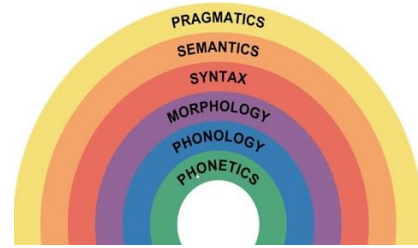**WINTHROP UNIVERSITY**
Department of World Languages and Cultures
Introducción a la lingüística hispánica
SPAN 405-001 – Spring 2025
CRN: 23865 – 3 credit hours
MW: 12:30-1:45: K204

Instructor:	**Valerie Jepson, Ph.D.**
E-mail:	**jepsonv@winthrop.edu**
Office:	Kinard 224 Ph: 323-2613
Office Hours:	Tuesday & Thursday 12:30-1:45, by appointment

Text:
1) Muñoz-Basols, J., Moreno, M., Taboada, I., & Lacorte, M. (2017). *Introducción a la lingüística hispánica actual*: *teoría y práctica*. Routledge, Taylor & Frances Group.
2) Access to Blackboard

Course Goals: SPN 405, *Introducción a la lingüística hispánica,* introduces students to three major areas of linguistics, using the Spanish language as an example, and provides opportunities for the application of these principals. After a brief introduction to linguistics, this course will allow students to learn about and apply concepts relating to syntax (the study of sentence structure), morphology (the study of words), phonology (the study of sound) to their personal work. All discussions and written work take place in Spanish.

A note on the nature of introductory courses: Introductory courses present a variety of new concepts, terminology, and ways of thinking. Understanding and applying new information from a variety of subfields can be challenging. Keeping up with the readings and learning new terms and concepts will increase successful acquisition of new information. Please keep in mind that once new words and concepts are presented the terms will be incorporated into class lectures and further readings.

Prerequisite(s): Completion of Spanish 310 at Winthrop University or equivalent course elsewhere with a grade of C (or higher).

Student learning outcomes:
Upon completing this course, students should be able to:
- Explain and give examples of general linguistic concepts.
- Debunk common linguistic myths.
- Draw basic syntactic structures of Spanish sentences.
- Analyze word structure.
- Categorize Spanish sounds by mode and formation.
- Explain how some Spanish sounds interact.
- Identify various forms of language variation in Spanish and explain why/how variation occurs.
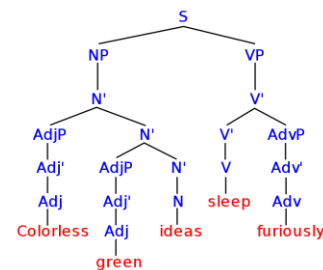
Grading:
The course grade will be calculated as follows:

- Attendance and Participation: 12%

- Homework: 13%

- Quizzes: 60%

- Final Project: 8%

- Linguistic Project: 7%

Participation 12%
Homework 13%
Linguistic Project 7%
Final Project 8%
Quizzes 60%
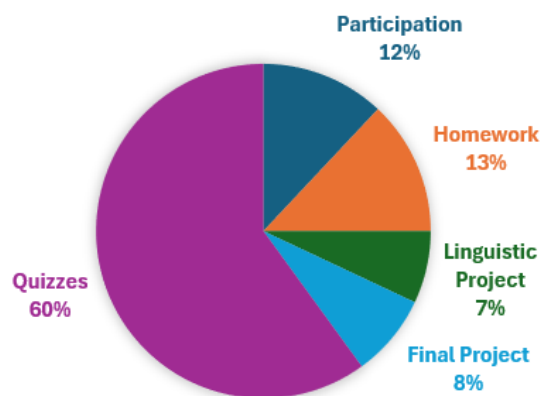
Grading scale:

A 90-100	B+ 85-89	C+ 75-79	D+ 65-69	F 0-59
	B 80-84	C 70-74	D 60-64	

Attendance and Participation: Class time will be spent in explanations of new concepts, discussions and linguistic analysis. You earn participation points by arriving on time, engaging in discussions and activities, (forging the use of electronic devices for non-related activities) and staying till the end of class. On days that there are **handouts**, you will complete the handout and turn it in on the day of the test. If you miss a class, partial *participation points* can be made up by completing the handout. Missing 25% of the course (7 classes) results in a failing grade. Three late arrivals or early departures equal one absence.

