

Tennessee Tech University

Department of Foreign Languages

Spanish 4810: Dialects of the Spanish-Speaking World Fall 2020

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Horas de oficina: lunes, miércoles, viernes, 10:00-11:00; and by app., OKLY 215A

Horas de clase: martes y jueves, 12:00-1:20

Required text

- Lipski (2014). *El Español de América* (8ª edición). Catedra.

Prerequisites: SPAN 3010 or permission of instructor

Course description

Dialects of the Spanish-Speaking World provides an overview of the different varieties of the Spanish language found in Spanish-Speaking regions of the world. The overall objective of this course is to understand the socio-cultural and historical influences on the formation and dynamics of Spanish language variation. The course will briefly introduce the main areas of linguistic inquiry and the history and evolution of the Spanish language. The course also covers specific similarities and differences found among the varieties of Spanish and the social situations that have contributed to the evolution of the language in each dialectal region.

Enduring Understandings

Students will come to understand that:

- Language variation is greatly influenced by socio-cultural contexts and constructs.
- Language (form and function) and culture are intrinsically linked together
- Spanish language variation can be explained by understanding the social, cultural, historical, and political situations experienced by Spanish-speakers.

Essential Questions

- Why are there different dialects of Spanish?
- What are the features of the different Spanish dialects?
- What are the social factors that influence language variation?
- What specific situations have influenced Spanish language variation?
- How does language affect socio-cultural constructs?

Learning Outcomes

Students will be able to:

- Describe Spanish dialectal differences
- Lead discussions on socio-cultural situations that have led to language variation in Spanish-speaking areas of the world
- Compare different Spanish dialects and socio-cultural situations
- Explain how socio-cultural constructs influence language variation
- Explain how language affects socio-economic status and cultural identity

Evaluation

Participation and attendance	19%
Homework and readings	19%
Discussion Leadership	19%
Formal Assessments	
Prueba	5%
Examen Parcial	19%
Examen Final	19%

Participation and attendance 19%

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 19%

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.

Entradas assignments are postings on a forum on iLearn that are tied with the reading and discussion for each class period. Students will 1) share something they thought was interesting and 2) pose a question (either for clarification or further inquiry) relating to the reading. **These postings will be due at 11:00 am the day they are written on the course calendar.**

Tareas are chosen to help students practice and apply the concepts presented in class and in the readings. Tareas are due at the beginning of class the day indicated on the syllabus. You must type the questions and your answers, print them out, and bring them

to class on the day they are due. Tareas will be graded with a ✓ (full credit) or a ✓- (half credit). **Any late assignment will receive a 10% reduction each day it is late.**

Discussion Leadership 19%

Each student will have the opportunity to lead the class discussion for roughly half of one class period when we start covering specific dialectal features of particular countries. Students will give a short presentation and prepare several questions to help lead a class discussion on the reading related to their assigned country. They should also include at least one outside source related to the socio-cultural and linguistic features of their assigned country. In addition to leading the class discussion, students will write a summary of the class discussion which will be used as material for the exams. More details on this assignment will be given in class and posted to iLearn.

Formal Assessments 43%

There will be 1 quiz, 1 partial exam, and 1 final exam covering the topics presented in the course. The quiz will cover basic linguistic theory needed to understand Spanish language variation. The partial exam will cover specific dialectal differences among Spanish-speaking countries, the socio-cultural and political situations that have contributed to those differences, and the main concepts needed to understand language variation. The final exam will cover material that ties the course together, focussing on the answers to why Spanish language variation exists.

Make-up assessments 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.

Accessibility Services

Students with a disability requiring accommodations should contact the Accessible Education Center (AEC). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, Room 112; phone 931-372-6119. 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](#).

COVID – 19

1. Students must take personal responsibility in following the recommended CDC COVID-19 guidelines. Students are expected follow all COVID-19 directives published by Tennessee Tech including, but not limited to, notices on Tennessee

Tech's webpage, building and facilities signage, and similar publications. The university's Return to Campus Student Handbook can be found at <https://www.tntech.edu/return/index.php>.

