

Spanish 394
Linguistic Varieties/Language Contact and Changes in the Hispanic World
Spring 2006

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Office hours: Monday & Friday 10:20-11:20am, Wednesday 3:15-4:15pm or by appointment

Text Required: Ferrero & Lasso-von Lang, ed. Variedades lingüísticas en el mundo hispano: El español en contacto con otras lenguas. Bloomington, Indiana: *AuthorHouse*, 2005.

Additional material provided by your instructor:

Roca and Jensen, ed. Spanish in Contact. Somerville: Cascadilla Press, 1996. (a selection of readings)

Stewart. The Spanish Language Today. (a selection of readings)

Thomason. Language Contact: An Introduction. (a selection of readings)

Bilingual Research Journal (BRJ) <http://brj.asu.edu/> (a selection of articles) Fall 2000

Ethnologue.com and www.sil.org

Instructor's handouts and other library and internet sources.

Course Description:

A study of the Spanish language from a global sociolinguistic perspective by incorporating studies of language contact and changes, dialectology, bilingualism and the sociology of the Spanish language in the Americas, Spain, Africa, Asia and the United States: Mexican or Chicano Spanish, Puerto Rican Spanish and Cuban Spanish.

Goals and Objectives:

- a) To demonstrate the linguistic validity of the extend of linguistic phenomena found in the Spanish of Latinos by preserving the linguistic validity of all Spanish dialects including nonstandard variants; studying the overwhelming linguistic overlap between nonstandard and standard dialects of Spanish; and at the same time, validating and promoting the instrumental value of learning the standard language
- b) To offer a universal perspective in the teaching and understanding of the sociolinguistic varieties and changes of the Spanish language in the world.

- c) To understand that the prestige value of the variants of language are not grounded in purely linguistic criteria, but rather on considerations such as the economic, political, and social status of the speakers of such dialects.
- d) To recognize the value of Spanish as a heritage language for individual speakers, their community, and American society in general.
- e) To foster an understanding of language as a social construction and as a system of communication with significant lexical variation.
- f) To bring together analytical techniques employed in sociolinguistics and discourse analysis, uncovering the linguistic, cognitive, and social processes underlying language maintenance, as well as changes characteristic of language shift and loss.

Grade and Requirements:

The stated goals/objectives for this course will be met through the practice of all types of Classroom Assessment Techniques or CATs: capstone experience, skill tests, oral and written reports, and especial research projects. These CATs will serve as means of assessing communication, critical thinking and global perspective. **Homework and Participation (see “CLASS PREPARATION AND PARTICIPATION EVALUATION SHEET”):** The course will include discussions of studies on sociolinguistic varieties, bilingualism, dialectology, and the validity of the Spanish language in the world. A selection of texts both in English and in Spanish will be assigned for reading and discussion throughout the semester. It will be the student’s responsibility to read the material assigned for the scheduled date. Given Reeves Library limitations on this subject, it will be expected that the student search other information sources: personal libraries, libraries in LVAIC, major libraries in the area (Rutgers, New York Public Library, Library of Congress...) and Interlibrary Loan. **Short oral reports of interviews and videos (3-5 minutes):** Students will interview at least five Hispanics from different regions/countries and will view a series of videos and listen to tapes on linguistic varieties. The purpose of these materials will be to demonstrate the gamut of linguistic phenomena found in the Hispanic world.

Exams: There will be three take-home essay exams. Topics and questions will be given by instructor (see the attached assignment schedule for due dates)

Individual Research and Presentation: An individual research of a topic on Spanish as a language in contact will be required to complete this course. This study will be shared with the class in the form of a 10-20 minute presentation. Later on, the same study will be turned in as a **final written project (MLA style)**. Both class-related activities have a

two-folded objective: 1) to enhance the student's experience with the sociology of the Spanish language in the different parts of the world, and 2) to help develop his/her critical research skills.

Evaluation and grading:

Homework and Participation	25%
Exams	30% (10% each)
Individual Research	10%
Presentation	10%
Final Project	15%
Short reports	10%

Letter grade will be assigned as follows:

95-100	A
94-90	A-
89-87	B+
86-83	B
82-80	B-
79-77	C+
76-73	C
72-70	C-
69-67	D+
66-63	D
62-60	D-
59-0	F

Attendance policy:

Your attendance, punctuality, and active participation in class are crucial to the successful completion of this course. You are required to attend class on a regular basis. After three absences, each absence will reduce your final grade by one point. In case of any crisis or emergency, or an extended absence from class, you must inform your professor through the office of Students Affairs or the Academic Dean. Lack of punctuality twice will be equivalent to one absence. Multiple absences may lead to failure in the class. It is recommended that students do not miss any class. You are responsible for all material assigned or covered in any class you miss, whether the absence is excused or not.