NOTE: Participation points are earned when you actively participate in class. If you miss class for any reason, even for high school commitments, you will not earn participation points. Alternative assignments are available to make up participation points for excused absences if you provide me with written and dated documentation.

Late Work: All work is due on the date and time indicated regardless of wither or not you are in class. If you cannot attend class on the day an assignment is due, please ensure you turn your work in on Blackboard.

Make-up work: will be permitted for **in-class work only** with appropriate documentation. Documentation may include but is not limited to a doctor's note, an official note from a WU coach, funeral program, a letter on letterhead from the company of a career interview.

Homework: Homework includes activities in the book and questions on Blackboard (BB). Please check Blackboard after each class to ensure you are completing all assigned homework. The tentative course calendar includes the assigned bookwork. All homework is due at the beginning of class. Homework will be grading on completion and/or accuracy.

Quizzes: You will take a large quiz after every new section of material. Although the purpose of these quizzes is to test the newest material, quizzes may contain questions about previous material.

Project: Linguistic is a hands-on field that encourages data collection and analysis. During Winthrop's spring break you will complete a linguistic project based on a research question. BB will have project ideas and explanations. However, if you have an original question that is within the scope of the class, you will be welcome to pursue it. Consider applying and presenting your original research at the Showcase of Undergraduate Research at Winthrop University.

El examen final: The final examen will allow you to combine linguistic information with your experience in the immersion program. More information will be posted on Blackboard.

Other important information

Winthrop Classroom Policies
1. Before class:
    a. Finish all food and drinks
    b. Use the facilities (restroom, drinking fountain, etc.)
    c. Place your phone inside your zipped up backpack*
    d. Talk to your professor in English, if needed
2. During class:
    a. Always use the target language!
    b. Participate, learn, have fun!
3. After class:
    a. Review concepts
    b. Complete any homework assignments

* Removing your phone from your backpack during class, will result in an absence.

Courses in the Department of World Languages and Cultures are based on the conceptual framework of the American Council on the Teaching of Foreign Languages:

    Communication: Communicate in Languages Other Than English
    Cultures: Gain Knowledge and Understanding of Other Cultures
    Connections: Connect with Other Disciplines and Acquire Information
    Comparisons: Develop Insight into the Nature of Languages and Culture
    Communities: Participate in Multilingual Communities at Home & Around the World

Communicative skills are paramount in the language learning process. See actfl.org. for more information

Use of Artificial Intelligence: Online tools and programs may assist you as a language learner, however, they are not a replacement for your creativity, originality, nor critical thinking. Online tools such as https://www.wordreference.com/es/, https://www.linguee.com/, https://www.spanishdict.com/ can increase vocabulary and grammar accuracy. AI programs such as ChatGPT and Google Translate can help offer suggestions on your already written work. Remember suggestions may be inaccurate, over / under representative of your abilities, or otherwise problematic. All work generated by an online tool or AI program must be cited. **Since dictionary work is expected, any work turned in without citations will be returned ungraded**. Any plagiarism or other form of cheating will be dealt with under relevant Winthrop University Policies.

Academic Success Center: *"Winthrop University's Academic Success Center provides free resources for all undergraduate students seeking to perform their best academically. The ASC offers a variety of personalized and structured resources that help students achieve academic excellence, including peer tutoring and academic coaching. In addition to services within the ASC, other campus services (e.g., Writing Center, Language Learning Center, Library) are available. For more information, please visit the ASC website: https://www.winthrop.edu/success or call 803/323-3929 or send us an email success@winthrop.edu.*

Students with Disabilities/Need of Accommodations for Access: *Winthrop University is committed to providing accessible learning experiences and equal access to education for all students. The syllabus is available in alternate formats upon request. If you are a student with a disability (including mental health concerns, chronic or temporary medical conditions, learning disabilities, etc.) and you anticipate or experience*

academic barriers due to the condition, please contact The Office of Accessibility (OA) via phone at 803/323-3290 or via e-mail at accessibility@winthrop.edu *for information on accommodations, registration, and procedures. After receiving approval for accommodations through OA, please make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely manner.*

Academic Conduct: As noted in the Student Conduct Code: "*Responsibility for good conduct rests with students as adult individuals." Cheating, plagiarism, or any other form of academic dishonesty will result in a failing grade for the test/quiz/assignment and may result in a failing grade for the course. Some instances of academic misconduct include but are not limited to providing/receiving unauthorized assistance in academic work and presenting someone else's work as your own. The complete policy on student academic misconduct is outlined in the "Student Conduct Code Academic Misconduct Policy" in the online Student Handbook."* (http://www2.winthrop.deu/studentaffairs/handbook/StudentHandbook.pdf).

