

HISP-S280: Spanish Grammar in Context

Section 23896, MWF, 10:10-11:00 AM

Ballantine Hall 331

Instructor Information-----

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Office hours: Thursday, 1:45 PM – 3:45 PM, or by appointment

Office hours location: Ballantine Hall 328

Pre-requisite-----

S250 or placement by exam

General Description-----

The overall goal of this course is to provide students with the language skills necessary to pursue upper-division course work in Spanish. The main focus is on the development of formal linguistic skills through explicit grammar instruction and review, vocabulary building exercises, reading original texts by contemporary authors, and exploring the link between literature and culture through writing and conversation.

The course will be conducted in Spanish.

The main objective of S280 is to strengthen students' comprehension and application of the most challenging grammatical structures for second language learners **within a meaningful language context** (see the "Prefacio" to *Lazos* for a complete discussion). This objective will be accomplished by:

1. A thorough review and practice of problematic grammatical structures within real-world communicative tasks that require correct use
2. Linguistic and literary analysis of these and other structures in the context provided by a series of readings and selections from an audio book
3. The application of these structures in writing and discussion sessions

Note: Most grammatical structures will be covered several times over the course of the semester. Although many assignments related to the short stories read and discussed in class will clearly incorporate the grammatical structure under examination that week, this will not always be the case. The reading and discussion of literary texts will help you develop reading, listening and writing skills in a more global context and prepare you for courses in the Department of Spanish and Portuguese at the 300 level. It is your responsibility to examine the context in which you are working to determine the appropriate linguistic structures needed to complete the task at hand.

Required Materials-----

1. *Spanish Grammar in Context*, Custom Edition for Indiana University Bloomington
 - Note: This edition contains (a) *Spanish Grammar in Review* (SGR) by J. S. Holton, R. L. Hadlich, and N. Gómez-Estrada; (b) *Lazos: Gramática y vocabulario a través de la literatura* (Lazos) by D. Frantzen; and (c) *Spanish Grammar – Quick Reference* by D. Wren
2. *La casa en Mango Street* by S. Cisneros (transl. by E. Poniatowska and read by L. Valenzuela), available on iTunes under Audio Books
3. (Recommended) A good Spanish/English hard-back dictionary

Grading Scale-----

A+ = 97-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = 0-59
A = 93-96	B = 83-86	C = 73-76	D = 63-66	
A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62	

Evaluation-----

Exams (3)	30% (10% each)
Compositions (2 + re-writes)	15%

Short Essays (4)	15%
Homework and Quizzes	16%
Portfolio	14%
Class participation	10%

Daily Preparation-----

Preparation for each class period is expected. Before class, read the assignment carefully, and write out all assigned exercises indicated on the syllabus and/or assigned by your instructor. You are responsible for your preparation for class. **In the event that you do not understand what is expected of you from the Programa de estudios or you miss a class, it is your responsibility to contact the instructor to address any clarifications.**

Attendance-----

Students are expected to **arrive on time**, to **be fully prepared** for each class, and to **participate actively in tasks and discussions**.

According to department policy, you may miss **three** classes without penalty. These should cover absences for reasons such as illness. **Any** absence beyond these three will lower your **final course grade** by one point for each absence. For example, if your final grade in the course (without taking into consideration absences) is a 90%, and you have five unexcused absences, your final grade in the class will be an 88%: 5 absences – 3 without penalty= 2 points removed. Be forewarned—absences can add up quickly to affect your grade negatively.

Late arrival will affect your grade: Late arrival is defined as arrival to the classroom after the starting time until the end of the first 10 minutes. **Three late arrivals count as one absence.** Arrival after the first ten minutes is counted as an absence.

Note: Absences for the following reasons will not affect your attendance/participation grade and will not be applied towards your three allowed absences: 1) mandatory participation in university-sponsored activities, such as intercollegiate athletic competitions, artistic performance, R.O.T.C. functions, academic field trips; 2) participation in religious observances. Students missing class due to a religious observance can find the officially approved accommodation form by going to the Dean of Faculties' webpage (<http://www.indiana.edu/~deanfac/holidays.html>). For any of the above-mentioned activities, official documentation is required and it should be submitted to your instructor by the end of the second week of classes (September 6).

