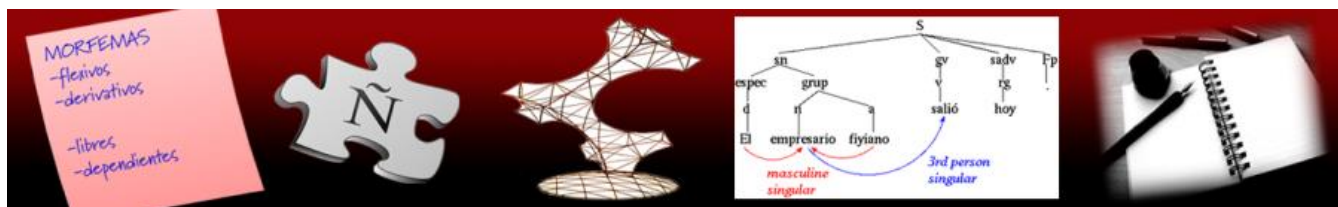


THE UNIVERSITY OF WESTERN ONTARIO DEPARTMENT OF LANGUAGES AND CULTURES

SP3303B “STRUCTURE OF SPANISH” FALL 2022



1. Course Overview and Important Dates:

Delivery Mode	Dates	Time
In-person in TC342	Sept 7- Dec 8	Tuesdays: 2.30-4.20 Thursdays:2.30-3.30

*Details about design and delivery of the course are listed below in Section 4

Classes Start	Reading Week	Classes End	Study day(s)	Exam Period
September 7	Oct 31- Nov 6	Dec 8	Dec 9	Dec 12-23

2. Contact Information

Course Instructor	Contact Information
Dr. Olga Tararova	otatarov@uwo.ca Office hours: by appointment, in person or via Zoom (Tuesdays/Thursdays)

3. Course Description and Design

REQUISITES: Pre-or Corequisite(s): Spanish 3300 or Spanish 3301E or permission of the Department.

This course will introduce students to basic concepts in linguistics from a Spanish perspective. It examines the different levels of structure, including the Spanish sound system (phonology), word formation (morphology), and sentence formation (syntax). It will also examine the relationships between people and language. The classes will be held **in Spanish**.

- All course material will be posted to OWL: <http://owl.uwo.ca>. Any changes will be indicated on the OWL site and discussed with the class.
- If students need assistance, they can seek support on the [OWL Help page](#). Alternatively, they can contact the [Western Technology Services Helpdesk](#). They can be contacted by phone at 519-661-3800 or ext. 83800.

4. Course Goals and Objectives

This course aims to achieve the following:

- Introduce students to the major linguistic aspects ((socio)phonetic, phonological morphological and syntactic) of the Spanish language
- Develop critical thinking when writing a linguistic essay
- Develop a deeper understanding about the Spanish language

5. Learning Outcomes

By the end of the course, students will be able to:



- Memorize the basic linguistic concepts in Spanish
- Identify main patterns in phonetics, phonology, morphology, and syntax in Spanish
- Distinguish between many varieties of the Spanish language
- Write a solid linguistic essay

6. Evaluation

Below is the evaluation breakdown for the course. Any deviations will be communicated.

Assessment	Format	Weighting	Due Date
Tests ($n=2$)	IN-PERSON	Test 1 – 20%	Test 1 –
	TAKE HOME	Test 2 – 10%	Test 2 – Nov 24
Seminar leadership/ presentations	IN-PERSON	5% handout 10% seminar leadership/oral presentation	Refer to the calendar

• Seminar leadership/Oral Presentation			
Participation	IN-PERSON + Dropbox homework submission	10%	ongoing
Independent group project	IN-PERSON	10% outline 15% oral presentation 20% essay	Dec 9 th , 2022

Tests:

In this course, you will be given two tests, online in-person during the lecture and one at home (assignment/test) (20% and 10%, respectively) that will focus on one of the two major topics: morphosyntax or phonetics/phonology. The tests will focus on and include required weekly reading(s), as well as in-class discussion. Test 1 will be in-person on , and Test 2 will be given at home on Nov 24. Students will have until Nov 25, 11.59 pm to complete it. The test/assignment should not take more than 2 hours.

