

**UNIVERSITY OF NEVADA, LAS VEGAS  
DEPARTMENT OF WORLD LANGUAGES  
SPAN 717-SEMINAR IN SPANISH LINGUISTICS**

**COURSE DESCRIPTION**

This course provides an introduction to the structure of the Spanish language within the framework of theoretical linguistics. Topics covered include analysis of the Spanish sound system, word formation processes, and sentence structure. It also includes a panorama of the history of Spanish, and topics in Spanish pragmatics and semantics. The course is taught in Spanish.

**LEARNING OUTCOMES**

At the end of this course, students will be expected to:

- identify and classify the phonemes and allophones of Spanish
- describe and analyze the morphological processes in Spanish
- analyze the structure of simple and compound sentences in Spanish within syntactic theory
- explain in general terms the historical evolution of Spanish
- identify and apply general concepts of semantics and pragmatics

**COURSE TEXT**

**ILH** Hualde, J., Olarrea, A., Escobar, A, and Travis, C.(**2010, second edition**). *Introducción a la lingüística hispánica*. New York: Cambridge University Press.

## REQUIRED READINGS ( \* on reserve at the Lied Library)

<b>Abbreviation</b>	<b>Reference</b>
<b>GDLLa</b>	Mendikoetxea, Amaya. (1999) Construcciones con se: Medias, pasivas e impersonales. In Ignacio Bosque y Violeta Demonte. <i>Gramática descriptiva de la lengua española</i> . Madrid: Espasa
<b>GDLLb</b>	Rojo, Guillermo y Veiga, Alexandre (1999). El tiempo. Los tiempos simples. In Ignacio Bosque y Violeta Demonte. <i>Gramática descriptiva de la lengua española</i> . Madrid: Espasa
<b>GDLLc</b>	Ridruejo, Emilio. (1999). Modo y modalidad. El modo en las subordinadas sustantivas. In Ignacio Bosque y Violeta Demonte. <i>Gramática descriptiva de la lengua española</i> . Madrid: Espasa
<b>FGCLE (*)</b>	Nuñez Cedeño, Rafael A. and Morales-Front, Alfonso. (1999). <i>Fonología generativa contemporánea de la lengua española</i> . Washington DC: Georgetown University Press
<b>TSOS</b>	José Ignacio Hualde. (2005). <i>The sounds of Spanish</i> . Cambridge University Press.
<b>PVUCP (*)</b>	Fernandez Lopez, Maria del Carmen. (1999). <i>Preposiciones : valores y usos, construcciones preposicionales</i> . Salamanca: Ediciones Colegio de España.
<b>GRAE</b>	Real Academia Española. (2009). <i>Nueva gramática de la lengua española. Morfología/Sintaxis I</i> . Madrid: Espasa Libros. (sections are specified below in GRAE chapter presentation)

## **RECOMMENDED READINGS:**

- Akmajian, Adrian, Demers, Richard, Farmer, Ann, & Harnish, Robert (2010). *Linguistics: An introduction to language and communication*. Boston: MIT Press.
- Azevedo, Milton. (2009). *Introducción a la lingüística española*. New Jersey: Prentice Hall.
- Bosque, Ignacio. (1998). *Las categorías gramaticales*. Madrid: Editorial Síntesis
- Clark, John, and C. Yallop. (1989). *An Introduction to Phonetics and Phonology*. Blackwell: Oxford
- Crystal, David (1997). *A dictionary of linguistic and phonetics*. Cambridge: Blackwell.
- Demonte, Violeta. (1991). *Detrás de la palabra*. Madrid: Alianza.
- Finegan, Edward (2007). *Language its structure and use*. Harcourte Brace College Publishers.
- King, L., & Suñer, M. (2007). *Gramática española: Análisis y práctica*. New York: McGraw-Hill.
- Posner, Rebecca. (1996). *The Romance languages*. Cambridge: Cambridge University Press.
- Schwegler, Armin, Juergen Kempff and Ana Ameal-Guerra. (2010). *Fonética y fonología españolas*. New York: Wiley.
- Stewart, Thomas W., Ed. (2007). *Language Files*. Columbus: Ohio State University Press.
- Wotjak, Gerd, (ed.). (1996). *El verbo español: aspectos morfosintácticos, sociolingüísticos y lexicogenéticos*. Frankfurt am Main : Vervuert ; Madrid : Iberoamericana.

