

	Department of Literature, Journalism, Writing & Languages SPA 3090 CURRENT SPANISH LINGUISTICS 3 UNITS
	Fall 2022

Meeting days:	Instructor title and name: Carmen De Leon, Ph.D., Professor of Spanish
Meeting times:	Phone: (619) 849-2289
Meeting location:	Email: cdeleon@pointloma.edu
Final Exam: (day/time)	Office location and hours: BAC 122 MTWF By appointment
Additional info:	Additional info:

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Foundational Explorations Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

INSTITUTIONAL & FOUNDATIONAL EXPLORATIONS LEARNING OUTCOMES

Context: Learning, Informed by our Faith in Christ

ILO #1: Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits that foster life-long learning

FELO 1a Written Communication: Students will be able to effectively express ideas and information to others through written communication.

FELO 1b Oral Communication: Students will be able to effectively express ideas and information to others through oral communication.

FELO 1c Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.

FELO 1d Critical Thinking: Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.

FELO 1e Quantitative Reasoning: Students will be able to solve problems that are quantitative in nature.

Context: Growing, In a Christ-Centered Faith Community

ILO #2: Students will develop a deeper and more informed understanding of self and others as they negotiate complex environments

FELO 2a Students will develop an understanding of self that fosters personal well-being.

FELO 2b Students will understand and appreciate diverse forms of artistic expression.

FELO 2c Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

Context: Serving, In a Context of Christian Faith

ILO#3: Students will serve locally and/or globally in vocational and social settings

FELO 3 Students will demonstrate an understanding of Christian Scripture, Tradition, and Ethics, including engagement in acts of devotion and works of mercy.

**FELOs in bold are addressed in this course (LIT 3053)*

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 16 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 minimum total hours meeting the course learning outcomes. Weekly time estimations are also provided in the Canvas modules.

COURSE DESCRIPTION

The purpose of this course is to offer an introduction in the most relevant areas of Hispanic linguistics. We will be looking at various topics among them will be sounds in Spanish

(phonetics and phonology), the formation of words (morphology), sentence structure (syntax), the history and evolution of the Spanish language, the variation of the language regionally and socially (dialectology and sociolinguistics), and the acquisition of first and second languages. Material and discussion will be conducted in Spanish.

COURSE LEARNING OUTCOMES

By the end of this course, you should be able to:

1. Identify the major branches of linguistics.
2. Discuss the empirical methods that linguistics use to study language.
3. Name various levels of linguistic analysis.
4. Analyze linguistic data.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Azevedo, M. (2009). *Introducción a la lingüística española* (3ra Edición). Upper Saddle River, NJ: Pearson.

Additional supplemental materials will be posted online through CANVAS.

ASSESSMENT AND GRADING

Participation and attendance to check in meetings	10%
Homework	15%
Quiz (3)	20%
Research Paper	25%
Presentation of Research Paper	10%
Final Exam	20%
TOTAL	100%

Grades will be based on the following:

Sample Standard Grade Scale Based on Percentages

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

COURSE REQUIREMENTS

Methods/ Activities/ Assessments

Participation and attendance to check in meetings:

Participation will be in the form of discussion question posted on CANVAS about the material as well as attendance to check in meetings. Because this is an Independent Study it is important to be in communication with the meetings that will be set up through zoom.

Assignments:

Quizzes- Quizzes are worth 20% of your final grade, you will have four quizzes on the material along the semester. There will be a notification on what each quiz will cover so you can prepare.

Homework- There will be weekly homework in the form of assignments that will be posted on CANVAS at the beginning of the week and will need to be turned in at the end of the week. The homework will reflect the material that needs to be read and researched for the week and is contained in the textbook.

Research Paper- Minimum 8 pages paper plus bibliography page. There will be time during the semester that I will give you to choose a topic and part of your grade will include to submit a detailed outline of your paper. The research paper will be due towards the end of the semester you will be given enough time to complete this assignment.

