

LSC Use Only
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CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: SP 403 Applied Linguistics
 Suggested 20 Character Course Title: Applied Linguistics
 Department: Spanish and Classical Languages
 Contact Person: Dr. Sally Thornton

II. If a course, is it being Proposed for:

Course Revision/Approval Only
 Course Revision/Approval and Liberal Studies Approval
 Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

<u><i>Sally Thornton</i></u> Department Curriculum Committee	<u><i>[Signature]</i></u> Department Chairperson
<u><i>[Signature]</i></u> College Curriculum Committee	<u><i>[Signature]</i></u> College Dean *
<u><i>[Signature]</i></u> Director of Liberal Studies (where applicable)	<u><i>[Signature]</i></u> Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____	Semester to be implemented: _____	Date to be published in Catalog: _____
to UWUCC: _____		

COURSE SYLLABUS

I. CATALOG DESCRIPTION

Spanish 403 Spanish Applied Linguistics 3 credits

Prerequisite: SP 230

An introduction to Spanish linguistics for students who have had no previous experience in linguistics. Students will study the application of areas such as phonology, morphology, syntax and semantics, and will explore issues in psycholinguistics and sociolinguistics. The course is taught in Spanish.

II. COURSE OBJECTIVES

1. The student will demonstrate knowledge of the schools of linguistics.
2. The student will demonstrate knowledge of the processes involved in first-language acquisition and second-language learning.
3. The student will demonstrate knowledge of the Spanish sound system: phonemes, allophones, suprasegmental features.
4. The student will demonstrate knowledge of major dialectal variations of Spanish.
5. The student will demonstrate knowledge of key concepts in Spanish morphology, syntax, and semantics.
6. The student will demonstrate knowledge of the connection between language and culture.

III. COURSE OUTLINE

- A. Language and Grammar (2 classes)
 1. What is grammar?
 2. Competence vs. performance
- B. Linguistic Theory and Applied Linguistics (3 classes)
 1. Structural linguistics
 2. Transformational-generative linguistics
- C. Language Acquisition (4 classes)

1. Acquisition vs. learning
 2. First-language acquisition
 3. Second-language learning
- D. The Sound System of Spanish (6 classes)
1. Articulatory phonetics
 - a. production of sounds
 - b. phonemes and allophones
 2. Phonological processes
 - a. consonants
 - b. vowels
 - c. semivowels and consonants
 - d. complimentary distribution vs. free variation
 - e. assimilation
 - f. suprasegmentals: stress, intonation, rhythm
 3. Orthographic problems
 4. Dialectical features
- E. Morphology: Formation of Words (6 classes)
1. Verb formation
 - a. the theme vowel and conjugation
 - b. verb irregularities
 2. Noun-adjective concordance
 - a. gender and number
 - b. derivatives
 3. The pronominal system
 - a. subject of the sentence
 - b. object pronouns
 - c. uses of se
- F. Mathematical Organization of Entities (3 classes)
1. Definite and indefinite articles
 2. The number system
 3. Descriptive adjectives
- G. Syntax and Word Order (3 classes)
- H. The Verbal System (6 classes)

1. Verb tenses
 - a. the present tense
 - b. progressive tenses
 - c. perfect tenses
 - d. future and conditional tenses
 - e. preterite vs. imperfect
 2. Verb moods: indicative and subjunctive
 - a. Entities vs. events
 - b. Experience vs. anticipation
 - c. Cause and effect
 - d. Perception, reaction, opinion
- I. Semantics (2 classes)
1. The total meaning of a word
 2. Meaning and discourse structure
- J. Language and Writing (3 classes)
1. Writing and speech
 2. Spelling
- J. Culture and Language (4 classes)
1. Language as a mirror of culture
 2. Language change
 3. Dialectical variation
 4. Sociolinguistic phenomena

IV. EVALUATION METHODS

The final grade for the course will be determined as follows:

- 25% Final Paper (dealing with a topic in Applied Linguistics and approved by instructor; students will work on paper throughout the semester and will submit outline, sources, and several drafts on designated days)
- 35% 3 Exams (identification, completion, essay)
- 20% Final Exam (cumulative)
- 20% Homework

V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Required text:

Terrell, T.D. and M. Salgués de Cargill. Lingüística aplicada. New York: John Wiley & Sons, 1979.

