

SPI 402: Curso avanzado de gramática y sintáxis del español/Advanced Spanish Grammar and Syntax
Primavera 2011: Lu, Mi, Vi 12:00-12:50 p.m. en Founders Hall 523

Prof. Caryn Connelly
Oficina: Landrum 217P

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Horas de consulta: 11:00 a.m.—12:00 p.m. MWF & by appt.

Prerequisites: 6 semester hours of Spanish at the 300-level or above or consent of the professor.

Course Materials:

- Jordan, Isolde and Jose Manuel Pereiro-Otero. *Curso de gramática avanzada. Comunicación reflexiva*. Upper Saddle River, NJ: Pearson/Prentice Hall, 2006 [ISBN: 0-13-613583-8]
- *Larousse gramática lengua española: reglas y ejercicios*. México, D.F.: Ediciones Larousse S.A de C.V., 2010. [ISBN: 9789702200581]

Course Description: This course involves more in-depth study of Spanish grammar through analysis of key linguistic structures and applied practice. We will examine word formation (morphology), sentence structure (syntax), and semantics (meaning of words) as applied to the Spanish language. The course satisfies the linguistics requirement for Spanish Education majors.

Student Learning Outcomes:

- Gain theoretical knowledge of the rules of Spanish grammar and actively practice their application
- Deepen understanding of key grammatical categories (e.g. nouns, adjectives, pronouns, verbs, prepositions, conjunctions) and concepts (e.g. preterit versus imperfect; subjunctive mood; ser versus estar)
- Increase familiarity with grammatical terminology and linguistic concepts such as morphology, syntax, tense, mood, phrase vs. clause vs. sentence, and much more
- Resolve specific doubts regarding the correct usage of Spanish and refine grammar skills in Spanish in general

Assessment of Student Learning Outcomes: participation and attendance; homework; quizzes and exams; group projects; formal writing assignments

Student responsibilities:

- Arrive to class on time (late arrival on a regular basis, unless previously discussed with me as being an issue, will lead to a lower participation grade).
- Come prepared and ready to discuss readings, contribute to conversations, volunteer answers and participate as actively as possible much as possible.
- Turn in work on time: it is inconvenient for me to have to keep track of late work, and it is always in your best interest to keep up with things and get them in when they are due; if you regularly turn in work late I will start to deduct points from your assignments or simply not accept them.
- Assume responsibility for missed work: homework and other assignments are regularly posted on BlackBoard, and you may also contact me or a classmate regarding what you missed. It is your responsibility to find out what you missed AND complete the work as soon as possible. If you have a problem keeping up with assignments/doing your work on time, it will have negative consequences for your grade.
- Do your own work. On-line translators, friends or nice native speakers who contribute to your work means that it is not your own and severe consequences can result (see Student Honor Code section below).

STUDENT HONOR CODE AND PLAGIARISM:

The Honor Code is a commitment to the highest degree of ethical integrity in academic conduct, a commitment that, individually and collectively, the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements. Please consult the Code of Student Rights and Responsibilities, VIII. STUDENT HONOR CODE: Cheating & Plagiarism, secs. A-I, pp. 22-27 (available at <http://www.nku.edu/currentstudents/policies/honorcode.php>) for more details regarding the university's official policies as far as the consequences of committing plagiarism and/or being accused of academic dishonesty. ALL WORK (essays, presentations, homework) submitted must be written exclusively for this course and is subject to the NKU Student Honor Code. You are bound by the Student Honor Code neither to give nor receive any unauthorized aid on course work. The use of sources (ideas, quotations, argument structures, and paraphrases) must be properly documented. Plagiarism and other forms of cheating will not be tolerated.

Other useful information:

Disabilities:

Students with disabilities who require accommodations (academic adjustments, auxiliary aids or services, etc.) for this course must register with the Disabilities Services Office (DSO). Please contact the DSO in the University Center, Room 101, immediately, or call 859-572-6373 for more information. Verification of your disability is required by the DSO for you to receive reasonable academic accommodation. Further details can be found at the DSO website <http://disability.nku.edu/index.php>

Online course evaluations:

As many of you know, the course evaluations at Northern are now done online at <http://eval.nku.edu/> The evaluations will be done in the final weeks of class (I will alert you of the specific dates when the time comes). Please do not forget to complete an evaluation; it is an important tool for assessing teaching effectiveness and can provide useful feedback to me about the course.

World Languages and Literatures Department:

For useful information regarding the major and minor in Spanish at Northern Kentucky, including study abroad opportunities, graduation requirements, student activities and more, please visit the homepage of the World Languages and Literatures Department at <http://worldlanglit.nku.edu/>

Course requirements and Grade Assessment:

Class Participation and Attendance: 10%

All students are expected to interact and participate in various capacities and always be ready to contribute to class discussions. Regular attendance and engagement in the class are required. I assign a class participation grade almost every time class meets, which is determined and rated as follows: 0 = student failed to attend class or missed more than 20 minutes; 2 = attended class, but was not prepared, did not participate, or missed 10-15 minutes of class; 2.5 = made some effort to participate, but not voluntarily and/or often just repeating classmates; 3 = student was prepared, arrived on time, and participated actively. Rest assured that coming and “being a body” will not get you full points; you must be fully engaged in class discussion/activities to earn 3s. Please refrain from the following: late arrival, early departure, cell phone usage. Students are responsible for all material covered in class. When you are absent, it is YOUR responsibility to obtain the day’s assignment (by consulting the syllabus, a classmate and/or Blackboard).

