

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Languages, Linguistics & Comp. Literature College D. F. Schmidt Arts and Letters <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
Prefix SPN Number 6855	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Course Title Structure of Modern Spanish	
Credits <i>(Review Provost Memorandum)</i> 3	Grading <i>(Select One Option)</i> Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	Course Description <i>(Syllabus must be attached; see Guidelines)</i> Course is devoted to the analysis of the linguistic structure of Modern Spanish, focusing on its main phonological, morphological, syntactic, and semantic features.	
Effective Date <i>(TERM & YEAR)</i> Spring 2018			
Prerequisites Graduate standing; SPN 3400 or SPN 3343 or permission of instructor.		Corequisites None	Registration Controls <i>(Major, College, Level)</i> Level
Prerequisites, Corequisites and Registration Controls are enforced for all sections of course			
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		List textbook information in syllabus or here 1) Introducción a la lingüística española. Milton M. Azevedo. 3rd. edition. Prentice Hall, 2009.	
Faculty Contact/Email/Phone Dr. Martha Mendoza/mmendoza@fau.edu/297-1090		List/Attach comments from departments affected by new course N/A	

Approved by Department Chair _____ College Curriculum Chair _____ College Dean _____ UGPC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	Date 10-02-2017 10-16-17 10/16/17 _____ _____ _____ _____
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Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

GRADUATE COLLEGE

OCT 18 2017

Received

FLORIDA ATLANTIC UNIVERSITY
LANGUAGES, LINGUISTICS & COMPARATIVE LITERATURE

SPN 6855, STRUCTURE OF MODERN SPANISH (3 CREDITS)

SPRING 2018, Days/Times: TBD

PREREQUISITES: SPN 3400 or SPN 3343 or permission of instructor. Graduate standing. Course counts as a Spanish MA requirement.

PROFESSOR: Dr. Martha Mendoza; mmendoza@fau.edu
OFFICE: CU 282, (561) 297-1090; messages: (561) 297-3860
OFFICE HOURS: T 11 am-2 pm; Th 11 am-2 pm

CATALOG DESCRIPTION:

Course is devoted to the analysis of the linguistic structure of Modern Spanish, focusing on its main phonological, morphological, syntactic, and semantic features.

LEARNING OBJECTIVES:

- Students will learn the fundamental concepts on the phonetics, phonology, and morpho-syntax of the Spanish language.
- Students will get a thorough understanding of phonetic transcription as well as Spanish pronunciation and syllabification.
- Students will be able to provide a detailed linguistic analysis of Spanish words and sentences.
- Students will learn about dialectal variation in the different countries where Spanish is spoken and the US.

EVALUATION: Tests: 35%; written assignments 15%; final exam: 25%; final paper: 25%.

GRADE BREAKDOWN: Grades are assigned on a percentage basis (there is no grading "on the curve") according to the following scale:

94-100% = A	88-89% = B+	78-79% = C+	68-69% = D+	59% or less = F
90-93% = A-	84-87% = B	74-77% = C	64-67% = D	
	80-83% = B-	70-73% = C-	60-63% = D-	

REQUIRED TEXTS: (1) *Introducción a la lingüística española*. Milton M. Azevedo. 3rd edition. Prentice Hall, 2009. (2) Additional readings available on Canvas (list at end of syllabus).

RECOMMENDED TEXTS: (1) *An Introduction to Language*. Victoria Fromkin and Robert Rodman. 9th edition. Wadsworth Cengage Learning, 2010. (2) *Spanish Pronunciation*. John B. Dalbor. 3rd edition. Heinle, 1996. (3) *Fonética y Fonología españolas*. Armin Schwegler, Juergen Kempff, and Ana Ameal-Guerra. 4th edition. Wiley, 2010.

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ATTENDANCE: Students are expected to attend all of their scheduled university classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the university reserves the right to deal at any time with individual cases of non-attendance. Students are allowed **2 absences** in the semester without penalty; every absence in excess of the 2 absences allowed will lower your final grade by one-half grade (example: from B+ to B).

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in university-approved activities. Examples of university-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a university-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

WRITTEN ASSIGNMENTS: There will be four written assignments. Submit all written reports in APA format and include a formal bibliography of any sources used, including the textbook. The length of these written papers should be about 4-5 pages. Further instructions for the reports are found on the Canvas course site. To get the best possible grade on your paper, please **follow this format closely**.

