

PRINCETON UNIVERSITY
Department of Spanish and Portuguese Languages and Cultures

Spanish 307 Advanced Spanish Language and Style Spring 2015

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Course objectives

SPA 307 is an advanced language course. Its main purpose is to develop and reinforce your accuracy and fluency in both writing and speaking Spanish, and also your autonomy and proficiency as an advanced learner of Spanish language.

Additionally, the course aims at giving you the tools for descriptive and critical discourse analysis, raising your awareness of the social and ideological values that permeate discursive practices. You will learn to identify linguistic features that characterize different genres, as well as social and cultural factors that aid in the interpretation and understanding of different texts and types of speech.

Readings

You will read, watch and analyze different types of “text” such as news, advertisements, movie clips, fragments of conversations, blogs, tweets, text messages and academic articles. You will also read and analyze some texts and excerpts by prominent Latin American and Spanish authors.

Secondary texts will provide us with a theoretical framework to explore linguistic issues relevant to the analysis of primary texts. Most of them will be in Spanish, although you will also read a few texts in English.

Course readings, assignments, and grading rubrics will be available in Blackboard.

See the course calendar for a reading list. Note that some of the readings in the calendar may change to answer your needs and the general progression of the class.

Please print and bring to class the materials. In order to maximize participation and create an environment appropriate to class discussion, laptops and tablets are not to be used in class unless required by your professor.

Attendance

Since exposure to the target language is essential for successful language learning, class attendance is mandatory. Three unexcused absences will lower your grade by 10%. With each additional absence, your grade will be furthered lowered proportionately. Arriving late to class or leaving early three times will count as one absence.

As a general rule, no absence will be excused without proper documentation (a note from the McCosh Health Center or a doctor in case of medical reasons, or, if you are a member of an athletic team and you are required to travel for a scheduled game or meeting, a letter or e-mail signed by your coach and addressed to your professor stating the reason for your absence).

Likewise, late work will not be accepted, except in the cases stated above and upon production of the required documentation.

Class preparation and participation (15%)

SPA 307 has little (or no) lecture in class meetings. Instead, there is a focus on pair, group, or whole-class activities. The rationale behind this model is that class time is too valuable to be spent doing what can be done easily outside of class.

Reading and assimilation of new ideas will take place primarily outside of class and at your own pace. We will make use of class discussion and collaborative tasks to explore ideas and structures and begin to develop skills, while you are in the company of your peers and your professor.

15% of your final grade will be based on your class and online participation and your engagement in class and online discussions and activities.

You are expected to read and analyze all the texts assigned, to contribute to class and online discussions with questions and new ideas, to listen to your peers and your professor and respond to their comments and observations.

You are also expected to participate in peer-review and collaborative assignments, and to work together with your peers in pair and group activities, respecting their turn to speak, and refraining from participating just for the sake of participating.

Course assignments

Writing assignments (30%)

Two writing assignments will be due during the semester. A final essay will be due on Dean's Date. All your writing assignments will be typed double-spaced, followed by the honor pledge and signed. Submissions will be sent by email as a doc or docx document.

The first draft of all your written assignments will be returned to you with feedback on content and language. You will make the necessary corrections and then submit a final draft by the date indicated by your professor. For the final essay, only one version will be handed in.

The first and second writing assignments will be individual and peer-reviewed. The final essay will be written collaboratively in groups of 2-3 students, with your professor's supervision and feedback. Writing assignments will be 30% of your final grade (10% each).

You are not allowed to ask others to proofread your work, unless instructed to do so by your professor (for instance, in the assignments that are peer-reviewed or written in collaboration with other students). As a general rule, your professor must always be the first person to read your written work.

Please note that, pursuant to University regulations, all of the following are also unacceptable: (1) carelessly or inadequately citing ideas and words borrowed from another source, (2) submitting someone else's text as your own, (3) attempting to blur the line between your own ideas or words, and those borrowed from another source. If you have any questions or concerns regarding these regulations, please consult your professor and/or the university regulations (2.4.6 General Requirements for the Acknowledgment of Sources in Academic Work).

