

# SPAN 3050 Introduction to Hispanic Linguistics

Fall 2010 (10:10 – 11:00 am, 2:30 – 3:20 pm)

Asst. Professor Timothy Gupton

Office: Gilbert 244

Office hours: M W F 1:00-2:00, or by appointment

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Prerequisite(s): SPAN 3010, SPAN 3010H or SPAN 3011

**Overview:** Linguistics is the scientific study of human language. When linguists look at languages, they are looking for the answers to questions such as, *What does it mean to know a language? What kind of systematic knowledge does the speaker of a language have in his or her head? How do speakers come to have this knowledge?* Linguists propose models of human language, based on their analysis of the sounds, words and sentences in specific languages. **The main goal of this course is to learn a new way of thinking about language**, based on our analysis of the sounds, words and sentences of Spanish, at times compared with English. The idea is to learn how linguists think and how they arrive at hypotheses about the nature of linguistic knowledge.

A note on introductory courses: A course which serves as an introduction to some field by its very nature presents new and unfamiliar concepts, terminology and ways of thinking and analysis. A common fallacy is to think that introductory courses should not be difficult, but this is in fact the opposite of what is generally the case. Introductory courses are challenging precisely because they introduce an unknown academic discipline!

**Texts:** *An Introduction to Language*, V. Fromkin, R. Rodman and N. Hyams (9<sup>th</sup> ed.)  
Course pack: available at Bel-Jean Copy/Print Center (Broad Street)

## **Student responsibilities:**

1. Class attendance and participation: Class activities will consist both of discussion of the topics and of practice in linguistic analysis. Class attendance and active participation is therefore very important. The class attendance policy is detailed below.
2. Assigned readings: The reading corresponding to the topics for each class indicated in the course plan. It is expected that you will have read the corresponding reading prior to class to facilitate more active discussion.

On the relationship of the reading in the textbook to discussion and activities in class: The textbook is an introduction in English to the basic concepts of linguistics, and primarily (although not exclusively) uses examples from English. The reading in the textbook gives you a general introduction to the concepts which will be discussed and practiced in class, where we will focus on examples from Spanish, with comparisons to English where relevant. Thus, the reading outside of class and the discussion and practice in class complement each other. The course supplement provides relevant terminology in Spanish, as well as providing the data from Spanish which we will use in class to practice linguistic analysis. **This course will be conducted in Spanish.**

3. Written assignments (*tareas*): There will be weekly assignments, distributed on Monday and generally due on Friday. For the most part, the assignments focus on practicing linguistic analysis, using the concepts presented in class. The last assignment, however, will be an extended essay.

With the exception of the last assignment, you may elect to work on the assignments individually or in pairs. If you decide to work in a pair, the pair will hand in one *tarea*, and each will receive the same grade. You need not work on every *tarea* in the same way: you may decide to work on one individually, on another in a pair, and so on.

The lowest assignment grade will be dropped. This cannot be the grade from the last assignment.

This course carries 3 semester hours of credit; therefore, as a rule of thumb, it is estimated that an average of 9 hours per week should be invested in the course: three in class and six outside of class. Of course, the amount of time spent outside of class can vary greatly from one individual student to another, depending on factors such as language proficiency, motivation and previous experience with similar-type courses.

The material in this course is cumulative: As we progress from unit to unit, we will be building on concepts from previous units. It is important to read and review material on a regular basis. If you find that you are struggling with material or you don't understand an assignment, it is important to seek assistance early, for example, during my office hours. I will not give you answers to an assignment, but I will try to guide you through the process of working on it.

