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LAN 215.15: Introduction to Spanish Linguistics

Course credit hours: 3
 Course time: M, W 12:00 – 1:15

Course section: 003
 Course location: STV 202

Required Readings:

Ewald, Jennifer D. & Anne Edstrom (Eds.) (2008). *El español a través de la lingüística: preguntas y respuestas*. Somerville, MA: Cascadilla Press.

(Nota bene: It is your responsibility to have the text by Wednesday, August 20)

Student learning outcomes; Part of your learning experience will include:

- classify the basic components of linguistics
- demonstrate ability to conduct original research
- evaluate and interpret how different linguistics processes work in Spanish
- explain commonly-asked questions about Spanish grammar and linguistics
- identify more easily macro regional variation both on the Iberian Peninsula and in Latin America.

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

The course is divided into three parts. The first considers the field of linguistics, its subfields, and how linguistic articles are written. The second consists of discussion on Chapters 1-24; for each chapter, the student is to read the assigned pages before going to class and complete the section entitled 'Actividades' at the end. For each class, the first two sections of 'Actividades' (*Y tú, ¿qué piensas?* and *¿Lo analizamos?*) may be collected for points. The third section consists of the *¿Lo investigamos?* section of each chapter and those will due by the specified dates in the middle and end of the course.

What this course promises you:

Have you ever wished there was a whole class that treated the questions many of us have about Spanish? Have you wanted to have all these answers in one text? Have you ever considered why some people use *vos* and exactly what it means? Have you ever wondered if you really need to study abroad to 'become fluent' in Spanish? This course answers these questions by exploring various questions we commonly ask about Spanish and the experience of learning it. Each chapter of the text is labeled with a question that students and educators alike commonly have of Spanish. The chapter then answers the question in linguistic terms. Each chapter concludes with an 'Actividades' section.

Ways to fulfill these promises:

In order to fully succeed in your exploration of Spanish linguistics, you must take responsibility for your own learning and participate as an active learner. The study of Spanish and its origins 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, which means 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 prose and in paragraph form, use appropriate linguistics vocabulary, and offer a clear, in-depth explanation of 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 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 carry out **research and investigation**. An essential aspect of a critically-thinking graduate student is his/her development of research and investigation. As such, you will need to develop your ability to find, evaluate, and categorize appropriate sources.

Finally, to maximize your learning experience, you must be willing to **be pro-active**. It is the student's responsibility to take initiative in his/her learning. The syllabus shows you how to meet expectations, but it is up to you to demand excellence of yourself, seek out the professor during office hours to ask questions, *anticipate problems and successfully address them well before deadlines*, among other qualifications. How pro-active you are in your learning is one component of your 'Professionalism' grade. *Retroactive excuses are not accepted.*

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.

The pro-active student:

In this course you must properly budget your time and anticipate problems. Please see my policies in this syllabus regarding email, homework, and scheduled office hours. You must address any questions or concerns you have at least two work days in advance of any deadline.

Evaluation Procedures:

1. Homework (40%)

For all of us to succeed, we must always come prepared. The idea is that the class will clarify doubts and solidify what you already learned. All homework is collected at random and is graded on the degree to which you complete the assignment and show excellence. Though collected at random in class, 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. Note that the lowest homework assignment is dropped. See separate sheet for further details.

2. ¿Lo investigamos? sections (25%)

Each chapter contains a section in 'Actividades' entitled ¿Lo investigamos?. In the course schedule on p. 7-8, I have listed the one activity I want you to do for this section in each chapter. This section will not be turned in for homework on the day of its respective chapter. Instead, you will choose 10 of the 12 that I have assigned for Chapters 1-12 and turn them in by the middle of the semester. You will also choose 10 of the 12 for Chapters 13-24 and turn them in by the end of the semester. You will submit these on ReggietNet at any time you wish before the due dates. For the ¿Lo investigamos? section, all homework assignments that have the same data source and/or findings will result in a zero for the entire assignment. For those exercises that ask you to work in groups, feel free to work in groups or simply work by yourself. See separate sheet for further details.

3. Class Participation and Attendance (20%)

Active participation across 16 weeks 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, and the overall quality of your Spanish. 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 and mark yourself late; you are late if I have begun class. Every three times more than 5 minutes late is equal to one absence; please be punctual. I give a score out of 5 points that is based on your class participation.

Attendance policy:

You are expected to attend all classes. You are allotted **two** unexcused absences for personal reasons (e.g. weddings, funerals, religious observations, job interviews, sick family member). All unexcused absences after the second one will result in a lowering of the student's overall participation grade by 10% for each absence. ****Read the course schedule carefully during the first week of class**** -- Any trips, vacations, holidays, and non-emergency doctor 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. After the **eighth** unexcused absence, the student will fail the course.

