

# THE UNIVERSITY OF WESTERN ONTARIO DEPARTMENT OF LANGUAGES AND CULTURES

SP2214A “COMPARATIVE GRAMMAR OF ENGLISH AND SPANISH” FALL  
2020



Although this academic year might be different, Western University is committed to a **thriving campus**. We encourage you to check out the [Digital Student Experience](#) website to manage your academics and well-being. Additionally, the following link provides available resources to support students on and off campus: <https://www.uwo.ca/health/>.

## 1. *Technical Requirements:*



Stable internet connection



Laptop or computer



Working microphone



Working webcam

## 2. Course Overview and Important Dates:

Delivery Mode	Dates	Time
Online	Sept 10- Dec 10	Tuesdays, 12.30-1.30 Thursdays, 11.30-1.30

\*Details about design and delivery of the course are listed below in Section 4

Classes Start	Reading Week	Classes End	Study day(s)	Exam Period
September 9	November 2 - 8	December 9	December 10	December 11 - 22

\* November 12, 2020: Last day to drop a first-term half course or a first-term full course without penalty

## 3. Contact Information

Course Instructor	Contact Information
Dr. Olga Tararova	<a href="mailto:otararov@uwo.ca">otararov@uwo.ca</a> Office hours: by appointment via Zoom

Teaching Assistant(s)	Contact Information
TBA	TBA

## 4. Course Description and Design

**REQUISITES:** Pre-or Corequisite(s): Spanish 2200 or Spanish 2200W/X or permission of the Department.

The course provides an introductory comparative analysis between English and Spanish languages. During the semester, students will discover main differences between the two languages, by covering topics, such as inflectional and derivational morphology (e.g., gender and number, tense and mood distinction, word class), word order in different sentence types, as well as phonetical and lexical distinctions found in the two languages. . The classes will be held **in Spanish**.

- All course material will be posted to OWL: <http://owl.uwo.ca>. Any changes will be indicated on the OWL site and discussed with the class.

- If students need assistance, they can seek support on the [OWL Help page](#). Alternatively, they can contact the [Western Technology Services Helpdesk](#). They can be contacted by phone at 519-661-3800 or ext. 83800.

## 5. Course Goals and Objectives

This course aims to achieve the following:

- Develop linguistic awareness by comparing two languages.
- Compare English and Spanish linguistic features in order to deepen student's understanding of the structure of Spanish.
- Improve the student's Spanish knowledge by using English as a point of comparison.
- Learn basic theoretical linguistic concepts.
- Develop basic translation skills.



## 6. Learning Outcomes

Upon successful completion of this course, students will be able to:

- Identify the most common mistakes in the interlanguage of a learner of Spanish.
- Memorize the basic linguistic concepts in Spanish.
- Understand why some grammar topics of Spanish are more difficult than others for a speaker whose first language is English.
- Improve student's Spanish skills by reflecting on the grammar of the two languages.



## 7. Evaluation

Below is the evaluation breakdown for the course. Any deviations will be communicated.

Assessment	Format	Weighting	Due Date
Seminar leadership/ presentations  <ul style="list-style-type: none"> <li>• Written handout</li> <li>• Seminar leadership</li> <li>• Reflection Paper</li> </ul>	ONLINE, via Zoom	5% handout  15% presentation/ seminar leadership  15% reflection paper	Refer to the calendar
Quizzes ( $n=5$ )	ONLINE, in OWL	5% x 5 = 25%	Quiz 0 – Sept 13 Quiz 1 – Sept 27 Quiz 2 – Oct 11 Quiz 3 – Oct 25 Quiz 4 – Nov 15 Quiz 5 – Nov 22
Participation & Homework completion	ONLINE + Dropbox homework submission	10%	ongoing
Final exam	ONLINE	30%	

### **Seminar Leadership/ presentations (15%)**

For this course, students will either present a traditional presentation of 15 minutes total or lead a seminar presentation. The weekly presentations/ seminars will take place during our Thursday online meetings and will address the topic introduced on Tuesday during the lecture.

