

Term Information

Effective Term Summer 2020

General Information

Course Bulletin Listing/Subject Area Spanish
Fiscal Unit/Academic Org Spanish & Portuguese - D0596
College/Academic Group Arts and Sciences
Level/Career Graduate, Undergraduate
Course Number/Catalog 5630E
Course Title Seminar in Hispanic Linguistics - Embedded Honors
Transcript Abbreviation SeminarHisPLing-EH
Course Description Intensive study of major topic in Hispanic linguistics. Topics vary: e.g., the Spanish pronominal system, American Spanish dialectology, Spanish orthography. Fulfills seminar requirement for students completing the Hispanic Linguistics Concentration of the Honors Spanish Major. Honors Embedded.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable Yes
Allow Multiple Enrollments in Term Yes
Max Credit Hours/Units Allowed 9
Max Completions Allowed 3
Course Components Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: A grade of C- or above in 4430(H) and two of the following: Spanish 4532, 4534, 4534E, 4536, 4537, 4538, 4595.01, 4610, 4689S, 5389, Portuguese 5611.
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	16.0905
Subsidy Level	Masters Course
Intended Rank	Junior, Senior, Masters

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- Students will have a general familiarity with the terminology used in analysis of data in Hispanic Linguistics.
- Students will have a general familiarity with the description and methodology employed to analyze important processes in Spanish, such as dialectical differences or inflexion and word formation (composition and derivation).
- Students will develop their own critical analysis of previous literature on issues related to Hispanic Linguistics.

Content Topic List

- Variation
 - Linguistic research
 - Morphology
 - Pragmatics
 - Prototypes
 - Pronominal System
 - Topic in Hispanic Ling
- No

Sought Concurrence

Attachments

- 2-14-2020 Span 5630E-SP20.docx: E-syllabus
(Syllabus. Owner: Sanabria, Rachel A.)
- 2-18-2020 SPA5630-Sp20.docx: syllabus
(Syllabus. Owner: Sanabria, Rachel A.)
- 2-18-20 Spanish Major Curriculum Map.xlsx: Curriculum Map
(Other Supporting Documentation. Owner: Sanabria, Rachel A.)
- SPAN5630_syllabus RCA.docx: syllabus
(Syllabus. Owner: Sanabria, Rachel A.)
- SPAN 5630E Seminar in Spanish Linguistics.docx: E-syllabus
(Syllabus. Owner: Sanabria, Rachel A.)

Comments

- Courses bolded and yellow highlighted in the curriculum map are pending approval. *(by Sanabria, Rachel A. on 02/18/2020 12:54 PM)*

COURSE REQUEST
5630E - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/19/2020

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Sanabria, Rachel A.	02/18/2020 02:01 PM	Submitted for Approval
Approved	Podalsky, Laura	02/18/2020 02:38 PM	Unit Approval
Approved	Heysel, Garrett Robert	02/18/2020 03:51 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal	02/18/2020 03:51 PM	ASCCAO Approval
Pending Approval	Chamberlain, Lindsey Joyce	02/19/2020 12:24 PM	Ad-Hoc Approval

SPANISH 5630/E Seminar in Spanish Linguistics: *Spanish Word-Formation*
Spring 2020

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Syllabus

Professor: [Fernando Martínez-Gil](#)

Room: Hagerty Hall, 050

Time/Day: Tuesday and Thursday 3:55 - 5:15
PM

Email: martinez-gil.1@osu.edu

Office: Hagerty Hall 250 Phone: 614- 292-
1981.

Office Hour: Tue & Thur 2:15 - 3:15 PM or
by appointment.

Required Texts:

- 1) Lang, Mervin. 1990. *Spanish Word Formation*. New York: Routledge (capítulos 3-9).
- 2) Acevedo, Milton. 2009. *Introducción a la lingüística española* (3^a ed.). Upper Saddle River, New Jersey: Prentice Hall (capítulo 5).
- 3) Bauer, Laurie. 2003. *Introducing Linguistic Morphology* (2nd ed.). Washington D.C.: Georgetown University Press (capítulos 1-9).

The corresponding text chapters for Lang (1990), Bauer (2003), y Acevedo (2009) will be available in PDF format in the course *Carmen Canvas* page.

Online Resources for Spanish Morphology

- To find compound lexemes and derivatives in Spanish, a useful resource is: Ignacio Bosque y M. Pérez Fernández. 1987. *Diccionario inverso de la lengua española*. Madrid: Gredos, where words appear in alphabetical order beginning with the end of the word, rather than the beginning.
- *Websters New World International Spanish Dictionary*.
- Spanish Dictionary: *Real Academia Española*: <https://dle.rae.es/>
- Online English/Spanish, Spanish/English dictionary: *Word Reference* en <https://www.wordreference.com/>

I. Description, Course Objectives, and other important course information

1. Description

Morphology is the grammar component that studies the internal structure of words. This course offers a survey of morphological analysis and the mechanisms that account for word structure in contemporary Spanish. The course begins with a brief introduction to basic, descriptive concepts used in morphological analysis, and then turns to a discussion of the fundamental distinction between inflectional and derivational morphology within the morphological component. The course's main focus is on how Spanish words are analyzed in terms of their component elements (or morphemes), according to the two principal types of word formation: *composition* and *derivation*, including prefixation, appreciative and non-appreciative, suffixation, nominalization, adjectivization, verbalization and adverbialization. The last part of the course is dedicated to the analysis of other miscellaneous procedures for word formation, such as the parasynthesis, crosses, acronyms, truncation, hypocoristics, and morphemes of provenance.

