

SP/LG/SO 470 SOCIOLINGUISTICS OF SPANISH
IES Abroad Granada

DESCRIPTION:

The course delves into the study of the relationship between language and society across social, spatial, and stylistic dimensions, exploring how various social factors—such as age, gender, educational attainment, and geographic location—shape and influence the variation of the Spanish language. Through a rigorous theoretical and applied framework, the course examines key phenomena including the contemporary status of Spanish globally, linguistic variation across multiple dimensions (diatopic, diaphasic, and diastratic), bilingualism, language contact, and linguistic change within diverse sociocultural contexts. The course not only seeks to provide an in-depth understanding of language dynamics within its societal framework but also aims to cultivate a critical awareness of linguistic identity and the role of language policies in shaping the Spanish-speaking world. This academic engagement encourages students to critically evaluate the sociolinguistic processes that underpin language use and variation, fostering advanced competencies in the analysis of sociolinguistic issues.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: SP 352 or above

ADDITIONAL COST: None

METHOD OF PRESENTATION:

The method of presentation for this course has been structured to foster a combination of theoretical foundation, critical analysis, and active student participation. The approach will be dynamic, integrating various formats to encourage both collaborative and independent learning. The methodology is outlined as follows:

- **Lectures:** The primary aim is to introduce key concepts and basic content that support the study of sociolinguistics in Spanish. These sessions will be led by the instructor, who will present core topics using visual presentations, examples, and case studies. Interaction will be encouraged through student questions and comments to reinforce comprehension.
- **Readings and discussion:** This component seeks to promote critical reading of key texts in the field of sociolinguistics of Spanish. A portion of class time will be dedicated to discussing the content, main ideas, and implications of the readings for understanding sociolinguistics.
- **Guided debates:** The objective here is to foster critical thinking and argumentation on controversial or current issues related to the topic. These debates will provide students with a broader perspective on relevant issues, allowing them to propose their own ideas and engage with their peers' viewpoints.
- **Case study seminars:** These aim to apply theoretical concepts to practical cases of linguistic variation, language contact, or sociolinguistic phenomena in the Spanish-speaking world. Small groups will work together to analyze case studies from Spanish-speaking communities. Each group will present their conclusions to the class and facilitate a discussion with the rest of the students.
- **In-class activities:** The goal of these activities is to review content and engage in practical exercises that reinforce knowledge integration and promote student autonomy.
- **Group presentations:** Students will conduct a small research project related to the study of linguistic beliefs and attitudes in Spanish. The results will be presented in class. Additionally, students will investigate a specific topic related to Spanish sociolinguistics, such as the status of Spanish in a particular country, the influence of indigenous languages on Spanish, or the effects of globalization on language. The presentation will be accompanied by a written report and include a question-and-answer section.

- **Textbooks:** This course does not rely on a specific textbook or manual. Instead, course materials will be drawn from a variety of sources, some provided by the instructor and others selected from articles or specific chapters of various works. Recommended textbooks for the study of Spanish sociolinguistics are listed later in the syllabus.

Given that the course's language of instruction is Spanish, most required readings will be in Spanish. However, some readings in English have been selected, as scientific research in the field is often published in that language.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Study guides - 20%
- Design of case study - 20%
- Final group project/research- 30%
- Active participation - 10%
- Final exam- 20%

Study guides

Throughout the course, students will be required to complete five reading guides linked to the mandatory readings of the syllabus. These guides aim to assess reading comprehension, analytical capacity, and interpretation of the texts, as well as the ability to relate ideas. Additionally, they serve as a tool for students to synthesize and review the key information of each topic, while also promoting critical reflection on the studied content.

Total value: 2 points (20% of the final grade). Each guide is worth 0.4 points.

Assessment criteria per guide (0.4 points):

- Reading comprehension (identification of main ideas, arguments, and supporting details): 25%
- Analytical capacity (ability to critically interpret the content): 25%
- Synthesis and clarity of expression (summary of key information, writing coherence): 20%
- Connection with course content (linking ideas to theoretical concepts and other readings): 20%
- Formal aspects (structure, grammar, referencing): 10%

Design of case study (individual)

This individual activity requires students to design a specific case study in sociolinguistics (for example, the use of linguistic variants in different social classes or changes in language use within a bilingual community). Students must propose a methodological design to analyze the phenomenon, which includes selecting a sample, defining data collection instruments, describing the analysis of those data, and relating the dependent variable to the social or linguistic factors under study. It is important to note that this is not a real fieldwork project, but rather a theoretical proposal. The objective of this activity is to enhance critical analytical skills and the application of theoretical concepts in sociolinguistic research, as well as to foster methodological skills in study design. This activity is due in the middle of the semester. Length: 6-8 pages (1500-2200 words). Please read Annex 1 in page 21 for rubrics.

