

**DEPARTMENT OF MODERN LANGUAGES AND CULTURAL STUDIES**

<https://ualberta.ca/modern-languages-and-cultural-studies>

**2020-2021 SPAN 475 A1: Spanish in Society**  
(Fall Term)

*Note: Remote Delivery*

Instructor: Dr. Yvonne Lam  
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Time: **TR 9:30-11:00**  
Place: **remote delivery**  
Office Hours: By appointment

Bachelor of Arts / Major in Modern Languages and Cultural Studies:

<https://www.ualberta.ca/modern-languages-and-cultural-studies/undergraduate-program-information/prospective-undergraduate-students>

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**Course Prerequisite:**

\*3 in SPAN at the 300-level, excluding SPAN 300 or 306, or consent of department. It is the student's responsibility to ensure that they have the appropriate prerequisites for the course.

**Technology Requirements (minimum):**

See the University's recommendations: <https://www.ualberta.ca/covid-19/students/computing-recommendations.html>. A microphone is strongly recommended, as most of the synchronous sessions will involve small group work, and chat is a much less efficient way to communicate with the group. A webcam is not required but is preferred, as it facilitates interaction among group members. It is the student's responsibility to ensure that they have the appropriate technology for full participation in course activities.

**Experiential Learning Component:**

this course has a significant experiential learning component (15% or more of the course grade)

This course also counts towards the [Certificate in International Learning \(CIL\)](#).

**Course-based Ethics Approval** in place regarding all research projects that involve human testing, questionnaires, etc.?

Yes       No, not needed

**Past or Representative Evaluative Course Material Available:**

- Exam registry – Students' Union <http://www.su.ualberta.ca/services/infolink/exam/>
- See explanations below
- Document distributed in class
- Other (please specify)
- N/A

## **Course Description, Objectives and Expected Learning Outcomes:**

We often speak of “Spanish” as if it were a single, homogenous way of speaking. This is not true, of course: there are many, many different ways of speaking Spanish, depending on who you are, who you are talking to, and in what context. In this course, we will learn about different social and linguistic variables that influence how people speak Spanish, as well as how people evaluate different ways of speaking. We will discuss three main topics: 1) attitudes towards different varieties of Spanish; 2) sources of linguistic variation in Spanish (e.g., age, gender, socioeconomic class); and 3) social and linguistic outcomes where Spanish coexists with other languages, either as the dominant language (Spanish and Latin America) or as a minority language (e.g., the United States and Canada).

At the end of this course, successful students will be able to:

- describe factors that can affect the way people evaluate different varieties of Spanish
- identify social and linguistic variables that influence how people speak Spanish
- explain how languages in contact impact each other structurally and socially

## **Course Format:**

The objectives of this course will be achieved through assigned readings, discussions, group activities, written assignments, and research projects. The course will be delivered remotely via a mix of synchronous and asynchronous sessions.

## **Text (required):**

Díaz-Campos, Manuel. 2014. *Introducción a la sociolingüística hispánica*. Malden, MA: Wiley Blackwell. Available from the bookstore as well as from the University library as an e-book (unlimited concurrent users).

## **Additional Course Fees:**

Yes       No

## **Important Dates:** [See Academic Schedule in current Calendar](#)

First Day of Class: September 1, 2020  
Add/Delete Date: September 15, 2020  
50% Withdrawal Date: October 2, 2020  
Fall Term Reading Week: November 9-13, 2020  
Withdrawal Date: November 30, 2020  
Last Day of Class: December 7, 2020

## Components of Course Grade:

Component	Value	Due date
Comprehension checks	10%	ongoing
Discussion forum	10%	ongoing
Survey project	30%	various mini-deadlines along the way, full project due Oct 29
Mini written assignment	20%	Nov 5
Research summary and reflection paper	30%	Nov 24 (summary), Dec 3 (reflection)

## Explanatory Notes on Assignments:

Further details will be given on eClass. No “extra” assignments for “extra” marks will be offered for any student.

Comprehension checks: Throughout the course, there will be short, multiple-choice exercises on eClass for students to check that they have understood the key points in the textbook. The mark for this component will be based on completion only, e.g., if a student completes 8 of 10 comprehension checks, they will receive 8/10, regardless of their score on the exercise.

Discussion forum: Questions for reflection will occasionally be posted on eClass to further support comprehension of the textbook content. The mark for this component will be based both on completion and on meeting the minimal requirements for a post (see eClass). Students will be required to post a comment before they can see other students’ comments and respond to them.

Survey project: This project addresses the first topic of the course, language attitudes. It fulfills part of the experiential learning requirement of the major in Modern Languages and Cultural Studies. See “explanatory notes on experiential learning” below.

Mini written assignment: This assignment addresses the second topic of the course, language variation. Students will be allowed to consult the textbook, class notes, and any other materials seen in class; it is not necessary to look at additional external sources. There will be a time limit and a length limit.

Research summary and reflection paper: These components address the third topic of the course, language contact. Two reading lists will be provided by the instructor, one on language shift and maintenance in Latin America, the other on Spanish as a heritage language. Half the class will work on each topic. Each student will select one of the readings and prepare a short, written summary. These summaries will then be shared with the rest of the group, and each student will write a short reflection paper on what they learned about the topic.

