

Date: November 7, 2018

Memorandum

To: Faculty Senate Teaching Enhancement Committee (TEC); Teaching Allocation Grants (TAG) Subcommittee

Subject: Richard J. File-Muriel's Teaching Allocation Grant (TAG) Application

Dear members of the Teaching Allocation Grants Subcommittee:

Please accept my application for a Teaching Allocation Grant, which I intend to use to enhance the existing and frequently taught course SPAN 350 *Introduction to the Sound Patterns of Spanish*. Thank you in advance for your time and consideration in reviewing this proposal. Warmly,



Richard J. File-Muriel, Ph.D
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A. Cover Page:

- a. Applicant information: Richard J. File-Muriel, Associate Professor, Spanish & Portuguese, richfile@unm.edu, MSC03 2100, 1 University of New Mexico, Albuquerque, NM 87131-0001, 505-277-5907, I have been employed by UNM for 8 years; this is my first time applying for a TAG.
- b. Proposal title: The Sound Patterns of Spanish: Usage-based, cognitive, and laboratory approaches to Spanish Phonetics and Phonology.
- c. 100 word project summary: This project represents an interdisciplinary approach to teaching Spanish Phonetics and Phonology, integrates undergraduate students in ongoing and novel research, and provides them with hands-on laboratory experience. In this course, undergraduate students will be active participants in research, including the collection and construction of the New Mexican Oral Spanish Corpus (representing traditional NM Spanish, as well as more recent varieties). Working with this corpus, students will learn to use the most updated and widely-used software in the field (Praat) and will participate in faculty and advanced graduate-student research.
- d. Total amount requested: I am requesting 4185 USD for this project.

| e. Req. | | Itemized budget for proposed expenditures |
|----------------|------|--|
| 1 | 3000 | Graduate assistant/student employment; these funds will be used to offer compensation to PhD candidate, David Paez, from the Department of Linguistics. David has taught this class on several occasions (Spring 2017, Fall 2017 and Fall 2018) and his research directly relates to important content areas that are completely ignored in the most recent Spanish Phonetics and Phonology textbooks (Hualde 2014, Schwegler et al 2009, Teschner 1999). David and I will be working together to further develop the course in conjunction with an open-source edited volume, which will problematize current approaches to Phonology that do not address usage-based theory and offer students the most updated laboratory techniques in Spanish phonetics. David will assist me in conducting several research projects related to the class content, which will give students hands on experience. He will offer several guest lectures about his own research and he will assist me in the creation of student-centered lab activities that put theory to test with practice. The suggested compensation would allow David to dedicate 10-hours weekly to these initiatives during the entire Spring 2019 semester (160 total hours). |
| 2 | 500 | Dr. Earl Brown, Associate Professor of Linguistics at BYU-Provo will visit UNM, provide two guest lectures, one university wide lecture, and a one-day workshop on the use of R to model frequency patterns in language variation and change phenomena. Earl Brown is an established expert in corpus linguistics and statistical analysis. I am requesting funds for a modest 500 honorarium. |
| 3 | 225 | Flight for Dr. Brown, Salt Lake City Utah to Albuquerque; One-way flight with Delta; arriving 4/1 departing 4/5. |
| 4 | 460 | 4 days per diem to cover Dr. Brown's expenses during stay; 115 per night for four nights. |
| 4185 | | TOTAL AMOUNT REQUESTED |

f. Other potential funding sources: We will seek additional funding from the Office of Graduate Studies, Centro de la Raza, and Community Engaged Research. Professor File-Muriel will also support this project with his remaining startup research funds and personal funds.

g. Dissemination of resources and findings: of As part of this project, we will be developing an edited open-source volume entitled "The Sound Patterns of Spanish: Usage-based, cognitive, and laboratory approaches to Spanish Phonetics and Phonology." Several research projects will be incorporated into this class, including 1) What the recovery of excised speech tells us about language representation in the individual and collective mind (File-Muriel), 2) Why phonology isn't just an auditory activity (Paez), 3) Oral Corpus of New Mexican Spanish (File-Muriel et al), and 4) the reduction of the vocalic sequence "ea" in Tapatío Spanish (Ibarra). Furthermore, the collaborators involved in this class will give presentations about this project and related research through the Latin American Iberian Institute, the Department of Spanish & Portuguese, the Language Learning Center, the Roadrunner series in the Department of Linguistics, as well as selected national and international conferences.

