



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School College of Liberal Arts and Sciences Department SILC
Prefix SPA Number 400 Title Introduction to Spanish Linguistics Units: 3

Is this a cross-listed course? No If yes, please identify course(s)

Is this a shared course? No If so, list all academic units offering this course

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? Yes

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials (Required)

Course description: Introduces the discipline and methods of linguistics through the study of Spanish data.

Requested designation:

Mandatory Review: (Choose one)

Humanities, Arts and Design-HU

Note- a separate proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Dr. Anne Walton-Ramirez E-mail AnneWR@asu.edu Phone 480-965-0378

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Dr. Robert Joe Cutter Date: 6/30/2016

Chair/Director (Signature): [Signature]

Arizona State University Criteria Checklist for

HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA			
HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input type="checkbox"/>	<input type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	syllabus
<input type="checkbox"/>	<input type="checkbox"/>	3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	
<input type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	syllabus
<input type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:	
		• Courses devoted primarily to developing skill in the use of a language.	
		• Courses devoted primarily to the acquisition of quantitative or experimental methods.	
		• Courses devoted primarily to teaching skills.	

Course Prefix	Number	Title	General Studies Designation
SPA	400	Introduction to Spanish Linguistics	HU

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
2	interpretation and analysis of aural texts, interpretation and analysis of written texts, and historical development of textual traditions	<p>SYLLABUS p. 2</p> <p>In written and oral assignments such as quizzes and written and voice boards, students apply concepts learned to think critically about what they have learned, interpreting and analyzing both written and aural texts.</p> <p>1) For Quiz 1, which includes History of the Spanish Language and Language and Linguistics, students must consider the definition of a language as opposed to a dialect, and look at a current example. They must also discuss the ramifications of the influence of technology on current language and its evolution.</p> <p>2) In Quiz 2, students analyze the use of articulatory modes and points in the speech in various dailects of the language. The effects, both socially and politically, are discussed as they relate to language and the power that language can have, or stigma related to it, depending on the "accent" spoken.</p> <p>3) In Quiz 3, students analyze the importance of morphological changes in words due to evolutionary shifts, as well as syntactical changes.</p> <p>4) SYLLABUS p. 4</p> <p>In discussion boards, both oral and written, students discuss their insight into the use of texts. An example is the video for Chapter 6 about a study of syntax for the use of Google.</p>
4a	development of human thought, emphasizing philosophical systems of thought	<p>SYLLABUS p. 2, 4, 6-7</p> <p>As linguistics is a descriptive study of language use, students learn via discussion boards, quizzes, and the final project to describe language not based on prejudices or valued judgement of certain dialects. They explore ways of being able to change registers in order to be able to converse with people of many different backgrounds and who speak varying dialects.</p>

Course	Title	Units
SPA 400	<p data-bbox="259 357 284 1743"><u>Introduction to Spanish Linguistics</u></p> <p data-bbox="292 357 324 1743">Introduces the discipline and methods of linguistics through the study of Spanish data.</p> <p data-bbox="341 357 365 1743">Allow multiple enrollments: No</p> <p data-bbox="365 357 389 1743">Repeatable for credit: No</p> <p data-bbox="341 1029 365 1407">Primary course component: Lecture</p> <p data-bbox="365 1071 389 1407">Grading method: Student Option</p> <p data-bbox="414 357 438 1743">Offered by: College of Liberal Arts and Sciences -- School of International Letters and Cultures</p> <p data-bbox="446 357 479 1743">Pre/co-requisite: SPA 412 or 413; Students who have credit for SPA 400 may not enroll in SPA 539</p>	3

**Course
Information**

Arizona State University

School of International Letters and Cultures

Upper Division Spanish Program

SPA 400: Introduction to Spanish Linguistics

Instructor's name: Anne Walton-Ramírez

Instructor's phone/office: 480-965-0378, LL 173 - H

Instructor's email: annewr@asu.edu

Office hours: by appointment in person or via AdobeConnect

Credits 3 hours

Pre- / co-requisites

SPA 412 (Advanced Conversation and Composition) or equivalent

SPA 413 (Advanced Spanish Grammar)

Students who have credit for SPA 400 and SPA 413 may not enroll in SPA 539.

