

Spanish 307

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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, narrative, poems, fragments of conversations, radio podcasts, blogs, tweets, and academic articles.

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 on [Blackboard](#).

See the course calendar for a reading list. Note that some of the readings in the calendar may change in response to 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 5%. With each additional absence, your grade will be lowered 1%.** 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 (10%)

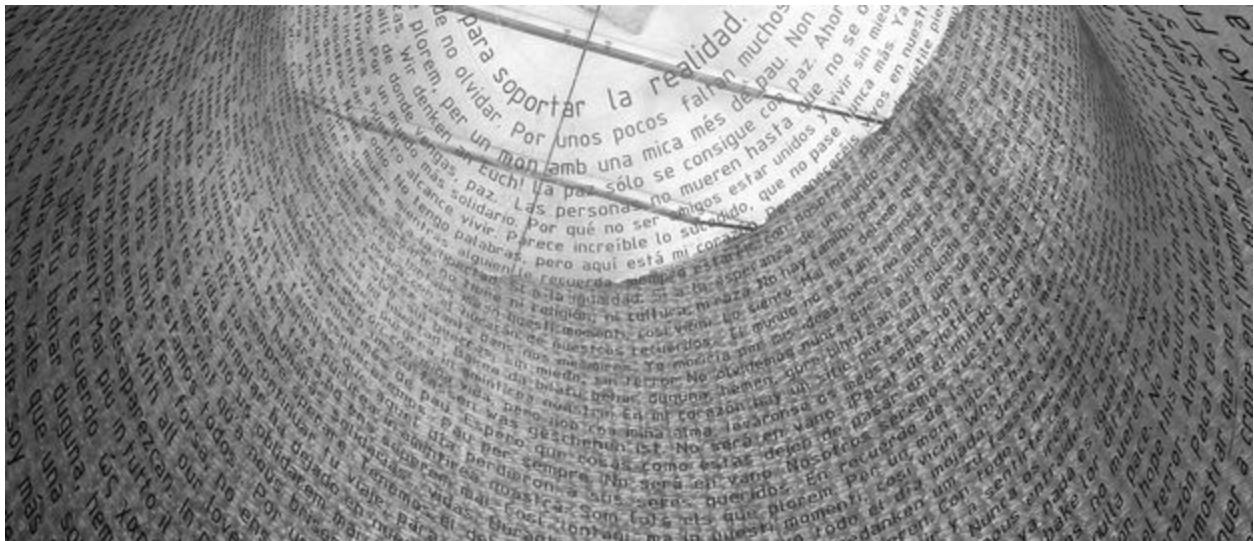
SPA 307 has little (or no) lecture in class meetings. Instead, there is a focus on pair, group, or whole-class activities. The rationale behind this model is that class time is too valuable to be spent doing what can be done easily outside of class.

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.

10% 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 graded writing assignments will be due during the semester. One of them is the final essay, which will be due on Dean's Date. All your writing assignments will be followed by the honor pledge and signed. Submissions will be sent by email as a doc or docx document.

The first draft of your first writing assignment 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; nevertheless, you will receive feedback and assistance from your professor throughout the writing process.

The first writing assignment 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 (15% 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](#)).

Take-home exercise (15%)

You will complete a take-home exercise (15% of your final grade) on course readings and topics.

Oral presentations (20%)

There will be two oral presentations in pairs or groups of three students.

Both oral presentations will imply research on a socio-political topic relevant to the Spanish-speaking world. They will be 20% of your final grade (10% each).

Reading discussion boards (15%)

The day before those classes that are marked in the calendar with **[m]** ("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 ongoing discussion.** 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.

Telecollaboration (10%)

Our class will be connected with students from the University of León, Spain. They are second year students of Tourism Studies. Some of our projects will intersect with theirs, so you will need to exchange information and opinions with them in questionnaires, interview them and be interviewed by them, and communicate via online forums. Our aim is to achieve intercultural understanding and communication skills.

10% of your final grade will be based on your participation and engagement in the telecollaboration questionnaires and forums.

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 the writing assignments: "This assignment represents my/our own work in accordance with University regulations."



