Final Report
September 19, 2014 to teachers@lmu.edu.

Independent Course Instructors (Full-Time)

1. Prof. Rebeca Acevedo

   Department of Modern Languages and Literatures

   Course type: Exploration: Historical Analysis and Perspectives

   Title: Spanish of the Americas

2. An updated short description of the topic and objectives of the course in the final version (max 200 words);

   This course serves as an overview of the diachronic (across time) evolution of modern Latin American Spanish from Sixteenth to Eighteenth Centuries European Spanish, to the formation of the national varieties. It provides a general introduction to the history of different varieties of Spanish spoken in the “New World”. Data from primary and secondary sources, as well as linguistic analysis of Spanish will form the basis of study. Topics to be treated include the peninsular origins of New World Spanish, the influence of diverse languages on Spanish –mainly African, Amerindian, and/or other European languages, such as Italian in Argentina-, and the grammatical structures and lexical features which characterize and differentiate Spanish varieties. Students will also learn about the relative contribution of historical events and linguistic policies into language development. Students will identify common historical factors that affect language change, and they will know the chronological sequence of Spanish settlements and its geographic distribution. By the end of the semester, students will recognize the diversity of Latin American Spanish and the variety of cultures sharing by the Spanish linguistic communities.
3. A short description of the workshops attended and their relevance for and input into the core course design (max 200 words);

I did participate in the following workshops taught by Dorothea Herreiner, Director of the Center for Teaching Excellence = 3 modules:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Workshop</th>
<th>Modules</th>
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<tbody>
<tr>
<td>5/13/14</td>
<td>am + pm</td>
<td>Core Course Design</td>
<td>2 modules</td>
</tr>
<tr>
<td>5/14/14</td>
<td>am</td>
<td>Engaged Learning</td>
<td>1 module</td>
</tr>
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The first workshop that I attended ‘Core Course Design’ did present us with a good basis of how to develop a course for the new core; this workshop was extremely appropriate for my needs to prepare the present course. The main part of this workshop was dedicated to develop the learning goals for a course. During that time, we also reviewed different approaches to the ‘Taxonomy of learning’ or the revised Bloom’s Taxonomy; and the Knowledge Dimensions. This type of reviewing was very useful. It guided me to think about the learning goals, taking into account the guidelines of these cognitive processes. To me, one of the most helpful points in this workshop was the immediate feedback from all the participants –from different fields- to each other’s work.

The second workshop, ‘Engaged Learning‘, was also helpful but does not apply directly to the present course. However, I am positive I will be able to apply the learned skills and techniques for any other course, and the ones that I could develop in the near future for the core. The pair and group activities allow us to hear perspectives from very different fields, and it motivated rich discussions. I liked the “Interactive Techniques’ and all the handouts that were distributed.

4. A short explanation as to whether this course is designed to be taught by different instructors in the department (or beyond);
Most of the time, I am the one teaching this course, since it is directly connected to my area of research, historical sociolinguistics. I have established a rotation to teach it every two/three years. However, in case I had sabbatical or different commitments, there is another linguist in our Spanish section that could teach it too.

5. A list of other core courses you are considering to design or have already prepared (please list the course title, the type of course, the stage of development), if applicable;

   **Spanish of the United States - SPAN 433 01 → Flagged Course**
   –Engaged Learning–

6. For a First-Year Seminar, a short description of the collaboration with your writing instructor (max 200 words);

   N/A

7. If you redesigned an existing course to turn it into a new core course (i.e. the course was not yet a new core course previously), please make clear how the course you developed turned out to be different from the previous version and how the changes relate to the core (max 200 words);

   To fulfill core requirements, this class will have a stronger emphasis in the historical causes of language change, and the external forces which have shaped the Spanish language since the Conquest. We will discuss more in depth the chronological advances of linguistic communities, distinguishing dates of first encounter and more stable settlements in these territories, to concrete colonization. We will be discussing the routes of conquest and the lines of communication between Spain and America and within America. Readings for the class will include primary-source material, such as expedition’s records, legal documents, personal letters, and historical texts. With this new emphasis, I have included new readings and activities, elaborated new exams and implemented new form of assessment and teaching techniques.
8. If you redesigned a new core course (i.e. a course that had already been developed as a new core course), please make clear what the substantial revisions were to this course (compared to your first version of this new core course) as well as what issues these revisions address and how;

N/A

9. If you submit a final report for a different course than the one initially described in your grant application (possible only after approval by the CTE Director), please explain why you changed course and whether you still intend to develop the course you initially applied for and, if so, when (max 300 words);

N/A

10. Any special requirements or noteworthy aspects of your class (if any, max 200 words);

11. A copy of the syllabus of the course (this has to be a complete, carefully developed, and implementable version of the syllabus).

