



SPAN 310 Structure of Spanish (62216)

Units: 4

Section: 62216

Term—Day—Time: Fall 2024—M/W/F—10:00-10:50am

Location: THH 117

Instructor: David Zarazua

Office: THH 156L

Office Hours: /Th 10-11am/12-1pm or by appointment

Contact Info: zarazua@usc.edu, 213-740-1266 (Students can expect a response to emails within 48 hours)

Course Description

This course is an introduction to the systematic study of the structure of Spanish. Topics include fundamental aspects of the sound system; word classes; sentences and their meaning; linguistic change and variation; standard and colloquial usage. Students will develop an appreciation of how these theoretical elements apply outside the classroom, for instance with the process of language acquisition. Students will also participate in class activities that will lead to the improvement of their Spanish language skills.

Learning Objectives

At the end of the course, students will have gained an understanding of central linguistic concepts as applied to the study of the Spanish language (e.g. language, morpheme, phoneme, subject, direct object). They will be able to identify the main phonological and syntactic components of the structure of Spanish as well as some differences and similarities between this language and English. Students will be able to conduct basic phonological, morphological, and syntactic analyses of Spanish structures.

Prerequisite(s): SPAN 260 or SPAN 270

Course Notes

Completing the assigned readings and exercises is of outmost importance to be prepared for class and to be exposed to the linguistic input necessary for the students' Spanish proficiency improvement. Participation in class and group discussions is also vital to obtain feedback that will lead to a better comprehension of the course material, and it will help too with your language development.

Required Readings and Supplementary Materials

- Hualde JI. *Introducción a La Lingüística Hispánica*. Third edition. Cambridge University Press; 2020. doi:10.1017/9781108770293

Access the online free version through the Spiral e-reader from Cambridge University Press or through the publisher's website. Visit USC Libraries for more information.

- Handouts will also be published in Brightspace.

- Class notes by the professor will keep in this [Google Docs file](#).

Optional Readings and Supplementary Materials

- Butt J, Benjamin C, Moreira Rodríguez A. A New Reference Grammar of Modern Spanish. 6th edition. Routledge; 2019. [Online free version available. Visit [USC Libraries](https://www.usc.edu/libraries) for more information.]
- The website of the Real Academia Española offers access to a variety of useful texts: <https://www.rae.es/>
- For your Spanish to improve, you need to consume “products” in Spanish. These are a few good quality sources:
 - Radio Ambulante and El Hilo podcasts.
 - [EYAMAA](#), [Juan Coronado Travel](#).

Description and Assessment of Assignments

- Ejercicios: There are 10 practice assignments taken from the textbook, which should be completed before the beginning of the class, as we will be analyzing them together. They are graded for completion and students should correct them in class. Each Ejercicio is worth 1% of the class grade. The purpose of all exercises is to help you put into practice the material studied.
- Exámenes are summative assessments of the different sections of the course. They will present analytical activities and theoretical questions related to the course material.
- Proyectos are activities to put into practice in a more extensive manner the material covered in the course. Proyecto 1 will require a phonetic analysis of a text selected by the student. This activity will be graded on the accuracy of the phonetic transcription performed by the student. Proyecto 2 will require a group presentation related to the history of the Spanish language. The presentations will be graded individually based on the accuracy and the way the information is presented. A written report should accompany your presentation. The written report should be approximately 2 pages long.
- Estudio de campo: this is a research project in which the student will obtain and analyze data from outside the classroom. The data will be analyzed based on one of the topics covered in the course. Students can use diverse data sources: written texts (narrative, poetry, etc.), song lyrics, graphic texts found around campus, translations, movies, videos, dialogues, etc. Students will need to support their analysis with additional bibliography (one source). The written report should be approximately 3 pages long.
- Reporte de documental: the class will watch a documentary on language policy. Students will then write a report on this documentary and how it compares to language policy in other city or country. The written report should be approximately 2 pages long.

Participation

Participation in whole-class, small-group, and pair discussions is vital to obtain feedback that will lead to a better comprehension of the course material, and it will also assist in your language development. Participation requires that you demonstrate at least partial knowledge of the course material that will be discussed on a particular date. Informed questions that are relevant to the course content and that show partial control of the course material also count as participation.