B. Letter of Support: Provided by the Department Chair from Spanish & Portuguese, Kathy McKnight.

C. Proposal:

This project focuses on the enhancement of undergraduate course SPAN 350 *Introduction to the Sound Patterns of Spanish* which is offered through the Department of Spanish & Portuguese. Students take this course in partial fulfillment of requirements for our Spanish Major, Second Major and Minor. Since I began working at UNM in 2010, I have taught this course 10 times. Recently, we changed the title from “Spanish Phonetics” to its current title in order to better capture the content of the class, which is not exclusively phonetics. Two years ago, we experimented with making the course 4 (rather than 3) credit hours in order to add a dedicated one hour lab section, but found that students were discouraged by the additional credit hour and off pattern times that the additional hour implied and we saw enrollments decrease slightly. Last year, we reverted the class to 3-credit hours and the enrollments have continued to improve.

Since I have been teaching at UNM, I have improved this course in multiple ways, including 1) the addition of a student-centered data collection component, in which students collect a high-quality recording of an interview that they schedule and conduct with a Spanish-speaking friend/family member and learn about field methods in data collection and the privacy issues that go along with research involving human subjects, 2) the implementation of more hands on laboratory work, in which students work with their own recordings and get hands on experience using the most recent methods for acoustic analysis, and 3) the addition of important aspects of sound variation and change that are completely omitted in the most widely-used textbooks (cf. Hualde 2005, Schwegler et al 2009, and Teschner 1999). I have added lessons on usage-based approaches, in which students learn about the fundamental mechanisms driving language variation and change. Students leave this course with the understanding that sound systems are rich with variation, are in a state of perpetual flux, and inevitably change over time. Crucially, there is very little existing pedagogical material written in Spanish on these topics; this project intends to help address this directly.

In addition to my work, we are fortunate to have two advanced PhD graduate students at UNM that have also recently taught this course through TAs. David Paez (Linguistics) and Karol Ibarra (Spanish & Portuguese) have contributed much to this course by adding additional areas that are omitted in the existing textbooks, such as more recent approaches to prosody (intonation, pitch, and stress) and multimodality. By looking at multimodality, we highlight the important fact that speech is *not* just an oral/audio activity as is often implied in introductory textbooks. We have begun to include lessons to show that the oral/audio speech signal cannot be considered in isolation and must include storage of other sensory systems like the visual modality, which include lip movements, gestures, facial expressions, as well as sociodemographic characterizations and categorizations about speakers in the community.

We all feel that our individual improvements to this course have made it more adept at meeting the needs of the UNM undergraduate population. We look forward to making even greater advances during the Spring 2019 semester. I will be offering two sections of this course in the Spring, which will serve approximately 50 undergraduate students, mostly Spanish majors, second majors and minors. The Department of Spanish and Portuguese is likely to continue offering 2 sections of SPAN 350 per semester (4 sections per academic year), serving directly approximately 100 undergraduate students. Furthermore, this course helps prepare students for our recently developed upper-level course SPAN 445/545 *Sound Patterns of Spanish*. Our proposal involves five major components:

Small focus group. To date, the changes to the SPAN 350 course have been implemented on an individual basis and not as a collective whole. I suggest part of these funds (3000) to be used to compensate David Paez for his time and continued dedication to improving/enhancing this course. To date, he has put much effort into it and it would be an honor to recognize both him and his work with a meaningful compensation; such a compensation would be made possible with a Teaching Allocations Grant. David and I will convene a weekly focus group, including PhD candidate and Bilinski Fellow, Karol Ibarra Zeter, who is doing her PhD on topics related to this class under my guidance. One of the primary goals of the proposed focus group meetings will be to bring together our individual contributions, knowledge and experience in teaching this course. We will share each other's different voyages, explorations and experiences in order to develop an enhanced course that takes into account all of the work that we have done to date. This focus group will include the creation and sharing of collective content, open-source materials for both face-to-face and distance instruction, the development of multimedia materials, and the integration of research initiatives with undergraduate education. One of the major projects associated with this focus group is the open source textbook that we are developing, titled *The Sound Patterns of Spanish: Usage-based, cognitive, and laboratory approaches to Spanish Phonetics and Phonology*. This book will be used at both the undergraduate and graduate level and will not only involve our small UNM Phonetics and Phonology community, but will also include contributions from experts at other institutions.