LOYOLA MARYMOUNT UNIVERSITY
DEPARTMENT OF MODERN LANGUAGES & LITERATURES
SPANISH OF THE AMERICAS (3)
SPAN 432:01

COURSE SYLLABUS

Instructor: Prof. Rebeca Acevedo
Email: Rebeca.Acevedo@lmu.edu (preferred contact)
Office: UNH 3957
Phone: 310-338-2983
Office hours: XXXX & by appointment

COURSE DESCRIPTION
The course will provide a general introduction to the history of Spanish spoken in the Americas. It will offer a Diachronic perspective on the evolution and development of the Spanish-American Dialectology. Topics to be treated will include the peninsular origins of New World Spanish, the influence of language contact on Spanish - Amerindian and African languages-, and the standardization of Spanish as the main language of Independent nations; as well as the grammatical structures and lexical features which characterize and distinguish Spanish varieties. Students will also learn about the contribution of historical events and social factors into language development from the sixteenth century to the twentieth century. We will be discussing differences between historical periods such as initial conquest, exploration and colonization, Independence movements, Revolution, etc., in connection to the formation of linguistic communities. By the end of this course, students will recognize the diversity of Latin American Spanish and the variety of cultures sharing the Spanish language.

PREREQUISITES/RECOMMENDED BACKGROUND
SPAN 333 or consent of instructor.

STUDENT LEARNING OUTCOMES
Upon successful completion of this course, students are expected to be able to:

- Define terms for language varieties
- Illustrate how historical events have an effect on language use and standardization
- Demonstrate knowledge about key differences between Spanish varieties in Latin America and macro regional variation
- Connect the influence of external (historical & social) and internal factor (linguistics) specifically related to Spanish of the Americas
- Identify main historical events that impacted linguistic development in the Spanish of the Americas
- Analyze Spanish texts from different geographical and historical origin using linguistic terminology

REQUIRED TEXT

REFERENCES & OTHER READINGS


Pountain, C. 2000. *A History of the Spanish Language through Texts*


**DATA COLLECTIONS**

Corpus del español (www.corpusdelespanol.org)

Corpus diacrónico del español (CORDE; http://corpus.rae.es/cordenet.html)

**VIDEOS**

*HISTORIA DE AMÉRICA LATINA ONLINE - RTVE.ES A LA CARTA*

www.rtve.es › Televisión › La 2. RTVE

Los Castellanos del Perú, linguisticvideos.

www.youtube.com/watch?v=GsDi5T9Zu_A
COMMENTS

This course will be conducted in Spanish and it is expected that students will use Spanish at all times. Attendance for the class is mandatory.

Course Grade

- Participation & Attendance: 15%
- Homework: 15%
- Cultural Activities: 5%
- Article Reviews (2): 10%
- Oral presentation: 15%
- Midterm Exam: 20%
- Final Exam (take-home): 20%

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
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<tr>
<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>0-59</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
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Course Requirements

1. Attendance - Regular attendance and active participation are crucial for passing this class. If a student misses more than 2 days, his/her grade will be reduced by one grade interval (Ex. A- to B+) for each additional day missed (note: the 2 excused days should be used for sickness and emergencies). If you must miss a class, please notify the instructor or have a friend call for you, otherwise you will not be allowed to make up the
work. Three late arrivals by more than 10 minutes will equal one absence. The student is responsible for all the announcements made and materials covered in class. Students may not miss any scheduled tests and/or homework.

2. Participation. Students’ class participation will be assessed based on but not limited to: 1) preparedness, 2) completeness of written homework, 3) cooperation and leadership in pair and group work, 4) positive attitude (i.e., respect towards the class, peers, and instructor), and 5) the use of Spanish.

3. Homework. Students are expected to spend about 6-7 hours per week reviewing the materials covered in the previous class, doing appropriate homework exercises, and preparing and reading for the next class. Homework must be typed. Include your name, activity, and page number. Late homework will not be accepted. If you need to miss class without an excuse, you can email me your homework before class time. Please keep all your work.

4. Cultural activity

Each student must attend two Chicano/Latino/Hispanic cultural activities during the semester, either on campus or in the greater Los Angeles area. Students must have the instructor approve their activity before participating in it. Afterwards, each student must type a 2-page double spaced report of the event to be handed in by the date stated in the syllabus (see Blackboard for guidelines).

5. Article Reviews. Each student will choose two journal articles (approved by the instructor beforehand) and make two extra copies of the articles (one for the instructor and one for the class file). For each article, the student shall 1) write a short critique paper and 2) make a presentation to the class. The presentation (5 min.) will synthesize for the class the gist of the article and thus, the presenter is responsible for making copies of his/her summary of the critique paper for the class. All students are responsible for the information in the articles as presented in class. The paper is due the same day as the oral presentation. You may choose articles from:

   Modern Language Journal
Hispania
Foreign Language Annals
Anuario de Letras
Canadian Modern Language Journal
and others upon approval

6. Oral Presentation. Each student has to give a presentation about a linguistic topic assigned by the professor. The subject must be related to a topic from the readings provided by the instructor.

