

UNDERGRADUATE CURRICULUM CHANGE MEMO

Date: Sept 8, 2023

From: Natalia Mazzaro, Department of Latin US and Linguistics

Through: Annie Tremblay, Department of Latin US and Linguistics

Through: Anadeli Becomo, College of Liberal Arts

To: Selfa A. Chew-Melendez, Chair, Undergraduate Curriculum Committee

Proposal Title: New course LING 3316 'Spanish in the U.S.'

This course has already been offered as a Special Topics course and has been popular. It will be available to UTEP students as an elective option.

LING 3316 Spanish in the U.S.

INSTRUCTOR: Prof. Natalia Mazzaro nmazzaro@utep.edu

CLASS TIME: XXX

CLASSROOM: XXX

OFFICE HOURS: XXX

OFFICE: XXX

Description

This class provides an introduction to the Spanish language spoken in the United States. The course consists of a descriptive and critical overview of the linguistic practices of different Spanish-speaking communities in the US, including communities in the U.S-Mexico border. This course focuses on the characteristics of Spanish in contact with English, as well as the role that social factors like age, education, gender, race, nationality, and socioeconomic status have on the use of the language. It also examines social issues surrounding the use of Spanish in the United States, such as language attitudes and ideologies, language policy, bilingualism and the role of education.

This course has a Community Engagement Learning component, because the topics discussed involve language users in specific communities. As such, the purpose of this course is to strengthen students' understanding of their reality, their environment and their role in society as engaged citizens and to understand the space that their linguistic varieties occupy within an outside of the United States. Finally, we will discuss the role of Spanish in Education and the future of the Spanish language in the U.S.

Note: This course is taught in Spanish. Attendance to class is mandatory.

Learning objectives

- Identify and learn about the different Spanish-speaking regions that exist in the United States
- Gain insight into the social factors that influence Spanish use in communities within the United States
- Become more culturally aware and conscientious of the Spanish-speaking communities in the United States.
- Engage with the local community via fieldwork exercises (builds communication skills and increases social justice and social responsibility awareness).

Readings

Escobar, Anna María and Kim Potowski. 2015. *El español de los Estados Unidos*. Cambridge: Cambridge University Press.

Course Requirements and Evaluation

Grading scale			
Bb Quizzes 20%	A	Excellent	A= 90-100%
Daily Participation 10%	B	Good	B= 80-89%
Test 1 15%	C	Average	C= 70-79%
Test 2 15%	D	Below average	D= 60-69%
Class Blog (4 entries) 10%	F	Failure	F= 0-59%
Service Learning Assignment/Final Paper and presentation 30%			

Note: You are responsible for keeping track of your own grades.

Please record here the names and phone numbers of two other students in class so that you will have someone to check with should you miss class.

1. _____
2. _____

QUIZZES:

There will be 18 short Blackboard (Bb) quizzes that students need to take before 10 a.m. of the day it is discussed in class. The test helps students come to class with the basic knowledge to participate in the class discussion. Quizzes are worth 20% of the final grade. The quiz with the lowest grade will be dropped at the end of the semester. Note: **There are no quiz re-takes or make-ups.**

DAILY PARTICIPATION: will be based on class attendance and class participation.

TESTS:

There will be two in-class tests. Both are non-cumulative. However, concepts covered in the first part of the course may reappear in the second part of the course. You will be responsible for the material covered in the required readings and class lectures. Criteria for evaluation: Tests will be evaluated based on (a) accuracy of information, (b) questions answered in academic language, clearly and succinctly, (c) use of clear and unambiguous examples to support arguments, (d) use of research and scholarship to bolster ideas, and (e) quality of expression. Tests will be available on Blackboard for 48 hrs. Students have 24 hrs to complete the exam once started. The tests will have the option of starting, saving answers and finishing later.

Make-ups for missed midterms can only be arranged if the student is unable to do it due to medical reasons. This will need to be adequately documented.