An excused absence is defined as i) *the individual student's verifiable* health emergency or serious illness, ii) officially-sanctioned and sponsored university travel, documented from an appropriate university official, or iii) a required court appearance, documented by an appropriate official. When an excused absence arises, the student must notify the professor within 24 hours; failure to do so may result in an unexcused absence. The student must show original proof of the emergency on his/her first day back to class (e.g. doctor's note) in person, along with any work missed. If you will miss more than three university class days, you must contact the Office of the Dean of Students, 438-2008.

4. Quizzes (10%)

The student is expected to read thoroughly and come to class ready to engage in thoughtful discussion. To ensure in-depth reading for each class session, I give 'pop' quizzes in two formats: written and oral. For written quizzes, a quiz is given out at the beginning of class; you will be given 15 minutes (starting from the time I pass out the quiz to the whole class; if you arrive late, you will simply have less time) to complete the quiz. Part of the challenge of the quiz is to complete the answers in the time allotted. It is your responsibility to manage your time and appropriately answer the questions within the timeframe given. After the 15 minutes have passed, I will collect all quizzes. For oral quizzes, a student is called on at random and is expected to summarize the reading material for that day; though you cannot use the text, you can use all the notes you like for the oral quiz! Note that the lowest quiz is dropped.

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 score out of 5 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. For graduate students, part of this grade depends on how well you serve as a role-model student for your undergraduate colleagues; see professor for further details.

Grading Scale: (wording adapted from University of Minnesota grading policy)

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|---|----------|---|
| A | 90-100 | Represents achievement that is outstanding relative to the level necessary to meet course requirements. |
| B | 80-89 | Represents achievement that is significantly above the level necessary to meet course requirements. |
| C | 70-79 | Represents achievement that meets the course requirements in every respect. |
| D | 60-69 | Represents achievement that is worthy of credit even though it fails to meet fully the course requirements. |
| F | 59-below | Represents failure and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit, (2) was not completed, or (3) the student had more than 8 unexcused absences. |

*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!

Course policies:

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, text-messaging 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. Given that this is a discussion-based course in a second language, I do not allow laptops in class.
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 and documents, and we have met in person. All requests for letters of recommendation must be made both in person and in print (i.e. an email). I do not write letter of recommendation if the student does not waive their right to view the letter.
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 inappropriate 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. There is no need to say that you are 'concerned about your grade' or you 'want to do well', as these are assumed. Any occurrence of these incidences will result in a warning, and then 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 after class if you cannot attend them and we can make an appointment. Before class, I need to set up.
7. Any student who needs to arrange a reasonable accommodation for a documented disability should contact Disability Concerns at 350 Fell Hall, 438-5853. You must notify me in the first week of class of any *documented* disabilities. Retroactive documentation or self-diagnosed disabilities are not valid.
8. All graded work must be submitted in person during the class time on the day that it is due and in print-out format. ****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. In the event of an excused absence, the homework is due on the first day the student returns.**** Only you may turn in homework to me early in class, if you know you will miss a following class. All work in this class not handed in to me in class or when assigned on ReggieNet (e.g. sent through email, put in my box, or slid under my door) will automatically result in a zero, unless you consult with me before-hand and we mutually agree to use that forum.
9. Any cheating or plagiarism will result in no credit for the assignment or exam in question. I will refer all cases of academic dishonesty to Community Rights and Responsibilities (CRR).

The following policies pertain to email:

10. No graded or ungraded (e.g. drafts or assignments in progress) work will be accepted via email, unless agreed upon by the professor before-hand. In addition, 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 ReggieNet.

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. Also, remember to maintain a professional tone to your emails. In general, you should address the person to whom you are writing and avoid strong tones (e.g. excessive question/exclamation marks, all caps, etc.).

Scheduled office hours:

Scheduled 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 *written* 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, though I do grade how good your Spanish is, what is just as important to me is your production and your attempt to improve. You should not worry about native speakers or students who have studied abroad. The written Spanish should be your own, though. Spanish taken from a translator will result in a reduction in points.

A concluding remark:

Life at college can get very complicated. Students sometimes feel overwhelmed, lost, experience anxiety or depression, struggle with relationship difficulties or diminished self-esteem. However, many of these issues can be effectively addressed with a little help. Student Counseling Services (SCS) helps students cope with difficult emotions and life stressors. Student Counseling Services is staffed by experienced, professional psychologists and counselors, who are attuned to the needs of college students. The services are FREE and completely confidential. Find out more at Counseling.IllinoisState.edu or by calling (309) 438-3655.

