

# CURRICULUM PROPOSAL

## APPROVAL PAGE

Proposal Title: Creation of Graduate Version of Spanish in the US

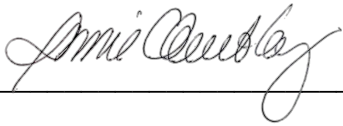
College: Liberal Arts

Department: Chicano Studies, Languages, and Linguistics

**DEPARTMENT CHAIR – Annie C. Tremblay**

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



11/15/2024

Signature

Date

**COLLEGE CURRICULUM COMMITTEE CHAIR – Selfa Chew-Melendez**

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

Signature

Date

**COLLEGE DEAN – Anadeli Bencomo**

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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

## CURRICULUM CHANGE MEMO

**Date:** 11/15/2024

**From:** Natalia Mazzaro, Dept. Chicano Studies, Languages, and Linguistics *Natalia Mazzaro*

**Through:** Annie C. Tremblay, Chair, Dept. of Chicano Studies, Languages, and Linguistics *Annie C. Tremblay*

**Through:** Anadeli Bencomo, Dean, College of Liberal Arts

**Through:** Selfa Chew-Melendez, Chair, Liberal Arts Curriculum Committee

**To:** Annie C. Tremblay, Chair, Graduate Council

**Proposal Title:** Creation of Graduate Version of Spanish in the US

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**Select the proposal content (select as many as apply) and provide the rationale.**

### Content

☐ New program or ☐ Program Change

- ☐ Bachelor's
- ☐ Master's
- ☐ Doctoral/Professional
- ☐ Certificate
- ☐ Fast Track
- ☐ Minor
- ☐ Concentration/Track

☒ New Course

☐ Closure (program, certificate, minor, concentration)

☐ Change

- ☐ CIP Code
- ☐ Program/certificate SCH
- ☐ Course Title
- ☐ Course Description
- ☐ Graduate Program Admission Requirements

### Rationale

We have regularly cross-listed Spanish in the US (LING 3316) with a graduate section (LING 5370) that included more advanced requirements. With the development of the new online M.A. in Bilingualism and Applied Linguistics, we plan to offer this course regularly as part of our curriculum. Therefore, we would like to establish a dedicated graduate-level version of the course.

## COURSE ADD

All fields below are required

Add additional Course Add forms as needed

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College : Liberal Arts

Department : Chicano Studies, Languages, and Linguistics

Effective Term : Fall 2025

### Rationale for adding the course:

We have regularly cross-listed Spanish in the US (LING 3316) with a graduate section (LING 5370) that included more advanced requirements. With the development of the new online M.A. in Bilingualism and Applied Linguistics, we plan to offer this course regularly as part of our curriculum. Therefore, we would like to establish a dedicated graduate-level version of the course.

### All fields below are required

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Subject Prefix and # LING 53??

Title (29 characters or fewer): Spanish in the US

Dept. Administrative Code : 0616

[CIP Code](#) 16.0908

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 C

- How many times may course be repeated to satisfy minimum grade requirement? 1

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 course offers a descriptive and critical analysis of linguistic practices across U.S. Spanish-speaking communities. It aims to deepen students' understanding of the relationship between language, society, and individual identity, with an emphasis on historical migration, Spanish-English contact, and patterns in language use and attitudes. Featuring a Community Engagement Learning component, the course encourages students to connect course topics with real-world community dynamics, fostering civic awareness. It also addresses the role of Spanish in U.S. education and its future in American society.

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

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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): 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:
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<b>Classification</b>	
<b>Major</b>	

*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.*

### **Course Syllabus**

## **LING 53?? Spanish in the US**

University of Texas at El Paso

Spring XXXX

**INSTRUCTOR:** Prof. Natalia Mazzaro [nmazzaro@utep.edu](mailto:nmazzaro@utep.edu)

Graham Hall 304

Office hours: xxxx, or by appointment

**CLASS TIMES AND LOCATIONS:** xxxx (xxxx)

### **Course Description:**

This course provides a descriptive and critical overview of the linguistic practices of the different Spanish-speaking communities in the United States. It focuses on the Mexican, Puerto Rican, and Cuban communities, but also discusses the role of other Spanish-speaking communities, such as the Dominican, Salvadoran, Ecuadorean, Guatemalan, among others. The main objective of the course is to develop critical and linguistic awareness about the relationship between language, individual, and society, in the context of the use of Spanish in the United States, with special emphasis on historical migration patterns and settlements, characteristics of Spanish in contact with English, and language use and language attitudes patterns. 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 15%	A	Excellent	A= 90-100%
Class Blog (4 entries) 15%	B	Good	B= 80-89%
Participation and attendance 10%	C	Average	C= 70-79%
Test 1 15%	D	Below average	D= 60-69%
Service Learning Assignment 15%	F	Failure	F= 0-59%
Final Paper 25%			
Presentation 5%			

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 24 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**

Throughout the semester students will complete 3 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 → 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**

Students will use the service learning 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

- **Office Hours:** My office hours are listed above. If you cannot make it during those times, please email me to schedule an appointment.

#### Professional email etiquette

The most effective way to communicate with the professor is through your UTEP email. When composing an email for this course, please follow these guidelines to ensure clarity and professionalism:

- Subject Line: Include your course number and full name in the subject line, formatted as follows:  
Example: LING 4371 and [the reason for your email]
- Salutation: Start your email with a formal greeting, such as "Dear Prof. Mazzaro."
- Assignment Reference: Clearly specify the assignment or topic you are addressing (e.g., Blog 1, Quiz 5) within the body of your email.
- Closing: End the email with a formal closing (e.g., "Sincerely, Jane Smith"). Be sure to sign with your full name.

Following these guidelines helps ensure effective communication and demonstrates professionalism in your correspondence.

**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/dssso](http://www.utep.edu/dssso) 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			<a href="#">Blog 1</a>
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			<a href="#">Blog 2</a>
Mar 15/17	No class – SPRING BREAK		
Mar 21			<b>Assignment 1</b>
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			<b>Assignment 2</b>

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	
Apr 12	22. Ch. 9: Spanish and identity	pp. 247-268; Ex. 9.1, 9.3, 9.4	Quiz #15
Apr 14	23. Ch. 9: Spanish and identity	Ex. 9.7, 9.8, 9.11, 9.13, 9.14	Quiz #16
Apr 15			<a href="#">Blog 3</a>
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			
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	Quiz #18
Apr 29	Community Engagement – Deadline to complete service hours		<a href="#">Blog 4 reflection</a>
May 3	27. PWT presentations (grad only)		<a href="#">Assignment 3</a>
May 5	TEST 2		
May 7	Final paper is due		