

Spanish Language in America

Code: 100610
ECTS Credits: 6

Degree	Type	Year	Semester
2504012 Spanish and Chinese Studies: Language, Literature and Culture	OB	3	1
2504386 English and Spanish Studies	OT	3	1
2504386 English and Spanish Studies	OT	4	1
2504388 Catalan and Spanish Studies	OT	0	1
2504388 Catalan and Spanish Studies	OT	3	1
2504388 Catalan and Spanish Studies	OT	4	1

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Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Teachers

Eva Araceli Mejía Ugarte

Prerequisites

Since the student has successfully obtained the necessary credits in basic training subjects and compulsory courses, it is expected that they have acquired the essential language skills to effectively express themselves in Spanish, both orally and in writing.

It is essential to emphasize that any spelling or expression errors made by the student will result in a deduction of points from the final grade (a deduction of 0.1 per error in evaluation assessments).

In this course, originality holds great significance, and it is strictly forbidden to engage in complete or partial plagiarism of external materials published in any medium. Failure to appropriately attribute non-original content will automatically lead to a failing grade (0).

Furthermore, it is assumed that the student is familiar with the general guidelines for presenting academic work. However, if the professor deems it necessary, specific instructions may be provided, and it is expected that the student will comply with them accordingly.

Objectives and Contextualisation

The aim of this course is to deepen our understanding of the linguistic features of Latin American Spanish within the broader context of the Spanish language. By the end of the course, students will have the ability to identify the main variations of Spanish spoken in the Americas, describe their unique characteristics, and analyse examples from both oral and written sources. Furthermore, students will develop a comprehensive understanding of the sociolinguistic dynamics in different Latin American countries, exploring the language's interactions with other languages and its impact on the cultural identity of its speakers. While the course primarily focuses on synchronic analysis, it also incorporates historical aspects that have shaped the diverse range of Latin American Spanish dialects. Throughout the course, students will encounter various theories aimed at explaining the distinctions between American variants and European Spanish.

Competences

Spanish and Chinese Studies: Language, Literature and Culture

- Analyse the phonetic, phonological, morphological, syntactic, lexical and semantic properties of the Spanish language and the Mandarin Chinese language.
- Recognise the factors of linguistic variation in Spanish from diachronic and synchronic viewpoints.

English and Spanish Studies

- Analyse the main phonetic, phonological, morphological, syntactic, lexical and semantic properties of the English and Spanish languages, their evolution throughout history and their current structure.
- Apply teaching and acquisition strategies in the development of communicative competence (both linguistic and extra-linguistic) in a global and multilingual society.
- Apply the concepts, resources and methods acquired during the study of the English and Spanish language in a global, multilingual social context.
- Demonstrate skills for professional development in the fields of linguistic applications, teaching, and literary and cultural management in English and Spanish.
- Innovate in the methods and processes of this area of knowledge in response to the needs and wishes 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use digital tools and specific documentary sources to gather and organise information.

Catalan and Spanish Studies

- Analyse the main factors of linguistic variation in the Catalan and Spanish languages, whether historical-political, diatopical, semantic or pragmatic and their historical evolution and current state.
- Analyse the main phonetic, phonological, morphological, syntactic, lexical and semantic properties of the Catalan and Spanish languages, their historical evolution and their current structure.
- Demonstrate skills for professional development in the area of linguistic applications, teaching and literary and cultural management in Catalan and Spanish.
- Innovate in the methods and processes of this area of knowledge in response to the needs and wishes 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- 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. Analyse the geographical variation of the Spanish language.
5. Apply the knowledge and methodological uses of discourse analysis and pragmatics to interpret texts and communicative intentions and argue accordingly.
6. Appreciate the importance of the Pan-Hispanic norm in the international context.
7. Be able to solve problems related to discourse analysis in professional linguistic situations (political communication, electoral campaigns, business interaction, language teaching, etc.).
8. Be tolerant of linguistic diversity and richness.
9. Communicate using a non-sexist use of language.
10. Communicate using non-sexist language.
11. Describe and analyse pragmatic variation taking into account verbal, paraverbal and non-verbal communication.
12. Identify different theoretical and methodological perspectives in discourse analysis.
13. Identify the main linguistic phenomena of dialectal variation in Spanish: phonetic, grammatical and lexical.
14. Know the current geolectal varieties of Spanish in the world, with special attention to the sociolinguistic varieties of Spanish in America.
15. Learn the necessary skills to carry out discourse analysis of oral and written texts.
16. Manage databases and Internet sources or materials for the analysis of linguistic variation in Spanish.
17. Place linguistic changes in their chronological context.
18. Recognise the processes of linguistic change.
19. Relate the linguistic norm with other grammatical disciplines.
20. Solve problems of the Spanish language, and carry out linguistic analysis and commentary, from both a synchronic and historical-comparative perspective.
21. To gain theoretical and practical knowledge of the linguistic diversity of Spanish.
22. Use discourse analysis to take a critical stance on different social linguistic uses (discourse of power, discourse of gender and sexism, etc.).
23. Use technological resources (digital and audiovisual) to acquire knowledge and apply it in language and literature.

