

Spanish M.A. (Linguistics Specialization)

Students who have selected the Linguistics specialization in the Spanish M.A. as the primary area for their comprehensive exam will be required to select two of the three disciplines 1-3 below (i.e., Morphosyntax, History of the Spanish language, or Romance languages), from which one question will be prepared for the written portion. A second question for the written portion will come from the areas 5-6 below. For the oral portion of the comprehensive exam, students should be prepared to answer any question from the disciplines chosen.

Students who have selected the Linguistics specialization in the Spanish M.A. as the secondary area for their comprehensive exam will be required to answer one question related to two disciplines of their choice from those listed below (1-5) for their written exam, and should be prepared to answer any question related to 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, as well as 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 for each of those topics in section b below.

Bosque, I. & Gutiérrez-Rexach, J. (2009). *Fundamentos de sintaxis formal*. Ediciones Akal.

Bosque, I. & Demonte, V. (Eds.). (1999). *Gramática descriptiva de la lengua española*. Espasa Calpe.

Camacho, J. (2018). *Introducción a la sintaxis del español*. Cambridge University Press.

Zagona, K. (2002). *The Syntax of Spanish*. 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, O. & Safir, K. (1989). The null subject parameter and parametric theory. In O. Jaeggli & K. Safir (Eds.), *The Null Subject Parameter* (pp. 1–44). Kluwer Academic Publishing.

https://doi.org/10.1007/978-94-009-2540-3_1

Rizzi, L. (1986). Null objects in Italian and the theory of *pro*. *Linguistic Inquiry*, 17(3), 501-557. <https://www.jstor.org/stable/4178501>

Sportiche, D. (1999). Pronominal clitic dependencies. In H. van Riemsdijk (Ed.), *Clitics in the Languages of Europe Vol. 5* (pp. 679-708). Mouton de Gruyter. <https://doi.org/10.1515/9783110804010.679>

Suñer, M. (1988). The role of agreement in clitic doubled constructions. *Natural Language and Linguistic Theory*, 6, 391-434. <https://doi.org/10.1007/BF00133904>

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

Ordóñez, F. & Treviño, E. (1999). Left-dislocated subjects and the pro-drop parameter: A case study of Spanish. *Lingua*, 107(1-2), 39-68. [https://doi.org/10.1016/S0024-3841\(98\)00020-5](https://doi.org/10.1016/S0024-3841(98)00020-5)

Pollock, J.-Y. (1989). Verb movement, Universal Grammar, and the structure of IP. *Linguistics Inquiry*, 20(3), 365-424. <https://www.jstor.org/stable/4178634>

Rizzi, L. (1997). The fine structure of the left periphery. In L. Haegeman (Ed.), *Elements of Grammar* (pp. 281-337). Kluwer. https://doi.org/10.1007/978-94-011-5420-8_7

3. Complementation and binding.

Demonte, V. & Fernández Soriano, O. (2009). Force and finiteness in the Spanish complementizer system. *Probus*, 21(1), 23-49. <https://doi.org/10.1515/prbs.2009.002>

Rizzi, L. (1986). On chain formation. In H. Borer (Ed.), *The Syntax of Pronominal Clitics* (pp. 65-95). Academic Press. https://doi.org/10.1163/9789004373150_005

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, syntactic, and lexical development of Classical Latin into modern Spanish. 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, R. (2002). *A history of the Spanish language* (2nd edition). Cambridge University Press.

Resnick, M. C. & Hammond, R. M. (2011). *Introducción a la historia de la lengua española* (2nd edition). Georgetown University Press.

b. Relevant topics:

Students will be required to answer either (1) an essay-type question related to the one of the topics below, or (2) provide the derivation of 6-10 words from Classical Latin to modern Spanish indicating the

name of the processes that those words have gone through, and the intermediate forms that those processes gave rise to.