Catalog Description

Introduces the discipline and methods of linguistics through the study of Spanish data.

Course Overview

This course is an Introduction to Spanish Linguistics. The objective of this course is to present to students the internal structure of the Spanish language. Students will study the principal analytical areas of linguistics including phonetics, phonology, morphology, syntax, and semantics. Students will be required to analyze the internal structure of sounds, words, and how those words fit together to form meaningful sentences, which convey meaning in the Spanish language. They will also familiarize themselves with major terms used to describe these structures. At the end of the course, students will be able to explain and study further the Spanish language from an interdisciplinary point of view. Students will also understand and be able to explain historical and sociolinguistics as well as regional and temporal variation.

Learning Outcomes

At the completion of this course, students will be able to:

- Explain the historical influences and variations of the Spanish language.
- Describe in detail various sub-specialties of linguistics and their principal aspects, including phonetics, phonology, morphology, and syntax.
- Apply aspects of linguistics studied to real-world, current and past contexts.

Learning Objectives

Concept	Students will be able to:
History of the Spanish Language	<p>Identify countries and regions where Spanish is spoken throughout the world.</p> <p>Explain historical facts as related to the development of the Spanish language.</p> <p>Describe influences other languages have had and continue to have on the Spanish language as well as how Spanish has influenced other regions.</p>
Language, Languages, and Linguistics	<p>Explain why language is fundamentally oral.</p> <p>Explain the arbitrary nature of language.</p> <p>Describe differences between language, dialect, and variety.</p> <p>Describe the fundamental areas of study for linguistics.</p>
Phonetics	<p>Learn and be able to identify parts of the phonetic apparatus, place of articulation, and mode of articulation.</p> <p>Explain how consonants and vowels are categorized according to phonetic articulation.</p>
Phonology	<p>Describe the phonological system and how it relates to phonemes.</p> <p>Explain phonological rules as they relate to the structure of syllables and the distribution of phonemes and allophones.</p>
Morphology, grammatical and lexical morphemes	<p>Explain how words are formed with morphemes and allophones.</p> <p>Describe the difference between grammatical and lexical morphemes, their formation, and their function.</p>
Syntax	<p>Explain the difference between semantic and syntactic functions.</p> <p>Draw trees diagramming simple sentences, indicating the phrases and parts</p>

	of speech.
Variation	<p>Explain different variations of the Spanish language that occur.</p> <p>Describe how a common language is formed by bringing together varying dialects.</p>

Required Textbooks

- Azevedo, Milton. 2009. *Introducción a la lingüística española*. 3rd edition. Prentice Hall.
- González Flores, Francisca. 2009. *Workbook - Introducción a la lingüística española*. 3rd edition. Prentice Hall.

Required aspects to be successful in this class

- Read and study the textbook material as well as instructor-provided information, such as watching youtube videos (links provided) and keys to exercises assigned.
- Ask when you don't understand.
- Do exercises assigned:
 - Voice Thread and Discussion Boards
 - Homework: textbook, workbook and any additional assignments posted
 - Quizzes
 - Final project- paper and presentation

NOTE: For detailed information regarding dates and specific assignments, see the Course Calendar

Course Assignments & Grading

Activities used for instruction and assessment of learning include:

1. **Discussion boards (Oral and written): 20%**
 1. VoiceThread 10%
 2. discussion board 10%
2. **textbook and additional readings/ videos to view**
3. **related homework assignments - 20%**
4. **Quizzes -30%**
5. **Final project -30%**
 1. **Proposal for final project 5%**
 2. **Written final project 15%**
 3. **Presentation of final project 10%**

Grading

Grade	Percentage	Points Range
A	90 – 100%	90 – 100
B	80 – 89%	80 – 89
C	70 – 79%	70 – 79
D	60 – 69%	60 – 69
E/F	Below 60%	59 and below

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments will be available within 48 hours of the due date via the Gradebook.