<http://www.princeton.edu/pub/rrr/part2/index.xml#comp24>

CDA project (20%)

As part of the course section on critical discourse analysis (CDA) and the discourse of advertising, you will work in groups of 2-3 students to analyze critically the "digital image and strategy" of analysis of a brand, enterprise or advocacy organization of your choice. For your analysis, you will have to take into account websites, social media, outreach, etc. Since this project involves writing an essay for a blog and giving a presentation, we will focus on the impact that different media and genres have in articulating your analysis.

This task will include a brief presentation to introduce your project, followed by a longer final presentation and a brief essay (750-1000 words). For your final presentation, you will produce a script and a PowerPoint or Prezi visual presentation.

Your project (20% of your final grade) will be graded taking into account your ability to analyze critically the “digital image and strategy” of your selected brand, enterprise or advocacy organization. I will also consider the quality of your script and visual presentation.

Take-home exercise (10%)

You will complete a take-home exercise (10% of your final grade) on course readings and topics.

Oral presentation (10%)

There will be an oral presentation in pairs or groups of three students.

Reading discussion boards (15%)

The day before those classes marked in the calendar with [TD] (“tablero de discusión”), the class will engage in reading discussion boards on Blackboard.

The professor will open the discussion with a post the day before class (Tuesday, Thursday or Sunday) by 3 pm. You should try to be actively engaged with the discussion boards throughout the semester. Posts may be as long or short as they need to be. The more is not always the best: try to be pertinent and to add something to the discussion and/or understanding of the news published. Do not post just because you are supposed to do it.

The discussion boards are not a place for us simply to take notes about class readings. Instead, they are a place to engage with readings and go beyond them by exploring, reacting, making connections, and so on.

Discussion boards are a space to practice and improve your fluency writing in Spanish. They will be 15% of your final grade. However, they will not be corrected and graded for grammar, and you won't receive any feedback on language use. I will focus on their content, taking into account whether you engage in a personal and thoughtful way with that day's course readings and the ongoing thread about them.

All written work and exercises must include the University pledge.

a) For the take-home exercise: *I pledge my honor that I have not violated the honor code during this examination.*

b) For other assignments: *This assignment represents my own work in accordance with University regulations.*

Grading

Class participation and discussion leading	15%
2 writing assignments	20% (10% each)
Oral presentation	10%
CDA project	20%
Take-home exercise	10%
Reading discussion boards	15%
Final essay	10%

Numerical correspondences to letter grades

95 – 100	A	77 – 79	C+
90 – 94	A-	74 – 76	C
87 – 89	B+	70 – 73	C-
86 – 84	B	60 – 69	D
80 – 83	B-	0 – 59	F

A+	Exceptional; significantly exceeds the highest expectations for undergraduate courses
A	Outstanding; meets the highest standards for the assignment or course
A-	Excellent; meets very high standards for the assignment or course
B+	Very good; meets high standards for the assignment or course
B	Good; meets most of the standards for the assignment or course
B-	More than adequate; shows some reasonable command of the material
C+	Acceptable; meets basic standards for the assignment or course
C	Acceptable; meets some of the basic standards for the assignment or course
C-	Acceptable, while falling short of meeting basic standards in several ways
D	Minimally acceptable; lowest passing grade
F	Failing; very poor performance

Students must register with the Office of Disability Services (ODS) (ods@princeton.edu; 258-8840) for disability verification and determination of eligibility for reasonable academic accommodations. Requests for academic accommodations for this course need to be made at the beginning of the semester, or as soon as possible for newly approved students, and again at least two weeks in advance of any needed accommodations in order to make arrangements to implement the accommodations. Please make an appointment to meet with me in order to maintain confidentiality in addressing your needs. No accommodations will be given without authorization from ODS, or without advance notice.

PRIMERA SEMANA

Lunes 2 de febrero: Introducción al curso

Syllabus del curso

BLOQUE TEMÁTICO 1 LENGUAJE EN SOCIEDAD



El objetivo de este bloque temático es reflexionar sobre la relación entre lenguaje y sociedad. En concreto, durante estas semanas vamos a

- ✓ aprender que las lenguas tienen diversos REGISTROS o variantes que dependen del CONTEXTO y los participantes en la comunicación;
- ✓ distinguir el REGISTRO FORMAL (oral y escrito) del ESPAÑOL COLOQUIAL;
- ✓ aprender cómo se expresa en español la CORTESÍA y las implicaciones que esta puede tener;
- ✓ reflexionar sobre el GÉNERO y el SEXISMO en el español.

