

**Spanish Language in America**

Code: 106375  
ECTS Credits: 6

Degree	Type	Year	Semester
2504211 Spanish Language and Literature	OT	3	0
2504211 Spanish Language and Literature	OT	4	0

**Contact**

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**Use of Languages**

Principal working language: spanish (spa)  
Some groups entirely in English: No  
Some groups entirely in Catalan: No  
Some groups entirely in Spanish: Yes

**Prerequisites**

Given that students have demonstrated by obtaining the credits corresponding to the basic training subjects and the compulsory ones that they have acquired the basic skills, they must be able to express themselves correctly both orally and in writing. For this reason, the spelling and expression errors that they may commit will lead to a decrease in the score in the final grade.

The activities, practices and papers presented in the course must be original and under no circumstances will the total or partial plagiarism of third-party materials published in any medium be accepted. The possible presentation of non-original material without adequately indicating its origin will automatically lead to a fail grade (0).

It is also considered that students know the general rules of presentation of an academic work. However, they may need to apply the specific rules that the teacher of the course may indicate, if he/she deems it necessary.

**Objectives and Contextualisation**

The goal of this course is to describe and analyze the linguistic traits of American Spanish in the general context of the Spanish language. After completing it, students will be able to identify the main American variants of Spanish, describe the particular features of each of them and recognize specific instances of them, both textual and oral. The course will present a characterization of the linguistic situation corresponding to the different American countries and the contacts between Spanish and other languages. The course perspective is basically synchronic, but some historical aspects that are at the base of the different varieties will also be studied, as well as the theories that have been proposed to explain its process of formation.

**Competences**

- Spanish Language and Literature
- Act in one's own field of knowledge evaluating inequalities based on sex/gender.
- Advise organisations and institutions on linguistic or literary issues.
- Analyse the main phenomena of linguistic variation in Spanish (historical, diatopic, semantic and pragmatic variation).

- Analyse the main phonetic, phonological, morphological, syntactic, lexical and semantic properties of the Spanish language, its evolution throughout history and its current structure.
- Demonstrate a normative knowledge of the Spanish language and a command of it in all its applications in the academic and professional spheres.
- Identify the linguistic characteristics of the different periods in the evolution of the Spanish language.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Use digital tools and specific documentary sources to gather and organise information.

## Learning Outcomes

1. Acquire knowledge of techniques and methods of dialectal linguistic analysis for their application in the learning and teaching of the Spanish language.
2. Acquire techniques and methods of linguistic analysis related to variation.
3. Analyse inequalities due to sex or gender and gender bias in the field of social-historical knowledge.
4. Apply the knowledge and methodological uses of discourse analysis and pragmatics to interpret texts and communicative intentions and argue accordingly.
5. Appreciate the importance of the Pan-Hispanic norm in the international context.
6. Be able to solve problems related to discourse analysis in professional linguistic situations (political communication, electoral campaigns, business interaction, language teaching, etc.).
7. Be tolerant of linguistic diversity and richness.
8. Communicate using a non-sexist use of language.
9. Describe and analyse pragmatic variation taking into account verbal, paraverbal and non-verbal communication.
10. Identify different theoretical and methodological perspectives in discourse analysis.
11. Know the current geolectal varieties of Spanish in the world, with special attention to the sociolinguistic varieties of Spanish in America.
12. Know the linguistic phenomena according to the social, geographical and stylistic variability of the Spanish language and know how to relate them to the normative.
13. Learn the necessary skills to carry out discourse analysis of oral and written texts.
14. Learn to use linguistic terminology related to norm and variation accurately.
15. Manage databases and Internet sources or materials for the analysis of linguistic variation in Spanish.
16. Place linguistic changes in their chronological context.
17. Recognise the processes of linguistic change.
18. Relate the linguistic norm with other grammatical disciplines.
19. Solve problems of the Spanish language, and carry out linguistic analysis and commentary, from both a synchronic and historical-comparative perspective.
20. To gain theoretical and practical knowledge of the linguistic diversity of Spanish.
21. Use discourse analysis to take a critical stance on different social linguistic uses (discourse of power, discourse of gender and sexism, etc.).

## Content

1. A brief history of the expansion of Spanish in America. Hypotheses about the formation of American Spanish.
2. The current situation of Spanish in America. The main varieties of American Spanish. Linguistic maps and legislation of the different countries. The name of the language: Spanish, Castilian and national language.
3. General traits of American Spanish: phonetic, phonological, grammatical, morphosyntactic and lexical aspects. The influence of other European languages (Italian, Portuguese, English and French).

4. The sociolinguistic situation in Latin America. Contacts between Spanish and other American languages. The linguistic policy of American countries. Pidgins and Creoles with a Hispanic component.
5. American Spanish and the Hispanic norm. The NGLE and the DPD. Linguistic atlases and other projects on variation in American Spanish. Dictionaries of Americanisms.
- 6 Pan-Hispanic norm and polycentrism. Current situation of Pan-Hispanism.

## Methodology

The students activities are distributed as follows:

Teacher-directed activities (35%): they include classroom classes, practical classes and seminars, with a combination of theoretical presentations and discussion of all kind of texts.

Tutorials (10%): devoted to the comment and correction of problems and exercises.

Autonomous and cooperative activities (50%), which include individual study, the elaboration of reports and exercises and the resolution of problems, as well as the preparation of an oral presentation.

Evaluation activities (5%): the evaluation of this subject will be carried out through oral presentations and written tests.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Theory and practice classes	59	2.36	2, 3, 4, 14, 13, 8, 20, 12, 11, 9, 21, 1, 10, 15, 17, 18, 19, 6, 7, 16, 5
Type: Supervised			
Tutorials	15	0.6	14, 8, 20, 11, 15, 18, 7, 5
Type: Autonomous			
Class and exam preparation	70	2.8	14, 8, 20, 11, 15, 18, 7, 5

## Assessment

For the final evaluation, the writing of an individual or team course work (30%), an oral presentation in class (20%) and a written face-to-face test (50%) will be considered. The three activities are mandatory. In exceptional cases, the oral presentation may be replaced by a synthesis paper. Any student who does not present the three evaluation evidences will be considered "Not evaluable". To pass the course it is necessary to obtain at least 5 points out of 10 in the average of the three activities (applied the corresponding weighting) and at least 4 points out of 10 in the written test. If this minimum grade is not achieved, the student may take the make-up exam.

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

If, during the completion of an individual evaluation work in class, the teacher considers that the student is trying to copy or some type of unauthorized document or device is discovered, the student will fail the course. It will be considered that a work has been "copied" when all or a significant part of the work of another colleague is reproduced. It will be considered that a work or activity has been "plagiarized" if a part of a text is reproduced

as one's own without citing the author. No act of evaluation in which irregularities have been found is recoverable.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Classroom presentation	20%	2	0.08	14, 8, 20, 11, 15, 18, 7, 5
Individual or small group coursework	30%	2	0.08	14, 8, 20, 11, 15, 18, 7, 5
Written exam in the classroom	50%	2	0.08	2, 3, 4, 14, 13, 8, 20, 12, 11, 9, 21, 1, 10, 15, 17, 18, 19, 6, 7, 16, 5

## Bibliography

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## Software

No specific software is required.