The Office of Victims Assistance Syllabus Statement: *The Office of Victims Assistance (OVA) provides services to survivors of sexual assault, intimate partner violence, and stalking as well as educational programming to prevent these crimes from occurring. The staff assists all survivors, regardless of when they were victimized in obtaining counseling, medical care, housing options, legal prosecution, and more. In addition, the OVA helps students' access support services for academic problems resulting from victimization. The OVA is located in 204 Crawford and can be reached at (803) 323-2206. In the case of an after-hours emergency, please call Campus Police at (803)323-3333, or the local rape crisis center, Safe Passage, at their 24-hour hot-line, (803)329-2800.*
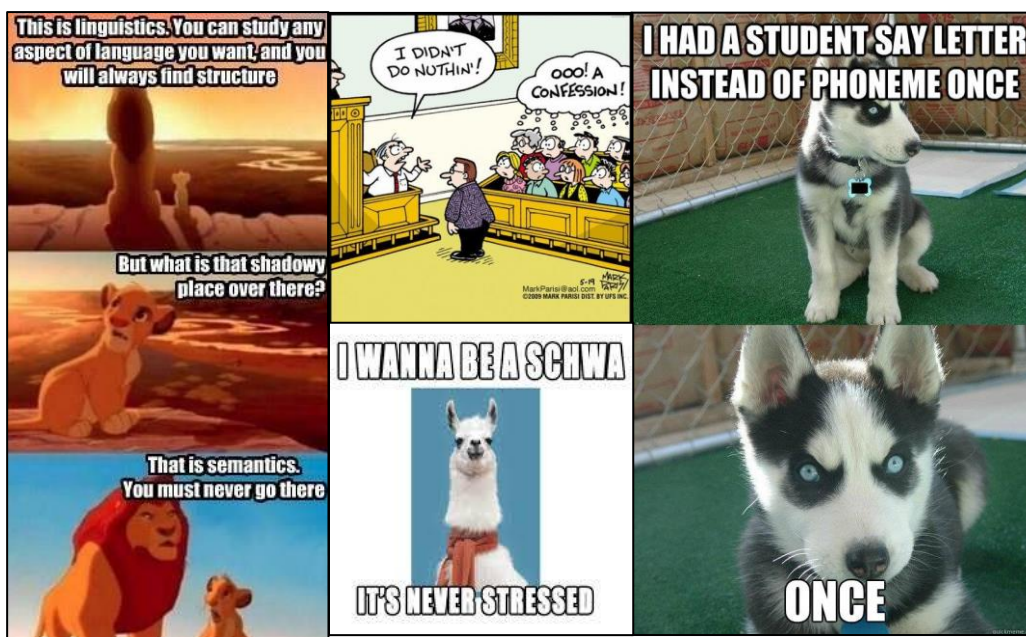
Modern Language Links
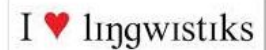http://www.winthrop.edu/modernlanguages/Home_Pages/Foreign_Lan_Resources_Home.htm
http://www.unsfrd.org/AcentosReglas
http://forum.wordreference.com/showthread.php?t=20801 (acentos)
http://faculty.weber.edu/tmathews/grammar/Compmark.html (acentos en la computadora)

¡BIENVENIDOS A ESPAÑOL 405!
Horario Tentativo:

