



SPA597 _ 23021

“Language contact and Spanish in the US”

Course Syllabus: Spring 2017

Instructor: Dr. Flavia Belpoliti

Office hours: T 11am-4pm (Commerce campus, HL 318) & S 11:30am-1pm (UCD, room TBA)

Phone: 903 886-5271

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. Escobar, A. & Potowski, K. 2015. *El español de los Estados Unidos*. Cambridge: Cambridge University Press. ISBN
2. Compilation of articles, available at e-College (see schedule for details).
3. Access to MSFT Excel.

COURSE INFORMATION

Course description

This graduate course is an intensive introduction to key topics in contact linguistics with particular emphasis on the contact situation of English-Spanish in the US. After exploring common issues produced in contact situations, we will analyze different linguistic outcomes (transfer, code-switching, lexical loans and borrowing, grammatical convergence), and the linguistic processes underlying those developments (convergence/divergence, simplification, restructuring, congruence). The linguistic analysis will focus on the Spanish varieties in the US. In addition, the course will introduce sociolinguistic research methods and approaches to data analysis, in order to examine the different contact processes as they occur in the Hispanic communities of North Texas.

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

1. Understand and explain key topics, theoretical approaches and methods in the study of language contact situations, with interest in the sociolinguistic processes that occur when languages and speakers come in contact.
2. 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 the US.
3. Critically describe and analyze linguistic features of the US Spanish spoken in North Texas, including bibliographic research, data collection and analysis, and presentation of findings in scholarly format.

These learning outcomes will be measured through two activities: written examination and a final research project.

Collection of Data for Measuring Institutional Effectiveness:

In order to measure the level of compliance with the university's Institutional Effectiveness guidelines, I will collect some of the ungraded materials you will produce for the class. These materials will be part of a portfolio created on your behalf and will be measured to ensure that our program "promotes practices that result in higher student academic achievement; an enhanced student experience; aligned and transparent decisions; and readily available information for improvement, accountability, and accreditation" (see "Department of Institutional Effectiveness,"

<http://www.tamuc.edu/aboutus/institutionalEffectiveness/default.aspx>). This is solely an assessment of program effectiveness and in no way affects students' course grades or GPAs.

COURSE REQUIREMENTS

Class participation. Students will actively participate in each class session by completing the assigned readings and offering their critical interpretations and revisions of main ideas, presenting examples or discussing in depth a 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. (40 % of the final grade)

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, 2017), you will carry out two sociolinguistic interviews with Spanish-speakers living in the North Texas area. These interviews will serve as the foundation for your research paper on a 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 e-College for more information on this task (20 % of the final grade; see e-College for details).

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 topic, 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 15 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 process of language contact, implementing analysis of linguistic data to describe 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 (main topic, research questions, short summary of relevant bibliography; see "Online references" in e-College 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 (20% of the paper grade). See the schedule for details.

EXTRA-CREDIT.

The Spanish Program and the College of Humanities, Social Sciences, and Arts at TAMUC invite you to a master lecture on Spanish Pragmatics, presented by Dr. Yus (University of Alicante, Spain) on February,

Wednesday 8th 2016 at 5pm, UCD (Downtown Dallas). Students who attend the lecture will receive 2 extra points in the final grade.

GRADING

Exams:	40% (2 x 20%)
Presentation:	15%
Socioling. Interviews:	20%
Research paper:	25% (5% draft + 20% final version)
Total:	100%

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

COURSE AND UNIVERSITY PROCEDURES

1. Late work

No late work will be accepted in this course, without exceptions. Work should be submitted on the due date provided 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

StudentDisabilityServices@tamuc.edu

<http://www.tamuc.edu/CampusLife/CampusServices/studentDisabilityResourcesAndServices/default.aspx>

4. Student Conduct and Discriminatory Behavior

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*). A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Students also should consult the Rules of Netiquette for more information regarding how to interact with peers and instructor in an online forum: <http://www.albion.com/netiquette/corerules.html>

5. Withdraws & Incomplete grade.

A student may drop a course by logging into his/her myLeo account and clicking on the hyperlink labeled "Drop a class" from among the choices found under the myLeo section of the web page.

I reserve the right to drop a student from the course administratively for excessive absences or violations of the Code of Student Conduct. Incomplete grades (grade of "X") are granted only under rare and extraordinary circumstances which are fully documented; students requesting an incomplete grade should contact the instructor as soon as possible, provide all pertinent documentation, and sign the 'X' grade contract which details the coursework they need to complete to pass the class.