Grading

Class participation & discussion leading	10%
Writing assignment	15%
Two oral presentations	20% (10% each)
Take-home exercise	15%
Reading discussion boards	15%
Final essay	15%
Telecollaboration	10%

Numerical correspondences to letter grades

95 – 100	A	77 – 79.9	C+
90 – 94.9	A-	74 – 76.9	C
87 – 89.9	B+	70 – 73.9	C-
84 – 86.9	B	60 – 69.9	D
80 – 83.9	B-	0 – 59.9	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 your professor in order to maintain confidentiality in addressing your needs.

No accommodations will be given without authorization from ODS, or without advance notice.

BLOQUE TEMÁTICO I EL ESPAÑOL EN CONTEXTO SOCIAL



El objetivo de este bloque temático es reflexionar sobre la relación entre lenguaje y sociedad, ganar conciencia de la necesidad de adaptar la lengua a los distintos contextos comunicativos, analizar críticamente la expresión implícita de posiciones ideológicas en los mensajes lingüísticos, desarrollar conciencia crítica hacia la persuasión, la manipulación y la exclusión por medio del lenguaje y cultivar sensibilidad intercultural para comunicarse en contextos en los que rigen valores y expectativas culturales distintos de los nuestros.

En concreto, durante estas semanas responderemos, entre otras, a las siguientes preguntas:

- ☐ ¿De qué manera influyen el contexto y las normas y expectativas culturales en la comunicación? ¿Cómo podemos ser más conscientes de esta influencia?
- ☐ ¿Cuáles son las principales diferencias entre el español formal y el coloquial? ¿Y entre el español oral y el escrito?
- ☐ ¿Cómo se expresa en español la cortesía? ¿En qué contextos hay que usarla?
- ☐ ¿Hay diferencias entre el español que hablan los hombres y el que hablan las mujeres? ¿Es el español una lengua sexista?
- ☐ ¿Cuáles son las características distintivas del lenguaje de la prensa y el lenguaje de la publicidad en español?

MIÉRCOLES 16 DE SEPTIEMBRE - INTRODUCCIÓN AL CURSO

VIERNES 18 DE SEPTIEMBRE - EL REGISTRO LINGÜÍSTICO [TD]

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

MANUELA MORENO: Pipas (cortometraje)



LUNES 21 DE SEPTIEMBRE - LA CORTESÍA

Introducción a la cortesía en español

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

ISABEL GARZO: [El dardo en el correo electrónico](#)

MIÉRCOLES 23 DE SEPTIEMBRE - ESCRITURA EN CLASE

VIERNES 25 DE SEPTIEMBRE - CORTOMETRAJE [TD]

ALBERTO RUIZ ROJO: Diez minutos (cortometraje)



LUNES 28 DE SEPTIEMBRE – TALLER DE ESCRITURA: ESTILÍSTICA. REVISIÓN. RECURSOS PARA ESCRIBIR CON AUTONOMÍA

LUIS MAGRINYÀ: [El club de los verbos finos](#)

MIÉRCOLES 30 DE SEPTIEMBRE – TEXTO ARGUMENTATIVO

NÚRIA ALMIRÓN: [Zoos, la gran mentira](#)

VIERNES 2 DE OCTUBRE – DISCURSO ORAL Y DISCURSO ESCRITO [TD]

RAFAEL SÁNCHEZ FERLOSIO: Fragmento de *El Jarama*



LUNES 5 DE OCTUBRE – LENGUAJE Y GÉNERO: CÓMO HABLAN LAS MUJERES

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

MIÉRCOLES 7 DE OCTUBRE – LENGUAJE Y GÉNERO: SEXISMO LINGÜÍSTICO

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

PRIMER TRABAJO DE ESCRITURA: Jueves 8 de octubre, 5:00pm

VIERNES 9 DE OCTUBRE – ACTIVIDAD EN CLASE

LUNES 12 DE OCTUBRE - DISCURSO E IDEOLOGÍA [TD]