Assessment criteria:

- Relevance and clarity of research question/hypothesis: 20%
- Methodological design (sample, instruments, procedures): 25%
- Justification of variables and theoretical grounding: 20%
- Coherence and feasibility of the proposal: 15%
- Critical thinking and originality: 10%
- Formal presentation (structure, writing, formatting): 10%

Final group project

This group assignment involves conducting fieldwork on attitudes and beliefs towards the geolectal varieties of Spanish. The group will investigate how different speakers perceive and value the various variants of Spanish (such as the differences in perception between Central Peninsular Spanish and Mexican Spanish or between regions within the same country). The project will include



formulating a research question, selecting a sample of participants, designing data collection instruments (surveys, interviews), collecting responses, and analyzing the obtained data. The results should be discussed in light of previous studies, analyzing the social and cultural implications of attitudes toward dialectal varieties. Finally, students will present their conclusions and suggest possible future research or actions to promote the appreciation of linguistic diversity. The project must be completed by the end of the semester, and each group will present their results to the rest of the class. The objective of this project is to foster linguistic awareness regarding dialectal variation, critical thinking, teamwork, and the development of methodological skills in sociolinguistic research. Length: 12-15 pages (3000-3750 words). Please read Annex 2 in page 22 for rubrics.

Assessment criteria:

- Group collaboration (equality in task distribution, coordination, cohesion): 15%
- Individual contribution (active involvement, responsibility, initiative): 30%
- Project quality (research question, methodology, data analysis, conclusions): 30%
- Presentation and communication (clarity, structure, use of visual or oral aids, engagement): 25%

Active participation

Regular and constructive participation in class will be assessed, including contributions to debates, seminars, and text discussions. Collaboration in group activities will also be taken into account. The quality of interventions, prior preparation of readings, respect and openness to dialogue with classmates, and significant contributions to class dynamics will be considered.

Assessment criteria:

- Frequency of participation in class discussions: 25%
- Quality and relevance of contributions: 30%
- Preparation of assigned readings and materials: 20%
- Collaboration in group activities and respect for others: 25%

Final exam

The final exam will assess the theoretical and practical knowledge acquired throughout the course. It will consist of different types of questions, including multiple choice and short answer questions. It may also include a brief commentary on a text, but it will not include questions requiring extensive development.

This evaluation system seeks to balance theory and practice, fostering research, critical analysis, and student participation throughout the course.

LEARNING OUTCOMES:

By the end of the course, students will be able to:

- Understand the relationship between language and society: Identify how social factors influence the use, evolution, and variation of Spanish in different contexts.
- Analyze linguistic variation: Recognize and describe the different dialectal variants of Spanish and how they relate to geographic, social, and cultural factors.
- Evaluate sociolinguistic phenomena: Understand and analyze phenomena such as bilingualism, language contact, diglossia, and language switch in Spanish-speaking communities.
- Investigate the impact of language policies: Examine how language policies and attitudes towards Spanish affect its use in different countries and communities.
- Develop a critical perspective on linguistic identity: Reflect on the role of Spanish in the construction of individual and collective identities in contexts of social and cultural diversity.
- Apply sociolinguistic research methods: Familiarize yourself with techniques for collecting and analyzing sociolinguistic data, and apply them in practical studies of Spanish.
- Promote respect for linguistic diversity: Value the linguistic diversity of the Spanish-speaking world and foster attitudes of respect and understanding towards the different varieties of Spanish.

ATTENDANCE POLICY:

Attendance to all IES classes is mandatory. Each student may have a maximum of three absences in the entire course without affecting the final grade. After the fourth absence, the final grade will be lowered by one grade (e.g. A- → B+). Three delays of more than 5 minutes at the entrance to class equal one absence. A delay of 15 minutes or more equals failure to attend. Missed exams, presentations, or any other assignments can only be rescheduled in case of documented medical or family emergencies.

CONTENTS:

Session	Contents	Required readings and Assignments
Session 1	Unit 1. Introduction to the study of sociolinguistics - Introduction of the teacher and the students. - General description of the course (content, syllabus, assessment methods, etc.). - General introduction and basics of sociolinguistics (definition and object of study; development and influences, current overview, etc.). - Relationship between language and society (identity, social stratification, etc.).	• Required readings: • Labov, William (2001). How I got into linguistics, and what I got out of it. <i>Historiographia Linguistica</i>, 28 (3), p. 455 – 466. (11 pages) Doi: https://doi.org/10.1075/hl.28.3.17lab
Session 2	Unit 1. Introduction to the study of sociolinguistics - Main approaches in sociolinguistics (variationist, interactional, critical and power studies...). - General topics and fields of study (variation, bilingualism, diglossia, linguistic change, linguistic beliefs, etc.). - Units of sociolinguistic analysis (speech community, social networks, context and communicative situation).	• Required readings: • Mendoza Morán, Francis (2018). La disciplina que estudia las relaciones entre la lengua y la sociedad: sociolingüística. <i>Revista Lengua y Literatura</i>, 4(2), pp. 1-12 (12 pages). Available at: http://surl.li/ddyooo • Recommended: • Silva Corvalán, C. y Enrique-Arias, A. (2017). <i>Sociolingüística y pragmática del español</i>. Washington, DC: Georgetown University Press. Capítulo 1. “Lengua, variación y dialectos” (pp. 1-25, 24 pages).