Participation-----

The guidelines for each grade range (e.g., A range = A+, A, A-) are outlined below:

- A consistently participates in oral activities with enthusiasm and a positive attitude; often volunteers answers to homework activities that are reviewed in class based on at-home preparation; frequently asks questions that reflect preparation of material; cooperates in small groups and works actively to keep the group on task; makes a concerted effort to maintain conversation in Spanish; circumlocutes and negotiates for meaning when difficulties in communication arise; arrives on time
- B generally participates in oral activities with enthusiasm and a positive attitude; regularly volunteers answers to homework activities that are reviewed in class based on at-home preparation; occasionally asks questions that reflect preparation of material; makes constructive contributions in small group work and assists in keeping the group on task; almost always speaks in Spanish; arrives on time
- C sometimes participates in oral activities with enthusiasm; sometimes volunteers answers to homework activities that are reviewed in class, reflecting inadequate at-home preparation; infrequently asks questions which reflect preparation of material; is often unfocused or does not contribute in small group work; attempts to speak in Spanish, but is limited by vocabulary and/or grammar and English; usually arrives on time
- D/F lack of at-home preparation makes it difficult for student to participate in oral activities; rarely volunteers answers to homework activities that are reviewed in class; does not ask questions which reflect prior review of material; lapses into English frequently and does not stay focused on tasks in small groups; frequently arrives late

Quizzes and Homework-----

Over the course of the semester, there will be six short quizzes [*pruebas*], as well as eight homework assignments that will be collected randomly. The writing homework assignments from the text are listed on the calendar and additional exercises or in-class quizzes from the two texts will be assigned over the progression of the course. Please complete the exercises from the textbook on a separate sheet of paper, indicating clearly the page number for each exercise, and bring the assignments with you to class each day. No late assignments will be accepted. If you know you will be absent, make arrangements with your instructor.

Portfolios-----

Over the course of the semester we will be reviewing a select number of key grammar concepts that are recognized as problematic for learners of Spanish during conversation. Additional instructions, including the key grammatical points to be addressed, will be provided at a later time.

Exams-----

There are three exams. They are designed to reflect the course context and will include reading comprehension questions, vocabulary, and grammatical structure application and analysis. All of the exams will be considered “comprehensive” for grammatical structures.

Under no circumstances will the final exam be administered prior to the scheduled final exam dates, without exception. It is critical not to miss an exam, so keep the following in mind: Only under the most extreme circumstances will a makeup exam or quiz be provided. You must contact your instructor immediately and present appropriate documentation as the initial steps in making your case.

Ensayitos and Composiciones-----

Short essays [*ensayitos*]: We will have 4 short essays (200 words) over the course of the semester that will be assigned to complete at home. There will only be one draft that should reflect your best efforts. The short essays will target the use of particular grammatical constructions within the meaningful contexts covered in class, and these essays must have cohesion and structure (they cannot consist of merely a list of sentences).

Medium length compositions [*composiciones*]: In order to develop your writing skills, we will follow a two-part process for the 400-word compositions. The first version of both compositions for the course will be written in class. Each composition is worth 200 points: 100 points for the first version and 100 points for the second; thus, the first version should not be considered a draft. The first version will be evaluated for both content and form and errors of grammar and style will be indicated.

Note: Topics are NOT announced in advance. Your instructor will give you a choice of two topics on the day of the composition. You may use a dictionary.

Incompletes and Withdrawals-----

Only under the most extreme and exceptional circumstances will the Department of Spanish and Portuguese consider a petition for an Incomplete.

The last day to drop a course with an automatic W is **Wednesday, March 12**.

Tutors-----

There is a tutor list available in BH 844 if you need additional one-on-one assistance.

Classroom Behavior-----

A respectful conduct and attitude is expected, both toward fellow classmates as well as the professor. Anyone who fails to act respectfully will be invited to leave the classroom. Any activity that serves to interrupt the teaching or learning atmosphere of the class is prohibited (cell phones, food, drunkenness, talking while others are talking, Mp3 players, reading other materials, etc.).

Note: Cell phones are NOT allowed outside of a backpack or pocket. If you use a cell phone you will automatically lose 25% of your overall participation grade per occurrence.

