

SPA597- Spring 2015

Language contact and the Spanish in the US

Department of Literature & Languages

Texas A&M University – Commerce

Instructor: Dr. Flavia Belpoliti

Office hours: M 10am-2pm, W 10am-3pm at HL 317 (or by appointment)

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Email: 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.)

Textbook and materials:

1. Winford, Donald. 2003. *An Introduction to Contact Linguistics*. Oxford: Blackwell (Ch. 1, 2, 3, 4, 5, 8 & 9).
2. Compilation of articles, available at e-College (see schedule for details)

Course description

This graduate course is an intensive introduction to key topics in the area of contact linguistics with particular emphasis on the contact situation of English-Spanish in the US. After exploring the most common issues produced by contact situations, we will analyze and distinguish different linguistic outcomes in such situations (overt and covert transfer, code-switching, lexical loans and borrowing, grammatical convergence), and the linguistic mechanisms and processes underlying those developments (convergence/divergence, simplification, restructuring, congruence). The linguistic analysis will focus on the US Spanish varieties and the current status of Spanish in education and linguistic policies. We will also draw connections with sociolinguistic research methods and approaches to data analysis, and examine attitudes toward the Spanish language and culture in the US context.

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

1. Understand the key topics and issues, theoretical approaches and analysis methods in the study of language contact situations.
2. Understand the sociolinguistic processes that occur when languages and its users come in contact
3. Critically understand the formation and development of Spanish in the US context, and comprehend the complex linguistic, social and political phenomena related to the use and teaching of Spanish in this particular context.
4. Critically analyze a particular linguistic feature of the US Spanish spoken in Northern Texas, including bibliographic research, data collection and analysis, and presentation of findings in scholarly format.

Grade distribution

Exams =	50% (2 x 25%)
Presentation =	15%
Socioling. Interviews=	15%
Research Paper =	20% (Draft =5%, Final version= 15%)
Total =	100%

Grade Scale: A=100-90 B=89-80 C=79-70 D=69-60 F= 59>

Course Workload

Class participation. Students will actively participate in each class session by completing the assigned readings and offering their critical interpretations and revisions of the main ideas, presenting examples or discussing in depth a particular point. In some cases, the assignment will be the result of pair work. Before each session, students are expected to have read all materials for the unit and completed assigned homework.

Exams: Two comprehensive exams on all assigned readings will be held in this course. The format of the tests will include multiple-choice, T/F and open-ended questions. Please check the schedule for relevant dates.

Sociolinguistic Interviews. After completing the *Responsible Conduct in Research & Scholarship* training modules (available through the TAMUC website: <http://www.tamuc.edu/research/compliance/ResponsibleConductInstructions.aspx>; deadline February 1st, 2015) you will carry out three sociolinguistics interviews with Spanish-speakers living in the North Texas area. These interviews will served as the foundation of your research paper on a particular feature of the Spanish spoken in the US. Once you have recorded each interview, you will transcribe the data following the PRESEEA standardized format. See the e-College site for more information on this task (15 % of the final grade).

Presentation (article report): You will select an article to present in class starting March 4th (see the schedule for more details). The presentation will consist of a brief introduction to the main ideas, a description of methodology, data and results presented in the article, and a critical discussion of the conclusions. The presentation will follow the conventional structure of a conference presentation, will last about 20 minutes and should not be read. Please provide your classmates with a short hand out of your presentation. (15% of final grade)

Research paper: You will write a research paper of about 12-15 pages on one of the topics of language contact, implementing analysis of linguistic data describing a feature of the Spanish in the US. The paper should include data extracted from the sociolinguistic interviews you and your classmates will carry on during the semester. You will first hand in a two-page draft including main topic, research questions, and a short summary of pertinent bibliography (see the list of online references below for more information); the draft is worth 5% of the paper grade. After receiving feedback from the instructor, you will write the final version of the paper to be submitted at the end of the semester (15% of the paper grade). See the schedule for details.

Course Policies

1. Late work

No late work will be accepted in this course, without exceptions. Work should be submitted by midnight, CT, on the due date given 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, please contact me immediately.

2. Academic Dishonesty

Plagiarism is borrowing the work of others and not giving credit where credit is due. It is unethical and reflects very poorly on a person's character. Copying someone else's work, or asking a friend or tutor to write your work constitutes a violation of the TAMUC Academic Honesty Policy. Likewise, the use of electronic media to translate your work to Spanish is also unacceptable. Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise.

Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion (Texas A&M University-Commerce Code of Student Conduct 5.b[1,2,3]). For further information please see the *Academic Honesty* statement of the Department of Literature and Languages below.

3. Students with Disabilities:

The *Americans with Disabilities Act* (ADA) is a federal antidiscrimination 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 132

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

Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.edu

Online resources

- Estudios de Sociolingüística <http://www.sociolingustica.uvigo.es/home.asp>
- Grupo de Investigación Sociolingüística <http://lef.colmex.mx/index.php/seminarios/grupo-de-investigacion-sociolingueistica>
- Hispania, A Journal devoted to the Teaching of Spanish and Portuguese. <http://www.aatsp.org/default.asp?page=hispania>
- Hispanic Issues Online http://hispanicissues.umn.edu/online_main.html
- Journal of Language Contact <http://www.jlcjournal.org/>
- Journal of Sociolinguistics. [http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1467-9841](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1467-9841)
- Revista Signos http://www.scielo.cl/scielo.php?script=sci_serial&pid=0718-0934&lng=es&nrm=iso
- Southwest Journal of Linguistics <http://clas.ucdenver.edu/lasso/index.html>
- Bibliografía Mexicana de Lingüística <http://lingmex.colmex.mx/>
- Revista de Sociolingüística de la Universitat de Barcelona: Llengua, societat i comunicació. <http://www.journals4free.com/link.jsp?l=22196730>
- Treballs de Sociolingüística Catalana. <http://revistes.iec.cat/index.php/TSC/>
- Revista Electrónica de Estudios Filológicos <http://www.um.es/tonosdigital/znum2/Resenas/ReseaEstudiosSocioli.htm>

Tentative Schedule

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 in class and on the course website in advance.

Date	Activity	Assignment
Jan 21	Introduction to the course Conducting a socioling. interview Unit 1: Language contact and contact linguistics	Complete Student Survey in e-College Complete the IBR training online (due on February 1 st) http://www.tamuc.edu/research/compliance/ResponsibleConductInstructions.aspx
Jan 28	Unit 1: Language contact and contact linguistics	Winford, D. Ch. 1 Complete the IBR training online (due on February 1 st) http://www.tamuc.edu/research/compliance/ResponsibleConductInstructions.aspx
Feb 4	Unit 2: Borrowing	Winford, D. Ch. 2&3
Feb 11	Unit 2: Borrowing	Winford, D. Ch. 2&3
Feb 18	Unit 3: Code-switching	Winford, D. Ch. 4&5
Feb 25	Unit 4: Pidgins and creoles	Winford, D. Ch. 8&9
March 4	Exam 1 (25%) Unit 5: Spanish in the US	Sánchez, R. 1982. Our linguistic and social context. Amastae, J. & Elías Olivares, L (Eds.) <i>Spanish in the United States</i> . Cambridge:Cambridge University Press, 9-46 Lipsky, J. 2009. The evolving interface of U. S. Spanish: language mixing as hybrid vigor. http://www.personal.psu.edu/jml34/aaal07.pdf . Accessed March 2014.
March 11	Unit 5: Spanish in the US	Lipsky, J. 2010. The importance of Spanish in the US. <i>Varieties of Spanish in the US</i> . Georgetown:Georgetown University Press, 1-13 Mora, M., Villa, D. & Dávila, A. 2006. Language Shift and maintenance among the children of immigrants in the US. <i>Spanish in Context</i> 3:2, 239-254
March 16-21	<i>Spring Break</i>	
March 25	Unit 6: Spanish varieties in the US	Bills, G. 2005. Las comunidades lingüísticas y el mantenimiento del español en Estados Unidos. Ortiz López & Manel Lacorte (Eds.) <i>Contactos y Contextos Lingüísticos</i> . Madrid:Iberoamericana, 55-84 *Interviews are due by email (recording+transcription = 15%)
April 1	Unit 6: Spanish varieties in the US	Valdés, G. 2000. Bilingualism and language use among Mexican Americans. S. McKay and S. Wong, (Eds.) <i>New Immigrants in the US</i> . Cambridge: Cambridge University Press, 99-137 Zentella, A. 2000. Puerto Ricans in the US. S. McKay and S. Wong, (Eds.) <i>New Immigrants in the US</i> . Cambridge: Cambridge University Press, 137-164
April 8	Unit 6: Spanish varieties in the US	Otheguy, O, García, O. and Roca, A. 2000. Speaking in Cuban. S. McKay and S. Wong, (Eds.) <i>New Immigrants in the US</i> . Cambridge: Cambridge University Press, 165-188