Miércoles 4 de febrero: La pragmática y el significado [TD]

DALE KOIKE & CAROL KLEE: La pragmática (de *Lingüística aplicada*)

Viernes 6 de febrero: El registro lingüístico [TD]

CLARE MAR-MOLINERO: Register in Spanish (from *The Spanish Speaking World*)

MANUELA MORENO: Pipas (cortometraje)

SEGUNDA SEMANA

Lunes 9 de febrero: La cortesía [TD]

Introducción a la cortesía en español

MIRANDA STEWART: Pragmatics and politeness (from *The Spanish Language Today*)

Miércoles 11 de febrero: Taller de escritura

Textos formales / Textos informales

Recursos para escribir con autonomía

Viernes 13 de febrero [TD]

ALBERTO RUIZ ROJO: Diez minutos (cortometraje)

TERCERA SEMANA

Lunes 16 de febrero: Tareas de escucha y lengua (en clase)

PRIMER PROYECTO DE ESCRITURA: Martes 17 de febrero, 5:00 pm

Miércoles 18 de febrero: Lenguaje y género. Cómo hablan las mujeres [TD]

PILAR GARCÍA MOUTON: La mujer en la ciudad. Cómo hablan las mujeres y “como deberían hablar” (de *Cómo hablan las mujeres*)

Viernes 20 de febrero: Sexismo lingüístico

MIRANDA STEWART: Guidelines for non-sexist language use (from *The Spanish Language Today*)

CUARTA SEMANA

BLOQUE TEMÁTICO 2

ANÁLISIS DESCRIPTIVO DEL DISCURSO



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El objetivo de este bloque temático es analizar y entender cómo funciona estructuralmente el español en los TEXTOS ESCRITOS y en las CONVERSACIONES ORALES. En concreto, durante estas semanas vamos a

- ✓ aprender las diferencias más importantes entre el español HABLADO y el español ESCRITO, y entre el español COLOQUIAL y el español FORMAL;
- ✓ familiarizarnos con cuestiones teóricas como la DEIXIS y la organización del DISCURSO, viendo cómo se realizan en la práctica;
- ✓ desarrollar la SENSIBILIDAD LINGÜÍSTICA necesaria para entender y analizar TEXTOS NARRATIVOS en español;
- ✓ ganar mayor CONCIENCIA DE LAS DIFERENCIAS ESTILÍSTICAS más significativas entre la prosa en inglés y en español.

Lunes 23 de febrero: Deixis

CATHERINE TRAVIS: Deixis (de *Introducción a la lingüística hispánica*)

DIEGO PÉREZ GONZÁLEZ: La mujer de mi vida (cortometraje)

Miércoles 25 de febrero: El discurso escrito- Cohesión textual

JULIO RAMÓN RIBEYRO: La solución (de *La palabra del mudo*)

Viernes 27 de febrero: El discurso oral- Presentación y conversación

LUIS VON AHN: Utilizando el poder de millones de mentes humanas (charla TEDx)

QUINTA SEMANA

Lunes 2 de marzo:

Trabajo en las presentaciones

Miércoles 4 de marzo

Presentaciones orales (1)

Viernes 6 de marzo

Presentaciones orales (2)

SEXTA SEMANA

Lunes 9 de marzo: Discurso oral y discurso escrito [TD]

RAFAEL SÁNCHEZ FERLOSIO: Fragmento de *El Jarama*

Miércoles 11 de marzo: El discurso escrito en español y en inglés [TD]

Selección de lecturas

Viernes 13 de marzo: Tareas de escucha y lengua (en clase)

VACACIONES DE MIDTERM

SÉPTIMA SEMANA

BLOQUE TEMÁTICO 3 ANÁLISIS CRÍTICO DEL DISCURSO



El objetivo de este bloque temático es analizar críticamente la expresión implícita de POSICIONES IDEOLÓGICAS en español. En concreto, durante estas semanas vamos a

- ✓ analizar cómo se expresan implícitamente en español la PERSUASIÓN, la IDEOLOGÍA, el SEXISMO, el RACISMO, etc.;
- ✓ analizar dos géneros textuales fundamentalmente ideológicos: la PRENSA y la PUBLICIDAD;
- ✓ familiarizarnos con los principios teóricos del ANÁLISIS CRÍTICO DEL DISCURSO viendo cómo se pueden aplicar en la práctica;
- ✓ desarrollar la SENSIBILIDAD LINGÜÍSTICA necesaria para entender y analizar

significados implícitos en español;

- ✓ desarrollar una CONCIENCIA CRÍTICA hacia la persuasión, la manipulación y la exclusión por medio del lenguaje;
- ✓ desarrollar la SENSIBILIDAD INTERCULTURAL para comunicarse en contextos en los que rigen valores y expectativas culturales distintos de los nuestros.