## **GRADING:**

Attendance & class participation	10%
Assignments (x2)	40%
GRAE chapter presentation	10%
Article reaction paper	10%
Take-Home Midterm Exam	15%
Final Exam (in-class exam)	15%

### **ATTENDANCE AND CLASS PARTICIPATION (10%)**

Participation is vital. Students must come to class fully prepared to discuss all reading assigned for that day. Punctuality is very important. Attendance is necessary; however, you will be allowed one undocumented absence (1 session). Beginning with the second absence, your class participation grade will be adversely affected.

The instructor will use WebCampus mail to communicate with students. She also will post weekly announcements on WebCampus. It is the student's responsibility to check WebCampus on a daily basis.

### **ASSIGNMENTS (40%)**

There will be two assignments and they will include problem-solving tasks. Instructions for each assignment will be posted on WebCampus a week before the due date.

Format:

- typed written assignment
- Student Name
- # of assignment
- # of pages top right
- double spaced
- font: Times New Roman
- size: 12

The instructor will not accept late assignments.

**GRAE CHAPTER PRESENTATION (10%)**

Students will make a 15-minute oral presentation on one of the following chapters from the “*Nueva gramática de la lengua española*” (Real Academia Española):

- 1) Presente del indicativo
- 2) Pretérito perfecto simple del indicativo
- 3) Pretérito imperfecto del indicativo
- 4) Pretérito pluscuamperfecto del indicativo
- 5) Futuro simple del indicativo
- 6) Presente del subjuntivo
- 7) Pretérito imperfecto del subjuntivo
- 8) Pretérito pluscuamperfecto del subjuntivo
- 9) Condicional

The oral presentation will be accompanied by a handout prepared according to a template created by the instructor and posted on WebCampus. After the oral presentation, all students will send an electronic of their handouts to the class (Word file).

## ARTICLE REACTION PAPER (10%)

The students will write a reaction paper on one of the following articles:

- GDLLa** Mendikoetsea, Amaya. (1999) Construcciones con se: Medias, pasivas e impersonales. In Ignacio Bosque y Violeta Demonte. *Gramática descriptiva de la lengua española*. Madrid: Espasa
- GDLLb** Rojo, Guillermo y Veiga, Alexandre (1999). El tiempo. Los tiempos simples. In Ignacio Bosque y Violeta Demonte. *Gramática descriptiva de la lengua española*. Madrid: Espasa
- GDLLc** Ridruejo, Emilio. (1999). Modo y modalidad. El modo en las subordinadas sustantivas. In Ignacio Bosque y Violeta Demonte. *Gramática descriptiva de la lengua española*. Madrid: Espasa

The reaction paper must be typed (double-spaced) and should be no longer than a page to a page and a half long. Place your name and date in the header (top left page). These papers do not require the use of a cover page.

- I. Bibliographic information (APA Style)
- II. Major points in the article (Must be in narrative format)
  - a. The reaction paper must be written in Spanish.
  - b. Make sure you include a summary and an evaluation paragraphs.
  - c. Write in third person- do not include personal opinions or the use of personal nouns such as “yo”, “nosotros” or “a mí”. “Yo, nosotros, a mí” belong in the evaluation section where you are relating personal opinions, not in the summary.
  - d. The reaction paper must be typed and double-spaced.
  - e. The reaction paper should be at least one page, but no more than a page and a half.
  - f. Inclusive language should be used in the reaction paper (for example: gender references should be written as “él/ella” when the gender is unknown).
  - g. No citations are necessary (within the paper)
  - h. Read additional instructions published on WebCampus.

