

ELS209.5259. 89279. SPANISH GRAMMAR AND USAGE.

Instructor's Information

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Office Hours: Mondays and Thursdays 2:00-3:00 p.m., Wednesdays 2:00-3:00 p.m. and by appointment.

Preferred communication: E-mail is preferred, with which you should expect my response within 24 hours.

Class Schedule: Tuesdays, 5:45-9:05 p.m. Room C117.

Course goals and objectives

Catalog Course Description: This course is designed as a descriptive study of the structure of the Spanish language while offering practice through the analysis of lexical and morphological variations and differences in register in selected texts. Students will analyze Spanish syntax, increase their understanding of the structures of Spanish and develop stylistically correct prose. They will also be able to recognize dialectical variations, differences in register, and linguistic calques. This class is taught in Spanish.

Section Description: This course includes elements of linguistics and sociolinguistics, in more theoretic approaches, combined with a section of practice, addressing very specific advance grammar issues, like the use of prepositions and pronouns with verbs, passive voices, the use of *se*, etc. There are also written assignments, and readings of Latin American short stories, and poetry.

Prerequisites: Exemption Exam

Flexible Core Objectives: World Cultures and Global Issues

The course bears 3 credits that count as Flexible Core (Global learning rubric) of the CUNY's new general education curriculum (Pathways).

In this course students will:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to communications, cultural studies, ethnic studies, foreign languages (building upon previous language acquisition), sociology, and world literature.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

More specifically, by the end of the semester, you will be able to

- Demonstrate advanced command of written language paying particular attention to grammar and syntax;
- demonstrate oral proficiency of Spanish and communicative competence at an advanced proficiency level;
- read and interpret authentic texts to provide specific information for a variety of purposes;
- identify different registers of Spanish as spoken by native speakers of different regions of Latin America and Spain;
- identify parts of speech and their function in a sentence;
- present projects about aspects of Hispanic culture that they have researched; and
- explain the complexities that are present in Heritage language maintenance at the home and the community levels.

Textbook, grading, and other class logistics

REQUIRED TEXTS:

-Azevedo, Milton M. *Introducción a la lingüística española*. Cambridge: CUP Press (2nd ed.), 2009: online via amazon or at the local book stores.

ADDITIONAL (REFERENCE) TEXTS:

-Hualde, Olarra, Escobar and Travis. *Introducción a la lingüística hispánica*. Cambridge: CUP Press (2nd ed.), 2009: online via amazon or at the local book stores. PDF available.

-Moreno García, Concha. *Temas de gramática. Nivel superior*. Sociedad general española de librería, S.A. Madrid, España, 2001: online via amazon. PDF available. PDF available.

Grades: Your final grade will be determined based on the following evaluation points.

- Participation and Attendance 15%
- Homework 10%
- 3 Quizzes (5% each) 15%
- Two composition papers (5% each) 10%
- Two oral presentations (5% each) 10%
- Midterm 20%
- Final exam 20%

Grade distributions: A: 95-100%, A-: 90-94%, B+: 86-89%, B: 83-85%, B-: 80-82%, C+: 76-79%, C: 73-75%, C-: 70-72%, D+: 66-69%, D: 63-65%, D-: 60-62%, F: -59%, WU: Unofficial withdraw (≈F), W: Withdraw

COURSE FORMAT

PARTICIPATION:

Students are expected to participate orally and in writing in class.

Class activities include oral presentations, group discussions, written and reading activities. Students will be observed and evaluated on an individual basis as well as in small group activities.

ASSIGNMENTS:

Students are expected to prepare assigned activities before class so that they may participate effectively on an individual level and on group activities. Assignments are due at the beginning of the class period. Late work will not be accepted.

WRITTEN COMPOSITIONS

In order to achieve the writing benchmark for this course, students will write

Two compositions (800 words minimum) as part of their coursework. The compositions **MUST** be original pieces of work and not work copied from other sources, including online sources. The topics of the compositions will be given by the instructor. Please, be advised that under the Gustavus Honor Code, you will be allowed to consult your work with the Spanish tutors, however, you must be cautious with the amount and type of help that you request/obtain. Please, talk to me if you are in doubt of any special help / guidance / assistance you may use or need. Your written work will be graded under the following criteria:

Criteria	Scoring	Excellent	18-20 points
Appropriate details & clarity of ideas	1 2 3 4	Good	14-17 points
Organization	1 2 3 4	Satisfactory	10-13 points
Use of vocabulary	1 2 3 4	Unsatisfactory	10 points & under
Grammatical accuracy	1 2 3 4		
Mechanics	1 2 3 4		

Weekly schedule

WEEK 1. Introduction to the class. Language and linguistics
 Functions of Language. Features of Language. Language variation.
Practice and Grammar. Introduction to written accents.

