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LAN 215.15: Introduction to Spanish Linguistics

Course credit hours: 3

Course section: 003

Course time: MWF 2-2:50

Course location: STV 401A

Required Readings:

Hualde, José Ignacio, Antxon Olarrea, and Anna María Escobar (2001). *Introducción a la lingüística hispánica*. First edition. Cambridge, UK; New York: Cambridge University Press.

Course structure: (see Page 7 for a Course Overview)

The course is divided into four parts. The first part is dedicated to the field of linguistics, phonetics, and phonology. The second part treats morphology and syntax. The third part treats historical aspects of the language and linguistic variation. The last part is dedicated to the final project. In terms of weekly structure, we generally use Mondays and Wednesdays to discuss the material and Fridays for practice. On Tuesdays at noon, the weekly 'Learning Module' will be available with exercises and activities and will be due on Fridays.

What this course promises you:

Spanish is a widely-spoken language in the world and is very popular among students who want to become fluent in it. We often take Spanish courses grounded in vocabulary-building, grammar, writing, conversation, and literature. In these courses, we learn various aspects of the Spanish language. We enjoy taking language courses because we learn how to speak, listen, write, and read in a different language, which opens our eyes to a new way of viewing life. How can we truly master a language, though, if we do not understand how human language is formed? What do the World's (approximately) 7,000 languages have in common? What categories comprise human language? How do these categories form and intertwine to become the language that is Spanish?

In this course, we will examine basic linguistic categories in human language and understand how they form and intertwine to become Spanish. You will have the opportunity to explore the 'blue-print' of the Spanish language and you will develop an understanding of the inner-workings of human language as they pertain to Spanish. This course will greatly add to your positive experience with learning languages and help you solidify your Spanish.

Ways to fulfill these promises:

In order to fully succeed in your exploration of Spanish linguistics and take command of your own learning, you must take responsibility for your own learning and participate as an active learner. Linguistics is an exciting and challenging subject matter; each and every class will be thoroughly enriched when we are all active learners. To realize these goals, you will need to be a critically-thinking student. To do this, you must be willing to do the following:

First, you must be willing to **read** the assigned pages before going to class; without reading the material, the class will seem stale and unneeded. If you bring to class your questions, doubts, experiences, comments, and thoughts on the reading, the class will be a lively, thought-provoking environment. Reading is an integral aspect to the success of learning the material throughout the course.

Second, you must be willing to **speak** in class, both in small- and whole-group work; by *actively* participating, we all enhance the learning atmosphere of the class and gain a greater command of the material.

Third, you must be willing to **write** in complete sentences and in paragraph form, use appropriate linguistics vocabulary, and offer a clear, deep explanation for the topics we treat. By doing this, I am able to fully assess just how far you have advanced in your learning.

Fourth, you must be willing to **listen** with a careful ear to both lectures and your colleagues' comments, questions, and observations. By doing so, you will improve your comprehension of both the language and the material in question.

Fifth, you must be willing to **problem-solve**. A vital part of critically-thinking comes from solving problems and gaining a deeper understanding of the material; this way, there is less rote-learning and more active learning, which helps us retain information longer.

Sixth, you must be willing to maintain **professionalism**. Part of my job is to ensure that each student comes to an ideal learning atmosphere so that s/he can truly and wholly benefit from the classroom experience. In short, it is always good to treat others as you want to be treated.

Finally, to maximize your learning experience, you must be willing to work with **technology**. You will need to be able to access the course website on Blackboard and complete the online activities. These activities aid you in your quest to gain greater command of your own learning of the subject matter.

In sum, by combining these seven components of learning, it is a 'win/win' situation for all of us: by developing these abilities, you 'win' in that you advance as a critically-thinking student and show you that you are serious about your college education and that you respect and value learning, each other, and the professor. I 'win' by helping you advance these abilities to the fullest extent possible, which will help to both succeed in the course and outside of college in all of your future endeavors.

Ways for the student and professor to understand the nature and progress of the student's learning:

1. Exams (50% = 2 x 25%)

There are three exams for this course; each covering two chapters. To fully understand the nature and progress of your learning, I do not give study guides nor do I discuss the exam content before-hand; I do, however, offer all of my lecture notes, which are posted on Blackboard within 24 hours after the class; please notify me if you do not see them posted within that time-frame. Exams are not graded on a curve, however, the lowest exam score is dropped and there is no comprehensive final in this course. Finally, there are no make-up exams given under any circumstance; in the event of an (un)excused absence for an exam, that will be the exam dropped.

