

Spanish 315
Advanced Spanish Grammar and Translation
Fall 2019

Instructor: David Zarazúa

E-mail: zarazua@usc.edu

Office Location: THH 156L

Office Hours: Wed. 10am-1pm or by appt.

Section: 62220

Phone number: 213-740-1266

Class Time: Tu/Th 12:30-1:50 pm

Class Location(s): VKC 202

Course objectives: In this course, students will develop a deeper understanding of the fine points of Spanish grammar. The grammars of Spanish and English will be contrastively analyzed, and those areas that typically give English-speaking students the most trouble will be examined in depth. Students will refine their grammatical skills through translation exercises. In addition, the course will offer an introduction to some of the techniques and problems involved in translating from English to Spanish and from Spanish to English.

Required texts for the course:

Butt, John and Carmen Benjamin. *A New Reference Grammar of Modern Spanish*, fifth edition.

(Hachette: Hodder Education, 2011. (Online access:

<https://ebookcentral.proquest.com/lib/socal/reader.action?docID=714515&ppg=1>)

You will also need a good non-electronic bilingual Spanish-English and English-Spanish dictionary, such as *Larousse*. Other readings and selections for translation will be added as the course progresses.

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 Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. 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>.

Grade breakdown:

Practical Translation Exercises (15)	15%
Integrated Translation Assignments (5)	15%
Midterm 1	15%
Midterm 2	15%
Course Project	10%
Final Exam	20%
Participation	10%

Grading Scale:

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

Practical Translation Exercises are short exercises in translation of sentences and short passages. These exercises are based on the assigned readings in Butt and Benjamin, and they are to be done along with the readings. For most class meetings, students will be required to read a selection from Benjamin and Butt and to complete the accompanying Practical Translation Exercise before coming to class.

Integrated Translation Assignments involve the translation of longer passages, which both synthesize the material of the preceding several class meetings and focus on particular types of text. All assignments must be typed double-spaced.

There will be three in-class exams, including the final exam.

The Course Project will consist of an original translation of an English text, with commentary. Guidelines will be given later in the semester.

Regular attendance is very important. The class Participation grade reflects both attendance and quality of participation in class discussions. Late homework, assignments, etc. will not be accepted, unless excused. A valid excuse is a doctor's note confirming the student's inability to attend class or complete an assignment, a death in the family, a religious holiday, and participation in a school-sponsored event as a performer. Students who have more than three unexcused absences will have their participation grade lowered automatically.

Course outline

Note: all chapter and page references are to Butt and Benjamin. With the exception of the first day of class, students are expected to complete the reading assigned for each class before coming to class. Practical Translation Exercises (PTE) and Integrated Translation Assignments (ITA) are due on the dates listed.

This outline is tentative and may be modified as the semester progresses.

Week 1 (August 26-30)

Tu Introduction to the course: approaches to translation: surface (external) vs. deep (internal) meaning in translation.

Th Difficulties in translation of simple present, future and conditional indicative tenses: chapter 14, sections 14.1-14.3.7 (pp. 203-206) and 14.6-14.7.5 (pp. 216-222). **PTE #1.**

Week 2 (September 2-6)

Tu Uses of the compound tenses in Spanish compared with their equivalents in English: chapter 14, sections 14.8-14.12 (pp. 222-232). **PTE #2.**

Th Contrasts in the uses of continuous tenses in Spanish and English: chapter 15 (pp. 233-240) and chapter 20 (pp. 309-319); modal auxiliary verbs: chapter 21 (pp. 320-327). **PTE #3.**

Week 3 (September 9-13)

Tu Practice in translation of an informal conversational text. **ITA #1.**

Th The role of aspect in translation of narrative texts: preterit vs. imperfect tenses: chapter 14, sections 14.4-14.5.10 (pp. 206-215). **PTE #4**

Week 4 (September 16-20)

Tu The role of aspect in translation of narrative texts (cont.). **ITA #2**

Th Practice in translation of narrative texts in the past. Review for Midterm

Week 5 (September 23-27)

Tu **Midterm 1**

Th The Spanish subjunctive after expressions of possibility, influence and denial: chapter 16, sections 16.1-16.11.3 (pp. 241-263). **PTE #5.**

Week 6 (September 30- October 4)

Tu The Spanish subjunctive after subordinators, in relative clauses, and miscellaneous uses of the subjunctive; tense agreement: chapter 16, sections 16.12-16.16 (pp. 264-281); conditional sentences: chapter 25 (pp. 354-360). **PTE #6.**

Th Practice in translation of the subjunctive in context. **ITA #3.**

Week 7 (October 7-11)

Tu Spanish imperatives and alternative constructions: chapter 17 (pp. 283-291). **PTE #7.**

Th Gender and number of nouns: chapters 1 and 2 (pp. 1-26). **PTE #8.**

Week 8 (October 14-18)

Tu Forms and uses of articles and adjectives: chapters 3 and 4 (pp. 27-70). **PTE #9.**

Th Fall Break, no class.

Week 9 (October 21-25)

Tu Review for Midterm 2.

Th **Midterm 2**

Week 10 (October 28-November 1)

Tu An overview of subject, object and prepositional pronouns: chapter 11 (pp. 130-153) and chapter 12 (pp. 154-165). **PTE #10.**

Th Pronominal verbs and uses of *se*: chapter 26 (pp. 361-385). **PTE# 11.**

Week 11 (November 4-8)

Tu Verbs of becoming, passives, and impersonal sentences: chapters 27 and 28 (pp. 386-407). **PTE #12.**

Th Pronominal *se*, passives, and impersonal sentences (cont.)

Week 12 (November 11-15)

Tu Negation: chapter 23 (pp. 336-346). **PTE #13.**

Th Interrogation and exclamations: chapter 24 (pp. 347-360). **ITA #4**

Week 13 (November 18-22)

Tu Variation and systematicity in the order of constituents at the level of the sentence in Spanish: chapter 37 (pp. 520-530). **PTE #14**

Th Language as a vehicle of culture: translation of metaphors and proverbs. **PTE #15.**
Presentation of final projects (4 students).

Week 14 (November 25-29)

Tu Guest speaker: Ms. Azucena Puerta Díaz. **ITA #5.**
Presentation of final projects (2 students).

Th Thanksgiving, no class.

Week 15 (December 2-6)

Tu Presentation of final projects (7 students).

Th Wrap-up of the course and review for final exam

Final Exam Tuesday, December 17, 11:00 am – 1:00 pm.

Support Systems:

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

<https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

<https://equity.usc.edu/>

Works with faculty, staff, visitors, applicants, and students around issues of protected class.

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

The Office of Disability Services and Programs - (213) 740-0776 dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC - (213) 740-2101 diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. dps.usc.edu, emergency.usc.edu

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.