

# University of Wisconsin-Stevens Point

## Department of World Languages and Literatures

### Spanish 421: Introduction to Hispanic Linguistics Fall 2016

Instructor: Dr. Michael K. Olsen

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Horas de oficina: lunes y miércoles, 2:00-3:00 and by appointment, CCC 411

Horas de clase: LU, MI, VI, 10:00-10:50 (sec. 1) o 11:00-11:50 (sec. 2)

#### **Required text**

- Hualde, J. I., Olarrea, A., Escobar, A. M., & Travis, C. E. (2010). *Introducción a la lingüística hispánica* (2nd edition). Cambridge University Press.

**Prerequisites:** SPAN 313 or 314

#### **Course description**

Introduction to Hispanic Linguistics provides a foundation in the principle areas of linguistics, specifically focusing on the analysis of the Spanish language. The overall objective of this course is to understand the basic linguistics structures of Spanish. The course begins with an introduction to the scientific study of language, including the human capacity for communication. The course also covers the fundamental knowledge of: the Spanish sound system (phonetics and phonology), the formation of words and sentence structures in Spanish (morphology and syntax), the study of meaning and functional usage of Spanish (semantics and pragmatics). Other topics covered include the history of the Spanish language, linguistic variation in Spanish, and Spanish in the United States.

#### **Enduring Understandings**

Students will come to understand that:

- Linguistics is the study of linguistics from a scientific perspective.
- The Spanish language can be described using the fundamental methods of scientific inquiry of observation and analysis.
- The Spanish language is dynamic system and not simply a set of vocabulary items and grammar rules.

#### **Essential Questions**

- How can the Spanish language be described?

- How do the different linguistic systems in Spanish work?
- How has Spanish evolved from Latin?
- How does Spanish vary across geographical, social, and temporal boundaries?
- What is the state of Spanish in the United States?

### **Learning Outcomes**

Students will be able to:

- Describe the Spanish language from a linguistics standpoint.
- Apply knowledge of the linguistic systems of Spanish to their professional and private lives.
- Discuss the history of the Spanish language at a rudimentary level.
- Explain how socio-cultural constructs influence language variation

### **Evaluation**

Participation and attendance	20%
Homework and readings	24%
Exams	
Exam 1	12%
Exam 2	12%
Exam 3	12%
Final exam	20%

### **Participation and attendance 20%**

1. Students will be graded based on their active participation in class activities (whole class, group work, pair work) and use of Spanish. We are here to learn; so contribute with your thoughts and concerns! Respectful behaviour is expected (**no use of cell phones** in the class).

2. Attendance is obligatory. When absent, participation is not possible and therefore results in a loss of participation points. Absences that are justified by a doctor's note are excused. In case of an emergency (i.e., due to grave illness, hospitalization, funeral of a family member, etc.), you must let me know as soon as possible. Send me an email, or leave me a note in my mailbox. Written documentation/evidence of extenuating circumstances must be given to me within one week of the absence.

3. Arrive on time. When students arrive late, they disrupt the class and may miss important announcements.

### **Homework and readings 24%**

Students are expected to come to class prepared by having read the Lectura for that day. Although we will not be focusing on everything from the textbook in class, students are still expected to understand the information in the textbook.

Ejercicios are designed to help students practice and apply the concepts presented in class. Although they are due at the beginning of class the day indicated on the syllabus,

I suggest that they be completed soon after lectures that cover the topics of the ejercicios. Part of the class periods designated as 'Discusión de ejercicios' in the course calendar are reserved for discussion of the ejercicios. At that time, students will have the opportunity to ask questions about the concepts in the ejercicios. Students must:

1. type the ejercicios (when possible) and answers
2. print out the ejercicios and answers
3. bring them to class on 'Discusión de ejercicios' days

These steps will allow students to make any corrections and take notes on the ejercicios. Students will turn in the ejercicios at the end of the class period. Ejercicios will be graded with a ✓ (full credit) or a ✓- (half credit). After being graded, the ejercicios will be handed back to you so you can study for the tests.