CLASS BLOG:

Students will respond to 3 questions posted on Bb. All should write an individual response/comment, plus a response to one of your classmate's comments. Each comment must include a minimum of 100 words. **No late work will be accepted.**

SERVICE-LEARNING ASSIGNMENTS (only for UG students)

Throughout the semester students enrolled in LING 4371 / CHIC 4350 / SPAN 4390 will complete 4 service-learning assignments. For each assignment, students will interview one or more Spanish speakers that they have met at their site. In each interview, students will seek different types of information:

- Assignment 1 → Migration experience, linguistic proficiency in English and Spanish, social distribution of the two languages.
- Assignment 2 → Description of the linguistic system of an individual speaker, including phonetic, morphosyntactic and lexical characteristics.
- Assignment 3 → Definitions of Spanglish and mock Spanish and attitudes towards them.
- Assignment 4 → Linguistic identity, linguistic discrimination, use and transmission of Spanish in relationship to identity.

After each interview, students will write a 2-3 page essay (Times 12pt, double-spaced) in which they summarize the information they obtained in the interview and connect it to the contents seen in the class. Detailed guidelines for each assignment and rubrics will be distributed later in the semester. No late work will be accepted.

Students will complete a total of 10 hrs of community service at their assigned organization. There are 10 weeks to complete 10 hours of community service, so if you put one hour per week, it should be doable. I advise you against leaving service hours for later, as school life gets busier towards the end of the semester.

FINAL PAPER (ONLY FOR GRADUATE STUDENTS) (25%)

Students enrolled in 5370 will also participate in service learning and will use the experience to collect data and write a 12-15 research paper on a particular aspect of Spanish in the United States covered throughout the class. Examples of this paper could include a sociolinguistic analysis of a specific community, of a dialect feature within a community (or communities), an analysis of the speech of specific U.S. Spanish speakers, etc. The paper should include a minimum of six reliable sources outside of those used in class. No late work will be accepted

POWER POINT PRESENTATION (5%): Presentation of the research topic will be in 3 slides and is due April 30. Guidelines will be provided.

Attendance

You are expected to attend each class session. All absences, excused or unexcused, will be counted as absences. Each absence over the maximum of 4 will result in your final grade being lowered one-half letter grade. There is no make-up work except in the case of legal obligations or because of participation at a UTEP sponsored event. See the College of Arts and Sciences' policies and procedures for more information.

When you miss class for any reason (excused or unexcused), you are responsible for the material that you missed. This includes both the information from the book, class powerpoints, and what the instructor says in class. For this reason it is important to consult with other students for notes from missed classes. You are also encouraged to take advantage of my office hours. Please note that office hours are not a place for me to re-teach to you all the material that you missed. Do not come without looking over the material first, and having specific questions or things that you would like clarification on.

Academic dishonesty

Academic dishonesty will not be tolerated. Acts of academic dishonesty may include but are not limited to the following:

- Cutting and pasting material from another paper or a web page and submitting it as one's work.
- Quoting or paraphrasing extensively from a document without making proper references to the source.
- The illegitimate use of materials in any form during a quiz or an exam.
- Copying answers from the quiz or examination paper of another students.
- Plagiarizing (submitting as one's own ideas the work of another) or falsifying materials or information used in the completion of any assignment which is graded or evaluated as the student's individual effort.
- Submitting the same work for more than one course without the consent of the instructors of each course in which the work is submitted.

How to contact me

- To discuss questions and comments about the course, you can meet me during my **office hours on campus or online**. Please, let me know your preference so that we can work out the details.

Disability Statement: If you have or believe you have a disability, you may wish to contact the Disabled Student Services Office (CASS) to show documentation of a disability or to register for testing and services. Students who have been designated as disabled must reactivate their standing with the CASS yearly. If you feel that you may have a disability requiring accommodations and/or modifications, contact CASS at 915-747-5148. You also can visit the CASS website at www.utep.edu/dsso or the CASS office in Room 108, East Union Building.

TENTATIVE COURSE SCHEDULE

The instructor reserves the right to change the schedule at any time. Additional readings may be assigned.

