexcused" absences.

Readiness and in-class activity

You are expected to come to class prepared, having read the assigned material and having completed the assignments for the day. Ten percent of your grade is comprised of "readiness checks" (5%) and your activity during class (5%). Participation on an individual level as well as at a group level is normal for this class. Importantly, the class is conducted entirely in Spanish. Do not worry about making mistakes; what is important is that you speak and contribute actively.

"Readiness checks" will occur weekly throughout the semester and will consist of one or more of the following:

- Homework checks: The student has completed the assigned homework and has brought a hard copy to discuss in class.
- Reading comprehension: The student is able to answer 4-6 questions about the assigned readings and/or concepts discussed in the previous class.

Activity in class will be assessed daily and is based on the following (see rubric on page 12 for more details):

- Demonstrating comprehension of the material by participating in pair and group activities in Spanish at the ACTFL intermediate high level (or higher).
- Asking clarification questions and participating actively in full-class discussions in Spanish at the ACTFL intermediate high level (or higher).
- Respecting the professor and your classmates by listening attentively.

Please note: Unauthorized use of technology such as phones, laptops, tablets, smart watches, ipods etc. will result in an automatic one point deduction from the grade for each offense. “Unauthorized” activities include, but are not limited to, texting, making or accepting phone calls in class, checking e-mail, playing games, listening to music, reading the news or material for other classes, and using social media of any type. Permissible use of technology includes accessing an electronic version of the textbook (if you do not have a hard copy), our class Moodle site, a Googledoc or other digital activity that has been assigned for the day, or an online dictionary.

Makeup/Late work

Homework assignments are due at the beginning of class on the day assigned in the form of a **hard copy**. Each student will be allowed one “late pass” homework that can be used for an assignment that is collected for grading. The late assignment must be turned in by the start of the following class period, and the “late pass” grade sheet (included on the last page of the syllabus), must be secured to the top. The late pass may only be used for homework assignments collected for credit and cannot be used for readiness checks or recordings. **Once the late pass has been used, no credit will be given for late assignments**, although the professor will correct late homework for content at the student’s request. If you know you are going to miss a day of class, turn in your homework early, send a hard copy in with a classmate, or place it in the file box outside of my office door by the start of class. **Please be reminded that homework will NOT be accepted via e-mail.**

Likewise, **no make-up quizzes or exams will be given as a result of an unexcused absence**; if you miss a readiness check, quiz, or exam, you will receive a 0. If you need to miss a quiz or exam for an official university-excused absence (i.e. class field trip, religious observance), you are obligated to let the instructor know as soon as possible before the date of the quiz or exam. Failure to do so will result in a 0 on the quiz or exam.

Please note that missing more than two classes will necessarily affect the in-class activity grade. **Students who will miss more than two classes for documented/official/university-excused absences should speak with the instructor no later than the second week of class.** If the additional absences are excused, in-class activity scores can be earned by spending at least 30 minutes speaking (in Spanish) with the professor in her office to gain the practice missed in class. One 30 minute session will need to be scheduled for each absence over 2. It is the responsibility of the student to contact the professor and schedule the meetings.

Communication and consultation with instructor

E-mail is considered an official form of communication between the professor and students. It is the responsibility of the student to ensure that his or her e-mail is working properly and that messages from the professor, whether individual or group via Moodle, are received. The professor will often request confirmation of an individual e-mail. If none is received prior to the next class, the professor will discuss the message with the student before/after class or during office hours. Likewise, if the professor does not appear to respond to an e-mail message from a student within 24 hours during the week, the student should consult with the professor to ensure that the message was sent and received. If the professor contacts a student

requesting changes be made to an assignment that has already been turned in, failure to receive the message is NOT an excuse for not completing the work, and there will likely be consequences that could negatively affect the grade.

Students are welcome (and encouraged!) to consult with the professor during office hours on a first-come, first-served basis. Individual appointments can also be arranged outside of office hours based on the schedule and availability of both the student and the professor. If a meeting is scheduled outside of office hours, the student has the obligation to 1) attend as planned or 2) cancel the meeting **AT LEAST one hour prior**. In the event that a student does not attend the meeting or does not provide sufficient notice of cancellation, the professor is no longer obligated to schedule outside consultation with that student.

