

COURSE SYLLABUS

INTRODUCTION TO SPANISH LINGUISTICS

Argentine Universities Program, Buenos Aires

US semester credit hours: 3

Contact hours: 45

Course Code: SP401-15

Course Length: Semester

Delivery method: Face to Face

Language of Instruction: Spanish

COURSE DESCRIPTION

The course begins with the exploration of the sound system of Spanish language and its theoretical representation. After that, we will discuss several aspects concerning Spanish morphology and syntax. Finally, there will be a brief introduction to the regional variations and social variations to review the most relevant characteristics of Spanish in the Americas and particularly in Argentina. The goal of the course is to confront students with a level of linguistic information that will familiarize them with important aspects of contemporary linguistics of the Spanish language. The full course will be conducted in Spanish.

COURSE DELIVERY

Students are expected to read or view assigned resources in advance and be prepared to actively discuss them in class. In most meetings, the instructor will overview the topic and then facilitate a group discussion, drawing out relevant themes, following up on specific lines of inquiry, and prompting students' thoughtful engagement with the topic.

Students are encouraged to bring their prior learning experiences into class discussions (based on experiential learning theory) and to make cognitive connections between this course and others in IFSA Buenos Aires whenever possible (based on the philosophy of integrative learning).

STUDENT LEARNING OBJECTIVES

Students who successfully complete this course will:

- Consolidate their competence on several aspects of Spanish linguistics.
- Become familiar with theoretical description of Spanish phonetics, phonology, morphology, semantics, syntaxes and pragmatics.
- Apply these concepts to the resolution of language problems.
- Be able to distinguish some regional varieties of Spanish
- Be able to recognize social variations in Spanish spoken in Argentina.
- Reflect on the different morphological alternatives for "Inclusive Language".
- Become familiar with resources for further study of Spanish linguistics.

- Make cognitive connections between learning in this course and other learning experiences in the IFSA Argentine Universities Program.

COURSE OUTLINE

Week 1

Presentation of the program. Chap 1: Spanish language in the World. From 1.3 to 1.6. Chap 2: Language, tongue and linguistics.

Homework: Pages 6 and 8 of the WB

Week 2

Chap 2 Language, tongue and linguistics. Chap 3 Phonetics: Sounds of speech

Homework: Read pp. 1 to 23. Complete pp. 9-13, 14 and 16 WB

Week 3

Chap. Phonetics: Sounds of speech

Homework: Read p.70 (key terms) and 71 (summary). Complete pp. 17-20 WB

Week 4

Chap 3 Phonetics: Sounds of speech. Practice

Week 5

Chap 4 Phonology

Homework: Complete pp. 23-25 W.B

Week 6

Chap. 4 Phonology

Homework: Complete pp. 26-29 WB

Week 7

Chap. 4 Phonology

Practice and revision for exam 1

Week 8

Exam 1 (chaps 2, 3 y 4)

Chap. 5 Morphology

Week 9

Morphology: general aspects

Homework: read "Sexismo lingüístico y visibilidad de la mujer" and "La lengua degenerada"

Week 10

Chap. 5 Morphology. Inclusive Language: discussion

Homework: Complete pp. 141-143. Read "La política de la incomodidad" and "Entre el lenguaje inclusivo y el fascismo lingüístico"

Week 11

Chap 6. Syntaxes

Week 12

Chap. 6 Syntaxes

Homework: Read pp. 157-171

Week 13

Chap. 9 Regional variation. Chap. 10.3.1 Pronouns referred to the listener

Hand in: exploration project

Week 14

Exam 2. End of the course

RESOURCES

Álvarez de Miranda, Pedro. "El género no marcado". En [http://:www.elpais.com](http://www.elpais.com). Publicado el 7/03/2012.

Azevedo, Milton M. *Introducción a la lingüística española*. 3rd Ed. Upper Saddle River, NJ: Pearson, 2009.

Balián, Juan Cruz y Sol Minoldo. “La lengua degenerada”. En [http://: elgatoylacaja.com](http://elgatoylacaja.com). Publicado el 4/06/2018.