2. Embedded Honors Course Objectives

The principal objectives of this course are the following:

- A general familiarity with the terminology used in morphological analysis
- An introduction to the morphological analysis of Spanish: inflectional and derivational systems
- A general familiarity with the description and methodology employed to analyze the most important morphological processes in Spanish, such as inflexion and word formation (composition and derivation).
- Students completing the Embedded Honors section of the course will become familiar with select research relevant to course topics. More precisely, students will develop their own critical analysis of previous literature on issues related to Spanish word formation and structure.

3. Course Requirements:

- a) Attendance and Participation in class
- b) **Required readings** see the calendar (below)
- c) **Homework (8):** with material discussed / studied in class, see the calendar (below)
- d) **3 Quizzes; 2 before the midterm, 1 before the Final exam,** see the calendar (below)
- e) **Tests (2):** Test 1 (mid-semester: Thursday, March 5th 3:55-5:15pm), and Test 2 (final: Monday, April 27th 6-7:45pm); both will take place in HH0050 as in-class written exams.
- f) **Critical Analysis paper** (8-10 pages, double spaced) over a chosen topic covered in class (of the student’s choice). Embedded Honors students should schedule an appointment with the professor (during office hours) to discuss his/her topic of choice. Each student will turn in a brief proposal (~1 page) to the professor on the chosen topic no later than **Tuesday, March 31st**. Final papers are due no later than **Monday, April 27th** (the day of the final exam). Late papers will only be accepted with an official university documented excuse. The paper will consist of the following 4 sections: a) Introduction, b) a description and critical analysis; c) conclusion, and d) references. Final Papers should include at least 5 references (Do not include Powerpoint notes from class or references like Wikipedia).

Participation and homework exercises will be evaluated based on the following general criteria: a) the student completes the readings and is prepared to participate in class; b) the student demonstrates frequent participation by being attentive and active in discussions over materials presented in class; c) the student is readily willing to always participate in Spanish; d) the student turns in all work on time, presented in a clear, careful and organized manner.

All homework must be typed and printed to hand in on the assigned day (according to the calendar, below). Handwritten or emailed homework will not be accepted.

4. Honors Embedded Grade Breakdown

Participation10%	Quizzes (3)20%	Final.....20%
Homework (9).....10%	Midterm20%	Critical Analysis20%

Grading Scale

93% – 100%	A
90% – 92%	A-
87% – 89%	B+
83% – 86%	B
80% – 82%	B-
77% – 79%	C+
73% – 76%	C
70% – 72%	C-
67% – 69%	D+
60% – 66%	D
Less than 60%	E

5. Other Important Details:

- Attendance is important and required. Undocumented absences will negatively affect your participation grade, and therefore also the final grade. In the case two or more undocumented absences, the final grade will lower 1 grade for each additional absence (A > B > C, etc.). The term “documented” means that the student will provide a signed, original doctor’s note to the professor. Missing a quiz or exam without a documented excuse will result in an automatic grade of E on that quiz or exam.
- Participation during in-class discussions on class materials and homework exercises is required.
- Readings in the course schedule, corresponding to the assigned text, are **required**. It is the responsibility of each to student to complete the assigned readings before the class period. Class notes are in *PowerPoint*, and all materials (programa, tareas y soluciones a las tareas, *handouts*, etc.), will be available beforehand in *Carmen* in PDF format.
- Homework will be turned in on the assigned date. Late assignments will not be accepted without a reasonable excuse (in most cases a medical excuse).
- Quizzes and exams will not be offered outside of the planned date. An exception will only be made in cases where there is a documented medical emergency.
- Arrive on time to class.** Students who arrive late to class will receive a lowered grade (as outlined above)
- All cell phones should be turned off during class.

II. CALENDARIO, TEMAS, Y LECTURAS ASIGNADAS (FFE = el libro de texto *Fonética y fonología españolas* de Schwegler et al.; CP = *A Course in Phonetics* de Ladefoged)

	<i>Tema</i>	<i>Lecturas</i>	<i>Tarea</i>
<i>1ª semana</i>			
7 enero	Introducción al curso. Tema 1. La morfología: conceptos básicos. La morfología dentro de la gramática. El morfema. Tipos de morfemas: morfemas libres y ligados; morfemas flexivos y derivativos.	Bauer 1-4 y 7-8 Acevedo 5	