Content

1. Hypotheses about the formation of Spanish in America. Brief history of the expansion of Spanish in America. Between fragmentation and unity.
2. Dialectal regions in Spanish in America: main varieties. Key phonetic, morphosyntactic, and lexical features that differentiate the varieties.
3. Documentation resources on variation in Spanish in America: linguistic atlases and oral atlases.
4. Spanish in America and the Hispanic norm. Pan-Hispanism: definition, motivation. Presence of pan-Hispanic language policy in academic works.
5. Sociolinguistic situation in Hispanic America. Contacts between Spanish and other American languages. Language policy in American countries. Pidgins and creoles with a Hispanic component.

6. Spanish in/of the United States. Hispanic varieties in the United States. Presence of English in Hispanic dialects of the United States. Heritage speakers. Spanglish: linguistic and cultural fusion.

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.

During the established schedule by the institution/program, 15 minutes of a class will be reserved for students to complete the evaluation surveys regarding the performance of the teaching staff and the course evaluation.

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	62	2.48	2, 3, 5, 15, 9, 10, 21, 14, 11, 22, 1, 12, 16, 18, 19, 20, 7, 8, 17, 23, 6
Type: Supervised			
Tutorials	15	0.6	9, 21, 14, 16, 19, 8, 6
Type: Autonomous			
Tasks and exam preparation	65	2.6	2, 4, 9, 10, 21, 14, 13, 16, 19, 8, 6

Assessment

For the final evaluation, the following will be taken into account: the writing of an individual or team coursework (30%), an oral presentation in class (20%), and two written exams (25% each).

All activities are mandatory. In exceptional cases, the oral presentation may be replaced by a short synthesis paper.

Requirements to pass the course:

- To pass the course, it is necessary to complete all assessments. To pass the course, a final grade equal to or higher than 5 is required.
- To be eligible for recovery, it is necessary to have submitted all assessments and obtain a global grade higher than 3.5.
- The oral presentation activity is not subject to recovery.

- A grade of "not assessable" will be given if a maximum of 50% of the evaluation has been completed.
- If the course is assessable and any assessment is left pending, the grade for that assessment will be 0 and will be included in the calculation of the overall grade.
- In this case, the maximum possible grade for the course will be 4.9, and the student will be eligible for recovery.
- In the event that students have passed the recovery test, the maximum final grade for the subject will be 5

Observations:

In the case of written expression, it is expected that students write paragraphs and texts with complete content. Spelling, punctuation, and discourse structure errors will result in a penalty (-0.1 per error).

Oral expression should be coherent, organized, correct, and appropriate to the communicative situation.

General rules for the presentation and submission of academic work are assumed to be known.

If a student engages in any irregularities that may significantly affect the grading of an evaluation task, that task will be graded as 0, regardless of any disciplinary action that may be taken.

If multiple irregularities occur in the evaluation tasks of the same course, the final grade for that course will be 0.

At the beginning of the course, the course methodology and assessable tasks will be explained. Specific guidelines for each assessment will be provided later.

Detailed descriptions of the assessable activities, specific evaluation criteria, and submission deadlines can be found in the virtual teaching space for the course. The review process will vary depending on the type of assessment and will be announced in a timely manner.

Procedure for grade review.

On carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

Single assessment:

The single assessment implies a single assessment date, but not a single assessment activity. The single assessment will consist of the following activities: submission of the coursework (30%), submission of the recorded video presentation (20%), and two in-person written exams (25% each).

Everything will take place on a single day, which will coincide with the day set for the final exam of the continuous assessment. The exam schedule will be posted in the first week of the course on the virtual platform of the subject.

The same assessment method as continuous assessment will be used.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Classroom presentation	20%	2	0.08	2, 4, 3, 9, 10, 21, 14, 22, 1, 12, 13, 16, 19, 20, 7, 8, 23, 6

Individual or small group coursework	30%	2	0.08	2, 4, 15, 9, 10, 21, 14, 1, 13, 16, 19, 20, 8, 23, 6
Written exam	25%	2	0.08	2, 3, 5, 15, 9, 21, 14, 11, 22, 1, 12, 16, 18, 19, 20, 7, 8, 17, 6
Written exam	25%	2	0.08	2, 4, 9, 21, 14, 11, 1, 13, 16, 19, 20, 8, 6

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Software

No specific software is required.