For the traditional presentations, the student will speak/present for no more than 15 minutes discussing one of the topics on Tuesday class lecture. During these 15 minutes, the student will be required to:

- 1) Present the major concepts discussed during the lecture on Tuesday with your group members (4-5 min)
- 2) Be responsible to answer any questions that your group members might have (2-3 min)
- 3) Lead the class through designing **2-3 short exercises** based on the assigned topic. (7-8 minutes)

For the seminars, the class will be broken up into small groups of no more than 5 students and each week a different member of your small group will be responsible for **leading** their small group's seminar (the student will have to repeat the same information 3 times x15 minutes (=45 minutes) to 3 different groups.

For your seminar/presentation the student will prepare a **handout (5%)** for each of your group mates and send it to the instructor/TA **24 hrs PRIOR** to class. You will have approximately **15 minutes** for your seminar, in which time you will undertake the following tasks:

- 1) Review and summarize the major concepts discussed during the lecture on Tuesday with your group members (4-5 min)
- 2) Be responsible to answer any questions that your group members might have (2-3 min)
- 3) Lead your group through **2-3 short exercises** based on your assigned topic. You might decide to have your group mates work in pairs and then share their work with your full small-group (7-8 min)

### **Seminar/Presentation Reflection Paper (15%). For both groups**

You are required to submit **electronically (upload onto OWL)** a **2 page** (double-spaced, 12 point font, 1 inch margins) written reflection paper in which you critically examine your seminar preparation and leadership OR your oral presentation **in Spanish**. Your reflection paper will be due **the following Tuesday** after you have conducted your seminar/presentation.

Your reflection paper **must** include a copy of your **seminar handout** and your -page **critical** analysis focusing on:

- 1) the **effectiveness of what you prepared** for your seminar/presentation (if you were to do it again, what would you change and why, and what would you keep the same and why?);
- 2) an **overview of the ideas generated** by your group mates in response to what you prepared (did any key terms generate any important comments, and what ideas did your group mates come up with in response to your discussion questions and activity);
- 3) **MOST importantly**, an **analysis of any changes in your ideas** and understanding of the topic as a result of the group discussion.

### **Online Quizzes (5% each, total 5)**

There will be 5 online quizzes scheduled prior to Tuesday classes. Each online quiz will test the studied material. The quizzes will be timed. In order to successfully receive a high mark, ensure you study the assigned material prior to opening the quiz. Once the quiz is opened, you will have to complete it. The quiz will be open on a Sunday (**until 11.55pm**) prior to Tuesday classes. There will be NO make-up quiz.

### **Final exam (30%)**

A **two-hour** exam will take place during the exam period. The exam will test the material studied during the course. The format will be the following: fill in the blanks, short answer questions, and multiple- choice.

### Online Participation and Engagement (10%)



- Students are expected to participate and engage with content as much as possible.
- Students should also participate in tutorials by interacting during presentations with their peers and instructors

- All assignments are due at 11:55 pm EST unless otherwise specified
- Students will have ONE attempt to complete online quizzes so make sure your connection is stable
- Rubrics will be used to evaluate assessments and will be posted with the instructions
- After an assessment is returned, students should wait 24 hours to digest feedback before contacting their evaluator; to ensure a timely response, reach out within 7 days

Click [here](#) for a detailed and comprehensive set of policies and regulations concerning examinations and grading. The table below outlines the University-wide grade descriptors.

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

### Information about late or missed evaluations:

- Late assessments without illness self-reports will be subject to a late penalty 10 %/day
- Late assessments with illness self-reports should be submitted within 24 hours of submission of the last illness self-report
- An assessment cannot be submitted after it has been returned to the class

## 8. Resources



- All lectures will be posted in OWL
- Required textbook: **Farrell, E. R., & Farrell, C. F. (2012). Side by side. Spanish & English grammar (3rd ed). New York: McGraw-Hill.**



## 9. Professionalism & Privacy:

Western students are expected to follow the [Student Code of Conduct](#). Additionally, the following expectations and professional conduct apply to this course:

- Students are expected to follow online etiquette expectations provided on OWL
- All course materials created by the instructor(s) are copyrighted and cannot be sold/shared
- Recordings are not permitted (audio or video) without explicit permission
- Permitted recordings are not to be distributed
- Students will be expected to take an academic integrity pledge before some assessments
- All recorded sessions will remain within the course site or unlisted if streamed

## 10. How to Be Successful in this Class:

Students enrolled in this class should understand the level of autonomy and self-discipline required to be successful.