9 enero	La morfología: conceptos básicos (cont.)		
2ª semana			
14 enero	La morfología: conceptos básicos (cont.)		
16 enero	La morfología: conceptos básicos (cont.)		
3ª semana			
21 enero.	Tema 2. La flexión: morfología flexiva del español. Sufijos flexivos <i>no verbales</i> : género y número. Sufijos flexivos <i>verbales</i> : vocal temática; morfemas de tiempo aspecto, modo y voz; morfemas de persona y número. Alternancias vocálicas. Incrementos consonánticos. Los verbos irregulares.	Bauer 6, Acevedo 5	Entregar la tarea #1
23 enero	La flexión: morfología flexiva del español (cont.)		
4ª semana			
28 enero	La flexión: morfología flexiva del español (cont.)		Entregar la tarea #2
30 enero	La flexión: morfología flexiva del español (cont.)	Prueba #1 (temas 1-2)	
5ª semana			
4 febrero	Tema 3. Formación de palabras en español. Mecanismos principales: derivación y composición. La variación alomórfica. Las nociones de <i>productividad, bloqueo léxico y lexicalización</i> .	Bauer 5-6 y 9	
6 febrero	La formación de palabras en español (cont.)		
6ª semana			
11 febrero	Tema 4. La composición de palabras. Diferentes tipos de palabras compuestos. Compuestos ortográficos y sintagmáticos. Restricciones sintácticas y semánticas sobre los compuestos.	Lang 3	Entregar la tarea #3
13 febrero	La composición de palabras (cont.)		
7ª semana			
18 febrero	La composición de palabras (cont.)		Entregar la tarea #4
20 febrero	Tema 5. La sufijación apreciativa: Tipos y estructura. Sufijos diminutivos, aumentativos y peyorativos.	Lang 4	Prueba #2 (temas 3-4)
8ª semana			
25 febrero	La sufijación apreciativa (cont.)		Entregar la tarea #5
27 febrero	La sufijación apreciativa (cont.)		
9ª semana			
3 marzo	Tema 6. La sufijación no apreciativa. Principales sufijos nominalizadores. La nominalización deadjetival y deverbal. La conversión o <i>sufijación cero</i> .	Lang 5	
5 marzo	EXAMEN PARCIAL I (= medio semestre) (incluye los temas 1-5)		
10ª semana			

martes 10 y jueves 12 --SPRING BREAK-- (no hay clases)			
11^a semana			
17 marzo	La sufijación no apreciativa (cont.).		
19 marzo	La sufijación no apreciativa (cont.).		
12^a semana			
24 marzo	La sufijación no apreciativa (cont.).		Entregar la tarea #6
26 marzo	La sufijación no apreciativa (cont.).		
13^a semana			
31 marzo	Tema 7. La adjetivización y la adverbialización. La adjetivización denominal y deverbal. La adjetivización deadjetival.	Lang 6	Entregar la tarea #7
2 abril	Tema 8. La verbalización. Tipos y estructura. Tipología de sufijos. Verbalización deverbal.	Lang 7	
14^a semana			
7 abril	Tema 9. La prefijación. Características y función. Diferentes tipos de prefijos.	Lang 8	Entregar la tarea #8
9 abril	La prefijación (cont.)		Prueba #3 (temas 6-7)
15^a semana			
14 abril	Tema 10. Procedimientos varios de formación de palabras. Cruces, parasíntesis, derivación genérica y gentilicia, acrónimos e hipocorísticos.		
16 abril	Procedimientos varios de formación de palabras (cont.). Último día de clase.		

EXAMEN PARCIAL II (FINAL), escrito, en clase, Hagerty Hall 050:

Lunes, 27 de abril de 6:00 -7:45pm

(Incluye sólo el material cubierto en clase después del EXAMEN PARCIAL I)

Important Note: Although every effort will be made to maintain the class schedule, it is subject to adjustments and changes. Any change will be announced in class and on the course Carmen Canvas page. If you are absent from class when any change is announced, you will still be held responsible. You are expected to get the information from your course peers, or check Carmen Canvas for any changes.

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ACADEMIC MISCONDUCT: PROHIBITED CONDUCT

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. At Ohio State we presume that all students have read and understand our university's Code of Student Conduct (for the full text of the Student Code of Conduct, see the web page: http://studentaffairs.osu.edu/resource_csc.asp).

Any student found to have engaged in the following conduct while within the university's jurisdiction, as set forth in section 3335-23-02, will be subject to disciplinary action by the university. Academic misconduct is defined as any activity that tends to compromise the academic integrity of the university, or subvert the educational process. The term "academic misconduct" includes all forms of student academic misconduct wherever committed, illustrated by (but not limited to) cases of plagiarism and dishonest practices in connection with examinations. Some examples of academic misconduct include, but are not limited to:

1. Violation of course rules as contained in the course syllabus or other information provided to the student; violation of program regulations as established by departmental committees and made available to students.
2. Knowingly providing or receiving information during examinations such as course examinations and candidacy examinations; or the possession and/or use of unauthorized materials during those examinations.
3. Knowingly providing or using assistance in the laboratory, on field work, or on a course assignment unless such assistance has specifically been authorized.
4. Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas.
5. Submitting substantially the same work to satisfy requirements for one course that has been submitted in satisfaction of requirements for another course, without permission of the instructor of the course for which the work is being submitted.
6. Falsification, fabrication, or dishonesty in reporting laboratory and/or research results.
7. Serving as, or enlisting the assistance of a substitute for a student in the taking of examinations.
8. Alteration of grades or marks by the student in an effort to change the earned grade or credit.
9. Alteration of academically-related university forms or records, or unauthorized use of those forms.
10. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding or altering resource material, or manipulating a grading system.