### Requirements on written work:

1. All written work (with the exception of tree diagrams and phonetic transcriptions) must be **done by computer**, double-spaced, leaving ample margins on the sides (preferably, 1½") for comments. Assignments written by hand will not be accepted. Assignments shall be completed **in Spanish** unless otherwise specified.
2. Assignments of more than one page must be **stapled** together.
3. Assignments must be handed in **prior to the beginning of class** on the day that they are due, left on the table at the front of the room. No assignments will be accepted via e-mail, either as attachments or in the body of the message.
4. If you know that you are going to be absent from class the day that an assignment is due, you must hand in the assignment ahead of time (give it to the department receptionist to leave in my mailbox). Late assignments will be penalized one letter grade, and no assignment will be accepted more than one class meeting late. A missed assignment will receive a grade of 0. **This will have a significant effect on your grade if there is more than one!**

### Grading:

The course grade will be calculated as follows:

Written assignments	50%
Unannounced in-class quizzes	5%
Midterm exam	15%
Final exam (comprehensive)	30%

As noted above, class participation is expected. A high degree of **thoughtful** class participation (including small group work) may result in your grade being raised one notch (e.g. B to B+, B+ to A–, and so on); conversely, a notably low degree of class participation may result in your grade being lowered one notch.

Each written assignment will be worth a certain amount of points, with the points then converted to letter grades for purposes of calculating the average. The midterm and final exams will be worth a specified number of points, and the exams will indicate the point values for each of the grade ranges (A to F).

### Grading scale:

100-93 A	89-87 B+	82-80 B-	76-71 C	67-60 D
92-90 A-	86-83 B	79-77 C+	70-68 C-	60-0 F

### Academic Honesty

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code (<http://www.uga.edu/ovpi/honesty/acadhon.htm>). All academic work must meet the standards described in "A Culture of Honesty" found at: [www.uga.edu/honesty](http://www.uga.edu/honesty). Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

**Attendance policy:** You are allowed three absences from class. At the fourth absence, your course grade will be lowered by one notch (for example, A– to B+), and every two absences after that will result in your course grade being lowered by an additional notch. The only exception to this policy is for absences due to representing the University in a University-sponsored activity, for which the appropriate documentation will be required. **You should consider these three allowable absences as potential sick leave and use them accordingly.** Unusual circumstances such as serious illness or family emergencies will be taken into account. If you habitually arrive late, this will also affect your attendance grade. Class starts punctually as scheduled.

### Other information:

Please turn off cellular phones during class.

As noted above, there is an **eLC** site for this class. Grades will be posted there, and you should check for messages from me when questions arise on written assignments. Written assignments and other handouts from class will be available on the site once they have been distributed in class.

**My e-mail policy:** E-mail is not for having substantive exchanges on course content; that is better accomplished in face-to-face meetings. E-mail is for short questions, or for letting me know that you have to miss class, or other matters of this type. I don't check my e-mail in the evening, and I don't answer e-mail queries over the weekend.

**Honors Option:** An honors option is possible for this course. Please discuss this matter with me if interested.

**Students with disabilities should speak with me and the DRC regarding appropriate accommodations.**

**\*\* The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.**

## **Temario**

## **Lectura preparatoria**

IL = *An Introduction to Language*

S = course supplement

### ***Unidad 1: Introducción general***

<b><i>l</i></b>	16 ago	La lingüística: la ciencia del lenguaje La naturaleza del conocimiento lingüístico	
<b><i>m</i></b>	18 ago	Tipos de gramáticas La gramática generativa: Competencia /v/ actuación El lenguaje /v/ sistemas de comunicación	IL: Ch. 1, 3-37; S, 1-3
<b><i>v</i></b>	20 ago	Mitos y prejuicios sobre el lenguaje Lenguas y dialectos Los dialectos principales del español	S, 3-6 IL: Ch. 10, 430-438

### ***Unidad 2: La morfología: la estructura de las palabras***

<b><i>l</i></b>	23 ago	El léxico: Palabras léxicas /v/ palabras funcionales Las categorías gramaticales Las palabras /v/ los morfemas La identificación de morfemas: forma y significado	IL: Ch. 3, 76-86; S: 10-11
<b><i>m</i></b>	25 ago	La morfología derivativa /v/ la morfología flexiva Tipos de morfemas: base /v/ raíz; tipos de afijos La división morfológica	IL: Ch. 3, 86-93, 104-107; S: 12
<b><i>v</i></b>	27 ago	Más sobre la división morfológica Las reglas de formación de palabras	IL: Ch. 3, 93-96; S: 13

