

Spanish M.A. (Linguistics Specialization)

Students who have selected the Linguistics specialization in the Spanish M.A. as the primary area of their comprehensive exam will be required to answer two questions for their written exam related to the disciplines listed below, and questions on all disciplines for their oral exam. Students who have selected the Linguistics specialization in the Spanish M.A. as the secondary area of their comprehensive exam will be required to answer one question for the written exam related to two disciplines of their choice from those listed below for their written exam and questions on the two chosen disciplines for their oral exam. References and bibliography are provided for the students to prepare and study for the potential questions included in the comprehensive exam.

1. Morphosyntax:

This M.A. section of the comprehensive exam in Spanish syntax examines the candidate's ability to perform a syntactic analysis and to follow and to construct a syntactic argument. The candidate should know the goals and assumptions of generative syntax and have some familiarity with basic concepts of syntactic theory. S/he is expected to be familiar with the general properties of those syntactic constructions in Spanish which must be adequately explained in any theory of syntax. The relevant course in the Department of Modern Languages and Literatures is SPN6805.

a. Basic foundational works:

The relevant topics must be developed from the following foundational readings, together with the articles assigned to each of those topics.

Bosque, Ignacio & Javier Gutiérrez-Rexach. 2009. *Fundamentos de sintaxis formal*. Madrid: Ediciones Akal.

Bosque, Ignacio & Violeta Demonte (eds.). 1999. *Gramática descriptiva de la lengua española*. Madrid: Espasa Calpe.

Zagona, Karen. 2002. *The Syntax of Spanish*. Cambridge, UK: Cambridge University Press.

b. Relevant topics and specific bibliography:

Students will be required to answer an essay-type question related to the one of the following topics. A list of specific bibliography that the student must consult is provided after each topic.

1. Pronominal Syntax: Object clitics and null subjects (*pro* and PRO).

Jaeggli, Osvaldo & Ken Safir, eds. 1989. *The Null Subject Parameter*. Introduction, 1–44. Dordrecht: Kluwer.

Rizzi, Luigi. 1986. Null objects in Italian and the theory of *pro*. *Linguistic Inquiry* 17: 501–558.

Sportiche, Dominique. 1999. Pronominal clitic dependencies. In H. van Riemsdijk, ed., *Clitics in the Languages of Europe*, pp. 679-708. Berlin/New York: Mouton de Gruyter.

Suñer, Margarita. 1988. The role of agreement in clitic doubled constructions. *Natural Language and Linguistic Theory* 6: 391-434.

2. Clausal structure and movement (verb movement and tense, *wh*-movement, topicalization and focalization, the position of subjects).

Ordóñez, Francisco & Estela Treviño. 1999. Left-dislocated subjects and the pro-drop parameter: A case study of Spanish. *Lingua* 107: 39-68.

Pollock, Jean-Yves. 1989. Verb movement, Universal Grammar, and the structure of IP. *Linguistics Inquiry* 20(3): 365-424.

Rizzi, Luigi. 1997. The fine structure of the left periphery. In Lilliane Haegeman, ed., *Elements of Grammar*, 281-337. Dordrecht: Kluwer.

3. Complementation and binding.

Demonte, Violeta & Olga Fernández Soriano. 2009. The Force and Finiteness System in Spanish. *Probus* 21: 23-49.

Rizzi, Luigi. 1986. On Chain Formation. In Hagit Borer, ed., *The Syntax of Pronominal Clitics*, 15-42. Orlando: Academic Press.

2. History of the Spanish Language:

This M.A. section of the comprehensive exam in the history of the Spanish language examines the candidate's ability to explain and account for phonological, morphological and lexical development of words from Classical Latin to their modern Spanish form(s). The candidate should have some familiarity with basic concepts of phonetics and morphology. S/he is expected to be familiar with the general development and processes that words have undergone from Latin to modern Spanish. The relevant course in the Department of Modern Languages and Literatures is SPN5845.

a. Basic foundational works:

The relevant topics must be developed from the following foundational readings.

