

Fall 2009 **Spanish 201C: Contrastive Grammatical Structures of Spanish and English**

W 5:30 - 8:15 MRP 2032 (Section 1, Course Call #85632)

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Required background:

Graduate standing, Linguistics 130, Spanish 102 and 103, or permission of instructor.

Course text: *Bilingual Grammar of English-Spanish Syntax*. Revised Edition. A Manual with Exercises and Key. Sam Hill and William Bradford. University Press of America., 2000.

Recommended texts for consultation:

Spanish/English Contrasts (2nd edition). M. Stanley Whitley. Georgetown University Press: Washington, DC. 2002.

A New Reference Grammar of Modern Spanish. (4th edition). John Butt and Carmen Benjamin. McGraw-Hill: New York. 2004.

Objectives and description of this course:

This course is an in-depth analysis of the major differences between the grammatical systems of Spanish and English, with a particular emphasis on those areas of contrast which are vital to the teacher. The course text is divided into four sections: (1) basic syntax and verbal forms, (2) the complex noun phrase, (3) verb phrase complementation, and (4) syntactic and lexical variance.

Students will be expected to read the assignments in the text thoroughly, do all exercises when assigned and then self-correct them using the answer key in the back of the text (p. 288). In class, students are encouraged to ask questions about any problematic examples or usage that they find, which we will then review as a group.

Course components:

1. 1 midterm exam (20%)
2. 1 final exam (20%). Note: The **final exam** for this class is scheduled for **Wednesday, December 16th** from 5:15-7:15PM.
3. Research term paper(20%). Research one topic that contrasts the English and Spanish grammatical systems. **Due at the beginning of class in the day of your presentation.**
4. Oral presentation of the term paper (10%)
5. Short paper (20%) that discusses the role of using the L1 in the L2 **classroom. Due the last day of classes.**
6. Overall attendance and quality of student classroom participation (10%)

This course will be conducted in Spanish, and it is expected that students will use Spanish at all times and familiarize themselves with all relevant linguistic terminology in Spanish. Student participation will be carefully evaluated and attendance will be taken on each of the 15 class days.

Attendance and Participation policy. Student participation will be carefully evaluated and attendance will be taken on each of the 15 class days. As this course meets only once a week, students may miss **ONE** class without affecting their participation grade. Chronic tardiness will also affect your overall grade and is a distraction for the rest of the class. Attendance will be taken at the beginning of each class meeting. If you are absent more than once during the semester, one point will be deducted from your final grade starting with the 2nd absence. For example, if you miss four times, you will lose three points off your attendance grade and final grade.

OJO: If you know you cannot be on time for this class or are going to be missing more than once, drop this class now and take it at another time/section/semester when you don't have any conflicts.

The grading scale for exams, synthesis of articles, presentation, and participation is as follows:

100-93=A	82-80=B-	69-67=D+
92-90=A-	79-77=C+	66-63=D
89-87=B+	76-73=C	62-60=D-
86-83=B	72-70=C-	59 and below=F

Scores are rounded up or down, i.e., 82.5 will be considered an 83, but 82.25 will be an 82. Please do not expect your instructor to give you a letter grade before this time. You may, however, ask to see your numerical scores at any time.

Paper 1: Research Paper (20%). (see the section "**Temas para el proyecto semestral**" at the end of the syllabus, p 5). In teams of 2 people, students will write a 3 to 5-page essay (not including the bibliography) in Spanish on one topic that contrasts the English and Spanish grammatical systems. **Paper due date: at the beginning of class on** the day of your oral presentation.

IMPORTANT: If you have taken my Applied Linguistics course, you need to choose a different topic from the one you did in SPAN 201D.

Format for group paper: A minimum of 7 sources is required. Students need to include in-text citations, endnotes/footnotes, and a bibliography page using an authorized guide for writing term papers (MLA, APA, etc.). DO NOT personalize (por ejemplo: "Nosotros pensamos...", etc. **** En un escrito formal en español se usa más el "se impersonal", no la pasiva.

Only one paper per team will be accepted. Everyone needs to make sure that the paper is error free (grammar, spelling, etc.).

You will need to submit a hard copy to your instructor and an e-mail attachment. (Do not use Windows Vista, please!)

Criteria for grading essay (See Grading sheet on page 6):

A) **CONTENT:** completeness and precision of information. (group grade)

B) **FORM:** organization of the ideas in writing (group grade); clarity of the ideas: correct use of Spanish grammar and spelling (individual grade).