N.B.: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. Instructors shall

report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487)

DISABILITY SERVICES

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

MENTAL HEALTH SERVICES:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

**SPANISH 5630 Seminar in Spanish Linguistics: *Spanish Word-Formation*
Spring 2020**

 Follow us on Twitter @SpanPortOSU)

Syllabus

Professor: Fernando Martínez-Gil

Room: Hagerty Hall, 050

Time/Day: Tuesday and Thursday 3:55 - 5:15

Email: martinez-gil.1@osu.edu

Office: Hagerty Hall 250 Phone: 614- 292-1981.

Office Hour: Tue & Thur 2:15 - 3:15 PM or by appointment.

Required Texts:

1) Lang, Mervin. 1990. *Spanish Word Formation*. New York: Routledge (capítulos 3-9).

2) Acevedo, Milton. 2009. *Introducción a la lingüística española* (3ª ed.). Upper Saddle River, New Jersey: Prentice Hall (capítulo 5).

3) Bauer, Laurie. 2003. *Introducing Linguistic Morphology* (2nd ed.). Washington D.C.: Georgetown University Press (capítulos 1-9).

The corresponding text chapters for Lang (1990), Bauer (2003), y Acevedo (2009) will be available in PDF format in the course *Carmen Canvas* page.

Online Resources for Spanish Morphology

- To find compound lexemes and derivatives in Spanish, a useful resource is: Ignacio Bosque y M. Pérez Fernández. 1987. *Diccionario inverso de la lengua española*. Madrid: Gredos, where words appear in alphabetical order beginning with the end of the word, rather than the beginning.
- *Websters New World International Spanish Dictionary*.
- Spanish Dictionary: *Real Academia Española*: <https://dle.rae.es/>
- Online English/Spanish, Spanish/English dictionary: *Word Reference* en <https://www.wordreference.com/>

I. Description, Course Objectives, and other important course information

1. Description

Morphology is the grammar component that studies the internal structure of words. This course offers a survey of morphological analysis and the mechanisms that account for word structure in contemporary Spanish. The course begins with a brief introduction to basic, descriptive concepts used in morphological analysis, and then turns to a discussion of the fundamental distinction between inflectional and derivational morphology within the morphological component. The course's main focus is on how Spanish words are analyzed in terms of their component elements (or morphemes), according to the two principal types of word formation: *composition* and *derivation*, including prefixation, appreciative and non-appreciative, suffixation, nominalization, adjectivization, verbalization and adverbialization. The last part of the course is dedicated to the analysis of other miscellaneous procedures for word formation, such as the parasynthesis, crosses, acronyms, truncation, hypocoristics, and morphemes of provenance.

2. Course Objectives

The principal objectives of this course are the following:

- A general familiarity with the terminology used in morphological analysis
- An introduction to the morphological analysis of Spanish: inflectional and derivational systems
- A general familiarity with the description and methodology employed to analyze the most important morphological processes in Spanish, such as inflexion and word formation (composition and derivation).

3. Course Requirements:

- Attendance and Participation in class
- Required readings** see the calendar (below)
- Homework (8):** with material discussed / studied in class, see the calendar (below)
- 3 Quizzes; 2 before the midterm, 1 before the Final exam**, see the calendar (below)
- Tests (2):** Test 1 (mid-semester: Thursday, March 5th 3:55-5:15pm), and Test 2 (final: Monday, April 27th 6-7:45pm); both will take place in HH0050 as in-class written exams.

Participation and homework exercises will be evaluated based on the following general criteria: a) the student completes the readings and is prepared to participate in class; b) the student demonstrates frequent participation by being attentive and active in discussions over materials presented in class; c) the student is readily willing to always participate in Spanish; d) the student turns in all work on time, presented in a clear, careful and organized manner.

All homework must be typed and printed to hand in on the assigned day (according to the calendar, below). Handwritten or emailed homework will not be accepted.

4. Grade Breakdown

Participation10%	Quizzes (3)20%	
Homework (9)10%	Midterm 30%	Final.....30%

Grading Scale

93% – 100%	A
90% – 92%	A-
87% – 89%	B+
83% – 86%	B
80% – 82%	B-
77% – 79%	C+
73% – 76%	C
70% – 72%	C-
67% – 69%	D+
60% – 66%	D
Less than 60%	E

5. Other Important Details:

- Attendance is important and required. Undocumented absences will negatively affect your participation grade, and therefore also the final grade. In the case two or more undocumented absences, the final

grade will lower 1 grade for each additional absence (A > B > C, etc.). The term “documented” means that the student will provide a signed, original doctor’s note to the professor. Missing a quiz or exam without a documented excuse will result in an automatic grade of E on that quiz or exam.

