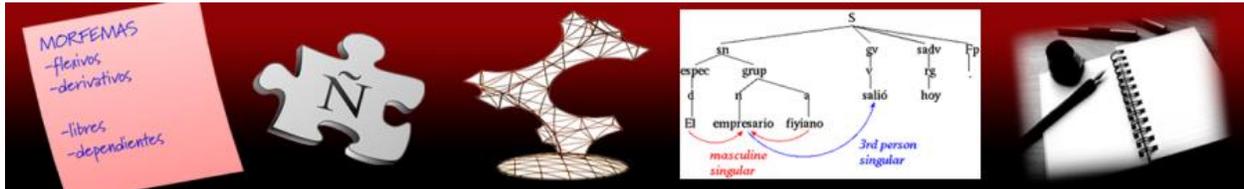


The University of Western Ontario

Department of Modern Languages and Literatures

## SP3303B “Structure of Spanish” Winter 2019



### Course Information

Lecture: Mondays (11.30-12.30 pm), Wednesdays (11.30-1.30 pm) in UC 3325

### Contact Information

Professor: Olga Tararova  
Office: UC 2313  
Office hours: by appointment  
Email address: [otararov@uwo.ca](mailto:otararov@uwo.ca)

### Course Description

**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 form and meaning. The classes will be held **in Spanish**.

### 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

## 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

## Course Material

### Required:

Hualde, José Ignacio, Antxon Olarrea y Ana María Escobar, Catherine Travis (2009)  
Introducción a la lingüística hispánica, Cambridge, segunda edición

### Additional texts:

Bosque, Guillermo y Violeta Demonte (1999). Gramática descriptiva de la lengua española,  
Madrid: Espasa Calpe S.A.

Di Tullio, Ángela. 2005. Manual de gramática del español. Buenos Aires: La isla de la luna

Mackenzie, Ian. 2001. A Linguistic Introduction to Spanish. München: Lincom Europa.

O'Grady, William & John Archibald (2004) Contemporary Linguistic Analysis. Toronto:  
Pearson Longman

Zagona, Karen. 2002. The Syntax of Spanish. Cambridge: Cambridge University Press

## Course Evaluation

<i>Tests (Test 1 – 20%; Test 2- 10%)</i>	<i>30%</i>
<i>Seminar Leadership presentation (10%) &amp; handout (5%)</i>	<i>15%</i>
<i>Participation</i>	<i>15%</i>
<i>Independent group project (Outline 15%, Oral presentation 10%, Essay 30%)</i>	<i>40%</i>

### Tests:

In this course, you will be given two in-class tests (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.

Make up tests: Two of them must be written on their 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 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 (15%)**

Seminars will take place during our Monday meetings and will address the topic introduced on Wednesday during the lecture. For the seminars, the class will be broken up into small groups of no more than 5 students and a different member will be responsible for **leading** a small group's seminar on a chosen topic.

For your seminar, you will prepare a **handout** for each of your group mates. You must also provide a printed copy of your handout to me before the start of your seminar. You will have approximately **10-15 minutes** for your seminar, in which time you will undertake the following tasks:

- 1) Review and summarize the major concepts discussed during the lecture with your group members
- 2) Be responsible to answer any questions that your group members might have
- 3) Lead your group by preparing **2-3 short exercises** based on your assigned topic. Exercises should be well-thought, creative in order to deepen student's knowledge on a given topic.

### **Independent group project (40%):**

For your final group project (2-3 people), you will be required to do a comparative analysis of any of the variables (morphological, syntactic, or phonetic) from two regions learnt throughout the semester. Possible topics can include: morphological variation of “you” form, final /s/, dialectal variation, bilingualism, etc. Make sure to consult with me on the approval of your topic. You will be required to submit **two-page** outline together with your reference list (1 page) of your further research that will include: literature review (5-7 sources). During the last week, you and your partner(s) will have to do a PowerPoint and present your topic to the class. Make sure you have an introduction, your literature review and your findings (more information will be provided) The final essay (**30%**) should be no less than 5-7 pages (format: Times New Roman, font 12, double-spaced) excluding the bibliography, appendices/charts/tables format. It is due **April 9<sup>th</sup> by 5 pm**. **Please, put it into my mailbox.**

### 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: M, January 7	Presentación del curso. Sílabo. Requisitos	Leer el sílabo Leer pp. 1-12, 14-19
2: W, January 9	Capítulo 1: <i>La lingüística: ciencia cognitiva</i>	Leer pp. 19-30; 36-41
3: M, January 14	Capítulo 1: <i>La lingüística: ciencia cognitiva</i>	Leer pp. 123-143
4: W, January 16	<b>SEMINARIO 1</b>  <b>Morfología 1</b>  Capítulo 3: <i>La estructura de las palabras: morfología</i>	Leer pp. 143-163
5: M, January 21	<b>Morfología 2</b>  Capítulo 3: <i>La estructura de las palabras: morfología</i>	Leer pp. 163-196 (excluir 185-188)
6: W, January 23	<b>Morfología 3</b>  Capítulo 3: <i>La estructura de las palabras: morfología</i>	