		Lipsky, John. 2000. The linguistic situation of Central Americans. S. McKay and S. Wong, (Eds.) <i>New Immigrants in the US</i> . Cambridge: Cambridge University Press, 189-215
April 15	Unit 7: 'Spanglish' and the sociopolitical issues of the US Spanish	Rodríguez, E and Carmen Parafita-Couto. 2012. Calling for Interdisciplinary Approaches to the Study of Spanglish. <i>Hispania</i> , 95-3, 461-480 Otheguy, R. & Stern, N. 2010. On the so-called Spanglish. <i>International Journal of Bilingualism</i> , 15-1, 85-100
April 22	Unit 7: 'Spanglish' and the sociopolitical issues of the US Spanish	Jason, R and Beth Rell, 2005. A linguistic analysis of Spanglish: relating language to identity. <i>Linguistics and the Human Sciences</i> . 1-3, 515-536 Silva-Gruesz, Kirsten. 2012. Alien Speech, Incorporated. On the Cultural History of Spanish in the US. <i>American Literary History</i> . 25-1, 18-32 *Research paper draft is due by email (5% of paper grade)
April 29	Unit 7: 'Spanglish' and the sociopolitical issues of the US Spanish	Torres, Lourdes. 2007. The politics of English and Spanish aquí y allá. K. Potowsky & R. Cameron (Eds.) <i>Spanish in Contact</i> . Philadelphia:John Benjamins Woolford, T. and Carter, P. 2010. Spanish-as-threat ideology and the Sociocultural Context of Spanish in South Texas. Rivera Mills & Villa (Eds.) <i>Spanish in the Southwest</i> . Madrid:Iberoamericana, 111-129
May 6	Exam 2 (25%) Class discussion on research papers	
May 13	<u>Research paper is due by email (15% of paper grade)</u>	

Academic Dishonesty Appendix

Department of Literature and Languages
Texas A&M University-Commerce
Policy #12
April 28, 2003
ACADEMIC HONESTY

Preamble. Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. Faculty members are expected to employ teaching practices that encourage academic honesty.

1. Academic Dishonesty Defined. Texas A&M University-Commerce defines "academic dishonesty" in the following way (Procedure A13.12 "Academic Honesty"): Academic dishonesty includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.
2. "Plagiarism" Further Specified. The Department of Literature and Languages builds on the university definition of "plagiarism," given in 1, in the following manner (taken from "Defining and Avoiding Plagiarism:

The Council of Writing Program Administrators' Statement on Best Practices" undated, pages 1-2, 12,2003.
<http://www.ilstu.edu/~ddhesse/wpa/positions/WPAplagiarism.pdf>

Plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. [. . .] Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

3. "Collusion" Further Specified. Collusion specifically includes selling academic products. According to the Texas Penal Code (Title 7 Offenses Against Property, Chapter 32 Fraud, § 32.50 Deceptive Preparation and Marketing of Academic Product), an "'academic product' means a term paper, thesis, dissertation, essay, report, recording, work of art, or other written, recorded, pictorial, or artistic product or material submitted or intended to be submitted by a person to satisfy an academic requirement of the person."

The Texas Penal Code also specifies that person commits a Class C misdemeanor offense "if, with intent to make a profit, the person prepares, sells, offers or advertises for sale, or delivers to another person an academic product when the person knows, or should reasonably have known, that a person intends to submit or use the academic product to satisfy an academic requirement of a person other than the person who prepared the product."

4. Responsibility. Matters of academic dishonesty are handled initially by the instructor. If the instructor feels the problem warrants more attention, it should then be pursued through the department head. If the department head and instructor wish, it should be brought to the attention of the Dean of the college for study and review before being referred to the University Discipline Committee (adapted from Texas A&M University-Commerce Procedure A13.04, "Plagiarism").

Instructors may also choose to refer cases directly to the University Discipline Committee (Texas A&M University-Commerce Code of Student Conduct 6.a [2]).

5. Statement for Course Outlines. Instructors of record in the Department of Literature and Languages are required to include an Academic Honesty statement in all course outlines. The following language is suggested for that statement:

Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M University-Commerce Code of Student Conduct 5.b [1,2,3])

6. This Policy supersedes Department of Literature and Languages Policy #12, "Plagiarism," dated October 10, 1990, and will be effective until further notice.

7. The Head of the Department of Literature and Languages is responsible for maintaining this policy current.

Dr. Hunter Hayes, Head, Department of Literature and Languages
April 28, 2003