WEEK 2. Morphology.
 Morphemes and allomorphs. Flexions. Determinants. Verbs. Word formation
Practice and Grammar. Written accents I. Llanas and Agudas words.

WEEK 3. The syntax I
Constituents of the sentence. Syntax resources I.
Practice and Grammar. Written accents II. Esdrújulas and Sobresdrújulas words. Written accents in monosyllables.

WEEK 4. The syntax II.
Syntax resources II.
Practice and Grammar. Passive voice/ Uses of *se*/Prepositions.
QUIZ 1

WEEK 5. The syntax III.
Clitic pronouns. Reflexivity and reciprocity. Compound sentences.
Practice and Grammar. Modal constructions.
WRITTEN COMPOSITION 1

WEEK 6. The syntax IV
The subjunctive
Practice and Grammar. Uses of the infinitive.
QUIZ 2

WEEK 7. Social variation I
Speech communities and variation. Social linguistic variation.
Review for the Midterm

WEEK 8. Social variation II
Slang and linguistic taboo. Bilingualism and diglossia.
Last day for submitting WRITTEN COMPOSITION 1
Practice and Grammar. Verbs with preposition, verbs of change, relative clauses.
MIDTERM

WEEK 9. Contextual variation I
Types of Speech acts. Speech acts in context. Context and contextual word meaning.
ORAL PRESENTATIONS 1.
Practice and Grammar. Concessive constructions and Causal constructions

WRITTEN COMPOSITION 2.

WEEK 10. Contextual variation II
Communication standards and communication strategies
Practice and Grammar. Verbal Periphrases

WEEK 11. Spanish in the United States I
Historical background. Chicano and Caló
Practice and Grammar. Conditional sentences
QUIZ 3

WEEK 12. Spanish in the United States II
Caribbean Spanish. Spanish and English in contact.
ORAL PRESENTATIONS 2
Review for the final exam. Last day for submitting WRITTEN COMPOSITION 2

WEEK 13
Final Exam.

Assignments

ASSIGNMENT #1, WEEK 7: WRITTEN COMPOSITION I (Due by November 10)

PURPOSE: To acquaint students with literary analysis and historical artistic currents in Latin American Literature.

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Read the short stories *The night face up*, and *Axololt* by Julio Cortazar and:

1. Write a summary of each short story.
2. Describe the role of the narrator in each short story and relate it to Avant-Garde narrative experiments. For this part of the assignment the student have to conduct an online research about the role of the narrator in 20th Century's narrative.
3. Discuss temporal references in each short story, and relate them to Avant-Garde narrative experiments, and the Latin American boom.

ASSIGNMENT #2, WEEK 11 : WRITTEN COMPOSITION II (Due by December 8)

PURPOSE: Students will react to a literary essay, written in a foreign language. They will have to evaluate the sources. Students will also have to critically analyze the essay in order to see if it applies to the everyday life in our contemporary societies.

Read Octavio Paz's essay *Dostoyevsky Our Great in Contemporary*. The UNESCO Courier, February, 1982, pages 22-24, and answer the following questions.

According to Octavio Paz, why is Dostoyevsky our great contemporary?

Octavio Paz published this essay in 1982, before the emergence of new technologies and devices, such as the Internet, social networks, and iPhones, do you think we can still say that Dostoyevsky is still our contemporary, in the internet era?

You can read Octavio Paz's essays at:

<http://unesdoc.unesco.org/images/0007/000747/074798so.pdf>

ASSIGNMENT #3, WEEKS 11 and 12: PPP

Students will prepare a six-minute power point presentation on contextual variations I in Spanish speaking countries.

Students will be graded on:

- a. Professional appearance
- b. Delivery of content (posture, eye contact, volume, eloquence).
- c. Credibility of sources
- d. Acknowledgment of sources.

INSTRUCTIONS

1. The professor will assign to each student the content of his/her ppp. Each student will present contextual variations in one Latin American country or region.
2. The student should discuss at least 4 examples of social variations, according to issues of class, ethnicity, gender and age.
3. The student should provide a brief overview before starting the presentation.
4. The PPP must contain at least 5 slides.
5. The student should not limit him/herself to just reading the presentation.
6. The student should provide a brief overview before starting the presentation.