7. Exams. Study guides will be provided (see Blackboard). There will be no make-ups (except with a valid excuse in which case the student should contact the instructor before the scheduled exam and bring a documented excuse). If the student misses a class when the exam is given, s/he will get a score of zero. The final will be comprehensive. Students will have 32 hrs. to complete the take-home exam.

8. Seeking help - Do not hesitate to seek help! Whenever you have a difficulty with the course materials, you should contact the instructor for assistance immediately. But please read the materials and make a serious attempt doing the homework before you come and see me.

<table>
<thead>
<tr>
<th>Department Statement on Plagiarism and Academic Honesty and Integrity</th>
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</thead>
<tbody>
<tr>
<td>The Department of Modern Languages &amp; Literatures follows the policy on PLAGIARISM and ACADEMIC HONESTY AND INTEGRITY as outlined in the Loyola Marymount University Bulletin: LMU Honor Code and Process. (<a href="http://bulletin.lmu.edu">http://bulletin.lmu.edu</a>.) Students who violate University standards of academic integrity are subject to disciplinary sanctions, including failure in the course and suspension from the University. Since dishonesty in any form harms the individual, other students and the University, academic integrity policies will be strictly enforced. I expect you will familiarize yourself with these university policies.</td>
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American with Disabilities Act (ADA) Accommodation

SPECIAL ACCOMMODATIONS: Students with special needs who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the Disability Support Services Office. Any student who currently has a documented disability (physical, learning, or psychological) needing academic accommodations should contact the Disability Services Office (Daum Hall 2nd floor, 310-338-4216) as early in the semester as possible. All discussions will remain confidential. Please visit <http://www.lmu.edu/dss> for additional information.
**Important information***

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

**SPANISH OF THE AMERICAS (CORE PROPOSAL)***

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Topic Details</th>
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| 1st. | Introduction | Dialects and Social variation in Latin American Spanish  
Methods in historical linguistics: why and how languages change |
| 2nd. | Origin of the language | Origins of Spanish and the linguistic heritage of Spain  
Language contact in the Iberian Peninsula: Latin, German, Arabic |
| 3rd. | Latin American dialects | Spanish overseas  
Different classifications of Latin American dialects |
| 4th. | Dialectal classification | Classification of dialect zones:  
A. Based on lexical data  
B. Based on morphological and phonological features. |
| 5th. | Dialectal class. Historical overview | Spanish Conquest and expansion in Latin America  
1492-1650  
Classification based on relative chronology of settlement. |
| 6th. | Language contact | MIDTERM.  
The Native American contribution. The roles of indigenous substrata |
| 7th. | Historical overview | Colonization. Viceroyalty of New Spain (North and Central America)  
Viceroyalty of Perú (South America)  
TEXTUAL ANALYSIS: Colonial manuscripts |
| 8<sup>th</sup>. | Historical overview | Colonial life: 1650-1800  
The Bourbon line and Reconquista (New viceroyalties and expansion)  
TEXTUAL ANALYSIS: Colonial manuscripts |
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<tbody>
<tr>
<td>9&lt;sup&gt;th&lt;/sup&gt;.</td>
<td>Afro-Hispanic language</td>
<td>The African connection and the formation of Creole languages</td>
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<tr>
<td>10&lt;sup&gt;th&lt;/sup&gt;.</td>
<td>Language standardization</td>
<td>Social variation and the role of language academies and other social entities in Latin American Spanish</td>
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</tbody>
</table>
| 11<sup>th</sup>. | Caribe | Caribbean Spanish: first contact and colonial development  
TEXTUAL ANALYSIS: 19<sup>th</sup>-century documents |
| 12<sup>th</sup>. | Mexico | Spanish of Mexico: From the colonial period to Independence  
TEXTUAL ANALYSIS: 19<sup>th</sup>-century documents |
| 13<sup>th</sup>. | Argentina | Spanish of Argentina: patterns of language contact and subsequent linguistic development  
TEXTUAL ANALYSIS: 19<sup>th</sup>-century documents |
| 14<sup>th</sup>. | Linguistic policies | Oral presentations (Central American Spanish)  
Oral presentations (Caribbean Spanish)  
IDENTIFICATION: recognition of linguistic varieties |
| 15<sup>th</sup>. | Review | Oral presentations (Andean Spanish)  
IDENTIFICATION: description of the differences between varieties |

FINAL EXAM