Session	Contents	Required readings and Assignments
Session 3	- Unit 1. Introduction to the study of sociolinguistics. - General sociolinguistic methodology. - Sociolinguistic research design (approaches and techniques). - Data analysis and interpretation.	- Required readings: - Moreno Fernández, F. (2006). Información básica sobre el Proyecto para el Estudio Sociolingüístico del Español de España y de América - PRESEEA (1996 - 2010). Revista Española De Lingüística, 36(1), pp. 379-384 (5 pages). Available at: http://revista.sel.edu.es/index.php/revista/article/view/1931 - Recommended: - Larrosa Barbero, M. (2003). Metodología sociolingüística. Anuario de lingüística hispánica, 19, pp.141-178 (37 pages). Available at: http://uvadoc.uva.es/handle/10324/9521 - Assigned tasks: - Start of sociolinguistic case study design: choosing a research topic and defining the research main objectives.
Session 4	Unit 2. The current situation of Spanish in the world. - General figures on Spanish in the world (general distribution indexes, global statistics, etc.). - Number of speakers and global projection (Spanish as a mother tongue, foreign language, future projection, etc.). - Relationship and comparison with other languages, especially English.	- Required readings: - González Harbour, B. (2023). ¿A quién quieres más: al español o al castellano? EL País. Available at: https://elpais.com/cultura/2023-01-08/a-quien-quieres-mas-al-espanol-o-al-castellano.html - Ricós Vidal, Amparo (2013). El español. Origen y situación actual. En Aleza Izquierdo, Milagros (coord.). Normas y usos correctos en el español actual, pp. 27-55 (28 páginas). Valencia: Tirant humanidades. - Recommended: - Fernández-Vitores, David (2023). El español. Una lengua viva. Informe 2023. En Pastor Villalba, Carmen (coord.) e Instituto Cervantes (dir.). El español en el mundo. Anuario del Instituto Cervantes 2023. https://cvc.cervantes.es/lengua/anuario/anuario_23/informes_ic/p01.htm

Session	Contents	Required readings and Assignments
Session 5	Unit 2. The current situation of Spanish in the world. - The impact of Spanish in the global economy and culture. - Spanish in business, media and technology. - The cultural industry of Spanish: cinema, science, literature, social networks, etc.	• Required readings: • Pedrero Esteban, L. (2024). El español en los medios de comunicación. En VV. AA., El español en el mundo 2024. Anuario del Instituto Cervantes (pp. 99-112, 13 pages). Instituto Cervantes y McGraw Hill. Available at: https://cvc.cervantes.es/lengua/anuario/anuario_24/pedrero/p01.htm • Recommended: • Moreno Fernández, F. (2024). Geografías del español. En VV. AA., El español en el mundo 2024. Anuario del Instituto Cervantes (pp. 535-561, 6 pages). Instituto Cervantes y McGraw Hill. Available at: chrome-extension://efaidnbmnnnibpcajpcgiclfikndmkaj/https://cvc.cervantes.es/lengua/anuario/anuario_24/el_espanol_en_el_mundo_anuario_instituto_cervantes_2024.pdf

Session	Contents	Required readings and Assignments
Session 6	Unit 2. The current situation of Spanish in the world. - The diatopic variation of Spanish. - The concept of diatopic variation versus other types of variation (diastatic, diaphasic, diachronic). - Geolectal zonation of Spanish and main associated phenomena.	• Required readings: • Moreno Fernández, F. (2018). Las grandes zonas geográficas del español en el mundo: evolución del atlas del español en el mundo. En Instituto Cervantes (dir.). El español en el mundo. Anuario del Instituto Cervantes 2018, pp. 99-116 (17 pages). Available at: https://cvc.cervantes.es/lengua/anuario/anuario_18/default.htm • Pons, L. (2019). Todos hablamos dialecto y no una lengua. Verne. El País. https://verne.elpais.com/verne/2019/05/21/articulo/1558424530_527443.html • Recommended: • Moreno Fernández, F. (2016). La lengua española en su geografía. Manual de dialectología hispánica. Madrid: Arco Libros. • Díaz-Campos, M. y Navarro-Galisteo, I. (2009). Perceptual categorization of dialect variation in Spanish. En Joseph Collentine, Maryellen García, Barbara Lafford, and Francisco Marcos Marín (Eds.), Selected proceedings of the 11th Hispanic Linguistics Symposium (pp. 179–195, 16 pages). Cascadilla Proceedings Project. • Assigned tasks: • Submit Reading Guide 1.

Session	Contents	Required readings and Assignments
Session 7	Unit 3. Panhispanic policy and pluricentric norm of Spanish. - Reflection on the usefulness of the existence of a standard in the language. - The concepts of correctness and adequacy. - Tensions between description and prescription.	• Required readings: • Paredes García, F. ¿Qué es la corrección?. Capítulo 1 de la Guía práctica del español correcto. • Bosque Muñoz, Ignacio (2011). El concepto de «norma lingüística» y la tarea de las Academias. Actualidad jurídica Uría Menéndez, 28, 7-12 (5 pages). Available at: https://dialnet.unirioja.es/servlet/articulo?codigo=3618225 • Recommended: • Rodríguez Maldonado, A. (2009). ¿Qué norma enseño? El profesor de E/LE y la selección de un corpus lingüístico. En Barrientos A., Martín Camacho, J.C., Reyes Delgado, V. y Inmaculada Barjola, M.A. (eds.), El profesor de español LE-L2: actas del XIX Congreso Internacional de la Asociación para la Enseñanza del Español como Lengua Extranjera (ASELE) / Vol. 2, pp. 989-1002 (13 pages). Available at: chrome-extension://efaidnbmnnnibpcajpcgclefndmkaj/https://cvc.cervantes.es/ensenanza/biblioteca_ele/asele/pdf/19/19_0989.pdf
Session 8	Unit 3. Panhispanic policy and pluricentric norm of Spanish. - The norm versus usage: delimitation and reflections. - The origin of the norm and its function in language (prestige, unity, etc.). - The concepts of standardization and normativity.	• Required readings: • Milroy, J. (2002). Language ideologies and the consequences of standardization. Journal of sociolinguistics, 5(4), pp. 530-555 (25 pages).Doi: https://doi.org/10.1111/1467-9481.00163 • Recommended: • Bravo, E. (s.f). El prestigio lingüístico y el estándar del español. Available at: https://ebravo.es/prestigio-linguistico-estandar-espanol/