(Modified from [www.myweb.wssu.edu](http://www.myweb.wssu.edu) , retrieved on 8/19/2012)

**MIDTERM EXAM (15%)**

The take-home midterm exam will cover chapters 1, 2 and 3. Topics will cover all the additional readings required in the course. Students will submit both electronic and printed copies.

**FINAL EXAM (15%)**

The open-book final exam will be comprehensive. Topics will cover the textbook, the reaction paper readings, and three of the GRAE chapters assigned in the course. The exam has two sections. In the first section, you will have to briefly define basic linguistic concepts. In the second section, you will be asked to solve exercises. This is an in-class exam.

**ATTENTION!**

**IT IS THE STUDENT'S RESPONSIBILITY TO REGULARLY CHECK HIS/HER REBELMAIL. ALL THE MESSAGES FROM THE INSTRUCTOR WILL BE SENT USING THE WEBCAMPUS MAIL TOOL.**

## COURSE CALENDAR

WEEK	TOPIC	REQUIRED READINGS	HOMEWORK
1			
	<b>Introduction</b> <ul style="list-style-type: none"> <li>• What is linguistics?</li> <li>• Prescriptivism/descriptivism</li> <li>• Competence/performance</li> </ul>	<ul style="list-style-type: none"> <li>• ILH. pp. 1-43</li> </ul>	
2			
	<b>Phonetics</b> <ul style="list-style-type: none"> <li>• Sounds of Spanish.</li> <li>• Allophones/phonemes</li> </ul> <b>Phonology</b> <ul style="list-style-type: none"> <li>• Main phonological processes.</li> <li>• Phonetic transcription.</li> </ul>	<ul style="list-style-type: none"> <li>• ILH pp. 45-66</li> <li>• TSOS pp. 102-117</li> </ul>	
3			
	<ul style="list-style-type: none"> <li>• Consonants of Spanish</li> </ul>	<ul style="list-style-type: none"> <li>• ILH pp 88-99</li> <li>• FGCLE Chapter 1</li> </ul>	

<b>4</b>			
	<b>Phonology</b> <ul style="list-style-type: none"> <li>• Consonants of Spanish</li> <li>• Vowels of Spanish</li> <li>• The syllable; stress.</li> <li>• Intonation.</li> </ul>	<ul style="list-style-type: none"> <li>• ILH pp 100-122</li> <li>• FGCLE pp 23-42</li> </ul>	
<b>5</b>			
	<b>Morphology</b> <ul style="list-style-type: none"> <li>• Morphemes and allomorphs. Inflectional/derivational morphology; morphological analysis</li> </ul>	<ul style="list-style-type: none"> <li>• ILH pp 123-165</li> </ul>	<b>Assignment 1 due</b>
<b>6</b>			
	<b>Morphology</b> <ul style="list-style-type: none"> <li>• Flexive morphology</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• ILH pp 137-165</li> <li>• GDLLa</li> </ul>	
<b>7</b>			
	<b>Morphology</b> <ul style="list-style-type: none"> <li>• Derivational morphology</li> </ul>	<ul style="list-style-type: none"> <li>• ILH pp 166-200</li> <li>• GDLLb</li> </ul>	
<b>8</b>			
	<b>Syntax</b> <ul style="list-style-type: none"> <li>• Sentence/constituent structure</li> </ul> <p><b>Take-Home Midterm Exam Due</b></p>	<ul style="list-style-type: none"> <li>• ILH pp 201-238</li> </ul>	