Academic Honesty at Moravian College: Plagiarism, Cheating or any other inappropriate behaviors won't be tolerated. Please see *Students Handbook 2005-2006*.

- NOTE:** a) The instructor reserves the right to modify this syllabus.
You will be notified within a reasonable period of time.
b) You will be expected to devote at least two hours in preparation for every hour in class.

CLASS PREPARATION AND PARTICIPATION EVALUATION SHEET

The professor will assign a daily grade for the level of preparation and participation of each student.

The daily class grades will be as follows:

A=95 *Excellent participation* (the student answers questions and offers interesting comments without the need of the professor calling on him/her. The comments and answers show that the student has thoroughly prepared the reading and has done the necessary background research to understand the reading).

B= 85 *Good participation* (the student answers questions and offers interesting comments whenever the professor calls on him/her. Sometimes, the student participates without being asked. The comments and answers show that the student has prepared the reading and has done the necessary background research to understand the reading quite well).

C=75 *Fair participation* (the student answers questions and offers comments only when the professor calls on him/her. The comments and answers show that the student has prepared the reading, but has not done much necessary background research to understand the reading).

D=65 *Poor participation* (the student answers questions and offers very brief comments only when the professor calls on him/her. The comments and answers show that the student has a poor preparation of the reading and has not done the necessary background research to understand it).

F=55 *Lack of participation* (the student does not answer questions and does not offer any comments in the class or group discussion. The lack of comments and answers, as well as incorrect answers, show that the student has not done the reading or, if he/she has done it, it has been in a careless or incomplete way).

No attendance, no participation at all: When a student is not in class, he/she gets a 0 for that day regardless of the reason for that absence.

Assignment schedule—Primavera 2006

Enero

- 16 Introduction to the class, handouts
- 18 Report: Hispanic Population in the world, native speakers?
Discussion “What is language contact?” Bilingüismo?
- 20 Copias: Introduction p. 1-26, p. 60-61 and 83 (Thomason)

- 23 Copias: Part I, II and IV (Stewart)
- 25 Continuación
- 27 Continuación

- 30 Copias and handouts (Roca and Jensen)
(intro. and Code-Switching)

Febrero

- 1 Oral Report with video/interviews and/or cassettes
- 3 Oral Report...

- 6 Oral Report...
- 8 Ferrero and Lasso-von Lang p.7-24 . **Entregar ensayo 1**
- 10 Ferrero and Lasso-von Lang p.25-34

- 13 Ferrero and Lasso-von Lang p.44-52
- 15 Ferrero and Lasso-von Lang p.53-60
- 17 Ferrero and Lasso-von Lang p.61-71

- 20 Ferrero and Lasso-von Lang p.72-78
- 22 Ferrero and Lasso-von Lang p.79-87
- 24 Ferrero and Lasso-von Lang p.88-99

- 27 Ferrero and Lasso-von Lang p.100-104

Marzo

- 1 Ferrero and Lasso-von Lang p.105-112
- 3 Ferrero and Lasso-von Lang p.113-124

Spring Recess (March 5-13- Sun., noon – Mon., 7:30am)

- 13 Ferrero and Lasso-von Lang p.127-137. **Entregar ensayo 2**
- 15 Ferrero and Lasso-von Lang p.138-145
- 17 Ferrero and Lasso-von Lang p.146-160

- 20 Ferrero and Lasso-von Lang p.161-168
- 22 Ferrero and Lasso-von Lang p.169-182
- 24 Ferrero and Lasso-von Lang p.183-192

- 27 Selected readings (Roca and Jensen)
- 29 Articles from Bilingual Research Journal
- 31 Articles from Bilingual Research Journal

Abril

- 3 Articles from Bilingual Research Journal
- 5 Articles from internet, handouts and videos
- 7 Selected readings **Entregar ensayo 3**

- 10 Individual Research and Presentation
- 12 Individual Research and Presentation
- 14-17 de abril: Easter Recess**

- 19 Individual Research and Presentation
- 21 Individual Research and Presentation

- 24 Individual Research and Presentation
- 26 Individual Research and Presentation
- 28 Guidelines for Final Project

Note: Final written project will be due the day of your final.