Integration of teaching and research. One of the principal goals of this project is to integrate our enrolled students with research initiatives that are highly relevant to the content of the class. In this class, students are involved in setting up and collecting interviews for the continued construction of the Oral Corpus of New Mexican Spanish, which documents the uniquely different varieties of Spanish spoken in the State, such as traditional New Mexican Spanish (spoken mostly in Northern New Mexico), as well as more recently emerging varieties throughout the state (e.g. the Spanish of Chihuahua origin). Through this project, we intend to transition this corpus to include both audio and video components, so that researchers interested in research involving gesture and multimodality will be able to benefit from incorporating video recordings. Students then work with these interviews in a laboratory setting throughout the semester, meet several times with the person whom they interview in order to ensure that the interviewee is satisfied with the interview and is happy with it forming part of a UNM and community archive. The students will use these interviews to carry out different levels of phonetic analysis that will further supplement the readings and lectures. Students in this course will have the opportunity to participate in up to three Linguistic experimental studies (with prior IRB approval) and learn about how/why these studies relate to the class content. With David's GA support, I will also be able to vertically align this course (SPAN 350) with cross listed SPAN 445/545 graduate course. The goal is to teach this upper level and graduate course in the Fall 2019 and involve students in research projects in both classrooms.

Interdisciplinary approach. During the Spring semester, members of our focus group will meet with other UNM scholars from several Departments to discuss interdisciplinary initiatives. We will meet with Linguistics Professors Christian Jan Koops and Caroline Smith about possible collaborations between our two courses: SPAN 350 and LING 302 *Phonetic Analysis*; some possibilities that I have previously discussed with Dr. Koops include guest lectures, co-teaching, combined class poster presentations, and collaborative corpus building efforts. We will meet with Speech and Hearing Sciences Professors Barbara Rodriguez, Janet Patterson, and Amy Neel to discuss future collaborations, such as making the course more palatable to majors from Speech and Hearing Sciences and discussing access to their sound proof recording laboratory, which

would allow us to produce high quality recording for phonetics research and pedagogical purposes with existing resources.

Visiting scholar. In all of the courses that I teach, I generally try to bring at least one invited scholar to guest lecture and interact with our students in different capacities. This year, we plan to invite Dr. Earl K. Brown, Associate Professor of Linguistics at BYU-Provo. Dr. Brown is a UNM alumnus and one of the contributing authors to our open-source textbook project; he will visit UNM for one week in April, provide two guest lectures, one university wide lecture, and a one-day workshop on the use of R to model frequency patterns in language variation and change phenomena. Earl Brown is an established expert in the use of open-source software for corpus linguistics and statistical analysis. During will use his visit to incorporate these areas in the class materials and book project.

Outcome assessment. In order to assess the outcomes of this project, we will compare student evaluations from the last 8 years with our Spring 2019 evaluations. We will ask students specifically for their feedback on the new content areas, their involvement in the research projects, and suggestions for future iterations. We will follow up with the visiting scholar and look for ways to include him and others in our assessment plan. To that end, we will document all of our small focus group meetings and assess the progress of our initiatives on a weekly basis. We will begin documenting the number of publications that come out of the research in these classes, including the open-source textbook and the other specific projects that I mentioned briefly in the section A.g. "Dissemination of research and findings." Finally, we will begin documenting how many of our SPAN 350 students go on to take courses in the vertically aligned Spanish sound patterns sequence (SPAN 350 *Introduction to the Sound Patterns of Spanish* > SPAN 445/545 *Sound Patterns of Spanish* > SPAN 449/549 *Usage-based approaches to Hispanic Phonetics and Phonology*). At present, our MA program in Hispanic Linguistics has very few students from the state of New Mexico; we would like to see more of them continue their graduate study at UNM. To that end, we will assess student interest in continuing on with a graduate degree in Hispanic Linguistics.