Session	Contents	Required readings and Assignments
Session 9	Unit 3. Panhispanic policy and pluricentric norm of Spanish. - Current linguistic policy: panhispanism - Principles of the pluricentric norm of Spanish: unity in diversity. - Role of the most important linguistic institutions: RAE, ASALE, Instituto Cervantes - Key publications: OLE, NGLE, DPD, etc. - Criticisms and tensions to this normative model.	• Required readings: • Bernárdez, E. (2012). Lenguas pluricéntricas. Instituto Cervantes: Centro Virtual Cervantes. Available at: https://cvc.cervantes.es/el_rinconete/busqueda/resultadosbusqueda.asp?Ver=50&Pagina=1&Titulo=lenguas%20pluric%20ntricas&OrdenResultados=2 • Lebsanf, F. (2017). Norma pluricéntrica del español y Academias de la Lengua. En Laferl, C. y Poll, B. Amerika und die Norm Literatursprache als Modell? De Gruyter, pp. 227-246 (19 pages).
Session 10	Unit 4. The subjective valuation of variation - The concept of belief and the concept of linguistic attitudes - The relationship between language and identity - Social stereotypes	Required readings: • Preston, D. (2010). Language, people, salience, space: Perceptual dialectology and language regard. Dialectología, 5(5), 87-131 (44 pages). • Recommended: • Moreno Fernández, F. (2012). Sociolingüística cognitiva: proposiciones, escolios y debates. Madrid/Frankfurt: Iberoamericana Vervuert. • Preston, D. (1999). Handbook of perceptual dialectology. Vol. 1. Amsterdam: John Benjamins Publishing Company. • Assigned tasks: • Submit Reading Guide 2

Session	Contents	Required readings and Assignments
Session 11	Unit 4. The subjective valuation of variation - Linguistic prestige and its types: overt and covert. - Stigmatization - Prestigious varieties versus stigmatized varieties. Historical and current examples.	• Required readings: • Villena-Ponsoda, J. A. (2001) Identidad y variación lingüística: prestigio nacional y lealtad vernacular en el español hablado en Andalucía. In F. Báez de Aguilar and G. Bossong (eds.) Identidades lingüísticas en la España autonómica. Actas de las Jornadas Hispánicas 1997 de la Sociedad Suiza de Estudios Hispánicos, pp.107-150 (43 pages). Frankfurt am Main: Vervuert-Iberoamericana. • Recommended: • González Cruz, Isabel (1995). Lengua, prestigio y prejuicios lingüísticos. Algunas consideraciones sobre el español. Revue belge de philologie et d histoire, 73(3), pp.715-723 (8 pages). DOI: 10.3406/rbph.1995.4032.
Session 12	Unit 4. The subjective valuation of variation - Practical examples and case studies. - Direct versus indirect valuation. - The PRECAVES XXI project and its results.	• Required readings: • Cestero, A. M., y Paredes, F. (2018). Creencias y actitudes hacia las variedades cultas del español actual: el proyecto PRECAVES XXI. Boletín De Filología, 53(2), pp. 11-43. Available at: https://boletinfilologia.uchile.cl/index.php/BDF/article/view/51940 • Cruz Ortiz, R. (2023). Introducción. La percepción de la variedad andaluza por los hablantes españoles según el proyecto PRECAV ES XXI. En Cruz Ortiz, R., Santana, J. y Santos Díaz, I. (Eds), El andaluz y su prestigio. Creencias y actitudes lingüísticas de los españoles hacia la variedad andaluza en el siglo XXI. Granada: Comares, pp. 1-22 (22 pages). Available at: https://accesoabierto.comares.com/index.php/coa/catalog/book/77 • Recommended: • Fernández Martín, P. (2014). La conciencia lingüística en el aula de ELE: lengua artificial, lengua natural y diversidad sociolingüística. Revista Internacional de Lenguas Extranjeras / International Journal of Foreign Languages, 3, 31-61 (30 pages).