***You will need to submit a hard copy of your paper to your instructor the day of your presentation and a copy as an e-mail attachment to everyone in the class, and]

Presentation of group paper 1 (10%): (See the provisional calendar for the dates of the presentations). Each team will give a 20 minute presentation using Power Point. Points will be deducted for taking more than 20 minutes. The presentation should not be only a repetition of what is covered in class. **Try to include examples and activities you may use with students in the L2 classroom to address the topic of your presentation.** There will be a group grade and an individual grade for the class presentation. The average of both grades will be your grade for this portion of the course.

Criteria for grading class presentation of group paper:

A) CONTENT: completeness and precision of information. (group grade)

B) FORM: organization and clarity of the ideas presented using correct grammar (Suj+V; art+N+adj, etc) and good transitions between ideas (individual grade); and the quality of handout and power point presentation (group grade).

Paper due date: at the beginning of class on the day of your oral presentation.

DO NOT READ YOUR PAPER. You may use index cards or your Power Point presentation to guide you in your lecture, but you should not read every word and every line of your presentation. Reading takes away the attention from your audience. It is a good idea to practice **giving your presentation** before you have to present it to the class. **There will be points deducted for reading the paper.**

Handouts: The day of your presentation, bring handouts for your instructor and your classmates of **the important points**. You may also e-mail a copy of your finish paper to the rest of your classmates.

Cuestiones estilísticas en las hojas de ejemplos.

- En las hojas se indican las formas y frases no gramaticales con asterisco (*).
- Se usa *letra itálica* sólo para palabras y frases citadas.
- Es buena idea numerar los ejemplos para que no haya confusión.
- Es mejor ser consistente y no variar la letra mucho.

Paper 2: Individual short Paper (20%). Each student will write a 1-2-page essay (not including the bibliography) in Spanish on **the role of the L1 in the L2 classroom. Paper is due the last day of classes.**

The purpose of this essay is, based on your research of this topic, to have a discussion in class about the importance of using L1 (e.g., English) in a L2 (e.g., Spanish) classroom. Come prepared with answers to the following questions: When is possible and beneficial to use L1 in the L2 classroom, when is not beneficial; how to use L1; what kind of activities would benefit from using the L1 in the L2 classroom. Used your research and your experience (as a language teacher and/or as a student of a L2 language) to talk about possible activities where we may use L1 (English) to teach the L2 (Spanish).

Format for group paper: A minimum of **3 sources** is required. Students need to include in-text citations, endnotes/footnotes, and a bibliography page using an authorized guide for writing term papers (MLA, APA, etc.).

The criteria for grading this essay will be the same described earlier (See Grading sheet on page 6).

Midterm and final exams

The written examinations consist of identifications and will cover issues and topics from the readings and class discussions and presentations. Please bring a large **bluebook** for both exams. The exams will be in Spanish and be graded based on the organization of the ideas (writing); clarity of the ideas (correct use of Spanish grammar and spelling), completeness and precision of information.

For identifications you will usually need to write about 50-70 words. Some students write a lot, but do not answer the questions. Some students may write less, but go direct to the point. You need to answer **complete** answers as concise as possible.

Important writing suggestions (for identifications, short answers and term paper)

You need to identify the important points of a particular topic you are addressing in your answer. Then, explain each of those points in detail and complete your answer with a lot of examples for each point. The idea is the same regardless of the type of question and the length of the answer (identifications, short answers or essays).

You need to learn to distinguish what is important by limiting the information you include in your response to the information that answers the question. Therefore, include **only** the information pertinent to each answer.

For example, if the question has to do with contrasting the difficulties students have with preterite and imperfect, you do not need to give me all the conjugation models (regular, irregular, stem-changing verbs, etc.) for both tenses. Maybe you will need to mention that the morphology of the preterite-conjugation is more complex than the morphology of the imperfect and provide a couple of examples. Of course, there will be other important points to mention.

You may find more guidance for writing term papers online:

For APA formatting and style guide go to <http://owl.english.purdue.edu/owl/resource/560/01/>.

For MLA formatting and style guide go to <http://owl.english.purdue.edu/owl/resource/557/01/> or use the *MLA Handbook for Writers of Research Papers (6th ed.)* or the *MLA Style Manual and Guide to Scholarly Publishing (2nd ed.)*.

FURLOUGH DISCLAIMER. Due to the massive budget cuts in the State of California, faculty has been furloughed for 2 days per month. Some of these days may be instructional days, and, as the CSU administration and the faculty labor union said, “cuts of this magnitude will naturally have consequences for the quality of education.” Some of these furlough days, listed below, will be taken when class would normally have met. Alternative assignments may be given to make up for the lost classes. The furlough days given, however, are tentative pending upon approval of the chair and the dean.