DATE	TOPIC	PREPARATION FOR CLASS	HOMEWORK
Jan 18	1. Introduction	pp. 1-18; Ex. 1.7, Fig. 1.1,	
Jan 20	2. Ch. 1: Socio-historical context	Ex. 1.2, 1.4, 1.9, 1.10	Quiz #1
Jan 25	3. Ch. 2: Sociolinguistic generation <i>Introduction to community engagement</i>	pp. 19-25; Ex. 2.1, 2.2, 2.3, 2.4	
Jan 27	4. Ch. 2: Sociolinguistic generation & patterns of use	pp. 19-25; Ex. 2.2, 2.3, 2.4	Quiz #2
Feb 1	5. Ch. 2: Traditional regions	pp. 26-43; Ex. 2.7, 2.8, 2.9, 2.11	
Feb 3	6. Ch. 2: New regions	pp. 43-50; Ex. 2.12, 2.13, 2.14	Quiz #3
Feb 8	7. Ch. 3: Referential dialects	pp. 51-72; Ex. 3.2, 3.4-8, 3-10	Quiz #4
Feb 10	8. Ch. 3: Traditional dialects	pp. 72-80; Ex. 3.12, 3.13	Quiz #5
Feb 11			Blog 1
Feb 15	9. Ch. 4: Factors in acquisition <i>Start doing service hours</i>	pp. 81-93; Ex. 4.1-3, 4.5	Quiz #6
Feb 17	10. Ch. 4: Heritage speakers – Mopho-syntax	pp. 93-104; Ex. 4.9-14,	

Feb 22	11. Ch. 4: Heritage speakers – Phonology and L2 Speakers	pp.104-112; Ex. 4.15-20	Quiz #7
Feb 24	TEST 1		
Mar 1	12. Ch. 5: Code-switching	pp. 113-123; Ex. 5.2, 5.6, Fig. 5.3	
Mar 3	13. Ch. 5: Contact phenomena	pp. 123-147; Ex. 5.9, 5.12, 5.13	Quiz #8
Mar 8	14. Ch. 5: Spanglish and Mock Spanish	pp. 148-155; Ex. 5.20, 5.22	Quiz #9
Mar 10	15. Ch. 6: Dialect contact	pp. 157-177; Ex. 6.1-3, Cua. 6.2-4	Quiz #10
Mar 11			Blog 2
Mar 15/17	No class – SPRING BREAK		
Mar 21			Assignment 1 (undergrad)
Mar 22	16. Ch. 6: Dialect contact	pp. 177-184; Ex. 6.4-10	Quiz #11 Final Paper Topic Selection (grad)
Mar 24	17. Ch. 7: Spanish in public spaces	pp. 185-194; Ex. 7.3, 7.6	
Mar 29	18. Ch. 7: Politics and social institutions	pp. 194-206; Ex. 7.9, 7.11, 7.13, 7.16	Quiz #12
Mar 31	19. Ch. 7: Media & discrimination	pp. 206-221; Ex. 7.17, 7.23-25	Quiz #13
April 1			Assignment 2 (undergrad)
Apr 5	20. Ch. 8: Spanish in Education	pp. 223-246; Ex. 8.1, 8.3, 8.5-7	Quiz #14
Apr 7	21. Ch. 8: Spanish: a heritage language	Ex. 8.8, 8.10, 8.11 Watch the video: “Spanish as a Heritage Language” posted on BB	
Apr 12	22. Ch. 9: Spanish and identity	pp. 247-268; Ex. 9.1, 9.3, 9.4	Quiz #15 about the video
Apr 14	23. Ch. 9: Spanish and identity	Ex. 9.7, 9.8, 9.11, 9.13, 9.14	Quiz #16
Apr 15			Blog 3

Apr 19	24. Ch. 10: Ethnolinguistic vitality	pp. 269-286; Ex. 10.1-2, Cua. 10.4	Quiz #17
Apr 21	Community Engagement – In-class reflection session		
April 22			Assignment 3 (undergrad)
Apr 26	25. Ch. 10: Linguistic norms	pp. 286-308; Ex. 10.5, 10.7, 10.9	
Apr 28	26. Ch. 10: Language Myths	pp.304-308; Cua.10.23-4, Ex.10.11 Watch the video about language myths and realities” posted on BB	Quiz #18 about the video
Apr 29	Community Engagement – Deadline to complete service hours		Blog 4 reflection
May 3	27. PWT presentations (grad only)		Assignment 4 (undergrad)
May 5	TEST 2		
May 7	Final paper is due (only for graduate students)		



- Do you need to know Spanish to consider yourself Latinx?
- Should we support and teach Spanish in schools?
- Are you proud of your Spanish heritage?
- What do you think about Spanglish?
- Should English be the official language in the US?
- Why are employees not allowed to speak Spanish in the workplace?
- Has your Spanish accented English limited your opportunities?

