SPA 305 Introduction to Spanish Linguistics  
MWF 11-11:50 in STEM 201  
Fall 2019  
Stephen F. Austin State University 

Instructor: Christopher D. Sams, Ph.D.  
Office: Liberal Arts North (LAN) 255  
Office phone: (936) 468-2270 (no voicemail activated)  
Email: samsc@sfasu.edu (please indicate SPA 305 in the subject line of your message)  

Office hours: MWF 8:00-9:00, TR 8:00-9:30, and any day by mutually convenient appointment  

Students should not email and dictate a time for an appointment: it shows a lack of respect for my schedule. If an appointment is needed (due to reasons other than not feeling like coming in early), please email me with all the days and times available (not just the ones most convenient) and which are the most preferred. It’s rare that I can accommodate appointments with less than 48 hours notice. 

**Course Description**  
A survey of various fields of Spanish linguistics, including morphology, syntax, phonetics and phonology, socio-linguistics, and dialectology. 

**Prerequisite(s)** SPA 232 or equivalent  

**Required Texts**  
All course materials will be provided by the instructor.  

**Course/Student Objectives/Outcomes**  
Students will have an overall understanding of the field of Linguistics and its subfields (see the course description above and tentative course outline below) and be able to apply them to the Spanish language. Students will better understand the linguistic differences between English and Spanish.  

**Program Learning Outcomes**  
1. Students will demonstrate the ability to engage in effective oral communication with native speakers of the target language.  
2. Students will analyze and summarize authentic texts in the target language.  
3. Students will write effective, original compositions demonstrating the ability to analyze, persuade and/or defend an opinion in the target language.  
4. Students will apply critical thinking skills in comparisons of the cultures studied and their own.  
5. Students will, if seeking teacher certification, demonstrate mastery of professional skills necessary to teach the target language.
6. Students will demonstrate mastery of linguistic and cultural skills necessary to pursue graduate study and/or careers.

**Coursework Requirements and Grading Policy**

- The final course grade will be determined by 4 take-home assignments which will be announced in class and posted on D2L at least one week in advance of the due date (indicated on the tentative schedule below).

- Take-home assignments are to be submitted to the D2L dropbox by the due date. The assignments are due one hour before class begins. I recommend uploading your work regularly in case something happens at the last minute. I only accept late work under extreme circumstances and for a penalty of my discretion.

- Assignments are based on my lectures and classroom discussion. General discussion among students regarding assignments is fine, but students are to submit their own work with their own wording and unique examples. **Students must type the name(s) of any student(s) with whom they worked at the top of the assignment (this includes my name if students see me in office hours).** If you work with another student, do not come in with another student or another student’s paper to discuss grades. It is possible that students who work together receive different grades since often times one student may go back and polish or add more examples to clarify their work. Outside sources should only be used when specifically directed and they must be properly cited. I am not interested in a summary of an outside source; I am interested in each individual student’s understanding of the material based on what was covered in class. Failure to comply with any of the above will result in a violation of SFA’s Academic Integrity policy (see below). I reserve the right to change all take-home assignments to in-class exams at any time.

- Students may bring drafts of assignments to my office hours. I am here to clarify directions on the assignments--not to do them. I do not pre-grade and I do not look at assignments via email; however, questions that I can answer in a sentence or two via email are fine.

- Some notes about my office hours: Students don’t need an appointment to see me during office hours but should anticipate that during weeks when assignments are due, office hours will usually be quite busy. Students should not embarrass themselves by showing up in office hours on due dates asking for clarification/help on an assignment. Students should not come to my office hours to ask me to reteach material because they missed class. I divide my time by how many students are waiting. Also, if I am with a student, please make sure that I see you and know that you are waiting; do not walk into my office when I am with another student. If you are turning something in, you don’t need to wait; please just excuse yourself and hand me your paper.

**Final Course Grade**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100%-90%</td>
</tr>
<tr>
<td>B</td>
<td>89.9%-80%</td>
</tr>
<tr>
<td>C</td>
<td>79.9%-70%</td>
</tr>
<tr>
<td>D</td>
<td>69.9%-60%</td>
</tr>
<tr>
<td>F</td>
<td>59.9% and below</td>
</tr>
</tbody>
</table>

Excellent       Good       Average       Below Avg.
Each assignment is worth 100 points and will be graded as follows:

A+ 100; A 95; A- 92; B+ 88; B 85; B- 82; C+ 78; C 75; C- 72; D+ 68; D 65; D- 62

Scores lower than 62 will receive a score in accordance with the quality of work which was submitted.

