

HISPANIC SOCIOLINGUISTICS, SPANISH 3314G
DEPARTMENT OF LANGUAGES AND CULTURES
THE UNIVERSITY OF WESTERN ONTARIO



[HTTPS://UWELINGO.FILES.WORDPRESS.COM/2013/04/CONNECTIONS.JPG](https://uwelingo.files.wordpress.com/2013/04/connections.jpg)



Although this academic year might be different, Western University is committed to a **thriving campus**. We encourage you to check out the [Digital Student Experience](#) website to manage your academics and well-being. Additionally, the following link provides available resources to support students on and off campus: <https://www.uwo.ca/health/>.

1. Technical Requirements:



Stable internet connection



Laptop or computer




Working microphone



Working webcam

2. Course Overview and Important Dates:

Delivery Mode	Dates	Time
 Online: -Asynchronously on Mondays -Synchronously on Wednesdays	Jan 11 - Apr 7	Mondays, 11:30-12:30 Wednesdays, 11:30-1:30

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

Classes Start	Reading Week	Classes End
January 11	February 15- 21	April 8th

* March 15, 2021: Last day to drop a second-term half course without penalty

3. Contact Information



Course Professor	Contact Information
Dr. Yasaman Rafat	yrafat@uwo.ca <i>Office hours: by appointment via Zoom</i>

4. Course Description and Design

This course introduces students to linguistic variation in Spanish-speaking communities. During the semester, different linguistic and social factors that affect language variation such as gender, age, socioeconomic background, region, and style will be analyzed. The course focuses on both theory and sociolinguistic method of data collection and analysis.

5. Course Goals and Objectives

This course aims to achieve the following:

- Familiarize students with sociolinguistics methodology
- Discuss language variation from a phonological and morpho-syntactic point of view
- Analyze linguistic, social and geographical factors
- Help students identify their own areas of interest in sociolinguistics
- Foster critical thinking in students

6. Learning Outcomes

Upon completion of the course, students will:



- Become familiar with the main terms and concepts in sociolinguistics
- Be able to think critically and evaluate a sociolinguistic study
- Become aware of regional variation in Spanish
- Present a sociolinguistic article
- Learn how to write a sociolinguistic proposal

7. Evaluation

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

Assessment	Format	Weighting	Due Date
Online assignments	ONLINE, in OWL and OWL submission	5%	Weekly
Article presentation	Online, in OWL	15%	As assigned (x1)
Participation	ONLINE	10%	Throughout the term
Independent (group) project	ONLINE	25% proposal (Short version)	February 24 th
		10% oral presentation	April 7th
		35% proposal (long version)	April 7th

Online assignments (5%):

Each week, we will discuss variation in a different Spanish-speaking country/region. The assignments will be on a different Spanish-speaking country/region every week. You will be required to complete and submit an online assignment on a weekly basis. The assignments will be posted on Mondays and you will need to submit the assignments by Wednesday prior to class. The assignments will not be graded. Answer keys will be provided by the end of the week on a weekly basis.

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, having read the assigned articles and having engaged with the online component of the course. 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. The maximum mark for attendance without active participation will be 50%. Only 2 missed classes will be allowed.

Project proposal (short version) (25%):

This will involve writing a 3-page long proposal (Times New Roman, double-spaced) on a phenomenon related to Spanish language variation and/or attitudes/perception as it relates to the topic of language variation. You will design a sociolinguistic study. The proposal must follow the guidelines provided and include the following: Introduction (including goals, brief explanation of the phenomenon, identification of the gap in the literature, and research questions), literature review, hypotheses, methods (participants, tasks and stimuli), data analysis, and contributions.

Article presentation (15%):

You will present an assigned article listed on the syllabus. You need to present the goals/objectives, research questions, methods, results, discussion and conclusions of the assigned article and provide a critical evaluation of the article. The presentation should be 15-20 minutes long. You need to submit your PPT presentation on Tuesday evening prior to your presentation on the assigned Wednesday. I will post your PPT on OWL. On the day of your presentation, you will present your article synchronously to class, using your PPT.

