



**SPA 589 – 22210**

**“Spanish Sociolinguistics”**

**COURSE SYLLABUS: Spring 2019**

## **INSTRUCTOR INFORMATION**

**Instructor:** Flavia Belpoliti, PhD

**Class meetings:** Online through MyLeoOnline.

**Office hours:** Tuesdays 1:00 pm-4:00 pm; Wednesdays 11:00 am-1:00 pm @ David Talbot Hall 318 (Commerce). Saturdays 10:30 am-1:00 pm @ El Centro College (Dallas).

**Office phone:** 903 886-5271

**Email:** [flavia.belpoliti@tamuc.edu](mailto:flavia.belpoliti@tamuc.edu) (Important note: I will respond to emails within 24 hours during the work week and by the next business day on weekends and holidays.)

## **COURSE INFORMATION**

### ***Materials – Textbooks, Readings, Supplementary Readings***

1. Moreno Fernández, F. (2010). *Las variedades de la lengua española y su enseñanza*. Arco Libros, 2010. ISBN 978-84-7635-802-3.
2. Compilation of articles, available at MyLeoOnline (see course schedule for details)

### ***Course Description***

The focus of this online graduate course is to advance students' understanding of key concepts in the field of Hispanic Sociolinguistics and gain a greater comprehension of the interplay of different variables (gender, age, geography, social status, among others) which regulate language variation. Diverse aspects of Spanish regional varieties will be explored while analyzing aspects influencing the development of varieties in the Spanish-speaking world. Students will analyze phonological, morphological, grammatical, and lexical features of Spanish dialects in order to implement these main concepts into classroom instruction. The course will be conducted in Spanish and will consist mainly of guided readings, discussions, student presentations, and a final bibliographic research project. Readings will be in English and Spanish.

**Student Learning Outcomes.** Students who successfully complete the course will:

- a. Critically analyze Spanish language variation in different contexts, demonstrating advanced understanding of main variables influencing language variation across the Spanish-speaking world.

- b. Conduct an adequate bibliographic research project demonstrating advanced understanding of main topics and issues in the field of Hispanic Sociolinguistics and their implications for language teaching.
- c. Plan, design and present analytical lesson plans and teaching materials based on critical understanding of Hispanic Sociolinguistics core concepts and their integration in the Spanish classroom.

**Collection of Data for Measuring Institutional Effectiveness:**

In order to measure the level of compliance with the university's Institutional Effectiveness guidelines, I will collect some of the ungraded materials you will produce for the class. These materials will be part of a portfolio created on your behalf and will be measured to ensure that our program "promotes practices that result in higher student academic achievement; an enhanced student experience; aligned and transparent decisions; and readily available information for improvement, accountability, and accreditation" (see "Institutional Effectiveness," <http://www.tamuc.edu/aboutus/institutionalEffectiveness/default.aspx>). This is solely an assessment of program effectiveness and in no way affects students' course grades or GPAs.

## **COURSE REQUIREMENTS**

### ***Presentation***

This online course will be delivered through TAMUC's MyLeoOnline (MSL) platform. You will use your TAMUC MyLeo account to access the platform and be able to use the course content, which includes short video presentations, readings and materials, discussion threads, and chat/email communication.

### ***Minimal Technical Skills***

Students in this course are expected to be able to: a) manage TAMUC Library resources for advance academic research; b) competently use MSFT Office tools (Word, Excel, PPoint); c) access, navigate and use the diverse tools included in the course MyLeoOnline.

### ***Student Responsibilities***

Students' participation is essential and required to succeed in this course. Students are expected to: 1) actively engage in all classroom activities, 2) read the assigned materials by the assigned date, 3) complete and submit the assignments by the due date, and 4) interact with each other and the instructor on a regular basis.

## **GRADING**

### ***Assessments***

**Online Presentation** (16 % of final grade).

Students will choose one of the assigned articles (see complete list in the folder "Recursos") to create and share an online presentation. The presentation should include: 1) main points of the reading (thesis, research questions, methods, results and conclusions); 2) analyze weak and strong points; 3) explain how the reading contributes to understand the week topic; 4) create and post questions for the corresponding Discussion board. In addition to creating the presentation, the student is responsible of managing the corresponding weekly discussion board (in the case of two presentations in the same



# COURSE AND UNIVERSITY PROCEDURES/POLICIES

## *Course Specific Procedures*

### 1. Coursework

- No late work will be accepted in this course, without exceptions. Work should be submitted on the due date provided in the class schedule. Failure to submit an assignment on time will result in a zero (F) grade. In the case of an emergency or other reasonable situation which may affect your submissions or participation in assessments (quizzes, interviews, etc.), please contact me immediately.
- Student athletes, band members and members of other university sanctions should bring a letter from their supervisor or specific department during the first week of class indicating the dates they will miss class.
- Students who require special accommodations for religious holidays should make arrangements with their instructor during the first week of class.

### 2. Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### 3. Withdraws & Incomplete grade.

A student may drop a course by logging into his/her myLeo account and clicking on the hyperlink labeled "Drop a class" from among the choices found under the myLeo section of the web page. I reserve the right to drop a student from the course administratively for excessive absences or violations of the Code of Student Conduct. Incomplete grades (grade of "X") are granted only under rare and extraordinary circumstances which are fully documented; students requesting an incomplete grade should contact the instructor as soon as possible, provide all pertinent documentation, and sign the 'X' grade contract which details the coursework they need to complete to pass the class.

