Why do so many people speak Spanish all across the world?

He said ahorita, should I wait?

Is Spanglish a language?

If any of these questions make you curious, SPAN 621 is the course for you!

Spanish and Spanish American literary works will help us understand how the Spanish language changes over time, and challenge us to find answers for the above questions and many others in relation to linguistic attitudes and the historical construction of linguistic identity.

Have you ever thought about the language you speak? If the answer is yes, surely you might have wondered: Where does my language come from? How does it change? What are its relationships with other languages? How do its literary and cultural production reflect such evolution and connections?
In this course we will approach classic works of Spanish literature within the methodological frame of linguistic historiography, and the reading and analysis of these texts will help us understand how the Spanish language changes overtime, and challenge us to find answers for the above questions and many others in relation to linguistic attitudes and the historical construction of linguistic identity.

The class will be interactive in format: class participation and joint efforts are very important. We do not have a textbook but a series of readings in Sakai that work like a course pack. We will have four CPR (Class Preparation Response), and work on a digital project which final products include a group presentation and a research and assessment portfolio.

**THEMES**

3. Theories on the origins and linguistic evolution. Biblical, Comparative, Missionary Linguistics.
18. XXI century Spanish. Language and Literatures in the digital era.

**Pre-requisites:** SPAN 300 or 326

**COURSE OBJECTIVES**

A. Strengthen your tools of critical analysis by focusing your attention on the different dimensions of Spanish linguistic culture as they are expressed in early modern and contemporary literary texts, and the influence of their meanings in linguistic history.
B. Strengthen your ability to produce clear, concise and potent arguments that include an analysis of linguistic, historical and literary data and that are based on evidence.

C. Strengthen your ability to participate in and cultivate environments of productive dissent and experimental thought.

D. Develop a deeper understanding of the distinctive constructions of Spanish linguistic identity in various historical, cultural and literary contexts and how those constructions transform history, culture, and relations of power.

E. Develop skills to critically analyze primary sources.

**Project Based Learning** is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. In **Gold Standard PBL**, Essential Project Design Elements include:

- **Key Knowledge, Understanding, and Success Skills** - The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, collaboration, and self-management.
- **Challenging Problem or Question** - The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.
- **Sustained Inquiry** - Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.
- **Authenticity** - The project features real-world context, tasks and tools, quality standards, or impact – or speaks to students’ personal concerns, interests, and issues in their lives.
- **Student Voice & Choice** - Students make some decisions about the project, including how they work and what they create.
- **Reflection** - Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.
- **Critique & Revision** - Students give, receive, and use feedback to improve their process and products.
- **Public Product** - Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.

The course will be founded on the notion that students learn best when they are stimulated and when they bring their own interests to bear on the course material. Further, students will be expected to approach this course with academic rigor and to expand their skills as scholars and researchers.

**CLASS MATERIALS**

Course pack in Google Docs.

**COURSE ASSIGNMENTS & RANGE OF WEIGHTS**

The maximum number of percentage points for the course is 100.

1. Active participation max 10p
2. Four class preparation responses (CPR) @ 7.5p each max 30p
3. Team project presentation max 25p
4. Final portfolio (due on the scheduled final exam day) max 35p

A=94-100 B+=87-89 C+=77-79 D+=67-69 F=below 60
A-=90-93 B=84-86 C=74-76 D=60-66
B-=80-83 C-=70-73

**PARTICIPATION**
Class discussion is essential to this course. I will circulate a sign-in sheet at the beginning of each class and any student who does not sign the sheet, or arrives after the circulation is complete, will be considered absent. I expect that you will actively participate in the conversations and be prepared for every class meeting by carefully reading and reflecting on the material. I expect that you will challenge the viewpoints of the authors and students in the class, but you must do so in a respectful manner. Since some of the issues might be personally sensitive, please monitor how you express your point of views. You must also be willing to listen to other’s points without taking it personally. The focus should always be on the effectiveness of the arguments. Here are the general criteria for your class participation grade:

A = Always prepared and attentive during class, which translates into relevant contributions to class discussions, yet not dominating. Often gives accurate statements about the material and asks probing questions.

B = Usually prepared and attentive during class. Contributes to class discussion but not consistently. Typically gives accurate observations about the material and occasionally asks probing questions.

C = Somewhat prepared and sometimes inattentive in class. Only occasionally responds to questions and unwilling to offer opinions. Often quiet during class discussions.

D = Often unprepared and inattentive in class. Unable to respond relevantly when asked a question. May interrupt and derail class discussions.

F = Not attending class or seriously derails or interrupts discussions.