With respect to absences, you are allowed THREE UNEXCUSED ABSENCES (= one week of class); your overall grade will be lowered with each absence in excess of the three permitted absences. Please consult the Code of Student Rights and Responsibilities, Pt. 4. THE CLASSROOM, sec. D, for further details regarding course attendance (available at http://deanofstudents.nku.edu/codes_and_policies/codeofstudent_rights/index.php). NOTE: Official excuses, which include medical appointments, official university activities (such as sports) or job interviews, will not count as absences as long as you have documentation confirming the reason for the absence. If you do not want an absence to count against you, you must provide documentation with an official seal or on letterhead explaining the reason for the absence. I prefer you provide this documentation before you will be absent, although I realize that this is not always possible (particularly in the event of illness), in which case, you should provide the documentation within the week following the absence. Do not wait until the end of the semester to gather documentation of absences! In any event, it is your responsibility to keep up with the readings and related assignments whether or not you are in class.

Homework: 15%

There are numerous activities in the course texts designed to practically apply the various grammatical concepts we examine. These range from fill-in-the-blank/short-answer exercises to more open-ended and creative activities. While we will do many of these in class, expect regular homework from one or the other of the two course texts to be assigned.

Grade scale for homework:

- √+ = A (95%) Excellent work; almost no errors/complete
- √ = B (85%) Above average work; few errors/generally complete
- √- = C (75%) Average work; a fair number of errors/partially completed
- √- - = D (65%) Below average work; many errors/ incomplete
- 0 = F No work submitted

Oral/Interactive projects: 12%

In groups design and lead a review activity at the end of a selected chapter. See course calendar for specific dates. These activities are designated as “PROYECTO ORAL: JUEGO(S) DE REPASO” and “PROYECTO EN GRUPOS.” Each student will participate in one of the “Juegos de repaso” activities and all will do the “Proyecto en grupos”, for a total of TWO oral/interactive projects; we will decide on groups and review other details in the first two weeks of class.

Written projects: 15%

While this is not a composition/writing course, you will complete some brief writing assignments designed to put in to practice in a more sustained way the different grammar topics studied.

Quizzes: 10%

Short quizzes on grammatical concepts and/or grammar points being studied will be given on occasion. These will be announced in advance.

Exams: 25%

Four exams will be given after selected chapters/units of study. Exams will test knowledge of grammatical terms and concepts as well as forms and usage.

Final exam: 13%

A selectively cumulative final will be given at the end of the course during exams week (Friday, May 6 from 10:10 a.m. - 12:10 p.m.). Similar to the shorter exams, it will test both theoretical concepts and the practical application of grammar rules.

Grade Scale

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

Programa del curso

OJO: El contenido de este programa puede ser cambiado por decisión de la profesora en el transcurso del curso. Cualquier cambio será comunicado oportunamente en clase o en Blackboard. Pueden encontrar las tareas y otra información relevante al curso en Blackboard y deben consultarlo regularmente.

Semana 1

- 10 enero ***Introducción al curso/ ¿Qué es la gramática? ¿Por qué es importante estudiarla?***
- 12 enero “Presentación” y “Introducción” (págs. vii, 1-4 en *Larousse Gramática Española/LG*)
Cap. Preliminar: 1) Actitudes hacia el aprendizaje & 2) La importancia de la gramática (págs. 1-5 en *Curso de gramática avanzada del español. Comunicación reflexiva/CGA*)
- 14 enero *¿Qué y cuánto saben de la gramática?*
Cap. Preliminar: 3) Conocimientos gramaticales, #1-7 (págs. 5-7 en *CGA*)

Semana 2

- 17 enero >>>> ***Día en honor a Martin Luther King, Jr.: NO HAY CLASE*** <<<<
- 19 enero *¿Qué es la morfología?*
“Elementos básicos “y “El sustantivo” (págs. 23-36 en *LG*)
- 21 enero “El adjetivo” (págs. 37-53 en *LG*)

Semana 3

- 24 enero Cap. 2, “El verbo “*to be*” en español”: Introducción (págs. 49-56 en *CGA*)
- 26 enero Cap. 2 “El verbo “*to be*” en español”: Ejercicios individuales, etc. (págs. 57+ en *CGA*)
- 28 enero Cap. 2 “El verbo “*to be*” en español”: Ejercicios individuales, etc. (págs. 57+ en *CGA*)
PROYECTO ORAL: JUEGO DE REPASO (1 grupo)

Semana 4

- 31 enero “El verbo”—Accidentes gramaticales & Clasificación de los verbos (págs. 74-91; 94-106 en **LG**)
Para entregar: Proyecto escrito #1: Descripción de una obra de arte (pintura, escultura, fotografía)
- 2 febrero Cap. 1: “El tiempo y el aspecto verbal”: Introducción (págs. 9-24 en **CGA**)
- 4 febrero Cap. 1: “El tiempo y el aspecto verbal”: Ejercicios individuales, etc. (págs. 24+ en **CGA**)