2. According to Tennessee Tech University's protocols, face coverings must be worn (covering the mouth and nose) by students in the classroom at all times.
3. Students must abide by predetermined social distancing guidelines and seating arrangements. Movement during class sessions should be limited as to not endanger other students or faculty. Students should be conscious and respectful of others and their health concerns.
4. Students who refuse to comply with university protocols on these matters will be reported to the Tennessee Tech Dean of Students.

Students should direct all requests for excused class absences related to COVID-19, regardless of where the COVID-19 testing is performed, to Tennessee Tech's Health Services. The Office of Student Affairs will provide notifications to faculty members of student absences and the expected length of the absence.

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 the instructor's knowledge. However, the instructor reserves 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 D2L and their university e-mail accounts. Assignments, guidelines, and other deadlines will be posted and sent there.

E: Entradas L: Lectura T: Tarea

Semana	Fecha	Tema	Lecturas y tareas
1	25 de agosto	Introducción al curso	
	27 de agosto	Fonética y Fonología	L: Morris Cap. 1 T: Syllabus information assignment
2	1 de septiembre	Fonética y Fonología	L: Morris Cap. 2 T: Actividades del AFI
	3 de septiembre	Morfología	L: Hualde: Cap. 3, pp. 123-145 T: Actividad de modo y lugar
3	8 de septiembre	Sintaxis	L: Hualde: Cap. 4, pp. 201-215 T: Ejercicios 3, 4, 5 (p. 129) (Hualde)
	10 de septiembre	REPASO	T: Ejercicios 1 (p. 206), 2 (p. 207), 8 (p. 215) (Hualde)
4	15 de septiembre	PRUEBA	

	17 de septiembre	La clasificación de dialectos	L: Lipski: Cap. 1 E
5	22 de septiembre	La variación social	L: Lipski: Cap. 5 E
	24 de septiembre	La variación social	L: Díaz-Campos: Cap. 2 E
6	29 de septiembre	Introducción a los dialectos y Puerto Rico	L: Lipski: Caps. 6 y 22 T: Aplicación (preguntas de comprensión) p. 59 (Díaz-Campos) E
	1 de octubre	Cuba y la República Dominicana	L: Lipski: Caps. 12 y 23 E
7	6 de octubre	Panamá y Venezuela	L: Lipski: Caps. 19 y 25 E
	8 de octubre	El Salvador y Honduras	L: Lipski: Caps. 14 y 16 E
8	13 de octubre	NO HAY CLASE	Vacaciones de otoño
	15 de octubre	Costa Rica y Nicaragua	L: Lipski: Caps. 11 y 18 E
9	20 de octubre	Guatemala y México	L: Lipski: Caps. 15 y 17 E
	22 de octubre	Colombia y Ecuador	L: Lipski: Caps. 10 y 13 E
10	27 de octubre	Bolivia y Perú	L: Lipski: Caps. 8 y 21 E
	29 de octubre	Argentina y Uruguay	L: Lipski: Caps. 7 y 24 E
11	3 de noviembre	Chile y Paraguay	L: Lipski: Caps. 9 y 20 E
	5 de noviembre	EXAMEN PARCIAL	
12	10 de noviembre	El español en los Estados Unidos	L: Díaz-Campos: Cap. 8 E
	12 de noviembre	El español en los Estados Unidos-SpanGLISH	L: Lipski (2008): Cap. 3 E
13	17 de noviembre	El español en los Estados Unidos-Language Mixing and Code Switching	L: Op-ed-New York Times Lipski (2008): Cap. 13 E
	19 de noviembre	El español en los Estados Unidos-Hablantes de herencia	L: Díaz-Campos: Cap. 9 E
14	24 de noviembre	Explicaciones Teóricas-Herencia española	L: Lipski: Cap. 2 T: Preguntas de aplicación p. 262 (Díaz-Campos) E

	26 de noviembre	NO HAY CLASE	Día de acción de gracias
15	1 de diciembre	Explicaciones Teóricas- Contribución indígena	L: Lipski: Cap. 3 E
	3 de diciembre	Explicaciones Teóricas- Contribución africana	L: Díaz-Campos: Cap. 7 E
Finals	EXAMEN FINAL	martes, 8 de diciembre	10:30-12:30