

**Advanced Spanish Grammar (Spanish 3120-001)**  
**M/W/F 1:00-1:50pm ~ Fall 2019**

Carrie C. Fross  
236 McKenna Languages Bldg.  
carrie.fross@colorado.edu

Office Hours:  
Tues / Thurs 12-2pm, & by appt.

**Course Description and Objectives:**

In this course, we investigate the meanings and uses of grammatical categories and constructions in Spanish, in some cases explicitly drawing contrasts with English. We have four interrelated goals. First, the course will help students of Spanish understand which grammatical structures are obligatory (e.g., gender marking on nouns), and which ones are variable (e.g., use of subject pronouns). Second, native speakers and second language learners will learn to distinguish between prescriptive and descriptive grammar, or so-called “correct” and actual usage. A third goal is to help teachers of Spanish be able to describe and explain Spanish grammar. Finally, the course will provide some introduction to linguistic analysis.

**Text:**

Potowski, Kim & Naomi Shin. 2018. *Gramática Española: Variación Social*. Routledge. (GE)

**Grade distribution:**

1. Class participation	15%
2. Homework / pop quizzes	25%
3. Chapter quizzes	20%
4. Research paper + presentation	15%
5. Final exam review presentation	5%
6. Final exam	20%

**Course Requirements:**

1. Class participation

- Students are expected to attend every day of class, arrive on time, prepare for class by doing the reading and homework assignments for that day, and participate actively in class. Class will be conducted in Spanish and students are expected to speak only Spanish during class.
- Department policy prohibits the use of electronic devices such as cell phones, tablets or laptop computers without the instructor's consent. In this class, laptops or tablets may sometimes be used in class, but exclusively to access course materials, and always with the instructor's permission. If you feel you need to use any type of electronic device for any other purpose, please speak with your instructor.
- Every unexcused absence will affect your final grade.
- If you believe that an absence or a late arrival should be excused, communicate with your instructor beforehand, if possible. These are some valid reasons for an excused absence: a serious illness; a death or other family or personal emergency; participation in an official University-sponsored activity (for which you should request a letter from your supervisor or coach); a religious holiday. Vacations and family celebrations are considered unexcused absences. **Maintain clear and open communication with your instructor about any issues that interfere with your attendance or punctual arrival to class.**
- Pop quizzes will be given at the discretion of the instructor. Students should score 100% if they completed the homework with care.

## 2. Homework assignments

- There will be written homework assigned for every class and it must be **completed individually**. These activities will include exercises from the text, interviews with native speakers, short narratives, and activities pertaining to outside readings/ online work. Homework assignments will be collected randomly and graded.
- A few homework activities involve native-speaker interviews. You will need to find a *nativohablante* informant who is willing to spend a short period discussing the homework topics with you. You do not need to speak with the same informant for each homework assignment.
- Grades for these assignments will depend upon their completeness and correctness. Homework assignments must be turned in on the due date; no late homework will be accepted without documentation of an excused absence.

## 3. Chapter quizzes

- There will be 4 chapter quizzes given on the dates specified on the calendar, and below, for each section of SPAN 3120. No makeup quizzes will be allowed; quizzes missed due to excused absences will not be included in the calculation of the quiz grade average. Any quiz missed due to an unexcused absence will be counted as a zero.
- Cap. 1 = 6 de septiembre,
- Cap. 2 = 27 de septiembre,
- Cap. 3 = 23 de octubre,
- Cap 4 = 20 de noviembre

## 4. Research project and presentation

- You will write one short essay (5-6 pages including bibliography, double space, 1" margins on all sides, Times New Roman 12 pt) on a grammatical feature characteristic of a particular dialect zone in the Spanish speaking world. You will illustrate the difference between what experts and grammarians prescribe as the 'correct' use of the grammatical form and what academic research reveals is the 'actual' use of the grammatical form among native speakers. The topic should be chosen from the list included in the description of the project below.