1. Invest in a planner or application to keep track of your courses. Populate all your deadlines at the start of the term and schedule time at the start of each week to get organized and manage your time.
2. Make it a daily habit to log onto OWL to ensure you have seen everything posted to help you succeed in this class.
3. Follow weekly checklists created on OWL or create your own to help you stay on track.
4. Take notes as you go through the lesson material. Treat this course as you would a face-to-face course. Keeping handwritten notes or even notes on a regular Word document will help you learn more effectively than just reading or watching the videos.
5. Connect with others. Try forming an online study group and try meeting on a weekly basis for study and peer support.
6. Do not be afraid to ask questions. If you are struggling with a topic, check the online discussion boards or contact your instructor(s) and or teaching assistant(s).
7. Reward yourself for successes. It seems easier to motivate ourselves knowing that there is something waiting for us at the end of the task.

## 11. Communication:

- Students should check the OWL site every 24 – 48 hours
- A weekly update will be provided on the OWL announcements
- Students should email their instructor(s) and teaching assistant and include LIN2214 in the header
- Emails will be monitored daily, except on weekends; students will receive a response in 24 – 48 hours

- This course will use the OWL forum for discussions
- Students should post all course-related content on the discussion forum so that everyone can access answers to questions
- The discussion forums will be monitored daily by instructors or teaching assistants



## 12. Western Academic Policies and Statements

### Absence from Course Commitments

#### [Policy on Academic Consideration for Student Absences](#)

In the interest of the health and safety of students and health care providers, you are no longer required to seek a medical note for absences this term. If you are unable to meet a course requirement due to illness you should use the [Illness Reporting Tool](#). This tool takes the place of the need to submit a medical note and the Self-Reported Absence System formally used by undergraduate students.

You are required to self-report every day that you are ill and unable to complete course commitments. Details about when you should submit missed work, the format of the missed work can be found in the Section 7. Evaluation above. Students should communicate promptly with their instructor and use this tool with integrity.

### Accommodation for Religious Holidays

The policy on Accommodation for Religious Holidays can be viewed [here](#).

### Academic Offenses

“Scholastic offences are taken seriously, and students are directed [here](#) to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence.

### Accessibility Statement

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation or review [The policy on Accommodation for Students with Disabilities](#).

### Correspondence Statement

The centrally administered **e-mail account** provided to students will be considered the individual’s official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner. You can read about the privacy and security of the UWO email accounts [here](#).

### Copyright and Audio/Video Recording Statement

Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. You must always ask permission to record another individual and you should never share or distribute recordings.

## **12. Support Services**

The following links provide information about support services at Western University.

[Academic Counselling \(Science and Basic Medical Sciences\)](#)

[Appeal Procedures](#)

[Registrarial Services](#)

[Student Development Services](#)

[Student Health Services](#)



## COURSE SCHEDULE

TIP: To succeed in this course, you must read the assigned material prior to coming to class.