Academic Integrity and Conduct-----

The Indiana University Code of Student Rights, Responsibilities and Conduct, defines “academic misconduct” as “any activity which tends to compromise the academic integrity of the institution and undermine the educational process.” This includes **cheating** [use of unauthorized materials, assistance, etc. during exams], **plagiarism** [to present ideas and statements

of another person as own], and **facilitating academic misconduct** [to help another student do any of the above]. With this in mind consider the following: all assignments for this course should be **your own work only**. You cannot copy each other's homework answers. You cannot have another student, a tutor or friend correct the work you are to turn in. You may not use electronic translation programs to do any of the work for this course. The only exception to the above is if, and only if, your instructor assigns you to work with another student. Cheating, plagiarism and other examples of academic misconduct as outlined in the Code of Student Rights, Responsibilities, and Conduct will be pursued and sanctions will be levied. If you have any questions about the issue of academic integrity, consult the course supervisor and the following webpage: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Students with Disabilities-----

"If you have or believe you have a disability and would benefit from any accommodations, you may wish to self-identify by contacting the Services for Students with disabilities (SSD) Office or obtain additional information from the following webpage: <http://dsa.indiana.edu/dss.html>. If you have already registered, please make sure that your instructor receives a copy of the accommodation memorandum from SSD **within the first two weeks of classes**. It is your responsibility to inform either your instructor or SSD representative in a timely manner if services/accommodations provided are not meeting your needs.

Important Dates-----

First day of classes	Monday January 13
Martin Luther King Day	Monday January 20 (No class)
Last day to drop with a W	Wednesday March 12
Spring Break	Sunday March 16 to Sunday March 23 (No class)
Last day of classes	Saturday May 2
Finals Week	Monday May 5 to Friday May 9

PROGRAMA DE ESTUDIOS*

*La profesora reserva el derecho de hacer cambios según el progreso del curso

**El contenido opcional está entre corchetes

Fecha	Temas y funciones comunicativas	Léxico y/o estructuras gramaticales	En clase	Tarea después de clase
Enero Lunes 13	Describir las características físicas que le gustan o no en una pareja	Vocabulario: grupos léxicos, sinónimos y antónimos	Introducción al curso Lazos p. 22-23, 24-25	Hacer Lazos p. 19, Reflexiones #1-2
Miércoles 15	Expresar interés en salir con alguien por internet	Expresiones útiles: gustar, caer bien, congeniar	Repasar el vocabulario, Lazos p. 24-25. Expresiones útiles, Lazos p. 23 y 24 Revisar la tarea	Leer <i>Una carta de amor</i> , Lazos p. 28-31 Hacer Lazos p. 31-32 Después de leer preguntas (En general y En detalle)
Viernes 17	Expresar interpretaciones de gestos Completar y compartir evaluaciones del cuento	Vocabulario: los gestos	*Pruebita 1 Discusión y análisis de <i>Una carta de amor</i> , Lazos p. 31-32 Los gestos, Lazos p. 27-28	Estudiar SGR ¹ p. 271-273 Hacer SGR p. 275 #4 Estudiar SGR p. 279 Hacer SGR p. 280 #7
Lunes 20	Día de MLK. No hay clase.			
Miércoles 22	Describir a tú mismo	Gramática: Los adjetivos descriptivos Los adjetivos y su colocación	Revisar la tarea La colocación de adjetivos, Lazos p. 35-37	Estudiar SGR p. 254-257 Hacer SGR p. 254 #1 y p. 256 #2
Viernes 24	Escribir un perfil descriptivo de ti mismo para subir al internet	Gramática: Las cláusulas relativas Ser y estar con adjetivos y el participio pasado	Revisar la tarea Lazos p. 37-39	Estudiar Lazos p. 298-302 (ser y estar con adjetivos)
Lunes 27			Taller de escritura	

¹ SGR significa Spanish Grammar in Review.