1. Phonology/phonetics (evolution of the Latin diphthongs; general evolution of the Classical Latin vowel system; palatalization and affrication processes – as related to *yod*; consonantal changes from Classical Latin to medieval and modern Spanish).
2. Morphology (phonology-morphology interaction; evolution of case in Latin; evolution of verbal tenses from Classical Latin to modern Spanish; origin of the future and conditional tenses in Spanish; evolution of pronominal elements – both clitics and tonic pronouns).
3. Syntax (clausal word-order and case-system; evolution of clitics and their position; evolution of auxiliary verbal forms and their specialization through the history of Spanish).

3. The Romance Languages:

This M.A. section of the comprehensive exam in Romance Languages examines the candidate's ability to explain and account for phonological, morphological, syntactical, and lexical development of Classical Latin to five different modern Romance Languages (i.e., Spanish, Catalan, Portuguese, French, and Italian). 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 explain the evolution of Classical Latin into these Romance Languages. The relevant course in the Department of Modern Languages and Literatures is SPN5848.

a. Basic foundational works:

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

Harris, M. & Vincent, N. (Eds.). (1988). *The Romance languages*. Oxford University Press.

Posner, R. (1996). *The Romance languages*. Cambridge University Press.

Posner, R. (1998). *Las lenguas romances* (S. Iglesias, Trans.). Cátedra. (Original work published in 1996).

b. Relevant topics:

Students will be required to answer an essay-type question related to the one of the following topics as pertaining to the five Romance languages covered in the course (i.e., Spanish, Catalan, Portuguese, French, and Italian).

1. Phonology/phonetics (evolution of the Classical Latin vowel system into these Romance languages; the effect of palatalization and affrication processes in these Romance languages; consonantal changes and evolution from Classical Latin to these Romance languages).
2. Morphology (phonology-morphology interaction; evolution and creation of verbal tenses from Classical Latin to these Romance languages; evolution of pronominal elements – both clitics and tonic pronouns).

3. Syntax (clausal word-order and case-system; evolution of auxiliary verbal forms and their specialization in these Romance languages).

4. 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, M. (2011). *The Handbook of Spanish Sociolinguistics*. John Wiley & Sons.

Escobar, A. M., & Potowski, K. (2015). *El español de los Estados Unidos*. Cambridge University Press.

Hualde, J. I., & Olarrea, A. (2012). *The Handbook of Hispanic Linguistics*. John Wiley & Sons.

Lipski, J. (2008). *Varieties of Spanish in the United States*. 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. Sociolinguistics: social variables (gender, ethnicity, level of education, age, religion, status) and language use, language in society.
2. Sociolinguistics: diglossia, prestige, register, pragmatics, socioeconomic class and language use.
3. Sociolinguistics: code-switching, language change, language contact, multilingualism.
4. Dialectology in first and second language acquisition.
5. Dialectology and phonological, morphological, syntactic, and lexical variation.

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

Escobar, A. M., & Potowski, K. (2015). *El español de los Estados Unidos*. Cambridge University Press.

Gass, S., Behney, J., & Plonsky, L. (2013). *Second language acquisition: An introductory course*. Routledge.

Henshaw, F., & Hawkins, M. (2022). *Common Ground: Second Language Acquisition Theory Goes to the Classroom*. Hackett Publishing.

Lee, J. & VanPatten, B. (2003). *Making communicative language teaching happen*. 2nd edition. McGraw Hill.

Ortega, L. (2009). *Understanding Second Language Acquisition*. Routledge.

Montrul, S. (2013). *El bilingüismo en el mundo hispanohablante*. John Wiley & Sons.

Sanz, C. (2011). Spanish as a Second Language and Teaching Methodologies. In J. I. Hualde & A. Olarrea (Eds.), *The Handbook of Hispanic Linguistics* (pp. 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. Bilingualism in society: social aspects, contact, power, politics, education.
3. Students in the classroom (second language learners vs heritage speakers).
4. Individual differences affecting language learning (motivation, aptitude, attitude ...).
5. The communicative method vs. other teaching methodologies.
6. The effects of study abroad in second language acquisition.
7. L2 research methods (sociolinguistics, psycholinguistics, classroom ...).
6. Processes in first and second language acquisition.
7. Theories and models of first and second language acquisition.