CRITERIA FOR CLASS PREPARATION RESPONSES (CPRs)

CPRs: During the course, you will need to prepare four short papers (CPR). I will give you a few questions to answer on the reading and lectures of the previous six lessons. The questions usually involve comparisons, interpretations and/or argumentation. Your responses must be concise yet sufficiently explained and will be no more than three pages, double-spaced. The purposes of these responses are to motivate you to read more carefully, to focus your attention on some of the essential ideas of the reading, and to improve our class discussions. Class preparation responses cannot be made up unless there is a compelling excuse. If you miss class, it is your responsibility to keep track of when the CPRs are due.

Here are the general criteria for your CPRs grade:

A: A factually correct answer that also very effectively argues for a specific interpretation or why a comparison or development of a practice, idea, etc can be understood in a certain way. The answer discusses important perspectives and shows engagement with or deliberation on an issue, beyond what is simply stated in the readings or in the lecture.

B. Same as above. Except for minor mistakes, the facts are correct. The argumentation is thoughtful but somewhat less complete, coherent, or persuasive.

C. An adequate knowledge of the material is demonstrated along with fair but basic argumentation of the issues involved.

D. Inadequate knowledge and understanding of the material. May include weak argumentation.

F. Seriously inadequate or wrong answer, cheating (to which I include plagiarism). Please note that all MPRs are to be submitted electronically. I will not accept hard-copies.

PROJECT PRESENTATION AND FINAL PORTFOLIO
At the beginning of the semester I will divide you in 4 Teams. Each team will be in charge to develop a multimedia resource on a Spanish literary work, an author or a historical event. Your project will develop throughout the entire semester and will entail an entire cycle of project development, from inception idea to dissemination. Every other Thursday each group will discuss their findings, progress and deliverables. At the end of the semester each group will present their project to the rest of the class. A final individual portfolio, that includes the project’s white paper, a personal reflection and a review of the other projects is due on the date of the final exam. At that time we will meet to discuss the research aspects of the portfolio and share personal reflections.

**CRITERIA FOR PBL assessment.**

Your project work will be assessed based on the following criteria:

1. Team Communication and collaboration
2. Product design
3. Quality of content
4. Dissemination, social media and community partnerships
5. Collaterals (White paper, course reflection, peer reviews)

**CLASSROOM PROCEDURES AND MANNERS**

1. Class begins on time. Make sure you arrive in time.
2. You will find yourself becoming excited about the new concepts and activities in this course and you will want to add your opinion to the discussions and participate actively. Communication with the entire class is expected and participation is encouraged. Inappropriate chatting during class, however, is not acceptable because it is impolite to those who have the floor and is disruptive.
3. Consistent disruptions of class - this includes frequent tardiness - will result in failing grades. You may not use cell phones, personal computers or any personal electronic device during class unless it is a specified component in the instructional process. All devices must be turned off and placed inside of your bag out of view during class. If you must have a cell phone on for an emergency purpose it is your responsibility to notify the instructor prior to class.
4. You will frequently be asked to participate in classroom activities, or to discuss some issues with your classmates in small groups. These activities will help you become involved in the course and will provide you with food-for-thought for your preparation response papers. I am sure that you will find these activities helpful.
ATTENDANCE POLICY
I expect you to attend all classes and to be on time, but there is no penalty for **two** unexcused absences; however, each **unexcused** absence thereafter will reduce your final course grade by one-third of a grade. For example, if you miss three days of class without a valid excuse, your final grade for the course will be lowered by one-third of a grade (i.e., from a “B+” to a “B”). Excused absences are legitimate, such as illness, family emergencies, etc. You must contact me as soon as possible if you miss class.

LATE WORK POLICY
Unless you have a compelling reason, late work will be penalized one-third of a grade per day (e.g., a ‘B’ becomes a ‘B-’). You must talk to me as soon as possible if you are unable to complete your work on time.

HONOR CODE
The University of North Carolina at Chapel Hill has had a student-led honor system for over 100 years. Academic integrity is at the heart of Carolina and we all are responsible for upholding the ideals of honor and integrity. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code and all suspected instances of academic dishonesty will be reported to the honor system. Information, including your responsibilities as a student is outlined in the Instrument of Student Judicial Governance. Your full participation and observance of the Honor Code is expected.

