

# Tennessee Tech University

## Department of Foreign Languages

### Spanish 4810: Introduction to Spanish Linguistics Spring 2019

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Horas de oficina: lunes y miércoles, 1:30-2:30; jueves. 3:00-4:00  
and by appointment, OKLY 215A

Horas de clase: lunes, miércoles, viernes, 12:20-1:15, OKLY 212

#### **Required text**

- Hualde, J. I., Olarrea, A., Escobar, A. M., & Travis, C. E. (2010). *Introducción a la lingüística hispanica* (2nd edition). Cambridge University Press.

**Prerequisites:** SPAN 3010

#### **Course description**

Introduction to Spanish Linguistics provides a foundation in the principle areas of linguistics, specifically focusing on the analysis of the Spanish language. The overall objective of this course is to understand the basic linguistics structures of Spanish. The course begins with an introduction to the scientific study of language, including the human capacity for communication. The course also covers the fundamental knowledge of: the Spanish sound system (phonetics and phonology), the formation of words and sentence structures in Spanish (morphology and syntax), the study of meaning and functional usage of Spanish (semantics and pragmatics). Other topics covered include the history of the Spanish language, linguistic variation in Spanish, and Spanish in the United States.

#### **Enduring Understandings**

Students will come to understand that:

- Linguistics is the study of language from a scientific perspective.
- The Spanish language can be described using the fundamental methods of scientific inquiry of observation and analysis.
- The Spanish language is dynamic system and not simply a set of vocabulary items and grammar rules.

**Essential Questions**

- How can the Spanish language be described?
- How do the different linguistic systems in Spanish work?
- How has Spanish evolved from Latin?
- How does Spanish vary across geographical, social, and temporal boundaries?
- What is the state of Spanish in the United States?

**Learning Outcomes**

Students will be able to:

- Describe the Spanish language from a linguistics standpoint.
- Apply knowledge of the linguistic systems of Spanish to their professional and private lives.
- Discuss the history of the Spanish language at a rudimentary level.
- Explain how socio-cultural constructs influence language variation.

**Evaluation**

Participation and attendance	20%
Homework and readings	24%
Exams	
Exam 1	12%
Exam 2	12%
Exam 3	12%
Final exam	20%

**Participation and attendance 20%**

1. Students will be graded based on their active participation in class activities (whole class, group work, pair work) and use of Spanish. We are here to learn; so contribute with your thoughts and concerns! Respectful behaviour is expected (**no use of cell phones** in the class).

2. Attendance is obligatory. When absent, participation is not possible and therefore results in a loss of participation points. Absences that are justified by a doctor's note are excused. In case of an emergency (i.e., due to grave illness, hospitalization, funeral of a family member, etc.), you must let me know as soon as possible. Send me an email, or leave me a note in my mailbox. Written documentation/evidence of extenuating circumstances must be given to me within one week of the absence.

3. Arrive on time. When students arrive late, they disrupt the class and may miss important announcements.

**Homework and readings 24%**

Students are expected to come to class prepared by having read the Lectura for that day. Although we will not be focusing on everything from the textbook in class, students are still expected to understand the information in the textbook. Students must be prepared

with a few questions they have about the readings each class period. These questions will contribute to the class discussion each class period.

Ejercicios are designed to help students practice and apply the concepts presented in class. Although they are due at the beginning of class the day indicated on the syllabus, I suggest that they be completed soon after lectures that cover the topics of the ejercicios. Part of the class periods designated as ‘Discusión de ejercicios’ in the course calendar are reserved for discussion of the ejercicios. At that time, students will have the opportunity to ask questions about the concepts in the ejercicios. Students must:

1. type the ejercicios (when possible) and answers
2. print out the ejercicios and answers
3. bring them to class on ‘Discusión de ejercicios’ days

These steps will allow students to make any corrections and take notes on the ejercicios. Students will turn in the ejercicios at the end of the class period. Ejercicios will be graded with a ✓ (full credit) or a ✓- (half credit). After being graded, the ejercicios will be handed back to you so you can study for the tests.

**All ejercicios will be due on the *class period they appear on the calendar at the end of class unless otherwise stated. Late submissions will receive a 10% reduction each day they are late.***

### **Exams 36%**

There will be 3 partial exams covering the topics presented in the course between the previous exam and the exam date listed in the calendar. Make-up exams will not be given without notification and written documentation of your absence and only in cases of emergency. No exceptions. Do not make any travel plans without checking the class calendar.

### **Final exam 20%**

The final exam will be cumulative. Again, there will be no make-up exams except in cases of emergency. Do not make any travel plans without checking your final exam schedule.

### **Disability Services**

Any student who believes that he or she will require accommodations to meet the course requirements should consult the Office of Disability Services located in the Roaden University Center (RUC) Rm. 112 (931-372-6119) preferably during the first week of classes so that reasonable accommodations can be made to ensure that everyone may participate in the course. For details, view the Tennessee Tech’s Policy 340 – Services for Students with Disabilities at [Policy Central](#).

### **Academic Misconduct**

Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The Student Academic Misconduct Policy describes the

definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech's Policy 217 – Student Academic Misconduct at [Policy Central](#)

### Grading Scale

A: 90-100    B: 80-89    C: 70-79    D: 60-69    F: 0-59

**IMPORTANT:** This syllabus is accurate and complete to the best of my knowledge. However, I reserve the right to make midcourse changes to the readings, assignments, or exam dates as needed.

### Calendar

This calendar is tentative. Students are responsible for checking iLearn and their university email accounts. Assignments, guidelines, and other deadlines will be posted and sent there.