2. Homework and Quizzes (20%)

For all of us to succeed, we must always come prepared. You are responsible for lecture notes and reading *only* the pages assigned in the text before each class. The idea is that the class will clarify doubts and solidify what you already learned. Other forms of homework will be in the 'Learning Module' for that week, which include some exercises from the 'Ejercicios' section, found throughout the reading, among other activities. You will need to explicitly read the instructions and make sure you know what is asked of you. The 'Learning Module' will be available each Tuesday at noon and due on Friday in-class (or submitted online, if stated); you should review the directions on Tuesday and ask any questions about what is asked on Wednesday, either in class or in office hours. All homework is collected at random and is graded on completion; an exception to this is if I find the work full of errors and/or the effort lacking. Though collected at random, always feel free to turn an uncollected homework assignment in to me for feedback. Keep in mind that you are asked to look over the assignments well before-hand and attend office hours if you have any questions; Failure to turn in an assignment due to not understanding it does not constitute a valid excuse and will result in a zero for that assignment.

With regard to quizzes, to ensure in-depth reading for each class session, I give 'pop' quizzes in two formats: written and oral; in the former, a quiz is given out at the beginning of class, with no make-ups; in the latter, a student is called on at random and is expected to summarize the reading material for that day; do not forget, you cannot use the text, but you can use all the notes you like for the oral quiz! There is one scheduled quiz, which is given during Finals week and is based on the content in your colleagues' presentations over their final projects.

As in the case of the exams, the lowest homework score and quiz score are dropped. My teaching style is to assess you across a 16-week semester. To assess a cross-section of your work optimally, I understand that you either might miss an assignment, quiz, or exam for a variety of reasons or simply have an off day. In return, I only ask that you staple or paper-clip all work turned in, use legible penmanship or submit a legible print-out, and of course, continually profess your unwavering love for the Chicago Cubs so that they may finally win the World Series. ☺

3. Class Participation and attendance (15%)

Active participation is crucial for the success of both the student's learning and the class atmosphere. With regard to active participation, you must be willing to be well-prepared, actively participate in in-class activities and engage in thought-provoking discussion. Your participation is also dependent on always speaking Spanish, especially in small-group work. Note that complacency and side conversations are also considered as well. In short, simply attending does not constitute active participation. Keep in mind that you must sign the attendance sheet to be considered present that day. If you arrive late, you must still sign the sheet. Chronically-late students will have receive a deduction in their participation grade; please make every attempt to come on time.

Attendance policy:

Regarding attendance, all unexcused absences after the third one will result in a lowering of the student's overall participation grade by 5% for each unexcused absence. An excused absence is defined as *the student's verifiable* health emergency or serious illness. When an excused absence arises, the student must notify the professor within 24 hours. The student must show original proof of the emergency on his/her first day back to class (e.g. doctor's note, the funeral service pamphlet, etc.) in person. ****Read the course schedule carefully during the first week of class****
 -- Any trips, vacations, holidays, and non-emergency appointments must be made so that they do not interfere with your attendance in this course; they are not excused absences. It is the student's responsibility to change his/her schedule around the course as his/her absence would result in a zero otherwise.

4. Final Project (10%)

To illustrate a culmination of your understanding of what you have learned during the course, there is a final project, which consists of a linguistic analysis of a particular item treated in the course that particularly grabbed your attention. I will lay out the project in full detail on Friday of Week 1 and give you a 'final project topics' sheet on that same day. You are not expected to start on the project in the first half of this course; however, should you want to, contact me so I can 'ok' the topic and you can dive in early.

5. Professionalism (5%)

To enhance your success with interpersonal relationships both in the class and 'in the real world', five percent of the grade is based on class relations. During the university experience, I hope you are engaged in building professional relational skills as an important part of your socialization into your career. I give a weekly score out of 10 points that is based on the degree to which you are professional in class or when interacting with the professor. Students acting in a disruptive or uncivil manner will be dismissed and referred to Community Rights & Responsibilities for violations of the Code of Student Conduct. Grads should consult with me regarding this section.

Grading Scale:

A	90-100	B	80-89	C	70-79	D	60-69	F	59 and below
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*The following includes a list of standard operating procedures for the course. In general, I ask you to treat the class, me, and your colleagues in a respectful manner; know the general standard operating procedures for the class; stay mindful of the attendance policy; and use email in the way defined in this syllabus. Many of the standard operating procedures in this course will help you with your future courses as well. Thank you for your cooperation in making this class a total success!

