

Fall 2019

Stony Brook University

Department of Hispanic Languages and Literature

College of Arts and Sciences

SPN 310 Spanish Grammar and Composition for Students of Hispanic-American Background

Section: 01

This course satisfies the DEC category S 3

This course satisfies the SBC category HFA+

Course Instructor: Joseph M. Pierce

Meeting Time: Mon. / Wed. 2:30-3:50PM HUM 3020

Office Hours: Mon. / Wed. 1:15-2:15PM or by appointment

Instructor office: Humanities 1139

Instructor email: joseph.pierce@stonybrook.edu

Course description

Designed to improve writing through the study of Hispanic-American literature and culture. May not be taken for credit in addition to SPN 311.

Prerequisite

Fluency in Spanish equivalent to SPN 212.

Required Textbook

Iguina, Zulma & Eleanor Dozier. *Manual de gramática: Grammar Reference for Students of Spanish*. Boston: Heinle, 2013. (5th edition please)

*You may rent, share, or purchase a used copy, but you will need to bring the *Manual de Gramática* to class every day.

Recommended

Foulis, Elena and Stacey Alex. *Mi idioma, mi comunidad: español para bilingües*. ([open access](#)) *Pocket Oxford Spanish Dictionary*, eds. C. Carvajal and J. Horwood. Oxford U.P.

Kendris, Christopher. *501 Spanish Verbs*. Barron's Educational Series. (any edition)

Learning objectives

- Enhance students' writing and reading skills through the study of cultural elements of the Hispanic world
- Focus on grammar points that can present specific difficulties for heritage speakers of Spanish
- Stimulate students' ability to self-correct through rewriting and discussing written work with classmates
- Develop students' self-awareness of writing skills, and the ability to critically reflect on work
- Discuss issues of identity and belonging in relation to the Spanish language, the cultural heritage of students, and the current political climate in the US.

OTHER RESOURCES

Spanish Writing Center: The Spanish Tutorial and Writing Center “En español” provides free, individual help with Spanish grammar to students enrolled in language, grammar and literature courses. You are encouraged to go there for help.

Café Latino: The department will hold a weekly conversation workshop Wednesdays from 1 to 2 pm, (Campus Lifetime) starting the third week of classes. This is an informal group where you will have a chance to practice Spanish in a relaxed setting, enjoying coffee and cookies! Feel free to stop by for the full hour or as long as you can.

COURSE REQUIREMENTS

2 2-Page Essays 20%
1 Midterm Exam 20%
1 Individual Oral Presentation 10%
1 Group Oral Presentation 20%
5-8 Quizzes 20%
Participation 10%

Essays

You will write two 2-page essays in this class. Each essay will have two versions (one draft and one final version). The essays must be typed, Times New Roman, font 12pt, double-spaced, one-inch margins on a computer. The grade for each essay will be the average of the first and second draft (i.e. an 80 + a 90 = 85 for the assignment). I will review your first draft and return it with a rubric used for grading. No essay will be accepted without the previous draft. If the draft is missing, your grade for the essay will be considerably lowered. No essay will be accepted by email or in the professor’s mailbox. You will give the essay to the professor in person during class. Look for the composition submission dates in the “Calendario del curso.”

Exams

There will be a midterm exam during the semester. The exam will focus on the grammatical structures studied in class and will also have a writing component.

Oral Presentations

During the semester, each student will be assigned two presentations: one individual presentation and one group presentation. On the assigned date, the students will stand in front of the class and give a short oral presentation (3 to 5 minutes). I will provide a separate handout with detailed instructions for this assignment. The first presentation will be on a grammar topic. The second presentation will be on a current event in Latin America. The students will deliver their take on the topic and at the end they will open the floor for questions and discussion. It is the responsibility of all students to ask questions, and to challenge each other’s views and ideas. All students must engage in an active discussion of the presented topic.

1st presentation: students are required to present on the assigned grammar topic. The student should make a handout with exercises and send it to the professor the day before (the professor will make copies).

2nd presentation: Each student will pick a group in order to introduce the selected topic. The purpose of the presentation is to use language actively, paying particular attention to the grammar structures already studied in class, but also to engage with cultural critique as an ongoing skill.