When I go over the assignment in class a week before it is due, I highlight what I am looking for. I take the assignment as a whole; I have found that using a rubric in this course to grade assignments consistently results in lower scores as it doesn’t allow me to look at the big picture. This system is also why I don’t generally assign point values to each part of an assignment. Students should keep all graded work until final grades have been posted.

**Definition of Grades**

An assignment which receives an A far exceeds my expectations. It shows mastery all of the content, it is well organized and professionally presented, offers plentiful critical analysis and original insight, and contains plenty of examples. I think, “This is exemplary work.”

An assignment which receives a B exceeds my expectations. It shows near mastery of all of the content, it is generally well organized and presented, it offers some critical analysis and insight, and contains sufficient examples. I think, “This is excellent work, but needs some polish.”

An assignment which receives a C meets my expectations. It shows more or less a general mastery of most of the content, has organization and some facets of a professional presentation, relies more on repeating information rather than offering critical analysis and insight, and could benefit from examples. I think, “This is the average of what I expected.”

An assignment which receives a D falls below my expectations. It shows a sketchy mastery of content, isn’t very well organized or presented professionally, doesn’t offer much (if any) critical analysis or insight, and lacks sufficient examples. I think, “This doesn’t demonstrate that the student is confident in the material.”

An assignment which receives an F usually doesn’t follow the assignment directions, is plagiarized, or is incomplete. It shows little or no mastery of content, lacks organization and professional presentation, relies only on repeating what others have said, and offers very few or no examples.

**Course Policies**

- Adults make arrangements. They also take responsibility, are held accountable, and accept the consequences of their actions.

- Attendance, Participation, and Preparation
  - Regular, prompt attendance, active participation, preparation, and adherence to the syllabus policies are expected.
• If a student misses class, they are responsible to find out from a classmate what they missed. Do not ask me. Students can get notes from them and find out if you missed any announcements. After speaking to a classmate, if they have specific questions, they can see me. I will not give private lectures over what was missed in class.

Period.

• I post all assignments on D2L. I do not monitor or respond to emails sent via D2L; all emails should be sent to samsc@sfasu.edu. For D2L technical support, contact student support in The Center for Teaching and Learning at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.

• Students should check their SFA email account daily during the week. I return most emails within 24 hours. If you don’t hear back from me within 24 hours on a weekday, please resend your email—I may not have received it. This is a professional atmosphere; emails should have a subject, salutation (if for initial contact), body, and signature.

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance available to help SFA students succeed.

• Habitually arriving late to class, text messaging, sleeping, or working on material for another class makes you look unconcerned and disrespectful.

Academic Integrity (A-9.1)

Academic integrity is the responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways, including instruction on the components of academic honesty as well as abiding by university policy on penalties for cheating and plagiarism. Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at:
http://www.sfasu.edu/policies/academic_integrity.asp.

In cases where there exists a violation of academic integrity (whether intentional or unintentional), I reserve the right to fail a student for part of or the entire assignment in question or the entire course.

Withheld Grades Policy (A-54)

The following is taken from SFASU’s Policy Manual (2012), “Semester Grades Policy” (A-54). At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities

To obtain disability-related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Tentative Course Outline

This course will begin with an overview of the study of Linguistics. We will then examine Phonetics, Phonology, Morphology, Syntax, and Semantics/Pragmatics. Throughout, we will highlight how Spanish and English differ and we will also examine areas of Applied Linguistics (e.g., First and Second Language Acquisition, Historical Linguistics, Language and Culture, Sociolinguistics, and problems in translation and interpretation).

Assignment 1 due: Friday, September 20
Assignment 2 due: Friday, October 11
Assignment 3 due: Friday, November 8
Assignment 3 due: Friday, December 6

End-of-Semester Procedures

For final course grades, an 89.9 is a B and a 79.9 is a C and so on--students should not expect or request that grades be rounded up. All grades are final and students should not email asking for special consideration (e.g., to redo an assignment, do corrections, do extra credit). Final assignment and course grades will be posted on D2L and uploaded to mySFA during finals week.

“JackText grade notification is available to students who sign up for it. This service sends a text to the student each time a grade is posted to their account. This should eliminate some of their anxiety.
when awaiting grades posting, as they will be notified the moment the grade is rolled into their academic history. Instructions for signing up for JackText can be accessed at http://www.sfasu.edu/5418.asp.”