Standard Operating Procedures

1. Please do not ask the professor when items will be handed back. Items will be returned when corrected.
2. As a courtesy to others, please refrain from cell phones, pagers, or disruptions of any kind during the class and my office hours. Please turn off all such devices before arriving. If one goes off by accident, please turn it off quickly.
3. I kindly request a one-month minimum advance notice for letters of recommendation, commencing from the time that I have received all appropriate signatures, documents, and postage, which must be included. All requests for letters of recommendation must be made both in person and in print (i.e. an email).
4. I maintain a 24-hour policy on all graded material: I do not discuss a graded item with a student until 20-24 hours after having turned it back.
5. It is a breach of university protocol to tell the professor what grade you want/expect/need from the class; this includes telling the professor the relevancy of this course to your studies (e.g. graduation schedule, minor completion, etc.) In addition, there is no need to tell the professor how you do in other classes and the grades you have received in previous Spanish courses. Any occurrence of these incidences will result in a warning, followed by a lowering of the student's professionalism grade of 10 percentage points for each incidence.
6. In an effort to begin class on time and respect your privacy, I kindly ask that you reserve non-content related questions for office hours. Please let me know if you cannot attend them and we can make an appointment.
7. All graded work must be submitted in person during the class time on the day that it is due and in paper or print-out format (unless submitted online).**Generally speaking, no late work is accepted in this course, unless you have an excused absence and have consulted with the professor in a manner that is consistent in this syllabus. That withstanding, if you really feel that your learning would benefit from extra time, feel free to turn in one homework assignment a bit late (nothing in finals week) with no penalty; just let me know of your intent before-hand. I am sorry to say that this does not apply to the final project, as it already is due on the last possible day of the course.
8. Any student who needs to arrange a reasonable accommodation for a documented disability should contact Disability Concerns at 350 Fell Hall, 438-5853.

9. Any cheating or plagiarism will result in no credit for the assignment or exam in question, and you will be referred to the Student Code Enforcement and Review Board (SCERB).

The following policies pertain to standard operating procedures regarding email:

10. No graded or ungraded (e.g. drafts or assignments in progress) work will be accepted as an attachment in electronic mail format, unless agreed upon by the professor before-hand. Email is not an acceptable medium through which the professor is expected to review/correct drafts.

11. Please do not expect to receive an immediate response to an email query; I will probably get back to you within 1-2 school days. This is particularly relevant around due dates. Emails within two school days of due dates might not be answered and it is the student's responsibility during that time to consult with colleagues and/or utilize course information found on Blackboard.

12. In general, email should be used for very brief questions or doubts concerning course subject matter. Email is not an acceptable medium through which the professor is expected to give lengthy, detailed answers to intricate, ambiguous questions or concerns.

Office hours:

Office hours are a wonderful time to stop in and ask any questions you have regarding course content. Part of our job description is to hold office hours; I encourage you to attend them in this class and in your other courses. This is especially relevant to us because it gives you a chance to express yourself in English (or Spanish, if you like) and get individual attention. Please stop in if you have any questions or concerns. I would also be happy to go over any graded material with you and offer verbal feedback on it; take note that I generally do not provide a lot of feedback on actual assignments and exams, but I do enjoy going over them with you. There is no need to sign up, but just knock and make your presence known if I am with another student. If you cannot make the times allotted, feel free to email me and we can try and set up another time. Due to meetings and grading, I do not hold office hours during Finals week.

Level of knowledge about linguistics expected in this course:

None. This is an introductory course to Spanish linguistics. If other students have background knowledge of linguistics, it is always great to hear their perspectives, but I do not expect any previous contact with the subject matter.

Level of *spoken* Spanish expected in this course:

Learning a language takes a long time and a lot of dedication. I am a non-native speaker, so I know how hard it is. Please remember that I do not grade participation on your accent or how good your Spanish is; what is important to me is your production and your attempt to improve. You should not worry about native speakers or students who have studied abroad.

