

SPAN 4030 – Intro to Hispanic Linguistics

Section: 01; Time: TTh 9:30 – 10:45am; Location: MOR 3800; Credits: 3

Spring 2024

Instructor



Dr. Ander Beristain



ander.beristain@slu.edu



Office: Morrissey Hall 1514



Office hours: TTh 11-12:30

Course Description

An introduction to the basic concepts of linguistic analysis, as applied to the Spanish language. This course will cover many aspects of language, including structures, social dimensions, and cognitive processes.

The foci of the course will be linguistic structure at the sound (phonetics & phonology), word (morphology), and sentence (syntax) level. The course will introduce dialectal diversity in the Spanish-speaking world. Taught in Spanish.

Pre-Requisites

- Two SPAN 3xxx-level courses

Honors Students

Students registered under the “honors” (H0) section of this course will **meet with the professor during week 1 or 2 of the semester** to think of a project to complete during the semester to receive honors credits. The professor and the student will make a personalized plan of action that will suit the student’s interests and goals in the class (and life).

Previous examples include: individual research projects, oral presentations in class, a literature review on a given topic covered in class, community service hours in Spanish, etc.

Study Abroad Option

If a minimum number of 10 students sign up for this option, this course has the potential to include an optional immersive research experience called “From north to south: Dialectal diversity in the Iberian Peninsula”. The route will include stops in San Sebastian, Madrid, Granada, and Málaga (Spain) from **May 30 to June 10, 2024**, and you will be accompanied by your professor at all times.

Learning Outcomes

Participants will be able to...

1. Acquire linguistic analysis skills applied to Spanish
2. Inspect language at the sound, word, and sentence level
3. Observe dialectal differences in the Spanish-speaking world
4. Consider the impact of cognitive and social dimensions of language

Required Texts

1. *Introducción a la lingüística hispánica* (3rd ed.) (Hualde et al., 2020).

Please have your book available during class meetings, as we will use it frequently for reference and for practice exercises. The readings listed on the course schedule are to be done before class on the day they are listed.



Grading scale

Grade (numeric)	Letter	Points
93.0 – 100.0	A	4.0
90.0 – 92.9	A-	3.7
87.0 – 89.9	B+	3.3
82.0 – 86.9	B	3.0
80.0 – 81.9	B-	2.7
77.0 – 79.9	C+	2.3
72.0 – 76.9	C	2.0
70.0 – 71.9	C-	1.7
60.0 – 69.9 (only undergrad)	D	1.0
0.00 – 59.9	F	0.0

Assessment Components

Undergraduate Students (U) – 4000 level	
Real-World Example Presentation (1)	5%
Weekly participation & Discussion	10%
Homework/Tareas semanales (10)	25%
Posts & comments in discussion forum (3)	15%
Exams (3)	45%
100	

Real-world example presentation – 5%

The real-world examples are a kind of show-and-tell of things that you have found in the real world to illustrate linguistic concepts that we have discussed in class. Beginning in the second week of class, most class meetings will begin with a few real-world example presentations. Students will sign up for their presentation slots during the first week of class. Every student will present **one real-world example** over the course of the semester and will last around **4-5 minutes**, to be completed **in Spanish**.

Weekly Participation & Discussion – 10%

Class participation will start counting after **Week 3** of class. This section is a face-to-face instructional class. Should a student expect a university-excused absence from a class, the student should contact the course instructor of record to inform them of the absence and the reason for it. If you arrive later than 15 minutes (unless it is justified) you will be marked as absent.

You will be able to obtain **5 points per day**. The following rubric will be employed to evaluate your class participation:

5 points (if ALL of the following are true)

- Arrives for class on time.
- Participates actively both in group work and in whole-class discussions.
- Demonstrates a thorough understanding of the assigned readings.
- Speaks solely in Spanish

3 point (if ANY of the following is true)

- Arrives no more than 10 minutes late for class.
- Has a passive attitude when working in groups (other group members do most of the work).
- Is only partially familiar with the key concepts in the assigned readings.
- Participation is mostly limited to personal experiences or anecdotes.
- Speaks mostly in Spanish, but uses English occasionally as well

0 points (if ANY of the following is true)

- Arrives more than 10 minutes late for class.
- Works on assignments for other classes or is otherwise distracted on activities not related to the class, such as texting.
- Does not demonstrate any familiarity with the assigned readings.
- Does not volunteer or contribute to the class discussion.
- Does not speak in Spanish, only uses English

Homework (10) – 25%

There will be **ten** written homework assignments assigned over the course of the semester (each one corresponding to a combination of different lectures). Details of the assignments will be announced in class and posted in Canvas.