<b><i>l</i></b>	30 ago	La estructura interna de las palabras La interpretación de la estructura morfológica Aspectos problemáticos del análisis morfológico	IL: Ch. 3, 96-100; S: 13-15
<b><i>m</i></b>	1 sept	Más aspectos problemáticos del análisis morfológico Las palabras compuestas La formación de nuevas palabras	IL: Ch. 3, 100-103 S: 16-17
<b><i>v</i></b>	3 sept	La morfología flexiva de los verbos La variación dialectal en la morfología La morfología flexiva de los nombres y los adjetivos	IL: Ch. 3, 104-107; S: 18 S: 22 S: 19-21, 25

<b><i>m</i></b>	8 sept	Más sobre la morfología flexiva nominal y adjetival	S: 19-21, 25
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### ***Unidad 3: La sintaxis: la estructura de las oraciones***

<b><i>v</i></b>	10 sept	El conocimiento sintáctico La base empírica: los juicios de gramaticalidad El orden y la estructura jerárquica de las oraciones Las pruebas de constituyentes	IL: Ch. 4, 117-123; S: 26-28
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<b><i>l</i></b>	13 sept	La ambigüedad estructural La identificación categorial de los constituyentes Los diagramas de árbol	IL: Ch. 4, 123-129; S: 28-31
<b><i>m</i></b>	15 sept	Los diagramas de árbol Las reglas sintagmáticas	IL: Ch. 4, 129-133; S: 31-32

v	17 sept	Las propiedades de los árboles sintácticos Categorías sintácticas abstractas: Flex y [pro]	IL: Ch. 4, 133-140 S: 32-33				
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l	20 sept	La inserción léxica: los rasgos de subcategorización Las cláusulas subordinadas	IL: Ch. 4, 142-151; S: 33-35				
m	22 sept	Las reglas transformacionales: la inversión verbo-sujeto La formación de las preguntas + <i>qu</i>	IL: Ch. 4, 151-157; S: 36				
v	24 sept	La formación de las preguntas + <i>qu</i> Los pronombres clíticos	IL: Ch. 4, 157-167 S: 36-37				
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l	27 sept	Las derivaciones sintácticas	S: 37				
m	29 sept	Variación dialectal en la sintaxis y en la morfosintaxis	S: 38-39				
<b>Unidad 4: La semántica: el significado de las palabras y de las oraciones</b>							
v	1 oct	La semántica léxica: campos semánticos y relaciones semánticas	IL: Ch. 5, 192-203; S: 45				
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l	4 oct	La semántica léxica: rasgos semánticos	S: 46				
<table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;"><b>m 6 octubre:</b></td> <td style="padding: 5px;">Repaso para el examen parcial</td> </tr> <tr> <td style="padding: 5px;"><b>v 8 octubre:</b></td> <td style="padding: 5px;">Examen parcial</td> </tr> </table>				<b>m 6 octubre:</b>	Repaso para el examen parcial	<b>v 8 octubre:</b>	Examen parcial
<b>m 6 octubre:</b>	Repaso para el examen parcial						
<b>v 8 octubre:</b>	Examen parcial						
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l	11 oct	La semántica clausular: el verbo y sus argumentos	IL: Ch. 5, 203-206; S: 47				
m	13 oct	La semántica clausular: las condiciones verídicas La referencia y el significado de los sintagmas nominales	IL: Ch. 5, 179-186; S: 48-49				
v	15 oct	La presuposición La anomalía y la metáfora	IL: Ch. 5, 186-192; S: 49-50				
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<b>Unidad 5: La fonética y la fonología</b>							
<u>La fonética: La producción de los sonidos lingüísticos</u>							
l	18 oct	La ortografía /v/ el habla La fisiología del habla	IL: Ch. 6, 229-234; S: 53-54 <a href="http://www.uiowa.edu/~acadtech/phonetics/">http://www.uiowa.edu/~acadtech/phonetics/</a>				
m	20 oct	La clasificación de los sonidos lingüísticos Las consonantes /v/ las vocales Las consonantes obstruyentes	IL: Ch. 6, 235-241; S: 55-60				
v	22 oct	Otras consonantes Variaciones dialectales en las consonantes	IL: Ch. 6, 242-245 S: 78-79				
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l	25 oct	Las vocales y las semivocales Los diptongos Las clases principales de sonidos <u>Un puente entre la fonética y la fonología</u>	IL: Ch. 6, 246-242; S: 61-63				
m	27 oct	La estructura silábica Restricciones fonotácticas	IL: Ch. 7, 296-298, 300-302 S: 64-65				
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<u>La fonología: el sistema de los sonidos en la lengua</u>							
l	1 nov	El concepto de par mínimo: fonema /v/ alófono Ejemplos de variación fonética en inglés y español	IL: Ch. 7, 272-278; S: 67-68				