## 5. Final exam review

- The last day(s) of this class will be dedicated to review. In groups, all students will be assigned a portion of our textbook and will lead the class in reviewing the content of that chapter. Sections of the book will be distributed to groups at random. Each review lasts approximately 20 minutes.
- What you choose to do with the time is largely up to you; that is, you're in charge! At minimum, though, you should:
  - i. present a brief overview of (some of) the main topics presented in the chapter (especially anything that you found particularly challenging and think the class might need to be reminded of); and
  - ii. lead the class in some sort of activity(ies) to practice the content from your chapter.
- You should feel free to be as creative as you'd like with both (i) and (ii). In addition, you will prepare a one-page activity – complete with an answer key – to practice content from your chapter. These additional activities will be posted on Canvas **\*after\*** the presentation. All of this is geared toward providing additional opportunities to engage with the course content in preparation for the final exam.

## 6. Final exam

- The final exam will be cumulative (including material from the book and the research project presentations), and the last day(s) of class will consist of student-led final exam review presentations and activities.

## Calendario: Otoño 2019

Fecha                      Lectura                                      Clase                                      Preparar para entregar

Semana 1:

lunes, 26 de agosto	1.1 (p. 1-2)	La lengua como significador social	
miércoles, 28 de agosto	Prefacio (p. xii-ix) y 1.2 (p. 2-13)	Los dialectos	Actividad 1.5 (p. 11-12)
viernes, 30 de agosto	1.3 (p. 13-21)	El prestigio linguistico	Actividad 1.10 (p. 14)

Semana 2:

lunes, 2 de septiembre	<b>NO HAY CLASE</b>	<b>LABOR DAY</b>	
miércoles, 4 de septiembre	1.4 (p.22-23)	Resumen	Actividad 1.13 (p. 20)
viernes, 6 de septiembre	Cap. 1	<b>PRUEBA</b>	

Semana 3:

lunes, 9 de septiembre	2.1 (p. 25-26) y 2.2 (p. 25-40)	Los sustantivos y El número y género de los sustantivos	Actividad 2.10 (p. 33)
miércoles, 11 de septiembre	2.1 (p. 25-26) y 2.2 (p. 25-40)	Los sustantivos y El número y género de los sustantivos	Actividad 2.12 (p. 34-36)
viernes, 13 de septiembre	2.3 (p. 41-53)	Los pronombres sujeto	Actividad 2.15 (p. 41-42) **3 temas posibles de investigacion**

Semana 4:

lunes, 16 de septiembre	2.3 (p. 41-53)	Los pronombres sujeto	Actividad 2.22 (p. 50-51)
miércoles, 18 de septiembre	2.4	El <i>voseo</i>	Actividad 2.26 (p. 57-58)
viernes, 20 de septiembre	2.5	Los pronombres de objeto y el <i>leísmo</i>	Actividad 2.30 (p. 64)

Semana 5:

lunes, 23 de septiembre	2.6	Las preposiciones y el dequeísmo	
miércoles, 25 de septiembre	2.7	Resumen	Actividad 2. 13 (p. 40)
viernes, 27 de septiembre	Cap. 2	<b>PRUEBA</b>	

Semana 6:

lunes, 30 de septiembre	3.1 (p. 75-77)	¿Qué es un verbo?	Actividad 3.2 (p. 76)
miércoles, 2 de octubre	3.2 (p. 78-84)	Formas del pretérito	Actividad 3.7 (p. 79)
viernes, 4 de octubre	3.3 (p. 84-89)	El pretérito y el presente perfecto	Actividades 3.13 (p. 86) y 3.14 (p. 87)

Semana 7:

lunes, 7 de octubre	3.4 (p. 89-96)	La pluralización de <i>haber</i>	Actividad 3.17 (p. 92) **Bibliografía de investigacion**
miércoles,			

9 de octubre	3.5 (p. 97-103)	El presente del subjuntivo	Actividad 3.19 (p. 97)
viernes, 11 de octubre	3.5 (p. 97-103)	El presente del subjuntivo	Actividad 3.23 (p. 101)

Semana 8:

lunes, 14 de octubre	3.6 (p. 103-106)	El imperfecto del subjuntivo	Actividades 3.28 (p. 104) y 3.29 (p. 105-106)
miércoles, 16 de octubre	3.7 (p. 106-111)	Oraciones con <i>si</i> con condiciones hipotéticas	Actividad 3.30 (p.106)
viernes, 18 de octubre	3.8 (p. 111-116)	<i>Ser y estar</i>	Actividad 3.37 (p. 111-112)

