

# UNIVERSITY OF NEW MEXICO

**COURSE TITLE:** Spanish Grammar in Society

**COURSE NUMBER:** Span352

**COURSE CREDITS:** 3

**CLASS DAYS/TIMES:** \_\_\_\_\_

**CLASS LOCATION:** \_\_\_\_\_



Instructor: Naomi Shin, Office: Ortega 409  
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Office hours: \_\_\_\_\_ & by appointment. \*Email me to schedule an appt. I will make time to meet with you!!!!

**Course description:** In this course we study how Spanish grammar can vary depending on place, social group, and social situation, thus moving beyond so-called ‘correct’ or textbook grammar. Through the investigations of variability of grammar, students will learn grammatical terminology and how to identify categories and constructions in Spanish (e.g. subject versus object pronoun). We will also examine why some varieties of both Spanish and English are considered prestigious while others are not, drawing on current and historical sociopolitical contexts. Finally, we will discuss and question our own language attitudes throughout the course.

## Student Learning Outcomes

- 1) Students will expand their knowledge of grammatical structures of Spanish and will apply this knowledge to analyses of constructions in discourse.
- 2) Students will increase their knowledge of linguistic terminology and will apply this knowledge as they describe constructions in discourse.
- 3) Students will distinguish between prescriptive and descriptive approaches to grammar.
- 4) Students will recognize and explain variation in Spanish.
- 5) Students will recognize the underlying sociopolitical factors that impact people’s language attitudes, and perhaps change their own belief system (and that of others) regarding the way people talk.
- 6) Students will develop the tools and habits of mind to continue life-long inquiry and learning about linguistic variation and language attitudes.

**Required textbook:** Potowski, Kim & Naomi Shin. 2018. *Gramática Española: Variación Social*. Routledge.

Gramática española:  
Variación social



Kim Potowski & Naomi Shin

Under contract with Routledge. © August 2018 (expected).

**UNM Learn:** Announcements, readings, PowerPoint slides, quizzes, homeworks, exams, gradebook.

**Support:** 277-0857. [Learn@unm.edu](mailto:Learn@unm.edu)

**Student help:** <http://online.unm.edu/help/learn/students/>

## Grading scale

Letter	Number	Letter	Number	Letter	Number
A+	97-100	B-	80-82	D+	67-69
A	94-96	C+	77-79	D	63-66
A-	90-93	C	73-76	D-	60-62
B+	87-89	C-	70-72	F	0-59
B	83-86				

## Evaluation criteria: Undergraduates

Assessment	Number of points	Percent of final grade
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Quizzes	20	20%
Homework	15	15%
Exam 1	15	15%
Exam 2	15	15%
Final project (all parts combined)	35	35%
<b>Total</b>	<b>100</b>	<b>100%</b>
Breakdown of final project components - points		
4a. Final project: Short report		5
4a. Final project: Paper		20
4d. Final project: Oral presentation		10

## ASSESSMENTS: Undergraduates (All work will be done in Spanish.)

**1. Quizzes:** The first quiz ensures that you read this syllabus and will not be graded. There will be 9 graded quizzes on UNM Learn. Quizzes are untimed and due on Thursdays by noon; specific dates are on the course schedule below. There will be no make-up quizzes and no extensions. Under extraordinary circumstances with documentation, arrangements will be made with the instructor's approval to substitute the overall quiz average for one missed quiz grade.

**2. Homework:** There will be homework for almost every class, but not all will be graded. Of course, even if you don't get a grade for a homework, you need to complete it in order to be prepared for class.

Graded homework: Students will submit 10 homework assignments via UNM Learn. Almost all graded HW assignment will be due on Thursdays by noon (see blue font in course schedule below). Points will be deducted if the homework is incomplete or is turned in late (-1 point for each day late, including weekend days). Lateness may be excused under extraordinary circumstances with documentation. Sometimes there will be homework assignments due on Mondays in order to prepare for class. Note that there will also be additional small assignments that will not be graded but will be important for class preparation.

