

Matching

New Course Request

Indiana University

IUPUI Campus

Check Appropriate Boxes: Undergraduate credit Graduate credit Professional credit

Adoption of IUB Hisp - S 326

1. School/Division Liberal Arts 2. Academic Subject Code SPAN

3. Course Number S326 (must be cleared with University Enrollment Services) 4. Instructor unknown

5. Course Title Introduction to Spanish Linguistics

Recommended Abbreviation (Optional) Intro. Span. Ling.
(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2010

7. Credit Hours: Fixed at 3 or Variable from _____ to _____

8. Is this course to be graded S-F (only)? Yes _____ No X

9. Is variable title approval being requested? Yes _____ No X

10. Course description (not to exceed 50 words) for Bulletin publication: _____

see attached

11. Lecture Contact Hours: Fixed at 3 or Variable from _____ to _____

12. Non-Lecture Contact Hours: Fixed at _____ or Variable from _____ to _____

13. Estimated enrollment: 20 of which 0% percent are expected to be graduate students.

14. Frequency of scheduling: every semester Will this course be required for majors? Yes

15. Justification for new course: Course is now offered at 400-level. As an introduction 300-level is best.

16. Are the necessary reading materials currently available in the appropriate library? Yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials. ✓

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant. No

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

[Signature] Date 2/10/09

Department Chairman/Division Director

Approved by:

[Signature] Date 5/4/09

Dean

Date _____
Dean of Graduate School (when required)

Date _____
Chancellor/Vice-President

Date _____
University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

Proposed syllabus for S326
[Adoption of IUB HISP-S326]
Introduction to Spanish Linguistics
Spanish Program

IUPUI

<liberalarts.iupui.edu/wlac/AcadSpanish.htm>

S326

Section:

Meeting dates and time:

Room:

Instructor:

Office:

Telephone:

E-mail:

Office hours:

1. COURSE DESCRIPTION

S326 Introduction to Spanish Linguistics (3 cr.) P: S313 or equivalent. Introduces the basic concepts of Hispanic linguistics and establishes the background for the future application of linguistic principles. The course surveys linguistic properties in Spanish, including phonology, morphology, and syntax. Additional introductory material on historical linguistics, second language acquisition, semantics, and sociolinguistics will be included.

[= IUB HISP-S 326]

2. OBJETIVES

The course is designed to provide students of Spanish with an introduction to the study of the Spanish language, as well as to the principles and methods of Hispanic linguistics. The main goal of this course is to familiarize students with the basic components of the Spanish language: its sound system (Phonetics and Phonology), word structure (Morphology), sentence structure (Syntax), word and sentence meaning (Semantics), and to explore language change across time (history of the language), and language variation in space (Dialectology) and society (Sociolinguistics).

A secondary objective is to expose students to linguistic methods and to improve their critical thinking skills by encouraging them to reflect about the Spanish language in a rigorous and scientific way.

An indirect objective is to help students develop their proficiency in Spanish, both orally and in writing. The class will be conducted in Spanish and all assignments are to be performed in Spanish.

This course contributes to the development of the following principles of undergraduate learning (PULs): development of communicative skills (1), critical thinking (2), integration and application of knowledge (3), intellectual depth and adaptability (4), and understanding of diverse cultures and societies (5).

The content and assignments for this course also target National Standards for Foreign Language Learning: **Communication** in a language other than English, linguistic **comparisons**, **connections** with the discipline of linguistics, **cultures** and participation in bilingual **communities**.

3. REQUIRED READINGS

Textbook: Hualde, José Ignacio, A. Olarrea y A. Escobar. 2001. *Introducción a la Lingüística Hipánica*. Cambridge: Cambridge University Press.

4. EVALUACIÓN

Exams (40%):

There will be two written exams. Exam content will be based on course readings, lectures, and class discussion.

Book review (15%):

Students are expected to write a 3-5 page review of a book or edited collection of articles on a class topic. Book reviews should follow a professional format, specific content and format guidelines will be distributed.

Final paper (25%)

There will also be a 7-10 page paper in which students will be expected to research a topic of interest. A list of recommended topics will be distributed early in the semester. I will mention other possible topics throughout the semester, suggest appropriate readings, and be available during office hours to help students individually. Specific format and content instructions will be distributed in class.

Participation (20%):

Students are expected to participate in classroom discussion of the readings and assignments. Class participation will be based on quantity and quality of in-class comments (5%), brief homework assignments that will be discussed in class (5%), and a final paper presentation (10%): 15 minute oral presentation with the aid of visuals (poster, powerpoint or written summary including complete list of references).

Please, be aware that absences, arriving unreasonably late or leaving early will seriously affect your participation grade.

ATTENDANCE POLICY:

It is a campus-wide policy that *students are expected to attend all classes and are responsible for completing all course work required*. The Program in Spanish has established the following attendance policies:

A. *If a student misses more than THREE classes in the regular semester, 2 points will be taken off the FINAL GRADE for each absence beyond the initial three classes.*

B. For classes that meet twice per week, *EIGHT (8) absences is the maximum total number of absences allowed for any student, no matter what the reason*. Any student who misses a total of NINE (9) classes or more will automatically receive a failing grade for the course.

C. For classes that meet once per week, *FOUR (4) absences is the maximum total number of absences allowed for any student, no matter what the reason*. Any student who misses a total of FIVE (5) classes or more will automatically receive a failing grade for the course.

D. Partial absences (arriving more than 20 minutes late or leaving more than 20 minutes early) will count as an absence.

E. It is the student's responsibility to keep track of his or her absences; no reminders will be given.

LATE WORK POLICY

Grades for late assignments will be lowered one letter grade per class session delayed.