2. Participation during in-class discussions on class materials and homework exercises is required.
3. Readings in the course schedule, corresponding to the assigned text, are **required**. It is the responsibility of each to student to complete the assigned readings before the class period. Class notes are in *PowerPoint*, and all materials (programa, tareas y soluciones a las tareas, *handouts*, etc.), will be available beforehand in *Carmen* in PDF format.
4. Homework will be turned in on the assigned date. Late assignments will not be accepted without a reasonable excuse (in most cases a medical excuse).
5. Quizzes and exams will not be offered outside of the planned date. An exception will only be made in cases where there is a documented medical emergency.
6. **Arrive on time to class.** Students who arrive late to class will receive a lowered grade (as outlined above)
7. All cell phones should be turned off during class.

II. CALENDARIO, TEMAS, Y LECTURAS ASIGNADAS (FFE = el libro de texto *Fonética y fonología españolas* de Schwegler et al.; CP = *A Course in Phonetics* de Ladefoged)

	<i>Tema</i>	<i>Lecturas</i>	<i>Tarea</i>
1ª semana			
7 enero	Introducción al curso. Tema 1. La morfología: conceptos básicos. La morfología dentro de la gramática. El morfema. Tipos de morfemas: morfemas libres y ligados; morfemas flexivos y derivativos.	Bauer 1-4 y 7-8 Acevedo 5	
9 enero	La morfología: conceptos básicos (cont.)		
2ª semana			
14 enero	La morfología: conceptos básicos (cont.)		
16 enero	La morfología: conceptos básicos (cont.)		
3ª semana			
21 enero.	Tema 2. La flexión: morfología flexiva del español. Sufijos flexivos no verbales : género y número. Sufijos flexivos verbales : vocal temática; morfemas de tiempo aspecto, modo y voz; morfemas de persona y número. Alternancias vocálicas. Incrementos consonánticos. Los verbos irregulares.	Bauer 6, Acevedo 5	Entregar la tarea #1
23 enero	La flexión: morfología flexiva del español (cont.).		
4ª semana			
28 enero	La flexión: morfología flexiva del español (cont.).		Entregar la tarea #2
30 enero	La flexión: morfología flexiva del español (cont.).	Prueba #1 (temas 1-2)	
5ª semana			

4 febrero	Tema 3. Formación de palabras en español. Mecanismos principales: derivación y composición. La variación alomórfica. Las nociones de <i>productividad, bloqueo léxico y lexicalización.</i>	Bauer 5-6 y 9	
6 febrero	La formación de palabras en español (cont).		
6ª semana			
11 febrero	Tema 4. La composición de palabras. Diferentes tipos de palabras compuestos. Compuestos ortográficos y sintagmáticos. Restricciones sintácticas y semánticas sobre los compuestos.	Lang 3	Entregar la tarea #3
13 febrero	La composición de palabras (cont.).		
7ª semana			
18 febrero	La composición de palabras (cont.).		Entregar la tarea #4
20 febrero	Tema 5. La sufijación apreciativa: Tipos y estructura. Sufijos diminutivos, aumentativos y peyorativos.	Lang 4	Prueba #2 (temas 3-4)
8ª semana			
25 febrero	La sufijación apreciativa (cont.).		Entregar la tarea #5
27 febrero	La sufijación apreciativa (cont.).		
9ª semana			
3 marzo	Tema 6. La sufijación no apreciativa. Principales sufijos nominalizadores. La nominalización deadjetival y deverbal. La conversión o <i>sufijación cero.</i>	Lang 5	
5 marzo	EXAMEN PARCIAL I (= medio semestre) (incluye los temas 1-5)		
10ª semana			
martes 10 y jueves 12 --SPRING BREAK-- (no hay clases)			
11ª semana			
17 marzo	La sufijación no apreciativa (cont.).		
19 marzo	La sufijación no apreciativa (cont.).		
12ª semana			
24 marzo	La sufijación no apreciativa (cont.).		Entregar la tarea #6
26 marzo	La sufijación no apreciativa (cont.).		
13ª semana			
31 marzo	Tema 7. La adjetivización y la adverbialización. La adjetivización denominal y deverbal. La adjetivización deadjetival.	Lang 6	Entregar la tarea #7

2 abril	Tema 8. La verbalización. Tipos y estructura. Tipología de sufijos. Verbalización deverbal.	Lang 7	
14^a semana			
7 abril	Tema 9. La prefijación. Características y función. Diferentes tipos de prefijos.	Lang 8	Entregar la tarea #8
9 abril	La prefijación (cont.)	Prueba #3 (temas 6-7)	
15^a semana			
14 abril	Tema 10. Procedimientos varios de formación de palabras. Cruces, parasíntesis, derivación genérica y gentilicia, acrónimos e hipocorísticos.		
16 abril	Procedimientos varios de formación de palabras (cont.). Último día de clase.		

EXAMEN PARCIAL II (FINAL), escrito, en clase, Hagerty Hall 050:

Lunes, 27 de abril de 6:00 -7:45pm

(Incluye sólo el material cubierto en clase después del **EXAMEN PARCIAL I**)

Important Note: Although every effort will be made to maintain the class schedule, it is subject to adjustments and changes. Any change will be announced in class and on the course Carmen Canvas page. If you are absent from class when any change is announced, you will still be held responsible. You are expected to get the information from your course peers, or check Carmen Canvas for any changes.