**3. Exams:** There will be two timed exams – each one will be on a Wednesday during our class time 10:00- 10:50 am. Exam 1 is on February 21 and Exam 2 is on April 25.

**4. Final group project** There are three parts to this project (see below). Students will work in groups of ~4 students and will analyze a transcription of a sociolinguistic interview. Transcriptions will be provided by the instructor. I recommend you use google docs to write your reports so you can all edit the document. But hand in your papers as Microsoft word documents.

**a. Final Project: short group report** *Due XXX* SUBMIT a 1-2 page report that contains:

- i. A few sentences summarizing important information about speaker, such as where speaker is from, where the speaker was born, age, gender, level of education etc.
- ii. A bulleted list of the following structures, followed by **examples** (exact wording from interview) of these structures in your speaker's interview. These examples will show that you've understood the concepts studied so far in the semester.
  - Sustantivos: sustantivos singulares, plurales, masculinos, femeninos;
  - Pronombres: pronombres sujeto (explícito, omitido); pronombre objeto directo, pronombres objeto indirecto, inversión de sujeto y verbo en las interrogativas
  - Preposiciones
  - Verbos: concordancia entre el sujeto y el verbo, las formas del pretérito, el presente perfecto, el verbo *haber* (como auxiliar y como verbo presentativo), el presente de subjuntivo, el imperfecto de subjuntivo.
- iii. ALL examples illustrating linguistic variation. Do you find examples of *vide, comistes, dequeísmo, habían* (presentativo), *haiga, cafeses*, etc.? Briefly explain variation.

**4b. Final Project: group paper of *La gramática de un hispanohablante*.** *Due XXX:* Students will write a paper that presents (i) background information about the person whose interview they analyzed (ii) analyses of the grammatical features studied in class. Include specific examples of grammar in the interview and relate these examples to relevant topics covered in the course: regional variation, variation by social group, language contact, language attitudes, prescriptivism, linguistic prejudice. Grammatical features not covered in class can be included, but please consult with the instructor regarding these grammatical features.

**Specifications:** Approximately 4 pages single-spaced or 8 pages double-spaced, 12-pt. font, Times New Roman font, 1-inch margins. Paper should be divided into sections with each member of the group responsible for different grammatical features. Each group member’s contribution should be noted on the paper (“Sección A, *pronombres sujeto*, por Naomi Shin). Group members must all read and edit the paper before submitting a final version.

**4c. Final Project: Group oral presentation** Groups will **present** their final projects on either 4/30 or 5/4. Presentations = 10 minutes maximum. The presentation must be accompanied by a PowerPoint, Keynote, or Prezi for presentation. Hand in PowerPoint at least 2 days before presentation for feedback. Also, consult “Death by PowerPoint” by Alexei Kapterev: <http://www.slideshare.net/thecroaker/death-by-powerpoint> & “How to Give an Awesome (PowerPoint) Presentation.” <http://youtu.be/i68a6M5FFBc>.

**Graduate students (NB – this information will only be included on syllabus when graduate students enroll)**

**Evaluation criteria: Graduate students**

Assessment	Number of points	Percent of final grade
Quizzes	20	10%
Homework	15	10%
Exam 1	15	15%
Exam 2	15	15%
Final project (all parts combined)	35	50%
<b>Total</b>	<b>100</b>	<b>100%</b>
Breakdown of final project components - points		
4a. Final project: Short report		5
4a. Final project: Paper		30
4d. Final project: Oral presentation		15

**ASSESSMENTS: Graduate students** (All work will be done in Spanish.)

**1. Quizzes:** The first quiz ensures that you read this syllabus and will not be graded. There will be 9 graded quizzes on UNM Learn. Quizzes are untimed and due on Thursdays by noon; specific dates are on the course schedule below. There will be no make-up quizzes and no extensions. Under extraordinary circumstances with documentation, arrangements will be made with the instructor’s approval to substitute the overall quiz average for one missed quiz grade.

