

University of Houston
Department of Hispanic Studies

SPAN 4365 (31262)

Spanish-English Contrastive Structures

Fall 2010

Instructor: Dr. Manuel J. Gutiérrez

Office Hours (432-AH): T/ TH 11:30-12:30

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Goals for the Bachelor of Arts in Spanish

- Students will be able to converse with ease and confidence when dealing with most routine tasks and social situations that require an exchange of basic information related to work, school, recreation, particular interests and areas of competence.
- Students will be able to demonstrate analytical and critical skills when writing in Spanish.
- Students will demonstrate professional readiness for language-related fields of study and work.

Cómo funciona esta clase:

El presente curso está estructurado en base a dos componentes principales: un set de videos, localizados en WebCT, con las sesiones (lectures) que los estudiantes verán (en el momento que lo estimen conveniente) cada semana y una serie de ejercicios, también localizados en WebCT, que los estudiantes desarrollarán y enviarán a su profesor semanalmente (cada sábado).* Habrá 3 exámenes a lo largo del semestre; éstos serán enviados por el profesor por correo electrónico (WebCT) y los estudiantes los enviarán de regreso por esta misma vía (ver fechas específicas más abajo).

* Se recomienda que los estudiantes envíen los ejercicios el día viernes para evitar cualquier atraso debido a razones técnicas. Se descontará un 10% a cada ejercicio que sea enviado el día domingo y no se aceptará ninguno después de este día.

Learning Outcomes of this course:

1. Students will be able to discuss critically different methodologies, theories, and principles related to the teaching of Spanish as a second language.
2. Students will be able to introduce basic linguistics concepts as applied to the study of both Spanish and English.
3. Students will be familiar with the current literature on Spanish Linguistics and second language acquisition.
4. Students will be able to explain in writing the relations among the components of selected Spanish linguistic structures in comparison to correspondent structures of English.

Students' responsibilities:

- Watch lectures every week.
- Study the contents of lectures.
- Work every week on exercises loaded in WebCT.
- Three exams. The format of exams will be explained via WebCT. The exams will be distributed the days indicated on the syllabus; the students will send them back electronically (dates are on the syllabus).

Text:

- Koike, Dale A. & Carol A. Klee. 2003. *Lingüística aplicada: Adquisición del español como segunda lengua*. New York: Wiley.

Week:

- | | |
|----------|---|
| 8/23-27 | <p>La lingüística aplicada en el campo de la adquisición de segundas lenguas (ASL).</p> <p><i>-Lectures 1 and 2</i></p> <p>- Desarrollar el Ejercicio 1 en WebCT. Fecha límite: 8/28, 11 p.m.</p> |
| 8/30-9/3 | <p>Historia de la enseñanza de segundas lenguas.</p> <p><i>Lectures 3 and 4</i></p> <p>- Desarrollar el Ejercicio 2 en WebCT. Fecha límite: 9/4, 11 p.m.</p> |

- 9/6-10 El campo de investigación de la ASL.
Lectures 4 and 6
- Desarrollar el **Ejercicio 3** en WebCT. **Fecha límite: 9/11, 11 p.m.**
- 9/13-17 Hipótesis y procesos relacionados a la ASL.
Lectures 7 and 8
- Desarrollar el **Ejercicio 4** en WebCT. **Fecha límite: 9/18, 11 p.m.**
- 9/20-24** *Lectures 9 and 10*
-Examen 1
(El examen se enviará por WebCT el 20 de septiembre y deberá entregarse, también por WebCT, el 25 antes de las 11 p.m. *Cada día de atraso cuesta 10 puntos.*)
- 9/27-10/1 Definición de pronombre y algunos problemas relacionados con los pronombres sujetos.
Lectures 11 and 12
- Desarrollar el **Ejercicio 5** en WebCT. **Fecha límite: 10/2, 11 p.m.**
- 10/4-8 Los pronombres enclíticos y similares en la ASL.
Lectures 13 and 14
- Desarrollar el **Ejercicio 6** en WebCT. **Fecha límite: 10/9, 11 p.m.**
- 10/11-15 La formación verbal.
Lectures 15 and 16
- Desarrollar el **Ejercicio 7** en WebCT. **Fecha límite: 10/16, 11 p.m.**
- 10/18-22 Los tiempos verbales.
Lectures 17 and 18
- Desarrollar el **Ejercicio 8** en WebCT. **Fecha límite: 10/23, 11 p.m.**

10/25-29 *Lectures 19 and 20*

-Examen 2

(El examen se enviará por WebCT el 25 de octubre y deberá entregarse, también por WebCT, el 30 de octubre antes de las 11 p.m. *Cada día de atraso cuesta 10 puntos.*)

11/1-5 Los modos y la oraciones complejas.