Make up tests: The first test must be written on its scheduled dates. Please note that the weighting of exams, and class assignments cannot be modified or changed. It is your responsibility to contact me within five business days if you miss any exam or class assignment. No make-ups will be allowed without the presentation of the appropriate documentation for medical absences, or a letter from the College Registrar for other matters. Extra work cannot be substituted for any missed tests or class assignments.

Participation (10%):

You are expected to attend all the classes and participate **actively** during the discussion period. This will also include coming prepared to class with completed homework! Inconsistent attendance (including frequent absences and late arrivals) will negatively impact your level of participation and will significantly affect your final Participation grade. Attendance **without** active participation will lead to a poor final participation grade.

Seminar Leadership Presentation/Oral Presentation (10%)

For this course, students will lead ONE seminar presentation or create/lead a traditional oral presentation. The seminar or the oral presentation will address the topic introduced the lectures before and will serve as a review for the upcoming tests. Students will be in charge of ONE topic only (e.g., inflectional morphology, X-Bar theory, human attributes, consonant system, etc.).

For the seminars, the class will be broken up into small groups of no more than 5 students and each week a different member of your small group will be responsible for **leading** their small group's seminar (the student will have to repeat the same information 3 times x15 minutes (=45 minutes) to 3 different groups).

For your seminar/presentation the student will prepare a **handout (5%)** for each of your group mates and send it to the instructor/TA **24 hrs PRIOR** to their presentation/seminar. You will have approximately **15 minutes** for your seminar/presentation, in which time you will undertake the following tasks:

- 1) Review and summarize the major concepts discussed during the lecture on Tuesday with your group members (4-5 min)
- 2) Be responsible to answer any questions that your group members might have (2-3 min)
- 3) Lead your group through **2-3 short exercises** based on your assigned topic. You might decide to have your group mates work in pairs and then share their work with your full small-group (7-8 min)

Independent group project (45%) written/presented in Spanish:

For your final group project (2 people), you will be required to become familiarized and present a project on one of the endangered/minority languages in Latin American world (e.g., indigenous, immigrant, creole, etc.). You will be required to present a background information on the community/population/language, main aspects on phonetics, morphology, and syntax (and/or other interesting aspects) of the language studied, current situation and possible solutions to language revitalization/maintenance/future of the language.

<https://www.endangeredlanguages.com/>

Project outline (10%):

You will be required to submit **two-page** outline together (**due Nov 22, one physical copy, printed/handed before the class**) with your reference list (1 page) of your research that will include: presentation of the community, motivation for the study, and some basic literature review with mention on areas of linguistics and current situation (5-7 sources).

Project Presentation (15%):

During the last week, you and your partner will present a PowerPoint and introduce your topic to the class (12-15 minutes maximum). Make sure you have an introduction, description of the language, current situation, and your solution to the language maintenance (more information will be provided).

Final Essay: (20%)

The final essay (**20%**) should be no less than 7 pages (format: Times New Roman, font 12, double-spaced) excluding the bibliography, appendices/charts/tables format. It is due **Dec 9th by 12 pm. Please, submit it via Dropbox.**

This is a formal essay/ project, so please avoid your opinions, but rather use feasible solutions found on previous literature.

All assignments are due at the time posted in the syllabus unless otherwise specified

After an assessment is returned, students should wait 24 hours to digest feedback before contacting their evaluator; to ensure a timely response, reach out within 7 days

Click [here](#) for a detailed and comprehensive set of policies and regulations concerning examinations and grading. The table below outlines the University-wide grade descriptors.

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average

B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

Information about late or missed evaluations:

- Late assessments without illness self-reports will be subject to a late penalty **10%/day**
- Late assessments with illness self-reports should be submitted within 24 hours of submission of the last illness self-report
- An assessment cannot be submitted after it has been returned to the class

7. Resources



- All lectures will be posted in OWL
- Required textbook: *Introducción a la Lingüística Actual: Teoría y Práctica*,
Author: Muñoz-Basols, Edition: 1E
https://bookstore.uwo.ca/textbook-search?campus=UWO&term=W2022A&courses%5B0%5D=001_UW/SPA3303A

Additional texts (not required):