Semana 9:

lunes, 21 de octubre	3.9 (p. 116-118)	Resumen	Actividad 3.41 (p. 115)
miércoles, 23 de octubre	Cap. 3	<b>PRUEBA</b>	
viernes, 25 de octubre	4.1 (p. 120-125)	El pronombre objeto directo	Actividad 4.4 (p. 125)

Semana 10:

lunes, 28 de octubre	4.2 (p. 125-127)	A personal en EE.UU	Actividad 4.5 (p. 125-126)
miércoles, 30 de octubre	4.3 (p. 127-132)	Los posesivos dobles	Actividad 4.11 (p. 130-131)
viernes, 1 de noviembre	4.4 (p. 132-135)	La regularización verbal	Actividad 4.12 (p. 134) **Hacer horatio de presentaciones

			sobre investigacion**
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Semana 11:

lunes, 4 de noviembre	4.5 (p. 135-140)	El gerundio y el infinitivo	Actividad 4.14 (p. 137) y 4.15 (p. 138)
miércoles, 6 de noviembre	4.6 (p. 140-142)	El subjuntivo y el indicativo	Actividad 4.16 (p. 140-141)
viernes, 8 de noviembre	4.7 (p. 142-145)	El imperfecto y el pretérito	Actividad 4.21 (p. 144)

Semana 12:

lunes, 11 de noviembre	4.8 (p. 145-150)	La alternancia de codigos	**3 copias del borrador de investigacion**
miércoles, 13 de noviembre	4.9 (p. 150-159)	Los préstamos y las extensiones	Actividad 4.25 (p. 150)
viernes, 15 de noviembre	4.9 (p. 150-159)	Los préstamos y las extensiones	Actividad 4.26 (p. 156)

Semana 13:

lunes, 18 de noviembre	4.10 (p. 159-161)	Resumen	Actividad 4.27 (p. 156-157)
miércoles, 20 de noviembre	Cap. 4	<b>PRUEBA</b>	
viernes, 22 de noviembre	5.1 (p. 165-166) y 5.2 (p. 166-167)	Lo social y lo lingüístico y El clasismo	Actividad 5.2 (p. 166)

Semana 14: **NO HAY CLASE, Vacaciones de Da de Accin de Gracias noviembre 25-noviembre 29**

Semana 15:

lunes, 2 de diciembre	5.3 (p.167-168) y 5.4 (p. 168-169)	El racismo y El sexismo y la politica del genero	Actividad 5.4 (p. 168) <b>O</b> 5.5 (p. 168)
miércoles, 4 de diciembre	5.5 (p. 169-170)	El “monolingüismo”	Actividad 5.8 (p. 170) <b>O</b> 5.9 (p. 170)
viernes, 6 de diciembre	5.6 (p. 171-173)	Para combatir la discriminacion lingüística	Actividad 5.12 <b>O</b> 5.13 <b>O</b> 5.14 (p. 172-173)

#### Semana 16: Presentaciones finales y repaso general

lunes, 9 de diciembre		Presentaciones de repaso	
miércoles, 11 de diciembre		Presentaciones de repaso	<b>**Entrega de la version final del trabajo de investigacion--y el borrador**</b>
viernes, 13 de diciembre	<b>NO HAY CLASE</b>	<b>READING DAY</b>	

**Examen final: Sunday, December 15<sup>th</sup>, 4:30 p.m. – 7:00 p.m.**

#### **RESEARCH PROJECT**

You will write one short essay (5-6 pages including bibliography, double space, 1” margins on all sides, Times New Roman 12 pt) on a grammatical feature characteristic of a particular dialect zone in the Spanish speaking world. You will illustrate the difference between what experts and grammarians prescribe as the ‘correct’ use of the grammatical form and what academic research reveals is the ‘actual’ use of the grammatical form among native speakers. The topic should be chosen from the list included in the description of the project below.

#### **Essay:**

In addition to an Introduction, Conclusion, and Works Cited, each essay will have two primary parts:

**Part 1:** Using academic references, you will provide a prescriptive (normative) description of the grammatical feature under analysis. That is, you will summarize what grammarians specify Spanish speakers “should say”. (This should include rules for use, a description of the grammatical function(s) the form serves, what constitute ‘incorrect’ uses and/or forms, what are the different meanings of different forms, etc.)

**Part 2:** Using academic resources, you will explain how this grammatical form is used by native speakers in the variety of Spanish you have chosen. Include a discussion of the different forms the grammatical structure takes, the different meanings it has, the groups of speakers who use it, the contexts of use (linguistic, social), the meanings, the history, etc.

Academic resources: Several grammar books and reference guides in Norlin serve as good initial sources for topics, dialectal descriptions, and bibliographic references. Additional sources (journal articles, books) are required as well.

*Due dates:*

- By September 13: Submit 3 choices for your topic (from list below) listed in order of preference (#1 being the highest).
- October 7: Turn in the provisional bibliography (2 sources for part 1, 2 sources for part 2), APA or MLA format, of your pre-approved Grammatical Feature and Dialect Zone
- November 1: Provide an informal presentation (and handout) summarizing main points of your topic
- November 11: Have 2 or 3 (TBD) printed copies of your rough draft of essay in class
- December 11: Turn in Final draft in class. Append to this final draft your rough draft with classmate/my comments.

Possible topics:

1. Variable subject pronominal use (*Yo creo que...* ~ *Ø Creo que...*)
2. El voseo
3. El *leísmo* / *loísmo* / *laísmo* (*¿Dónde está Juan?* – *Lo / Le vi en el parque*)
4. El (*de*)*queísmo* (*Pienso de que...*, *Se queja Ø que...*)
5. Variable word order subject ~ verb in questions (*¿Qué tú quieres?* ~ *¿Qué quieres tú?*)
6. Preterit vs. present perfect (*Esta mañana desayuné bien* vs. *Esta mañana he desayunado bien*)
7. Extension of *estar* (*Su nariz está grande* vs. *Su nariz es grande*)
8. Regularization of *haber* (*Habían tres personas allí* vs. *Había tres personas allí*)
9. Loss of subjunctive (e.g., with emotion) (*Me alegra que estés/estés aquí*)
10. Conditional/subjunctive variation with *si*-clauses (*Si tuviera/tendría dinero, iría/fuera a Europa*)
11. Variation of imperfect subjunctive (*cantara / cantase*)
12. Gender assignment of English loanwords (*Necesito la key* ~ *Necesito el key*)
13. Variable auxiliary verbs with progressives (*andar/estar/ir* + *-ndo*)
14. Expression of future tense (*El próximo mes va a viajar / viajará / viaja a Cuba*)

Your grade on the essay will reflect the following:

- Content: The grammatical feature is adequately described. The content is accurate, well researched, and is illustrated with appropriate examples.
- Form: The information is well organized. Appropriate grammar and vocabulary is used. The Introduction and Conclusion are appropriate. The bibliography is complete and in APA style.
- Deadlines: Work has been completed on time for each of the stages of this assignment.

**Presentation:** Each group will give an informal oral presentation in class summarizing their project. You may use a slide presentation but should not read from your essay. The goal of the presentation is to teach the class the material you researched.

**Requirements:**

1. You are prepared and ready to present on the date of your presentation.
2. You accurately describe and exemplify the prescriptive uses of the grammatical topic (Part I of the essay), and you accurately describe and exemplify the descriptive uses of the grammatical topic (Part II of the essay).
3. You provide a handout (1-2 pages) for the class with bullet point summaries of your talk and provide an electronic copy of your handout to me to upload to Canvas.
  - a. Handouts should include: your names, the title of your work, appropriate summary and examples. You may choose to include a short activity for the class to complete (with answer key).



## University and Department Policies

**(1) Add / Drop / Waitlist** - If you are waitlisted for this class, it is IMPERATIVE that you familiarize yourself with departmental policies and deadlines. For this, please visit <http://www.colorado.edu/spanish/resources/dropadd-policy>

**(2) Prerequisites not met** - If your instructor informs you that the system has flagged you because you do not meet the prerequisites for this course, you should meet in person with Esther Brown, the associate chair for undergraduate studies, or the coordinator for your class level. If you fail to do so, you may be dropped from the class. Your instructor will inform you of the date and time to meet with the associate chair or the coordinator for your class.