VoiceThread & Discussion Board Activities

The purpose of partaking in the discussion boards, both written and oral asynchronous forums, is to provide the opportunity that the student would have in a on-ground classroom to converse with classmates about important points covered within each chapter. In this way, students will be able to:

1. Participate in class discussion and get to know classmates.
2. Prepare for quizzes.
A well-thought-out answer is of utmost importance in order for the student to learn to apply what s/he has learned to real-world experiences.
3. Apply what they have learned, and think critically about real-world issues related to linguistics.

For the Voice Threads (oral discussion boards), the student must answer a series of questions posed by the instructor that appear on Voice Thread.

For the written discussion boards, each student must initially answer one of the three questions posed. All three forums have relevant questions. In addition to one initial post, students must post comments to their classmates' posts for the remaining two forums, thus taking part in all three written forums.

It is always possible to make more than the minimum numbers of posts, as this generally adds substance to the conversations.

Do NOT procrastinate! This assignment is in two parts and your peers need time to provide a quality response.

Foro Protocol

The following applies to all postings except F0, your Introduction.

For all posts F1 and after, in some cases it will be necessary to correct or challenge what others have said in previous postings. Be respectful while doing so. However, correcting is something that is going to be absolutely necessary. The discussion board is not there just to have empty nice postings (although being nice is important), it is there in order to reach a deeper understanding of a topic.

It is a forum for keeping a conversation going and trying to provide good answers. I'm sure most of you will have good answers most or all of the time. There are a variety of answers that are right, but also sometimes a number of them that are not, and those should be clarified at the forum. We are all working together to help each other understand the topic better, and that is an important function of the forum. That said, you do not have to play it safe, and not say anything risky, for fear it may be wrong, but can and should offer your suggestions at all stages. If they are correct then you will be helping others enormously. If they are not, you will learn so when they are challenged and will be much more ready for the exam, which is your goal: to understand the information and be able to discuss it and explain it to others. I hope we can all be respectful when talking to each other, and offer suggestions for a different approach when we think a previous posting is not correct.

In fact, two things will be important: you do not have to correct somebody outright, or mention anybody who said something previously. Just state "the following has been said before, but I think the correct answer is...".

Conversely, if you see something that you wrote is challenged, and you realize the challenge is correct, do not take it personal, or as any reflection on you, you absolutely do not have to apologize, we all learn by doing something, and nobody is wrong for having attempted an answer, and we all learn as we go. If you still feel you're right, or part of what you say is, you are welcome to keep the conversation going, that may not only help you, but also all other students understand the topic better.

Postings that are entered after the deadline will be penalized, since they will not have offered valuable insight to the discussion.

- Any posting that does not address the topic at hand will also be penalized.
- Any posting with inappropriate language will result in failure in the course.

So go ahead and start posting!

NOTE: Inappropriate content in your postings will result in failure in this class.

Homework Assignments and Quizzes

Please note that no late work is accepted unless previously agreed upon with the instructor.

Assignments will be submitted via Blackboard. Some assignments can be sent in a word document, or you can scan them and send them as pdf files, provided you check that the content is visible in the copy you send. Each day runs from 12:00am to 11:59pm. Deadlines for assignments and projects are always at 11:59pm, AZ time, on the day listed, unless otherwise specified. Early

completion of any assignment is always welcome. Once submitted, homework cannot be altered.

Each session you can expect to spend between 1-4 hours on course material, depending on how quick you pick up certain technologies and information.

File Naming

Files submitted via LS or email need to be saved as “LastNameAssignment.doc.”, for example “*WaltonRamirezTareaCap2*”. Do not use spaces or special characters in file names. Also, please submit all files in a Microsoft Word 2003 version *.doc file (or .docx). If you have any questions please contact your instructor.

Quizzes (30% total)

Complete all three quizzes (10% each) by the due date listed in the Course Schedule.