Suggested:

Silva-Corvalán, C. Sociolingüística: Teoría y análisis. Madrid: Editorial Alhambra, S.A., 1989.

VI. There are no special resource requirements for the course.

VII. BIBLIOGRAPHY

Aid, F. Semantic Structures in Spanish. Washington, D.C.: Georgetown University Press, 1973.

Alarcos Llorach, E. Estudios de gramática funcional del español. Madrid: Gredos, 1970.

Belle, A. and A. Cuervo. Gramática de la lengua castellana. Buenos Aires: Sopena, 1977.

Bowen, J.D. and R.P. Stockwell. Patterns of Spanish Pronunciation. Chicago: University of Chicago Press, 1960.

Bull, W. Spanish for Teachers. New York: Ronald Press, 1965.

Chomsky, N. Syntactic Structures. The Hague: Mouton, 1957.

Cressey, W. Spanish Phonology and Morphology: A Generative View. Washington, D.C.: Georgetown University Press, 1978.

Dalbor, J. Spanish Pronunciation--Theory and Practice. New York: Holt, Rinehart, and Winston, 1969.

D'Introno, F. Sintaxis transformacional del español. Madrid: Ediciones Cátedra, S.A., 1979.

Foss, D.J. and D.T. Hakes. Psycholinguistics--An Introduction to the Psychology of Language. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1978.

Fronkin, V. and R. Rodman. An Introduction to Language. New York: Holt, Rinehart, and Winston, 1977.

Gili Gaya, S. Curso superior de sintaxis española (2a. edición). Barcelona: Bibliograf., 1961.

Hadlich, R. A Transformational Grammar of Spanish. Englewood Cliffs, NJ: Prentice-Hall, 1971.

Lantolf, J.P. "The Syntactic Complexity of Written Texts in Spanish as a Foreign Language: A Markedness Perspective." Hispania, 71 (December 1988), 933-40.

López Morales, H. Dialectología y sociolingüística: Temas puertorriqueños. Madrid: Hispanova, 1979.

Menéndez Pidal, R. Manual de gramática histórica española. Madrid: Espasa-Calpe, 1973.

O'Grady, W., M. Dobrovolsky, and M. Aronoff. Contemporary Linguistics--An Introduction. New York, NY: St. Martin's Press, 1989.

Ozete, O. "Focusing on the Preterite and Imperfect." Hispania, 71 (September 1988), 687-91.

Paradis, M., ed. Aspects of Bilingualism. Columbia, S.C.: Hornbeam, 1978.

Prado, M. "Falsos amigos en lexicografía bilingüe." Hispania, 72 (September 1989), 721-27.

Quilis, A. and J. Fernández. Curso de fonética y fonología españolas. Madrid: Consejo Superior de Investigaciones Científicas, 1964.

Seco, R. Manual de gramática española (7a. edición). Madrid: Aguilar, 1965.

Silva-Corvalán, C. Sociolingüística: Teoría y análisis. Madrid: Editorial Alhambra, S.A., 1989.

Silva-Corvalán, C. "Bilingualism and Language Change: the Extension of Estar in Los Angeles Spanish." Language, 62 (1986), 587-608.

Stockwell, R., J.D. Bowen and J. Martin. The Grammatical Structures of English and Spanish. Chicago: The University of Chicago Press, 1965.

Torreblanca, M. "La pronunciación española y los métodos de investigación." Hispania, 71 (September 1988), 669-74.