**Español 621**

<table>
<thead>
<tr>
<th>Día</th>
<th>Fecha</th>
<th>Calendario Otoño 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar</td>
<td>22 Agos</td>
<td>Introducción al curso</td>
</tr>
<tr>
<td>Jue</td>
<td>24</td>
<td>Project Based Learning y Herramientas. Grupos</td>
</tr>
<tr>
<td>Mar</td>
<td>29 &quot;</td>
<td>LLEPS Introducción 1-8</td>
</tr>
<tr>
<td>Jue</td>
<td>31 &quot;</td>
<td>LLEPS Cap.1 La Variabilidad del lenguaje 9-15</td>
</tr>
<tr>
<td>Mar</td>
<td>5 Sept</td>
<td>LLEPS Cap. 1 16-24 Investigación y recolección de materiales</td>
</tr>
<tr>
<td>Jue</td>
<td>7 &quot;</td>
<td>LLEPS Cap. 2 La prehistoria del español</td>
</tr>
<tr>
<td>Mar</td>
<td>12 &quot;</td>
<td>Cap. 2 Mapas interactivos Research Hub 1</td>
</tr>
<tr>
<td>Jue</td>
<td>14 &quot;</td>
<td>Cap. 3 Los romanos y el Latín de la Península Ibérica 34-44 Tarea: Presencia del Latín en otras lenguas</td>
</tr>
<tr>
<td>Mar</td>
<td>19 &quot;</td>
<td><strong>Appendix Probi</strong> El Latín en otras lenguas. Tagging Research Hub 2</td>
</tr>
<tr>
<td>Jue</td>
<td>21 &quot;</td>
<td>LLEPS Cap. 4 El Latín de Hispania 58-62. Tarea: Pidgins y criollos en el mundo</td>
</tr>
<tr>
<td>Mar</td>
<td>26 &quot;</td>
<td>Ejemplos de Pidgins y criollos antiguos y modernos</td>
</tr>
<tr>
<td>Jue</td>
<td>28 &quot;</td>
<td>LLEPS Cap. 5 Hispania post-romana y árabe 63-70 Tarea: Las Xartxas</td>
</tr>
<tr>
<td>Día</td>
<td>Fecha</td>
<td>Tema</td>
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<tr>
<td>Mar</td>
<td>3 Oct</td>
<td>LLEPS Cap. 5 Presencia árabe 70-79; Xartxas análisis</td>
</tr>
<tr>
<td>Jue</td>
<td>5 &quot;</td>
<td>LLEPS Cap. 6 Los reinos cristianos del norte 80-89. Tarea: las glosas y la conciencia lingüística</td>
</tr>
<tr>
<td>Mar</td>
<td>10</td>
<td>Glosas en otras lenguas</td>
</tr>
<tr>
<td>Jue</td>
<td>12 &quot;</td>
<td>LLEPS Cap. 8 Consolidación y expansión del Castellano 109-118. Alfonso, materiales</td>
</tr>
<tr>
<td>Mar</td>
<td>17 &quot;</td>
<td>Alfonso X. Texto, imágenes, música selección</td>
</tr>
<tr>
<td>Jue</td>
<td>19 &quot;</td>
<td>Fall Break, no hay clase</td>
</tr>
<tr>
<td>Mar</td>
<td>24 &quot;</td>
<td>Design thinking. Diseño de nuestra plataforma</td>
</tr>
<tr>
<td>Jue</td>
<td>27 &quot;</td>
<td>LLEPS Cap. 9 Del dialecto castellano a la lengua española 119-132 Tarea: Poema a elegir y comentario</td>
</tr>
<tr>
<td>Mar</td>
<td>31 &quot;</td>
<td>Experimentación poética. De Garcilaso a Góngora</td>
</tr>
<tr>
<td>Jue</td>
<td>2 Nov</td>
<td>LLEPS Cap. 10 El español estándar 140-153 Tarea: Consultas en el diccionario</td>
</tr>
<tr>
<td>Mar</td>
<td>7 &quot;</td>
<td>El Diccionario de la RAE. Consultas y facsímiles</td>
</tr>
<tr>
<td>Jue</td>
<td>9 &quot;</td>
<td>LLEPS Cap. 12 El español en América latina (I) 164-177 Selección de palabras en variación</td>
</tr>
<tr>
<td>Mar</td>
<td>14</td>
<td>Atlas Linguisticos</td>
</tr>
<tr>
<td>Jue</td>
<td>16 &quot;</td>
<td>LLEPS Cap. 13 El español en América latina (II) 178-187</td>
</tr>
<tr>
<td>Mar</td>
<td>21 &quot;</td>
<td>LLEPS Cap. 14 El español en los EEUU y Cap. 15 Conclusiones 194-201</td>
</tr>
<tr>
<td>Jue</td>
<td>23 &quot;</td>
<td>Thanksgiving No hay clase</td>
</tr>
<tr>
<td>Mar</td>
<td>28 &quot;</td>
<td>Proyectos</td>
</tr>
<tr>
<td>Jue</td>
<td>30 &quot;</td>
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