IMPORTANT: students will write and turn in their group presentation to the professor at the end of their presentation.

Pruebas cortas

There will be quizzes (pruebas cortas) at the end of each unit in order to make sure you are up to date with the comprehension of the grammar points. There may also be pop quizzes on the readings and films.

Attendance

I will take attendance in this class daily by passing around a sign-in sheet. If you arrive late it is your responsibility to sign in. This is an individual responsibility, but I encourage classmates to help remind each other to sign in.

Participation

To receive an A you need to come to class prepared and on time, refrain from speaking English, ask questions (freely) when appropriate and/or provide commentary on course materials. Students who come to class but intervene infrequently will receive a B. Those who come to class sometimes and seldom speak will receive a C. Students who arrive unprepared or late and don't participate will receive a D. An F will be given to students who stop attending class.

Make ups

If you miss class, it is your responsibility to follow along according to the syllabus or by asking a classmate. Please do not write the professor asking, "What did I miss?". Please do stop by or make an appointment in office hours to discuss anything you don't understand. You cannot make up presentations because this would throw off the entire schedule. And you cannot make up the midterm. However, I understand that life happens. So, every student has a one-time "life happened" excuse that will grant you a one-day extension to turn in an essay. To use this extension, you must inform me by email before class time on the day the assignment is due. This only applies to essays. You should only use this if you really need it. I will not ask any questions. For quizzes, you must have a doctor's note indicating that you were sick on the day of the quiz, and I will offer a make-up in my office.

Grade System

A = 94-100 B+ = 87-89 B- = 80-83 C = 74-76 D+ = 60-69 F = 0-59

A- = 90-93 B = 84-86 C+ = 77-79 C- = 70-73 D = 60-65

STUDENT ACCESSIBILITY SUPPORT CENTER (SASC)

If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact the Student Accessibility Support Center, 128 ECC Building, (631) 632-6748, or at sasc@Stonybrook.edu. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential. Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and the Student Accessibility Support Center. For procedures and information go to the following website: <https://ehs.stonybrook.edu/programs/fire-safety/emergency-evacuation/evacuation-guide-people-physical-disabilities> and search Fire Safety and Evacuation and Disabilities.

ACADEMIC INTEGRITY

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instance of academic dishonesty to the Academic Judiciary. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at <http://www.stonybrook.edu/uaa/academicjudiciary/>

CRITICAL INCIDENT MANAGEMENT

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, and/or inhibits students' ability to learn.

MG: Manual de Gramática **BB:** Blackboard

Semana 1	Trabajo en clase	Tareas para la próxima clase
26 de agosto	Introducción al curso Ejercicio de escritura “El español florece en Estados Unidos a pesar de todo” (NYTimes)	BB: José del Valle, “La política de la incomodidad” MG: 305-6 False cognates and false friends MG: Capítulo 1 BB: Gramática: La estructura de la oración
28 de agosto	José del Valle, “La política de la incomodidad” Los componentes de la oración Tipos de cláusulas Modos y tiempos verbales	MG: p. 307 Cognados y falsos amigos BB: Gramática: Los acentos MG: stress (344-356) MG: Palabras problemáticas (Lexical variations): apply; attend
Semana 2		
2 de septiembre	No hay clase: Labor Day	Ver arriba
4 de septiembre	Taller de acentuación I Cognados y falsos amigos Palabras problemáticas: apply, attend	MG: Palabras problemáticas: People vs. Machines (p. 296)
Semana 3		
9 de septiembre	Taller de acentuación II Palabras problemáticas: People vs. Machines	BB: Lecturas: “El eclipse” (Augusto Monterroso) MG: Palabras problemáticas: Ask, At (p. 282-83)
11 de septiembre	Prueba corta: acentuación “El eclipse” (Augusto Monterroso)	BB: Películas: Guía de estudio <i>Sleep Dealer</i>
Semana 4		
16 de septiembre	Película: Sleep Dealer (in class)	
18 de septiembre	Película: Sleep Dealer (in class)	BB: Gramática: Los verbos: Pretérito/imperfecto MG: Imperfecto y pretérito del indicativo (pp. 179-188)
Semana 5		
23 de septiembre	Introducción: los tiempos del verbo Imperfecto/pretérito del indicativo	BB: Lecturas: “Continuidad de los parques” (Julio Cortázar) MG: Cognados y falsos amigos (pp. 308-09)
25 de septiembre	Pretérito vs. Imperfecto “Continuidad de los parques” (Julio Cortázar)	BB: Gramática: Los pronombres, los clíticos. Pronombres de complemento directo e indirecto MG: Pronombres de objeto directo e indirecto (50-67)

