

WINONA STATE UNIVERSITY
NEW AND REVISED COURSE AND PROGRAM APPROVAL FORM

Routing form for new and revised courses and programs.

Course or Program SPAN 305 Practical Phonetics

Department Recommendation

Yogesh Grover
Department Chair

1/28/14
Date

Ygrover@winona.edu
e-mail address

Dean's Recommendation ☒ Yes

☐ No*

Mike S. Smith
Dean of College

1-28-14
Date

*The dean shall forward their recommendation to the chair of the department, the chair of A2C2, and the Vice President for Academic Affairs.

A2C2 Recommendation ☐ Approved ☐ Disapproved

Chair of A2C2

Date

Graduate Council Recommendation
(if applicable)

☐ Approved

☐ Disapproved

Chair of Graduate Council

Date

Director of Graduate Studies

Date

Faculty Senate Recommendation ☐ Approved ☐ Disapproved

President of Faculty Senate

Date

Academic Vice President Recommendation ☐ Approved ☐ Disapproved

Academic Vice President

Date

Decision of President ☐ Approved ☐ Disapproved

President

Date

Please forward to Registrar.

Registrar

Date entered

Please notify department chair via e-mail that curricular change has been recorded.

WINONA STATE UNIVERSITY

PROPOSAL FOR A NEW COURSE

This form is to be used to submit a proposal for a new undergraduate or graduate course. Every item on this form must be completed prior to submission to A2C2. The department proposing a new course must include a **Financial and Staffing Data Sheet** and a **New and Revised Course and Program Approval Form** with the department chairperson's and Dean's signatures. Refer to Regulation 3-4, **Policy for Changing the Curriculum**, for complete information on submitting proposals for curricular changes.

Department Global Studies and World Languages Date January 28, 2014

SPAN 305 Practical Phonetics 3
Course No. Course Title Credits*

This proposal is for a(n): ☒ Undergraduate Course ☐ Graduate Course

Is this course for USP? ☐ Yes** ☒ No Is this course for GEP? ☐ Yes** ☒ No

List all Major Codes to which this proposal applies as a required course: None

List all Major Codes to which this proposal applies as an elective course: SPAN, SPANT, PSPN

List all Minor Codes to which this proposal applies as a required course: None

List all Minor Codes to which this proposal applies as an elective course: SPAN

Prerequisites SPAN 202 - Intermediate Spanish II

Grading method ☒ Grade only ☐ P/NC only ☐ Grade and P/NC Option

Frequency of offering Offered as needed and determined by the department.

What semester do you anticipate that will this course be offered for the first time? Spring 2015

Note: The approval process for a new course typically takes at least four to six weeks

* If this course will change the number of credits for any major or minor, the form **Proposal for a Revised Program** must also be submitted and approved according to the instructions on that form.

For General Education Program (GEP) or University Studies (USP) course approval, the form **Proposal for General Education Courses or **Proposal for University Studies Courses** must also be completed and submitted according to the instructions on that form.

Please provide all of the following information:

(Note: a syllabus or other documentation may not substitute for this)

A. Course Description

1. Description of the course as it will appear in the WSU catalog, including the credit hours, any prerequisites, and the grading method. If the course can be repeated, indicate the maximum number of credit hours for which this can be done.

SPAN 305 Practical Phonetics (3 S.H.) The three goals for this course are to: 1) examine the Spanish language sound system (phonetics) through a linguistic-theoretical methodology, 2) develop toward native-like pronunciation and 3) survey dialectal variation in terms of phonetic differences in socio-historical context. This course is conducted in Spanish. Prerequisite: SPAN 202 - Intermediate Spanish II or equivalent. Grade only.

2. Course outline of the major topics, themes, subtopics, etc., to be covered in the course. This outline should be, at a minimum, a two-level outline, i.e., consisting of topics and subtopics. This information will be submitted to MnSCU by the WSU Registrar's office.

I. Articulation

- i. Anatomy of articulation: bilabial, labial, dental, alveolar, post-alveolar, palatal, retroflex, velar, uvular, pharyngeal, glottal
- ii. Voicing
- iii. Oral versus nasal articulation
- iv. Mode of articulation: plosive, nasal, trill, flap, fricative, affricative, laterals, approximate, lateral approximate

II. Phonetic transcription

- i. International Phonetic Alphabet (IPA)
- ii. Syllabification
- iii. Accentuation
- iv. Differences in the phoneme inventories of English and Spanish

III. Vowels and consonants

- i. Spanish versus English vowel realizations
- ii. Vowel categorization: front, mid, back; closed, mid, open
- iii. Diphthongs, triphthong and hiatus
- iv. Spanish versus English consonant realizations

III. Variation

- i. Temporal variation – phonetic change over time
- ii. Regional variation – phonetic differences across dialects
- iii. Factors leading to variation

3.a Instructional delivery methods utilized: (Please check all that apply).