Fecha	Temas y funciones comunicativas	Léxico y/o estructuras gramaticales	En clase	Tarea después de clase
Miércoles 29			*Composición 1 (Enfoque en la descripción)	Hacer Lazos p. 45, Reflexiones #1-2 Estudiar Cognados falsos, Lazos p. 45-47
Viernes 31	Describir los sentimientos que se experimenta una pareja	Vocabulario: Cognados falsos, grupos léxicos y vocabulario del cuento	Tareas de vocabulario, Lazos p. 45-48	Leer <i>El ausente</i> , Lazos p. 50-54
Febrero Lunes 3	Completar y compartir evaluaciones del cuento		*Pruebita 2 Discusión y análisis de <i>El ausente</i> , Lazos p. 54-55	Estudiar SGR p. 77-81 Hacer SGR p. 79 #1 y p. 81 #2
Miércoles 5		Gramática: Pretérito e imperfecto	Revisar la tarea Pretérito/imperfecto, Lazos p. 55-56	Estudiar SGR p. 83-88 Hacer SGR p. 83 #4, p. 84 #5, p. 86 #6
Viernes 7		Gramática: Pretérito e imperfecto de verbos específicos	Revisar la tarea [Hacer SGR p. 87 #8]	
Lunes 10			🎵 Escuchar y discutir LCMS ² <i>La casa en Mango Street</i>	Hacer Lazos p. 76, Reflexiones #1-3 Leer <i>La casa nueva</i> , Lazos p. 80-82
Miércoles 12			*Pruebita 3 Discusión y análisis de <i>La casa nueva</i> , Lazos p. 82-83	Estudiar Lazos p. 84-86 (Usos del pretérito e imperfecto) Hacer SGR p. 60 #4
Viernes 14			🎵 Escuchar y discutir LCMS <i>Nuestro buen día</i>	Estudiar para Examen I
Lunes 17			*Examen I	

² LCMS significa La casa en Mango Street (libro de audio).

Fecha	Temas y funciones comunicativas	Léxico y/o estructuras gramaticales	En clase	Tarea después de clase
Miércoles 19			♪ Escuchar y discutir LCMS <i>Louie, su prima y su primo</i>	Estudiar SGR p. 96-102 Hacer SGR p. 99 #3, p. 100 #4, p. 101 #5
Viernes 21	Describir tus planes después de IU y tus sueños para el futuro próximo	Gramática: El subjuntivo y el indicativo en cláusulas nominales	Revisar la tarea [Hacer SGR p. 102 #6 y #7]	Estudiar SGR. p. 104 y 106 Hacer SGR p. 106 #10. Estudiar Lazos p. 317-318 Hacer Lazos p. 39 Ejercicio 2-15
Lunes 24		Vocabulario: Grupos léxicos, antónimos y sinónimos	Revisar la tarea Tareas de vocabulario, Lazos p. 91-93	Hacer Lazos p. 89, Reflexiones #1-3. Estudiar los cognados falsos, Lazos p. 89-90 Leer <i>Una sortija para mi novia</i> , Lazos p. 93-97
Miércoles 26			*Pruebita 4 Discusión y análisis de <i>Una sortija para mi novia</i> , Lazos p. 97-98. [Formas de tratamiento, Lazos p. 99-100]	Estudiar Lazos p. 100-101 (usos del futuro) Estudiar SGR p. 71-72 Hacer SGR p. 73 #1 y #2 Revisar SGR p. 44-46 (formas del futuro y del condicional) Hacer SGR p. 74 #4
Viernes 28		Gramática: Algunos usos del futuro y del condicional	Revisar la tarea	Estudiar SGR p. 108-110 Hacer SGR p. 109 #14
Marzo Lunes 3	Expresar deseos, expectativas y reacciones emocionales	Gramática: El subjuntivo y la secuencia de tiempos (cláusulas nominales)	Revisar la tarea [Hacer SGR p. 110 #15, #16 y p. 112 #18]	Estudiar SGR p. 113-115 Hacer SGR p. 114 #20 y #21
Miércoles 5		Gramática: Ojalá (que)	Revisar la tarea ♪ Escuchar y discutir LCMS <i>La familia de pies menuditos</i>	Hacer Lazos p. 153, Reflexiones #1-3 Estudiar cognados falsos, Lazos p. 153-154