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- Varela Ortega, Soledad. 1994. Flexión y derivación en la morfología léxica. En P. Peira et al. (eds.), *Homenaje a Alonso Zamora Vicente*, 511-524. Madrid: Castalia.
- Varela Ortega, Soledad. 2009. *Morfología léxica: la formación de palabras*. Madrid: Gredos.
- Varela Ortega, Soledad. (ed.) 1993. *La formación de palabras*. Madrid: Taurus.

ACADEMIC MISCONDUCT: PROHIBITED CONDUCT

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. At Ohio State we presume that all students have read and understand our university's Code of Student Conduct (for the full text of the Student Code of Conduct, see the web page: http://studentaffairs.osu.edu/resource_csc.asp).

Any student found to have engaged in the following conduct while within the university's jurisdiction, as set forth in section 3335-23-02, will be subject to disciplinary action by the university. Academic misconduct is defined as any activity that tends to compromise the academic integrity of the university, or

subvert the educational process. The term “academic misconduct” includes all forms of student academic misconduct wherever committed, illustrated by (but not limited to) cases of plagiarism and dishonest practices in connection with examinations. Some examples of academic misconduct include, but are not limited to:

1. Violation of course rules as contained in the course syllabus or other information provided to the student; violation of program regulations as established by departmental committees and made available to students.
2. Knowingly providing or receiving information during examinations such as course examinations and candidacy examinations; or the possession and/or use of unauthorized materials during those examinations.
3. Knowingly providing or using assistance in the laboratory, on field work, or on a course assignment unless such assistance has specifically been authorized.
4. Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas.
5. Submitting substantially the same work to satisfy requirements for one course that has been submitted in satisfaction of requirements for another course, without permission of the instructor of the course for which the work is being submitted.
6. Falsification, fabrication, or dishonesty in reporting laboratory and/or research results.
7. Serving as, or enlisting the assistance of a substitute for a student in the taking of examinations.
8. Alteration of grades or marks by the student in an effort to change the earned grade or credit.
9. Alteration of academically-related university forms or records, or unauthorized use of those forms.
10. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding or altering resource material, or manipulating a grading system.

N.B.: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487)

DISABILITY SERVICES

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MENTAL HEALTH SERVICES:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or

lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

SPAN 5630 Seminar in Spanish Linguistics
Dialectal differences in spoken Spanish: an experimental approach

[Instructor's info]

COURSE DESCRIPTION AND LEARNING GOALS

This course focuses on the main dialectal differences in sound production among different Spanish varieties. The approach adopted in this class is empirical, i.e., we will work with data from different Spanish dialects and will analyze their main acoustic features using graphic representations. Accordingly, in this class students not only will learn about the main differences in Spanish sounds, but they will also become familiar with the main techniques for the experimental studies of those differences. The course will cover dialectal variation in the pronunciation of vowels and consonants, and will include phenomena such as vowel raising, “seseo”, “ceceo”, “yeísmo”, stop deletion, and /s/ aspiration. Class time will include discussion of assigned readings, where the main dialectal features of interest will be to identify, and a practical aspect, where students will work in the analysis of data (audio recordings) from different varieties.

REQUIRED READINGS

All the required readings are listed on the CALENDAR (at the end of the syllabus). All required readings are posted on CARMEN (<http://carmen.osu.edu>).

- Alvar, M. 1996. *Manual de dialectología hispánica. El Español de América*. Ariel Lingüística
- Azevedo, M. 2005. *Introducción a la lingüística española*. Prentice Hall Inc.
- Barajas, J. (forthcoming) Vowel Raising and Social Networks in Michoacán: A Sociophonetic Analysis. In *Proceedings of the Workshop on Spanish Sociolinguistics*.
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- F. Planas, A.M. 2005. *Así se habla. Nociones fundamentales de fonética general y española*. Horsori Editorial.
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- Garrido, M. 2007. Diphthongization of mid/low vowel sequences in Colombian Spanish. In J. Holmquist et al. (eds.), *Selected Proceedings of the Third Workshop on Spanish Sociolinguistics*, 30-37. Somerville, MA: Cascadilla Proceedings Project.
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- Rao, Rajiv. 2014. On the Status of the Phoneme /b/ in Heritage Speakers of Spanish. *Sintagma* 26: 37-54

HANDS-ON CLASSES

During our hands-on classes, i.e. those in which we will be conducting data analysis, students will need to have access to a computer with internet access. The CALENDAR includes which days we will have hands-on classes. Students need to take note of those days and plan accordingly.

COURSE REQUIREMENTS:

Class attendance, preparation and participation, and class assignments.

Class attendance is very important and obligatory. If students miss a class, it is their responsibility to ask for class notes and any assignments. Students are expected to read the material BEFORE coming to class. Class discussion will be mainly based on the readings and students are expected to take active participation.

During *hands-on classes*, students will have to complete the assignment for the day – these assignments will be gathered at the end of class. Class attendance, participation and the in-class assignments are very important and will be part of the final grade.