I ♥ lıŋgwıstıks

DÍA	DESCRIPCIÓN	Antes de la clase	Después de la clase
13 de enero	Introducción a la clase Programa de la clase La lingüística: ciencia cognitiva		
15 de enero	El lenguaje y la lengua	C1 S1 (pg. 14-22)	BB y #3, 5, #6 https://www.youtube.com/watch?v=H6k3Yeeul6E
20 de enero	**Día del Martin Luther King**		
22 de enero	La comunicación animal y la lengua humana	C1 S3 (pg. 33-42)	BB y #12, 14, 15
27 de enero	**Prueba pequeña Intro: Sintaxis**	C4 S1 (pg. 177-184)	BB y #1, 3
29 de enero	Constituyentes Reglas de reescritura	C4 S2-3 (pg. 184-190)	BB y #4, 5, 6, 7
3 de feb	Frases básicas		BB
5 de feb	Coordinadas	C4 S 8-8.1 (pg. 206-209)	BB y #15
10 de feb	Subordinadas	C4 S 8.2 (pg. 209-214)	BB y #16, 17
12 de feb	Práctica		
17 de feb	**Repaso – virtual**		
19 de feb	**Prueba de sintaxis**		
24 de feb	**Intro: Morfología** Conceptos básicos Flexional nominal	C3 S1 (pg. 109-118) C3: S6-6.2 (pg. 149-159)	BB y #25, 26, 27
26 de feb	Flexional verbal	C3 S6.3 (pg. 160-164)	BB y #29
3 de marzo	Derivación	C3 S3 (pg.125-137)	BB y #14, 15, 17, 19
5 de marzo	Palabras compuestas	C3 S2 (pg.119-125)	BB y #10, 11, 12
10 de marzo	Otros procesos	C3 S4 (pg. 138-145)	BB y #23 (1-8)
12 de marzo	**Prueba de morfología**		
17-21 - de marzo	**El descanso de primavera de Winthrop Trabajen en el proyecto**		
26 de marzo	Silabificación	C2 S2: p. 77-84	BB y #14
28 de marzo	Letra, fonema, alófono Vocales	C2 S1-1.1 (p. 65-70)	BB y #3, 4, 5

DÍA	DESCRIPCIÓN	Antes de la clase	Después de la clase
2 de abril	Punto Modo Sonoridad	C2 S 1.2 (pg. 71-77)	BB y #6, 7, 9, 11, 12
4 de abril	Transcripción con fonemas	C2 Tabla 2.4 (pg. 76)	BB
9 de abril	Alófonos	C2 S4 (pg. 88-96)	BB y # 17, 18
11 de abril	Transcripción con Alófonos	Tabla 2.11 C2 S5 (pg. 93, 95)	BB
16 de abril	**Prueba de fonología**		
21-25 de abril	**El descanso de primavera de RHHS** **No hay trabajo**		
28 de abril	**Las últimas palabras**		
TBA	**El examen final:**		

Syllabus change policy: Although I reserve the right to amend and change the syllabus as I determine necessary to increase student learning, I will not do so without informing you. This course calendar is a working document and is the part most likely to change to meet your needs (as students) or to accommodate for the impact of external factors.

Project ideas

- ¿Qué tipo de oración es más común en un libro para niños?
  - Introducción
  - Lee el libro y clasifica cada oración: básica, subordinada, coordinada, otra. Incluye una tabla que muestra las conclusiones
  - Representa por lo menos 8 oraciones del libro
    - Identify 3 oraciones básicas
    - 1 subordinada
    - 1 coordinada
  - Encuentra 2 oraciones que no puedes representar – explica por qué
  - Conclusión

- Morfología: ¿Son los sufijos o los prefijos más comunes?
  - Introducción
  - Encuentra un poema
  - Identifica todas las palabras con sufijos
  - Identifica todas las palabras con prefijos
  - Incluye una tabla que muestra los morfemas de cada palabra
  - Conclusión

Encuentran 8 tiras cómicas que tiene que ver con la lingüística
  Explica por qué son cómicas
  Dibuja 2 tiras cómicas originales

Selecciona una sección del libro que no hemos estudiado
  Lee la sección
  Toma apuntes
  Haz las actividades
  Explica por qué este concepto es importante y como se puede aplicarlo a tu vida

El examen final
- Una representación creativa de su participación en el programa de inmersión
  - Unos ejemplos: un cuento, un folleto, un poema, una carta, una pintura,
  - Debe tener un toque lingüístico
  - Una defensa escrita de su proyecto