SPAN 215 - Introduction to Spanish Linguistics (Fall 2014)

Instructor for lectures:

John Lipski

Office: 4B Keller (in basement; enter across from Nittany parking deck; go down stairs)
Office hours: M, W 9:00-10:00; F 8:00-9:00 & by appt.
Office phone: 865-6583
Email: jlipski@psu.edu

Class lectures:
M-W 10:10AM-11:00AM

Friday recitation: check schedule of classes for times

Friday instructors:

Christopher Champi
Office: 408 Marion Place
Office hours: M 12:30-1:30; T, Th 10:00-11:00
Office phone: 865-0035
Email: champi@psu.edu

Miguel Ramos
Office: 408 Marion Place
Office hours: T 1:00-2:30; Th 9:00-10:30
Office phone: 865-0035
Email: mar464@psu.edu

Pablo Requena
Office: 408 Marion Place
Office hours: M 11:15-12:15; F 1:00-3:00
Office phone: 865-0035
Email: per5033@psu.edu

CONTACTING ME

The best way to contact me (that is, outside of class or office hours) is by e-mail (jlipski@psu.edu). Do NOT send me messages in ANGEL since I use ANGEL only for posting class materials. My office phone (865-6583) has voice mail but I check voice mail only when I arrive at the office. During university working days I check my e-mail several times a day (that’s days, not nights) and will respond as soon as I open your message. On weekends, holidays and extended breaks I normally check e-mail no more than once a day. I do not text, tweet, face, beep, or otherwise make myself instantly available so please be patient. I promise a timely, if not always instantaneous reply. Given our “office” situation I am also available for conversations via Skype or telephone, at mutually convenient times.

Who should take this course?

SPAN 100 or the equivalent is a prerequisite for this course. This is not a grammar class, so I

* This “office” is temporary space assigned until sometime in 2016. It is a tiny windowless cell in the basement of Keller (across from the Nittany Lion Inn parking deck) with barely room for one person and is not a place to sit around waiting, so please let me know in advance if you plan to come during office hours.
will assume a basic understanding of the Spanish language. This is a gateway course and a
required prerequisite for higher level courses in Spanish linguistics, e.g. Spanish 414—
phonology, Spanish 415—morphology, Spanish 418—History of Spanish. Therefore this course
should be taken by all Spanish majors and minors, as well as Spanish teacher education majors.

Sólamente español (for a change)

Spanish is the official language of the classroom. It is also the only language of the classroom. I
will speak to you only in Spanish and you will speak to me only in Spanish. I will say things as
many times and in as many different ways as needed for you to understand me, and I will not
expect flawless Spanish from you, only your best efforts. Feel free to ask questions in class, to
contact me by e-mail, and to stop by my office (yes, in private we can e-mail and speak in
English). If you can’t come during my scheduled office hours please let me know and I’ll do my
best to find some other time to meet. I never give up on students who want to learn. The same
holds for the instructors in charge of your Friday recitations.

Objectives & Goals

Linguistics is the empirical and systematic study of language. In other words, linguists apply
scientific methods to the study of language. Like all scientific disciplines, linguistics addresses
broad issues as well as many very specific points. Among the broad issues are questions like:
Are humans the only animals to have language? What (if anything) is unique about human
language? Do we come hardwired from birth to learn language? How is language learned in
infancy? Is bilingual language quantitatively and qualitatively different than two separate and
independent languages? Can knowing more than one language actually be detrimental? Why do
adults seem to have more difficulty in mastering a foreign language than small children? What
features do all languages have in common, and why? Are some languages simpler, more logical,
or more expressive than others? What was the first language? Are all contemporary languages
genealogically related?

In this course, we will examine some of these big questions. Since this is an introdutory course,
you will not get “the whole truth” about these issues, but you will get “nothing but the truth.”
Because this is a Spanish course, we will focus on specific aspects of the Spanish language. You
will not only learn facts about linguistics as a discipline and Spanish as a language, but you will
also get a sense of what research in Spanish linguistics is about and why linguists find these
topics interesting. Linguists are born, not made, so if you also find these topics interesting you
may have discovered your destiny.