Semana 6		
30 de septiembre	Prueba corta: pretérito/imperfecto Los clíticos: Pronombres de complemento directo e indirecto I	Palabras problemáticas: pensar, despedir, exit and success, realize
2 de octubre	Conferencia en Humanities Institute <i>Mexico 500: Indigenous and Global Cultures in Colonial Mesoamerica</i>	Escribir ensayo 1
Semana 7		
7 de octubre	Entregar ensayo 1 Pronombres de complemento directo e indirecto II Palabras problemáticas: pensar, despedir, exit and success, realize	MG: La “a” personal (26-27) MG: Comparaciones (43-47)
9 de octubre	Prueba corta: pronombres de complemento directo e indirecto. La “a” personal Comparaciones	MG: “Gustar” y verbos que funcionan igual (239-244) BB: Gramática Los verbos> Gustar y verbos similares
Semana 8		
14 de octubre	No hay clase: Fall Break	Ver arriba/Estudiar
16 de octubre	El verbo “gustar” y verbos que funcionan igual	Estudiar
Semana 9		
21 de octubre	Examen (Midterm)	MG: Preposiciones (100-120)
23 de octubre	Las preposiciones I	BB: Gramática Las preposiciones
Semana 10		
28 de octubre	Las preposiciones II Queísmo y dequeísmo	BB: Gramática: Los verbos, Modos del verbo, Mandatos MG: Mandatos (167-172)
30 de octubre	Día de los Muertos (Altar en LACS) Mandatos	Escribir Ensayo 2

Semana 11		
4 de noviembre	Entregar ensayo 2 <i>Mujeres al borde de un ataque de nervios</i> (Pedro Almodóvar, 1989)	BB: Gramática: Las formas no personales del verbo & El gerundio
6 de noviembre	<i>Mujeres al borde de un ataque de nervios</i> (Pedro Almodóvar, 1989)	MG: Pronombres de interrogación y admiración (81-88) Palabras problemáticas: but (MG 287-88)
Semana 12		
13 de noviembre	Palabras problemáticas: but Prueba corta: el gerundio	MG: La estructura de la oración (6-12); formas del presente del subjuntivo
15 de noviembre	La estructura de la oración El presente del subjuntivo	MG: Subjuntivo con cláusulas sustantivas de emoción e influencia, duda, impersonales con <i>ser</i> (212-222); Subjuntivo con <i>ojalá</i> y expresiones de despedida
Semana 13		
18 de noviembre	Prueba corta: El subjuntivo (con emoción, duda, impersonales) Subjuntivo con <i>ojalá</i> y expresiones de despedida	MG: Subjuntivo en cláusulas adjetivales (213-214)
20 de noviembre	Subjuntivo en cláusulas adjetivales	MG: Subjuntivo en cláusulas adverbiales (215-218) Palabras problemáticas: Play (305)
Semana 14		
25 de noviembre	Subjuntivo en cláusulas adverbiales Palabras problemáticas: Play “El perro rabioso,” Horacio Quiroga	Estudiar subjuntivo BB: Lecturas: “El Sur,” Jorge Luis Borges
27 de noviembre	No hay clase: Día de acción de gracias	Ver arriba
Semana 15		
2 de diciembre	Prueba corta: subjuntivo “El Sur,” Jorge Luis Borges	MG: Formas del pluscuamperfecto de indicativo MG: Cognados y falsos amigos (310-311) BB: Lecturas: “Con legítimo orgullo,” Julio Cortázar
4 de diciembre	Formas del pluscuamperfecto de indicativo Cognados y falsos amigos “Con legítimo orgullo,” Julio Cortázar	