Session	Contents	Required readings and Assignments
Session 13	Unit 4. The subjective valuation of variation - Session dedicated to the organization and design of the group work. - Defining work groups. - Preparation of a model survey of attitudes and beliefs (based on PRECAVES XXI). - Selection of the analysis sample by each group.	• Assigned tasks: • Conducting informant surveys.
Session 14	Unit 5. Linguistic and social variables - Definition and characteristics of linguistic variables. - Main categorization of linguistic variables: phonetic, morphosyntactic and lexical. - Concrete examples of selection of linguistic factors in relation to the dependent variable under study.	• Required readings: • Manjón Cabeza, A. (2016). Los sufijos –ico, -ito, -illo en el español de Granada, España. Spanish in Context, 13(3), pp. 420-435 (15 pages). Doi: https://doi.org/10.1075/sic.13.3.05man • Assigned tasks: • Submit Reading Guide 3.
Session 15	Unit 5. Linguistic and social variables - Social variables and their influence on language. - Elementary social factors: gender, age and level of education. - Other relevant social variables. - Social networks and lifestyles and their influence on linguistic change.	• Required readings: • Moreno Fernández, F. (2024). El español en España: aproximación a su conocimiento, uso y enseñanza. En VV. AA., El español en el mundo 2024. Anuario del Instituto Cervantes (pp. 169-208, 39 pages)). Instituto Cervantes y McGraw Hill. Available at: chrome-extension://efaidnbmnnnibpcajpcglclefndmkaj/https://cvc.cervantes.es/lengua/anuario/anuario_24/el_espanol_en_el_mundo_anuario_instituto_cervantes_2024.pdf • Recommended: • Moreno Fernández, F. (1998). Principios de sociolingüística y sociología del lenguaje. Barcelona: Ariel. Capítulo 2. “La variación sociolingüística. Las variables sociales” (pp. 33-69, 36 pages).

Session	Contents	Required readings and Assignments
Session 16	Unit 5. Linguistic and social variables - Preparation for Case Studies. - The PRESEEA Project and its results: a sociolinguistic map of Spanish in the world (https://preseea.uah.es/).	• Required readings: • Vida Castro, M. Villena Ponsoda, J.A. y Molina Martos, I. (2023). Variación de la /-s/ postnuclear en español: patrones sociolingüísticos y geolectales. <i>Círculo de Lingüística Aplicada a la Comunicación (CLAC)</i>, 94, pp. 23-35 (12 pages). Doi: https://dx.doi.org/10.5209/clac.84701 • Recommended: • Moreno Fernández, F. (1998). Principios de sociolingüística y sociología del lenguaje. Barcelona: Ariel. Capítulo 3. "Patrones de estratificación sociolingüística" (pp. 71-83, 12 pages) • Serrano, M. J. (2008). El rol de la variable sexo o género en sociolingüística: ¿diferencia, dominio o interacción? <i>Boletín de Filología</i>, 43(1), pp. 175-192 (17 pages). Available at: https://boletinfilologia.uchile.cl/index.php/BDF/article/view/18049 • Assigned tasks: • Case Study: Methodological development and analysis design.
Session 17	Unit 5. Linguistic and social variables • Course-related trip: Activity outside the classroom: "The linguistic landscape of Granada (gender differences among young university students)". - Objectives of the activity: - Contact with the study of the linguistic landscape. - Expansion of knowledge about the Spanish of Granada. - Analysis of gender dynamics in a real context. - Critical reflection on how language reflects and constructs social realities in public contexts. - Application of specialized methodologies through practical and contextualized work.	• Required readings: • Pons Rodríguez, L. (2024). Corpus PLANE0: metodología y resultados de un corpus de paisaje lingüístico andaluz. <i>Philologia Hispalensis</i>, 38(1), pp. 153-156 (3 pages). DOI: 10.12795/PH.2024.v38.i01.06. https://revistascientificas.us.es/index.php/PH/article/view/25056 • Assigned tasks: • Submit Reading Guide 4

Session	Contents	Required readings and Assignments
Session 18	Unit 6. Language contact • Deadline for first draft of Group Project • Common situations of contact between languages (colonization, migration, globalization). • Definition of linguistic conflict and factors that generate them. • Consequences of language contact: borrowing, interference, language substitution and displacement, etc.	• Required readings: • Ortiz López, Luis A y Lacorte, M. (2009). Introducción ¿Juntos y revueltos, hablamos? Nuevas perspectivas y debates sobre el contacto de lenguas en contextos diversos. En Contactos y contextos lingüísticos: El español en los Estados Unidos y en contacto con otras lenguas. Madrid/ Frankfurt, pp. 9-28 (19 pages). • Recommended: • Blas Arroyo, J. L. (2011). Criterios para la clasificación de los fenómenos de contacto. Viejas y nuevas propuestas para el contexto catalán-español. En Congosto, Y. y Méndez, E. (eds.): Variación lingüística y contacto de lenguas en el mundo hispánico. Frankfurt, Iberoamericana-Vervuert, pp. 177-198 (21 pages). • Assigned tasks: • Submission of sociolinguistic case study.
Session 19	Unit 6. Language contact - The concept of bilingualism: types and factors that promote it. - Diglossia: concept, examples and differences with bilingualism. - Language choice, change and maintenance: factors and strategies.	• Required readings: • Baker, Colin (2007), "Becoming bilingual through bilingual education", en: P. Auer and L. Wei (eds.), Handbook of Multilingualism and Multilingual Communication, Berlin/New York, Mouton de Gruyter, Handbooks of Applied Linguistics, 5, pp. 131-152 (21 pages). • Recommended: • Vélez-Rendón, G. (2007). Trayectorias bilingües: los desafíos en la construcción de identidades entre inmigrantes hispanas. Revista Internacional de Lingüística Iberoamericana, Vol. 5, No. 2 (10), Lengua y migración en el mundo hispanohablante, pp. 163-176 (13 pages). Available at: https://www.jstor.org/stable/41678306 • Siguán Soler, M. (2001). Bilingüismo y lenguas en contacto. Madrid: Alianza.