D. Final page:

A Teaching Allocations Grant would provide us with the necessary resources to implement the initiatives outlined above. David Paez is an outstanding graduate student who has attained an exceptional level of knowledge directly relevant to this class. He will likely be graduating next year and this would be the optimal moment to carry out this project. With David's assistance in the creation of student-centered lab activities and his help administering several class-related research projects, we will enhance this course in ways that will make it a truly memorable learning experience for the students and create a sustainable course design in which research activity is directly incorporated into the classroom experience. I have allocated \$3,000 to pay David Paez for 160 work hours, which comes to approximately \$15 per hour after taxes. I have allocated \$1,185 for the expenses involving the visit of Dr. Earl Brown, who will provide us with his expertise. These costs are requested to cover Brown's flight (\$225), 4 days per diem (\$460), and a modest \$500 honorarium. We do not anticipate the need to purchase any equipment, as we hope to use the existing resources available on UNM's campus.

In conclusion, we are very enthusiastic about making major advances as regards this project during the Spring 2019 semester. We expect that these initiatives will make the course even more enticing and relevant to our students and encourage them to continue exploring these topics in our upper level courses and ultimately pursue graduate study. We are grateful for your time and consideration of this project proposal.

Teaching Allocations Grant Selection Committee
cte@unm.edu

Dear Colleagues,

I am writing to give my enthusiastic support for Prof. Rich File-Muriel's proposal for a Teaching Allocation Grant for his project, "The Sound Patterns of Spanish: Usage-based, cognitive, and laboratory approaches to Spanish Phonetics and Phonology."

Prof. File-Muriel proposes to continue revising what is a fundamental course in the undergraduate program in Spanish: SPAN 350 Introduction to the Sound Patterns in Spanish. This course fulfills a requirement in the major and prepares students for advanced study in linguistics at the undergraduate level. The course averages an enrollment of 100 students per year. In our recent Academic Program Review (2016), the external reviewers recommended a greater presence of Hispanic Linguistics at the SPAN 400 level; SPAN 350 is one of the courses that students may use to fulfill the prerequisite for study at the 400 level.

There are various elements of Prof. File-Muriel's proposal that make it an excellent enrichment of undergraduate teaching in the Spanish program:

- 1) The class provides training in research to undergraduate students, research with potential to be community-engaged.
- 2) It has the potential to ignite excitement for advanced study in undergraduate students.
- 3) It supports the Department's interest in cultivating more undergraduates from UNM for the graduate programs in Spanish.
- 4) Very importantly, the revisions to the course join a general departmental effort to innovate pedagogy and pedagogical materials for the study of Spanish in a descriptive, rather than in the prescriptive approaches that still dominates teaching. Rather than imposing what are nationally- and socially- laden exclusionary norms of understanding language production—which often support prejudicial policies and social relationships—the transformations Prof. File-Muriel proposes engage students in rethinking the language prejudices they may hold, even against their own way of speaking, by focusing on the sounds of language in terms of variation and change, rather than on Academic Norms.

Prof. File-Muriel's proposal aligns well with other efforts in the Department to focus teaching and scholarship on the particular demographics of UNM students, the emerging American majority. These efforts include Prof. Naomi Shin's revision of the teaching of

advanced grammar, Prof. Anna Nogar's teaching on oral tradition in New Mexico, my own integration of the study of literature within a health framework for our pre-health students who seek to serve in Spanish-speaking communities.

Prof. File-Muriel is a dedicated teacher who is well-loved by his undergraduate and graduate students. I urge you to give his proposal full consideration.

Sincerely,

A handwritten signature in blue ink that reads "Kathryn McKnight". The signature is written in a cursive style with a large initial 'K' and 'M'.

Kathryn McKnight, Associate Professor and Chair
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