LING 3316: Spanish in the U.S.

Instructor: Dr. Natalia Mazzaro

In this course we will discuss these questions and many others related to language and society, education, politics, Latinx identities, contemporary culture, media, and how language ideologies and policies reflect and shape societal views of Spanish and its speakers. Taught entirely in Spanish, this course requires no previous linguistics knowledge. Students who enroll in this course should have a good command of the Spanish language. This class counts toward the Social and Behavioral Sciences Block Elective.





COURSE ADD

All fields below are required

College : Liberal Arts

Department : Latin US and Linguistics

Effective Term: Spring 2024

Rationale for adding the course:

This course has already been offered as a Special Topics course and has been popular, and it will be available to UTEP students as an elective option.

All fields below are required

Subject Prefix: LING

Title (29 characters or fewer): Spanish in the U.S.

Dept. Administrative Code : 1711

[CIP Code](#) 160102

Departmental Approval Required ☐ Yes ☒ No

Course Level ☒ UG ☐ GR ☐ DR ☐ SP

Course will be taught: ☒ Face-to-Face ☐ Online ☐ Hybrid

Course minimum grade: if N leave blank, if Y provide grade

- How many times may course be repeated to satisfy minimum grade requirement?

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" ☐ Yes ☒ No

Grading Mode: ☒ Standard ☐ Pass/Fail ☐ Audit

Description and 2-3 keywords (600 characters maximum):

(Keywords are for Facilitation of course searches and should be words not already included in course title or description)

This class provides an introduction to the Spanish language spoken in the United States. The course consists of a descriptive and critical overview of the linguistic practices of different Spanish-speaking communities in the US, including communities in the U.S-Mexico border. This course focuses on the characteristics of Spanish in contact with English, as well as the role that social factors like age, education, gender, race, nationality, and socioeconomic status have on the use of the language. It also examines social issues surrounding the use of Spanish in the United States, such as language attitudes and ideologies, language policy, bilingualism and the role of education.

The class is taught in Spanish.

Keyword: linguistics, sociolinguistics, anthropology

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

- | | |
|--|---|
| <input checked="" type="checkbox"/> A Lecture | <input type="checkbox"/> H Thesis |
| <input type="checkbox"/> B Laboratory | <input type="checkbox"/> I Dissertation |
| <input type="checkbox"/> C Practicum | <input type="checkbox"/> K Lecture/Lab Combined |
| <input type="checkbox"/> D Seminar | <input type="checkbox"/> O Discussion or Review (Study Skills) |
| <input type="checkbox"/> E Independent Study | <input type="checkbox"/> P Specialized Instruction |
| <input type="checkbox"/> F Private Lesson | <input type="checkbox"/> Q Student Teaching |

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):

Equivalent Course(s):

Restrictions:

Classification	
Major	

The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.

CURRICULUM PROPOSAL

APPROVAL PAGE

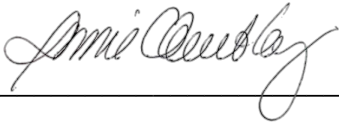
Proposal Title: New Course: LING 3316 'Spanish in the US'

College: Liberal Arts

Department: Latin US and Linguistics

DEPARTMENT CHAIR- Annie C. Tremblay

I have read the enclosed proposal and approve this proposal on behalf of the department.



09/19/2023

Signature

Date

COLLEGE CURRICULUM COMMITTEE CHAIR – Insert Chair Name

I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.

Signature

Date

COLLEGE DEAN – Anadeli Bencomo

I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

Signature

Date