Quiz 1	Chapter 1	History of the Spanish Language
	Chapter 2	Language and Linguistics
Quiz 2	Chapter 3	Phonetics
	Chapter 4	Phonology
Quiz 3	Chapter 5	Morphology, grammatical and lexical morphemes
	Chapter 6	Syntax

Final Project

Project proposal (5%) and final written paper (15%)

Students will choose a topic of interest to research. It is necessary to have your topic approved by the instructor. The proposal must include a clear topic which is sufficiently focused and has a main objective of studying an aspect of linguistics which is of interest to the student and could be applied to his/her area of study, career, or job. An outline indicating sub-topics is also necessary, as well as a bibliography of sources, which the student can add to before the final paper is submitted. The sources must be mostly published articles or books, and preferably in the target language, though other types of sources, such as webpages and videos, are also allowed.

The final paper should be a minimum of 4 pages, typed, double-spaced, and include an additional page of bibliographical sources (at least 3 published sources). In 4 pages it is not possible to do an in-depth study. However, this final project will serve as a motivation for the student to consider his/her own interests in linguistics as related to

the students' context. The final paper must be turned in the last day of class.

Presentation of final project (10%)

Each student will formally present the topic of his/her final project and explain what s/he learned from the research carried out. In addition, the students will explore possible future topics of interest. The presentation should be done in a Voice-over PowerPoint, VoiceThread, or other approved presentation platform to include both voice comment as well as visual components, slides, or even video clips. This presentation is done as if the student were presenting to classmates and the instructor in the classroom.

Course Policies & Procedures

Communicating with your classmates

This course uses a discussion board called "Hallway Conversations" for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates.

Communicating with your instructor

Email questions of a personal nature to your instructor. You can expect a response within 24 hours. If you do not receive a response within 24 hours, please re-send your message as it may have not reached your instructor's inbox.

You have *many* ways to communicate with your instructor:

1. **e-mail: This is the best way to contact me, and you can e-mail me at any time:** AnneWR@asu.edu

I usually answer e-mails the same day that they are sent, though at times it may be difficult, but definitely I will answer within 24 hours. If you do not receive a response, please resend your message.

2. **Adobe Connect:** I have created a "space" in AdobeConnect, which is like Skype, for you to talk to me "in person."

We can set up a mutually convenient time to get online.

The website is: connect.asu.edu/spa400/

You need headphones and a camera handy.

Also, remember the *Foro* or Discussion Board online, where you can post questions. You

can also see other students' questions and contribute something to the discussion.

Email and Internet

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

Late or Missed Assignments

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request an accommodation for religious practices or to accommodate a missed assignment due to University-sanctioned activities.

Submitting Assignments

All assignments, unless otherwise announced, **MUST** be submitted to the designated area of Blackboard. Do not submit an assignment via email.

Drop and Add Dates/Withdrawals

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course. Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal, and a Grade of Incomplete.

Grade

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades.

Student Conduct and Academic Integrity

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, ASU Student Academic Integrity Policy, and outlined by the Office of Student Rights & Responsibilities. Anyone in violation of these policies is subject to sanctions.

Students are entitled to receive instruction free from interference by other members of the class. An

instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior.

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Prohibition of Commercial Note Taking Services

In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for

qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact their campus DRC.

Tempe Campus

<http://www.asu.edu/studentaffairs/ed/drc/>

480-965-1234 (Voice)

480-965-9000 (TTY)

Polytechnic Campus

<http://www.asu.edu/studentaffairs/ed/drc/>

480-727-1165 (Voice)

480-727-1009 (TTY)

West Campus

<http://www.west.asu.edu/drc/>

University Center Building (UCB),

Room 130

602-543-8145 (Voice)

Downtown Phoenix Campus and ASU Online

<http://campus.asu.edu/downtown/DRC>

University Center Building, Suite 160

602-496-4321 (Voice)

602-496-0378 (TTY)

Technical Requirements & Support

Computer Requirements

This course requires a computer with Internet access and the following:

- A web browser ([Chrome](#), [Internet Explorer](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Microphone (optional) and speaker

Technical Support

This course uses Blackboard to deliver content. It can be accessed through MyASU at <http://my.asu.edu>

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>.

