

	Department of Literature, Journalism, Writing & Languages SPA 3090 CURRENT SPANISH LINGUISTICS 3 UNITS
	Fall 2024

Meeting days: TBD	Instructor title and name: Carmen De Leon, Ph.D., Professor of Spanish
Meeting times: TBD	Phone: (619) 849-2289
Meeting location: BAC 117	Email: cdeleon@pointloma.edu
Final Exam: (day/time) TBD	Office location and hours: BAC 117 MTWF By appointment

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.

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

A descriptive study of the Spanish language including phonology, morphology, syntax, lexicon, and semantics. 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	5%
Homework	25%
Quiz (3)	25%
Research Paper/ Presentation	35%
Final Exam	10%
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 though 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.

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me about it. Class topics are discussed for the sole purpose of expanding your intellectual and compassionate engagement in the human story, and I will support you throughout your learning in this course.

Trigger Warning

The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered,

whereas an intellectual challenge has nothing to do with trauma. I will alert you prior to reading content that may be triggering. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual and compassionate engagement in the human story, and I will support you throughout your learning in this course.

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. **NO ASSIGNMENTS WILL BE ACCEPTED AFTER THE DUE DATE UNLESS YOU HAVE A DOCUMENTED REASON FOR NOT TURNING IT IN ON THE DUE DATE.**

Spiritual Care

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual 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.

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 Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

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.

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

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.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on

age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

Sexual Misconduct and Discrimination

In support of a safe learning environment, 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 accommodations and resources 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, faculty and staff are 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.

In some courses, a portion of the credit hour content will be delivered asynchronously, and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog.

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

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.

Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see Loma Writing Center webpage or visit the Loma Writing Center on the first floor of the Ryan

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-

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-

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-

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-

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-

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-

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-

Ver estos videos

Parte 1

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

Parte 2

<https://www.youtube.com/watch?v=EdgWPv2Qttg&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-

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-

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

QUIZ #2

SEMANA 10 -SINTAXIS-

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-

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-

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

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

SEMANA 13 – BILINGÜISMO/ESPAÑOL EN EEUU -

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 -

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

QUIZ #3

SEMANA 15 -REPASO PARA EL EXAMEN FINAL- EXAMEN FINAL

Entrega del ensayo y presentación