

SPN 6827 (section 23170)

Sociolinguistics of the Spanish-speaking World: Methods

Tuesday, 8-9, Thursday, 9
Matherly 002

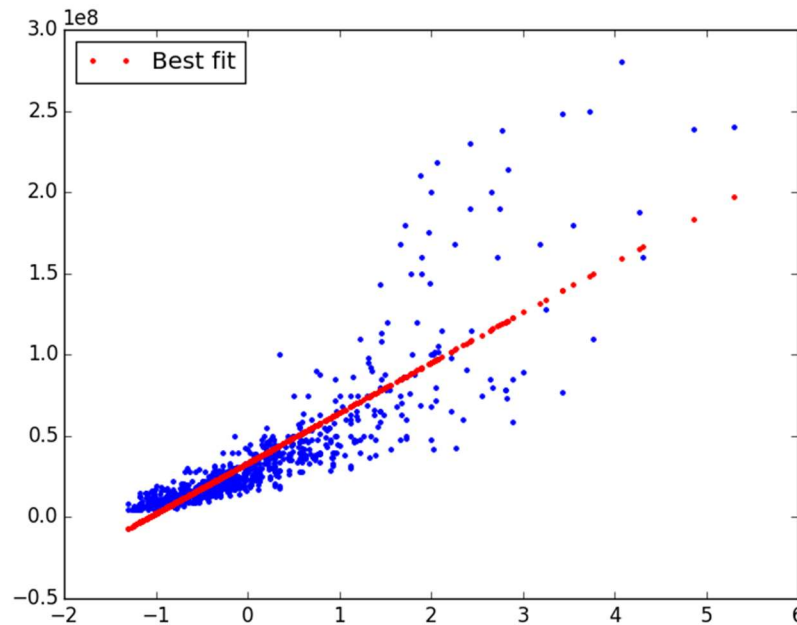


Image: <https://stats.stackexchange.com/questions/145305/multivariate-linear-regression-with-continuous-and-discrete-explanatory-variable>

INSTRUCTOR INFORMATION

Instructor: Dr. Jessi Elana Aaron

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Office hours: Tue. 5-6, Thu. 6

STATEMENT ON LANGUAGE USE IN THE CLASSROOM

Following departmental policy, this course will be taught *in Spanish*. Research in language teaching and learning has shown that language instruction must provide significant levels of meaningful communication and interactive feedback in the target language in order for students to develop language and cultural proficiency. The [American Council on the Teaching of Foreign Languages](#) recommends that language educators and their students use the target language as exclusively as possible (at least 90%) at all levels of instruction. The Department of Spanish and Portuguese Studies follows this recommendation in all coursework.

COURSE GOALS AND OBJECTIVES

Este curso examinará la variación social que existe en varias comunidades hispanohablantes del mundo. Además, explorará los métodos de estudiar la variación lingüística, que incluyen la entrevista sociolingüística y el análisis multivariado.

Objetivos

- Poder definir y dar ejemplos de variación sociolingüística en el mundo hispanohablante
- Entender cómo los factores sociales pueden crear y/o afectar la variación lingüística
- Relacionar hipótesis sobre un fenómeno de variación con factores lingüísticos y sociales que podrían condicionarlo
- Crear y llevar a cabo una entrevista sociolingüística
- Usar un corpus para sacar datos
- Codificar datos lingüísticos en Excel
- Usar Goldvarb X para llevar a cabo un análisis multivariado
- Transformar resultados de un análisis multivariado en una presentación de resultados relacionada a hipótesis establecidas

COURSE MATERIALS

- Tagliamonte, S. (2006). *Analysing sociolinguistic variation*. CUP.
- Walker, J. (2010). *Variation in linguistic systems*. Routledge.
- Artículos en eLearning

ASSESSMENT

Grade Scale and Policies

The grade scale for all classes in the Department of Spanish and Portuguese Studies is as follows:

A = 100-93	C(S) = 76-73
A- = 92-90	C-(U) = 72-70
B+ = 89-87	D+ = 69-67
B = 86-83	D = 66-63
B- = 82-80	D- = 62-60
C+ = 79-77	E = 59-0

Graded Course Components

- **Participation: 10%**
- **Interview and transcription (10 min.): 15%**
- **Coding: 15%**
- **HW: 25%**
- **Final paper (15-20 pp.): 25%**
- **Colloquium: 10%**

Participation = 10%

Students are expected to attend all classes. Each unexcused absence will lower your participation grade by 10%.