**(3) Honor Code** – All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to [the academic integrity policy](http://www.colorado.edu/policies/academic-integrity-policy) (<http://www.colorado.edu/policies/academic-integrity-policy>). Violations of the policy may include plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, resubmission, and aiding academic dishonesty. For details on these violations, students must go to <http://honorcode.colorado.edu/student-information> and read the links “What is a violation?” “Standards of Academic Integrity,” “Understanding and preventing plagiarism,” and “Citation guide and plagiarism information.” All incidents of academic misconduct will be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to non-academic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy is found at <http://www.colorado.edu/honorcode>

**(4) Final Exams** - Final exams are taken on the day determined by the university and the department. No excuse such as family meetings, employment, or travel will grant an exception to this. If you have three or more final exams on the same day, you are entitled to arrange an alternative exam time for the last exam or exams scheduled on that day. If you have two final exams scheduled to meet at the same time, you are entitled to arrange an alternative exam time for the later course offered that day or week. To be eligible to reschedule a final exam, you must provide evidence of either of these situations and make arrangements with your instructor no later than Friday, November 1, 2019. For the complete final examination policy, see <http://www.colorado.edu/policies/final-examination-policy>

**(5) Use of electronic devices in the classroom** - While some course content may be accessible in electronic format, use of electronic devices such as cell phones, tablets or laptop computers is permitted only to access course readings and other materials or to take class notes, and only with the instructor's consent. Failure to request permission or to comply with these rules of use will result in your instructor counting the date of occurrence as an unexcused absence. If you feel you need to use any electronic device during class for any other purpose outside these parameters, please speak with your instructor.

**(6) Classroom Behavior** - Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important concerning individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters provide the instructor with the student's legal name. They will gladly honor your request to address you by an alternate name or gender pronoun. Please advise them of this preference early in the semester so they may make appropriate changes to their records. For more information, see the policies on [classroom](#)

behavior at <http://www.colorado.edu/policies/student-classroom-and-course-related-behavior> and the [Student Code of Conduct](http://www.colorado.edu/osccr) at <http://www.colorado.edu/osccr>.

**(7) Disability Services** - If you qualify for accommodations because of a disability, please submit to your instructor a letter from Disability Services in a timely manner so that your needs can be addressed. For exam accommodations, provide your letter at least one week before the exam. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the Disability Services website <http://www.colorado.edu/disabilityservices/students>. Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website <http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions> and discuss your needs with your instructor.

**(8) Religious Observances** - Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See details at <http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams>. Please contact your Instructor during the first two weeks of class to let her/him know of any possible conflicts to make the necessary arrangements.

**(9) Discrimination and Harassment** - The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct intimate partner abuse (including dating or domestic violence), stalking, protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#). Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

**(10) Policy on Enrollment in Undergraduate Language Courses** - Undergraduate introductory 1000 and 2000-level language courses are designed for non-native speakers. Fluent speakers of that language are not allowed to enroll in these courses and can be dropped from these courses by the department or the course instructor. Fluent speakers should consult the department website and the catalog as well as the course instructor or department language coordinator about their eligibility to enroll in upper-division 3000 and 4000-level language courses. Departments can exclude fluent speakers from upper-division language courses based on course content and instructional resources. Speakers who have not formally studied the language but have spoken the language in their home should consult with the associate chair of the language department or the department language coordinator about appropriate placement before enrolling in a language course.

**(11) Subject Librarian** - Your Subject Librarian, [Kathia Ibacache](#), specializes in research in the Romance Languages at CU. She can help you with learning search skills, managing citations, scholarly activities like publishing, and other information needs. You contact her by phone (303-492-3134), email ([kathia.ibacache@colorado.edu](mailto:kathia.ibacache@colorado.edu)), or request an appointment online: <http://colorado.libcal.com/appointments/Kathia-Ibacache>. Kathia also updates and maintains the libraries' physical and electronic resources related to French, Italian, Spanish, Portuguese, & Catalan. You are welcome to suggest a library purchase through our website <https://www.colorado.edu/libraries/services/suggest-library-purchase>) or contact her directly.