

CENTER FOR INTERNATIONAL PROGRAMS AND SUSTAINABILITY STUDIES

Name of the course: Latin American Dialects

Course code: SPN 3520

Total number of hours: 48 hours of direct teaching.

Number of hours per week: 4 hours per week.

Requirement: Intermediate 1

COURSE DESCRIPTION:

The student is able to function naturally, with little effort in different cultural interactions, since he or she has enough linguistic resource that allows him or her to communicate fluently and spontaneously in situations with a certain degree of complexity or external interference. In addition, he or she also recognizes the denotative and connotative meaning of dialectal Spanish expressions. He or she can comment on criteria such as: religion, politics, art and history, as well as specific aspects of each culture of our Latin American countries.

This course answers the question: How to interact with Latin American natives in different cultural contexts, through the effective and efficient use of the dialectal variables of American Spanish?

To answer this question, the countries of Central America and South America will be studied as thematic axes. Historical aspects of the Conquest and its influence on dialectal diversity.

The following skills will be promoted throughout the course:

- Ability to carry conversations on varied topics in different sociocultural contexts
- Ability to prioritize elements from a text or article
- Ability to tell stories and legends.
- Ability to express dialectal aspects according to the countries of study.
- Ability to interact with natives who show dialectal varieties.

Some of the values and attitudes to be promoted among students are:

- Teamwork and leadership
- Systems thinking
- Logical and communicative intelligence
- Interest in solving problems
- How to negotiate knowing how to inspire trust and empathy
- Speak in different cultural contexts

Competences, criteria and evidence

Competences for Veritas University are thoughtful and comprehensive actions that respond to the professional profile and the context's problems, with suitability and ethical commitment, integrating knowing how to be, how to do, and how to learn, within an improvement perspective.

Disciplinary and general competences are presented below, linked to their criteria and performance evidence for this course.

Types of competences	Performance criteria (Sub-competences)	Performance evidences
Disciplinary		
Handles communicative competences with certain linguistic complexity in order to interact fluidly with a speaker and with a degree precision according to different dialectal contexts.	<ul style="list-style-type: none"> ❖ Identifies communicative strategies with certain grammatical domain to use discursive elements according to the different dialectal forms ❖ Applies a wide repertoire of dialectal expressions with ease ❖ Makes dimensions of semantic change through environmental analysis 	Directed readings Language and speech presentation Concept map
Speaks in different contexts on controversial issues to contribute their criteria through daily and complex discursive elements.	<ul style="list-style-type: none"> ❖ Highlights markers in the formal and informal register according to the context. ❖ Highlights markers in the use of proverbs, idioms, expressions of beliefs, attitudes and values according to the country. 	Analysis and socio-cultural guidelines from films from different Latin American countries. Interviews with Latin Americans

<p>Uses a broad discourse to produce coherent fragments in communication through instruction, argumentation, demonstration and exegesis that allows for personal interpretation of a text and implies a more subjective vision.</p>	<ul style="list-style-type: none"> ❖ Orders sentences in natural sequence and coherent fragments according to specific speech acts. Maintaining intentionality particular to the new culture ❖ Builds brief statements of interaction with dialectal structures ❖ Modifies the spoken discourse or written text through dialectal discourse. 	<p>Analysis of a cartoon sequence, pragmatic perspective.</p> <p>Analysis of speech acts in movies</p>
General		
<p>Integrates the knowledge, skills and attitudes needed to learn continuously throughout life considering effective development in the knowledge society.</p>	<p>Learning to Learn</p>	<p>Interview with Latin Americans Presentations</p>
<p>Develops the knowledge, skills and attitudes needed to learn how to communicate orally and in writing in the different discipline areas that make up the curriculum.</p>	<p>Communicates disciplinary thoughts in oral, iconic and written form.</p>	<p>Dialectal analysis through guidelines with linguistic variables.</p>
<p>Integrates the knowledge, skills and attitudes needed to learn teamwork and leadership techniques.</p>	<p>Teamwork and leadership</p>	<p>Presentations</p>
<p>Integrates the knowledge, skills and attitudes needed to learn interpersonal communication techniques.</p>	<p>Relating well with others Manage and resolve conflicts. How to negotiate knowing how to inspire trust and empathy Speak responsibly In depth listening</p>	<p>Interview with Latin Americans</p>

1. Contents

Topic 1: Nominal morphology

- The article, the gender, the number, the adjective, the pronoun and the prepositions

Topic 2: Verbal morphology

- Verbal uses, the indicative mode and the subjunctive mode

Topic 3:

- Daily vocabulary according to geographical areas: Cuba, Colombia, Costa Rica, Nicaragua, Ecuador, Argentina and others.

Topic 4:

- Popular idiomatic expressions of these countries.

Topic 5:

- Vocabulary of *cultural* aspects (*art, music, costumes, religion*) *modern vs. old*.

Topic 6:

- The communicative process and its semantic functions in dialects.