Beyond attendance, the participation grade is based on:

- Evidence of careful reading
- Fully prepared homework that is brought to class when due and is ready to share when appropriate
- Active contributions to class discussions and activities
- At least one visit to office hours
- Congenial attitude in class

There are no excused absences, except as listed in the University of Florida regulations. Students should arrive on time. Cell phone usage, particularly texting in class, will not be tolerated; such behavior will severely impact the participation grade.

Interview and transcription (10 min.) = 15%

Each student will carry out a sociolinguistic interview and then transcribe 10 minutes of the interview using intonation units.

Coding = 15%

Each student will collect and code a minimum of 500 tokens of a variable. "Coding" includes both the production and revision of the coding sheet and the successful use of the sheet to code the data in Excel. This will be used as the basis for the final paper.

HW = 25%

Each week, students are expected to bring completed homework to class. The homework should be available to view on a laptop computer. It should also be turned in on eLearning.

Most days, homework results will be shared in class and discussed. As this course is product-oriented, this is a main element of the everyday workings of the course and is vital to all students' progress.

Final paper (15-20 pp.) = 25%

Each student will produce a 15- to 20-page paper on the variable of their choice. Papers are due at **midnight on April 28**. The format and content will be guided by the exercises and homework carried out throughout the semester. The paper should represent an original contribution to our empirical knowledge of variation in Spanish, and it should be ready to submit for publication. Papers should be in the language most suitable for publication (this is the only assignment in which English will be permitted), in **APA format**, including title page and abstract: <https://owl.english.purdue.edu/owl/resource/560/01/>.

Colloquium = 10%

On the final days of class, students will present their final papers in a mock conference environment, with 25 minutes to present and 10 minutes for questions. Presentations should be practiced and polished. These events will be open to all faculty and students in Spanish and in Linguistics.

CALENDAR

This calendar is subject to change for pedagogical or logistical motivations. To the extent possible, students will be notified in advance of any such changes.

DATE	READING/ASSIGNMENTS (to be discussed that day)	OTHER ASSIGNMENTS
1/7	Introduction	
1/9	TAG, Preface, Ch. 1 "Introduction", ix-x, 1-16 JW, Cap. 2 "Variation and variables", 5-15	HW: T=TAG Ex. 1, p. 15
1/14	TAG, Ch. 2, "Data collection", 17-36, Ch. 3, 37-49 Johnstone 2000 Ana & Parodi 1998	
1/16	Cukor-Avila 2000 Nicholas 2000	Activity: Discussion of results of random sample study HW: Ex. 2, 35-36 (Design and carry out a random sample study. Bring the results to class on Jan. 16)
1/21	TAG, Ch. 4 Eckert 2003 Jefferson 1996	
1/23	Koven 2011 Childs, Van Herk & Thorburn 2011	Activity: Design preliminary interview schedule
1/28	TAG, Ch. 5	HW: Turn in interview schedule
1/30	Swartz 2001 Rissel 1989	
2/4	Pollán 2001	Activity: Discussion of methodology for interview Activity: Demonstration of corpus use and review of library resources
2/6	JW, Ch. 6, "Variation in grammatical systems," 65-92	HW: Turn in description of interview participant and reflection on methods
2/11	JW, Ch. 7, "Language change," p. 93-112 JW, Ch. 8, "Language contact," 114-130	
2/13	Lapidus Shin 2014	HW: Turn in recording and transcription
2/18	TAG, Cap. 6, 99-127	HW: Ex. 5, p. 98 Activity: Demonstration on coding in Excel, work in pairs
2/20	TAG, Cap. 6, 99-127 (cont'd.)	HW: Turn in bibliography for final project
2/25		HW: Turn in coding sheet (Ex. 6, p. 126-127) Activity: Discuss and revise coding sheets in class
2/27		Activity: GoldVarb presentation
3/3	SPRING BREAK	
3/5	SPRING BREAK	
3/10	TAG, Ch. 7, 128-157	HW: Turn in coded data HW: Ex. 7, p. 157