**L:** Lectura    **E:** Ejercicios

Semana	Fecha	Tema	Lecturas y tareas
1	14 de enero	Introducción al curso	Syllabus
	16 de enero	La lingüística: ciencia cognitiva	<b>L:</b> Capítulo 1, pp. 1-19
	18 de enero	La lingüística: ciencia cognitiva (cont.)	<b>L:</b> Capítulo 1, pp. 19-44
2	21 de enero	<b>NO HAY CLASE</b>	<b>Día de MLK Jr.</b>
	23 de enero	Discusión de ejercicios	<b>E1:</b> 1-8 (pp. 41-42)
	25 de enero	Fonética y fonología: grafema; fonema, alófono	<b>L:</b> Capítulo 2, pp. 45-53
3	28 de enero	Fonética y fonología: fonema, alófono y punto de articulación	<b>L:</b> Capítulo 2, pp. 53-59
	30 de enero	Fonética y fonología: modo de articulación	<b>L:</b> Capítulo 2, pp. 59-67
	1 de febrero	Discusión de ejercicios	<b>E2:</b> 2 (p. 52), 3 (p. 54), 4 (p. 57)
4	4 de febrero	Fonética y fonología: consonantes	<b>L:</b> Capítulo 2, pp. 67-87
	6 de febrero	Fonética y fonología: vocales y semivocales	<b>L:</b> Capítulo 2, pp. 87-100
	8 de febrero	Discusión de ejercicios	<b>E3:</b> 5, 7 (p. 73), 12, 13 (pp. 86-87), 17, 19 (pp. 94-95)
5	11 de febrero	Fonética y fonología: silabificación y acentuación	<b>L:</b> Capítulo 2, pp. 100-111

	13 de febrero	<b>REPASO</b>	<b>E4:</b> 35, 36 (p. 119)
	15 de febrero	<b>EXAMEN 1</b>	<b>Preparar para el examen</b>
6	18 de febrero	La morfología: conceptos básicos; flexión nominal	<b>L:</b> Capítulo 3, pp. 123-143
	20 de febrero	La morfología: flexión verbal	<b>L:</b> Capítulo 3, pp. 143-163
	22 de febrero	Discusión de ejercicios	<b>E5:</b> 3, 4, 5 (p. 129), 6 (p. 134), 11 (p. 136), 23, 24 (p. 149), 27 (p. 155), 31 (p. 162)
7	25 de febrero	La sintaxis: constituyentes y sintagmas	<b>L:</b> Capítulo 4, pp. 201-216
	27 de febrero	Discusión de ejercicios	<b>E6:</b> 2 (p. 207), 3 (p. 208), 5 (p. 210), 6, 7 (p. 215), 9 (p. 216, solamente los impares)
	1 de marzo	La sintaxis: x-con-barra	<b>L:</b> Capítulo 4, pp. 225-244
8	4 de marzo	<b>NO HAY CLASE</b>	<b>Vacaciones de primavera</b>
	6 de marzo	<b>NO HAY CLASE</b>	<b>Vacaciones de primavera</b>
	8 de marzo	<b>NO HAY CLASE</b>	<b>Vacaciones de primavera</b>
9	11 de marzo	La sintaxis: la oración simple y la oración compuesta	<b>L:</b> Capítulo 4, pp. 244-277
	13 de marzo	Discusión de ejercicios	<b>E7:</b> 15 (p. 237), 16, 17 (p. 238), 24 (p. 246), 28 (p. 260)
	15 de marzo	<b>REPASO</b>	
10	18 de marzo	<b>EXAMEN 2</b>	<b>Preparar para el examen</b>
	20 de marzo	Historia: Del latín al español	<b>L:</b> Capítulo 5, pp. 279-300
	22 de marzo	Del castellano medieval al moderno	<b>L:</b> Capítulo 5, pp. 303-320
11	25 de marzo	Influencia de otras lenguas, textos en otras lenguas	<b>L:</b> Capítulo 5, pp. 320-338
	27 de marzo	Discusión de ejercicios	<b>E8:</b> Escribe 3 preguntas sobre la evolución de español y da las respuestas.
	29 de marzo	Variación: El español de España	<b>L:</b> Capítulo 7, pp. 391-404
12	1 de abril	Variación: El español de Hispanoamérica y otras variedades	<b>L:</b> Capítulo 7, pp. 405-417 Trae una computadora a clase
	3 de abril	Discusión de ejercicios	<b>E9:</b> 4, 5 (p. 396), 11 (p. 409), 13 (p. 411)

	5 de abril	Variación: contacto de lenguas	<b>L:</b> Capítulo 7, pp. 417-444
13	8 de abril	El español en los estados unidos	<b>L:</b> Capítulo 8, pp. 445-465
	10 de abril	Discusión de ejercicios	<b>E10:</b> 16 (p. 418), 19 (p. 427), 29 (p. 439-440), 35 (p. 442), 3, 4 (p. 459)
	12 de abril	<b>REPASO</b>	
14	15 de abril	<b>EXAMEN 3</b>	<b>Preparar para el examen</b>
	17 de abril	La semántica: relaciones semánticas	<b>L:</b> Capítulo 6, pp. 340-362
	19 de abril	La pragmática: deixis y actos de habla	<b>L:</b> Capítulo 6, pp. 370-390
15	22 de abril	Discusión de ejercicios	<b>E11:</b> 9 (p. 362), 16 (p. 379), 18 (p. 385), 19 (p. 388-389)
	24 de abril	Adquisición de L2	<b>L:</b> Koike & Klee (en iLearn)
	26 de abril	<b>REPASO</b>	<b>Preparar para el examen</b>
Finals	<b>EXAMEN FINAL</b>	miércoles, 1 de mayo	<b>3:30-5:30</b>