The following questions will be considered when assignments –analysis work, essays on exams, and the final paper--are evaluated and graded. All questions may not be relevant to each assignment.

- Does the paper respond to the prompt or question of the day?
- Does the paper make an argument? Is it clearly stated and contextualized effectively?
- Is there sufficient and relevant evidence to ground the claim?
- Does the paper effectively select and use material from the course readings to support and validate the analysis? Does it summarize, paraphrase, and quote effectively?
- Does the paper use all relevant details from the readings both to support the claim and to provide a context for the case being made? Does it ignore material that should be taken into account?
- Does the paper demonstrate an awareness of how the argument being proposed fits into the larger set of claims made about the topic in our course readings?
 - Does the paperwork through the complexities of the material (as opposed to oversimplifying or overgeneralizing)?
- Is the paper well-organized?
- Does it cite material from the sources using MLA documentation style?
 - Are there sentence structure problems or spelling and grammatical errors that interfere with the meaning?
 - An “A” essay (a 5 for the analysis work) demonstrates excellent work. It has something to say and says it well. It develops its argument clearly and consistently, demonstrating a complex understanding of the assignment, and does so using varied sentence structure. It often rises above

other essays with particular instances of creative or analytical sophistication. There may be only minor and/or occasional grammatical errors.

- A “B” essay (a 4 for the analysis work) demonstrates good work. It establishes a clear claim and pursues it consistently, demonstrating a good understanding of the assignment. There may be some mechanical difficulties, but not so many as to impair the clear development of the main argument. While a “B” essay is in many ways successful, it lacks the originality and/or sophistication of an “A” essay.

- A “C” essay (a 3 for the analysis work) demonstrates adequate work. It establishes an adequate grasp of the assignment and argues a central claim. In addition, the argument may rely on unsupported generalizations or insufficiently developed ideas. It may also contain grammatical errors.

- Work that earns a grade of “D” or “F” (a 2,1, or for the analysis work) is often characterized by the following problems: it fails to demonstrate an adequate understanding of the assignment; it fails to articulate an adequate argument; and/or it contains significant grammatical problems.

Presentation of research- The research paper will be accompanied by a strong presentation of the topic you choose to write about. Your grade is both your research paper as well as the presentation of your topic. Make your presentation creative and interactive for a better grade.

Final Exam- The exam will cover the material of the course and will be taken on the assigned date according to the university’s policies.

SPIRITUAL CARE

PLNU strives to be a place where students grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain, or if you have prayer requests, you can contact the [Office of Student Life and Formation](#).

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student’s responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

SEXUAL MISCONDUCT AND DISCRIMINATION

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to

disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix

COURSE MODALITY DEFINITIONS

- 1. In-Person:** Course meetings are face-to-face with no more than 25% online delivery.
- 2. Online:** Coursework is completed 100% online and asynchronously.
- 3. Online Synchronous:** Coursework is completed 100% online with required weekly online class meetings.
- 4. Hybrid:** Courses that meet face-to-face with required online components.

USE OF TECHNOLOGY

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams require a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

CALENDAR This calendar is subject to change for pedagogical or logistical motivations. To the extent possible, students will be notified in advance of any such changes.

COURSE SCHEDULE AND ASSIGNMENTS

CALENDARIO

SEMANA 1- INTRODUCCIÓN- Agosto 30-Septiembre 4

Introducción general al curso-Capitulo 1 página 1-20

Tarea-Contestar las preguntas de la página 20 y 21- A-K

Introducción y áreas lingüísticas- Capitulo 2 página 25-42

Tarea-Contestar las preguntas G y K de la página 44

SEMANA 2- FONÉTICA- Septiembre 5-Septiembre 11

Definición de fonética página 47 (Capitulo 3)

Sumario página 102 (Capitulo 4)

Ver los siguientes videos:

