

## The Structure of Spanish

Spanlang 101 / 199SL

Winter 2022 • MW 1:30-3:30

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## Office Hours • TTh 3-5pm on Zoom

or email me for an appointment.

### Sign up for office hours at:

<https://go.oncehub.com/AliMianoOfficeHours>

## COURSE DESCRIPTION

Spanlang 101 is a third-year course in the study and analysis of the Spanish language. Students in Spanlang 101 (as well as Spanlang 100, 102, or 108SL), may also enroll in an optional, community engaged service learning (SL) component, Spanlang 199SL. Spanlang 199SL is designated a **Cardinal Course** (certified by the Haas Center) in which Stanford students work alongside Stanford workers to produce digital stories of import to the workers.

We will examine Spanish from a descriptive—rather than prescriptive—perspective, through an introduction to basic concepts in theoretical and applied linguistics, sociolinguistics, and community engagement. Students will acquire insights into the nature of linguistic knowledge, differences in native language (L1) acquisition and second language (L2) learning, language ideologies, and community cultural capital. By the end of the course, students will:

- Analyze the structure of the Spanish sentence and its various parts.
- Increase their understanding of the workings of the Spanish language system and appreciate its complexity.
- Compare and contrast native speakers' L1 capacities with those of L2 learners.
- Develop critical translingual competence through:
  - o observation and documentation of specific structures and features of Spanish use in context,
  - o increased familiarity with features of local and global varieties of Spanish, and
  - o the ability to recognize and challenge language ideologies that perpetuate stereotypes and misconceptions.

Students who elect to participate in 199SL, and to some extent all students, will also:

- Critically reflect upon and increase in appreciation of adult native speakers':
  - o Multiliteracies
  - o Linguistic sophistication
  - o Cultural capital and resilience
  - o Adult wisdom
  - o Community cultural wealth
- Improve pragmatic competence in interactions with native speakers.
- Improve aural comprehension in interactions with and observations of native speakers.
- Recognize different registers of Spanish.
- Improve in advanced oral proficiency, especially the ability to narrate in past, present, and future time frames.

## CLASS FORMAT

The class will be taught in Spanish and all class discussions will take place in Spanish, although some readings are in English. Classes will typically involve a discussion of the day's materials and recent community engagement activities, followed by (or interspersed with) group

activities. All students will be expected to have read the assigned materials, contribute reflections and responses in Canvas Discussions up to twice weekly as assigned in the calendar below, complete assigned exercises and activities, and vigorously participate in group discussions based on these materials.

### **OPTIONAL SERVICE LEARNING COMPONENT**

The community engagement (CE) component brings together Stanford students with workers who are native speakers of Spanish and who wish to engage in producing one or more digital stories. In recording *testimonios* of life experiences that they may wish to share, workers impart advice, remembrances, ways of life, and words of wisdom to students and posterity, while students hone proficiency in narration and description, key skills at their current stage of language development. Based largely on the critical pedagogy of Brazilian educator Paulo Freire, the CE component will invite workers to share stories surrounding themes of interest to them. With the aid of the instructor, workers and students will combine to create a story for the worker to have as a personal keepsake. The worker will have full control in deciding what format and with whom to share the story or to keep for personal use.

### **COURSE REQUIREMENTS**

Class meetings will be devoted to lectures, discussions, and work sessions to examine the structure of Spanish and language variation in context, along with the linguistic sophistication of native speakers, and their community cultural wealth. Required readings and activities are listed in the calendar below.

The principal textbook is King & Suñer (2008). *Gramática española: Análisis y práctica*. Previous editions may also be used, but keep in mind that page and exercise numbers may differ. If you use an older version of the text, be sure to check with the instructor beforehand to make sure you're doing the correct exercise.

### **Course readings and reflections, grammar exercises**

Students will read assigned articles or chapters according to the course calendar below, reflect upon these, and respond in Spanish in **Canvas Discussions** to the prompts indicated. At the same time, students will respond to the Discussion entry of at least one classmate. Students involved in the CE component will reference in their Discussion entries experiences from their weekly sessions, particularly in light of readings. All Discussion entries are due before the start of class as indicated in the course calendar. Students will also be required to complete grammar exercises, written (preferably typed) by hand, self-corrected beforehand using the textbook key and a different colored pen, and submitted on Canvas each Sunday and Tuesday evening.

### **Term Paper**

You will write a term paper in Spanish (5-8 pages, double spaced, 12-point font) on EITHER option (1) OR (2) as follows:

(1) Review a seminal book, book chapter, or article in linguistics as it applies to the Spanish language. (The article may be in Spanish or another language, but it must be *about* Spanish.)

