# Campbellsville University

**Humanities Division**

**Spring 2015**

**SPA 230. Advanced Grammar and Composition**

**Professor:** Dr. Carmen Arranz **Telephone:** 270-789-5284

**Office**: Carter Hall 208 **Days/Classroom:** TR 11:00-12:15 pm CH109

**Email**: carranz[@campbellsville.edu](mailto:gjperez@campbellsville.edu)

**Office Hours**: TR 9:00-9:30 and 12:15-1:15; F 9:00-10:00am, 11:00-3:00am; or by appt

**Required materials**:

* El próximo paso. 2nd edition. Barbara Mujica. Thomson, Heinle.
* A bilingual dictionary, Spanish-English/English-Spanish

**Catalog Description:** This course is designed to make students´ writing more accurate and organized as well as to develop a style in Spanish using reading texts as example. Concentration will be on more sophisticated structures of Spanish syntax and further vocabulary expansion. *Prerequisites: SPA 212 or professor approval.*

**Course Objectives:**

1. Improve proficiency in all four language skills at the high intermediate level, with emphasis on grammar and composition:
   * Write in a grammatically correct standard Spanish
   * Improve the articulation of ideas in written and oral Spanish in a deep and sophisticated way
   * Develop and ample vocabulary
   * Organize ideas in both oral and written form
   * Distinguish between formal and colloquial varieties of Spanish language
2. Master many grammatical structures, meaningful communication skills and be aware of a variety of values and cultural practices.
3. Develop their reasoning and writing skills based on the reading culture provided in the classroom.
4. Master the form of the academic essay

**Classroom rules**. In order to create a pleasant and professional atmosphere, students must regard all of the following directions:

* Treat each other with courtesy and respect.
* Arrive to class on time.
* Do not eat in the classroom
* Remove hats or caps while in class.
* Make sure your cell phones are turned off during class.
* Avoid non-class-related activities (e.g., checking your cell phone) or distracting activities (e.g., pencil or foot tapping).
* Laptops are allowed to be used in class to take notes, however using the Internet is NOT allowed. Any student suspected of surfing the net will be penalized by two percentage points from the final grade.

**GRADE BREAKDOWN.**  The course grade will be determined as follows:

Class participation 15%

Homework 20%

Essays 20%

Oral assignments 15%

Exams 20%

Final exam 10%

**1. Attendance.** Because group work and oral discussion are central activities in the class**,** attendance is mandatory**.** In accordance with the University Undergraduate Student Attendance Policy, no more than four (4) absences will be allowed for this course. Absences in excess of these numbers of days will result in an **F** for the course. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student’s responsibility to notify the professor in advance of the excused absence.*

Any arrivals of 20 minutes late or more will be counted as an absence. Every three tardies and/or early departures will count as one unexcused absence. Also, remember that exams can only be made up when students have an excused absence or are able to inform the instructor beforehand. If you must be absent, it is your responsibility to contact the professor BEFOREHAND.

It is also the student’s responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences. Makeup work due to an excused absence must be completed and turned in **within a week** of the original assignment’s due date.

**2. Class Participation (15%).** All students will be expected to participate in all class activities, speaking only in Spanish. It is essential that students prepare for class. Students should come to class with their homework done, ready to ask questions on any difficulties they found while doing their homework.

**3. Homework (20%).** Homework assignments need to be ready **BEFORE** class. Most of the homework assignments will be announced during class time. However, there are some homework assignments which are already defined in our Tentative Schedule: Writing Assignments. Make sure you follow the directions specified for each of these Writing Assignments. Writing Assignments should be submitted through Tigernet.

Late homework will not be accepted unless you have a excused absence. Any late homework due to an excused absence must be turned in within a week of the original due date.

**4.** **Essays (20%).** You will write 2 short research papers or essays during the semester. Each essay must be 900 words long, and follow MLA style. You will have to incorporate into them information from at least one academic source (Academic Search Premier, MLA, Worldcat, and Google Scholar are good databases for you to find reliable academic sources), and at least one non-academic (but reliable) source. You will have the chance to rewrite your essay in order to improve your final result. You will also present your research to your classmates. Essays will be deducted 2 points (over 20) per day if they are late.

TOPICS:

Essay 1 Situation and challenges of a specific (Latin American) indigenous group today

Essay 2 A Hispanic company for which you would like to work

**5. Oral assignments (15%).** The only way to get over the fear of public speaking in a foreign language is doing it over and over again. And where can we do that better than in the safe environment of our very small class? For that reason, we will have 3 oral presentations this semester:

5.a. You will have 2 oral presentations about the topics you researched for each of the two essays. Therefore, by the time you present, you will already be very knowledgeable on the topic. You will NOT BE ALLOWED TO READ, but you will need to have (a) visual aid for your classmates to follow your explanation, and (b) a previously printed set of questions that help your classmates record the most important information from your presentation.