El análisis crítico del discurso



MIÉRCOLES 14 DE OCTUBRE - EL LENGUAJE DE LA PRENSA

El lenguaje de la prensa



VIERNES 16 DE OCTUBRE - TRABAJO EN LAS PRESENTACIONES

Trabajo en clase



LUNES 19 DE OCTUBRE - PRESENTACIONES

Grupos 1 & 2

MIÉRCOLES 21 DE OCTUBRE - PRESENTACIONES

Grupos 3 & 4

VIERNES 23 DE OCTUBRE - DISCUSIÓN EN CLASE SOBRE LAS PRESENTACIONES

LUNES 26 DE OCTUBRE - EL LENGUAJE DE LA PUBLICIDAD [TD]

El lenguaje de la publicidad

MIÉRCOLES 28 DE OCTUBRE - ANÁLISIS DE PUBLICIDAD

Actividad en clase



VIERNES 30 DE OCTUBRE - TALLER DE ESCRITURA: ESCRIBIR UNA CARTA FORMAL

VACACIONES DE MIDTERM

BLOQUE TEMÁTICO 2 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 responder, entre otras, a las siguientes preguntas:

- ☐ ¿Cuál es el origen del español? ¿Cuándo se constituyó esta lengua? ¿Cómo se expandió por el mundo?
- ☐ ¿Qué ocurre con los distintos dialectos y las variedades del español? ¿Son todos igual de legítimos? ¿De qué manera marcan a sus hablantes?
- ☐ ¿Cuál es el español más correcto? ¿Tiene sentido hacer esta pregunta? ¿Quién decide sobre la corrección y la legitimidad del español?
- ☐ ¿En qué consiste la política del español? ¿Qué instituciones se ocupan de ejercerla? ¿De qué manera influyen estas instituciones en la conciencia de los hablantes?
- ☐ ¿Cómo se percibe en los países hispanohablantes la influencia del inglés en su lengua?
- ☐ ¿Cómo se percibe en EE.UU. la presencia del español y la población hispanohablante?
- ☐ ¿De qué manera se relacionan identidad y lengua?

Además, en esta parte del semestre trabajaremos con episodios del podcast [Radio Ambulante](#) y le prestaremos especial atención a cómo se escribe un artículo académico.

LUNES 9 DE NOVIEMBRE – RADIO AMBULANTE

RADIO AMBULANTE: Episodio seleccionado por los estudiantes (audio)

MIÉRCOLES 11 DE NOVIEMBRE – GEOPOLÍTICA DEL ESPAÑOL

El español en la encrucijada: Lengua local y global



VIERNES 13 DE NOVIEMBRE – ANGLICISMOS EN EL ESPAÑOL [TD]

GLORIA GUERRERO RAMOS: El préstamo (en *Neologismos en el español actual*)
FERNANDO MUÑOZ: Diccionario de anglicismos y tecnicismos para asistir a una reunión a la última

FRANCISCO PEREGIL: [The \(not so\) silent invasion of Argentina](#)

**DOs & DON'Ts de maquillaje para pieles
claras**

Sacarle partido a tu tono de piel es mucho más fácil de lo que crees

LUNES 16 DE NOVIEMBRE – EL ESPAÑOL EN LOS ESTADOS UNIDOS (1)

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

MIÉRCOLES 18 DE NOVIEMBRE – RADIO AMBULANTE

Primer programa

VIERNES 20 DE NOVIEMBRE – EL ESPAÑOL EN LOS ESTADOS UNIDOS (2)

SILVINA MONTRUL: Aspectos sociales del bilingüismo (de *El bilingüismo en el mundo hispanohablante*)

LUNES 14 DE DICIEMBRE - SEGUNDO DÍA DE TRABAJO EN LOS PROYECTOS FINALES

MIÉRCOLES 16 DE DICIEMBRE - TERCER DÍA DE TRABAJO EN LOS PROYECTOS FINALES

VIERNES 18 DE DICIEMBRE - RECAPITULACIÓN Y CIERRE DEL CURSO

VACACIONES DE NAVIDAD

HORAS DE OFICINA (4-8 DE ENERO): CITAS PARA RECIBIR AYUDA CON EL PROYECTO FINAL

DEAN'S DATE (MARTES 12 DE ENERO): ENTREGA DEL PROYECTO FINAL (5:00 PM)