



The Center for Cross-Cultural Study

SPANISH IN THE UNITED STATES Fall 2022

CONTACT INFORMATION

Professor: Sandra Elena L. Terra, Ph.D.

TEXTBOOK AND MATERIALS

1. Escobar, A. & Potowski, K. 2015. *El español de los Estados Unidos*. Cambridge: Cambridge University Press.
2. Additional readings/articles will be available for printing

COURSE DESCRIPTION AND FORMAT

¡Bienvenidas a *Español en los EEUU/ Welcome to Spanish in the U.S!* The course provides a foundation for the study of Spanish in the United States. It is specifically designed for students with interests in the language situation of bilingual speakers, teaching Spanish to heritage speakers and bilingualism issues. The focus will be on the diverse identities of Latinx and Spanish speakers as they define what it means to be bilingual locally, regionally, and nationally. Spanish will be studied from a sociolinguistic, historical, and political perspective. The topics that will be covered include the socio-demographics of Latinos in the U.S., the major language varieties spoken (such as Mexican American Spanish, Puerto Rican Spanish, Cuban Spanish, among others), and the result of language and dialect contact (code-switching, loan words). The course will also focus in academic and public contexts: language maintenance and loss, language attitudes, academic needs of heritage speakers, and pedagogical approaches to teaching Spanish for bilinguals. This class will consist of class discussion based on readings (research articles and book chapters), community project, exams, and presentation.

COURSE-SPECIFIC MEASURABLE STUDENT LEARNING OUTCOMES

Students will be introduced to the study of Spanish in the U.S. and apply the acquired knowledge to classroom projects and analyses of previous studies on the relevant topics.

By the end of this course, **all students**

- ...will be able to summarize the basic principles of sociolinguistic study relevant to situations of language contact, language politics, and language attitudes with respect to Latinxs and bilingual Spanish-English communities in the U.S.

- ...will be able to describe and explain the main historical and political issues that identify and affect each of the major Latinx populations in the U.S.
- ...will be able to critically analyze scholarly articles from academic journals and present their critiques in both written and oral form.
- ...will be able to work collaboratively to complete a research project of relevance to local Latinx communities.
- ...will demonstrate sociolinguistic awareness of varieties of Spanish in the Hispanic communities across the United States
- ... will be able to write a Spanish paper that applies appropriate research methodology and practice to a limited language/identity situation and/or concept in Spanish

GRADING SCALE

93 - 100 = A	87 - 89 = B+	77 - 79 = C+	64 - 70 = D
90 - 92 = A-	83 - 86 = B	73 - 76 = C	60 - 63 = D-
	80 - 82 = B-	70 - 72 = C-	Less than 60 = F

EVALUATION CRITERIA

Participation, Attendance, Homework	20%
Community Interview Project	40%
Interview 5% Transcription 5% Paper 15% Presentation 15%	
Exams	40%

COURSE REQUIREMENTS

Participation, Attendance and Homework. Students will actively participate in each class session by completing the assigned readings and offering their critical interpretations and revisions of main ideas, presenting examples or discussing in depth a point. In some cases, the assignment will be the result of pair work. Before each session, students are expected to have read all materials for the unit and completed assigned homework. Homework assignments will be given out during the semester and will entail completing activities about the topics we discuss in class with short answer responses.

Community Interview Project: Students will be trained in conducting sociolinguistic interviews and asked to interview a Spanish-speaker about their life experiences and perspectives of the Spanish variety and dialects found in the US (5% of the final grade). Afterwards, students will transcribe the interview (5% of the final grade). Lastly students will use the transcription to write a 6-7 page research paper (excluding the cover page, abstract, maps and charts, and work cited) using the APA format (15% of the final grade) and conduct a presentation to the class (15% of the final grade) that explores at least one linguistic feature relating to bilingualism and one social feature discussed during the course.

Exams: Two comprehensive exams on all assigned readings will be held in this course. The format of the tests will include multiple-choice, T/F, open-ended questions, and an oral component. Please check the weekly schedule for relevant dates.

COURSE POLICIES

1. *Late work*

Late work will be penalized. Work should be submitted on the due date provided in the class schedule. In the case of an emergency or other reasonable situation that may affect your submissions, please contact me immediately.

2. *Attendance policy*

To have good participation, regular attendance is ABSOLUTELY ESSENTIAL for success in this class. If a student misses class without a compelling excuse, such as an emergency situation their participation grade will be affected adversely: each absence, following the first absence, reduces the final grade by 1%. After 5 unexcused absences the student will automatically fail the course.

3. *Academic Integrity*

Please be aware that academic dishonesty such as plagiarism, cheating, fabrication, facilitation of these violations won't be tolerated. *Plagiarism* is borrowing the work of others and not giving credit where credit is due. It is unethical and reflects very poorly on a person's character. Copying someone else's work or asking a friend or tutor to write your work constitutes a violation of this course's policy. Likewise, the use of electronic media to translate your work to Spanish is also unacceptable. Penalties for students guilty of academic dishonesty include failing the course, disciplinary probation, suspension, and expulsion.

4. *Students with Disabilities*

See SSA policies.

5. *Diversity and Inclusion Statement*

In this course we honor human rights and academic freedom, celebrate diverse cultures, foster a climate of mutual respect, and promote an inclusive environment that affirms the value of all persons.

6. *The Multicultural Perspective*

The multicultural perspective, in which all differences in people are potentially understood, valued, and embraced, will be used throughout the course. This perspective emphasizes that people learn to treat each other with equal dignity, understanding, opportunity and respect by honoring different cultural values and norms. People are guided to become aware of the self as a cultural being through cultural self-awareness.

TENTATIVE COURSE SCHEDULE

Weeks	Topic	Weeks	Topic
1	Dispelling myths about Languages in the USA	7	Language contact and contact linguistics
2	Language Ideologies	8	Spanish varieties in the US
3	Language Identity	9	Spanish varieties in the US
4	Language Attitudes	10	Public life and Education
5	Language Maintenance and Shift	11	Exam 2/Presentations
6	Exam 1	12	Presentations