Session	Contents	Required readings and Assignments
Session 20	Unit 6. Language contact - Spanish in the U.S. and Spanglish - Current situation of Spanish in the USA: geographical distribution, pressure of English and influence of Spanish. - Concept and characteristics of Spanglish. Evolution and associated linguistic phenomena. - Debate on Spanglish: stigmatization vs. cultural identity.	• Required readings: • Nagovitch, Paola (2024). Lo 'cool' es hablar spanglish, el 'idioma' que amenaza el anglocentrismo de Estados Unidos. El País. Available at: https://elpais.com/us/2024-05-26/lo-cool-es-hablar-spanglish-el-idioma-que-amenaza-el-anglocentrismo-de-estados-unidos.html • Casielles-Suárez, E. (2017). Spanglish: The Hybrid Voice of Latinos in the United States. Atlantis, Vol. 39, No. 2. pp. 147-168 (21 pages). Available at: https://www.jstor.org/stable/26426334 • Recommended: • Andrade, Mariela (2019). Using Spanglish in the United States: A Variety of Spanish or a Way of Building Identity? The Case of Heritage Language Learners in the Foreign Languages Classroom. Camino Real 11 (14), pp. 17-26 (9 pages). Available at: chrome-extension://efaidnbmnnnibpcajpcglclefndmkaj/https://ebuah.uah.es/dspace/bitstream/handle/10017 • Fairclough, M. (2003). El (denominado) Spanglish en Estados Unidos: polémicas y realidades. Revista Internacional de Lingüística Iberoamericana, Vol. 1, No. 2 (2), El español de los EE.UU., pp. 185-204 (19 pages). Available at: https://www.jstor.org/stable/41678177 • Ortiz López, Luis A y Lacorte, M. (2009). Contactos y contextos lingüísticos: El español en los Estados Unidos y en contacto con otras lenguas. Madrid/Frankfurt: Iberoamericana Vervuet,

Session	Contents	Required readings and Assignments
Session 21	Unit 7. Language policy and planning - The concept of language policy. - Relationship between language policy and power. - Types of language policies and specific examples.	• Required readings: • Mar-Molinero, C. (2007), Derechos lingüísticos, política lingüística y planificación lingüística en el mundo de habla hispana. En Lacorte (coord.), Lingüística aplicada del español. Madrid: Arco/Libros, 347-376 (29 pages). • Recommended: • Aguilera Martín, J.A (2003). Política y planificación lingüísticas conceptos, objetivos y campos de aplicación. Interlingüística, 14, pp. 91-96 (5 pages). Doi: file:///C:/Users/Usuario/Downloads/Dialnet-PoliticaYPlanificacionLinguisticas-918566.pdf • Assigned tasks: • Submit Reading Guide 5
Session 22	Unit 7. Language policy and planning - The concept of language planning and its impact: promotion or marginalization of languages. - Language standardization: stages and objectives. - Language planning models.	• Required readings: • Del Valle, J. (2014). Lo político del lenguaje y los límites de la política lingüística panhispánica. Boletín de filología, 49(2), pp. 87-112 (25 pages). Doi: http://dx.doi.org/10.4067/S0718-93032014000200005 • Recommended: • Cooper, R. L. (1997). La planificación lingüística y el cambio social. Cambridge: C. U.P • Fishman, J. A. (2006). Do Not Leave Your Language Alone: The Hidden Status Agendas Within Corpus Planning in Language Policy. NJ: Erlbaum • Assigned tasks: • Submit Group Poster project.

Session	Contents	Required readings and Assignments
Session 23	Unit 7. Language policy and planning - The concept of linguistic globalization and factors contributing to it. - The impact of linguistic globalization: global languages versus minority languages. - Spanish as a global language: situation and challenges	• Required readings: • Muñoz-Basols, J., y Hernández Muñoz, N. (2019). El español en la era global: agentes y voces de la polifonía panhispánica. <i>Journal of Spanish Language Teaching</i>, 6(2), 79–95 (16 pages). Doi: https://doi.org/10.1080/23247797.2020.1752019. • Ricento, T. (2010). Language Policy and Globalization. En. N. Coupland (ed.), <i>The Handbook of Language and Globalization</i>. Oxford: Wiley/Blackwell, pp. 123-141 (18 pages). • Recommended: • Del Valle, J. (2005). La lengua, patria común: política lingüística, política exterior y el posnacionalismo hispánico. Rn R. Wright y P. Ricketts (eds.), <i>Studies on Ibero-Romance Linguistics Dedicated to Ralph Penny</i>, Juan de la Cuesta Monographs (Estudios Lingüísticos, nº 7), pp. 391-416 (25 pages).
Session 24	Presentations and Reflections - Presentation of group work. - General review and final reflection on the course. - Doubts and questions.	• Assigned tasks: • Presentation of group project (Poster Session)
Session 25	Final exam	

COURSE-RELATED TRIPS AND LECTURE BY A GUEST SPEAKER:

- Course-related trip (Session 17): students will have the opportunity to interact directly with the study of the linguistic landscape of Granada in a real environment. This activity outside the classroom will focus on analyzing written samples in public spaces, differentiating between the contributions of people of different sexes, with the aim of making a comparison and encouraging further critical reflection. To carry out this task, the student will be previously familiarized with the concept of “linguistic landscape” and its methodology through the reading of specialized material (Pons, 2024).
- Course-related trip: Students will visit the *Federico García Lorca Casa-Museo* (Huerta de San Vicente) to explore how language, identity, and social context are reflected in Lorca’s life and literary production. The visit will serve as a basis for discussing sociolinguistic issues such as dialect representation, linguistic marginalization, and the social meaning of language in early 20th-century Spain. After the visit, an in-class discussion will encourage students to critically connect Lorca’s linguistic choices with key sociolinguistic concepts studied throughout the course.
- Course-related trip: Students will visit the Faculty of Philosophy and Letters at the University of Granada to attend a poster session featuring research projects developed by undergraduate students in Sociolinguistics. This activity offers an opportunity to observe current topics and methodologies used in sociolinguistic research in the Spanish academic context, as well as to interact directly with native Spanish-speaking students. During the visit, students will be encouraged to engage

in informal discussions with presenters, ask questions about their research (e.g., dialectal variation, language attitudes, multilingualism), and reflect on how sociolinguistic issues are approached by Spanish university students. A follow-up class discussion will be held to share impressions and analyze the relevance of the observed studies in relation to course content.

- Lecture by a guest speaker: Conference on “The Spanish of Granada: current situation sociolinguistic aspects”.

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BIOGRAPHY OF THE INSTRUCTOR

Rocío Cruz Ortiz (ORCID: 0000-0003-4216-1120) obtained her BA in Hispanic Philology from the University of Granada (UGR) in 2012. Subsequently, she completed a Master's Degree in Advanced Studies in Spanish Language (2013) and a Master's Degree in Secondary Education, Vocational Training and Language Teaching (2020). In 2019, she obtained her PhD with a thesis examining the phonetic features of politicians of Andalusian origin in Madrid. During the 2013/2014 academic year, she worked as a Spanish language teacher for foreign students at SEK Budapest International School (Budapest, Hungary). She has worked at several universities, such as the University of Seville, the University of Jaen, the University of Almeria and the University of Malaga, as well as having directed master theses in the Master's Degree in Teaching Spanish as a Foreign Language at the International University of Valencia.

She is currently a professor at the Department of Spanish Language at the University of Granada. Her main areas of research focus on sociolinguistics, linguistic variation and dialectology. She is a member of the research group "Estudios de Español Actual" of the UGR, where she carries out her research within the framework of the project *AGENDA 2050: El español de Granada: Procesos de variación y cambio espacial y social*. She also participates in the panhispanic projects PRESEEA (Project for the Sociolinguistic Study of Spanish in Spain and America <https://preseea.uah.es/>) and PRECAVES XXI (Project for the Study of Beliefs and Attitudes towards the Varieties of Spanish in the 21st Century <https://www.variedadesdelespanol.es/>).

ANNEX 1

GRADING RUBRICS FOR CASE STUDY

	Mastering	Developing	Emerging
1. Identifies a problem/question	Clearly identifies complex problems, questions, or issues; recognizes nuances and interrelationships; presents a sophisticated and well-developed perspective.	Identifies a relevant problem, question, or issue with some clarity; shows some understanding but may lack depth.	Fails to identify a meaningful problem, question, or issue; may be confused or overly simplistic.
2. Contextualizing the Issue	Demonstrates deep understanding of various contexts, addresses tensions and frames the project to reflect these complexities.	Applies acquired knowledge to the problem; makes connections to existing knowledge and source materials but may lack complexity.	Considers the issue in isolation or insufficiently addresses context; lacks connections to broader contexts.
3. Organization	Develops an organization that supports complex exploration; uses artful links between sections; organization grows from topic demands.	Uses logical structure; clear, if somewhat mechanical, with coherent paragraphs and transitions; supports communication of project significance.	Lacks a clear organizing principle; may be disorganized, repetitive, or random.
4. Evidence and Support	Seeks diverse sources and integrates them effectively; evidence supports complex analysis; demonstrates a nuanced understanding of what constitutes good scholarship.	Information and evidence are mostly appropriate; provides accurate interpretations and uses a variety of sources; generally consistent with internal logic.	Evidence is inappropriate or poorly chosen; lacks logical reasoning and fails to recognize weaknesses.
5. Engagement with the Project	Fully engaged with depth and sophistication; explores and expands boundaries of the task; grapples with significant issues.	Displays ambition and exploration in parts; achieves adequate complexity but may need further development.	Shows little intellectual or imaginative engagement; treatment is oversimplified or superficial.
6. Citation Conventions	Fully engages with outside knowledge; integrates sources smoothly; uses quotations, paraphrases, and summaries effectively and ethically.	Engages with sources ethically; acknowledges intellectual debts adequately; cites correctly but may lack sophistication in integration.	Fails to cite sources or does so inconsistently or incorrectly; lacks acknowledgment of intellectual debt.