**All ejercicios will be due on the class period they appear on the calendar at the end of class unless otherwise stated. Late submissions will receive a 10% reduction each day they are late.**

### **Exams 36%**

There will be 3 partial exams covering the topics presented in the course between the previous exam and the exam date listed in the calendar. Make-up exams will not be given without notification and written documentation of your absence and only in cases of emergency. No exceptions. Do not make any travel plans without checking the class calendar.

### **Final exam 20%**

The final exam will be cumulative. Again, there will be no make-up exams except in cases of emergency. Do not make any travel plans without checking your final exam schedule.

**Disability Services:** Any student who has a disability and is in need of classroom and/or exam accommodations, please contact the Disability & Assistive Technology Center (715 346-3365). If you are already working with the Disability & Assistive Technology Center, arrange to meet with me during my office hours to discuss reasonable modifications that may be necessary. For more information, visit the Disability & Assistive Technology Center website at <http://www.uwsp.edu/disability/Pages/default.aspx>.

**Academic Misconduct:** This course is part of the UW-Stevens Point academic community, an academic community that is bound together by the traditions and practice of scholarship. Honest intellectual work – on examinations and on written assignments is essential to the success of this community of scholars. Using classmates' responses to answer exam questions or disguising words written by others as your own undermines the trust and respect on which our course depends. The work in this course is challenging and will demand a good deal of each of you. I have every confidence that

each of you can succeed. Doing your own work will enhance your sense of accomplishment when the semester comes to a close.

Additionally, the classroom environment is a unique opportunity for students to share ideas, opinions, discuss classroom and course content. As each student is entitled to contribute in class, specific expectations are necessary to ensure a thriving classroom environment. Expectations include: arriving to class on time, being prepared for class, no electronic devices, unless authorized to do so, any loud shouting, excessive side conversations, arriving to class under the influence of any alcohol or drugs, profane language, and verbal or physical threats, intimidation of any kind, or any other behavior that may be disruptive to the professor or other students. If any of this behavior is exhibited, you may be asked to leave the class for the day. Any continued disruptive behavior may result in a referral to the Dean of Students Office.

**Grading Scale:**

A : 94-100	B- : 80-82	D+ : 67-69
A- : 90-93	C+ : 77-79	D : 63-66
B+ : 87-89	C : 73-76	D- : 60-62
B : 83-86	C- : 70-72	F : 0-59

**IMPORTANT:** This syllabus is accurate and complete to the best of the instructor’s knowledge. However, the instructor reserves the right to make midcourse changes to the readings, assignments, or exam dates as needed.

**Calendar**

This calendar is tentative. Students are responsible for checking D2L and their university e-mail accounts. Assignments, guidelines, and other deadlines will be posted and sent there.

**L:** Lectura    **E:** Ejercicios

Semana	Fecha	Tema	Lecturas y tareas
1	7 de septiembre	Introducción al curso	Syllabus
	9 de septiembre	La lingüística: ciencia cognitiva	<b>L:</b> Capítulo 1, pp. 1-19
2	12 de septiembre	La lingüística: ciencia cognitiva (cont.)	<b>L:</b> Capítulo 1, pp. 19-44
	14 de septiembre	Discusión de ejercicios	<b>E1:</b> 1-8 (pp. 41-42)
	16 de septiembre	Fonética y fonología: grafema; fonema, alófono	<b>L:</b> Capítulo 2, pp. 45-53