- Bosque, G. y Demonte V. (1999). *Gramática descriptiva de la lengua española*, Madrid: Espasa Calpe S.A.
- Di Tullio, Á. (2005). *Manual de gramática del español*. Buenos Aires: La isla de la luna
- Mackenzie, I. (2001). *A Linguistic Introduction to Spanish*. München: Lincom Europa.
- O'Grady, W. and Archibald, J. (2004). *Contemporary Linguistic Analysis*. Toronto: Pearson Longman
- Zagona, K. (2002). *The Syntax of Spanish*. Cambridge: Cambridge University Press



8. Professionalism & Privacy:

Western students are expected to follow the [Student Code of Conduct](#). Additionally, the following expectations

and professional conduct apply to this course:

- Students are expected to follow in-person etiquette
- All course materials created by the instructor(s) are copyrighted and cannot be sold/shared
- Recordings are not permitted (audio or video) without explicit permission
- Permitted recordings are not to be distributed

- Students will be expected to take an academic integrity pledge before some assessments

9. How to Be Successful in this Class:

Students enrolled in this class should understand the level of autonomy and self-discipline required to be successful.



1. Invest in a planner or application to keep track of your courses. Populate all your deadlines at the start of the term and schedule time at the start of each week to get organized and manage your time.
2. Make it a daily habit to log onto OWL to ensure you have seen everything posted to help you succeed in this class.
3. Follow weekly checklists created on OWL or create your own to help you stay on track.
4. Take notes as you go through the lesson material. Keeping handwritten notes or even notes on a regular Word document will help you learn more effectively than just reading or watching the videos.
5. Connect with others. Try forming an online study group and try meeting on a weekly basis for study and peer support.
6. Do not be afraid to ask questions. If you are struggling with a topic, check the online discussion boards or contact your instructor(s) and or teaching assistant(s).
7. Reward yourself for successes. It seems easier to motivate ourselves knowing that there is something waiting for us at the end of the task.

10. Communication:

- Students should check the OWL site every 24 – 48 hours
- A weekly update will be provided on the OWL announcements
- Students should email their instructor(s) and teaching assistant and include SPA3303 in the header
- Emails will be monitored daily, except on weekends; students will receive a response in 24 – 48 hours



11. Western Academic Policies and Statements

Absence from Course Commitments

[Policy on Academic Consideration for Student Absences](#)

In the interest of the health and safety of students and health care providers, you are no longer required to seek a medical note for absences this term. If you are unable to meet a course

requirement due to illness you should use the [Illness Reporting Tool](#). This tool takes the place of the need to submit a medical note and the Self-Reported Absence System formally used by undergraduate students.

You are required to self-report every day that you are ill and unable to complete course commitments. Details about when you should submit missed work, the format of the missed work can be found in the Section 7. Evaluation above. Students should communicate promptly with their instructor and use this tool with integrity.

Accommodation for Religious Holidays

The policy on Accommodation for Religious Holidays can be viewed [here](#).

Academic Offenses

“Scholastic offences are taken seriously, and students are directed [here](#) to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence.

Accessibility Statement

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation or review [The policy on Accommodation for Students with Disabilities](#).

Correspondence Statement

The centrally administered **e-mail account** provided to students will be considered the individual’s official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner. You can read about the privacy and security of the UWO email accounts [here](#).

Copyright and Audio/Video Recording Statement

Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. You must always ask permission to record another individual and you should never share or distribute recordings.

12. Support Services

The following links provide information about support services at Western University.

[Academic Counselling \(Science and Basic Medical Sciences\)](#)

[Appeal Procedures](#)

[Registrarial Services](#)

[Student Development Services](#)

[Student Health Services](#)

COURSE SCHEDULE

TIP: To succeed in this course, you must read the assigned material prior to coming to class.