To contact the help desk you have two options:

- chat/email: <http://247support.custhelp.com/>
- call toll-free at 1-855-278-5080, option 5, then option 3

List of required reading and viewing/listening

SPA 400 Introduction to Spanish Linguistics

Summer A 2016

I. Required reading

1. What is a language?: When Easy Questions Demand Tough Answers April 1, 2011

http://www.npr.org/sections/13.7/2011/04/04/135014573/what-is-a-language-when-easy-questions-demand-tough-answers?sc=17&f=&utm_source=iosnewsapp&utm_medium=Email&utm_campaign=app

2. El español: una lengua mestiza April 23, 2015

Expresiones indígenas y afro enriquecen el idioma. Hoy se reivindican más de 60 lenguas nativas.

<http://www.eltiempo.com/multimedia/especiales/dia-del-idioma-el-espanol-una-lengua-mestiza/15614295>

3. A Heated Linguistic Debate: What Makes 'Redskins' a Slur? Dan Barry May 21, 2016

http://www.nytimes.com/2016/05/22/sports/football/redskins-poll-prompts-a-linguistic-debate.html?smprod=nytcare-iphone&smid=nytcare-iphone-share&_r=0

4. Estudiantes de Desert Vista defienden a chicas involucradas en insulto racista, Univision.com
January 25, 2016.

<http://www.univision.com/noticias/racismo/estudiantes-de-desert-vista-defienden-a-chicas-involucradas-en-insulto-racista>

5. <http://www.lavanguardia.com/cultura/20151101/54438524955/palabros-aceptados-rae-manda-uebos.html>

6. <http://www.cnnexpansion.com/lifestyle/2014/08/05/gana-en-scrabble-con-selfie-o-hashtag>

7. <http://qz.com/624335/the-reason-you-discriminate-against-foreign-accent-starts-with-what-they-do-to-your-brain/>

8. *Lengua sin fronteras* por Sergio Ramírez March 20, 2016

http://impresa.prensa.com/mosaico_dominical/Lengua-fronteras_0_4441805807.html

9. *El cerebro bilingüe* por Mayte Rius December 29, 2015

<http://www.lavanguardia.com/estilos-de-vida/20120420/54284559153/cerebro-bilingue.html>

10. <http://graphs.net/statistics-of-languages-spoken-in-the-world.html>

11. What makes something a new language?

<http://www.npr.org/blogs/13.7/2013/07/22/204380243/what-makes-something-a-new-language>

12. 9 Quechua Words You Didn't Know You Were Saying

13. 'Haitch' or 'aitch'? How do you pronounce 'H'? David Sillito October 28, 2010

<http://www.bbc.co.uk/news/magazine-11642588>

14. 8 pronunciation errors that made the English language what it is today David Shariatmadari

March 11, 2014 <https://www.theguardian.com/commentisfree/2014/mar/11/pronunciation-errors-english-language>

15. 8 Pronunciation Errors that Changed Modern English David Shariatmadari March 13, 2014

<http://www.alternet.org/culture/8-pronunciation-errors-changed-modern-english>

II. Required viewing/ listening:

1. Commercial: Quiz 1 https://www.youtube.com/watch?v=G9o_mPzckj4

2. Spinach/Spanish practice <https://youtu.be/tyWgJZ476NE>

3. Model commercial: <https://youtu.be/G1rYpoidR4w>

4. La competencia comunicativa en Educación infantil <https://youtu.be/fRrbrriPFLTe>

5. Why are Phonetics Important? <https://youtu.be/cJG0uErf8WY>

6. Pronunciación en español: Las vocales <https://youtu.be/95irjpn7CtM>

Juan Pablo Rodríguez Prieto

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8. Phonetic translation of Ya lo sabes by Antonio Orozco and Luis Fonsi

<http://www.youtube.com/watch?v=ebPqJXB0buo>

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III. Important References

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2. University of Iowa Speech Pathology <http://www.uiowa.edu/~acadtech/phonetics/>

SPA 400 Introduction to Spanish Linguistics

Table of Contents for textbook (only those chapters assigned have been translated. Translation of the other chapters can be provided if requested.

<https://www.pearsonhighered.com/program/Azevedo-Introducci-oacute-n-a-la-ling%C3%BC-iacute-stica-espa%C3%B1ola-3rd-Edition/PGM33427.html>

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