**2. Homework:** There will be homework for almost every class, but not all will be graded. Of course, even if you don't get a grade for a homework, you need to complete it in order to be prepared for class.

Graded homework: Students will submit 10 homework assignments via UNM Learn. Almost all graded HW assignment will be due on Thursdays by noon (see blue font in course schedule below). Points will be deducted if the homework is incomplete or is turned in late (-1 point for each day late, including weekend days). Lateness may be excused under extraordinary circumstances with documentation. Sometimes there will be homework assignments due on Mondays in order to prepare for class. Note that there will also be additional small assignments that will not be graded but will be important for class preparation.

**3. Exams:** There will be two timed exams – each one will be on a Wednesday during our class time 10:00- 10:50 am. Exam 1 is on February 21 and Exam 2 is on April 25.

**4. Final group project** There are three parts to this project (see below). Graduate students will work alone on this project. They will analyze a transcription of a sociolinguistic interview. Transcriptions will be provided by the instructor. I recommend you use google docs to write your reports so you can all edit the document. But hand in your papers as Microsoft word documents.

**a. Final Project: short report** *Due March 29 @noon* SUBMIT a 1-2 page report that contains:

- i. A few sentences summarizing important information about speaker, such as where speaker is from, where the speaker was born, age, gender, level of education etc.
- ii. A bulleted list of the following structures, followed by **examples** (exact wording from interview) of these structures in your speaker's interview. These examples will show that you've understood the concepts studied so far in the semester.
  - Sustantivos: sustantivos singulares, plurales, masculinos, femeninos;
  - Pronombres: pronombres sujeto (explícito, omitido); pronombre objeto directo, pronombres objeto indirecto, inversión de sujeto y verbo en las interrogativas
  - Preposiciones
  - Verbos: concordancia entre el sujeto y el verbo, las formas del pretérito, el presente perfecto, el verbo *haber* (como auxiliar y como verbo presentativo), el presente de subjuntivo, el imperfecto de subjuntivo.
- iii. ALL examples illustrating linguistic variation. Do you find examples of *vide, comistes, dequeísmo, habían* (presentativo), *haiga, cafeses*, etc.? Briefly explain variation.

**4b. Final Project: individual paper of *La gramática de un hispanohablante*.** *Due April 19 @ noon:* Students will write a paper that presents (i) background information about the person whose interview they analyzed (ii) analyses of the grammatical features studied in class. Include specific examples of grammar in the interview and relate these examples to relevant topics covered in the course: regional variation, variation by social group, language contact, language attitudes, prescriptivism, linguistic prejudice. Grammatical features not covered in class can be included, but please consult with Prof. Shin regarding these grammatical features.

Specifications: Approximately 8 pages single-spaced or 16 pages double-spaced, 12-pt. font, Times New Roman font, 1-inch margins.

**4c. Final Project: Oral presentation:** Graduate students will **present** their final projects on either 4/30 or 5/4. Presentations = 10 minutes maximum. The presentation must be accompanied by a PowerPoint, Keynote, or Prezi for presentation. Hand in PowerPoint at least 2 days before presentation for feedback.

**Course evaluations** (.1 percentage point): Towards the end of the semester you will receive an email from UNM asking you to evaluate this class. Follow the link provided and complete the evaluation. Then you will be provided with a completion certificate. Now that we have changed to an online course evaluations system, it is more difficult to get students to complete these. Student evaluations are very important to me. As such, I am offering an incentive:

if you *email me a copy of your completion certificate by May 4*, I will add point one percentage point to your final grade. My assumption is that you'll want to save your certificate as a pdf file. We can discuss the format in class.

**Extra credit policy:** Other than the .1% point for completing student course evaluations (see above), there will be **no opportunities for extra credit** in this class. Complete the required tasks *throughout the semester* according to the class schedule. There will be no last-minute ways to make up for missed work at the end of the semester.

**Incompletes:** The instructor will only give incomplete (I) grades for this course in cases of documented, serious emergencies. Please note this UNM policy: "incomplete grades are given only for reasons beyond the student's control." In other words, do not ask for an incomplete. These will only be granted in very extraordinary cases.

