

Spanish 230:  
Advanced Grammar and Composition  
Moravian College  
Spring 2008

Prof. Erica M. Yozell Comenius Hall 402 610-625-7782 emy@moravian.edu I will generally respond to your emails within 24 hs on weekdays and within 48 hs on weekends.	Class details: M, W, F 12:50-1:40 p.m. Comenius Hall 304  Office Hours: Mon. & Wed. 11:40-12:40 Wed. 9-10, and by appt.
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**Purpose:** This course is designed to give students the opportunity to improve their understanding of Spanish grammar in context and to develop their writing skills in Spanish. Writing is at the heart of this course, so we will dedicate a lot of time to formal and informal writing, as well as reading and revising. The fiction and non-fiction texts we read represent a range of styles and genres, providing students with a wealth of models of written Spanish. Using the textbook, the class will focus on major grammatical topics that tend to cause difficulties for non-native and heritage speakers and integrate the knowledge of grammar into the writing and speaking. Working collectively, students will learn how to be attentive readers of their own writing and that of their peers.

**Required Textbook and Materials:**

Manual de gramática. 3<sup>rd</sup> Edition. Authors: Eleanor Dozier and Zulma Iguina. Publisher: Thompson/Heinle. Register online for Quia — you must register using your passcode that comes with the book and the course code: TDDER478  
Spanish/English dictionary.

**Blackboard:**

I have put together a Blackboard site (<http://blackboard.moravian.edu/>) for this course. You need to enroll yourself — so please do this soon! On Blackboard you will find a copy of the syllabus and my contact information. As the semester progresses, I will post homework assignments, details on compositions and presentations, any changes to the syllabus, and additional information. If you miss class for any reason, you should check Blackboard so that you know what material to prepare and what homework to complete for the next class.

**EXPECTATIONS AND EVALUATION:**

**Participation:** As a workshop-based, seminar-style class, the success of this course depends on the collective efforts of all of us. Students are expected to arrive prepared to participate in all class activities by having studied the topics to be covered and having completed all assigned homework. **Active participation** involves collaborating in paired and group activities, volunteering answers, working on in-class writing, being prepared for short oral presentations, having read any assigned texts, doing on-line preparatory work, and speaking in class discussions. Simply being present, looking attentive and taking notes is **not** considered active participation. Participation should be in Spanish unless we are specifically engaged in a translation exercise.

**Quia Homework:** Language-learning is a practice and a process, like playing an instrument, developing an art, or playing a sport. Regular, daily work will facilitate more progress for you than last-minute cramming for tests. For the grammar, I recommend that you study the assigned reading, then complete the Quia homework with the book closed, have Quia check your answers, and then go back over in the book whatever sections gave you trouble. **LATE WORK WILL NOT BE ACCEPTED.**

**Readings:** We will read a wide variety of short texts, drawing from different genres, countries and topics in order to expand students' experience with written Spanish. Students will respond to and comment on the readings both in discussions and in writing.

**Compositions:** Students will write five short compositions (1-2 pages) during the semester: a summary, an informal letter, a formal letter, an anecdote (narration in the past), and an expository essay. Details for each paper will be distributed in class or posted on Blackboard. Students will write drafts, do peer reading, and revise the papers. Papers must be typed and double-spaced. You must **include ALL previous drafts**, including ALL with comments by ANY reader (peers, tutors, professors, anyone). It's okay to ask for help revising, but no one should write or rewrite the paper for you. Helpful readers may point out errors or awkward passages, but may not explicitly rewrite entire sections. I will not accept emailed papers unless we have made previous arrangements. **Late papers will lose 15 points per day, starting at the time of class.** Exceptions will be made only in extraordinary circumstances.

**Noticiarios:** Each student will present in class two *noticieros* (1-2 pages) during the course of the semester. The presentation includes a summary of the news article read and the student's commentary on the issue. Details will be posted on Blackboard.

**Cuaderno:** Each student will maintain a notebook or binder to include new vocabulary words, note examples of the grammar points observed in texts we read, complete informal writing assignments, write responses to the readings, and do self-evaluations. I will post more details on Blackboard. I will collect the notebooks several times during the semester, unannounced. Completion of all the required exercises will earn you at least a B, guaranteed. Consistently superior work will earn an A. Of course, incomplete or missing entries will earn less than a B.

**Exams:** There will be two exams that focus on grammatical knowledge; one will take place mid-semester and the other on the finals day assigned by the Registrar. Make-up exams will be granted only in extraordinary circumstances; such arrangements may require additional documentation.

#### Evaluation:

Final grade:			
25%	Exams	5%	Quia Homework
15%	<i>Noticieros</i>	10%	Class participation
10%	<i>Cuaderno</i>	35%	Compositions

#### Academic Honesty:

It is your responsibility to make sure you are familiar with the Policy on Academic Honesty at Moravian College. Plagiarism (presenting someone else's words or ideas as your own) and cheating are serious offenses and will not be tolerated. Homework is assumed to be done individually unless otherwise specified. For example, while you may study together, it is not acceptable to write "joint" homework and turn in two copies.

