

ELS209.0443 44937 SPANISH GRAMMAR AND USAGE  
**SPRING I, 2023**

**Instructor's Information**

**Instructor:** Luis Guzmán Valerio

**Email:** lguzmanvalerio@lagcc.cuny.edu

**Office Hours:** Mondays and Wednesdays, 9:15–10:15 AM; and Tuesdays 2:15–3:15

**Class Schedule:** Tuesdays, 3:25–5:35 p.m. in room C178 and online 1 hour asynchronous

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

**Course goals and objectives**

**Catalog Course Description:** ELS209 Spanish Grammar and Usage 3 credits; 3 hours Fulfills  
“Pathways: Flex Core-World Cultures & Global Issues”

This course is designed as a descriptive study of the structure of the Spanish language, while offering writing 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. Taught in Spanish.

**Prerequisite:** Placement test

**Section Description:** This course includes elements of linguistics and sociolinguistics, in more theoretic approaches, combined with a section of practice, addressing very specific advanced grammar issues. There are extensive written assignments involving comparative Bilingual grammar of Spanish-English syntax and usage.

**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 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.

<b>Textbook, grading, and other class logistics</b>
---

**REQUIRED TEXT:**

Ana Beatriz Chiquito. *Handbook of Contemporary Spanish Grammar*. Price: \$128.25 (net) for 1 term loose leaf package for Spanish Grammar 2e SE(LL) + SSPlus(v)(6M). Boston, Mass: Vistas Higher Learning, 2017. isbn: 9781543360868.

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

- Midterm and Final: 20%
- Homework: 80%

**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 for this class.  
Class activities include written and reading 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.

**WRITTEN COMPOSITIONS**

In order to achieve the writing benchmark for this course, students will **write twelve (12) compositions** as part of their coursework.

<b>Flexible Core Objectives: World Cultures and Global Issues</b>
---

**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.

<b>Weekly schedule (subject to change)</b>
--

Week	Topic		Assessments
Week 1 March 7th	Go over syllabus Adverbs	Pages 71–82	
Week 2 March 14th	Personal Pronouns	Pages 101–110	Homework 1: Chapter 10, Síntesis, Describir
Week 3 March 21st	Relative Pronouns and Adverbs	Pages 117–122	Homework 2: Chapter 13, Síntesis, Componer
Week 4 March 28th	The Present Perfect and the Past Perfect	Pages 157–162	Homework 3: Chapter 15, Síntesis, Escribir
Week 5 April 4th	The Subjunctive	Pages 171–182	Homework 4: Chapter 19, Síntesis, Escribir
Week 6	Uses of the Subjunctive	Pages 183–202	Homework 5: Chapter 22, Síntesis, Escribir

April 18th			
Week 7	Nonpersonal Verb Forms	Pages 209–218	Midterm: Chapter 23, Síntesis, Composición
April 25th			
Week 8	Verb Phrases and Modal Verbs	Pages 219–224	Homework 6: Chapter 25, Síntesis, Escribir
May 2nd			
Week 9	Reflexive Pronouns and Verbs	Pages 225–234	Homework 7: Chapter 26, Síntesis, Escribir
May 9th			
Week 10	<i>To be and to become</i>	Pages 243–246	Homework 8: Chapter 27, Síntesis, Redactar
May 16th			
Week 11	Use of <i>ser</i> and <i>estar</i>	Pages 247–252	Homework 9: Chapter 29, Síntesis, Redactar
May 23rd			
Week 12	Indirect discourse	Pages 253–256	Homework 10: Chapter 30, Síntesis, Escribir
June 6th			
Week 13			Final: Chapter 31, Síntesis, Escribir
June 16th			

## Policies

**Classroom policies:** The following policies have been instituted to ensure an optimal learning experience for all students:

- Please arrive on time.
- Please prepare for each class meeting by completing all writing/reading assignments beforehand.
- Please turn your cell phone to silence during class.
- Please turn off your cell phone during the exam and the quiz.

**Valuing LaGuardia’s Diversity:** As a college community we represent a world of perspectives on race, ethnicity, class, gender, sexual orientation, ability, religion, and nationality, to name a few. I concur with **the College’s Declaration of Pluralism**, if you have any suggestions in helping me to create a welcoming classroom environment, please tell me.

**Rules for Personal Conduct:** You are expected to obey the rules and regulations of the College about conduct. Disorderly or indecent behavior is not appropriate in a college setting. It is a violation of college rules and is not acceptable.

**The academic dishonesty policy:** As stated in the catalog: “Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties ranging from a grade of ‘F’ on a given test,

research paper or assignment, to an 'F' in the course or suspension or expulsion from the College. Academic Dishonesty includes:

- Cheating
- Plagiarism
- Internet Plagiarism
- Obtaining Unfair Advantages
- Falsification of Records and Official Documents
- Misconduct in Internships

**Policy on assigning the grade of Incomplete: As stated in the college catalogue:** “The Incomplete grade may be awarded to students who have not completed all of the required course work but for whom there is a reasonable expectation of satisfactory completion. A student who is otherwise in good standing in a course defined as complying with the college attendance policy and maintaining a passing average but who has not completed at most two major assignments or examinations by the end of the course may request an incomplete grade. To be eligible, such a student must provide, before the instructor submits grades for the course, a documented reason, satisfactory to the instructor, for not having completed the assignment on time. Instructors giving IN grades must inform students in writing of the conditions under which they may receive passing grades. Departments may designate certain courses in which no incomplete grades may be awarded.”

**Declaration of pluralism:** The Education and Language Acquisition Department embraces diversity. We must respect each other regardless of race, culture, ethnicity, gender, religion, age, sexual orientation, disability, and social class. For detailed information regarding the policy, please refer to Student Handbook 2011-2012.

**Writing of Papers:** Throughout the course of the semester, you will hand in **twelve (12)** compositions written in Spanish. Instructions for individual papers will be forthcoming.

Be advised that you receive comments in your compositions 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 compositions:** 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 compositions should follow *The Chicago Manual of Style* (*Manual de estilo Chicago Deusto*) 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.

#### **\*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.

\*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.