Academic Integrity

Regardless of discipline, honest and rigorous scholarship is at the foundation of a Research I institution. Students are bound by the academic integrity policy as stated in NCSU Code of Student Conduct: <http://policies.ncsu.edu/policy/pol-11-35-01>. Students are required to uphold the university pledge of honor and exercise honesty in completing every assignment. You may be required to write the Pack Pledge on every exam and assignment and to sign or type your name after the pledge. ("I have neither given nor received unauthorized aid on this test or assignment.") Violations of academic integrity will result in referral to the Office of Student Conduct with a recommendation of a failing grade for the assignment, and they will be reported to the department head.

Permissible:

- Working in groups on text exercises assigned in class.
- Discussing lectures, readings, articles, etc. in groups outside of class.
- Asking the instructor for clarification about problematic/difficult grammatical structures on the final project.
- Asking questions of clarification in class, or coming to office hours for extra help.

NOT permissible:

- Copying another student's homework assignment or the answer key.
- Turning in someone else's work as your own.
- Failing to correctly cite sources (references) in written work.**
- Copying another person's answers on an exam or quiz.
- Asking another person to do your work for you.
- Collaborating on a final project/mini-project/assignment unless otherwise assigned to do so.
- Using an electronic or online translator of any type.** (Online dictionaries, like wordreference.com, are permitted. They are useful tools for looking up single words and short, idiomatic phrases.)

Academic Honesty

See <http://policies.ncsu.edu/policy/pol-11-35-01> for a detailed explanation of academic honesty.

Honor Pledge

Your signature on any test or assignment indicates "I have neither given nor received unauthorized aid on this test or assignment."

Electronically-Hosted Course Components

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at Holmes Hall, Suite 304, 2751 Cates Avenue, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.01). <https://policies.ncsu.edu/regulation/reg-02-20-01>.

Non-Discrimination Policy

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <http://policies.ncsu.edu/regulation/reg-04-25-02>, <http://policies.ncsu.edu/policy/pol-04-25-05> or http://www.ncsu.edu/equal_op/. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at oied-communications@ncsu.edu or 919-515-3148.

N.C. State Polices, Regulations, and Rules (PRR)

Students are responsible for reviewing the NC State University PRR's which pertains to their course rights and responsibilities:

- Equal Opportunity and Non-Discrimination Policy Statement <https://policies.ncsu.edu/policy/pol-04-25-05> with additional references at <https://oied.ncsu.edu/equity/policies/>
- Code of Student Conduct <https://policies.ncsu.edu/policy/pol-11-35-01>
- Grades and Grade Point Average <https://policies.ncsu.edu/regulation/reg-02-50-03>
- Credit-Only Courses <https://policies.ncsu.edu/regulation/reg-02-20-15>
- Audits <https://policies.ncsu.edu/regulation/reg-02-20-04>

Course evaluations

Course evaluations for this class will be available during the last weeks of the current semester. Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will not know how any one student responded to any question, and students will not know the ratings for any instructors.

Evaluation website: <http://go.ncsu.edu/cesurvey>

Student help desk: classeval@ncsu.edu

More information about ClassEval: <http://oirp.ncsu.edu/eval/cl>

Approximately 20 minutes will be provided during the last week of class for students to complete the course evaluation if they have not already done so. The professor will not be present at the time evaluations are completed to ensure confidentiality.

Supporting Fellow Students in Distress

NSCU Cares:

“As members of the NC State Wolfpack community, we each share a personal responsibility to express concern for one another and to ensure that this classroom and the campus as a whole remains a healthy and safe environment for learning. Occasionally, you may come across a fellow classmate whose personal behavior concerns or worries you, either for the classmate’s well-being or yours. When this is the case, I would encourage you to report this behavior to the NC State’s Students of Concern website: <http://go.ncsu.edu/NCSUcares>. Although you can report anonymously, it is preferred that you share your contact information so they can follow-up with you personally.”

Calendario

Note: The course schedule is subject to change at the professor's discretion based on the progress of the class. All assigned readings from the textbook *Fonética y fonología españolas* (Schwegler & Ameal-Guerra, 2018).