A General Overview of Our Journey This Semester

Part 1:

- Week 1 Introductions to each other, the course, and the final project
 Week 2 The different areas of linguistics and phones (not the ones used to call people)
 Week 3 Spanish consonants
 Week 4 Spanish vowels and semivowels

Part 2:

- Week 6-7 Spanish word formation (morphology)
 Week 8,10 Spanish sentence formation (syntax)

Part 3:

- Week 11 History of the Spanish language
 Week 12 General characteristics of Peninsular Spanish and Spanish in Latin America
 Week 13 Languages in contact: in Spain and in the United States

Part 4:

- Week 15-16 Presentations on the final project

Programa *tentativo* de curso

***Note: LM = Learning Module (activity on Blackboard)**

<i>Semana / Fecha</i>	<i>Capítulo y sección</i>	<i>Tarea: antes de ir a clase</i>
1/ enero 12	Introducciones	--
enero 14	Introducción al curso	Ver: Professor's website
enero 16	Introducción al proyecto final	Ver: Course website
2/ enero 19	Dr. Martin Luther King, Jr. Day	--
enero 21	1 Las áreas de la lingüística; 1.2-1.2.1	leer: 6-11
enero 23	2 Los sonidos: Los fonemas y alófonos; 2.1	leer: 45-53; hacer: LM
3/ enero 26	2 La clasificación de los sonidos; 2.2-2.2.2	leer: 53-67
enero 28	2 Las consonantes; 2.3	leer: 68-84
enero 30	Práctica	hacer: LM
4/ febrero 2	2 Las vocales y semivocales; 2.5	leer: 88-101
febrero 4	2 La silabificación y la acentuación; 2.6-2.7.1	leer: 102-110
febrero 6	Práctica	hacer: LM
5/ febrero 9	el repaso de capítulos 1 y 2	estudiar
febrero 11	**Examen 1**	estudiar
febrero 13	Introducción a la 2ª parte	hacer: LM
6/ febrero 16	3 Morfología: Formación de palabra; 3.1	leer: 123-135
febrero 18	3 Morfología: Palabras compuestas; 3.4-3.5	leer: 192-201
febrero 20	Práctica	hacer: LM

<i>Semana / Fecha</i>	<i>Capítulo y sección</i>	<i>Tarea: antes de ir a clase</i>
7/ febrero 23	3 Morfología: La flexión nominal; 3.2.1-3.2.17	leer: 137-145
febrero 25	3 Morfología: La flexión verbal: 3.2.2-3.3	leer: 145-167
febrero 27	Práctica	hacer: LM
8/ marzo 2	4 Sintaxis: La estructura de la oración; 4-4.1.3	leer: 207-216
marzo 4	4 Sintaxis: La oración simple; 4.2-4.2.1.3	leer: 235-249
marzo 6	Práctica (mid-term feedback)	hacer: LM
9/marzo 7 – 15	Spring Break	--
10/ marzo 16	4 Sintaxis: Las oraciones compuestas; 4.2.2-4.2.2.3	leer: 250-(bottom of) 261
marzo 18	el repaso de capítulos 3 y 4	estudiar
marzo 20	**Examen 2**	estudiar
11/ marzo 23	Introducción a la 3 ^a parte	llevar tema a la clase
marzo 25	5 Historia de la lengua: sus orígenes; 5.1-5.2, 5.8.1.2	leer: 275-276, 292-295
marzo 27	Práctica	hacer: LM
12/ marzo 30	6 Variación lingüística: España; 6-6.2.1	leer: 329-338
abril 1	6 Variación lingüística: Hispanoamérica; 6.2.2	leer: 338-342
abril 3	Práctica	hacer: LM
13/ abril 6	6 El contacto de lenguas: España; 6.3-6.3.1.3	leer: 342-348
abril 8	6 El contacto de lenguas: Los Estados Unidos; 6.3.3-6.3.4	leer: 352-360
abril 10	Práctica	hacer: LM
14/ abril 13	el repaso de capítulos 5 y 6	estudiar
abril 15	**Examen 3**	estudiar
abril 17	Introducción a la 4 ^a parte	hacer: LM
15/ abril 20	Presentaciones	
abril 22	Presentaciones	
abril 24	Presentaciones	
16/ abril 27	Presentaciones	
abril 29	Presentaciones	
mayo 1	Evaluaciones	*entregar: proyecto final*
Finals/ mayo 6 (Wed) 1:00pm	**Quiz 1** sobre las presentaciones	estudiar: las copias de las presentaciones

Final grades will be available only through the Blackboard course site.

Editor's note: Editorial changes (e.g. typographical errors, errors with dates, section or page numbers, etc.), will be made as needed. It is understood that the program is tentative and changes may be made, especially if classes are canceled for any reason (e.g. snow). *In the case of any changes in content, I will notify the students and post the revised syllabus on Blackboard.*