Bosque, Ignacio. “Sexismo lingüístico y visibilidad de la mujer”. En [http://:www.rae.es](http://www.rae.es). Publicado el 3/03/2012.

Del Valle, José. “La política de la incomodidad”. En <https://glotopolitica.com>. Publicado el 21/08/2018.

Gonzalez Flores, Francisca. *Workbook. Introducción a la lingüística española*. 3rd Ed. Upper Saddle River, NJ: Pearson, 2009.

Moreno de Alba, Jorge. *El español en América*. 2da Ed. Madrid: Fondo de Cultura Económica de España, 1995.

Rossi Peralta, Marco. “Entre el lenguaje inclusivo y el fascismo lingüístico”. En [http://:glotopolitica.com](http://glotopolitica.com)

Sites of interest for the course

Centro Virtual Cervantes: <http://cvc.cervantes.es/>

The Spanish language page: <http://www.elcastellano.org/>

Real Academia Española de la Lengua: <http://www.rae.es/>

EVALUATION METHODS

The course instructor will provide specific requirements and grading rubrics for individual assignments for the course. Your final grade in the course will be comprised of the following course requirements:

Requirements and Grade Distribution

All activities must be performed on the detailed dates of the class chronogram unless otherwise notified by the teacher. These are the requirements for the course:

Attendance, Participation and Preparation (10%)

Attendance: Attendance is obligatory. In order to get a passing grade for this course it is essential to come to classes and to do it with the according preparation. Each student must sign the attendance page in every class. The lack of signature will be considered absence of the class.

There will be no recuperation exams for unjustified absences. Religious absences must be notified in written during the first two weeks of the semester. Absences for health reasons must be justified with the corresponding doctor's certificate.

Participation and Preparation. Normally, the student that attends class gets a better grade. But attendance in itself is not enough. The student that comes to class normally prepared can face discussion with more confidence. For this reason, students must read and work the material previously, and look for the meaning of new terminology. Students are expected to develop a lexical competence in the linguistic field in order to use the terminology appropriate for each circumstance.

Assignments (10%)

Assignments should be properly identified (student name, date, pages or number of exercise). Exercises must be written in legible handwriting. We expect students to be honest in the performance of their tasks and avoid copying results without having understood the content. Overdue work will not be accepted (due dates will be indicated in each case). Activities will be graded with the following criteria:

10 = 100% completed with answers that reflect a maximum effort.

4 = 100% complete with answers that reflect a minimum effort.

3 = not 100% complete and /or with answers hard to read or dubious.

0 = not turned in or copied

Exams (40%): There will be two exams indicated on the class chronogram. There will not be make-up exams for unjustified absences.

Oral Presentations (15%): The goal of this activity is for the student to deepen of the topic developed in class, and to present it to the rest of the class. It will be valued a clear and organized presentation so that the rest of the students can discuss it in class. You may have written material on hand during the presentation, but it shouldn't be a read aloud presentation. The topics will be assigned by the teacher.

Exploration Project (25%): For this project, the teacher will provide a list of topics. Students must choose one topic from the list for further exploration. The project has two parts: A) Selection of the topic and bibliography (5 sources) (5%). The teacher must approve "topic and bibliography" before the student proceeds to the next step. Once this instance has been passed, you can't change topic. B) "Exploration topic" Length: 5 pages (20%). This project should be written in Spanish and handed in on the due date indicated in the syllabus. No projects will be accepted after the due date. Further explanations about the project will be given during the course.

Timely Submissions

Assignments submitted after the deadline will be accepted at the discretion of the course instructor and generally only in the event of a documented illness or emergency.

ACADEMIC INTEGRITY

Any academic endeavor must be based upon a foundation of honesty and integrity. Students are expected to abide by principles of academic integrity and must be willing to bear individual responsibility for their work while studying abroad. Any academic work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work. Any act of academic misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action.

IFSA-Butler takes academic integrity very seriously. Students must not accept outside assistance without permission from the instructor. Additionally, students must document all sources according to the instructions of the professor. Should your instructor suspect you of plagiarism, cheating, or other forms of academic dishonesty, you may receive a failing grade for the course and disciplinary action may result. The incident will be reported to the IFSA-Butler resident director as well as your home institution.