

## SPANISH 412 (62290): Spanish Rhetoric and Style

Spring 2018

**T & Th 2 – 3:20 PM/ VKC 209**

Office hours: T & Th 3:30 – 5 PM by appointment

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### Course objective:

The objective of this course is the acquisition of an advanced level of written (and oral) Spanish communication through rhetorical, grammatical and lexical analysis of various kinds of writings, and through composition tasks and assignments involving description, narration, journalistic reporting, argumentation, and exposition. The objectives will be approached from the reading to writing vantage point in the context of reading/listening comprehension and speaking.

### Textbook and recommended references:

Finnemann, M.D. and L. Carbón, <i>De lector a escritor</i> . Boston: Heinle & Heinle, 2001.
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- Butt, J. & Benjamin, C. 2000. *A New Reference Grammar of Modern Spanish*. McGraw Hill.
- Nissenberg, G. 2004. *Complete Spanish Grammar*. New York: McGraw-Hill. (online)
- Any good Spanish dictionary
- <http://cvc.cervantes.es>. Centro Virtual Cervantes del Instituto Cervantes, amplísimo catálogo de páginas dedicadas a la lengua española con atención a todo tipo de cuestiones.
- <http://www.rae.es>. Página web de la Real Academia Española, con un consultor lingüístico.
- Additional material will be distributed or assigned beforehand during the semester.

### Recommended books and films for essays and analysis; ON RESERVE (Leavey Library)

- Agencia Efe. *Manual de español urgente*. Madrid: Cátedra.
- Magrinyà, L. 2015. *Estilo rico, estilo pobre*. Barcelona: Penguin Random House.
- Reyes, G. 2003. *Cómo escribir bien en español. Manual de Redacción*. Madrid: Arco/Libros.
- Real Academia Española. 1999. *Ortografía de la lengua española*. Madrid: Espasa.

### Movies:

- “Crónicas” - El caso Almería” - “La historia oficial” - “Machuca” - “Voces inocentes”

### Course Requirements and evaluation:

Compositions (Home, 5)	25%		
Compositions / Quizzes (Class, 5)	15%		
Assignments	10%	[5% may be allocated for the Complutense-USC project]	
Midterm Exam [No make-ups]	20%		
Final Exam	20%	Class Participation	10%

### Grading scale:

94-100 A	87-89 B+	77-79 C+	67-69 D+	0-59 F
90-93 A-	83-86 B	73-76 C	63-66 D	
	80-82 B-	70-72 C-	60-62 D-	

### **Required home and class assignments and activities:**

There will be five compositions written at home, due in class as scheduled in the syllabus. These compositions will concentrate on each of the following tasks: description, narrative, reporting, argumentation, and exposition. There will also be five short compositions and/or quizzes to be done in class. In addition, there will be assignments on different written texts. There will be a midterm and a final exam as scheduled. Any adjustment to the schedule will be announced in advance.

- Students are expected to read and/or watch the materials assigned **before** the class in which the materials are listed.

- **Please refrain from using computers or other electronic devices in class.**

- All written assignments **must be submitted typed one and a half space**. They must be handed in to the instructor **in hard copy on the due date**. Please be aware that the instructor **does not print assignments for students**. Absent students need to bring a doctor's note the day they return to school if they wish their late assignment to be considered.

**The syllabus may be modified to benefit the course. Please follow it and check Bb regularly.**

### **Week 1 (January 8 – 12)**

T Course introduction. Composición diagnóstica.  
Propiedades de las palabras; sinónimos, homónimos, antónimos; extranjerismos y neologismos; denotación y connotación de las palabras.

Th El proceso de composición, la ortografía, el uso del diccionario.  
Lectura: “Unidad preliminar. Para prepararse a escribir,” pp.1-11.  
*Cómo dar vida a las palabras* <http://www.inteligencianarrativa.com/dar-vida-a-las-palabras/>

## **Unidad: La descripción**

### **Week 2 (January 16 – 19)**

T Introducción: Rasgos de la descripción, pp. 14-15.  
Lectura: “El correo del amor,” pp.15-19.  
Applied grammar: Linking verbs and “to be expressions” (210-11)  
<http://www.appstate.edu/~fountainca/1050/unidad1/sehth.html>

Lectura: “Preámbulo a las instrucciones para dar cuerda al reloj,” pp. 22-24.  
Rhetorical figures: metaphorical use of language.

Th Lectura: “Canning y Rivera,” pp. 27- 34.  
Applied grammar: Comparison (226-28). Personal Pronouns (185-192).  
**Composition 1 (in class) on description. You may use a dictionary.**

### **Week 3 (January 22 – 26)**

T *Machuca*, película (2004). Dir. Andrés Wood.  
**Composition 1 (home) on description (due Tuesday January 30).**

Th. **Student report as per scheduled assignment (1 student).**  
Applied grammar: Relative Pronouns (232-234)

## Unidad 2: La narración

### Week 4 (January 29 – February 2)

- T Rasgos de la narración, pp. 39-40. Los chistes, p. 40.
- Th Lectura: “Una carta de Túnez,” pp. 42-44.  
Lectura: “Génesis,” pp. 47-48.  
Applied grammar: The Preterite and the Imperfect Aspect (196-200).