**Attendance/participation policy & information:** You are expected to attend class regularly and come to class prepared. According to UNM policy, "a student with excessive absences may be dropped from a course by the instructor with a grade of W or the student may receive a grade of F at the end of the semester. Absences due to illness, or to authorized University activity such as field trips, athletic trips, etc., are to be reported by the student to his/her instructor(s) and to the Dean of Students Office." For more information, see: <https://pathfinder.unm.edu/campus-policies/class-absences-and-student-attendance.html>. Note that you are responsible for all material covered in class, even when you are absent. To find out what you missed, please access our UNM Learn site AND contact another student in the class. Exchange information with a classmate.

**Statement on Diversity:** The University of New Mexico is a community of people from diverse backgrounds. Our activities, programs, classes, workshops, lectures and everyday interactions are enriched as we strive to learn from each other in an atmosphere of positive engagement and mutual respect. We are committed to Principles of Community that reaffirm each individual's right to dignity and civil discourse. In this class you are acknowledging that you are aware of our values, you will seek to maintain the climate of fairness, cooperation and professionalism.

**Academic honesty:** As in any scholarly activity, you must give credit where credit is due. Cheating, plagiarism, and other forms of academic dishonesty are subject to severe penalties. For details, refer to the UNM Student Code of Conduct: <http://pathfinder.unm.edu/campus-policies/student-code-of-conduct.html#studentcode>

**Accessibility Services:** In accordance with UNM Policy 2130 and the Americans with Disabilities Act (ADA), academic adjustments may be made for students with disabilities. Accessibility Services (Mesa Vista Hall 2021, 277-3506) coordinates accommodations and services. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting Accessibility Services, see the Bachelor and Graduate Programs Office or the Dept. of Spanish & Portuguese.

**CAPs:** Take advantage of CAPs, a free-of-charge educational assistance service (<http://caps.unm.edu/>).

**If you wish to withdraw:** Last day to withdraw with 100% refund and without a grade = Feb. 2. Last day to withdraw without the Dean's approval = April 13, *with* the Dean's approval = May 4.

### Course schedule<sup>1</sup>

Unit 1: La lengua como significador social. Los dialectos y los registros.  
El prestigio lingüístico.

#### Unit 1: The social meaning of language. Dialects and registers. Linguistic prejudice.

Date	Topic	Reading due
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<sup>1</sup> This schedule could change. If it does you will be notified by email.