<i>m</i>	3 nov	La distribución complementaria El concepto de regla fonológica Clases naturales y los rasgos fonológicos	IL: Ch. 7, 278-280; 282-283 S: 68-69
<i>v</i>	5 nov	Los rasgos fonológicos de manera y sonorización Reglas fonológicas en términos de rasgos	S: 70-74 IL: 273-277, 294-297
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<i>l</i>	8 nov	La asimilación: La sonorización de /s/ en español La confluencia de vocales idénticas	S: 75
<i>m</i>	10 nov	La espirantización La asimilación de lugar de las consonantes nasales	S: 75-76
<i>v</i>	12 nov	Los rasgos principales de lugar La deslización Los procesos fonológicos y las derivaciones	S: 74, 77
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<i>l</i>	15 nov	Más sobre las derivaciones La variación dialectal en la fonología (La acentuación)	IL: Ch. 7, 284-285 S: 78-79 S: 78, 81)
<b>Unidad 6: <i>La psicolingüística y la neurolingüística</i></b>			
<b><u>La psicolingüística</u>: la adquisición lingüística</b>			
<i>m</i>	17 nov	La adquisición de la primera lengua: patrones y etapas	IL: Ch. 8, 324-351 S: 83, 85
<i>v</i>	19 nov	La teoría del innatismo: la pobreza del estímulo Las gramáticas en vías de desarrollo	S: 84, 86-87

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***Descanso de Día de Acciones de Gracias***  
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<i>l</i>	29 nov	Adquisición de dos L1: El niño bilingüe	IL: Ch. 8, 357-361; S: 87-88
<i>m</i>	1 dic	Algunas perspectivas sobre la adquisición de L2 <u>La neurolingüística</u> : las bases biológicas	IL: Ch. 8, 361-366; S: 89
<i>v</i>	3 dic	El lenguaje en el cerebro: las afasias La hipótesis del Período Crítico: El caso de Genie	IL: Ch. 2, 43-55; S: 90-91 IL: Ch. 2, 62-65

<p><b>6 diciembre:</b> Repaso / Distribución del <b>examen final</b> (comprehensivo), para entregar <b>el 13 de diciembre</b> para las 10,00 am</p>
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\*\* Note on the final exam. This is a take-home final exam which you will have one week to complete. Please examine the UGA Fall Exam Schedule at the following website:  
[http://www.reg.uga.edu/or.nsf/html/Fall\\_Exam\\_Schedule\\_2010](http://www.reg.uga.edu/or.nsf/html/Fall_Exam_Schedule_2010) and notify me if you foresee any sort of conflict with other exams you may have.