Semana	Fecha	Tema	Lectura	Tarea escrita u oral (Due at the <u>start</u> of class as a <u>hard copy</u>)
1	22 agosto	Introducción al curso El acento fónico (stress)	Cap. 1(pg. 1-11) Fig 6.3d (pg. 111)	
2	27 agosto	Repaso del acento fónico Las vocales	Cap 1. (pg. 7-11) Cap. 2	Ejercicios 1.3 y 1.4
	29 agosto	La sílaba	Cap. 3 (pg. 35-48)	Ejercicios 2.2, 2.8
3	3 septiembre	La sílaba, diptongos, e hiato	Cap. 3 (pg. 48-59)	Ejercicios 3.2, 3.3., 3.4, 3.5, y 3.6 (1-10 en cada ejercicio)
	5 septiembre	Yod y Wau	Cap.4	Ejercicios 3.9 y 3.11 Grabación 1(obligatorio)
4	10 septiembre	El encadenamiento, los ajustes vocálicos entre palabras	Cap. 5 (pg. 83-94)	Ejercicios 4.1 (todo), 4.2 (todo), 4.3 (todo), y 4.4 (1-10)
	12 septiembre	La duración vocálica, el ritmo, la triptongación, y la reducción vocálica	Cap. 5 (pg. 94-100) Cap 6. (pg. 103-106)	Ejercicios 5.1 y 5.5
5	17 septiembre	La schwa, repaso: el acento fónico <i>Repaso Ex I</i>	Cap. 6 (pg. 113-116) Fig 6.3d (pg. 111)	Ejercicio 5.8
	19 septiembre	EXAMEN I		
6	24 septiembre	Las consonantes: Punto de articulación	Cap. 7 (pg. 121-128)	Tarea Auditiva 1 (Moodle)
	26 septiembre	Las consonantes: Modo y sonoridad	Cap. 7 (pg. 128-143)	Ejercicios 7.2 (todo), 7.4 (11-20)
7	1 octubre	Más sobre punto, modo, y sonoridad La fonética acústica	Cap. 7 (pgs. 143-155)	Ejercicios 7.5, 7.8 Actividad de las cuerdas vocales (Moodle)

	3 octubre	La transcripción fonética *Prueba: Los órganos articulatorios	Cap. 8	Ejercicio 10.6 Grabación 2(opcional)
8	8 octubre	Fonemas y alófonos	Cap. 9 (pg. 173-181; 187-189)	Ejercicio 9.1 Transcripción 1 (Moodle)
	10 octubre	<i>No hay clase: Día feriado de otoño</i>		
9	15 octubre	Los fonemas oclusivos sordos /ptk/	Cap. 9 (pg. 181-182) Cap. 10 (pg. 193-199)	Ejercicio 9.9
	17 octubre	Las obstruyentes sonoras /bdg/	Cap 12. (pg. 217-229)	Ejercicio 10.1a Práctica acústica (Moodle)
10	22 octubre	/bdg/ cont., El fonema palatal /j/ <i>Repaso Ex II</i>	Cap 12 (pg. 229-238)	Ejercicio 12.1a (todo) Actividad Musical (Moodle)
	24 octubre	EXAMEN II		
11	29 octubre	Las fricativas y africadas	Cap. 15 Cap. 10 (199-200)	Tarea Auditiva 2 (Moodle) Grabación 3(opcional si ya hiciste grabación 2)
	31 octubre	Las nasales La transcripción fonémica	Cap. 11 Cap. 12 sección 12.8	Actividad sobre las fricativas: Juntando con el tren (Moodle)
12	5 noviembre	Las laterales	Cap. 11 Cap. 14	Ejercicios 11.2, 11.3, 11.8
	7 noviembre	Las vibrantes	Cap. 13	Ejercicios 14.3, 14.4
13	12 noviembre	<i>Repaso EX III</i>	Cap 13.	Ejercicio 13.6
	14 noviembre	EXAMEN III		
14	19 noviembre	Taller: El proyecto final		*Grabación: proyecto final, y un párrafo escrito del ensayo*
	21 noviembre	Introducción a la Dialectología; España	Cap 18 secciones 18.5 y 18.6 Cap. 19	Tarea Auditiva 3 (Moodle)

15	26 noviembre	Dialectología cont.	Cap. 20	*Se entrega el proyecto final* Preguntas asignadas (Moodle)
	28 noviembre	<i>No hay clase: Acción de gracias</i>		
16	3 diciembre	Dialectología cont.	Cap. 19 y 20	Preguntas asignadas (Moodle)
	5 diciembre	Resumen y repaso Evaluaciones del curso		