ASSIGNMENT #4, WEEKS 13 and 14: PPP

Students will prepare a six-minute power point presentation on the Spanish in the United States. Students will be graded on:

- a. Professional appearance
- b. Delivery of content (posture, eye contact, volume, eloquence).
- c. Credibility of sources
- d. Acknowledgment of sources

Course Policies

Attendance: All students are required to attend every class, to be on time, and to not leave early. A late arrival always disrupts attention and conversation. As a sign of respect, make sure you are always on time. Late arrivals will be marked and will affect your final grade. The same applies for people who leave early.

Repeated absences will result in a failing grade or withdrawal from the class. Always notify me through email if you anticipate being late or absent to a session.

As stated in the college catalog: "Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum

number of unexcused absences is limited to 15% of the number of class hours. Note: Absences are counted from the first day of class even if they are a result of late registration or change of program" (117).

**Students with perfect attendance will receive extra-credit toward the final grade.

Participation: All students are required to come prepared to class, having read all texts and made substantial notes on them. This, of course, requires that you bring the text to class, in hard copy. **Always.** As stated before, never forget that our meetings thrive with discussion. Any and every assignment that we do in class counts as components of participation grade.

Writing of Papers: Throughout the course of the semester you will hand in **two (2)** papers written in Spanish. Instructions for individual papers will be forthcoming.

Be advised that you will receive comments in your papers that will relate to content but also on writing itself. The style of your writing **inevitably** affects the meaning of what you are trying to say. Therefore, poor introductions, non-academic vocabulary, vague paragraphs, obscure thesis statements, misuse of transitional words and phrases, and “inconclusive conclusions” or “question-opening conclusions” will negatively affect the overall quality of your paper.

For all papers: Please make sure that you number your pages on the top right margin of each paper. Also, to the left of the page number, write your last name. Finally, note that papers should be typed, font 12, Times New Roman, and double spaced (double space between sentences as well). The paper should follow *American Psychological Association* (APA) format. At least three (3) scholarly sources must be listed in alphabetical order using strict APA format. **Under no condition will you be permitted to use non-professional or non-scholarly web pages for the bibliography for the research paper.**

****An important note of Academic Integrity****

Please know that appropriation of the ideas of others is a serious matter. Plagiarism does not just constitute quoting someone without offering reference, as if the idea were your own. Breach to academic integrity is also committed when we:

- paraphrase another without giving the other person credit
- make our work available to a friend to “help” him or her write his or her paper
- make use of a written paper of another student and paraphrase his or her work
- use of your own original work from another class
- quote the words of another as your own

Additionally, if it is the case that the ideas of another, be it a fellow colleague in the classroom, or a particular essay or book chapter, has helped you develop a thought, always give credit to the person and source. Should you have questions about academic integrity, feel free to consult with me.

Grade of Incomplete. Students **may not** ask for an incomplete in this course.

Final Remarks on Course Policies

*Office hours and emails are solely for the purpose of clarification, for further explanation, for further requests for illustrations, for sharing ideas, for talking about difficulties or even to talk more about a topic that you feel you understand. I love ideas and I will always be glad to talk or write about any ideas that come up in class! This, however, is *reserved for people who come to class*. **If you are absent, you will need to find notes and be responsible for what you missed.** We can meet after you have tried to make up for a class. **Emails with the following content will not be answered and will be frowned upon: “I’m sorry I missed class today. Did I miss something important?”**

***A further note on writing emails:**

Please be mindful when you write emails. Whenever you come to class and whenever you communicate with others in the College, be aware that *you are* in a professional environment. Similarly, whenever you write an email to your professor, you are writing a professional document. Make sure you always include a greeting (Hello Professor X, Hi Professor X, Good morning Professor X), followed by a well-written text (as grammatically correct as possible and formal). Lastly—depending on the nature of your message—be sure to say “Thank you,” or “Hope to hear from you soon,” or “Thank you for your time,” followed by your name.

* Please no cell phones in class and absolutely no texting. Also, laptops and tablets in class prove to be distracting. Please see me if you must bring one to class.

*Your decision to remain enrolled in this class implies that you agree with Course Requirements and Policies.

Students with Disabilities

Any student who feels he or she may need an accommodation based on the impact of a disability contact me privately to discuss your specific needs.

Please contact the Office of Students with Disabilities (ODS) at 718-482-5279 in room M102 to coordinate reasonable accommodations for students with documented disabilities.