Your paper will:

- Include a full summary of the selected work (book, book chapter, or article);
- Include a complete analysis that:
  - o Briefly critiques the work, describing its importance as well as any limitations;
  - o Globally relates the work to a specific (sub)branch of the study of linguistics (e.g., historical linguistics, phonetics, phonology, morphology, syntax, sociolinguistics,

- o semantics, pragmatics, discourse analysis, dialectology, first or second language acquisition, literacy studies, etc.);
  - o Focuses on a specific topic within that branch (e.g., the use of *tú* versus *usted*, “translanguaging” or “code-switching,” the acquisition of aspect, adult literacy learning, etc.), and
  - o Discusses specific concepts addressed in this course to explain the work and its importance.
- Conclude appropriately.
- (2) With written permission from your native-speaker partner (a form for this in Spanish/English will be provided to you), you will explore a key feature or features of the digital story you have co-produced. You may, for instance, analyze narrative features in the whole text, or you may transcribe and analyze an excerpt of your partner’s story consisting of at least one paragraph. Your analysis should carefully examine the speech sample on the basis of its structure, focusing on a linguistic feature such as:
- use of cohesive devices (e.g., transition phrases, pronoun usage),
  - manipulation of tense and aspect,
  - phonetic features,
  - syntactic features.

Your sample should also point to at least one social aspect examined in class, e.g.,

- language ideologies
- multiliteracies
- forms of capital (cultural, community, resilience, wisdom, etc.)

You will be required to schedule and attend two or more office hour visits with the instructor to discuss your selection, methodological procedures, and review a first draft. The final draft is due Monday, March 7, 2021.

### **Final presentation**

You will present your project orally during week 10.

### **Oral practice**

In addition to attending office hours at least twice during the quarter to discuss the progress of your term paper, you will attend office hours for 20 minutes biweekly to assess your oral proficiency in the language and put into practice some of the structures and skills we are studying in class. The expectation is thus that you will attend office hours at minimum 7 times during the quarter.

### **Grades**

Grades will be assigned as follows:

Grammar Exercises Completed:	20%
In-Class Activities, Discussion and Participation:	20%
Final Presentation:	10%
Canvas Discussions/Responses:	10%
Office Hours Attendance:	20%
Term Paper:	20%

## **UNIVERSITY AND LANGUAGE CENTER ACADEMIC POLICIES**

### **Inclusivity**

This is an inclusive classroom. Everybody has a name and a pronoun. I am committed to referring to you with the correct pronouns. Please feel free to correct me if I make a mistake.

### **Attendance and Homework Policy: Accommodations in Stressful Times**

As your instructor, I care deeply about your well-being. Please speak with me if you are having any academic or personal difficulties. It's very important that we stay connected, especially during troubled times. I can be flexible about assignment and project completion dates. However, I want you to continue to attend class. We are a community and we need to support one another.

### **Statement on Academic Integrity and Outside Assistance**

All students are expected to abide by the Stanford Honor Code with regard to classwork, activities, and assignments related to their language classes. Plagiarism refers to the unattributed, direct copying of language and/or ideas from a source other than yourself. This includes translations of source material into the target language. Plagiarism is strictly forbidden as a part of Stanford's Fundamental Standard.

Assistance on take-home written assignments may take various forms. We expect you to use dictionaries and grammar books in the composition process. Under no circumstances is another person to compose an essay for you or contribute to the ideas or substantive expression of individual assignments. For collaborative or group work, your instructor will issue guidelines on what is appropriate. Your instructor may also ask you to declare the amount of assistance you have received on any written or oral assignment.

We do not discourage assistance in the preparation of oral assignments. It is always helpful to have another person listen to you practice your oral presentations and provide helpful feedback on your manner of expression. Of course, under no circumstances is another person to compose or develop your oral presentation for you or contribute to its ideas or substantive expression. In preparing for oral proficiency interviews, it is always helpful to practice conversation with native speakers or someone more knowledgeable in the language. Divulging the content of the interview, as with any exam, is not permitted, as this violates Stanford's Honor Code.

### **Stanford Honor Code & Fundamental Standard:**

<https://communitystandards.stanford.edu/policies-and-guidance/honor-code> and  
<https://communitystandards.stanford.edu/policies-and-guidance/fundamental-standard>

### **Statement on Electronic Testing:**

The testing program in the Stanford Language Center meets Stanford's Fundamental Standard. When you log into an examination or diagnostic assessment, whether oral or written, you are indeed bound by [Stanford's Honor Code](#). Our electronic tests are timed tests that are to be taken in the Digital Language Laboratory facility. Ancillary materials (notes, print or online resources) are not to be used at any time when you are logged into a test.

### **Students with Documented Disabilities:**

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is

being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, URL: <http://studentaffairs.stanford.edu/oae>).

**Report or find information on sexual harassment or abuse:** Stanford has clear policies prohibiting sexual harassment, sexual assault, relationship violence (including domestic and dating violence), sexual misconduct and stalking. See <https://notalone.stanford.edu> for multiple resources including confidential counseling.