F 1/19	Introduction to class, syllabus. P&S, Cap. 1 'La lengua como significador social' <b>The social meaning of language</b>	P&S, Cap. 1
M 1/22	Los dialectos y la gramática <b>Dialects and grammar: All dialects are linguistically valid</b> <b>Focus on varieties of Spanish across the Spanish-speaking world</b>	P&S, Cap. 1
Trabajo en UNM Learn due Thursday, 1/25 by noon: <a href="#">Quiz 1, Tarea 1</a>		
F 1/26	El prestigio lingüístico <b>Linguistic prestige: Prescriptivism, linguistic prejudice. How and why some varieties are deemed prestigious and others are denigrated.</b> <b>Racism, classism, sexism</b>	P&S, Cap. 1
Unit 2: Sustantivos, pronombres, preposiciones <b>Unit 2: Nouns, pronouns, prepositions</b>		
M 1/29	¿Qué es un sustantivo? Los sustantivos plurales <b>What is a noun? Plural nouns</b> <ul style="list-style-type: none"> <li>• <i>Pies vs. pises, bongós vs. bongoeses</i></li> <li>• <b>Linguistic prejudice: classism</b></li> </ul>	P&S, Cap. 2, apartado 2.1 y 2.2.1
Online coursework due Thursday, 2/1 <a href="#">Quiz 2, Tarea 2</a>		
F 2/2	Los sustantivos y el género <b>Nouns and gender</b> <ul style="list-style-type: none"> <li>• <i>La miembro vs. la miembra, the masculine generic vs. Inclusive language</i></li> <li>• <b>Linguistic prejudice: Sexism</b></li> </ul>	P&S, Cap. 2., 2.2.2
M 2/5	La expresión del pronombre sujeto y <i>ello</i> <b>Subject pronoun</b> <ul style="list-style-type: none"> <li>• <i>Yo, yo, tú, tú, and ello llueve</i></li> <li>• <b>Linguistic prejudice: Dominican Spanish &amp; Racism</b></li> </ul>	P&S, Cap 2, 2.3
Online coursework due Thursday, 2/8 <a href="#">Quiz 3, Tarea 3</a>		
F 2/9	La no inversión sujeto-verbo en las interrogativas <b>Subjects, verbs, and word order</b> <ul style="list-style-type: none"> <li>• <b>Word order in questions (<i>¿Cómo te llamas tú?</i> &amp; <i>¿Cómo tú te llamas?</i>)</b></li> <li>• <b>Linguistic prejudice: Caribbean Spanish &amp; Racism</b></li> </ul>	P&S, Cap 2, 2.3
M 2/12	El voseo <b>Second person singular pronouns and verb forms</b> <ul style="list-style-type: none"> <li>• <b>The widespread use of <i>vos</i> (rather than <i>tú</i>)</b></li> <li>• <b>Linguistic prejudice: indigenous groups in Guatemala</b></li> </ul>	P&S, Cap 2, 2.4
Online coursework due Thursday, 2/15 <a href="#">Quiz 4, Tarea 4</a>		

F 2/16	Los pronombres objeto y el leísmo <b>Object pronouns</b>	P&S, Cap 2, 2.5
	<ul style="list-style-type: none"> <li>• <b>Nonstandard use of <i>le</i> for direct objects</b></li> <li>• <b>Prestige of Spanish in Spain and common myths about language prestige</b></li> </ul>	
M 2/19	Los pronombres objeto y el leísmo cont'd y repaso	P&S, Cap 2, 2.5
<b>W 2/21</b>	<b>Examen 1</b>	
F 2/23	Las preposiciones y el dequeísmo <b>Prepositions</b>	P&S, Cap 2, 2.6
	<ul style="list-style-type: none"> <li>• <b>'dequeísmo': <i>Pienso que vs. pienso de que</i></b></li> <li>• <b>Linguistic prejudice: classism</b></li> </ul>	
Unit 3. Los verbos y sus formas <b>UNIT 3: Verbs</b>		
Tarea para el 26 feb: entregarla antes de las 10 am.		
M 2/26	¿Qué es un verbo? ... y formas del pretérito	P&S Cap 3 introducción y 3.1
Online coursework due Thursday, 3/1 <b>Quiz 5, Tarea 5</b>		
F 3/2	Continuación de las formas del pretérito <b>Verbs and preterit verb forms</b>	P&S 3.1
	<ul style="list-style-type: none"> <li>• <b><i>Comiste vs. Comiste, vi vs. vide, traje vs. truje</i></b></li> <li>• <b>Linguistic prejudice: archaisms, rural vs. urban, classism</b></li> </ul>	
M 3/5	El pretérito y el presente perfecto	P&S Cap 3, 3.2
	<ul style="list-style-type: none"> <li>• <b>Preterit and present perfect verb forms</b></li> <li>• <b><i>Es la bebida tradicional de los incas desde que <u>ha sido</u> la civilización del imperio incaico.</i></b></li> <li>• <b>Linguistic prejudice: Prestige of Spanish in Spain and common myths about language prestige</b></li> </ul>	
Online coursework due Thursday, 3/8 <b>Quiz 6, Tarea 6</b> Midterm course evaluations due		
F 3/9	La pluralización de haber <b>Pluralization of presentative verb <i>haber</i></b>	P&S Cap 3, 3.3
	<ul style="list-style-type: none"> <li>• <b><i>Había seis niños vs. habían seis niños</i></b></li> <li>• <b>Linguistic prejudice: classism</b></li> </ul>	
<b>SPRING BREAK March 12 – 16 ¡Relájate! ¡Recharge!</b>		
M 3/19	El presente de subjuntivo <b>Present subjunctive</b>	P&S Cap 3, 3.4
	<ul style="list-style-type: none"> <li>• <b><i>Haiga vs. haya, puédamos vs. podamos</i></b></li> <li>• <b>Linguistic prejudice: classism</b></li> </ul>	
Online coursework due Thursday, 3/8 <b>Quiz 7, Tarea 7</b>		
F 3/23	El imperfecto de subjuntivo <b>Imperfect subjunctive</b>	P&S Cap 3, 3.5
	<ul style="list-style-type: none"> <li>• <b><i>Bailara vs. bailase</i></b></li> <li>• <b>Written vs. oral forms, archaisms</b></li> </ul>	
M 3/26	Taller: trabajo en grupo, identificar estructuras en una transcripción	