<u>Week/Date</u>	<u>Theme / Structure</u>	<u>Assignments/Homework due the following Tuesday</u>
<b>1. Week 1, Sep 10</b>	Presentación del curso. Sílabo. Requisitos  <i>Presentaciones/ ice-breaker</i>	Leer el sílabo  Leer pp. 6-13;  <b>QUIZ 0</b>
<b>2. Week 2, Sep 15</b>	Las clases de palabras  ¿Qué es una palabra?	Práctica p.131 A
<b>3. Week 2, Sep 17</b>	Tipo/formación de palabras  <b>Morfología Nominal</b> ¿Qué es el género?	Leer pp. 16-27; 44- 47
<b>4. Week 3, Sep 22</b>	Repaso del sintagma nominal & formación de palabras	Leer pp. 16-27; 44- 47
<b>5. Week 3, Sep 24</b>	El determinante y su interpretación. El adjetivo. El sintagma nominal y sus funciones. Los pronombres sujetos, diferencias de uso. Los pronombres objeto.	Práctica p. 125 A, B, C.; p. 126 A, B; p. 128 E;  <b>QUIZ 1</b>
<b>6. Week 4, Sep 29</b>	<b>Seminario 1</b>  Repaso del determinante, adjetivos y los pronombres	Leer pp. 80-93 (excepto p.83)  Práctica p. 136 A
<b>7. Week 4, Oct 1</b>	<b>Morfología Verbal:</b> el paradigma verbal	Práctica p.137 B
<b>8. Week 5, Oct 6</b>	Repaso de la morfología verbal: el paradigma verbal.	Ejercicios pp. 136-137, A, B, C.  Leer pp. 94-97, Práctica p. 138 F,
<b>9. Week 5, Oct 8</b>	¿Qué es el aspecto? El aspecto en el pasado.	Práctica pp. 137-139 D, E, F; pp. 145 C, D.  Análisis de canciones  <b>QUIZ 2</b>
<b>10. Week 6, Oct 13</b>	<b>Seminario/ Presentación (2)</b> Repaso de pretérito imperfecto vs.	Leer pp. 102-107.

	pretérito indefinido (aspecto)	Práctica p. 140 I, J; p. 167 DD
<b>11. Week 6, Oct 15</b>	¿Qué es el tiempo? Los tiempos simples y los tiempos compuestos.	
<b>12. Week 7, Oct 20</b>	<b>Seminario/ Presentación (3)</b> Práctica de aspecto y tiempo	Leer pp. 98-101; 108- 111. Práctica p. 139 G; p.168,EE.
<b>13. Week 7, Oct 22</b>	El futuro y el condicional. Usos	Práctica 139 H, Q; p. 161, W. Leer p.83; p. 117-125 <b>QUIZ 3</b>
<b>14. Week 8, Oct 27</b>	<b>El orden de las palabras.</b> Entonación. Las oraciones simples y complejas. Tipos de oraciones simples y complejas.	Práctica p.166 BB
<b>15. Week 8, Oct 29</b>	<b>Seminario/ Presentación (4)</b> Negación & <i>Entonación</i>	Práctica p. 165, AA
<b>NOV 2-8</b> <b>READING WEEK/ NO CLASS</b>		
<b>16. Week 9, Nov 10</b>	¿Qué es el modo? Tipos de oraciones subordinadas. Las nominales y el subjuntivo	Práctica p. 163, Y; p. 166, CC
<b>17. Week 9, Nov 12</b>	<b>Seminario/ Presentación (5)</b> Repaso de oraciones subordinadas nominales, subjuntivo (indicativo vs. subjuntivo) Oraciones subordinadas adjetivas y adverbiales (temporales) y el subjuntivo. Las finales y las causales	<b>QUIZ 4</b>
<b>18. Week 10, Nov 17</b>	<b>Seminario/ Presentación (6)</b> Repaso de oraciones subordinadas adjetivas y adverbiales (temporales) y el subjuntivo. Las finales y las causales	
<b>19. Week 10, Nov 19</b>	Semántica. Homofonía y ortografía	<b>QUIZ 5</b>

<b>20. Week 11, Nov 24</b>	Ejemplos de casos semánticos en inglés y español	
<b>21. Week 11, Nov 26</b>	<b>Fonética comparativa.</b> Variación dialectal. Los casos de ceceo/seseo, yeísmo y la /s/ final	
<b>22. Week 12, Dec 1</b>	<b>Léxico comparativo</b> La jerga y las <i>groserías</i>	
<b>23. Week 12, Dec 3</b>	<b>Spanglish</b> Repaso para el examen final	
<b>24. Week 13, Dec 8</b>	Repaso para el examen final <i>Reflexión/ Resumen</i>	