<b>9</b>			
	<b>Syntax</b> <ul style="list-style-type: none"> <li>• Sentence/constituent structure</li> <li>• Word order</li> </ul>	<ul style="list-style-type: none"> <li>• ILH pp 239-278</li> <li>• PVUCP pp 13-53</li> </ul>	
<b>10</b>			
	<b>Spring Break</b>		
<b>11</b>			
	<b>Syntax</b> <ul style="list-style-type: none"> <li>• Sentence/constituent structure</li> <li>• Word order</li> </ul>	<ul style="list-style-type: none"> <li>• GDLLc</li> </ul>	
<b>12</b>			
	<b>History of the Spanish Language</b> <ul style="list-style-type: none"> <li>• From Latin to Spanish Morphological, syntactic and lexical change</li> </ul>	<ul style="list-style-type: none"> <li>• ILH pp 304-338</li> <li>• ILH pp 340-362</li> </ul>	<b>Assignment 2 due</b>
<b>13</b>			
	<b>Semantics and Pragmatics</b> <ul style="list-style-type: none"> <li>• Semantic roles</li> <li>• Deixis</li> <li>• Discourse Pragmatics</li> </ul>	<ul style="list-style-type: none"> <li>• ILH pp 363-389</li> </ul>	<b>Reaction paper due</b>
<b>14</b>			

	<b>GRAE chapter presentations</b> <ul style="list-style-type: none"> <li>• <i>Presente del indicativo</i></li> <li>• <i>Pretérito perfecto simple del indicativo Futuro simple del indicativo</i></li> <li>• <i>Pretérito imperfecto del indicativo</i></li> <li>• <i>Pretérito pluscuamperfecto del indicativo Presente del subjuntivo</i></li> </ul>		
<b>15</b>			
	<b>GRAE chapter presentations</b> <ul style="list-style-type: none"> <li>• <i>Pretérito imperfecto del subjuntivo</i></li> <li>• <i>Pretérito pluscuamperfecto del subjuntivo</i></li> <li>• <i>Condicional</i></li> </ul>		
<b>16</b>			
	Study week		
<b>17</b>			
	<b>FINAL EXAM</b>		

**Any other class specific information** - (e.g., absences, make-up exams, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)

## University Resources

### Technology Support Contact Information

For general technology support and WebCampus support:  
Office of Information Technology (OIT), UNLV  
(702)895-0777, <http://oit.unlv.edu>

### [Language Resource Center \(language and multimedia computer lab\)](#)

[FDH 240](#)  
[\(702\)895-1930](#)  
<http://lrc.unlv.edu/>

### International Programs

For deadlines for USAC Study Abroad Scholarships, go to:  
<http://internationalprograms.unlv.edu/events.html#scholarships>

**Campus Advocacy Resource and Empowerment (CARE) line-** If you are experiencing (or have experienced) interpersonal violence, the CARE Line is a 24-hour campus crisis hotline available to victims/survivors of interpersonal violence, as well as their family and friends. Trained volunteer advocates provide support, education, resources, and referrals to on and off campus services for crimes of sexual assault, domestic or dating violence, and stalking.

(702)895-0602

Rape Crisis Center: 888-366-1640

**Student Counseling and Psychological Services (CAPS)-** CAPS offers many resources along with trained clinicians to help you work through problems commonly experienced by students of all ages and backgrounds. Located in the Student Recreation & Wellness Center.

(702)895-3627

<http://www.unlv.edu/srwc/caps>

## UNIVERSITY POLICIES

**Academic Misconduct**— Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

**Copyright**—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

**Disability Resource Center (DRC)**— **Disability Resource Center (DRC)**—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Religious Holidays Policy**— Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

**Transparency in Learning and Teaching**—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

**Incomplete Grades**—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

**Tutoring and Coaching—The Academic Success Center (ASC)** provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

**UNLV Writing Center**—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

**Rebelmail**—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always [@unlv.nevada.edu](mailto:@unlv.nevada.edu). **Emailing within WebCampus is acceptable.**

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

**Library statement:**

Students may consult with a librarian on research needs. For this class, the Subject Librarian is ([https://www.library.unlv.edu/contact/librarians by subject](https://www.library.unlv.edu/contact/librarians_by_subject)). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.