### 4. Grievance procedures.

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Director of the Spanish Program, Dr. Flavia Belpoliti ([flavia.belpoliti@tamuc.edu](mailto:flavia.belpoliti@tamuc.edu)). If there are still unresolved issues, students need to schedule an appointment with the Department Head, Dr. Hunter Hayes, by completing a Student Grievance Form (available in the Department Main Office, HL 141). In the event that the instructor is the Department Head, the student should schedule a meeting with the Dean of the College of Arts, Sciences, and Humanities after following the steps outlined above; if the instructor is the Assistant Department Head, students should schedule a meeting with the Department Head. Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

### 5. Extra-credit

The Spanish Program at TAMUC hosts a variety of events each spring, and invites you to actively participate. Up-to 3 extra-points will be granted after attending the event/s and completing the assigned activities.

## ***University Specific Procedures***

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

### **ADA Statement - Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [Rebecca.Tuerk@tamuc.edu](mailto:Rebecca.Tuerk@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

## COURSE OUTLINE / CALENDAR

This course schedule is subject to revisions and changes as the instructor deems necessary for the course. Any changes to the course schedule will be announced on the course website in advance.

Week	Topics	Readings & Assignments
1/14-20	Introducción al curso. Conceptos centrales en sociolingüística.	Completar encuesta del estudiante en MyLeoOnline. Completar la auto-evaluación "Sociolingüística" Leer: Días-Campos: Introducción a la sociolingüística hispánica. (Cap 1, 1-29).
1/21	Martin Luther King, Jr. Day	
1/21-27	Variables sociales y variación lingüística.	Leer Días-Campos: Introducción a la sociolingüística hispánica. (Cap 2, 30-68).  Participar en el foro I.
1/28-2/3	Las variedades del español en España y Latinoamérica.	Leer: Moreno Fernández, Cap. 1, 15-46  Participar en el foro II.
2/4-10	Las variedades del español en España y América.	Paufler: "La noción de dialecto y las diferentes corrientes dialectológicas en el mundo hispánico", 421-435.  Participar en el foro III.
2/11-16	Las variedades del español en España y América.	Leer: Butragueño "Variación y cambio lingüístico en el español mexicano" 11-38. Días-Campos y Newall, "El español en los Estados Unidos", 127-160.  Participar en el foro IV
2/17-24	Las variedades del español en España y América.	Leer: Quesada Pacheco "El español de América Central, ayer, hoy y mañana", 145-174.  Participar en el foro V.

2/25-3/3	Las variedades del español en España y Latinoamérica.	Leer: Alba, "Panorama sociolingüístico del Caribe hispánico insular", 97-125.  <b>Entrega de planes 1 y 2 en MyLeoOnline;</b> fecha límite 3/3, 11:59 pm.
3/4-10	Las variedades del español en España y Latinoamérica.	Leer: Calvo del Olmo, "Variedades del español peninsular en la actualidad" ( <a href="#">en línea</a> ). Fernández Ordóñez "Los dialectos del español peninsular", 387-404.  Participar en el foro VI.
3/11-17	Las variedades del español en España y Latinoamérica.	Leer: Correa y Rebollo, "Sociolingüística rioplatense", 161-215.  Participar en el foro VII.
3/18- 3/24	Spring Break	
4/1-6	Enseñar español o españoles. Variedades de la lengua y su enseñanza.	Leer: Moreno Fernández, Cap 4, 129-168.  Participar en el foro VIII.
4/8-13	Enseñar español o españoles. Variedades de la lengua y su enseñanza.	Leer: Moreno Fernández, Cap 4, 129-168. Andión Herrero, "Las variedades y su complejidad conceptual en el diseño de un modelo lingüístico para el español L2/LE", 1-13.  Participar en el foro IX.  <b>Proyecto bibliográfico – propuesta en MyLeoOnline.</b> Fecha límite 4/13, 11:59 pm.
4/14-20	Enseñar español o españoles. Variedades de la lengua y su enseñanza.	Leer: Zorraquino, "Norma y variación lingüística en la enseñanza de E/LE".  Participar en el foro X.
4/21-27	Enseñar español o españoles. Variedades de la lengua y su enseñanza.	Leer: Moreno Fernández, Cap 5 y 6, 173-190/ 197-224 López García, "Norma estándar, variedad lingüística y español transnacional".  Participar en el foro XI.
4/22-28	Ideología lingüística, actitudes y variedades del español.	Leer: Días-Campos: Introducción a la sociolingüística hispánica, Cap. 10, 266-295; Quesada Pacheco "División dialectal del español en América según sus hablantes" ( <a href="#">en línea</a> ).  Participar en el foro XII.  <b>Entrega de planes 3 y 4 en MyLeoOnline;</b> fecha límite 4/28, 11:59 pm.
4/29-5/4	Ideología lingüística, actitudes y enseñanza del español.	Leer: Vázquez et al, "El lugar ideológico de la enseñanza de lenguas: cuestiones sobre el fenómeno migratorio", (46-59).

	Preparar la versión final del proyecto.
5/5	<b>Proyecto bibliográfico – versión final en MyLeoOnline.</b> Fecha límite 5/5, 11:59 pm.