5.b. Another oral assignment will consist of thinking, structuring, and leading the class discussion. You will be in charge of a 30 minute class about problematic expressions (individual assignment). The schedule for this assignment is as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| Person | Date to explain your plans to Dr Arranz | Material to cover: Expresiones problemáticas | Date of presentation |
|  | January 20 | p. 59-61. 30 minute-class | January 22 |
|  | February 10 | p. 92-3. 30 minute-class | February 12 |
|  | February 19 | p. 142-4. | February 24 |
|  | March 24 | p. 410-412 | March 26 |
|  | April 14 | p. 232-4 | April 16 |

**6. Exams (20%).** During the semester you will have two exams. The exams will contain questions pertaining to the main concepts in our readings/presentations, as well as vocabulary and grammar reviewed in class.

**7. Final Exam (10%)**. There will be a comprehensive final exam for this class at the end of the semester. There will be **NO MAKE-UPS** for the final exam.

The following grading criteria will be used to determine the final grades for this course: **A** (90-100), **B** (80-89), **C** (70-79), **D** (60-69), **E** (0-59).

**Academic Honesty.** A high standard of academic honesty is expected of students in all phases of academic work and University life. Academic dishonesty in any form is a fundamental offense against the integrity of the entire academic community and is always a threat to the standards of the University and to the standing of every student. In taking tests and examinations, doing homework and laboratory work, and writing papers, students are expected to perform with honor. In any written exercise for University courses, students will be held responsible for knowing the difference between proper and improper use of source materials.

**Special Needs Accommodations.** Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**\*CAMPUS SECURITY NUMBERS: OFFICE 270-789-5555 OR CELL 270-403-3611**

CODE TO CORRECT COMPOSITIONS

|  |  |  |
| --- | --- | --- |
| **Code** | ***Meaning*** | **First sentence has errors = Second sentence is correct.** |
| **AGR** | *Agreement*: -Number: singular or plural  -Gender: masculine or feminine | Las botas **verde.** **=** Las botas **verdes.**  **La** mapaes **bonita. =** El mapa es **bonito.** |
| **ART** | *Article*:  -Incorrect form of article: Definite or indefinite  -Missing article where it should be used | **La** mapa está en la oficina. = **El** mapa está en la oficina.  Tengo bicicleta en garaje. **=** Tengo **la** bicicleta en el garaje. |
| **CS** | You need to *combine* *sentences* and use complex sentences. | Mi especialidad es química. Este semestre mi clase de química es muy difícil. = Mi especialidad es química, **pero** este  semestre mi clase es muy difícil. |
| **EXP** | *Wrong expression or word*. You translated a word/expression literally from English but it does not work in Spanish. | Quiero **hacer una diferencia** en el mundo  = Quiero ayudar a **cambiar** el mundo. |
| **IP** | *Incorrect* *Pronoun*:  -Used the incorrect pronoun: Direct, indirect, reflexive, object of preposition -Missing pronoun | Mis padres ayudaron **mi**. **=** Mis padres **me** ayudaron a **mí**.  Escribí una carta a ella. **=** **Le** escribí una carta a ella.  Yo levanto a las seis**,** y **visto con** ropa. **=** **Me** levanto a las seis y **me** visto. |
| **MW** | *Missing* *Word*, required by Spanish grammar:  Article, personal ‘a,’ prepositions like ‘por’ or ‘para,’ conjunctions like ‘que,’ etc. | Vamos bailar esta noche. **=** Vamos **a** bailar esta noche.  Compré este libro Teresa. **=** Compré este libro **para** Teresa. |
| **P** | *Punctuation*: Incorrect punctuation, or  Lack of punctuation. | Dónde vivo? Vivo en España =  **¿**Dónde vivo? Vivo en España. |
| **REP** | *Repetition.* You said this already or you are overusing an expression. Words from the same family too close together might sound repetitive. | Me gustaba **ver** la **vista** = Me gustaba **contemplar** la **vista**  Todas las **personas** tienen dos o más **personalidades** =  Todo el **mundo** tiene dos o más **personalidades**. |
| **RP** | *Misuse* *of* *relative* *pronoun*:  -Incorrect relative pronoun  -Omission of relative pronoun | El niño **quien** bebe agua es Juan. **=** El niño **que** bebe agua es Juan.  La historia te dije es cierta. = La historia **que** te dije es cierta. |
| **S** | *Subjunctive*: -Incorrect use of subjunctive.   * Failure to use subjunctive | Quiero que tú **vienes** a mi casa.  **=** Quiero que tú **vengas** a mi casa. |
| **S/E** | *Misuse* of *Ser* or *Estar* | Tú **estás** moreno y muy alto. **=** Tú **eres** moreno y muy alto.  Chile es en América del Sur. = Chile **está** en América del Sur. |
| **SP** | *Spelling* *mistake*: -Error in spelling.  -Improper capitalization or improper use of lower-case.  -Missing written accent or error in placing it. | **madrid** es una **ciudaz** facil de amar.  **= Madrid** es una **ciudad** **fácil** de amar. |
| **STR** | *Structure* *mistake*:  -Word placement or direct translation from English (when it’s not expressed that way in Spanish) | Yo **tuve un buen tiempo**. **=** Yo me divertí. |
| **SW** | *Superfluous* *word*(s) – OMIT | Juan **él** busca **por** empleo. **=** Juan busca empleo. |
| **VF** | *Verb* *form*:  -Correct tense but incorrect form | Mi novio y yo **comen**. **=** Mi novio y yo **comemos**. |
| **VT** | *Verb* *tense*:  -Incorrect choice of tense (example: you used preterite and need imperfect instead)  -Error in formation of tense. | La semana pasada **voy** a una fiesta. **=** La semana pasada **fui** a una fiesta. |
| **VOC** | *Vocabulary*:  -Wrong word or poor choice of words  -Spanglish | Juan **dropeó** su clase de física.  **=** Juan **canceló** su clase de física.  Yo tomé **notas** en clase. = Yo tomé **apuntes** en clase. |
| **WC** | *Wrong* *word* *choice*, from grammatical point of view:  -por /para -buen /bueno -gran /grande etc. | El niño **gran** es mi primo**. =** El niño **grande** es mi primo.  Era un **bueno** ejemplo.  **=** Era un **buen** ejemplo. |
| **WO** | *Word* *Order*:  -Incorrect word position | Tengo una **azul chaqueta**.  **=** Tengo una **chaqueta azul**. |
| **=** | *Same mistake* marked before |  |
| **?** | *Illegible*: what are you talking about? |  |