Fecha	Temas y funciones comunicativas	Léxico y/o estructuras gramaticales	En clase	Tarea después de clase
Viernes 7		Vocabulario: Cognados falsos, grupos léxicos Expresiones útiles: Los verbos dar, tener y hacer	Revisar la tarea Lazos p. 154-155 Lazos p. 158-159	Estudiar SGR p. 202-203 y 206-207 Hacer SGR p. 204 #4, p. 207 #7 Leer <i>La mujer que llegaba a las seis</i> , Lazos p. 164-172
Lunes 10		Gramática: Expresiones con hace ... que	*Pruebita 5 Discusión y análisis de <i>La mujer que llegaba a las seis</i> , Lazos p. 172-173	Estudiar SGR p. 118, 120 y 124 Hacer SGR p. 121 #2, p. 122 #3
Miércoles 12 *Último día para dejar la clase con una “W”		Gramática: el subjuntivo y el indicativo en las cláusulas adverbiales (Lazos p. 179-180)	Revisar la tarea. Repaso del uso del condicional, Lazos p. 178-179.	Estudiar SGR p. 126, 128-129 Hacer SGR p. 127 #7, p. 129 #9
Viernes 14			Revisar la tarea ♪ Escuchar y discutir LCMS <i>El primer empleo</i>	
Domingo 16- Domingo 23	Descanso de primavera. No hay clase.			
Lunes 24			♪ Escuchar y discutir LCMS <i>Geraldo sin apellido</i>	Estudiar para Examen II
Miércoles 26			*Examen II	
Viernes 28			♪ Escuchar y discutir LCMS <i>No speak English</i>	Repasar SGR p. 59- 65 Hacer SGR p. 59 #3, y p. 66 #10
Lunes 31		Gramática: Ser/estar/haber	Revisar la tarea	Estudiar SGR p. 222-225 (la “a” personal) Hacer SGR p. 225 #4 y 5
Abril Miércoles 2		Gramática: La “a” personal	Revisar la tarea	Estudiar SGR p. 213-214 y p. 216 Hacer SGR p. 215 #1, p. 217 #2
Viernes 4		Gramática: El uso de por y para	Revisar la tarea [Hacer SGR p. 218 #4, p. 219 #6 y #7]	Estudiar SGR p. 134-135 (subj/ind en cl. adjetivales) Hacer SGR p. 138 #6, p. 139 #7

Fecha	Temas y funciones comunicativas	Léxico y/o estructuras gramaticales	En clase	Tarea después de clase
Lunes 7		Gramática: El subjuntivo y el indicativo en las cláusulas adjetivales	Revisar la tarea	
Miércoles 9			Taller de escritura	
Viernes 11			*Composición 2 (Enfoque en la argumentación)	
Lunes 14			♪ Escuchar y discutir LCMS <i>Minerva</i> <i>escribe poemas</i>	Estudiar SGR p. 229-233 Hacer SGR p. 230 #2, p. 233 #5
Miércoles 16		Gramática: Las preposiciones (uso y omisión)	Revisar la tarea ♪ Escuchar y discutir LCMS <i>Bien águila</i>	Estudiar SGR p. 235-236, p. 238-239 Hacer SGR p. 236 #7, p. 240 # 1, p. 241 #3
Viernes 18		Vocabulario: Los cognados falsos, grupos léxicos y palabras de múltiples significados	Revisar la tarea [Lazos p. 227, Reflexiones #1-3]	Estudiar Lazos p. 227-232 (el vocabulario) Leer <i>El lenguado</i> , Lazos p. 236-239
Lunes 21			*Pruebita 6 Discusión y análisis de <i>El lenguado</i> , Lazos p. 240-241	Estudiar Lazos p. 241-242 (pasiva para acciones accidentales)
Miércoles 23		Gramática: La construcción pasiva para acciones accidentales (SGR p. 178)	Revisar la tarea [Hacer SGR p. 178 #25]	Estudiar SGR p. 191, p. 194-195, p. 197 Hacer SGR p. 191 #1 y p. 192 #2
Viernes 25		Gramática: La voz pasiva con ser y con se	Revisar la tarea [Hacer SGR p. 195 #4]	Estudiar SGR p. 141-143 Hacer SGR p. 143 #2
Lunes 28		Gramática: Las cláusulas con si	Revisar la tarea [Hacer SGR p. 145 #6]	
Miércoles 30			♪ Escuchar y discutir LCMS <i>Rosas de linóleo</i>	
Mayo Viernes 2			Repaso para el examen III	Estudiar para Examen III

Examen final: Lunes, el 5 de mayo, 12:30-2:30 PM