Auditorium/Classroom: X	ITV	Online	Web Enhanced	Web Supplemented
Laboratory:	Service Learning	Travel Study	Internship/Practicum	
Other: (Please indicate)				

3.b. MnSCU Course media codes: (Please check all that apply).

None: X	3. Internet	6. Independent Study	9. Web Enhanced
1. Satellite	4. ITV Sending	7. Taped	10. Web Supplemented
2. CD Rom	5. Broadcast TV	8. ITV Receiving	

4. Course requirements (papers, lab work, projects, etc.) and means of evaluation.

The assessment for this course involves homework for each class meeting (10%), active in-class participation (15% - including attendance), frequent quizzes (30% -transcriptions, terminology, diagrams, tables), one group presentation on a regional variation not examined in class (15%), one group presentation reviewing a topic for the final exam (5%) and a final exam (15%). In addition, each student is evaluated for pronunciation development through a recording at the beginning and again at the end of the semester (10%). The grading consists of identification by the student of specific errors and the *relative* amount of change over the course for each student so as to maintain fair assessment across students of different proficiency levels.

5. Course materials (textbook(s), articles, etc.).

Required textbook:

Guitart, Jorge M. (2004). Sonido y sentido: Teoría y práctica de la pronunciación del español [Sound and meaning: Theory and practice in pronunciation of Spanish]. Georgetown University Press. Washington, DC.

6. List the student learning outcomes for this course and how each outcome will be assessed.

Learning Outcome	Learning Activity	Assessment
I. Gained linguistic content knowledge about phonetics, applied to Spanish and partially to English by comparison	Textbook reading for homework, in-class discussion	Quizzes, dialect presentation (application of knowledge), final exam review, final exam
II. Improved oral production	In-class oral expression practice with feedback	In-class participation grade, presentations and 'pre-/post-' pronunciation evaluation
III. Improved listening comprehension	In-class discussions, lectures and audio CD supplement to textbook	Transcription quizzes and in-class participation grade
IV. Improved reading comprehension	Textbook reading for homework, synthesizing information for discussion	Quizzes, final exam review and final exam
V. Gained global perspectives	Study of dialectal variation in the socio-historical context	Dialect presentation, quizzes and final exam
VI. Ability to synthesize research	Group analysis of a current research paper, integration with course content	Dialect presentation and final exam presentation

B. Rationale

Provide a rationale for the new course. The rationale should include the following items.

1. A statement of the major focus of the course.

The principal focus of this course is to teach students, in detail, about the sounds that compose spoken Spanish. This general goal is realized through the linguistic-theoretical study of phonetics, the practical application of this knowledge in the form of pronunciation development and an awareness of linguistic variation. As such, this course aims to prepare students to successfully use the Spanish language beyond the classroom, across contexts and speakers.

2. A statement of how this course will contribute to the departmental curriculum.

This course seeks to satisfy two significant curricular demands that are currently not met. First, the Spanish major and minor program was recently revised to allow for electives and is in need of linguistic course offerings beyond the sole survey course already offered. This proposed course expands upon the current coursework that is heavily literature and culture-based. Not only does this course enhance the scope of the current curriculum, but it also increases the number of 300-400 level courses available in a time when these courses fill up, restricting availability to all majors and minors. Second, there is a need for a targeted component of native-like oral expression in the Spanish program. One specific example that this demand is evident is the lack of success of our Spanish teaching candidates to pass the Minnesota Teacher Licensure Examination component of 'Presentational Speaking'. The most current data shows only 25% pass rate for 2008-2010 on this oral portion – in contrast with a 66% pass rate on the multiple choice portion covering grammar, vocabulary and pedagogy. However, this course is not solely targeted at future teachers. Rather, it is intended to support the use of Spanish across professions, especially nursing and business.