## Explanatory Notes on Experiential Learning:

Experiential learning is students’ purposeful engagement in direct experience, focused reflection, and authentic assessment in order to promote learners’ initiative, increase knowledge, develop skills and strategies, clarify values, and apply knowledge in the real-world setting (adapted from

[the Association of Experiential Education](#)). Experiential learning may include Community-service learning, project-based learning, field work, or other type of activity that allows students to apply their knowledge in practice in a multitude of settings inside and outside the classroom. For more information on experiential learning in MLCS see [URL](#).

**In this course**, we will be conducting a survey of native Spanish speakers and learners of Spanish about what the “best” Spanish is. As a group, we will design the survey together. Each student will be responsible for finding two anonymous respondents. Working in groups, students will then analyze the pooled responses for patterns. More details will be provided in class. This component is obligatory for all students and is worth 30% of the final mark.

### **Required Notes:**

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) of the University Calendar.

### **Student Responsibilities:**

#### ***Academic Integrity***

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the [Code of Student Behaviour](#) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should consult [the Academic Integrity website](#). If you have any questions, ask your instructor.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

#### ***Language and Translation Courses***

Students involved in language courses and translation courses should be aware that the use of on-line translation to complete assignments constitutes a form of cheating as the student’s own understanding and work is therefore not reflected. Also, students in language courses should be aware that, while seeking the advice of native or expert speakers is often helpful, excessive editorial and creative help in assignments is considered a form of cheating that violates the Code of Student Behaviour.

#### ***Learning and Working Environment***

The Faculty of Arts is committed to ensuring all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not

tolerate behaviour that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

### ***Sexual Violence Policy***

It is the policy of the University of Alberta that sexual violence committed by any member of the University community is prohibited and constitutes misconduct. Resources and more information can be found at <https://www.ualberta.ca/campus-life/sexual-violence>

### ***Territorial Statement***

The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.

### ***Recording of Lectures***

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

### ***Attendance, Absences, and Missed Grade Components***

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections [Attendance](#) and [Examinations](#) of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of facts to gain a deferral is a serious breach of the Code of Student Behaviour.

**In this course**, students are expected to participate in all class activities, whether synchronous or asynchronous. Although there is no mark for attendance at synchronous sessions, students are expected to be present at the assigned times, as these are one of the few chances they have to interact directly with the instructor. **It is the student’s responsibility to check eClass every class day (Tuesdays and Thursdays) for any updated instructions and to ensure that they are caught up with the materials** (do not leave everything for the end of the week, or worse, for

the night before an assignment is due). If a student cannot keep up with the course because of illness or extenuating personal circumstances, they are responsible for contacting the instructor by email as soon as possible to discuss their options. The instructor has the final decision on whether to set an alternate schedule, transfer the weight of missed work to other components, or assign a mark of zero for the missed work.

### ***Policy for Late Assignments***

All assignments will be submitted via eClass. Students are responsible for adhering to the due date **and time** given on eClass. Even submissions that are only one minute late are flagged by eClass! Students who consult **in advance** with the instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be given an alternate due date. If students miss an assignment due to illness or an emergency, they must notify the instructor by email as soon as possible to discuss their options. All other reasons for handing in a late assignment will result either in a deduction of up to 5% per day of lateness or a mark of zero, at the discretion of the instructor.

### ***Disclaimer***

Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

### **Student Resources:**

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>.

#### ***Accessibility Resources*** (1-80 SUB)

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage.

#### ***The Academic Success Centre*** (1-80 SUB)

[The Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

#### ***The Centre for Writers*** (1-42 Assiniboia Hall)

The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

#### ***Health and Wellness Support***

There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

#### ***Office of the Student Ombuds***

The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

## Grading:

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student's level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>). The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

### MLCS Undergraduate Grading Scale

Descriptor	Letter Grade	Grade Point Value	%
<b>Excellent.</b> A+, A or A- is earned by work which is superior in content and form and demonstrates an exceptional grasp of the subject matter. The grade of A+ designates work that far exceeds course expectations. Grades in the A range are normally achieved by a small number of students.	<b>A+</b>	4.0	<b>97-100</b>
	<b>A</b>	4.0	<b>93-96</b>
	<b>A-</b>	3.7	<b>90-92</b>
<b>Good.</b> B+, B or B- is earned by work that demonstrates a thorough comprehension of the course material and a good command of relevant skills. Grades in the B range are normally achieved by the largest number of students.	<b>B+</b>	3.3	<b>87-89</b>
	<b>B</b>	3.0	<b>83-86</b>
	<b>B-</b>	2.7	<b>80-82</b>
<b>Satisfactory.</b> C+, C or C- is earned by work that demonstrates an adequate grasp of the course material and relevant skills. Grades in the C range designate work that has met the basic requirements of the course.	<b>C+</b>	2.3	<b>77-79</b>
	<b>C</b>	2.0	<b>73-76</b>
	<b>C-</b>	1.7	<b>70-72</b>
<b>Poor/Minimal Pass.</b> D+ or D is earned by work that demonstrates minimal familiarity with the course material. Grades in the D range generally indicate insufficient preparation for subsequent courses in the subject matter.	<b>D+</b>	1.3	<b>65-69</b>
	<b>D</b>	1.0	<b>60-64</b>
<b>Failure.</b>	<b>F</b>	0.0	<b>0-59</b>