<https://www.youtube.com/watch?v=ew3xE-Pn2CU>

https://www.youtube.com/watch?v=wFl_g0ABfVo

Tarea-Responde las preguntas del cuadro “MITOS DEL LENGUAJE” de la página 72

SEMANA 3- MORFOLOGÍA- Septiembre 12-Septiembre 18

Introducción a la morfología— morfemas y alomorfos; flexion

Tarea- Leer página 106-116- Hacer la Actividad 5.2 página 108 y Actividad 5.6
página 115

SEMANA 4- MORFOLOGÍA- Septiembre 19-Septiembre 25

Morfología—flexión cont.; determinantes y pronombres- Cap. 5, 116-120

Morfología—verbos- Cap. 5, 121-127

Tarea- Práctica A y B (141)

SEMANA 5- MORFOLOGÍA Y SINTAXIS- Septiembre 26- Octubre 2

Introducción a la sintaxis— constituyentes y sintagmas- Cap. 6, 145, 148-151

CREDITO EXTRA- 6.2 página 149, 6.3 página 150 y 6.5 página 153

QUIZ #1

SEMANA 6 SINTAXIS- Octubre 3- Octubre 9

Sintaxis—otros sintagmas - Cap. 6, 151-157

Sintaxis—categorías de los verbos - Cap. 6, 168-172

Tarea y práctica - Práctica A, B y F- página 172-173

SEMANA 7 – LA LENGUA- Octubre 10- Octubre 16

Ver estos videos

Parte 1

<https://www.youtube.com/watch?v=KdZrKPcjQNO&t=58s>

Parte 2

<https://www.youtube.com/watch?v=EdgWPv2Ottg&t=12s>

Parte 3

<https://www.youtube.com/watch?v=C4vVplVzl50&t=20s>

Parte 4

<https://www.youtube.com/watch?v=-btJ60VnSLE&t=16s>

Tarea- Hacer un pequeño resumen de estos videos (300-400 palabras mínimo)

SEMANA 8 -ENSAYO- Octubre 17- Octubre 23

Esta semana será para escoger el tema de su ensayo final y para elaboración del esquema (outline) del ensayo.

Al final de la semana se debe de entregar el esquema del ensayo.

SEMANA 9 -QUIZ- Octubre 24-Octubre 30

Repaso- Se les entregara un repaso para el quiz de la semana.

QUIZ #2

SEMANA 10 -SINTAXIS- Octubre 31- Noviembre 6

Sintaxis II—coordinación y subordinación - Cap. 7, 187-196

Sintaxis II-clíticos y oraciones sin sujetos- Cap. 7, 176-183

Tarea- Actividad A, B, C de la página 202-203

Credito Extra- Actividad J de la página 204

SEMANA 11 -VARIACION TEMPORAL- Noviembre 7- Noviembre 13

Variación temporal- Cambios fónicos- Cap. 8, 212-224

Variación temporal—cambios morfológicos y sintácticos- Cap. 8, 225-233

Tarea y práctica- Actividad 8.5 página 214- Actividad 8.6 y 8.7 página 217

SEMANA 12 -VARIACION REGIONAL- Noviembre 14- Noviembre 20

Variación regional—español peninsular- Cap. 9, 250-258

Variación regional—español de las Américas- Cap. 9, 259-270

SEMANA 13 – BILINGÜISMO/ESPAÑOL EN EEUU - Noviembre 21-Noviembre 27

Español en EEUU—fondo histórico- Cap. 12, 346-355

Español en EEUU—contacto con inglés- Cap. 12, 359-369

Tarea- Actividad 12.5 página 367

Credito Extra- Actividad 12.1 de la página 349

SEMANA 14 - QUIZ - Noviembre 28- Diciembre 4

Repaso- Se les entregara un repaso para el quiz de la semana.

QUIZ #3

SEMANA 15 -QUIZ- Diciembre 5- Diciembre 11

Entrega del ensayo y presentación