Attendance policy: Class attendance and participation are part of the final grade. If you miss more than three classes without justification, your grade for attendance and participation will be reduced.

Homework

There will be several home assignments during the semester. Students will have a week to complete each assignment. Homework will have different formats but they will focus on practical exercises on the material discussed in class. Several of the homework will require data analysis and the use of computing equipment. Students can work together on the assignments but each student must write their assignment using their own words.

Group Presentations

Students, in pairs or small groups, will have to prepare the presentation of a Spanish-speaking country or region. This presentation will serve as the introduction to the class where we will focus on the dialectal features of that particular region. Presentations will be 15 minutes long (with a Power Point) and will focus on the geographical location of the region, a brief history (focusing on the events that were relevant for the development of the Spanish in the region), other languages spoken in the region and their possible impact on Spanish.

Final Project

The final project will be a detailed description of the sounds of a native Spanish-speaker, including any dialectal features, using acoustic analysis and graphic representations to support the different features. Each student will select a native speaker to work with (the dialects can be the same; the project is to be done individually). The instructor will give more details about this project in class.

Final project components:

- One-page description (due October 25th)
- First draft (due November 20th)
- In-class presentation (last week of classes)
- Final write-up (due December 6th)

GRADE BREAKDOWN

Class attendance and participation 10%
Group presentations 15%

Homework 35%
Final project 40%

GRADING SCALE:

Point breakdown	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	60-66	59 or below
Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	E

ADDITIONAL READINGS AND MATERIALS

- <http://people.cohums.ohio-state.edu/morgan3/misc.html>
 - o Prof. Terrell Morgan's homepage contains useful information on the Spanish-speaking world in and around Columbus.
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 - o Browse the collection of dialect samples from around the Spanish-speaking world.
- www.uiowa.edu/~acadtech/phonetics
 - o “The sounds of language” is a collection of information and links related to articulatory phonetics and its application to Spanish.
- WaveSurfer: <http://www.speech.kth.se/wavesurfer/>
 - o Free speech analysis software
- SIL IPA phonetic fonts: http://scripts.sil.org/cms/scripts/page.php?site_id=nrsi&id=IPAhome
 - o IPA fonts available for free download and installation in our computer

- Alvar, M. 1996. *Manual de dialectología hispánica. El Español de España*. Ariel Lingüística
- Barrutia, Richard y Armin Schwegler. 1994. *Fonética y fonología españolas*. 2nd ed. New York: Wiley.
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CARMEN

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In the unlikely event of class cancellation due to emergency, *I will contact you via email*. In addition, I will contact you as soon as possible following cancellation to let you know what will be expected of you for our next class meeting.

CALENDAR*

*This calendar is subject to change. If you miss class, please ask about any changes.

	TOPIC	READING	HOMEWORK DUE
WEEK 1			
	Course introduction		
	What is a dialect? Dialectal geography of Spanish; main Spanish dialects.	Guitart ch. 1 Azevedo p. 257-259, 267 Escobar p. 391-397	
WEEK 2			
	Sounds of speech: Sound production, IPA	Guitart p. 11-15, 23-31, 35-38, 40-41	
	Sound acoustics Graphic representations of sounds	Quilis & Hidalgo p. 35-50	HW 1
WEEK 3			
	<u>Hands-on class</u> – Sound acoustics		
	Acoustic characterization of speech sounds	Hualde p.58-69 F. Planas p. 97-103	
WEEK 4			
	<u>Hands-on class</u> – VOT and stops in English and Spanish	Ladefoged pp. 125-129 M.Celdrán & F.Planas p. 64-69	HW 2
	Main dialects of Spain	Escobar p. 333-334, 337-338 Azevedo p. 259-266	
WEEK 5			
	Main dialects of Spain Languages in contact	Escobar 417-426 McKinnon (2012)	
	Seseo, ceceo, ceseo in Andalucía – invited presentation		
WEEK 6			
	Introduction to the Spanish of Latin America Mexican Spanish	Azevedo p. 266-270 Hualde p. 25-27 Alvar p. 81-87	
	Acoustics of vowels Vowel raising in Mexico	Gil pp. 44-48 Barajas (2016)	
WEEK 7			
	<u>Hands-on class</u> – vowels	Repasar Gil p. 44-48	
	Spanish in Central America	Alvar pp. 102-106 Hualde p. 27-28	
WEEK 8			
	Rhotics in the Atlantic coast of Nicaragua - invited presentation		HW 3
	<u>Hands-on class</u> – stop consonants		

WEEK 9			
	Spanish in the Caribbean	Alvar p. 54-61, 118-121, 136-137 Hualde p. 28-29	
	Spanish in the Andean region	Alvar p. 138-140, 155-160, 174-177, 192-195 Hualde p. 29-30	HW 4
WEEK 10			
	Caribbean vs. Andean Spanish: diphthongs and hiatuses	Garrido (2007)	
	Peruvian Spanish in the Amazonian region – invited presentation		Final Project description
Week 11			
	<i>Hands-on class</i> – consonants in syllable final position		
	NO CLASE		
Week 12			
	Spanish in Chile and Paraguay	Alvar p. 225-228, 200-204 Hualde p. 30-31	
	Spanish in the River Plate region	Alvar p. 213-215, 219-220 Hualde p. 30-31	
Week 13			
	<i>Hands-on class</i> – /s/ pronunciation		Final Project draft
	Spanish in the US Vowels of the Spanish in the US	Escobar p. 445-481 Rao (2014)	
Week 14			
	Final project presentations		
	Final project presentations		
			Final project

