

Spanish 230:  
Advanced Grammar and Composition  
Moravian College  
Spring 2010

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 10:20-11:10 p.m. Location: Comenius 411  Office Hours: M, W, F 11:15-12:15, 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 many different 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. 4th Edition. Authors: Eleanor Dozier and Zulma Iguina. Publisher: Thompson/Heinle.

**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 the textbook preparatory work, completing all written assignments on time, 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.

\*As per departmental rules, students **must attend at least three (3) relevant events outside of class**. Check the Spanish Club calendar for possibilities, come to the Spanish Table, or ask me about other opportunities.

\* **Absences:** 0-3 will not be penalized. Every absence over three will lower the final grade by one point.

**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 homework in the *Manual*, I recommend that you study the assigned reading, then complete the homework exercise without looking up answers or looking at the chapter, check your answers, and then go back over in the book whatever sections gave you trouble. While we will address any questions or problems you encountered with the material, we will not necessarily cover all the grammar points in class. I will collect and review the written homework several times during the semester.

**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. (See "Cuaderno.")

**Compositions:** Students will write five short formal compositions (1-4 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 10 points per day, starting at the time of class.** Exceptions will be made only in extraordinary circumstances.

**Noticieros:** Each student will present in class one *noticiero* (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. Later in the semester, students will complete comparative news article activities.

**Cuaderno:** Each student will maintain two on-line journals in Blackboard: one to include new vocabulary words in context, jot down examples of the grammar points observed in texts we read, and note other examples to help develop his or her use of the language; a second in which to complete short formal and informal writing assignments and do self-evaluations. The details are on Blackboard under "Información esencial." I will read and comment in the notebooks multiple times during the semester. 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. Make-up exams will be granted only in extraordinary circumstances; such arrangements may require additional documentation.

#### Evaluation:

Final grade:			
30%	Exams (15, 15)	8%	<i>Noticiero</i>
30%	Compositions (5, 5, 5, 5, 10)	7%	Class participation
20%	<i>Cuaderno</i>	5%	Textbook homework

#### 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 departmental 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 (available online at [www.rae.es](http://www.rae.es)), 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 2010

\*\* 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

18/1	Introducción al curso Quia, <u>Manual</u> , cuaderno Alfonsina Storni, poemas	20/1	<i>Estructuras gramaticales básicas, el presente del indicativo, la tildación</i> Leer: "El desarrollo del turismo en Latinoamérica" Taller: resumen-propósito	22/1	<i>verbos como gustar</i> <b>*Resumen*</b> Taller: resumen
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#### Semana 2

25/1	<i>artículos definidos e indefinidos</i> <b>*Resumen (R)*</b> Taller: Noticieros	27/1	<i>'a' personal, qué vs. cuál, el discurso indirecto</i> Taller: Discurso indirecto Leer: noticias Llevar a clase el cuaderno (tarea del libro de texto y escritura informal hecha en clase)	29/1	<i>ser vs. estar</i> Uso del diccionario y los recursos online
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#### Semana 3

1/2	<b>Noticiero 1</b> <i>tener, haber, ser, estar</i> AL: to know Taller: una descripción breve, para diferentes lectores y metas	3/2	Leer: Cristina Rivera Garza, <i>Nadie me verá llorar</i> (selecciones)	5/2	<i>pronombres</i> Taller: carta informal
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#### Semana 4

8/2	<b>Noticiero 2</b> <b>*Carta informal*</b> Taller: organización, descripción	10/2	<b>*Carta informal* (R)</b> Leer: Germán Castro Ibarra, "Cosmopolitan" Taller: oraciones	12/2	Leer: cartas formales Taller: carta formal <i>formación del pretérito y el imperfecto</i>
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#### Semana 5

15/2	<b>Noticiero 3</b> <b>*Carta formal*</b> Taller: carta formal	17/2	<i>pretérito e imperfecto</i> <b>*Carta formal (R)*</b> Leer: Carmen Boullosa, "La visión" Llevar a clase el cuaderno (tarea del libro de texto y escritura informal hecha en clase)	19/2	Leer: Gabriel García Márquez "La siesta del martes"
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#### Semana 6

22/2	<b>Noticiero 4</b> <i>pretérito e imperfecto</i> Taller: narración en el pasado	24/2	<i>pluscuamperfecto, secuencia de tiempos verbales, adverbios</i> Leer: Mario Bellatin Flores	26/2	<i>time expressions</i> Pablo Neruda "Oda al peatón"
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			(selecciones)		
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## Semana 7

1/3	<b>Noticiero 5</b> repaso	3/3	<b>Examen</b> Llevar a clase el cuaderno	5/3	<b>*Anécdota*</b> Taller: narración <i>palabras de enlace</i>
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## Semana 8

8/3	<b>SPRING BREAK</b> <b>NO HAY CLASES</b>	10/3	<b>SPRING BREAK</b> <b>NO HAY CLASES</b>	12/3	<b>SPRING BREAK</b> <b>NO HAY CLASES</b>
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## Semana 9

15/3	<b>Noticiero 6</b> <i>condicional</i> AL: <i>to become</i> Leer: Juan Rulfo, "Es que somos muy pobres"	17/3	se <b>*Anécdota* (R)</b> Taller: obras citadas en el formato MLA	19/3	se (cont.) Leer: Margarita Barretto, "Ciudadanía, globalización y migraciones" (235-240)
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## Semana 10

22/3	<b>Noticiero 7</b> <i>formación del subjuntivo</i> Temas para el ensayo expositivo Taller: la exposición Leer: Oliverio Girondo, "Maldiciones"	24/3	<b>Taller en Reeves Library</b> Tema para el ensayo Llevar a clase el cuaderno	26/3	<b>NO HAY CLASE</b>
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## Semana 11

29/3	<b>Noticiero 8</b> <i>subjuntivo en cláusulas nominales</i>	31/3	<i>subjuntivo</i> Leer Beatriz Sarlo, "Shopping Abasto"	2/4	<b>NO HAY CLASES</b>
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## Semana 12

5/4	<b>NO HAY CLASES</b>	7/4	<b>*Ensayo expositivo*</b> <i>subjuntivo en cláusulas adverbiales, preposiciones I</i> Llevar a clase el cuaderno	9/4	Taller: ensayo expositivo <b>comentarios, ensayo expositivo</b>
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## Semana 13

12/4	<b>Ensayo expositivo* (R)</b> <i>subjuntivo en cláusulas adverbiales, secuencia de tiempos verbales</i>	14/4	<i>cláusulas con 'si', ojalá</i> Leer: Isabel Allende, "Dos palabras"	16/4	<i>por y para</i>
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## Semana 14

19/4	repaso	21/4	<b>Examen II</b> Llevar a clase el cuaderno	23/4	<b>Ensayo expositivo (R2)</b>  <b>Noticiero/Taller:</b> la perspectiva y la organización Leer: Noticias y "Las nuevas tecnologías"
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## Semana 15

26/4	<b>Noticiero/Taller:</b> el tono Leer: "cloud computing"	28/4	<b>Taller:</b> estrategias retóricas Leer: Fidel Castro, selecciones de discursos	30/4	<b>Taller:</b> el tono, la audiencia y la perspectiva Leer: Reinaldo Arenas, "Grito, luego existo" <b>* Llevar a clase la tarea escrita; último día para contribuir al cuaderno*</b>
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