A General Overview of Our Journey This Semester

Part 1: Introductions

Week 1 Introductions to each other, the course and the final project

Part 2: Chapter-based discussion

Weeks 2-14 Chapters 1-24

Part 3: *¿Lo analizamos?*

Weeks 8-9, 16-Finals 10 of 12 Due dates for sections for each half of the text

Notes

1) The 'Actividades' section must be completed for each homework assignment. However, only the first two sections (*Y tú, ¿qué piensas?* y *¿Lo analizamos?*) will be collected that day. The number below in parentheses denotes the only activity you do for the *¿Lo investigamos?* section. You will try and do this activity for each class period to pace yourself, but you will turn in this section for Chapters 1-12 by the middle of the course at Chapters 13-24 by the end.

2) 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 ReggieNet.*

Programa tentativo de curso

<i>Semana / Fecha</i>	<i>Leer: Capítulo</i>	<i>Tarea: antes de ir a clase</i>
1/ 18 agosto	Introducciones	-
20 agosto	Prefacio (vii-viii), Introducción al curso (en inglés)	ver: Professor's website ver: Course website
2/ 25 agosto	Capítulo 1: La lingüística	hacer: Actividades (6) hacer: Student profile form y MI questionnaire en 'Assignments'
27 agosto	Capítulo 2: La rapidez del español	hacer: Actividades (6)
3/ 1 septiembre	*No hay clase* - El Día del Trabajo	hacer: Fonts sheet (para pc); encontrar fonts (para Mac)
3 septiembre	Capítulo 3: El género	hacer: Actividades (6)
4/ 8 septiembre	Capítulo 4: El imperfecto y el pretérito	hacer: Actividades (7)
10 septiembre	Capítulo 5: <i>Tú, usted, ustedes, vosotros y vos</i>	hacer: Actividades (7)
5/ 15 septiembre	Capítulo 6: La variación dialectal	hacer: Actividades (5)
17 septiembre	Capítulo 7: <i>Ser y estar</i>	hacer: Actividades (6)

<i>Semana / Fecha</i>	<i>Leer: Capítulo</i>	<i>Tarea: antes de ir a clase</i>
6/ 22 septiembre	Capítulo 8: El uso de los sujetos pronominales	hacer: Actividades (5)
24 septiembre	Capítulo 9: La cortesía verbal	hacer: Actividades (5)
7/ 29 septiembre	Capítulo 10: El estilo conversacional	hacer: Actividades (9; Paso 1)
1 octubre	Capítulo 11: El inglés en el español	hacer: Actividades (6)
8/ 6 octubre	Capítulo 12: Conversar con un hispanohablante	hacer: Actividades, sin número 4. (5)
8 octubre	Reuniones individuales en mi despacho: <i>¿Lo investigamos?</i> Capítulos 1 a 12	entregar: <i>¿Lo investigamos?</i> Capítulos 1 a 12
9/ 13 octubre	Taller	entregar tarde sin perder puntos: <i>¿Lo investigamos?</i> Capítulos 1 a 12
15 octubre	Capítulo 13: El contacto con otras lenguas	hacer: Actividades (5)
10/ 20 octubre	Capítulo 14: El español caribeño	hacer: Actividades (5)
22 octubre	Capítulo 15: La gramática histórica	hacer: Actividades (5)
11/ 27 octubre	Capítulo 16: Las lenguas romances	hacer: Actividades (4)
29 octubre	Capítulo 17: La edad de adquisición	hacer: Actividades (6)
12/ 3 noviembre	Capítulo 18: La comprensión auditiva y la producción oral	hacer: Actividades (5)
5 noviembre	Capítulo 19: Estudiar en el extranjero	hacer: Actividades (5)
13/ 10 noviembre	Capítulo 20: La traducción	hacer: Actividades (8)
12 noviembre	Capítulo 21: Las clases de español para hispanohablantes	hacer: Actividades (6)
14/ 17 noviembre	Capítulo 22: Los errores	hacer: Actividades (5)
19 noviembre	Capítulo 23: La cultura	hacer: Actividades (5)
15/ 24 noviembre	Thanksgiving Break	--
26 noviembre		
16/ 1 diciembre	Capítulo 24: El trabajo en grupos	hacer: Actividades (5)
3 diciembre	Reuniones individuales en mi despacho: <i>¿Lo investigamos?</i> Capítulos 13 a 24	entregar: <i>¿Lo investigamos?</i> Capítulos 13 a 24
Finals/ TBA	La clausura	entregar tarde sin perder puntos: <i>¿Lo investigamos?</i> Capítulos 13 a 24

Final grades will be available only through my.illinoisstate.edu.