Topic 7:

- Vocabulary relevant to Latin American countries with emphasis on the meaning and the signifier.
- The *dimensions of meaning* that underlie a *theme*. *What is culture?* (religion, music, ...)

Topic 8:

- Concepts of language and the system of linguistic signs.

Topic 9:

- Analysis of the semantic spiral of language

Topic 10:

- Expressions Formal and informal registration: use of *usted*, *tú* and *vos*
- Familial markers: *señor, señora, don, doña,*
- Interjective phrases: *¡Vamos! ¡Qué increíble!, ¡Qué horror!*
- Positive and negative courtesy

Topic 11:

- Discursive competence: is the ability to order sentences to produce coherent fragments and of natural sequence according to a specific situation.
- Syntactic distribution, with values of meaning according to the speech acts of Austin and Searle.

Topic 12:

- Micro functions through brief statements of interaction with imperfect subjunctive (*amara, comiera*)
- Future subjunctive (*amara, comiera*)
- Imperative mode. *Le das un abrazo de mi parte, ¿Vienes un ratito?, Ahora mismito te callas.*
- Conditional period. *Si tuviera dinero.... me compraba una casa.*
- Non-personal forms *Al yo abrir...*
- The adverb *Me entregó los documentos recién llegó.*

Methodological orientation

The proposed approach is the one used by the European Common Framework (CEFR), which focuses on action insofar as it considers users and students who learn a language mainly as social agents, that is, they are members of a society that have to carry out tasks under certain circumstances, in a specific environment and within a specific field of action. (chap. 2, p.9).

This approach also takes into account cognitive, emotional and volitional resources, as well as the whole series of specific capacities that an individual applies as a social agent. (idem)

The use of language -which includes learning- includes the actions carried out by people who, as individuals and as social agents, develop a series of competences, both general and linguistic communicative competences, in particular. People use skills that are available to them in different contexts and under different conditions and restrictions, in order to carry out language activities that involve processes to produce and receive texts related to topics in specific areas, putting into play strategies that seem most appropriate to carry out the tasks they have to perform. The control that the participants have over these produces the reinforcement or modification of their competences. (CEFR, chap. 2, p. 9)

Learning strategies

The following learning strategies will be performed for the student:

- Interview with a Latin American

- Two essays:
(Research on a country and the investigation of cultural aspects of three Latin American countries)

- Three oral presentations:
 - a. Analysis of language and history concepts
 - b. Nominal morphology and verbal morphology
 - c. My country

- Analysis of three films with different cultural elements from the dialectal perspective.

- Analysis of three readings: history, dialects and linguistic variables.

Teaching resources

For the good development of the course and to ensure learning, there is a collection of updated bibliographical recommendations, multimedia equipment for the individual presentations, furniture and acrylic slates for the weekly sessions, and readings supplied by the professor that can be a complement for the proposed project activities, as well as the different didactic techniques mentioned that give students a greater possibility of appropriating knowledge. Most lessons will take place in the classroom.

During independent work hours students will be able to use the institution's library, the study rooms or the computer laboratories, as well as any other areas in the university campus, since it has free access wireless Internet for all students, professors and staff.

Evaluation of learning

Competence assessment is the process by which evidence is gathered and a judgment or opinion about it is formed, taking into account preset criteria to give feedback in order to improve the suitability of the course or program. Evaluation of the course, must be consistent with the competences and the teaching methodology. For each category of evaluation there is a rubric, that, although it gives a score, is a quantitative and qualitative description of the student's performance. Rubrics include performance criteria for general and disciplinary competencies.

RUBRICS	WEIGHTING
Oral presentations (3)	30 %
Essays (2)	30 %
Interview with a Latin American (1)	10 %
Analysis of films (3)	15 %
Analysis of readings (3)	15 %
TOTAL POINTS	100 %

Rubric to evaluate

1. Oral presentations: promote the use of the three communicative competences such as linguistics, sociolinguistics and pragmatics. There will be three oral presentations on: 10% each.

- a. Analysis of language and history concepts
- b. Nominal and Verbal Morphology
- c. My country

2. Essays: written, they promote the use of the three communicative competences such as linguistics, sociolinguistics and pragmatics. There will be two essays 15% each.

- Two essays: written and oral presentation
(Research on a country and the investigation of cultural aspects of three different Latin American countries)

3. Interview with Latin Americans on cultural issues. 10%

4. Analysis of three films through guidelines that show the ability to put into practice the three communicative competences such as linguistics, sociolinguistics and pragmatics. Each film 10%

5. Analysis of three films through a working guideline that show the ability to put into practice the three communicative competences such as linguistics, sociolinguistics and pragmatics. Each with a value of 5% for a total value of 15 %.