**\*Final project part a: Short report due Thursday 3/29 at noon.**

Unit 4 El español en contacto con otras lenguas y el bilingüismo		
<b>Unit 4: Spanish in contact with other languages and bilingualism</b>		
F 3/30	Repaso de los reportes	P&S Cap 4, 4.1
M 4/2	Omisión del pronombre objeto directo <b>Direct object omission</b> <ul style="list-style-type: none"><li>• <i>Sí, lo vi vs. Sí, vi.</i></li><li>• <b>Spanish in contact with Basque, Guaraní, Quechua.</b></li><li>• <b>Linguistic prejudice: monolingualism</b></li></ul>	P&S Cap 4, 4.1
Online coursework due Thursday, 4/5 <b>Quiz 8, Tarea 8</b>		
F 4/6	Taller: trabajo en grupo, proyecto final (Shin en NYC)	
M 4/9	a personal <b>differential object marker 'a'</b> <ul style="list-style-type: none"><li>• <i>Veo a la niña vs. veo la niña</i></li><li>• Spanish in the US</li><li>• <b>Linguistic prejudice: monolingualism</b></li></ul>	P&S Cap 4, 4.2
Online coursework due Thursday, 4/12: <b>Tarea 9</b> y seguir trabajando en los proyectos finales		
F 4/13	Los posesivos <b>Possessives</b> <ul style="list-style-type: none"><li>• <i>Su primer colegio de mi mamá vs. El primer colegio de mi mamá</i></li><li>• <b>Andean &amp; Amazonian Spanish, Spanish in contact with various indigenous languages of the Americas</b></li><li>• <b>Linguistic prejudice: monolingualism</b></li></ul>	P&S cap 4, 4.3
M 4/16	La regularización <b>Regularization of verb forms</b> <ul style="list-style-type: none"><li>• <i>anduve vs. andé</i></li><li>• <b>Spanish in the US, Spanish in Cataluña</b></li><li>• <b>Linguistic prejudice: monolingualism</b></li></ul>	P&S cap 4, 4.4
Online coursework due Thursday, 4/19 <b>Quiz 9</b>		
<b>*Final project part b: Final paper due Thursday 4/19 by midnight.</b>		
F 4/20	La alternancia de códigos <b>The hows and whys of code-switching</b> <ul style="list-style-type: none"><li>• <b>Spanish in the US</b></li><li>• <b>Linguistic prejudice: monolingualism</b></li></ul>	P&S cap 4, 4.8
M 4/23	Las extensiones y los préstamos <ul style="list-style-type: none"><li>• <b>Spanish in the US</b></li><li>• <b>Linguistic prejudice: monolingualism</b></li></ul>	P&S cap 4, 4.9
<b>W 4/25</b>	<b>Examen 2</b>	
F 4/27	Repaso, preparativos para las presentaciones estudiantiles	
M 4/30	<b>*Final project part c: Presentaciones estudiantiles</b>	



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F 5/4

**\*Final project part c: Presentaciones estudiantiles**

\*Course evaluation certificates due

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