**SPA 230/ Spring 2015**

**INDEX OF CONTENT FOR SPA 230**

BLOQUE 1: Sociedad en América latina

* Lectura: El desarrollo del turismo en Latinoamérica, p. 78-82
* Pronombres relativos, p. 405-410
* Expresiones problemáticas: p. 59-61
* Mapas y capitales del mundo hispano, diferencia entre hispano/latino/español, rellenamos formularios (fotocopias)
* Lectura: El pueblo hispanoamericano (fotocopias)
* La voz pasiva (p. 131-3), y se pasivo/ se impersonal, p. 312-3
* Construcciones espaciales: hace.. que, llevar, acabar de. p. 23-4
* Expresiones problemáticas, p. 92-93, y expresando causa y efecto, p. 203-5
* Información de presentaciones: Un pueblo indígena y sus retos
* Lectura: La familia latinoamericana en transición, p. 117-123
* Expresiones problemáticas p. 142-4
* Cláusulas adverbiales que se emplean solo con el indicativo o el subjuntivo, p. 84-86
* El subjuntivo en cláusulas independientes, p. 90

Essay: An indigenous group and its challenges

BLOQUE 2: El mundo profesional

* Lectura 1: La educación en Latinoamérica p. 382-8
* Preposiciones, 389-98
* Construcciones reflexivas y recíprocas, p. 354-362
* Expresiones problemáticas, p. 410-412
* Usos de Ojala, claúsulas con si, p. 227-30
* Lectura 2: La profesiones del siglo XXI (fotocopias de Pasajes: Cultura, pp. 246-8)
* Usos del infinitivo, p. 182-183
* Información sobre empresas hispanas de presentaciones
* Expresiones problemáticas, p. 232-4
* Lectura 3: p. 262-264, Cómo escribir una carta p. 285-7
* Uso de pronombres: formal/informal p. 268-276

Essay: Research a Hispanic Company that you would like to work for.

