

Spanish 230:  
Advanced Grammar and Composition  
Moravian College  
Fall 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.

**Quizzes:** We will have weekly Wednesday short quizzes to both test and reinforce grammar and vocabulary acquisition. The quizzes will be very short, not comprehensive, and are designed as a learning tool more than an overall evaluation. There will be no make-up quizzes, but I will drop the lowest grade for each student.

**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 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 an on-line journal in Blackboard 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. If you meet the criteria for a B and consistently demonstrate superior work (quality), you 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. The second exam will take place on our assigned final exam date.

#### Evaluation:

	Final grade:		
		5%	Quizzes
30%	Exams (15, 15)	10%	Noticieros (5%/cada uno)
40%	Compositions (5, 5, 5, 10, 15)	5%	Class participation
5%	Cuaderno	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

### Otoño 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

30/8	Introducción al curso Quia, <u>Manual</u> , cuaderno Alfonsina Storni, poemas	1/9	<b>-P-</b> Estructuras <i>gramaticales básicas, el presente del indicativo, la tildación</i> Leer: el noticiero distribuido en clase Taller: resumen-propósito	3/9	<i>verbos como gustar</i> Leer: "El desarrollo del turismo en Latinoamérica" <b>*Resumen*</b> Taller: resumen
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#### Semana 2

6/9	<b>No hay clases</b>	8/9	<b>-P-</b> artículos definidos e indefinidos <b>*Resumen (R)*</b> Taller: Noticieros	10/9	<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)
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#### Semana 3

13/9	<b>Noticiero 1</b> <i>ser vs. estar</i> Uso del diccionario y los recursos online Leer: Silvia Molina, "La casa nueva."	15/9	<b>-P-</b> tener, haber, ser, estar AL: to know Taller: una descripción breve, para diferentes lectores y metas	17/9	Leer: Cristina Rivera Garza, <i>Nadie me verá llorar</i> (selecciones)
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#### Semana 4

20/9	<b>Noticiero 2</b> <i>pronombres</i> Taller: carta informal	22/9	<b>-P- *Carta informal*</b> Taller: organización, descripción	24/9	<b>*Carta informal* (R)</b> Leer: Germán Castro Ibarra, "Cosmopolitan" Taller: oraciones
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#### Semana 5

27/9	<b>Noticiero 3</b> Leer: cartas formales Taller: carta formal <i>formación del pretérito y el imperfecto</i>	29/9	<b>-P- *Carta formal*</b> Taller: carta formal	1/10	<i>pretérito e imperfecto</i> <b>*Carta formal (R)*</b> Leer: Carmen Boullosa, "La visión"
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## Semana 6

4/10	<b>Noticiero 4</b> Leer: Gabriel García Márquez "La siesta del martes"	6/10	<b>-P-</b> <i>pretérito e imperfecto</i> Taller: narración en el pasado	8/10	<i>pluscuamperfecto, secuencia de tiempos verbales, adverbios</i> Leer: Mario Bellatin Flores (selecciones)
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## Semana 7

11/10	<b>No hay clases</b>	13/10	<b>-P-</b> <i>time expressions</i> Pablo Neruda "Oda al peatón"	15/10	repaso
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## Semana 8

18/10	<b>Examen</b> Llevar a clase el cuaderno	20/10	<b>-P-</b> <i>*Anécdota*</i> Taller: narración <i>palabras de enlace</i>	22/10	<i>condicional</i> AL: <i>to become</i> Leer: Juan Rulfo, "Es que somos muy pobres"
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## Semana 9

25/10	<b>Noticiero 5</b> se <b>*Anécdota* (R)</b> Taller: obras citadas en el formato MLA	27/10	<b>-P-</b> <i>se (cont.)</i> Leer: Margarita Barretto, "Ciudadanía, globalización y migraciones"	29/10	<i>formación del subjuntivo</i> Temas para el ensayo expositivo Taller: la exposición Leer: Oliverio Girondo, "Maldiciones"
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## Semana 10

1/11	<b>Taller en Reeves Library</b> Tema para el ensayo Llevar a clase el cuaderno	3/11	<b>-P-</b> <i>subjuntivo en cláusulas nominales</i>	5/11	<i>subjuntivo</i> Leer Beatriz Sarlo, "Shopping Abasto"
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## Semana 11

8/11	<b>Noticiero 6</b> <b>Taller:</b> la perspectiva y la organización Leer: Noticias y "Las nuevas tecnologías"	10/11	<b>-P-</b> <b>Taller:</b> el tono Leer: "cloud computing"	12/11	<b>*Ensayo expositivo*</b> <i>subjuntivo en cláusulas adjetivales (relativas) preposiciones I</i>
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## Semana 12

15/11	Taller: ensayo expositivo <b>comentarios, ensayo ex.</b>	17/11	<b>-P-</b> <i>subjuntivo en cláusulas adverbiales, preposiciones I</i> Llevar a clase el cuaderno	19/11	<i>cláusulas con 'si', ojalá</i> Leer: Isabel Allende, "Dos palabras"
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## Semana 13

22/11	<b>Noticiero 7</b> <i>por y para</i> <b>*Ensayo expositivo* (R)</b>	24/11	<b>No hay clases</b> <b>Thanksgiving</b>	26/11	<b>No hay clases</b> <b>Thanksgiving</b>
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## Semana 14

29/11	<b>Noticiero 8</b> <i>subjuntivo en cláusulas adverbiales, secuencia de tiempos verbales</i>	1/12	<b>-P- Taller:</b> el tono, la audiencia y la perspectiva Leer: Reinaldo Arenas, "Grito, luego existo", carta	3/12	<b>Taller:</b> la audiencia y el tono (parte II)
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## Semana 15

6/12	<b>*Entregar el cuaderno completo*</b> (se lo devuelvo el miércoles) repaso	8/12	<b>Ensayo expositivo (R2)</b> repaso, último día de clases	<b>martes, 14 dic 8:30 a.m.</b>	<b>Examen II</b>
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