7: M, January 28	<b>SEMINARIO 2</b>	Leer pp. 201-216
8: W, January 30	<i>Sintaxis 1 (Ch4. La estructura de la oración: sintaxis)</i>	Leer pp. 216-238
9: M, February 4	<i>Sintaxis 2 (Ch4. La estructura de la oración: sintaxis)</i>	Leer pp. 244-255, 259-278
10: W, February 6	<i>Sintaxis 3 (Ch4. La estructura de la oración: sintaxis)</i>	
11: M, February 11	<b>SEMINARIO 3</b>	
12: W, February 13	REPASO (CAP 1-3)	
13: M, February 18	WINTER STUDY BREAK	
14: W, February 20	WINTER STUDY BREAK	
15: M, February 25	<i>Discussion/Guidance on how to write a solid linguistic proposal &amp; a final essay</i>	
16: W, February 27	PRUEBA 1 (Cap 1, 3, 4)	
17: M, March 4	Discusión de la Prueba	Leer pp. 45-65
18: W, March 6	<i>Fonética y Fonología 1 (Capítulo 2: Los sonidos de la lengua: fonética y fonología).</i>	Leer pp. 67-85
19: M, March 11	<i>Fonética y Fonología 2 (Capítulo 2. Los sonidos de la lengua: fonética y fonología).</i>	Leer pp. 88-96, 98-103, 103-111
20: W, March 13	<i>Fonética y Fonología 3 (Capítulo 2: Los sonidos de la lengua: fonética y fonología).</i>	
21: M, March 18	<b>SEMINARIO 4</b>	
22: W, March 20	PRUEBA 2 (Capítulo 2)	

23: M, March 25	<b>Variación lingüística en español 1</b> (Capítulo 7: Variación lingüística en español)	<b>FINAL PROPOSAL IS DUE</b> Leer pp. 391-412
24: W, March 27	<b>Variación lingüística en español 2</b> (Capítulo 7: Variación lingüística en español)	Leer pp. 417-426, 436-438
25: M, April 1	<b>SEMINARIO 5</b>	
26: W, April 3	GROUP PRESENTATIONS	
27: M, April 9	GROUP PRESENTATIONS & WRAP-UP	

Please note: Your group essays are **due Monday April 16 by 11.59 pm.**

## COURSE POLICIES

### Late or Missed Test/Assignment:

Students who miss a test will be assigned a **mark of zero** unless they can provide the instructor with appropriate documentation. It is your responsibility to contact me immediately if you miss a midterm or class assignment. No make-ups will be allowed without the presentation of the appropriate documentation UWO's Policy on Accommodation for Medical Illness:

(<https://studentservices.uwo.ca/secure/index.cfm>) for medical absences, or a letter from the College Registrar for other matters. Please note: "Mild colds, non-acute diarrhoea and/or vomiting, headaches, menstrual cramps, insomnia or other non-acute problems may benefit from medical advice and/or treatment but may not warrant a certificate. Non-medical issues, such as a death in the family, should be addressed through your college (if A&S) or faculty registrar." Note also that an illness verification form will not automatically result in alternative arrangements. The physician's report must establish that you were examined and diagnosed at the time of illness, and not after the fact. I will not accept a statement that merely confirms a report of illness made by a student and documented by the physician. If I feel that your condition was not serious enough to miss an assessment you will receive a mark of **zero**. Suspicious medical certificates will be forwarded to the Office of Student Academic Integrity. Extra work cannot be substituted for missed test, presentation or final exam. In case a midterm is missed for a valid legitimate reason, the weight will be redistributed to the final exam.

### Late Penalties

A late penalty of **10%** per day (i.e., including weekends and holidays) will be applied towards your summary or reflection paper.

### **Classroom Etiquette**

You are expected to come to lecture on time and stay for the entire class to receive the participation mark for that day. Any use of electronic devices will **be restricted** to note-taking and browsing the digital copy of the textbook. The use of social media, texting, emailing is **prohibited** and will be treated as a breach of classroom etiquette.

### **Communication:**

The OWL homepage and the Course Syllabus are your first sources for information and questions about the course. You can email me with more practical questions concerning the course organization. I will try to respond to e-mails within **24 hours (excluding weekends)**. If you do not hear from me within that time, feel free to send a reminder e-mail. To ensure e-mail delivery, please use your @uwo.ca account and state the course code (**SP 2214A**) in the subject line.

## **UNIVERSITY POLICIES AND SERVICES**

### **LINGUISTICS DEPARTMENT GRADING POLICY**

The Department of MLL follows the *University and Grading Practices Policy*. Please refer to

<http://www.uwo.ca/modlang/undergraduate/policies.html>.

**ACADEMIC INTEGRITY** is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Western is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and **plagiarism** very seriously. The University of Western Ontario outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences (**refer to Scholastic Offense Policy in the Western Academic Calendar**). If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

### **ACCESSIBILITY**

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process

that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs. If you require accommodation for a disability please register with accessibility services as soon as possible so that we can assist you in reaching your academic goals in this course.

## **SUPPORT SERVICES**

The Web sites for Registration Services is <http://www.registrar.uwo.ca> and Student Support Services is <https://studentservices.uwo.ca> (including the services provided by the USC listed here: <http://westernusc.ca/services/>). The Student Development Services can also be reached at [www.sdc.uwo.ca](http://www.sdc.uwo.ca)

**Important Notice:** Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

## **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 😊*