**´**

**TENTATIVE SCHEDULE OF ASSIGNMENTS**

**\*\*** The professor has the right to make any necessary changes to accommodate the material to the progress of the class.

|  |  |  |  |
| --- | --- | --- | --- |
| **FECHA** | **We will work on this during class time. It might be helpful for you to read it before class.** | | **To do and turn in BEFORE class** |
| January 13 (T) | Presentación del profesor, Introducción al curso | |  |
| January 15 (R) | **BLOQUE 1**  Lectura: El desarrollo del turismo en Latinoamérica, p. 78-82 | | Writing Assignment 1 (WA): On Tigernet, submit 300 word summary of Reading Assignment |
| January 20 (T) | Pronombres relativos, p. 405-410 | | Optional: Rewrite of WA1  - |
| January 22 (R) | Expresiones problemáticas: p. 59-61. 30 minute-class led by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | - |
| January 27 (T) | Mapas y capitales del mundo hispano, diferencia entre hispano/latino/español, rellenamos formularios (fotocopias) | | - |
| January 29 (R) | Lectura: El pueblo hispanoamericano (fotocopias).  *Assign essay topic 1:* Research one indigenous group and its specific challenges/difficulties. Guidelines. | | Writing Assignment 2 (WA): On Tigernet, submit 300 word summary of Reading Assignment. It must include IN BOLD:  -2 relative pronouns  - 1 problematic expressions from p. 59-60: dejar, detenerse, parar… |
| February 3 (T) | La voz pasiva (p. 131-3), y se pasivo/ se impersonal, p. 312-3 | | Optional: Rewrite of WA2  - |
| February 5 (R) | Construcciones espaciales: hace.. que, llevar, acabar de. p. 23-4 | | - |
| February 10 (T) | EXAMEN 1 (45 minutos)  Expresando causa y efecto, p. 203-5 | |  |
| February 12 (R) | Expresiones problemáticas, p. 92-3. 30 minute-class led by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Oral Presentation (15 minutes) | | Turn in Essay 1 version 1  - |
| February 17 (T) | Oral presentations | |  |
| February 19 (R) | Lectura: La familia latinoamericana en transición, p. 117-123. | | Writing Assignment 3 (WA): On Tigernet, submit 300 word summary of Reading Assignment.It must include IN BOLD:  - 1 expression from p 23-4: hace… que, llevar, acabar de…  - 2 uses of passive SE  - 1 expression from p. 92-3: pero, sino, no solo, único… |
| February 24 (T) | Expresiones problemáticas p. 142-4. 30 minute-class led by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Cláusulas adverbiales que se emplean solo con el indicativo o el subjuntivo, p. 84-86 | | Optional: Rewrite of WA3  - |
| February 26 (R) | Cláusulas adverbiales que se emplean solo con el indicativo o el subjuntivo, p. 84-86 | | - |
| March 3 (T) | El subjuntivo en cláusulas independientes, p. 90 | | Turn in Essay 1 version 2 |
| March 5 (R) | EXAMEN 2 |  | |
| March 9-13 | VACACIONES DE PRIMAVERA | | |
| March 17 (T) | **BLOQUE 2**  Lectura 1: La educación en Latinoamérica p. 382-8. | | Writing Assignment 4 (WA): On Tigernet, submit 300 word summary of Reading Assignment. It must include IN BOLD:  - 3 adverbial clauses from p 84-6  - 1 expression from p. 142-3: conocer, pedir, preguntar, buscar… |
| March 19 (R) | Preposiciones, 389-98 | | - |
| March 24 (T) | Construcciones reflexivas y recíprocas, p. 354-362 | | Optional: Rewrite of WA4  - |
| March 26 (R) | Expresiones problemáticas, p. 410-412. 30 minute-class led by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  *Assign topic for essay 2:* Research a Hispanic Company that you would like to work for | | - |
| March 31 (T) | Usos de Ojala, claúsulas con si, p. 227-30 | | - |
| April 2 (R) | Lectura 2: La profesiones del siglo XXI (fotocopias de Pasajes: Cultura, pp. 246-8). | | Writing Assignment 5 (WA): On Tigernet, submit 300 word summary of Reading Assignment. It must include IN BOLD:  - 1 expression from p 410-2: tema, materia, reporte, informe…  - 1 use of reflexive or reciprocal expressions  - 1 “si” clause  - 2 “preposiciones compuestas” from list in page 390 (point 2) |
| April 7 (T) | EXAMEN 3 | | Optional: Rewrite of WA5 |
| April 9 (R) | Usos del infinitivo, p. 182-183 | | Turn in Essay 2 version 1 |
| April 14 (T) | Presentaciones orales | | - |
| April 16 (R) | Presentación oral  Expresiones problemáticas, p. 232-4. 30 minute-class led by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |  |
| April 21 (T) | Lectura 3: p. 262-264, Cómo escribir una carta p. 285-7 | | Turn in Essay 2 version 2  - |
| April 23 (R) | Uso de pronombres: formal/informal p. 268-276 | - | |
| April 28 (T) | Bring letter for peer review | | Writing Assignment 6 (WA): On Tigernet, submit the 300 word cover letter that you would submit for a job application in the company you researched. Pay special attention to the format. |
| April 30 (R) | Review for final exam | |  |
| May 5 (Tuesday)  11:00 am | FINAL EXAM  Optional: Rewrite of WA6 | | |