### Week 5 (February 5 - 9)

- T Lectura: “Teruel y sus amantes,” pp. 51-54.  
Applied grammar: Definite and Indefinite Articles (214-217).  
Expressing time and aspect: Preterite/Imperfect contrast (196-198).  
**Student report as per scheduled assignment (1 student).**
- Th. Actividades de escritura extendida.  
**Student report as per scheduled assignment (1 student).**  
**Composition 2 (in class) on narration. You may use a dictionary.**  
**Composition 2 (home) on narration (due Tuesday, February 13).**

## Unidad 3: El reportaje

### Week 6: (February 12 - 16)

- T Introducción: Rasgos del reportaje, pp. 62-64.  
Lectura: “El audaz lechero de las minivacas,” pp.66-68.  
Lectura: “La ciudad del ‘razor’ y el guardia,” pp.72-76).  
Applied grammar: Adverbs and Relative Clauses (218-220, 232-5).
- Th Lectura: “Inventor de la guitarra,” pp. 82-84.  
**Student report as per scheduled assignment (1 student).**

### Week 7: (February 19 - 23)

- T **Student report as per scheduled assignment (1 student).**  
Applied grammar: The Passive Voice and Passive Constructions TBA.  
**Composition 3 (in class) on reporting. You may use a dictionary.**
- Th *Crónicas*, película (2004). Dir. Sebastián Cordero.  
**Composition 3 (home) on reporting (due Tuesday, February 27).**

### Week 8: (February 26 – March 2)

- T Discusión sobre la película y repaso antes del examen.
- Th **MIDTERM EXAM**

**\*It is recommended that you watch the movie *La historia oficial* (1985) before next class. The movie is on reserve at the Leavey Library.**

## **Unidad 4: La argumentación**

### **Week 9: (March 5 - 9)**

- T      Introducción: Rasgos de un ensayo subjetivo, pp. 93-94.  
Lectura: “La historia oficial,” pp. 95-97.
- Th     Lectura: “El lector tiene la palabra,” pp. 101-102.  
Applied grammar: The subjunctive mood (200- 205) and Prepositions (221-226).  
**Composition 4 (in class) on argumentation.**

**(March 11 - 18)      SPRING RECESS**

### **Week 10: (March 19 - 23)**

- T      Lectura: “Debaten públicamente sus diferencias los ‘hispanicos’ en EEUU,” pp.111-115.  
Applied grammar: Indefinite and Negative Words and Expressions TBA.
- Th     Lectura: “Hispanos y republicanos”  
[http://elpais.com/elpais/2015/10/22/opinion/1445527791\\_513542.html](http://elpais.com/elpais/2015/10/22/opinion/1445527791_513542.html)  
**Student report as per scheduled assignment (1 student).**  
**Composition 4 (home) on argumentation (due Thursday, March 29).**

## **Unidad 5: La exposición**

### **Week 11: (March 26 – 30)**

- T      Introducción: Rasgos de la Exposición, pp.123-125.  
**Student report as per scheduled assignment (1 student).**
- Th     Lectura : “A La Malinchi, discreta, pero sincera devoción,” pp.125-129.  
Applied grammar: Conjunctions of Coordination (Handout).

### **Week 12: (April 2 – 6)**

- T      Lectura: “Todas somos Ramonas.” Primera parte, pp.141-148.  
Enfoque en el lenguaje (pp.148-151).
- Th     Lectura: “Todas somos Ramonas.” Segunda parte, pp. 151-155.  
Enfoque en el lenguaje (pp.156-162)  
Applied grammar: Reflexive Verbs and Reflexive Constructions (TBA).  
**Student report as per scheduled assignment (1 student).**

**Week 13: (April 9 – 13)**

T      Lectura: “Todas somos Ramonas.” Tercera parte parte, pp. 162-165.  
**Student report as per scheduled assignment (1 student).**

Th     Lectura TBA  
**Composition 5 (in class) on exposition.**  
**Composition 5 (home) on exposition (due Thursday, April 19).**

**Week 14: (April 16 –20)**

T      *Voces inocentes*, película (2004). Dir. Luis Mondoki.

Th     Actividades de escritura extendida.  
**Student report as per scheduled assignment (1 student).**

**Week 15: (April 23– 27)**

T      General review.

Th     Wrap-up of the course.

**FINAL EXAM: May 3, 2-4 P.M.**

This class will participate in a project with students from la Universidad Complutense in Madrid. Instructions will be provided on how to sign up. Depending on the success of this project, 5% of the grade for assignments may be allocated for written assignments. Students will also be encouraged to get acquainted with students from la Complutense by Skype or other online apps.

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.-5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

**ACADEMIC CONDUCT**

**Plagiarism** – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/departments/departments-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage [sarc@usc.edu](mailto:sarc@usc.edu) describes reporting options and other resources.

**Please use my office hours for help, questions, and other communication about the class.**  
**E-mail should be used as an emergency. I do not answer e-mails on weekends or after 6 PM.**