7. Language and Style	Achieves sophisticated diction, syntax, and rhythm; language conveys main ideas and rhetorical strategies elegantly and energetically.	Demonstrates clear control of language and appropriate discourse levels; mostly error-free but may lack advanced style.	Misrepresents evidence or displays weak control of style and syntax; frequent grammar and mechanics errors confuse the reader.
8. Audience Awareness	Fully engages with diverse perspectives; engages reader in meaningful dialogue; explains complex issues clearly.	Accommodates a range of readers; engages conflicting perspectives and evokes reader interest.	Unaware of or does not address alternative perspectives; may alienate or fail to connect with the reader.
9. Conclusions and Implications	Conclusion provides closure while extending the discussion; considers broader implications and consequences.	Provides a clear, thoughtful conclusion connected to the essay's reasoning; addresses the "So what?" question.	Conclusion is missing, unclear, or disconnected from the essay; lacks thoughtful closure.
10. Responds to Assignment Objectives	Fully meets objectives and expectations; focuses appropriately on the assigned or chosen topic within the subject area of the assignment.	Addresses most objectives and requirements; generally stays on topic but may cover unrelated areas.	Fails to meet the objectives or expectations of the assignment; may be tangential or off-topic.

ANNEX 2

GRADING RUBRICS FOR GROUP PROJECT

	Exemplary	Proficient	Developing	Needs Improvement
Group Collaboration				
1.1 Teamwork and Cooperation	Actively collaborates with team members; fosters an inclusive environment; resolves conflicts constructively; consistently supports peers.	Collaborates well with team members; contributes to a positive environment; resolves conflicts effectively when they arise.	Participates in group work but may occasionally struggle with cooperation or conflict resolution; needs to develop better teamwork skills.	Rarely engages in group work or demonstrates poor teamwork skills; may be a source of conflict or does not contribute to resolving conflicts.
1.2 Contribution to Planning	Takes a leading role in planning; effectively delegates tasks; ensures all members are	Participates actively in planning; shares tasks fairly; keeps team informed about progress and deadlines.	Participates in planning but may not take initiative; task distribution is uneven or	Little to no involvement in planning; does not contribute to task distribution; fails to

	involved and aware of project goals and timelines.		communication is inconsistent.	communicate with the group.
Individual Contribution				
2.1 Quality of Work Submitted	Consistently submits high-quality work that meets or exceeds project requirements; demonstrates thorough understanding and effort.	Submits good-quality work that meets project requirements; demonstrates adequate understanding and effort.	Submits work that partially meets project requirements; shows a limited understanding or inconsistent effort.	Submits poor-quality work that does not meet project requirements; lacks understanding or effort.
2.2 Initiative and Responsibility	Takes initiative beyond assigned tasks; demonstrates leadership and responsibility for project outcomes; consistently meets deadlines.	Completes assigned tasks and meets deadlines; shows responsibility for personal contribution to the project.	Completes most assigned tasks but may require reminders; occasionally misses deadlines or lacks initiative.	Fails to complete assigned tasks; does not meet deadlines; lacks responsibility or initiative.
Project Quality				
3.1 Content Accuracy and Depth	Project content is accurate, comprehensive, and demonstrates deep understanding and critical thinking; integrates various perspectives.	Project content is accurate and shows a good understanding of the topic; incorporates multiple perspectives with some analysis.	Project content is mostly accurate but lacks depth or critical analysis; may overlook key perspectives or information.	Project content is inaccurate or superficial; lacks understanding, critical analysis, or fails to integrate necessary perspectives.
3.2 Creativity and Originality	Demonstrates exceptional creativity and originality in approach, analysis, and solutions; brings fresh perspectives to the topic.	Shows creativity and originality; approach is clear and thoughtful but may lack some depth or innovation.	Displays some creativity but is often conventional; approach is standard and lacks uniqueness or deeper insight.	Lacks creativity or originality; approach is predictable, and analysis is minimal or absent.
3.3 Organization and Structure	Project is logically organized with clear, cohesive sections; flows well with smooth transitions; effectively guides the reader/viewer.	Project is well-organized and easy to follow; sections are mostly clear and connected, though some transitions could be smoother.	Organization is inconsistent; some sections are clear while others are disjointed; transitions may be abrupt or unclear.	Project lacks clear organization; sections are disjointed or confusing; poor flow and lack of transitions.
Presentation and Communication				
4.1 Clarity and Effectiveness	Presentation is clear, engaging, and	Presentation is clear and informative;	Presentation communicates key	Presentation is unclear or

	effectively communicates the project's objectives and findings; visual aids are well-integrated.	communicates main points well, though it may lack engagement or integration of visual aids.	points but may lack clarity, engagement, or effective use of visual aids.	disorganized; fails to communicate objectives or findings effectively; poor or absent use of visual aids.
4.2 Delivery and Engagement	Presenters are confident, articulate, and engaging; actively involve the audience and respond to questions thoughtfully and thoroughly.	Presenters are clear and competent; engage the audience, but may miss some opportunities for deeper interaction or engagement.	Presenters show some engagement but may lack confidence, clarity, or thoroughness in addressing questions or involving the audience.	Presenters are unclear, unengaging, or unprepared; fail to involve the audience or respond to questions effectively.
4.3 Use of Supporting Materials	Supporting materials (e.g., slides, handouts) are highly effective, well-designed, and enhance the overall presentation and understanding.	Supporting materials are clear and relevant, supporting the presentation's key points; design could be more polished or cohesive.	Supporting materials are present but may be overly simple, poorly designed, or only somewhat relevant to the presentation.	Supporting materials are absent, confusing, or poorly designed; do not support or detract from the presentation's effectiveness.