The rubric that will be used for the five activities

Indicator	Excellent (5pts)	Very good (4pts)	Good (2.5pts)	Insufficient (1pt)
Uses syntactic structures with a certain degree of complexity				
Handles the vocabulary relevant to the subject				
Identifies semantic fields in different cultural contexts				
Recognizes idioms and expressions relevant to culture				
Organizes sentences with coherence and natural sequence				

Attendance

Students with more than one absence will fail the course, unless they present an official document as justification. Students will get a score of 0 for any task evaluated in class in their absence (presentations, evaluations, field visits, etc.). In this case, make up for the assignment will take place immediately after their return. Regarding timeliness, if students add four late arrivals (15 minutes after starting the class) will be counted as an absence.

Electronic Devices:

The use of mobile phones, smart phones and other mobile communication devices is disruptive and is therefore prohibited during class. **Please turn off all devices and put them away when the class begins.** The devices can be used only when the teacher assigned a specific activity and allows the use of devices for search on the Internet or recording. Those who fail to comply with this rule should leave the classroom for the remainder of the class.

Behavior Code

Professors have the right to expel the student from class in the following cases:

1. Disruptive behavior in the classroom.
2. Being under the influence of alcohol.
3. Behaving in a disrespectful way.

Recommended bibliography

- Arrieta Marín, Ileana. Un diseño de unidad de español como segunda lengua, el acto de habla, invitar, perspectiva pragmática. Investigación de Estudios de Posgrado en Español como Segunda Lengua, Universidad de Costa Rica, 2009.
- Lipski, John M. El español de América, Cátedra 1994.
- Echeverri Uribe, Carlos (1992). Apuntes para la historia de Pereira, 2ª edición, Bedout Editorial, Medellín.
- Giraldo, Fabio, y Viviescas, Fernando, comp. (1996). Pensar la ciudad, Tercer Mundo, CENAC, Bogotá.
- Martínez, María Cristina, (1992). El discurso como escenario del mundo en Revista Lenguaje, N° 19, Escuela de Ciencias del Lenguaje, Universidad del Valle.
- Aleiza, Rafael, Londoño y Gil Montoya, Rigoberto. Ponencia presentada al XXI Congreso de Lingüística, Literatura y Semántica. “El Parlache” en Pereira. Universidad del Cauca, Popayán, año 2000.
- Alvar, Manuel. Manuel de dialectología hispánica, 1998.
- Quesada Pacheco, Miguel. El español de América. 2ª edición. Editorial de Costa Rica, 2000.
- <http://www.lopaisa.com/parlache.html> - <http://www.monografias.com> - <http://www.latinolandia.c>

Schedule

Week	Content	Teaching Strategies
1	Topic 6: - The communicative process Topic 7: - Vocabulary relevant to Latin American countries with emphasis on the meaning and the signifier.	Course presentation and reading of the syllabus. Presentation of the communicative process.
2	- The dimensions of meaning that underlie a theme. - Concepts of language and the system of linguistic signs.	Reading Analysis No.1 Hispanoteca Lengua y Cultura. The concepts of language vs. dialect
3	Topic 8: - Concepts of language and the system of linguistic signs. Topic 9: - Analysis of the semantic spiral of language	Presentation of the spiral of language Color presentation of the spiral of language
4	Reading: Language and its historical concepts	Reading Analysis No.2 Etapas del Español de América.
5	Topic 3: - Daily vocabulary according to geographical areas Topic 4: - Popular idiomatic expressions of these countries.	Interview with natives
6	Topic 10: - Expressions Formal and informal registration - Familial markers - Interrogative phrases - Courtesy. Pragmatic perspective	Analysis of Latin American markers

7	Film from Colombia, and Parlache as a dialectal element	Marker analysis of a Latin American film from South America. Essay No.1
8	<p>Topic 11:</p> <ul style="list-style-type: none"> - Discursive competence - Syntactic distribution <p>Topic 1:</p> <ul style="list-style-type: none"> - Nominal morphology - Use of usted and vos 	<p>Presentation of a country with dialectal morphological variables.</p> <p>Reading No.3 Morphology</p>
9	<p>Topic 2:</p> <ul style="list-style-type: none"> - Verbal morphology <p>Topic 5:</p> <ul style="list-style-type: none"> - Vocabulary of cultural aspects. 	<p>Comparative analysis according to the nominal and verbal morphology of some countries</p> <p>Analysis of a film from Cuba.</p>
10	<p>Topic 12:</p> <ul style="list-style-type: none"> - Micro functions through statements of interaction with the subjunctive. 	<p>Presentation on the differences of the subjunctive use in South American countries</p>
11	<p>Topic 12:</p> <ul style="list-style-type: none"> - Future subjunctive - Imperative mode - Conditional period - Non-personal forms - The adverb 	<p>Pragmatic analysis of audio and video of Latin American speech.</p>
12	<ul style="list-style-type: none"> - Compilation of dialectal morphological variables in different countries. 	<p>Final presentation, synopsis of dialectal elements of a country. Essay No.2</p>

General observations

The student must comply with the provisions of the Student Regime Regulations of Veritas University. For reference you must go to the Student Self-Management Portal at the following address: <http://autogestion.veritas.cr/> and download it.