Final project proposal (long version) (35%):

The final project will be a longer version of your short version proposal. You can copy and paste the sections that I will have approved in your short version proposal but need to incorporate my comments. You will need to expand on the literature review and any other relevant details. The proposal should not exceed 10 pages (Times New Roman,

12 pts, double-spaced), not including references. The final paper should be emailed to me. The deadline is **April 7 at noon**.

1. Final project proposal presentation (10%):

You will present your project proposal and incorporate my comments on your written short proposals in a 6 minute presentation. You will follow the guidelines provided for this presentation. You will use PowerPoint to present to the class synchronously online.

Online Participation and Engagement



- Students are expected to participate and engage with content as much as possible.
- Students should also participate in tutorials by interacting during presentations with their peers and instructors

- All assignments are due at 11:55 pm EST unless **otherwise** specified
- Students will have ONE attempt to complete online quizzes so make sure your connection is stable
- Rubrics will be used to evaluate assessments and will be posted with the instructions
- 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:

- The failure to complete quizzes on Sunday (**24 hours** availability) will result in the mark of **zero**, without any exceptions.
- A late penalty of 10% per day (i.e., including weekends and holidays) will be applied towards your project outline and final paper. A late penalty of 2% will applied towards your online debate discussions.

8. Resources



- All lectures and articles will be posted on OWL



9. 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 online etiquette expectations provided on OWL
- 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
- All recorded sessions will remain within the course site or unlisted if streamed

10. 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. Treat this course as you would a face-to-face course. 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.

11. 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 Hispanic Sociolinguistics in the header
- Emails will be monitored daily, except on weekends; students will receive a response in 24 – 48 hours
- This course will use the OWL forum for discussions
- Students should post all course-related content on the discussion forum so that everyone can access answers to questions
- The discussion forums will be monitored by instructor



12. 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.

13. 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 (Target language)</u>	<u>Project due dates</u>
1: Monday, January 11	Introduction and interests	
2: Wednesday, January 13	Dialectal variation in Spanish <i>Carvalho (2010)</i>	
3: Monday, January 18	Uruguay	
4: Wednesday, January 20	How to write a proposal Gender <i>Fafulas et al. (2018)</i> <i>Diaz-Campos (2008)</i>	
5: Monday, January 25	<i>Venezuela</i>	
6: Wednesday, January 27	Age <i>Lesile (2019)</i> <i>Gomez et al. (2020)</i>	
7: Monday, February 1st	<i>Colombia</i>	
8: Wednesday, February 3rd	Class and education <i>Mack (2011)</i> <i>Shin & Otheguy (2013)</i>	
9: Monday, February 8th	<i>Puerto Rico</i>	
10: Wednesday, February 10th	National identity <i>Michnowicz (2007)</i>	
11: Monday, February 15th	Reading Week	
12: Wednesday, February 17	Reading Week	
13: Monday, February 22	<i>Mexico</i>	
15: Wednesday, February 24	Formality and style <i>Valenzuela (2016)</i>	Proposal due (short version)
16: Monday, March 1st	<i>Chile</i>	

17: Wednesday, March 3rd	Heritage languages and social factors <i>Alfaraz (2010)</i> <i>Chang (2008)</i>	
18: Monday, March 8th	<i>Argentina</i>	
19: Wednesday, March 10th	Second language learners and social factors <i>Lynch, Klee & Tedick (2001)</i> <i>Rogers, & Klee, (2020)</i>	
20: Monday, March 15h	<i>Peru</i>	
21: Wednesday, March 17th	Attitudes and perception <i>Carter & Callesano (2018)</i> <i>Alvord (2010)</i>	
22: Monday, March 22 nd	<i>Cuba</i>	
23: Wednesday, March 24th	How to present and write up your proposal (long version) <i>Hoffman (2010)</i>	
24: Monday, March 29th	<i>El Salvador</i>	
25: Wednesday, March 31st	Sociolinguistic variation in language loss <i>Henrickson (2014)</i>	
20: Monday, April 5th	<i>Spain</i>	
21: Wednesday, April 7th	Final remarks and presentations	-Final proposal presentation -Final Proposal due (long version)

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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.