Spanish is spoken natively by more than 400 million people throughout the world, and by untold
millions more as a second language. Spanish is spoken on every continent (including Antarctica,
thanks to Argentine and Chilean bases); Spanish is the official language in twenty-one countries
(including Puerto Rico), and is also widely used as a non-official language in many other
countries. In the United States the more than 50 million native or heritage Spanish speakers
(extrapolating from the 2010 census) makes us the de facto #2 Spanish-speaking nation in the
world. As might be expected, the Spanish language varies considerably among the people who
speak it; this variation will form a central theme for introducing the basic topics of linguistics,
By the end of this course, in addition to the inevitable improvement of your Spanish, you will be able to:

- identify the major branches of linguistics
- discuss the empirical methods that linguists use to study language
- name the various linguistic levels of analysis
- analyze linguistic data at these different levels of linguistic analysis
- recognize the basic patterns of variation in the Spanish-speaking world

This is NEW STUFF

For many of you this will be the first time that you study a new subject matter (linguistics) in the language you are still learning (Spanish). We are aware of this dual challenge and will present the material accordingly. The fact that you have “always done well in Spanish” will certainly be an asset, but this is not another grammar class and you will still have to learn about linguistics (which in turn will help you understand more about Spanish). Your grades will reflect the acquisition of this new subject matter.

Textbook

Hualde et al. (2010). *Introducción a la lingüística hispánica*, 2\textsuperscript{nd} ed. (ILH). We won’t be able to cover all the material in one semester, but the contents of this book will help you in other Spanish classes (and in LING classes if you decide to take some). In addition, we will provide materials to be covered in class through presentations, PDF documents and scanned readings. These will be available on ANGEL.

Attendance

POP QUIZZES. During some classes on Mondays and Wednesdays, picked randomly and without prior notice, you will be asked to answer some questions about what was presented in that class. The questions can be answered open-book. If you are in class for a pop quiz, you should score 100%. You will not be able to make up spot quizzes.

ATTENDANCE AT FRIDAY RECITATIONS. Attendance at Friday recitations is mandatory. The attendance grade cannot be made up.

Course Grades

(1) Five quizzes (75%). Each quiz will be worth a maximum of 20 points. Quizzes 1, 2, 3, and 4 are cumulative. The material for Quiz 5 is non-cumulative.

(2) Homework (10%). These will be posted on ANGEL. If you miss a Friday recitation, be sure to check ANGEL for homework assignments. All assignments must be submitted electronically one hour before recitation on Fridays. No late homework will be accepted.
(3) Discussion questions (5%). Every Thursday, you need to submit (to the instructor in charge of your Friday recitation section) 1 question which will be used to as the basis for discussion during Friday recitation. The question must be about the content of the Monday-Wednesday lectures from that week. Discussion questions may be submitted in English. Note that all other work that you submit must be written in Spanish.

(4) Spot quizzes and attendance at Friday recitation (10%). See Attendance above.

- Assignments must be turned in electronically by the due date. No exceptions.

**Grading:**
- **A:** 92.5–100;
- **A-:** 89.5–92.4;
- **B+:** 86.5–89.4;
- **B:** 82.5–86.4;
- **B-:** 79.5–82.4;
- **C+:** 76.5–79.4;
- **C:** 72.5–76.4;
- **C-:** 69.5–72.4;
- **D+:** 66.5–69.4;
- **D:** 62.5–66.4;
- **D-:** 59.5–62.4;
- **F:** 00–59.4.

**Policy regarding missed exams**

Makeup exams will be given only for absences recognized in official university policies ([http://senate.psu.edu/policies/42-00.html#42-27](http://senate.psu.edu/policies/42-00.html#42-27)): personal or immediate family illness or emergencies, participation in regularly scheduled, University-approved curricular and extracurricular activities, or for documented civic duties (jury duty, court appearances, military service, etc.). Absence due to job or professional school interviews will be excused upon receipt of written confirmation prior to the date of the exam from the persons responsible for scheduling the interview. If for any reason you know that you will miss an exam you must notify your Friday instructor prior to the exam ([http://www.psu.edu/oue/aappm/classabs.pdf](http://www.psu.edu/oue/aappm/classabs.pdf)). Please note: non-emergency family trips, vacations, weddings, internships, unofficial activities for other classes, and all other non-official non-emergency absences will not be excused, so please note the exam dates and make your plans accordingly. When authorized, makeup exams will always be given after the scheduled exam date, never before. A maximum of one makeup exam will be given for each scheduled exam, at a time and place to be determined by the instructor. Makeup exams will cover the same material as the scheduled exam and have the same number of points, but will always have different questions.