Calendario provisional

Semana 1 (2 de septiembre): Introducción/Las bases de datos en la biblioteca de CSUS.

Semana 2 (9 de septiembre): Hill and Bradford, Cap. 1-3.

Semana 3 (16 de septiembre): Cap. 4-5

Semana 4 (23 de septiembre): Cap.6-7.

Semana 5 (30 de septiembre): Cap. 9.

Semana 6 (7 de octubre): Cap. 10-11.

Semana 7 (14 de octubre): Presentaciones y ensayos. Temas: 1, 2, 3, 4, 5 y 6

Semana 8 (21 de octubre): **Examen parcial.**

Semana 9 (28 de octubre): Cap. 12 , 14, 15 y 16.

Semana 10 (4 de noviembre): Cap. 17-19. Presentaciones y ensayos Temas: 7, 8, 9, 10

Semana 11 (11 de noviembre): VETERAN'S DAY.

Semana 12 (18 de noviembre): Cap.22, 29 y 33.

Semana 13 (25 de noviembre): PERSONAL DAY

Semana 14 (2 de diciembre): Presentaciones y ensayos Temas: 11, 12, 13, 14, 15, 16

Semana 15 (9 de diciembre): Cap. 20. **Individual paper due**

Examen final: Miércoles, el 19 de diciembre, de 5:15 a 7:15.

Temas para el proyecto semestral

Fechas y temas

Para todos los temas, hay que incluir una sección de las implicaciones pedagógicas de enseñar/aprender el contraste inglés/españols de estos puntos gramaticales. ¿Es importante enseñarlo? ¿Por qué sí o por qué no? ¿Cómo se puede enseñar? ¿A qué nivel?

- (1) Compara el orden de las palabras en español y en inglés. Considerando el orden de las palabras y la acentuación, explica cómo se da énfasis en español y en inglés.
- (2) Los verbos irregulares en español. Explica el papel de la acentuación como factor que determina muchos de estos cambios (diptongación y cerrazón vocálica).
- (3) Las cinco estructuras básicas de las oraciones en inglés y español.
- (4) La negación en inglés y en español.
- (5) El sistema de artículos del español y del inglés (definidos, indefinidos y Ø artículo)..
- (6) El adjetivo y su colocación en inglés y en español.
- (7) La **reduplicación enclítica** del complemento directo (CD) y del complemento indirecto (CI) en español. Posibles traducciones al inglés de los CI en español.
- (8) Los **pronombres de sujeto** del español.
- (9) Los usos de **se** en español y cómo se expresan en inglés.
- (10) La interrogación en inglés y en español.
- (11) Las preposiciones del inglés y del español (y la “a” personal).
- (12) La voz pasiva en inglés y en español.
- (13) Usos del infinitivo y el gerundio en inglés y en español.
- (14) La puntuación en inglés y en español.
- (15) El indicativo y el subjuntivo en inglés y en español.
- (16) El uso del pretérito y del imperfecto en español. Incluye los conceptos de tiempo, aspecto y modo en tu respuesta. Incluye en tu comentario el cambio semántico que ocurre en verbos como *conocer*, *(no) querer*, *saber*, *poder*, *tener*, *costar*, etc.

Estos son los temas para las presentaciones orales este semestre. No se limiten a la información del libro. Es aconsejable consultar conmigo antes de iniciar sus investigaciones en la biblioteca (Se deben usar por lo menos 6 o 7 fuentes, es decir, libros, artículos, etc.). Las presentaciones serán de 20 minutos y **no** se pueden leer, aunque sí se pueden usar fichas.

¡OJO! No se puede cambiar las fechas indicadas o el orden de las presentaciones.

Grading sheet for term paper and presentation

Persona/Grupo _____ Fecha _____

Tema _____

PRESENTACION (10%)

Total estudiante 1 : _____/100

Total estudiante 2: _____/100

Total estudiante 3: _____/100

Contenido. Contesta la(s) pregunta(s) de manera completa y precisa: _____/30

Calidad del *handout* para presentación: _____/20

Presentación y uso de tecnología: _____/20

Total del Grupo: _____/70

Forma. Organización y Claridad de las ideas presentadas (Suj+V; art+N+adj, etc.):

E1: _____/30

E2: _____/30

E3: _____/30

Comentarios:

ESCRITO (20%)

Contenido. El ensayo contesta la(s) pregunta(s) de manera completa y precisa: _____/40

Forma. Organización y Claridad del escrito (redacción): _____/30

Forma. Gramática (concordancia, ortografía, acentuación, etc.): _____/30

Total: _____/100 x 2 = _____ (20%)

Comentarios: