

DEPARTMENT OF MODERN LANGUAGES AND CULTURAL STUDIES

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2008-2009 SPAN 407 B1: Advanced Grammar and Composition

Instructor: Dr. Gabriela C. Zapata

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Time: TR 9:30-11:50pm

Place: T B 125

Office Hours: M 1:45-3:45, or

by appointment

Course Prerequisites: SPAN 300 or 306, or consent of department.

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc.?

Yes

No, not needed, no such projects involved

Community Service Learning component

Required

Optional

None

Course Description and Objectives

This course will focus on the meanings expressed by different grammatical structures in Spanish, with reference to translation differences with English. You will participate in a Community Service Learning project that will involve your work with document translation for a non-profit organization in Edmonton. The course is divided into two components: grammar and translation-composition. The grammatical component focuses on describing how Spanish is used rather than on learning rules. Topics include preterite versus imperfect, the subjunctive, *ser* versus *estar*, and the position of adjectives. These aspects of grammar will be applied through the translation of documents (all of which represent different writing styles: descriptive, narrative, expository).

By the end of the course you will:

- have a better understanding of the linguistic choices made by Spanish speakers
- understand the limitations of grammatical “rules”
- be able to translate-write in different styles
- know what constitutes a well-written text

Texts

No texts required. Materials will be posted on WebCT.

Recommended texts:

Butt, John & Benjamin, Carmen (2004). *A New Reference Grammar of Modern Spanish*. 4th edition. Boston: McGraw Hill.

King, Larry & Suñer, Margarita (2004). *Gramática española*. 4th edition. Boston: McGraw Hill.

A good Spanish-English dictionary (e.g. Collins, Oxford). Avoid editions labelled “concise” or “pocket” because they contain fewer words and less detailed entries.

A dictionary of synonyms and antonyms for Spanish (e.g. Vox).

Grade Distribution

Component	Value	Due dates
3 Grammar assignments	30% (3 assignments x 10% each)	Feb 3, Mar 3, Mar 24
2 In-class grammar tests	19% (#1: 9%; #2: 10%)	Feb 12, April 7
3 Translation assignments (can be done in collaboration with peers)	30% (3 assignments x 10% each)	Jan 27, Feb 24, April 2
3 Short translation exercises for homework (can be done in collaboration with peers)	21% (3 exercises x 7% each)	Jan 15, March 5, Mar 17

Evaluation will be expressed as raw marks (percentages) throughout the term. Grades will be assigned to the final distribution

of mark totals for the course. Grade assignment will be based on a combination of absolute achievement and relative performance in the class. The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

Letter	%	Pts	Descriptor
A+	95-100%	4.0	Outstanding: Superior performance showing understanding and knowledge of the subject matter far exceeding expectations.
A	90-94%	4.0	Excellent: Superior performance showing comprehensive understanding of subject matter.
A-	86-89%	3.7	Very good: Clearly above average performance with complete knowledge of subject matter.
B+	82-85%	3.3	Very good
B	75-81%	3.0	Good: average performance with knowledge of subject matter generally complete.
B-	70-74%	2.7	Good
C+	66-69%	2.3	Satisfactory: Basic understanding of the subject matter
C	61-65%	2.0	Satisfactory
C-	58-60%	1.7	Satisfactory
D+	55-57%	1.3	Minimal Pass: Marginal performance; generally insufficient preparation for subsequent courses in the subject matter.
D	50-54%	1.0	Minimal Pass: Marginal performance; generally insufficient preparation for subsequent courses in the subject matter.
F	0-49%	0.0	Fail: Unsatisfactory performance or failure to meet course requirements.

Required Notes:

“Policy about course outlines can be found in Section 23.4(2) of the University Calendar.” (GFC 29 SEP 2003).

“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.ualberta.ca/secretariat/appeals.htm) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.” (GFC 29 SEP 2003)

Plagiarism and Cheating:

All students should consult the University Calendar, pp. 728-751, <http://www.uofaweb.ualberta.ca/TIE/>, regarding the definitions of inappropriate academic behaviour (section 30.3.2) and its consequences when detected.

Students should be aware that, while seeking the advice of native or expert speakers is often helpful, **excessive editorial and creative help** in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences. “No student shall represent another’s substantial editorial or compositional assistance on an assignment as their own. No student shall submit in any course or program of study, without the written approval of the course instructor, all or a substantial portion of any academic work for which credit has been obtained by the student or which has previously been or is being submitted by the student in another course or program of study in the University or elsewhere.”

An instructor who has reason to believe that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. In case of questions or doubts, please discuss this matter with your instructor.

Description of Assignments and Tests:

Consult section 23.4.3 of the University Calendar for the definition of *excused absence*.

As there is no textbook in this course, the student is responsible for obtaining the materials from any classes

missed.

GRAMMAR

The grammar assignments and the in-class tests will involve analysis of the use of the structures of Spanish that we examine in class. Your responses must be written in **Spanish**; however, you will not be graded on the “correctness” of your Spanish as long as it’s comprehensible.

All assignments must be handed in on the date indicated unless arrangements have been made with the instructor **before** the due date. An assignment is considered submitted when the instructor has it in hand. In cases of illness or other emergency, the student is responsible for notifying the instructor as soon as possible. **Late assignments will not be accepted.**

The in-class tests must be written on the indicated date. No absences will be allowed. In the case of illness or other emergency, the student must contact the instructor immediately. **Written documentation will be requested.**

TRANSLATION EXERCISES AND HOMEWORK: CSL Component

A. COMMUNITY SERVICE-LEARNING (CSL) COMPONENT – What is CSL?

Community Service-Learning integrates community-based activities with classroom learning. Students volunteer with a non-profit community organization. In this course, students will contribute to an organization by translating vital documents that will facilitate its work with Spanish speakers in the community. For further information about CSL:

<http://www.uofaweb.ualberta.ca/arts/CSLhome.cfm>.

B. ASSIGNMENTS AND HOMEWORK EXERCISES

Each translation assignment and homework exercise will be based on the documents provided by the CSL organization chosen for this class, and it will be typed and double-spaced (including drafts, please). The documents to be translated will be discussed in class, and they will be divided up among different members of the class. Students will be allowed to work with peers who have been assigned the same text.

All assignments and homework exercises must be handed in on the date indicated unless arrangements have been made with the instructor **before** the due date. An assignment is considered submitted when the instructor has it in hand. In cases of illness or other emergency, the student is responsible for notifying the instructor as soon as possible. **Late assignments will not be accepted.**

The assignments and homework exercises will be evaluated as if they were a composition/written assignment, with the instructor’s taking into account content, organization, language, and mechanics.

Schedule (subject to change):

Date	Topic	Assignments and Quizzes
Jan 6	Introduction-CSL texts	
Jan 8	CSL texts-Translation-Writing basics	
Jan 13	<i>Ser</i> and <i>estar</i>	
Jan 15	CSL texts: Writing styles	Translation Homework #1
Jan 20	Position of adjectives	
Jan 22	CSL texts	
Jan 27	Tense and aspect; non-finite verb forms	Translation Assignment #1
Jan 29	CSL texts	
Feb 3	Preterite and imperfect	Grammar assignment #1
Feb 5	CSL texts	
Feb 10	Middle voice (<i>se</i>)	
Feb 12	In-class grammar test #1	In-class grammar test #1

Feb 17	<i>Winter term reading week – no class</i>	
Feb 19	<i>Winter term reading week – no class</i>	
Feb 24	Definite and indefinite articles	Translation Assignment #2
Feb 26	CSL texts	
Mar 3	Personal <i>a</i>	Grammar assignment #2
Mar 5	CSL texts	Translation Homework #2
Mar 10	Subjunctive (1)	
Mar 12	CSL texts	
Mar 17	Subjunctive (2)	Translation Homework #3
Mar 19	CSL texts	
Mar 24	Word order	Grammar assignment #3
Mar 26	Translation Assignment #3	
Mar 31	Translation Assignment #3	
Apr 2	Review for grammar test #2	Translation Assignment #3
Apr 7	In-class grammar test #2	In-class grammar test #2

Grading rubric for compositions

Criteria	Excellent few problems, text reads well	Good several problems but they don't bother reader	OK several problems that bother the reader but don't impede comprehension	Poor many problems that impede comprehension
Content 10% Do ideas convey the same meaning as the original English document? Are the ideas well-developed? Does the paper fulfill the assignment criteria?	9-10	7-8	6	≤5
Organization 25% Is there good transition between ideas, including the use of transition words? Is each paragraph a coherent unit? Does the paper follow the requirements of the assigned style?	27-30	21-26	18-20	≤17
Language 45% Is the vocabulary varied and the repetition of the same words avoided? Do words convey the same meaning as the original English terms? Are words used precisely, with an avoidance of vague terms (e.g. "bueno")? Is the paper written with an appropriate tone and register? Are anglicisms avoided and Spanish structures used?	36-40	28-35	24-27	≤23
Mechanics 20% Punctuation Spelling Absence of run-on sentences or incomplete sentences Number and gender agreement Correct use of verbs Other basic grammatical errors	18-20	14-17	12-13	≤11