3	19 de septiembre	Fonética y fonología: fonema, alófono y punto de articulación	L: Capítulo 2, pp. 53-59
	21 de septiembre	Fonética y fonología: modo de articulación	L: Capítulo 2, pp. 59-67
	23 de septiembre	Discusión de ejercicios	E2: 2 (p. 52), 3 (p. 54), 4 (p. 57)
4	26 de septiembre	Fonética y fonología: consonantes	L: Capítulo 2, pp. 67-87
	28 de septiembre	Fonética y fonología: vocales y semivocales	L: Capítulo 2, pp. 87-100
	30 de septiembre	Discusión de ejercicios	E3: 5, 7 (p. 73), 12, 13 (pp. 86-87), 17, 19 (pp. 94-95)
5	3 de octubre	Fonética y fonología: silabificación y acentuación	L: Capítulo 2, pp. 100-111
	5 de octubre	<b>REPASO</b>	E4: 35, 36 (p. 119)
	7 de octubre	<b>EXAMEN 1</b>	
6	10 de octubre	La morfología: conceptos básicos; flexión nominal	L: Capítulo 3, pp. 123-143
	12 de octubre	La morfología: flexión verbal	L: Capítulo 3, pp. 143-163
	14 de octubre	Discusión de ejercicios	E5: 3, 4, 5 (p. 129), 6 (p. 134), 11 (p. 136), 23, 24 (p. 149), 27 (p. 155), 31 (p. 162)
7	17 de octubre	La sintaxis: formalismo y funcionalismo	
	19 de octubre	La sintaxis: constituyentes y sintagmas	L: Capítulo 4, pp. 201-216
	21 de octubre	Discusión de ejercicios	E6: 2 (p. 207), 3 (p. 208), 5 (p. 210), 6, 7 (p. 215), 9 (p. 216, solamente los impares)
8	24 de octubre	La sintaxis: x-con-barra	L: Capítulo 4, pp. 225-244
	26 de octubre	La sintaxis: la oración simple y la oración compuesta	L: Capítulo 4, pp. 244-277
	28 de octubre	Discusión de ejercicios	E7: 15 (p. 237), 16, 17 (p. 238), 24 (p. 246), 28 (p. 260), 30 (p. 263)

9	31 de octubre	<b>REPASO</b>	
	2 de noviembre	<b>EXAMEN 2</b>	
	4 de noviembre	Historia: Del latín al español	<b>L:</b> Capítulo 5, pp. 279-300
10	7 de noviembre	Del castellano medieval al moderno	<b>L:</b> Capítulo 5, pp. 303-320
	9 de noviembre	Influencia de otras lenguas, textos en otras lenguas	<b>L:</b> Capítulo 5, pp. 320-338
	11 de noviembre	Discusión de ejercicios	<b>E8:</b> 19 (p. 319), 22 (p. 332), 26 (p. 335)
11	14 de noviembre	Variación: El español de España	<b>L:</b> Capítulo 7, pp. 391-404
	16 de noviembre	Variación: El español de Hispanoamérica y otras variedades	<b>L:</b> Capítulo 7, pp. 405-417
	18 de noviembre	Discusión de ejercicios	<b>E9:</b> 4, 5 (p. 396), 11 (p. 409), 13 (p. 411)
12	21 de noviembre	Variación: contacto de lenguas	<b>L:</b> Capítulo 7, pp. 417-444
	23 de noviembre	El español en los estados unidos	<b>L:</b> Capítulo 8, pp. 445-465
	25 de noviembre	<b>NO CLASS</b>	<b>THANKSGIVING</b>
13	28 de noviembre	Discusión de ejercicios	<b>E10:</b> 16 (p. 418), 19 (p. 427), 29 (p. 439-440), 35 (p. 442), 3, 4 (p. 459)
	30 de noviembre	<b>REPASO</b>	
	2 de diciembre	<b>EXAMEN 3</b>	
14	5 de diciembre	La semántica: relaciones semánticas	<b>L:</b> Capítulo 6, pp. 340-362

	7 de diciembre	La pragmática: deixis y actos de habla	<b>L:</b> Capítulo 6, pp. 370-390
	9 de diciembre	Discusión de ejercicios	<b>E11:</b> 9 (p. 362), 16 (p. 379), 18 (p. 385), 19 (p. 388-389)
15	12 de diciembre	Adquisición de L2	<b>L:</b> Koike & Klee (en D2L)
	14 de diciembre	<b>REPASO</b>	
Finals	<b>EXAMEN FINAL</b>	Sec. 1: viernes, 16 de diciembre	<b>12:30-2:30</b>
		Sec. 2: lunes, 19 de diciembre	<b>10:15-12:15</b>