**Class Conduct**

You will have my undivided attention and respect at all times. I expect the same from you:

- Please turn off and stow cell phones, iPods, and all other portable electronic devices (just like on the airplane).
- You may use laptop and tablet computers during the class; if you do so, I will assume that you are taking notes for the class because you are a highly motivated student. Please don’t disappoint me by doing anything else.
- You may record my classes if you feel this will help you. You may not share the recordings.
with anyone not enrolled in the class and you may not post the recordings on the internet or anywhere else.

• You may eat or drink anything that doesn’t make noise or leave a mess.
• Please make sure that everything that enters the classroom with you leaves with you or ends up in the trash can.
• Be respectful at all times in your verbal and body language. Believe it or not, there are some controversial topics in linguistics, but controversy doesn’t justify lack of civil behavior.
• Family and friends are welcome to visit the class. Spanish-challenged visitors should be warned beforehand.

At this point in my career I have no intention of becoming either a police officer or a vigilante (I wouldn’t be good at either), so please don’t force me to be a bad cop or a drugstore cowboy.

• Disability Access Statement. The Pennsylvania State University encourages qualified people with disabilities to participate in its programs and activities and is committed to the policy that all people shall have equal access to programs, facilities and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. If you anticipate needing any type of accommodation in this course or have questions about physical access, please tell the instructor as soon as possible.

Academic Integrity. The Pennsylvania State University defines academic integrity as the pursuit of scholarly activity in an open, honest and responsible manner. All students should act with personal integrity, respect other students dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts (Faculty Senate Policy 4920). Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but is not limited to: cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of their students. Students who are found to be dishonest will receive academic sanctions and will be reported to the university’s Judicial Affairs Office for possible further disciplinary sanctions: http://www.psu.edu/dept/oue/aappm/G-9.html
Tentative Schedule of Classes and assignments

Read: ILH Chapter 1
August 25: Introduction; linguistics, what is language?
August 27: language and grammar, system vs. society

Read: ILH Chapter 5, especially sections 1-7, 11
September 1: Labor Day; no class
September 3: history of Spanish, Latin and the Romance languages
September 8: history of Spanish, Latin and the Romance languages
September 10: history of Spanish, Latin and the Romance languages

Read: ILH Chapter 6, sections 1,2,3,5
September 15: semantics, meaning, presupposition
September 17: pragmatics, speech acts
September 22: regional and social differences, politeness strategies
September 24: lexical variation, past and present; review
September 26: Quiz # 1

Read: ILH Chapter 3, especially sections 1-3
September 29: idiomatc expressions and calques
October 1: introduction to morphology, word formation
October 6: word classes and word formation, morphemes, testing with nonce forms
October 8: regional and social variation, analogy

Read: ILH Chapter 4, sections 1, 2
October 13: bilingual morphology, borrowing
October 15: Introduction to syntax, the structure of sentences; review
October 17: Quiz # 2
October 20: identification of constituents
October 22: coreference, null and overt subjects, emphasis and focus
October 27: ambiguity and multiple structural interpretations, grammaticality judgments
October 29: experimental testing of syntax: ERP, eye-tracking, shadowing, etc.

Read: ILH Chapter 2, sections 1, 2, 8
November 3: introduction to phonetics, articulatory, acoustic, auditory
November 5: phonetics and phonology, the phoneme, sound systems; review
November 7: Quiz # 3
November 10: the sounds of Spanish, articulatory and acoustic characteristics
November 12: Spanish intonation
Read: ILH Chapter 7
November 17: Spanish intonation
November 19: sociolinguistics, language as variable system; review
November 21: Quiz # 4

December 1: regional and social variation in Spanish
December 3: regional and social variation in Spanish

Read: ILH Chapter 8
December 8: bilingualism, borrowing, code-switching, convergence
December 10: bilingualism, borrowing, code-switching, convergence

FINAL EXAM = QUIZ 5—Date to be announced
(final exam time/date as scheduled by the registrar)