3. A statement of why this course is to be offered at this level (i.e. 100-, 200-, 300-, 400-, or 500-level)

This course is intended to be appropriate for, and to include, students at any level of Spanish proficiency and study beyond the basic four-semester course sequence of Spanish proficiency (SPAN 101, 102, 201, 202). Therefore, a low-300 course number is appropriate to facilitate the prerequisite of SPAN 202 – Intermediate Spanish II and to encourage enrollment before higher-level courses. The prerequisite is necessary in order for students to have sufficient Spanish proficiency so as to be able to comprehend the Spanish language textbook and in-class discussion.

4. Identification of any courses which may be dropped, if any, if this course is implemented.

None

C. Impact of This Course on Other Departments, Programs, Majors, and Minors

Provide a statement of the impact of this course on other departments, programs, majors, and minors.

1. Clearly state the impact of this course on courses taught in other departments. Does this course duplicate the content of any other course? Is there any effect on prerequisites for this or any other courses?

None

2. Would approval of this course change the total number of credits required by any major or minor of any department? If so, explain the effects which this course would have.

No. This course would only offer current Spanish majors, minors and Spanish teaching majors more elective options to fulfill the current requirements.

3. If this course has an impact on the major or minor of any other department or program, it is the responsibility of the department submitting the course proposal to send written notification to the department(s) or program(s) affected. State clearly which other programs are affected by this proposal and whether the other departments have been notified and/or consulted. Attach letter(s) of understanding from impacted department(s).

N/A

D. Attach to This Proposal a Completed

1. *Financial and Staffing Data Sheet*
2. *New and Revised Course and Program Approval Form*

E. Department Contact Person for this Proposal:

<u>Robert Sauveur</u>	<u>(507) 457-2279</u>	<u>rsauveur@winona.edu</u>
Name (please print)	Phone	e-mail address

F. Review by Department A2C2 Representative

I have reviewed this proposal and certify that it is complete _____
Signature of A2C2 representative

Definitions for codes in 3a and 3b:

- 01-Satellite:
- 02- CD ROM:
- 03- Internet: Predominately = where all, or nearly all, course activity occurs in an online environment. One to two activities may occur face-to-face in a classroom, with the maximum being two activities.
- 04 – ITV Sending: a course in which students are in the classroom with the instructor, other students join via interactive television technology from other geographically separate locations
- 05 – Broadcast TV:
- 06 – Independent Study: a course in which the teacher develops specialized curriculum for the student(s) based on department guidelines in the University course catalog
- 07 – Taped: a course in which the teacher records the lessons for playback at a later date
- 08 – ITV Receiving: a course in which students are not in the classroom with the teacher, other students join via interactive television technology from other geographically separate locations
- 09 – Web Enhanced- Limited Seat Time: For a course in which students are geographically separate from the teacher and other students for a majority of required activities. However, some on-site attendance is required. The course includes synchronous and/or asynchronous instruction.
- 10 – Web Supplemented- No Reduced Seat Time: For a course utilizing the web for instructional activities. Use of this code may assist your college/university in tracking courses for “smart classrooms” and/or facility usage.

WINONA STATE UNIVERSITY

FINANCIAL AND STAFFING DATA SHEET

Course or Program SPAN 305 Practical Phonetics

Include a Financial and Staffing Data Sheet with any proposal for a new course, new program, or revised program.

Please answer the following questions completely. Provide supporting data.

1. Would this course or program be taught with existing staff or with new or additional staff? If this course would be taught by adjunct faculty, include a rationale.

One section per offering with an enrollment of up to 25 would be taught by existing staff: Dr. Robert Sauveur who is qualified through training in Hispanic Linguistics. No additional staff would be needed.

2. What impact would approval of this course/program have on current course offerings? Please discuss number of sections of current offerings, dropping of courses, etc.

The Fall 2013 semester course enrollments demonstrate the need for this additional course. There are six 300-400 level courses, of which four are full. The two sections of one course (301- Composition and Conversation) are a result of originally having only one section available. The significant number of waitlisted students warranted the addition of another section. Not only are these courses well populated, but also somewhat competitive. A few advisees of Spanish faculty, both majors and minors, have reported not being able to get into a Spanish class. The fact that every upper-level course initially filled demonstrates a demand for further supply of courses at this level. This proposed course not only offers students more options in terms of the curriculum, but also increases the number of upper-level sections available.

3. What effect would approval of this course/program have on the department supplies? Include data to support expenditures for staffing, equipment, supplies, instructional resources, etc.

Aside from faculty staffing, this course does not require additional departmental resources. The current demand for courses at this level outlined above suggests sufficient enrollment to support staffing across upper-level sections.