<u>Week/Date</u>	<u>Theme / Structure</u>	<u>Assignments/Homework due the following class</u>
1. Class 1, Thu, Sep 8	Presentación del curso. Sílabo. Requisitos. Áreas de lingüística	Leer el sílabo Leer secciones 1 y 2, pp. 14-33
2. Class 2, Sep 13	Capítulo 1: Conceptos fundamentales: lenguaje, lengua y lingüística	Leer sección 3, pp. 31-40 Excluir sección 4
3. Class 3, Thu, Sep 15	Capítulo 1: Cont...	Leer Capítulo 3, sección 5, pp. 145-149, y sección 1, pp.109-114
4. Class 4, Sep 20	Seminar Presentación 1 (n=3) Morfología 1 Capítulo 3: La formación de palabras	Leer Capítulo 3, sección 2, pp.109-114. Leer brevemente sección 3, no hay recordar los prefijos
5. Class 5, Thu, Sep 22	Morfología 2 Capítulo 3: La formación de palabras	Leer Capítulo 3, sección 6, 6.1 y 6.2, pp. 149-157
6. Class 6, Sep 27	Morfología 3 Capítulo 3: La formación de palabras. Morfología nominal	Leer Capítulo 3, sección 6.3 y 6.4, pp. 160-166
7. Class 7, Thu, Sep 29	Morfología 4 Capítulo 3: La formación de palabras. Morfología verbal	Leer Capítulo 4, secciones 1,2,3, pp. 177-190
8. Class 8, Oct 4	Seminar Presentación 2 (n=3) Sintaxis 1 Capítulo 4. La estructura de las oraciones. Nivel de frase. <i>Tests</i>	Leer Capítulo 4, sección 4, pp.188-195
9. Class 9, Thu, Oct 6	Sintaxis 2 Capítulo 4. La estructura de las oraciones. Estructura de oración	Leer Capítulo 4. secciones 5, 6, pp. 195-206
10. Class 10, Oct 11	Oral Presentación 3 (n=2) Sintaxis 3. La estructura de las oraciones. X-Barra	Leer Capítulo 4, secciones 9, 10. Pp. 215-220

11. Class 11, Thu, Oct 13	Sintaxis 4. La estructura de las oraciones. Movimiento y oraciones complejas	Repasar el capítulo. Hacer actividades del libro
12. Class 12, Oct 18	Sintaxis 4. La estructura de las oraciones. Movimiento y oraciones complejas Práctica.	
13. Class 13, Thu, Oct 20	Seminar Presentación 4 (n=3)	Repasar los capítulos 1,3,4. Pensar en preguntas/dudas
14. Class 14, Oct 25	REPASO	
15. Class 15, Thu, Oct 27	Discusión de la propuesta final y el ensayo final	
16. Class 16, Nov 8	PRUEBA 1 (Cap 1, 3, 4)	Capítulo 2. Sección 1. Pp.65-75
17. Class 17, Thu, Nov 10	Fonética y Fonología 1 (Capítulo 2: Los sonidos de la lengua: fonética y fonología)	Capítulo 2. Sección 4. Pp. 87-94
18. Class 18, Nov 15	Fonética y Fonología 2 (Capítulo 2. Los sonidos de la lengua: fonética y fonología)	Capítulo 2. Sección 2. Pp. 77-87
19. Class 19, Thu, Nov 17	Fonética y Fonología 3 (Capítulo 2: Los sonidos de la lengua: fonética y fonología)	Capítulo 7. Secciones 1-2, pp.337-369
20. Class 20, Nov 22	Seminar Presentación 5 (n=3) Variación lingüística en español 1 Capítulo 7: Diversidad lingüística y dialectal en el mundo hispanohablante	FINAL PROPOSAL IS DUE Capítulo 7. Sección 3. Pp.373-393
21. Class 21, Thu, Nov 24	Variación lingüística en español 2 Capítulo 7: Diversidad lingüística y dialectal en el mundo hispanohablante	Take-home test/assignment se abre
22. Class 22, Nov 29	Oral Presentación 6 (n=2) <i>Charla de profesora. Chipilo</i>	
23. Class 23, Thu, Dec 1	Repaso de la prueba. Preguntas finales de proyectos	Finalizar los PowerPoints para la presentación final

24. Class 24, Dec 6	GROUP PRESENTATIONS	Finalizar los PowerPoints para la presentación final
25. Class 25, Thu, Dec 8	GROUP PRESENTATIONS & WRAP-UP	

Please note: Your group essays are **due Thursday, Dec 9th by 12 pm in Dropbox**
*****Fall/Winter Term classes end Thu, Dec 8, 2022, and this will be the last class of our course**

CAVEAT

This syllabus is not etched in stone, and any information on this syllabus is subject to change at any time. Although we try to minimize change as much as possible, we may need to make some necessary adjustments (not, however, assignment dates). Any changes will be announced in class and on the course webpage. Thus, it is your responsibility to be there, ask your fellow classmates or the instructor, or check the course webpage to be informed of any such changes.

I hope you enjoy the course 😊