**SPAN 4403**: Hispanic Dialectology

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**Learning objectives for Module #1** (Weeks 1-5)

1. Students will be able to **identify** the main **developments in the history** of Spanish

2. Students will be able to **describe** the **geographical areas** associated to distinct varieties of Spanish: ***Highlands*** vs. ***Lowlands*** distinction

3. Students will be able to explain the linguistic features (**phonetic**) associated to geographical areas where Spanish dialects are spoken***: Strong consonantism*** vs. ***Weak consonantism***

4. Students will be able to understand **linguistic** **patterns** associated to distinct varieties of Spanish: concepts of **language variation and change**

**Grading rubric**

|  |  |  |  |
| --- | --- | --- | --- |
|  | A | B | C |
| **Spanish in the world: Spatial, Historic and Linguistic Divides** | 1. Show proximity degrees defining dialectal areas  2. Apply linguistic features to map the linguistic continuum across Spanish-speaking regions  3. Distinguish patterns of language variation and change in the Spanish-speaking world | 1. Describe patterns of geographical coincidence/disparity  2. Describe relevant relationships between geographic location and historic developments  3. Explain linguistic markers and their effects in identifying distinct varieties | 1. Identify the areas where Spanish is spoken  2. Define historic developments affecting Spanish and its expansion throughout the world  3. Identify linguistic markers establishing differences |

**Assessment**

*1. Diagnostic Assessment*

The first day of classes, before the introduction to the **first module** (**Week #1 to Week #5**), I administer a ***questionnaire*** to find out the current and actual knowledge students have of Hispanic Dialectology. Questions include:

* + Why are you taking this course?
  + What do you want to pursue as a career?
  + Is Spanish your first/native language?
  + In a scale from 1 to 10, 1 being a monolingual Spanish speaker, 10 being a monolingual English speaker, and 5 for a perfectly balanced Spanish/English bilingual individual, where do you think you are?
  + How many varieties of Spanish (Mexican, Central American, Caribbean, Castilian, Andean, Rioplatense, etc.) have you come in contact with, and in what circumstances?
  + What do you expect to learn from this course?

*2. Formative Assessments*

I give students three formative short ***quizzes*** at the end of weeks #2, #3, and #4 throughout this first module, immediately following each weekly introduction of the new concepts/topics (weeks #1 through #5), using a few simple questions (multiple choice, fill-in the blank, true/false), giving only credit/no-credit for completion. This allows me and my students monitor understanding and preparedness to move on into the following week, when students would have finished the readings and contributed in the discussion forum.

Sample of formative assessments

**Quiz #1** (Week #2)

|  |  |  |  |
| --- | --- | --- | --- |
| CO 1:  Language variation and change | Type of Question | Credit | No-Credit |
| 1. What is variation in a language? |  |  |
| 2. How languages can change? |  |  |
| 3. Identify one possible change in the phonetic system |  |  |
| 4. Identify one possible change in the grammar structure |  |  |
| 5. Identify one possible change in the lexicon |  |  |

*3. Summative Assessment*

After three formative assessments (Weeks #2, #3 and #4), a summative assessment quiz is administered at the end of Module #1 (**Week #5**), summarizing the takeaways from the module. I use the 10-question quiz model:

**Quiz #4** (week #5)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CO 2:  Spanish varieties and linguistic divides: Patterns of dialect identification | Type of Question | A | B | C |
| 1. Identify Spanish-speaking countries on a world map |  |  | X |
| 2. Identify two countries in the lowlands |  |  | X |
| 3. Identify two countries in the highlands |  |  | X |
| 4. Describe one phonetic contrast between lowlands and highlands varieties |  |  | X |
| 5. Describe one lexical contrast between Spanish America and Spain |  |  | X |
| 6. Describe how the Castilian dialect became Spanish |  |  | X |
| 7. Describe how Spanish was spread into Hispanic America |  |  | X |
| 8. Analyze differences found in two close varieties of Spanish |  | X |  |
| 9. Analyze similarities found in two distant varieties of Spanish |  | X |  |
| 10. Apply one phonetic change to the distinction of three varieties of Spanish | X |  |  |

* + What makes a C?

Student must be able to answer correctly at least six out of the 1-7 questions; or five questions out of the 1-7 plus one question out of the 8-10; or four questions out of the 1-7 plus two questions out of the 8-10; or three questions out of the 1-7 plus the three questions out of 8-10

* + What makes a B?

Student must be able to answer correctly at least six out of the 1-7 questions plus the two questions out of 8-10; or five questions out of the 1-7 questions plus the three 8-10 questions.

* What makes an A?

Student must be able to answer at least six out of the 1-7 questions plus the three questions out of the 8-10 questions.