Grading Scale:

A+	100-98	B+	89-87	C+	79-77	D+	69-67	F	59-0
A	97-93	B	86-83	C	76-73	D	66-63		
A-	92-90	B-	82-80	C-	72-70	D-	62-60		

5. ACADEMIC DISHONESTY

Cheating and Plagiarism

Learning is a personal effort for personal intellectual enrichment. Cheating and plagiarism violate the integrity of the learning experience. Students are expected not to give or receive help during tests and exams and must acknowledge fully any ideas, materials or quotations taken from another source for either written or oral use. The policies on academic misconduct as outlined in the 1997 Code of Student Rights, Responsibilities and Conduct and on pp. 36-37 of the 2004-2006 IUPUI Bulletin also apply to the inappropriate use of Machine Translation, Web-based translation engines, or Web texts. Penalties for cheating and plagiarism may include a failing grade on a particular exam or paper, or for the entire course, disciplinary action, or dismissal.

6. TENTATIVE WEEKLY SCHEDULE

NOTE: Weekly schedule may be modified as needed.

Week 1	Course introduction Lingüística: Nociones básicas sobre lingüística (Capítulo 1: 1-5)
Week 2	Lingüística: Naturaleza del lenguaje (Capítulo 1: 6-17) Lingüística: Adquisición y procesamiento del lenguaje (Capítulo 1: 18-37)
Week 3	Fonética y Fonología: Clasificación de sonidos (Capítulo 2: 45-68)
Week 4	Fonética y fonología: Fonemas consonánticos (Capítulo 2: 68-87) Fonética y fonología: Fonemas vocálicos, silabificación y acento (Capítulo 2: 88-112)
Week 5	Fonética y fonología: Entonación (Capítulo 2: 113-122) Morfología: Conceptos básicos (Capítulo 3: 123-136)
Week 6	Morfología: Flexión nominal (Capítulo 3: 137-144) Morfología: Flexión verbal (Capítulo 3: 145-164)
Week 7	Morfología: Flexión verbal (Capítulo 3: 145-164) Morfología: Derivación (Capítulo 3: 165-191)
WEEK 8	Morfología: Palabras compuestas (Capítulo 3: 192-205) BOOK REVIEW DUE
WEEK 9	Review EXAM I (Capítulos 1, 2 y 3)
Week 10	Sintaxis: Estructura de la oración (Capítulo 4: 208-234) Sintaxis: Oración simple (Capítulo 4: 236-249)
Week 11	Sintaxis: Oración compuesta (Capítulo 4: 250-266) Sintaxis: Oración compuesta (Capítulo 4: 250-266)
Week 12	Sintaxis: Subjuntivo (Capítulo 4: 267-273) Historia: Origen y evolución del español (Capítulo 5: 275-299) FINAL PAPER PROPOSALS DUE
Week 13	Historia: Cambio lingüístico y análisis de textos antiguos (Capítulo 5: 300-326) Variación dialectal: España y Latinoamérica (Capítulo 6: 329-341)

Week 14	Variación: Lenguas en contacto en España (Capítulo 6: 342-347) Variación: Lenguas en contacto en América (Capítulo 6: 348-351)
Week 15	Variación: Lenguas en contacto en América (Capítulo 6: 352-364) PAPER DUE
Week 16	PAPER PRESENTATIONS Review

EXAMEN II (Capítulos 4, 5 y 6) (Date and time)

List of recommended research topics:

Fonética y Fonología

- Diferencias generales entre la pronunciación del español de España y el español americano.
- Contraste entre el sistema de sonidos del español y del inglés.
- Comparación de la entonación del español y del inglés.
- Aspiración de /s/ en español.
- Yeísmo, seseo. ¿En qué consiste? ¿Quién y dónde se usa?
- Principales características de pronunciación de un país o zona dialectal hispanohablante.
- Principales características de pronunciación México-americana o caribeña.

Morfología:

- Asignación del género gramatical.
- Leísmo, laísmo y loísmo. ¿En qué consiste? ¿Quién lo usa y dónde se usa?
- Formas regulares del sistema verbal español.
- Verbos irregulares en español.
- Mecanismos de formación de palabras en español.

Sintaxis:

- Orden de las palabras en la oración española.
- Estudio comparativo del uso de formas verbales compuestas en inglés y español y diseño de un plan pedagógico para enseñar este punto gramatical a estudiantes de nivel principiante/intermedio.
- Múltiples usos de 'se' en español y su traducción al inglés.
- Resumen del contraste entre el uso de Indicativo y Subjuntivo en español y diseño de un plan pedagógico para enseñar este punto gramatical a estudiantes de nivel principiante/intermedio.
- Oraciones complejas en español.

Historia de la lengua

- Los orígenes del castellano y otras lenguas peninsulares.
- La influencia africana en el español actual.
- La contribución de las lenguas indígenas amerindias a la formación del español.
- La contribución del árabe al español.
- Mayores cambios en el español de la época medieval hasta nuestros días.
- La expansión del español en Hispanoamérica.

Dialectología y sociolingüística:

- El español en los Estados Unidos.
- La situación sociolingüística de una de las 'otras' lenguas oficiales de España: catalán, euskera o gallego.
- Lenguas criollas de base española.
- ¿Es el español una lengua sexista?
- Aspectos sociolingüísticos de la aspiración de /s/ en español.
- Formas de tratamiento: "tú/vos/Ud./vosotros" en español.
- El uso de expresiones de cortesía en español.

Note: An extensive bibliography on course topics will be made available to students through Oncourse.