

**Oxford College of Emory University**  
**SPANISH 385 • SPRING 2019**  
**Spanish in the United States**

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**Office hours:** MWF 12:00-12:50 & by appt.

**Textbook:**

Escobar, Anna and Kim Potowsky. El español de los Estados Unidos. Cambridge: Cambridge University Press, 2015.

Selected readings including academic research papers, news articles, literature excerpts, films and music will be posted on Canvas.

**Course Description**

This course focuses on developing a linguistic awareness of the relationship between language, individual, and society, using as reference the use of Spanish in the United States of America. Students will explore the origins of the Spanish language in the United States, regional and individual linguistic characteristics, contact between Spanish and English, language use, and attitudes. We will furthermore discuss the future of Spanish in the U.S., including its role in public life, politics, and education. Lastly, students will bridge theory into practice by interacting with native and heritage speakers of Spanish in the local community and analysing their language traits, linguistic behavior and perceived attitudes towards Spanish in relation to English.

**Course Objectives.** Students will be able to:

- refine advanced language skills, both in written and spoken Spanish.
- interpret and analyze the main historical, linguistic and social facts and research presented in textbook, as well as in other written or visual texts.
- become familiar with the most representative dialects and characteristics of Spanish spoken in the US through the use of authentic materials and input.
- reflect on similarities and differences between the student's linguistic experience and that of individuals discussed in class.
- critically state and support own opinions about the issues, sometimes controversial, presented in class.

**Course Components and Evaluation**

Students are responsible for preparing assignments **before** coming to class on the designated day in order to be prepared for class discussion.

- **Homework (15%):** Most homework assignments are written notes and responses to readings. The main purpose of these assignments is to help you contribute to class discussion.
- **Projects (25%):** Students will complete two projects throughout the semester.

1. The first project will include an overview of a specific community and analysis of its dialect features. Students will present their most relevant findings in class.
  2. The second project will include an interview with a native or heritage Spanish speaker and posterior sociolinguistic analysis.
- More details for researching and writing the projects will be discussed in class and will be available on Canvas.
- **Group presentation (10%):** In groups, students will present one of the supplementary materials to their classmates and engage their peers in a debate about the given issue.
  - **Class Participation (10%):** Students are expected to attend class every day and on time. In order to pass, you must contribute to class and group discussions both by asking and answering questions; you must willingly engage in class activities and **always** use the language of the course, i.e., Spanish.
- Absences will affect your grade, as will tardies, early departures, and entering and leaving the room while class is in session. Please be aware that you are allowed a **maximum of 3 unexcused absences**, which you should reserve for short illnesses and emergencies. Each unexcused absence beyond these limits will result in the lowering of one percentage point from the final course grade. **Three late arrivals will constitute an absence.**
- **Tests (40%):** There will be three non-cumulative exams throughout the semester. Each test will cover 3-4 chapters, and will include both multiple choice questions and short answer questions. There will be a practice session before each test.

### Grade Scale

A = 94-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = 0-62
A- = 90-93	B = 83-86	C = 73-76	D = 63-66	
B- = 80-82	C- = 70-72			

### General Course Requirements

1. Students are required to attend all classes.
2. You are responsible for all material covered on days you are absent. Contact classmates to find out what you missed and/or to get notes. Never expect your professor to provide a detailed response to the emailed question "What did I miss?" You are, however, encouraged to attend office hours if you have any doubts or questions about what you missed.
3. Students must arrive on time and participate actively in class every day. Mere presence is not considered participation, and two minutes late is still late.
4. Texting in class is distracting and therefore, not allowed in class. If you text in class, your participation for that day will be a "0."
5. You are allowed a **maximum of 3 unexcused absences**. Each unexcused absence beyond 3 will result in the lowering of one percentage point from the final course grade. **Three late arrivals will constitute an absence.**
6. Late homework will be assessed a penalty of 10 points per day (including weekends and holidays). Work submitted the same day after **class** will be considered late and will also be marked down 10 points.
7. **NO MAKE-UPS** are allowed on tests or projects.

## Oxford College Honor Code

<http://oxford.emory.edu/academics/student-services/student-honor-code/>

Be advised that this code governs your academic conduct in Spanish 202, and your compliance is expected on **all assignments** for this class. Examples of violations of the Honor Code include the following:

(a) Seeking, acquiring, receiving, or giving information about the conduct of an examination, knowing that the release of such information has not been authorized.

(b) Plagiarizing: any work with your name on it must be yours, not that of some other person.

(c) Seeking, using, giving, or obtaining unauthorized assistance or information in any academic assignment or examination. This includes having another person correct your Spanish grammar in any assignment or composition, using an online translator or having a more advanced student complete your assignments.

(d) Intentionally giving false information to professors or instructors for the purpose of gaining academic advantage.

## Access and Disability Resources

Students with medical/health conditions that might impact academic success should visit Access, Disability Services and Resources (ADSR) to determine eligibility for appropriate accommodations. Students who receive accommodations must present the Accommodation Letter from ADSR to your professor at the beginning of the semester, or when the letter is received. For further information, please see: <http://oxford.emory.edu/life-at-oxford/disability-services/>

**Lastly** – Please consult with me the minute you have problems with the course material. Office hours are posted and you can e-mail for an appointment if you are in class during my office hours.