Lectures 21 and 22

- Desarrollar el **Ejercicio 9** en WebCT. **Fecha límite: 11/6, 11 p.m.**

11/8-12 La palabras y su significado.

Lectures 23 and 24

- Desarrollar el **Ejercicio 10** en WebCT. **Fecha límite: 11/13, 11 p.m.**

11/15-19 La pragmática.

Lectures 25 and 26

- Desarrollar el **Ejercicio 11** en WebCT. **Fecha límite: 11/20, 11 p.m.**

11/22-26 Lengua y sociedad en el mundo hispanohablante.

La tecnología y la ASL.

Medios para medir la competencia de la L2.

Lecture 27

- Desarrollar el **Ejercicio 12** en WebCT. **Fecha límite: 11/27, 11 p.m.**

11/29-12/3 **-Examen 3**

(El examen se enviará por WebCT el 29 de noviembre y deberá entregarse, también por WebCT, el 4 de diciembre antes de las 11 p.m. *Cada día de atraso cuesta 10 puntos.*)

Evaluation	Exam 1	20%	Exam 2	25%
	Exam 3	25%	Ejercicios	30%

During their last semester of foreign language study at UH, students are encouraged to take an Oral Proficiency Exam (OPI) based on the Guidelines issued by the American Council of the Teaching of Foreign Languages (ACTFL). The results of the test can be listed on the students' resume to certify their level of oral proficiency in the language. Information about the test can be found at the Language Testing International website: www.languageTesting.com or by contacting the ACTFL Testing Office: testing@languageTesting.com.

PLAGIARISM

Plagiarism is a serious form of cheating. To plagiarize is to claim another's ideas or writing as one's own. It is a form of stealing.

Plagiarism can take several forms. Students often associate the term with writers who copy entire passages from a book, magazine, encyclopedia, or other printed source and turn them in to an instructor as their work. This is, perhaps, the most blatant form of plagiarism as well as the easiest for instructors to detect. After all, instructors can usually recognize a passage lifted from Time magazine or other sources with distinctive styles. In fact, instructors can almost always recognize professional writing, even if they cannot immediately identify its source.

But plagiarism takes several other forms. For instance, students plagiarize when they borrow ideas from other writers without giving them credit. In this case, students might not even use the other writer's language; nevertheless, they are stealing the writer's content. Students also plagiarize when they present another student's work *{or the work of a professional paper writing service, or work copied from a Web Site}* as their own. Thus, documentation involves more than just citing the source of direct quotations.

Because plagiarism is such a complex concept to come to grips with in its entirety, take note of the following summary definition:

1. Plagiarism includes the **literal repetition without acknowledgement of the writings of another author**. All significant *words, phrases, clauses or passages* in a student's paper which have been taken directly from the source material must be enclosed in quotation marks and acknowledged either in the text itself or in foot or endnotes.
2. Plagiarism includes borrowing without acknowledging another writer's **general plan, outline, or structure of argument** in the creation of one's own organization.
3. Plagiarism includes borrowing another's **ideas** and representing them as one's own. To **paraphrase** the thoughts of another writer without acknowledging them is to plagiarize.
4. Plagiarism includes allowing **any other person or organization (including those found on the internet)** to prepare the paper and submitting it as one's own work.

Plagiarism in the course will not be tolerated. Penalties for plagiarism include, but are not limited to, failure in the course, suspension, and permanent expulsion from the university. For more information, consult the University of Houston Undergraduate Studies handbook, section on "Academic Honesty."

Spanish 4365 – Spanish-English Contrastive Structures

Course Prerequisite

The prerequisite for enrollment in Spanish 4365 is:

- a) Completion of SPAN 3301 and SPAN 3302, **or**
- b) Completion of SPAN 3308, **or**
- c) Credit for 3308 through the departmental exam.

Please check one:

1. I fulfill the prerequisite for SPAN 4365 because:

- a) _____ I successfully completed SPAN 3301 and SPAN 3302.
- b) _____ I successfully completed SPAN 3308.
- c) _____ I received credit for a) or b) through the departmental exam.

2. _____ I do not meet the stated prerequisites for SPAN 4365.

INFORMATION PROVIDED ON THIS FORM MAY BE VERIFIED BY CONSULTATION WITH UNIVERSITY RECORDS. A STUDENT WHO KNOWINGLY PROVIDES MISINFORMATION REGARDING THE COMPLIANCE WITH A COURSE PREREQUISITE IS SUBJECT TO DISCIPLINARY ACTION UNDER THE UNIVERSITY POLICY ON ACADEMIC HONESTY.

Signature _____ Date _____

Print Name _____

***Please detach this form and give it back to the instructor.**