Semana 5

- 7 febrero Cap. 1: “El tiempo y el aspecto verbal”: Ejercicios individuales, etc. (págs. 24+ en **CGA**)
- 9 febrero Cap. 1: “El tiempo y el aspecto verbal”: Ejercicios individuales, etc. (págs. 24+ en **CGA**)
PROYECTO ORAL: JUEGOS DE REPASO (2 grupos)
- 11 febrero **EXAMEN SOBRE CAP. 1**

Semana 6

- 14 febrero Cap. 3: “Los modos verbales”: Introducción (págs. 71-91 en **CGA**)
- 16 febrero Cap. 3: “Los modos verbales”: Ejercicios individuales, etc. (págs. 91+ en **CGA**)
- 18 febrero Cap. 3: “Los modos verbales”: Ejercicios individuales, etc. (págs. 91+ en **CGA**)

Semana 7

- 21 febrero Cap. 3: “Los modos verbales”: Ejercicios individuales, etc. (págs. 91+ en **CGA**)
- 23 febrero Cap. 3: “Los modos verbales”: Ejercicios individuales, etc. (págs. 91+ en **CGA**)
PROYECTO ORAL: JUEGOS DE REPASO (2 grupos)
- 25 febrero **EXAMEN SOBRE CAP. 3**

Semana 8

- 28 febrero “El pronombre” (págs. 59-73 en **LG**)
- 2 marzo Cap. 4: “La pronominalización”: Introducción (págs. 107-120 en **CGA**)
- 4 marzo Cap. 4: “La pronominalización”: Ejercicios individuales, etc. (págs. 121+ en **CGA**)

Semana 9

7-11 marzo: >>>> **SEMANA DEL DESCANSO DE PRIMAVERA: NO HAY CLASES** <<<<

Semana 10

- 14 marzo Cap. 4: “La pronominalización”: Ejercicios individuales, etc. (págs. 121+ en **CGA**)
- 16 marzo Cap. 5: “Los reflexivos y el uso del pronombre ‘se’”: Introducción (págs. 135-148 en **CGA**)
- 18 marzo Cap. 5: “Los reflexivos y el uso del pronombre ‘se’”: Ejercicios individuales, etc. (págs. 148+ en **CGA**)

Semana 11

- 21 marzo Cap. 5: “Los reflexivos y el uso del pronombre ‘se’”: Ejercicios individuales, etc. (págs. 148+ en **CGA**)
PROYECTO ORAL: JUEGOS DE REPASO (2 grupos)
- 23 marzo **EXAMEN SOBRE CAPS. 4 & 5**

25 marzo “La preposición” (págs. 120-126 en **LG**)
Para entregar: Proyecto escrito #2: Una receta

Semana 12

28 marzo Cap. 6: “Las preposiciones”: Introducción (págs. 162-79 en **CGA**)

30 marzo Cap. 6: “Las preposiciones”: Ejercicios individuales, etc. (págs. 180+ en **CGA**)

1 abril Cap. 6: “Las preposiciones”: Ejercicios individuales, etc. (págs. 180+ en **CGA**)
“La conjunción” (págs. 127-134 en **LG**)

PROYECTO EN GRUPOS: UN QUIZ DE REPASO SOBRE LAS PREPOSICIONES

Semana 13

4 abril **EXAMEN SOBRE CAP. 6**

6 abril *¿Qué es la sintaxis?*
“Elementos básicos” (págs. 139-148 en **LG**)

8 abril “Elementos de la oración” (págs. 149-172 en **LG**)

Semana 14

11 abril Cap. 7: “De la oración al párrafo: coordinación, subordinación y comparación”: Introducción (págs. 203-218)

13 abril Cap. 7: “De la oración al párrafo”: Ejercicios individuales, etc. (págs. 219+ en **CGA**)

15 abril Cap. 7: “De la oración al párrafo”: Ejercicios individuales, etc. (págs. 219+ en **CGA**)

Semana 15

18 abril Cap. 8: “Cómo evitar la redundancia”: Introducción (págs. 234-245 en **CGA**)

20 abril Cap. 8: “Cómo evitar la redundancia”: Ejercicios individuales, etc. (págs. 246+ en **CGA**)

22 abril Cap. 8: “Cómo evitar la redundancia”: Ejercicios individuales, etc. (págs. 246+ en **CGA**)
Para entregar: Proyecto escrito #3: Una reseña de un libro o una película

Semana 16

25 abril Cap. 9: “Cuestiones estilísticas”: Introducción (págs. 261-73 en **CGA**)

27 abril Cap. 9: “Cuestiones estilísticas”: Ejercicios individuales, etc. (págs. 273+ en **CGA**)

29 abril Cap. 9: “Cuestiones estilísticas”: Ejercicios individuales, etc. (págs. 273+ en **CGA**)

EXAMEN FINAL: VIERNES 6 DE MAYO DE 10:10 A.M. – 12:10 P.M.