Penny, Ralph. 2002. *A History of the Spanish Language*, 2nd edition. Cambridge, U.K.: Cambridge University Press.

Resnick, Melvyn C. & Robert M. Hammond. 2011. *Introducción a la historia de la lengua española*, 2nd edition. Washington D.C.: Georgetown University Press.

b. Relevant topics:

Students will be required to answer either an essay-type question related to the one of the following topics or the derivation of 6 words from Classical Latin to modern Spanish indicating the processes that those words have gone through.

1. Phonology/phonetics (evolution of the diphthongs/general evolution of the vowel system, palatalization and affrication processes, consonantal changes from medieval to modern Spanish).

2. Morphology (phonology-morphology interaction, evolution of tense forms from Classical Latin to modern Spanish, evolution of the future and conditional tenses, evolution of pronominal paradigms).
3. Syntax (clausal order and case-system, evolution of clitics and their position).

3. Dialectology and Sociolinguistics:

This M.A. section of the comprehensive exam in Spanish dialectology examines the candidate's ability to identify and explain the similarities and differences between several varieties of Spanish from several perspectives. The candidate should be able to comment on the phonological, morphological, syntactic, and lexical differences among different Spanish dialects, as well as being able to critically develop ideas about how different dialects relate to other topics such as first and second language acquisition, sociolinguistics, or psycholinguistics, among others. The relevant course in the Department of Modern Languages and Literatures is SPN5825.

a. Basic foundational works:

The relevant topics must be developed from the following foundational readings and the materials read during the course:

Diaz-Campos, Manuel. 2011. *The Handbook of Spanish Sociolinguistics*. Malden, MA: John Wiley & Sons.

Hualde, José Ignacio & Antxon Olarrea. 2012. *The Handbook of Hispanic Linguistics*. Malden, MA: John Wiley & Sons.

Lipski, John. 2008. *Varieties of Spanish in the United States*. Washington D.C.: Georgetown University Press.

b. Relevant topics:

Students will be required to answer an essay-type question related to the one of the following topics:

1. Dialectology in first language acquisition.
2. Dialectology in second language acquisition.
3. Dialectology and phonological variation.
4. Dialectology and morphological variation.
5. Dialectology and syntactic variation.
6. Dialectology and lexical variation.
7. Factors affecting linguistic variation.

4. Bilingualism and Second Language Acquisition:

This M.A. section of the comprehensive exam in Spanish Linguistics examines the candidate's knowledge of the basic components of teaching Spanish as a foreign language. The candidate should be able to explain and apply solutions to different problems that are common to teaching Spanish as a second language in a classroom setting. Specifically, the candidate should be able to comment on individual differences, how to make language teaching communicative, and the best solution to work with different populations in the classroom.

a. Basic foundational works:

The relevant topics must be developed from the following foundational readings. Students may consult with the professors to further develop specific topics:

Dörnyei, Zoltan. 2006. Individual differences in second language acquisition. *AILA review*, 19(1), 42-68.

Gass, Susan, Jennifer Behney, & Luke Plonsky. 2013. *Second language acquisition: An introductory course*. New York: Routledge.

Lee, James & Bill VanPatten. 2003. *Making communicative language teaching happen*. 2nd edition. Boston: McGraw Hill.

Montrul, Silvina. 2013. *El bilingüismo en el mundo hispanohablante*. Malden, MA: John Wiley & Sons.

Sanz, Cristina. 2011. Spanish as a Second Language and Teaching Methodologies. In Hualde, José Ignacio & Antxon Olarrea (eds.) *The Handbook of Hispanic Linguistics*, 33, 771-729.

b. Relevant topics:

Students will be required to answer an essay-type question related to the one of the following topics:

1. Bilingual populations.
2. Students in the classroom (second language learners vs heritage speakers).
3. Individual differences affecting language learning (motivation, aptitude, attitude ...).
4. The communicative method vs. other teaching methodologies.
5. The effects of study abroad in second language acquisition.
6. L2 research methods (sociolinguistics, psycholinguistics, classroom ...).