Assignments will be available as “Quizzes” on **Canvas**. Homework will be due **Sunday at 11:59 PM** after the specific lesson/unit is over. Specific deadlines are listed on the course calendar. Please do not send homework via email.

You will have **two attempts** to complete these homework assignments. Late homework will be accepted until the beginning of the next class meeting and will be marked down one point (i.e., one letter grade).

Posts in discussion forum (3) – 10%

Students will respond to **3 questions** posted on Canvas. All should write an **individual response/comment, plus a response to one of your classmate's comments**. Main blog postings will be **due on Sundays**, whereas short reaction comments will be due on **Wednesdays**.

Each individual must include a minimum of 200 words and a maximum of 300 words. The response to your classmate should include a minimum of 50 words and a maximum of 100 words.

Exams (3) – 45%

There will be a total of **three exams** throughout the semester (each worth 15% of your final grade). The material you are tested on will be taken from both class lectures, homework, and assigned readings. You are expected to take detailed notes of the class lectures and to ask questions whenever something from class or the textbook is unclear. You will be allowed to have one letter size sheet of paper with handwritten notes (normal size font) on one side. You will turn in your sheet of notes to your professor when you complete the exam. **The exams are NOT cumulative.** No make-up tests will be given unless there are compelling circumstances to warrant it. In this case, you must notify your instructor in advance of the test time, or as soon as humanly possible thereafter.

Program assessment

We instructors and mentors love to hear from our minors and majors regarding their learning process. Your feedback about your experience and your learning success matter to us. Thus, this course includes a session dedicated to your perception of the Spanish program. Students will receive 2% of the final participation grade in one 4000-level class for their contribution. We thank you in advance!

Important course policies

Attendance policy: One unexcused absence is allowed. For each subsequent unexcused absence, the student's grade will decrease by one half-letter grade (e.g., from A to A-, or from B+ to B, and so forth).

Late work policy: Late homework (any work not turned in by the deadline) will **not** be accepted without documented extenuating circumstances. Documented extenuating circumstances include, but are not limited to, a major medical emergency that requires hospitalization and a family emergency. Events that you know about ahead of time—including University activities and religious holidays—do not constitute documented extenuating circumstances. If you know that you will miss class for an excused absence (a University activity or a religious holiday), you must make arrangements to turn in the homework ahead of time.

Communication

In class: If you experience difficulty in this course for any reason, please let me know! I understand we are all human, and that there could be something going on in your life that interferes with your performance in class. If there is anything I can do to facilitate access to class content, do not hesitate to reach out.

Out of class: If you are not the extrovert type of student that participates effusively in class, do not hesitate to come to my drop-in/office hours to go over class material, prepare for quizzes, or discuss class topics; I personally enjoy working with students one on one.

No appointment is “officially” needed for drop-in/office hours. However, in order to organize my schedule, I have created a **site where you can make an appointment to meet with me** (in person or via Zoom).

The link is the following: calendly.com/aberistain/meeting.

Reserving a timeslot gives you preference over somebody that might have decided to show up without one at the same time. If none of the timeslots suit your schedule, just send me an email and set up an appointment to meet at another time.

A note on emails: The best way to contact me is via email to my SLU email address (ander.beristain@slu.edu). I typically reply promptly, but please know that **I will answer emails during the work week (Monday-Friday) and between 9:00 AM – 5:00 PM**. Allow 24 hours from the time I read the message for a reply. If you have not heard from me in 48 hours, you are welcome to send me another email.

University Policies

Academic Honesty/Integrity Policy: *Academic integrity is honest, truthful and responsible conduct in all academic endeavors.* The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.” Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found at: <https://www.slu.edu/provost/policies/academic-and-course/policy-academic-integrity-6-26-2015.pdf>

Disability Accommodations: Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course. Please contact the Center for Accessibility and Disability Resources (CADR) to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact CADR, located in the Student Success Center and available by email at accessibility_disability@slu.edu or by phone at 314.977.3484. Once approved, information about a student’s eligibility for academic accommodations will be shared with course

instructors by email from CADR and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact to CADR. Confidentiality will be observed in all inquiries.