6. Grievance procedures.

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Director of the Spanish Program, Dr. Flavia Belpoliti (flavia.belpoliti@tamuc.edu). If there are still unresolved issues, students need to schedule an appointment with the Department Head, Dr. Hunter Hayes, by completing a Student Grievance Form (available in [the Main Office, HL 141](#)). In the event that the instructor is the Department Head, the student should schedule a meeting with the Dean of the College of Arts, Sciences, and Humanities after following the steps outlined above; if the instructor is the Assistant Department Head, students should schedule a meeting with the Department Head. Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

7. Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to: www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf, and/or consult your event organizer. Pursuant to PC 46.035, the open carrying

of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Relevant information

Please be sure to send an email to or make an appointment with your graduate director regarding your degree program to ensure that you are on the right track. It is especially important to remember the 12-hour rule: students will lose anything over 12 hours if they have not been fully admitted into a degree program or if they change their program. Master in Spanish students should contact Dr. Flavia Belpoliti at Flavia.Belpoliti@tamuc.edu.

TENTATIVE COURSE SCHEDULE

This course schedule is subject to revisions and changes as the instructor deems necessary. Any changes to the course schedule will be announced in class and on the course website in advance.

Articles marked with an * are to be presented by students on the assigned date.

EDEU = *El español de los Estados Unidos*

Date	Activity	Assignment
Jan 21	Introduction to the course Methods in Socioling. research	Complete Student Survey in e-College Complete the IBR training online (due on February 1 st) http://www.tamuc.edu/research/compliance/ResponsibleConductInstructors.aspx
Jan 28	Methods in Socioling. research Language contact and contact linguistics	Complete the IBR training online (due on February 1 st) http://www.tamuc.edu/research/compliance/ResponsibleConductInstructors.aspx
Feb 4	Language contact and contact linguistics	Read EDEU Chap. 4 & 5
Feb 11	Spanish in the US	Prepare for field work
Feb 18	<i>Field work: sociolinguistic interviews</i>	
Feb 25	Spanish in the US	Read assigned articles – prepare your presentation
March 4	Exam 1 (20%) 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 .
March 11	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

		<p>*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</p> <p>*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</p>
March 13-18	<i>Spring Break</i>	
March 25	Spanish varieties in the US	<p>EDEU Chap. 3&6</p> <p>Interviews are due in e-College (recording+transcription = 20%)</p>
April 1	Spanish varieties in the US	<p>*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</p> <p>*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</p>
April 8	Spanish varieties in the US	<p>*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</p> <p>*Potowski, K. 2015. Ethnolinguistic identities and ideologies among Mexicans, Puerto Ricans, and "MexiRicans" in Chicago. In <i>A Linguistic Diaspora: Latino practices, identities and ideologies</i>, 13-30</p> <p>*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</p>
April 15	'Spanglish' and the sociopolitical issues of the US Spanish	<p>*Otheguy, R. & Stern, N. 2010. On the so-called Spanglish. <i>International Journal of Bilingualism</i>, 15-1, 85-100</p> <p>*Rodríguez, E and Carmen Parafita-Couto. 2012. Calling for Interdisciplinary Approaches to the Study of Spanglish. <i>Hispania</i>, 95-3, 461-480</p> <p>*Callahan, L. 2005. 'Talking Both Languages': 20 Perspectives on the Use of Spanish and English Inside and Outside the Workplace</p> <p>*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</p> <p>Research paper draft is due in e-College (5% of paper grade)</p>
April 22	'Spanglish' and the sociopolitical issues of the US Spanish	<p>*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</p> <p>*Dumitrescu, D. 2016. Spanglish, estadounidismos y bilingüismo vestigial: ¿qué es qué?. <i>Visiones europeas del Spanglish</i>, 26-40</p> <p>*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</p>

		*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
April 29	Exam 2 (20%) US Spanish in the public sphere: society, education and identity	** EDEU Chap. 7 ** EDEU Chap. 8
May 6	US Spanish in the public sphere: society, education and identity	**EDEU Chap. 9 * Ayres, J. 2003. 'In the middle'. Language Attitudes and Identity among Bilingual Hispanic-American Students. <i>Céfiro</i> , 46-59. *Minor, D. 2016. Yo pertenezco aquí. Academic identities, formal Spanish and feelings of belonging. <i>Hispania</i> 99 (4) 667-679
May 10	Research paper is due in e-College (20% of paper grade)	

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