

Fall 2016

Stony Brook University

Department of Hispanic Languages and Literature

College of Arts and Sciences

SPN 321 Advanced Spanish Grammar and Composition

Tuesday & Thursday 5:30-6:50, Library N4006

This course satisfies the DEC category Skill 3

This course satisfies the SBC category ESI and HFA+

Course Instructor: Joseph M. Pierce

Section: 01

Office Hours: Monday & Wednesday 4-5PM, or by appointment

Instructor contact information: Melville Library N3013, joseph.pierce@stonybrook.edu

COURSE DESCRIPTION

Advanced Spanish Grammar and Composition

The official bulletin says this: A review of advanced Spanish grammar with emphasis on improving writing skills and increasing mastery of Spanish syntax. Extensive practice in composition and in translation.

But my version of this course is a bit different:

This is a course about writing. What is writing? What does it mean to write something? How can we express ideas and how can we write in ways that convey not only content, but a sense of style and form? This is a course about writing, but it will revolve around this juncture of content and form. We will practice writing different types of texts: tweets, essays, fiction, autobiography, history, among others. We will work on translating not just language, not just English-Spanish, but also translating ideas and types of writing.

COURSE LEARNING OBJECTIVES

- Introduce students to a diverse range of writing by Latin American authors.
- Practice and improve clarity of expression in writing.
- Develop analytical skills for reading literary and cultural texts.
- Engage multiple forms of collaboration in the effort to improve writing skills.

Required Texts:

There are no required texts for this course, but a good bilingual dictionary is recommended.

All readings will be available on Blackboard in .pdf format.

Attendance: Consistent attendance and thoughtful participation are crucial to your success in this class. Arriving late causes a disruption, and will reflect negatively on your participation grade. After three absences your grade will be lowered by a half point and so on successively for further unexcused absences. If you have more than 6 absences, your final grade will be an F.

Participation: To receive an A for participation you must have excellent attendance, come

prepared, and participate actively and thoughtfully in class discussions. If you participate occasionally and with little preparation or insight, you will receive a B. If you rarely participate in class, you will receive a C; if you hardly contribute, are distracted, and often miss class, you can expect an F in this category.

Reflection Diary: It will be essential for your success to reflect on, more than simply read, the assigned texts. This diary should be an actual, physical notebook that is only used for this purpose. On its pages you should plan to write, in Spanish, at least two paragraphs for each text we read, in which you question the writing style, content, language, use of imagery and metaphor, difficulty (what makes a text ‘difficult’) and context. We will use these diaries in class as a way of starting discussion, so it is essential that you also bring yours to class each day.

Assignments: The point of this course is to practice writing. Each of these assignments builds on the previous one, and will involve both individual (at home) and collaborative (in class) work. Detailed instructions will be provided for each Assignment, which will be due in class on the assigned day.

All written work should follow MLA style.

Evaluation criteria:

Participation: 20%

Reflection Diary: 20%

Assignments (5): 60%

Grading System

100-93	A	79-77	C+
92-90	A-	76-73	C
89-87	B+	72-70	C-
86-83	B	69-67	D+
82-80	B-	66-60	D
		59-0	F

DISABILITY SUPPORT SERVICES (DSS)

If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact Disability Support Services (631) 632-6748 or <http://studentaffairs.stonybrook.edu/dss/>. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information go to the following website: <http://www.stonybrook.edu/ehs/fire/disabilities/asp>.

ACADEMIC INTEGRITY

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instance of academic dishonesty to the Academic Judiciary.

For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at <http://www.stonybrook.edu/uaa/academicjudiciary/>

CRITICAL INCIDENT MANAGEMENT

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, and/or inhibits students' ability to learn.

MEETING SCHEDULE

Part I: Signs, Wor(l)ds, Languages

August 29 Course Introduction: “Con la pluma en la mano”

August 31 Doing Things with Words
J. L. Borges, “Arte poética”

September 5 Labor Day: No Class

September 7 M. Bajtín, *Estética de la creación verbal*, “El problema de los géneros discursivos”
Ricardo Piglia, *Formas breves* (sel.)

September 12 Sylvia Molloy, *Vivir entre lenguas*, (sel.)
Assignment 1 Due: What Language(s) do you speak?

Part II: Narration

September 14 José Martí, “El puente de Brooklyn,” in *Escenas Norteamericanas*

September 19 José Martí, “Coney Island”, in *Escenas Norteamericanas*

September 21 Assignment 2 Workshop: Describing an Object

September 26 Eduarda Mansilla, *Recuerdos de viaje* (sel.)

September 28 Ana Lydia Vega, “La felicidad (ja ja ja ja) y la Universidad”, in *Esperando...*
Assignment 2 Due

September 28 Rosario Ferré, “Ofelia a la deriva en las aguas de la memoria”, in *El coloquio de las perras*.

October 3 Alejandro Zambra, “Mis documentos” in *Mis documentos* (sel.)

October 5 Assignment 3 Workshop: Narrating, Remembering, Writing

October 10 María Moreno, “Colección Bicentenario (Página|12)”

October 12 Julio Cortázar, “Casa tomada”, in *La autopista del sur y otros cuentos*
Assignment 3 Due

Part III: Writing Arguments

October 17 José María Arguedas, “No soy un aculturado”

October 19 Susana Rosano, “El regreso del poeta enorme”, in *Clarín* (2007).
Juan Sasturain, “Veinte motivos para leer a Oliverio Girondo”, in *Página 12* (2011).

October 24 Javier Valenzuela, “El vigor del ‘spanglish’. El cóctel de español e inglés invade las calles de Nueva York por boca de su población hispana”, In *Clarín Digital*.

October 26 Gabriela Mistral, “Sobre la mujer chilena” in *Escritos políticos*

October 31 Horacio Quiroga, “El almohadón de plumas”, in *Cuentos de amor, de locura y de muerte*.

November 2 **Assignment 4 Workshop: Textual Analysis**

November 7 Roberto Fontanarrosa, “Personajes”

November 9 Carlos Octavio Bunge, “El Chucro”
Assignment 4 Due

Part IV: Translation and Re-Writing

November 14 Enrique Fierro, “Poem” and Pablo Neruda, “Ah Vastness of Pines”
(Translation Homework: English to Spanish)

November 16 Federico García Lorca, “La aurora”
(Translation Homework: Spanish to English)

November 21 **Assignment 5 Workshop: Translating, Rewriting Genres**

November 23 **No Classes: Thanksgiving**

November 28 Beatriz Sarlo, “Mundiales de fútbol”

November 30 “Poesía nueva” in *Vanguardistas en su tinta*

December 5 Eduardo Galeano, short stories (sel.)

December 7 Conclusions
Assignment 5 Due