Lunes 23 de marzo: Discurso e ideología [TD]

El análisis crítico del discurso

Miércoles 25 de marzo: El lenguaje de la prensa

El lenguaje de la prensa

Práctica: Análisis crítico del discurso de la prensa

Viernes 27 de marzo: El lenguaje de la publicidad (1) [TD]

ANTONIO FERRAZ MARTÍNEZ: ¿Qué es la publicidad? La imagen publicitaria (de *El lenguaje de la publicidad*)

OCTAVA SEMANA

Lunes 30 de marzo: El lenguaje de la publicidad (2)

El lenguaje de la publicidad

Miércoles 1 de abril: El lenguaje de la publicidad (3)

Taller: Análisis de publicidad

Viernes 3 de abril

Proyecto de análisis crítico del discurso: Presentaciones y preparación

NOVENA SEMANA

Lunes 6 de abril

Preparación del proyecto de análisis crítico del discurso

Miércoles 8 de abril

Presentación de los proyectos

Viernes 10 de abril

Presentación de los proyectos

DÉCIMA SEMANA

BLOQUE TEMÁTICO 4 EL ESPAÑOL COMO LENGUA GLOBAL



El objetivo de este bloque temático es reflexionar sobre la globalización del español en el pasado y el presente, prestando especial atención al contacto entre el español y el inglés en EE.UU. En concreto, durante estas semanas vamos a

- ✓ aprender sobre la HISTORIA DEL ESPAÑOL: su origen, fundación como lengua y expansión;
- ✓ reflexionar sobre la POLÍTICA DEL ESPAÑOL como lengua global y su contacto con el inglés;

- ✓ reflexionar sobre la legitimidad de las distintas VARIEDADES DIALECTALES del español y sobre la AUTORIDAD en la lengua;
- ✓ reflexionar sobre la relación entre LENGUA e IDENTIDAD;
- ✓ analizar y practicar el género textual del ARTÍCULO ACADÉMICO.

Lunes 13 de abril: El artículo académico

Taller: El artículo académico como género

SEGUNDO PROYECTO DE ESCRITURA: Martes 14 de abril, 5:00 pm

Miércoles 15 de abril: El español como lengua global [TD]

NIÑO-MURCIA et alii: Spanish as a World Language: The Interplay of Globalized Localization and Localized Globalization

Viernes 17 de abril: Anglicismos en el español [TD]

GLORIA GUERRERO RAMOS: El préstamo (en *Neologismos en el español actual*)

ABC: Diccionario de anglicismos y tecnicismos para asistir a una reunión a la última

UNDÉCIMA SEMANA

Lunes 20 de abril: El español en los Estados Unidos (1) [TD]

FRANCISCO MORENO FERNÁNDEZ: El factor hispano: Cantidades, cualidades y debates

Miércoles 22 de abril: El español en los Estados Unidos (2) [TD]

SILVINA MONTRUL: Aspectos sociales del bilingüismo y El español en los Estados Unidos (de *El bilingüismo en el mundo hispanohablante*)

Viernes 24 de abril: El español en los Estados Unidos (3)

Identidad y bilingüismo: Vídeos del Corpus Spanish in Texas

TAKE-HOME: Sábado 26, 5:00 pm

DUODÉCIMA SEMANA

Lunes 27 de abril

Revisión del take-home

Miércoles 29 de abril

Trabajo en los proyectos finales

Viernes 1 de mayo

Trabajo en los proyectos finales

Recapitulación y cierre del curso

HORAS DE OFICINA (4-8 de mayo): Citas para recibir ayuda con el proyecto final

DEAN'S DATE (Martes 12 de mayo): Entrega del proyecto final (5:00 pm)