FINAL PAPER: By the **8th week** of classes, each student will present to the professor the following items: **(a) A proposal** (a description in prose) of her/his chosen topic for the final paper, **(b) an outline** (skeleton) of the paper, and **(c) a bibliography of no less than 10 references** to be presented on a separate page using APA style guidelines. The length of the final paper to be turned in should be 16 pages (including bibliography).

COMMUNICATION DEVICES: In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cell phones, are to be disabled in class sessions.

PLAGIARISM: Plagiarism of any kind is completely unacceptable in this course. Students who engage in plagiarism or any form of academic dishonesty will be penalized accordingly. See below:

Code of Academic Integrity policy statement:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

ACADEMIC DISHONESTY ON ASSIGNMENTS AND EXAMS IS GROUNDS FOR FAILURE IN THE COURSE

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES: In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in *Davie, LA 131* (954-236-1222); or in Jupiter, SR 111F (561-799-8585) —and follow all SAS procedures.

COURSE CALENDAR (*SUBJECT TO CHANGE*)

- WEEK 1 (1/10-1/12) -- Introducción al curso; los orígenes; lenguas de la Península Ibérica.
Fonética: los sonidos del habla; representación de los fonos; articulación de los fonos; aparato fonador
Readings: Ch. 1 & 3 of Textbook
- WEEK 2 (1/17-1/19) -- Fonética (continúa): rasgos fonéticos; la sílaba; las vocales; deslizadas; diptongos; triptongos
Readings: Ch. 3 of Text; Hualde et al.
- WEEK 3 (1/24-1/26) -- Fonética (continúa): clasificación articulatoria de las consonantes; manera y punto de articulación; sonoridad; clases naturales de fonos; prosodia: acento, ritmo, entonación
Readings: Ch. 3 of Text; Hualde et al.
- WEEK 4 (1/31-2/2) -- Fonología: fonema y alófono; representación fonológica; distribución complementaria vs. variación libre; fonemas del español; distinción; seseo; ceceo; lleísmo vs. yeísmo
Readings: Ch. 4 of Text; Zamora Munné & Guitart
Written assignment due
- WEEK 5 (2/7-2/9) -- Fonología (continúa): procesos fonológicos; asimilación; relajamiento; sonorización; ensordecimiento; reglas fonológicas; neutralización
Readings: Ch. 4 of Text
- WEEK 6 (2/14-2/16) -- **EXAM 1**; Morfología: morfemas y alomorfos; flexion: género; número; concordancia; determinantes; pronombres
Readings: Ch. 5 of Text; Miranda
- WEEK 7 (2/21-2/23) -- Morfología (continúa): verbos; voz activa vs. voz pasiva; derivación; composición; formación de siglas; reducción; formación sintética
Readings: Ch. 5 of Text; Miranda

Written assignment due

- WEEK 8 (2/28-3/2) -- Morfología: adverbios; conjunciones; preposiciones.
 Sintaxis I: funciones sintácticas; funciones semánticas;
 constituyentes de la oración
 Readings: Ch. 6 of Text; Wheatley
Outline of final paper due
- WEEK 9 (3/7-3/9) SPRING BREAK
- WEEK 10 (3/14-3/16) -- Sintaxis I (continúa): sintagmas: nominales; adjetivales;
 adverbiales; preposicionales
 Readings: Ch. 6 of Text; Wheatley
Written assignment due
- WEEK 11 (3/21-3/23) -- Sintaxis II: categorías léxicas; práctica de diagramas arbóreos;
 oraciones impersonales; oraciones coordinadas
 Readings: Ch. 7 of Text; Stewart
- WEEK 12 (3/28-3/30) -- **EXAM 2**; Sintaxis II (continúa): oraciones subordinadas:
 nominales; adverbiales; adjetivales; práctica de diagramas
 arbóreos
 Readings: Ch. 7 of Text; Stewart
- WEEK 13 (4/4-4/6) -- Variación lingüística: dialectología; castellano; andaluz;
 español canario; principales características lingüísticas
 Readings: Ch. 9 of Text; Blas Arroyo; Silva-Corvalán
Written assignment due
- WEEK 14 (4/11-4/13) -- Variación lingüística (continúa): español de América y sus
 principales características lingüísticas; tipos de variación
 Readings: Ch. 9 of Text; Moreno de Alba; Zamora Munné &
 Guitart
- WEEK 15 (4/18-4/20) -- El español en EE UU: situación demográfica; características;
 code-switching; REPASO PARA EL EXAMEN FINAL
 Readings: Ch. 12 of Text; Potowski & Cameron
Final paper due

FINAL EXAM: TBD**BIBLIOGRAPHY**

Blas Arroyo, J. L. 2005. *Sociolingüística del español*. Madrid: Cátedra.