For detailed information, see the website:

<http://www.moravian.edu/studentlife/handbook/academic2.htm>

Note especially:

“When writing creative or research papers in a foreign language, students may not use electronic translation services. Utilizing such tools without express permission of the instructor constitutes plagiarism. The use of electronic dictionaries for single-word inquiries or short idiomatic expressions is permissible at the discretion of professors in the Department of Foreign Languages.” (Moravian College Academic Honesty Policy, my emphasis)

**Resources:**

- **Office Hours:** I encourage you to stop by during office hours or make an appointment with me. I am happy to work with you on any difficulties you are encountering or questions you may have. We can cover material in English or in Spanish. You are also welcome to stop by and chat.
- **Grammar Tutors:** The Department of Foreign Languages prepares a list of tutors at the beginning of each semester. The department pays the peer tutors, and they work with students free of charge. They're a great resource!
- **Writing Center:** The writing center tutors help students work on thesis development, argumentation, organization, coherency, clarity, transitions, and other elements of good writing. Depending on availability, there may be a bilingual tutor who can work with you on those elements of your paper in Spanish! Please note that they are not grammar tutors (see a department tutor for grammar). If you are interested, ask me or Dr. Hinnefeld about tutors who can also work in Spanish.
- **Reeves Library:** In addition to the research materials, the library has a great collection of dictionaries and other language reference material. If you are serious about expanding your vocabulary, the monolingual (Spanish to Spanish) dictionaries are essential. Reeves has a copy of the Diccionario de la Lengua Española put out by the Real Academia Española, as well as the fabulous Diccionario de Uso de María Moliner. The latter has great examples of general and regional uses of different words.
- **Office of Learning Services:** The folks at Learning Services help students with strategies to succeed in the academic environment, and they can help you establish habits that will be useful after college, too. In addition, if you would like to request accommodations under the Americans with Disabilities Act, you should schedule an appointment with the Office of Learning Services.
- **Counseling Center:** The counselors help students deal with the stressors of college life. If you are feeling overwhelmed, give them a call or stop by!

## Programa del curso

### Español 230: Curso avanzado de gramática y composición

### Primavera 2008

\*\* El calendario es un bosquejo y está sujeto a cambios durante el semestre.\*\*

Cualquier modificación se anunciará en clase y en Blackboard.

La tarea diaria estará en Blackboard.

#### Semana 1

1/14	Introducción al curso Quia, <u>Manual</u> , cuaderno Alfonsina Storni, poemas	1/16	<i>Estructuras gramaticales básicas, el presente del indicativo, la tildación</i> Leer: "El desarrollo del turismo en Latinoamérica" Taller: resumen	1/18	<i>verbos como gustar</i> <b>*Resumen*</b> Taller: resumen
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#### Semana 2

1/21	NO HAY CLASES	1/23	<i>artículos definidos e indefinidos</i> <b>*Resumen (R)*</b> Taller: Noticieros	1/25	<i>'a' personal, qué vs. cuál</i> Taller: Discurso indirecto Leer: noticias
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#### Semana 3

1/28	<b>Noticieros (2)</b> <i>ser vs. estar</i> Uso del diccionario y los recursos online	1/30	<i>tener, haber, ser, estar</i> AL: to know	2/1	Leer: Cristina Rivera Garza, <i>Nadie me verá llorar</i> (selecciones)
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#### Semana 4

2/4	<b>Noticiero</b> <i>pronombres</i> Taller: carta informal	2/6	<b>*Carta informal*</b> Taller: organización, descripción <i>pronombres</i>	2/8	<b>*Carta informal* (R)</b> Leer: Germán Castro Ibarra, "Cosmopolitan"
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#### Semana 5

2/11	<b>Noticieros (2)</b> Leer: cartas formales Taller: carta formal <i>formación del pretérito y el imperfecto</i>	2/13	<b>*Carta formal*</b> Taller: carta formal	2/15	<i>pretérito e imperfecto</i> <b>*Carta formal (R)*</b>
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#### Semana 6

2/18	<b>Noticiero</b> Leer: Gabriel García Márquez "La siesta del martes"	2/20	<b>Noticiero</b> <i>pretérito e imperfecto</i> Taller: narración en el pasado	2/22	<i>pluscuamperfecto, secuencia de tiempos verbales</i> Leer: Mario Bencastro, "El vigilante" p. 27-32
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#### Semana 7

2/25	<b>Noticiero</b> <i>time expressions, adverbs of time</i> Leer: "El vigilante" p. 32- 35	2/27	repaso	2/29	<b>Examen</b>
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Semana 8

## Spring Break

Semana 9

3/10	<b>Noticiero</b> <b>*Anécdota*</b> Taller: narración	3/12	<i>condicional</i> <i>AL: to become</i> Leer: Juan Rulfo, "Es que somos muy pobres"	3/14	<i>se</i> <b>*Anécdota* (R)</b>
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Semana 10

3/17	<b>Noticiero</b> <i>se</i> Leer: ejemplos de ensayos expositivos Taller: la exposición	3/19	<i>formación del subjuntivo</i> Leer: "El fútbol sigue siendo rey, pero..." Taller: obras citadas / MLA	3/21	NO HAY CLASES
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Semana 11

3/24	NO HAY CLASES	3/26	<b>Noticiero</b> <i>subjuntivo en cláusulas nominales</i>	3/28	<i>subjuntivo</i> <b>*Bosquejo del ensayo*</b> Taller: ensayo expositivo
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Semana 12

3/31	<b>Noticiero</b> <i>por y para</i>	4/2	<b>*Ensayo expositivo*</b> Taller: ensayo expositivo	4/4	<i>subjuntivo en cláusulas adjetivales</i> <b>*Ensayo expositivo* (R)</b>
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Semana 13

4/7	<b>Noticiero</b> <i>subjuntivo en cláusulas adverbiales</i>	4/9	<i>subjuntivo</i> Leer: Margarita Barretto, "Ciudadanía, globalización y migraciones" (235-240)	4/11	<i>cláusulas con 'si'</i>
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Semana 14

4/14	<b>Noticiero</b> Leer: "Ciudadanía, globalización y migraciones" (241-244)	4/16	<b>Noticiero</b> <i>pronombres relativos</i> <i>preposiciones</i>	4/18	repaso
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Semana 15

4/21	<b>Noticiero</b> Taller	4/23	Taller	4/25	Conclusiones <b>*Portafolio*</b>
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