Course Specifications
Valid as from the academic year 2020-2021

Spanish in Contact and Contrast (A005391)

Due to Covid 19, the education and evaluation methods may vary from the information displayed in the schedules and course details. Any changes will be communicated on Ufora.

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Course size

Credits 5.0
Study time 150 h
Contact hrs 45.0 h

Course offerings and teaching methods in academic year 2020-2021

A (semester 1)  Spanish  UGent  guided self-study  10.0 h

seminar  20.0 h

online group work  5.0 h

online seminar  10.0 h

Lecturers in academic year 2020-2021

Enghels, Renata  LW06  lecturer-in-charge

Offered in the following programmes in 2020-2021

Master of Science in Teaching in Languages (main subject Linguistics and Literature)  5  A

Master of Arts in Linguistics and Literature (main subject Dutch - Spanish)  5  A

Master of Arts in Linguistics and Literature (main subject English - Spanish)  5  A

Master of Arts in Linguistics and Literature (main subject French - Spanish)  5  A

Master of Arts in Linguistics and Literature (main subject German - Spanish)  5  A

Master of Arts in Linguistics and Literature (main subject Iberian-Romance Languages)  5  A

Master of Arts in Linguistics and Literature (main subject Latin - Spanish)  5  A

Master of Arts in Historical Linguistics and Literature  5  A

Exchange Programme Linguistics and Literature  5  A

Teaching languages

Spanish

Keywords

Spanish, functional and cognitive framework, syntax, semantics, pragmatics, sociolinguistics, discourse markers, language change, youth speak, grammaticalization, English-Spanish language contact, codeswitching

Position of the course

This course aims at the deepening of the student's knowledge on variation within the Spanish linguistic system. A number of advanced themes are studied within a synchronic and diachronic (sociolinguistic) perspective, and within a functional-cognitive framework. The following two main topics are studied in detail: (1) patterns of sociolinguistic variation (including grammaticalisation and generation specific language use), (2) language change and variation as a consequence of language contact (mainly between Spanish and English).

Exchange students may take this course. It does not require knowledge of Dutch.

Contents

This course aims at making the students aware of the huge amount of variation Spanish is subject to, already within the 'normative' language system, but also through processes of language change and contact. Besides an introduction to the cognitive-functional framework, two well-balanced modules are presented:

- Module 1. The sociolinguistically oriented part is dedicated to the development of
discourse markers within a theory of grammaticalisation and historical pragmatics, but also studies generation specific language use, such as the main characteristics of youth language (e.g., the excessive use of intensifiers and pragmatic markers, etc).

• Module 2. This part is dedicated to the consequences of language contact within the Spanish speaking world. This module wants to make students conscious of the changing status of Spanish due to contact with English (as a Lingua Franca). Subthemes are (lexical and syntactic) anglicisms, Spanglish.

• Students prepare a paper on a topic that has been treated during the lectures. This work is based on scientific literature and a limited electronic corpus. The results have to be exposed in written and spoken form which contributes to the development of academic language proficiency (level C1/C2).

Initial competences
Students have attended the courses Spanish linguistics I, II, III and IV and/or have acquired a sufficient basic knowledge of Spanish morphology, syntax and semantics.

Expected language level at the beginning of the course: C1.

Final competences
1. To have good insight into a cognitive and functional approach to the study of language.
2. To be able to understand and correctly apply notions of (modern) linguistics that have been explained during the course.
3. To gain insight into the various dimensions of language variation in Spanish.
4. To gain insight into the results of processes of language change and situations of language contact, within the Spanish speaking world.
5. To be able to critically assess positive and negative attitudes with respect to language change as a result of language contact, and to formulate his/her own critical opinion.
6. To be able to critically assess linguistic theories.
7. To be able to communicate about own research in the domain of (Spanish) linguistics, by writing a report.
8. To develop one's didactical skills: to be able to summarize linguistic analyses and to present the results to fellow students in an interactive manner.
9. To dispose of a strong awareness of language and its role in human interactions and cultural production.
10. To be able to choose an adequate research strategy, to adequately use and critically evaluate it, based upon principles and algorithms of digital search environments.
11. To compare, select and use in an adequate and independent way digital methodologies, to critically evaluate them in order to collect and manage digital research objectives.
12. To publish research data or results in function of a specific target group.
13. To reflect in an independent way on the societal impact, needs and ethical dimensions of the digital turn.

Conditions for credit contract
Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in ‘Starting Competences’

Conditions for exam contract
This course unit cannot be taken via an exam contract

Teaching methods
Guided self-study, seminar, online group work, online seminar

Extra information on the teaching methods
• For every theme a theoretical basis is provided during the interactive lectures. When necessary, the students will read scientific articles by means of preparation (guided self-study). During these classes special attention is paid to the development of scientific argumentation, and analytical skills.
• These interactive lectures constitute the starting point for an individual and group assessments related resp. to modules 1 and 2. For module 1 the students conduct an individual corpus research whose results are summarized in a paper. For module 2 the students prepare a micro-teaching session on a related topic (in groups of 2 students).
• During the seminars, the students have the opportunity to ask questions about their own research.

Due to COVID19 alternative teaching forms may be implemented, whenever necessary.

Learning materials and price
Syllabus (offered at the start of the course) and powerpoints. Cost: 5,00 €
Reader, provided through Ufora.
Didactic material in support of the writing of the paper (compulsory from Ba2)

(Proposal)
Continuous assessment
During the second examination period is possible in modified form.

Assignment


References
A list of selected literature will be communicated at the start of the course.
Reference works include:
• Matte Bon F. Gramática comunicativa del español
• Bosque I./ V. Demonte: Gramática descriptiva del español
• RAE: Nueva Gramática de la Lengua Española
• Moliner M. Diccionario de uso del español

Course content-related study coaching
The professor will guide the individual assessments during and after class.
Students are strongly encouraged to engage in interaction and to ask questions during the classes, and to take additional notes.

Evaluation methods
continuous assessment

Examination methods in case of periodic evaluation during the first examination period

Examination methods in case of periodic evaluation during the second examination period

Examination methods in case of permanent evaluation

Assignment

Possibilities of retake in case of permanent evaluation
examination during the second examination period is possible in modified form

Extra information on the examination methods
Non-periodical evaluation:
(1) individual paper on a topic related to modules 1, based on corpus research.
(2) Evaluation of a presentation about a topic related to module 2.
(3) critical summary (max. 500 words) of 2 invited talks that will be given during classes.
(4) critical reflection about a movie related to module 2.
(5) presence and participation during classes.

Students who do not take part in the assessment of one or more parts of the course evaluation cannot pass the course evaluation. Should the average mark be higher than 10/20, the final mark will be reduced to the highest non-pass mark (= 9).

Evaluation of paper and presentation. Language proficiency is evaluated at the C1 level. If the language level were insufficient, the student may not pass the paper and/or presentation. During the evaluation of the oral proficiency a rubric is used.

Calculation of the examination mark
100 non-periodical.
(1) paper: 40%
(2) microteaching: 40%
(3) summary talks: 10%
(4) document movie: 5%
(5) attendance classes: 5%

Facilities for Working Students
Facilities:
Possible rescheduling of the examination to a different time in the same academic year
For more information concerning flexible learning: contact the monitoring service of the faculty of Arts and philosophy

(Proposal) 3