- Brizuela, M., Andersen, E., & Stallings, L. 1999. Discourse markers as indicators of register. *Hispania* 82: 128-141.
- Hualde, J. I. et al. 2010. *Introducción a la lingüística hispánica*. 2ª ed. Cambridge: Cambridge University Press.
- Mar-Molinero, C. 2005. *Politics of language in the Spanish-speaking world*. New York: Routledge.
- Miranda, J. A. 1994. *La formación de palabras en español*. Salamanca, España: Ediciones Colegio de España.
- Moreno de Alba, J. G. 1993. *El español en América*. 2ª ed. México: Fondo de Cultura Económica.
- Potowski, K., & Cameron, R. (2007). *Spanish in contact: Educational, linguistic, and social inquiries*. Selected proceedings from the 20th Conference on Spanish in the United States and the 5th Conference on Spanish in Contact with Other Languages. Amsterdam: John Benjamins.
- Silva-Corvalán, C. 2001. *Sociolingüística y pragmática del español*. Washington, D.C.: Georgetown University Press.
- Stewart, M. 1999. *The Spanish language today*. London/New York: Routledge.
- Wheatley, K. 2006. *Sintaxis y morfología de la lengua española*. Upper Saddle River, NJ: Pearson Education.
- Zamora Munné, J. C., & Guitart, J. M. 1982. *Dialectología hispanoamericana*. Salamanca, España: Ediciones Almar.

Nancy Condemi

From: Paul Peluso
Sent: Thursday, November 2, 2017 4:10 PM
To: Nancy Condemi; Fred Bloetscher
Cc: Nancy Poulson; Martha Mendoza
Subject: Re: A&L Curriculum Item Changes- GPC Meeting

Follow Up Flag: Flag for follow up
Flag Status: Completed

If that is the case, then it is fine with me.

Paul R. Peluso, Ph.D., LMHC, LMFT
Professor and Chair

Past-President, International Association of Marriage and Family Counselors (IAMFC)

Immediate Past-Editor, Measurement and Evaluation in Counseling and Development

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From: Nancy Condemi
Sent: Thursday, November 2, 2017 2:55:33 PM
To: Paul Peluso; Fred Bloetscher
Cc: Nancy Poulson; Martha Mendoza
Subject: RE: A&L Curriculum Item Changes- GPC Meeting

Thank you Martha.

Paul and Fred, please see the email below regarding the required text for the New Course Proposal for SPN6855 Structure of Modern Spanish.

The 2009 textbook edition is the latest. Will this be ok?

Let me know.

Thank you,

Nancy Condemi
Graduate College Registrar

Graduate College

Florida Atlantic University
777 Glades Road, SU-80 Rm 102
Boca Raton, FL 33431
Office: 561-297-1210
Fax: 561-297-0874



BE DARING
BE FAU.

From: Martha Mendoza
Sent: Thursday, November 2, 2017 2:47 PM
To: Nancy Condemi <ncondemi@fau.edu>
Cc: Nancy Poulson <npoulson@fau.edu>
Subject: Re: A&L Curriculum Item Changes- GPC Meeting

Nancy,

Attached please find the revised syllabus with the updated information regarding the SAS room numbers. The textbook edition is the latest that can be purchased; no other edition is available at this point.

Let me know if you have any further questions.

Best,

Martha Mendoza, Ph.D.
Associate Professor of Linguistics & Spanish
Department of Languages, Linguistics & Comparative Literature
Florida Atlantic University

From: Nancy Condemi
Sent: Thursday, November 2, 2017 12:04 PM
To: Martha Mendoza; Geraldine Blattner; Sandra McClain Buller
Cc: Clarence Brooks; Clifford Brown
Subject: RE: A&L Curriculum Item Changes- GPC Meeting

Hi All,

I'm emailing you in reference to the email below regarding the curriculum item change requests submitted to the Graduate Programs Committee. Unfortunately, if the below changes are not made by end of business day today, they will be taken off the agenda for review for the UGC meeting next week. I am unsure of who sent the 2 New course Proposals and 1 Program Change Request because they were sent via interoffice with no return name or contact information. However, your names were on the form under Faculty Contact.