SPAN 5630E Seminar in Spanish Linguistics
Dialectal differences in spoken Spanish: an experimental approach

[Instructor's info]

COURSE DESCRIPTION AND GOALS

This course focuses on the main dialectal differences in sound production among different Spanish varieties. The approach adopted in this class is empirical, i.e., we will work with data from different Spanish dialects and will analyze their main acoustic features using graphic representations. Accordingly, in this class students not only will learn about the main differences in Spanish sounds but they will also become familiar with the main techniques for the experimental studies of those differences. The course will cover dialectal variation in the pronunciation of vowels and consonants, and will include phenomena such as vowel raising, “seseo”, “ceceo”, “yeísmo”, stop deletion, and /s/ aspiration. Class time will include discussion of assigned readings, where the main dialectal features of interest will be identified, and a practical aspect, where students will work in the analysis of data (audiot recordings) from different varieties.

REQUIRED READINGS

All the required readings are listed on the CALENDAR (at the end of the syllabus). All required readings are posted on CARMEN (<http://carmen.osu.edu>).

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There will be several home assignments during the semester. Students will have a week to complete each assignment. Homework will have different formats but they will focus on practical exercises on the material discussed in class. Several of the homework will require data analysis and the use of computing equipment. Students can work together on the assignments but each student must write their assignment using their own words.

Group Presentations

Students, in pairs or small groups, will have to prepare the presentation of a Spanish-speaking country or region. This presentation will serve as the introduction to the class where we will focus on the dialectal features of that particular region. Presentations will be 15 minutes long (with a Power Point) and will focus on the geographical location of the region, a brief history (focusing on the events that were relevant for the development of the Spanish in the region), other languages spoken in the region and their possible impact on Spanish.

Final Project

Students are asked to develop a research question, in conjunction with the instructor, relating to a topic in the study of sounds, which can be investigated uniquely from the perspective of Spanish and with an experimental approach. The paper may be a research protocol/methodology for an experimental phonetic study, or students may design and run their own language experiment. The paper may be done individually or in pairs/groups, subject to instructor approval. Students have to submit a one-page topic description, including a preliminary bibliography by October 25th. A first draft of the paper will be submitted on November 20th. Students will give an in-class presentation of their project the last week of classes. The final paper is due on December 6th by 5pm.

As part of the process of developing and writing the final project, students are expected to meet at least 4 times individually with the instructor to talk about their progress.

Final project components:

- One-page description (due October 25th)
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GRADE BREAKDOWN

Class attendance and participation 10%

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- SIL IPA phonetic fonts: http://scripts.sil.org/cms/scripts/page.php?site_id=nrsi&id=IPAhome
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	Sounds of speech: Sound production, IPA	Guitart p. 11-15, 23-31, 35-38, 40-41	
	Sound acoustics Graphic representations of sounds	Quilis & Hidalgo p. 35-50	HW 1
WEEK 3			
	<u>Hands-on class</u> – Sound acoustics		
	Acoustic characterization of speech sounds	Hualde p.58-69 F. Planas p. 97-103	
WEEK 4			
	<u>Hands-on class</u> – VOT and stops in English and Spanish	Ladefoged pp. 125-129 M.Celdrán & F.Planas p. 64-69	HW 2
	Main dialects of Spain	Escobar p. 333-334, 337-338 Azevedo p. 259-266	
WEEK 5			
	Main dialects of Spain Languages in contact	Escobar 417-426 McKinnon (2012)	
	Seseo, ceceo, ceseo in Andalucía – invited presentation		
WEEK 6			
	Introduction to the Spanish of Latin America Mexican Spanish	Azevedo p. 266-270 Hualde p. 25-27 Alvar p. 81-87	
	Acoustics of vowels Vowel raising in Mexico	Gil pp. 44-48 Barajas (2016)	
WEEK 7			
	<u>Hands-on class</u> – vowels	Repasar Gil p. 44-48	
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WEEK 8			
	Rhotics in the Atlantic coast of Nicaragua - invited presentation		HW 3
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WEEK 9			
	Spanish in the Caribbean	Alvar p. 54-61, 118-121, 136-137 Hualde p. 28-29	
	Spanish in the Andean region	Alvar p. 138-140, 155-160, 174-177, 192-195 Hualde p. 29-30	HW 4
WEEK 10			
	Caribbean vs. Andean Spanish: diphthongs and hiatuses	Garrido (2007)	
	Peruvian Spanish in the Amazonian region – invited presentation		Final Project description
Week 11			
	<i>Hands-on class</i> – consonants in syllable final position		
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	Spanish in Chile and Paraguay	Alvar p. 225-228, 200-204 Hualde p. 30-31	
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	Final project presentations		
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