Title IX: Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, **that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience.** This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at <http://www.lighthouse-services.com/slu>. To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php> and <https://www.slu.edu/general-counsel>.

IMPORTANT UPDATE: SLU's Title IX Policy (formerly called the Sexual Misconduct Policy) has been significantly revised to adhere to a new federal law governing Title IX that was released on May 6, 2020. Please take a moment to review the new policy and information at the following web address: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php>. Please contact the Anna Kratky, the Title IX Coordinator, with any questions or concerns.

Course Calendar

	Date	Topic	Before Class	Task
S1	1/16	Introducción al curso, ¿Qué es la lingüística?	pág. 1-12	Background Questionnaire
	1/18	Fonética y fonología 1: Clasificación de los sonidos	pág. 49-60	
	1/21	Para el domingo a las 11:59 PM →		Tarea 1 (F1)
S2	1/23	Fonética y fonología 2: Consonantes	pág. 62-78	
	1/25	Fonética y fonología 3: Vocales y semivocales	pág. 83-95	
	1/28	Para el domingo a las 11:59 PM →		Tarea 2 (F2, 3)
S3	1/30	Fonética y fonología 4: Sílabas y silabificación	pág. 96-98	<i>Empieza la participación</i>
	2/1	Fonética y fonología 5: Fonema/Alófono/Par mínimo	pág. 41-48	
	2/2	Para el viernes a las 11:59 PM →		Post 1
	2/4	Para el domingo a las 11:59 PM →		Tarea 3 (F4, 5)
S4	2/6	Repaso	Examen de práctica 1	
	2/8	Examen 1	Sobre la introducción y la fonética y fonología	
S5	2/13	Reflexión en clase (2% Extra Credit)		
	2/15	Morfología 1: Palabras y morfemas	pág. 119-131	
	2/18	Para el domingo a las 11:59 PM →		Tarea 4 (M1)
S6	2/20	Morfología 2: Morfología flexiva — sustantivos y adjetivos	pág. 133-139	
	2/22	Morfología 3: Morfología flexiva del verbo	pág. 139-147	
	2/25	Para el domingo a las 11:59 PM →		Tarea 5 (M2,3)
S7	2/27	Morfología 4: Derivación	pág. 161-184	
	2/29	Morfología 4: Derivación	pág. 161-184	
	3/3	Para el domingo a las 11:59 PM →		Tarea 6 (M4)
S8	3/5	Repaso	Examen de práctica 2	
	3/7	Examen 2	Sobre la morfología	

S9	3/12	No hay clase – Spring Break!		
	3/14			
S10	3/19	Sintaxis 1: Creatividad de la lengua	pág. 197-198	
	3/21	Sintaxis 2: Categorías léxicas	pág. 119-122	
	3/24	Para el domingo a las 11:59 PM →		Tarea 7 (S2)
S11	3/26	Ponente invitado	Ezequiel Durand-López, Ph.D.	Reflexión guest speaker
	3/28	No hay clase – Easter Break!		
S12	4/2	Sintaxis 3: Constituyentes	pág. 199-201	
	4/4	Sintaxis 4: Reglas de reescritura sintagmática (I)	pág. 206-211	
	4/5	Para el viernes a las 11:59 PM →		Post 2
	4/7	Para el domingo a las 11:59 PM →		Tarea 8 (S3)
S13	4/9	Sintaxis 5: Reglas de reescritura sintagmática (II)	pág. 206-211	
	4/11	Sintaxis 5: Reglas de reescritura sintagmática (II)		
	4/14	Para el domingo a las 11:59 PM →		Tarea 9 (S4,5)
S14	4/16	Práctica análisis arbóreo		
	4/18	Repaso	Examen de práctica 3	
S15	4/23	Examen 3	Sobre la sintaxis	
	4/25	¿Qué se puede investigar en la sintaxis?	Katie VanDyne, ABD	Reflexión guest speaker
S16	4/30	Variación 1: España y el mundo	pág. 380-414	
	5/2	Variación 2: Hispanoamérica	pág. 415-424	
	5/5	Para el domingo a las 11:59 PM →		Post 3 Tarea 10 (V1,2)
S17	5/7	No hay clase – Study Day!		