3/12	TAG, Ch. 7, 128-157 (cont'd)	
3/17	TAG, Ch. 8	HW: Ex. 8.1, p. 189 Activity: Discussion of homework results
3/19	TAG, Ch. 8 (cont'd)	Activity: Discussion of homework results (cont'd)
3/24	TAG, Ch. 9	HW: Ex. 8.2, p. 189-190
3/26	TAG, Ch. 10	HW: Turn in abstract
3/31	Aaron 2010	Activity: Prepare for colloquium, offer feedback on abstracts
4/2	TAG, Ch. 11	HW: Ex. 9, 215-216 Activity: Prepare for the colloquium
4/7		Activity: Prepare for the colloquium
4/9	Colloquium	
4/14	Colloquium	
4/16	Colloquium	
4/21	Colloquium	
4/28		ENTREGAR TRABAJO FINAL

BIBLIOGRAPHY of COURSE READINGS

- Aaron, J. E. (2010). Pushing the envelope: Looking beyond the variable context. *Language Variation and Change*, 22(1), 1-36.
- Ana, O. S., & Parodi, C. (1998). Modeling the speech community: Configuration and variable types in the Mexican Spanish setting. *Language in Society*, 27(1), 23-51.
- Childs, B., Van Herk, G., & Thorburn, J. (2011). Safe harbour: Ethics and accessibility in sociolinguistic corpus building. *Corpus Linguistics and Linguistic Theory*, 7(1), 163-180.
- Cukor-Avila, P. (2000). Revisiting the observer's paradox. *American Speech*, 75(3), 253-254.
- Eckert, P. (2003). Elephants in the room. *Journal of Sociolinguistics*, 7(3), 392-397.
- Jefferson, G. (1996). A case of transcriptional stereotyping. *Journal of Pragmatics*, 26, 159-170.
- Johnstone, B. (2000). Some legal and ethical issues. In *Qualitative methods in sociolinguistics* (pp. 39-57). Oxford: Oxford University Press.
- Koven, M. (2011). Comparing stories told in sociolinguistic interviews and spontaneous conversation. *Language in Society*, 40, 75-89.
- Lapidus Shin, N. (2014). Grammatical complexification in Spanish in New York: 3sg pronoun expression and verbal ambiguity. *Language Variation and Change*, 26, 303-330.
- Nicholas, S. (2000). Personality in the sociolinguistic interview situation. *Te Reo*, 43, 71-86.
- Pollán, C. (2001). The expression of pragmatic values by means of verbal morphology: A variationist study. *Language Variation and Change*, 13(01), 59-89.
- Rissel, D. A. (1989). Sex, attitudes, and the assibilation of /r/ among young people in San Luis Potosí, Mexico. *Language Variation and Change*, 1(03), 269-283.
- Swartz, M. (2001). On the substance and uses of culture's elements. *Cross-Cultural Research*, 35(2), 179-200.
- Tagliamonte, S. (2006). *Analysing sociolinguistic variation*. Cambridge: Cambridge University Press.
- Walker, J.A. (2010). *Variation in linguistic systems*. New York: Routledge.

UNIVERSITY POLICIES AND RESOURCES

Attendance and make-ups

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results>.

Academic Integrity

Suggested wording: "UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Resources Available to Students

Health and Wellness

- *U Matter, We Care*: umatter@ufl.edu; 392-1575
- *Counseling and Wellness Center*: <http://www.counseling.ufl.edu/cwc/Default.aspx>; 392-1575
- *Sexual Assault Recovery Services (SARS)*: Student Health Care Center; 392-1161
- *University Police Department*: <http://www.police.ufl.edu/>; 392-1111 (911 for emergencies)

Academic Resources

- *E-learning technical support*: Learningsupport@ufl.edu; <https://lss.at.ufl.edu/help.shtml>; 352-392-4357 (opt. 2)

- *Career Resource Center*: Reitz Union; <http://www.crc.ufl.edu/>; 392-1601
- *Library Support*: <http://cms.uflib.ufl.edu/ask>
- *Teaching Center*: Broward Hall; 392-2010 or 392-6420
- *Writing Studio*: 302 Tigert Hall; <http://writing.ufl.edu/writing-studio/>; 846-1138

Procedure for Conflict Resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact the Graduate Coordinator or the Department Chair. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 392-1261). For further information refer to https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf (for residential classes) or <http://www.distance.ufl.edu/student-complaintprocess> (for online classes).