## Calendar

**NB:** This provisional weekly calendar is subject to change and is intended to provide a general idea of readings and assignments, but you are expected to check your section's Canvas site REGULARLY for assignment details and due dates.

<b>Semana 1:</b> 16-18 de enero	- Introducción al curso - Cap. 1: Contexto sociohistórico y regiones sociolingüísticas (pág. 1-5)
<b>Semana 2:</b> 21-25 de enero	- <b>MLK: No hay clase</b> - Cap. 1: Contexto sociohistórico y regiones sociolingüísticas (pág. 6-13) - Cap. 1: Contexto sociohistórico y regiones sociolingüísticas (pág. 13-17)
<b>Semana 3:</b> 28 de enero-1 de febrero	- Cap. 2: Poblaciones actuales y patrones de uso del español (pág. 19-25) - Cap. 2: Poblaciones actuales y patrones de uso del español (pág. 26-50) - Documental: <i>Harvest of Empire</i> ( <b>Presentación</b> )
<b>Semana 4:</b> 4-8 de febrero	- Cap. 3: Características dialectales del español de los EE.UU. (pág. 51-65) - Cap. 3: Características dialectales del español de los EE.UU. (pág. 65-80) - Preparación del Proyecto I

<b>Semana 5:</b> 11-15 de febrero	<ul style="list-style-type: none"> <li>- <b>Presentaciones del Proyecto I</b></li> <li>- <b>Presentaciones del Proyecto I</b></li> <li>- Repaso</li> </ul>
<b>Semana 6:</b> 18-22 de febrero	<ul style="list-style-type: none"> <li>- <b>Examen I</b></li> <li>- Cap. 4: La adquisición del español como lengua minoritaria (pág. 81-88)</li> <li>- Película: <i>Selena</i> (<b>Presentación</b>)</li> </ul>
<b>Semana 7:</b> 25 de febrero-1 de marzo	<ul style="list-style-type: none"> <li>- Cap. 4: La adquisición del español como lengua minoritaria (pág. 93-109)</li> <li>- Cap. 4: El español en contacto con el inglés (pág. 113-137)</li> <li>- Cap. 5: El español en contacto con el inglés (pág. 148-155)</li> </ul> <p><b>Sábado, 2 de marzo:</b> Excursión a una comunidad hispanohablante</p>
<b>Semana 8:</b> 4-8 de marzo	<ul style="list-style-type: none"> <li>- Cap. 5: El español en la vida pública (pág. 185-194)</li> <li>- Cap. 7: El español en la vida pública (pág. 194-206)</li> <li>- Ponencia: "Spanglish: The Making of a New American Language" (<b>Presentación</b>)</li> </ul>
<b>Semana 9:</b> 11-15 de marzo	<b>No hay clase - Vacaciones de primavera</b>
<b>Semana 10:</b> 18-22 de marzo	<ul style="list-style-type: none"> <li>- Cap. 7: El español en la vida pública (pág. 206-221)</li> <li>- Repaso</li> <li>- <b>Examen II</b></li> </ul>
<b>Semana 11:</b> 25-29 de marzo	<ul style="list-style-type: none"> <li>- Cap. 8: El español en la educación (pág. 223-235)</li> <li>- Cap. 8: El español en la educación (pág. 235-246)</li> <li>- Artículo: "¿Quieren que sus hijos hablen el inglés y el español?: Un manual bilingüe" (<b>Presentación</b>)</li> </ul>
<b>Semana 12:</b> 1-5 de abril	<ul style="list-style-type: none"> <li>- Cap. 9: El español y la identidad (pág. 247-258)</li> <li>- Cuentos: "In Between" y "La historia de mi cuerpo"</li> <li>- Película: <i>Almost a Woman</i> (<b>Presentación</b>)</li> </ul>
<b>Semana 13:</b> 8-12 de abril	<ul style="list-style-type: none"> <li>- Cap. 9: El español y la identidad (pág. 259-268)</li> <li>- Documental: <i>¿Quién es Dayani Cristal?</i> (<b>Presentación</b>)</li> <li>- Cap. 10: Vitalidad etnolingüística y una mirada hacia el futuro (pág. 269-275)</li> </ul>
<b>Semana 14:</b> 15-19 de abril	<ul style="list-style-type: none"> <li>- Cap. 10: Vitalidad etnolingüística y una mirada hacia el futuro (284-286, 300-304)</li> <li>- Repaso</li> <li>- <b>Examen III</b></li> </ul>
<b>Semana 15:</b> 22-26 de abril	<ul style="list-style-type: none"> <li>- <b>Presentaciones del Proyecto II</b></li> <li>- <b>Presentaciones del Proyecto II</b></li> <li>- <b>Presentaciones del Proyecto II</b></li> </ul>
<b>Semana 16:</b> 29 de abril	- <b>Conclusiones del curso / Entrega del Proyecto II</b>