Grading Breakdown

Assessment Tool (assignments)	Points	% of Grade
Ejercicios 10x (Assignments)	1	10
Examen 1 (phonetics/phonology)	100	20
Examen 2 (morphology)	100	15
Examen final	100	25
Proyecto 1 (phonetics)	100	5
Proyecto 2 (historical linguistics, presentation and written report)	100	10
Estudio de campo	100	5
Reporte de documental	100	5
Participación	100	5
TOTAL		100

Grading Scale

Course final grades will be determined using the following scale:

Letter grade	Corresponding numerical point range
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Assignment Submission Policy

All written assignments must be typed double-space and either brought to class the date that they are due or be submitted via email before the class they are due. If sent via email, only send Word or PDF files.

To make up any work (specific assignments, exams, etc.) that you miss, you must present valid, original documentation to your professor. General university policy states that students who can verify that they were prevented from completing assignments due to illness or religious holidays are permitted to make up the work they missed. Students who miss class because of their performance in university-sponsored events, such as athletic competitions, fine-arts performances, ROTC activities, etc. are also allowed to make up the work they missed. The other valid reason for making up work is a death in the immediate family.

Grading Timeline

Students should expect to receive feedback for Ejercicios and study guides in the classroom the day these activities are submitted. For other activities, students should expect feedback within a week.

Course Specific Policies

This is a Spanish course; therefore, it will be taught in Spanish. To benefit from this course and to acquire a greater understanding of the language, students are expected to speak Spanish all the time in class. Throughout the semester, the professor will make constructive comments on students' language errors with the objective of helping students to recognize weaknesses in their learning process, and, above all, to provide them with ways to improve. You should take advantage of your instructors' comments, following suggestions for improvement and continuing using Spanish actively. Your instructor's feedback should not be seen as a form of criticism, but as another facet of the learning process. In class, students should try to resolve comprehension issues among themselves also in Spanish.

Attendance

Students are allowed a maximum of 3 unexcused absences. Any more un-excused absences beyond that will lower your final grade by one point per absence. See the make up policy in the Assignment Submission Policy above to see what can be considered as an excused absence.

Classroom norms

It is of utmost importance to respect each other's language acquisition path. Students should refrain from highlighting in a demeaning manner the language differences that characterize all the speakers of a language, inside and outside the classroom.

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

For more information about academic integrity see the [student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment or what information requires citation and/or attribution.

This course aims to develop creative, analytical, and critical thinking skills. Therefore, all assignments should be prepared by the student working individually or in groups. Students may not have another person or entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, using AI-generated text or other content is prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

If found responsible for an academic violation, students may be assigned university outcomes, such as suspension or expulsion from the university, and grade penalties, such as an "F" grade on the assignment, exam, or in the course.

Course Content Distribution and Synchronous Session Recordings Policies

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relation to the class, whether obtained in class, via email, on the internet, or via any other media. Distributing course material without the instructor's permission will be presumed to be an intentional act to facilitate or enable academic dishonesty and is strictly prohibited. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Course Schedule

	Topics/Daily Activities	Readings/Preparation	Deliverables
Week 1 M 8/26	Introducción a la lingüística Introduction and organization (syllabus & assignments).		
W 8/28	What is linguistics? Your language experience.	p. 1-8	10 vocabulary items and their definitions.
F 8/30	Human language and animal communication systems.	p. 9-19	Do research on an animal communication system. Be prepared to present this information (100 words).
Week 2 M 9/2	Labor Day, university holiday		
W 9/4	Language and the brain	p. 28-40	Ejercicios 1, 2, 3, & 5 (Ej. 1)
F 9/6	Language acquisition	p. 17-28	Ejercicios 6 & 10 (Ej. 2)
Week 3 M 9/9	Fonética y fonología The study of languages. The sounds of Spanish: phonetics (phonemes and allophones).	p. 41-52	List of five aspects of a language that we can study. Ejercicios 3 & 4 (Ej. 3)
W 9/11	The consonants of Spanish.	p. 62-69 & 67-71	
F 9/13	The consonants of Spanish.	Ejercicios 5, 6, & 7 (p. 68 & 69)	
Week 4 M 9/16	The consonants of Spanish. Assignment of Proyecto 1.	p. 71-79 (memorize charts on p. 78 & 79). Ejercicios 12, 13, & 14 (p. 81-82).	
W 9/18	Vowels and semivowels.	p. 83 & 84 Ejercicios 15, 16, 17, & 18 (p. 89-90).	
F 9/20	Phonetic transcription practice.	Complete handout on phonetic transcription.	Proyecto 1, first draft.
Week 5 M 9/23	Problematic sounds for Spanish and English learners.	See charts on pp. 78-79	Proyecto 1
W 9/25	Review for Exam 1	Complete study guide.	
F 9/27	Exam 1		
Week 6 M 9/30	Morfología The structure of words: morphology.	p. 119-131	Ejercicios 1, 2, 4, 5, & 6 (Ej. 4)
W 10/2	Compound words: nons.	p. 185-189	
F 10/4	Gender in nouns.	p. 132-136	