Examen final: 17 de diciembre a las 8:00 de la mañana
(la grabación para el examen final se entrega para las 6 de la tarde el 16 de diciembre**)**

Assessment and evaluation of in-class activity

I) Quantity of contributions

- 5 -- Participates **actively and consistently** in each class meeting, including volunteering to answer questions, sharing ideas, and responding to classmates' ideas; always on task, and often takes on the role of group leader in small group activities.
- 4 -- Participates **regularly**, including **some volunteering** and sharing of ideas, but more often just answering instructor's questions when called on; generally stays on task and is an important contributor when working with peers in small groups.
- 3 -- Shows more **passive** than active participation; **sometimes contributes** and is at least aware of what is going on; sometimes is distracted/doesn't stay on task; usually participates to discussion in small group activities.
- 2 -- **Is a passive participant** or a **non-participant** in class activities; is barely engaged and depends on others to carry the load; is easily distracted/not on task; rarely participates in group activities.

II) Quality of contributions

- 5 -- Contributions demonstrate **knowledge and understanding** of new material. Comments/questions indicate that the student is well-prepared for class, having completed and comprehended all readings and assignments.
- 4 -- Contributions demonstrate **knowledge** of new material. Comments/questions indicate that the student has reviewed assigned material/completed assignments, but that not all concepts have been grasped completely.
- 3 -- **Does not consistently demonstrate knowledge** or ability to apply new material. Comments/questions indicate that the student is aware of the topic(s) of discussion, but either did not complete all assignments or is struggling to comprehend the readings.
- 2 -- The student is often **unable to demonstrate knowledge** or ability to apply new material. Comments/questions suggest that the student likely did not complete the assignment(s), read the material, and/or simply does not understand the course topic(s); OR, the student does not participate in class, which precludes the professor from evaluating quality of contributions.

III) Language use

- 5 -- Communicates **exclusively** (or almost exclusively) **in Spanish** when discussing complex concepts, asking questions, and when working in small groups. Ideas are articulated clearly and are easily understood by the professor and other classmates.
- 4 -- Communicates **primarily in Spanish** (more Spanish than English), but will occasionally resort to English when discussing complex concepts, asking questions, or when working in small groups. Ideas are generally articulated clearly. Breakdowns in communication/comprehension are rare.
- 3 -- Generally communicates in Spanish, but **resorts easily to English** when discussing complex concepts, asking questions, or when working in small groups. Ideas are sometimes not articulated clearly. Breakdowns in communication/comprehension occur somewhat frequently.
- 2 -- **Uses English frequently** (more English than Spanish); Spanish is often difficult to understand, and breakdowns in communication/comprehension occur regularly; OR, the student does not participate in class, which precludes the professor from evaluating the student's linguistic skills.

IV) Attitude

- 5 -- **Listens attentively** when others speak, maintains respectful attitude, and is not disruptive; **enthusiastic** about learning and has a **positive** impact on class atmosphere.
- 4 -- **Listens** when others speak and maintains respectful attitude, and is not disruptive; shows a positive attitude toward learning and has a positive impact on class atmosphere.
- 3 -- **Usually listens** when others speak and/or does not consistently maintain respectful attitude; seems somewhat **indifferent** toward learning and thus does not positively impact class atmosphere on a regular basis.
- 2 -- Often displays a **lack of attention** when others speak; is disrespectful and/or disruptive; shows a **negative attitude** toward learning and has a negative impact on class atmosphere.

V) Attendance/punctuality

- 3 -- Attends class **regularly** and arrives on time.
- 2 -- Attends class regularly and **generally** arrives on time.
- 1 -- **Unexplained absences/lateness** to class occur semi-regularly.

Note: The late pass allows you to turn in a missed homework assignment one class meeting after it is due. That is, if homework is collected on a Tuesday, it will be accepted with this pass the next meeting (Thursday); if an assignment is missed on a Thursday, it will be accepted with this pass the following Tuesday. After one class meeting has occurred, a late assignment will not be accepted for a grade, but can be evaluated for feedback upon the student's request. In order to be accepted for a grade, the pass must be stapled to the top of the assignment along with the assignment that is being turned in.

Late Pass

Name: _____

Assignment name: _____

Original due date: _____ Date turned in: _____

Grade: _____