Tyler, S.A. The Said and the Unsaid. New York: Academic Press, Inc., 1978.

Valdés-Fallis, G. "Social Interaction and Code-Switching Patterns: A Case Study of Spanish-English Alternation." In Spanish in the United States: Sociolinguistic Aspects. Cambridge: Cambridge University Press, 1982, 209-29.

COURSE ANALYSIS QUESTIONNAIRE
SP 403 Spanish Applied Linguistics

Section A: Details of the Course

- A1 The Spanish Applied Linguistics course will enable students to strengthen their understanding of the Spanish linguistic system through study of key topics/issues in phonology, morphology, syntax, semantics, psycholinguistics and sociolinguistics. Designed as a highly suggested elective for Spanish majors, it is also open to other students who have completed SP 230 or its equivalent. This course will offer students the opportunity to learn about an important area of study not included in other Spanish courses. Addition of this course to the list of Spanish electives will also offer greater breadth of study to the program. This course is not proposed for inclusion on the Liberal Studies Course list.
- A2 No, this course does not require changes in the content of existing courses.
- A3 This course follows the traditional type of offering by the department.
- A4 No, this course has never been offered at IUP on a trial basis.
- A5 No, this course is not to be a dual level course.
- A6 No, this course is not to be taken for variable credit.
- A7 Many other institutions of higher learning currently offer courses in Applied Linguistics, although only larger institutions typically offer studies in Spanish Applied Linguistics. The University of Pittsburgh offers Spanish Applied Linguistics as a requirement for Secondary Education majors. The Pennsylvania State University offers two separate theoretical linguistic courses: Spanish Phonology and Spanish Morphology and Syntax (descriptions attached). The College of Charleston offers a course in Phonetics and Advanced Language Studies, which is comparable to the course being proposed (description attached).
- A8 The Pennsylvania Department of Education requires that the programs of Secondary Education majors include studies of phonetics and linguistics (Standard II). The content of this course cannot be incorporated into an existing course, since it deals with a different area of study that could not logically be presented elsewhere within an adequate time frame.

Section B: Interdisciplinary Implications

- B1 The course will be taught by one instructor.
- B2 No, no additional or corollary courses are needed now or later with this course.
- B3 The content of this course does not affect the content of other courses offered by the Spanish Department or other departments at IUP.
- B4 Yes, seats in this course can be made available to students in the School of Continuing Education.

Section C: Implementation

- C1 No new resources are needed.
- C2 No resources necessitate grant funding.
- C3 This course is expected to be offered every other year.
- C4 One section of the course will be offered in any single semester.
- C5 We can accommodate up to 20 students in a section in order to have sufficient time for class discussion.
- C6 Although no enrollment parameters have been recommended specifically for linguistics courses, the Association of Departments of Foreign Languages has suggested a maximum class size of 20 for language classes in which all four skills are equally stressed (document attached).
- C7 Since this course is an elective, it does not necessitate an increase in the total number of credits required in the major programs.

Section D: Miscellaneous

None

SP 403 Applied Linguistics

The University of Pittsburgh

135 SPANISH FOR TEACHERS: APPLIED LINGUISTICS

3 cr.

The Pennsylvania State University

414. SPANISH PHONOLOGY (3:3:0) Spanish phonetics and phonemics; systematic means of correcting pronunciation defects; other audio-lingual applications. Prerequisite: SPAN 354 or 400 or 410.

415. SPANISH MORPHOLOGY AND SYNTAX (3:3:0) The Spanish grammatical system; analysis of morphemic units and their organization into syntactic structures. Prerequisites: SPAN 400, 414.

The College of Charleston

445

Phonetics and Advanced Language Studies (3)
 An introduction to the sound system of Spanish, designed to provide intensive practice in pronunciation, and presentation of other special topics in linguistics, such as dialectology or history of the Spanish language.
 Prerequisite: Spanish 313 or 314, or permission of the instructor.