Week 7 M 10/7	Gender in adjectives. Number in nouns. Ejercicios 25 & 26.	p. 136-139	Ejercicios 21, 22, 23, & 24 (Ej. 5)
W 10/9	Emotive suffixes and <i>gentilicios</i> . Guide for Exam 2 (Morfología)	p. 163-168, 174-176	Ejercicio 53 (Ej. 6)
F 10/11	Fall recess		
Week 8 M 10/14	Discussion of documentary. Review for Exam 2.	Watch documentary "Speaking in tongues" (2009) online (USC Libraries).	Oral report on how bilingual education is conducted in your former school district or other locations.
W 10/16	Review for Exam 2. Ejercicio 71	p. 194 – 195 Study guide 2	Written report on bilingual education.
F 10/18	Exam 2		
Week 9 M 10/21	Sintaxis The structure of sentences.	p. 197-199	
W 10/23	Constituents.	p. 199-206 Ejercicios 3-5	Ejercicios 1 & 2 (Ej. 7)
F 10/25	The order of constituents in Spanish.	238-242	Ejercicios 20-23 (Ej. 8)
Week 10 M 10/28	Simple sentences. Subjects, predicates (direct objects, indirect objects, complements). Assignment of Estudio de campo.	p. 243-254 Ejercicios 24 & 25	
W 10/30	Subjects, predicates.		
F 11/1	Compound sentences. Nominal subordinate clauses. Assignment of Proyecto 2.	p. 257-262 Ejercicios 28-30	
Week 11 M 11/4	Adjectival and adverbial subordinate clauses.	p. 263-270 Ejercicios 33-34	Ejercicios 35 & 36 (Ej. 9)
W 11/6	Se and pronominal verbs.	p. 254-256 Ejercicio 26	
F 11/8	Se and pronominal verbs.	p. 254-256 Ejercicio 27	
Week 12 M 11/11	Veterans Day, non-instructional day		
W 11/13	Presentations on Estudio de campo.		Estudio de campo report
F 11/15	Review of syntax.		
Week 13 M 11/18	History of the Spanish Language Presentations, group 1 Pre-Roman languages and Latin.	p. 281-284, 287-293	

W 11/20	Presentations, group 2 Medieval phoneme changes /h/ and sibilants	p. 294-298	
F 11/22	Presentations, group 3 Phonological changes from Latin to Spanish	p. 298-305	
Week 14 M 11/25	Presentations, group 4 Morphological and syntactic change	p. 305-314, 318-321	
W 11/27	Thanksgiving Break		
F 11/29	Thanksgiving Break		
Week 15 M 12/2	Presentations, group 5 Influence of Amerindian languages and English. Dialectal differences. Study guide Final Exam.	p. 321-331	Ejercicio 20 (Ej. 10)
W 12/4	Review for Final Exam.	Final Exam study guide	Presentation written report
F 12/6	Review for Final Exam.	Final Exam study guide	
FINAL EXAM	Monday, December 16, 8:00-10:00am		

Statement on University Academic and Support Systems

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. [The Office of Student Accessibility Services](#) (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Student Financial Aid and Satisfactory Academic Progress:

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the [Financial Aid Office webpage](#) for [undergraduate-](#) and [graduate-level](#) SAP eligibility requirements and the appeals process.

Support Systems:

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline consists of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#) - (213) 740-2500

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity and Inclusion](#) - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

[USC Emergency](#) - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[USC Department of Public Safety](#) - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.