For further information about the Spanish language program and language resources, as well as links to academic policies and resource centers please go to: <http://spanlang.stanford.edu>.

## **RESOURCES AND OPPORTUNITIES IN SPANISH**

**FREE FOREIGN LANGUAGE CONVERSATION PRACTICE:** *Sponsored by the Center for Teaching and Learning, language conversation partners are available to students taking -LANG courses that are supported by this resource. LCPs can help you develop conversation skills, practice different scenarios (giving directions, shopping, ordering food), and rehearse oral drills and textbook activities. To make an appointment and for more information, visit <http://learningconnection.stanford.edu>.*

### **Major or minor in Spanish:**

<https://dlcl.stanford.edu/departments/iberian-and-latin-american-cultures/undergraduate-program>

### **Minor in Modern Languages and other minors in our Division:**

<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/divisionofliteraturesculturesandlanguages/#minortext>

### **Pursue the Proficiency Notation in Spanish:**

<https://www.stanford.edu/dept/lc/language/requirement/proficiencynotation.html>

### **Study abroad through the Bing Overseas Studies Program:**

<http://bosp.stanford.edu/>

**Honor Society.** We house a chapter of Sigma Delta Pi, the Spanish language honor society. Beyond completing second year and having an excellent GPA, you will need to complete at least one literature course taught in Spanish to be elected.

**Fellowship Opportunities.** We want you to study abroad during and after your Stanford experience. An important way to prepare yourself for these great opportunities is to keep in touch with Bechtel International Center for updated information regarding prestigious international fellowships and scholarships. Contact <https://bechtel.stanford.edu/overseas-scholarships>.

## RUBRIC FOR GRADING CANVAS DISCUSSION REFLECTIONS

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Timeliness</b>	All Discussion entries and responses are submitted on the due date (see calendar below) by 8am.	Most Discussion entries and responses are submitted on the due date by 8am.	Some Discussion entries and responses are submitted on the due date by 8am.	Few Discussion entries and responses are submitted on the due date by 8am.
<b>Content</b>	All Discussion entries and responses specifically address Discussion prompts, demonstrate critical thinking through linkages to course concepts, and provide specific examples. Spanish is used exclusively, or, if terms in other languages must be used, an explanation in Spanish of the terms is also given.	Most Discussion entries and responses specifically address Discussion prompts, demonstrate critical thinking through linkages to course concepts, and provide specific examples. Spanish is usually used exclusively, or, if terms in other languages must be used, an explanation in Spanish of the terms is frequently given.	Some Discussion entries and responses specifically address Discussion prompts, demonstrate critical thinking through linkages to course concepts, and provide specific examples. Spanish is generally used; terms in other languages sometimes are not explained in Spanish.	Few Discussion entries and responses specifically address Discussion prompts, demonstrate critical thinking through linkages to course concepts, or provide specific examples. Spanish is not used exclusively.
<b>Style and Accuracy</b>	All Discussion entries and responses are revised for clarity and conciseness, and edited for common errors.	Most Discussion entries and responses are revised for clarity and conciseness, and edited for common errors.	Some Discussion entries and responses are revised for clarity and conciseness, and edited for common errors.	Few Discussion entries and responses are revised for clarity and conciseness, and edited for common errors.
<b>Community Engaged Learning (for students concurrently enrolled in 199SL)</b>	All Discussion entries and responses attempt to critically analyze and reflect upon SL experiences, both as specifically related to language topics as well as to broader SL considerations such as social equity and responsibility. Entries reflect the student's perspective yet also seek to present and understand the perspectives and practices of the student's worker-partner.	Most Discussion entries and responses attempt to critically analyze and reflect upon SL experiences, both as specifically related to language topics as well as to broader SL considerations such as social equity and responsibility. Most entries reflect the student's perspective yet also seek to present and understand the perspectives and practices of the student's worker-partner.	Some Discussion entries and responses attempt to critically analyze and reflect upon SL experiences, both as specifically related to language topics as well as to broader SL considerations such as social equity and responsibility. Some entries reflect the student's perspective and also seek to present and understand the perspectives and practices of the student's worker-partner.	Few Discussion entries and responses attempt to critically analyze and reflect upon SL experiences, both as specifically related to language topics as well as to broader SL considerations such as social equity and responsibility. Few entries reflect the student's perspective while also seeking to present and understand the perspectives and practices of the student's worker-partner.

## Calendario tentativo

### Semana 1

Fecha	<b>La lingüística: ¿ciencia prescriptiva o descriptiva?</b>	<b>Preparación para la próxima clase:</b>
3 de enero	<p>Introducción general: Conceptos de la lingüística moderna:</p> <ul style="list-style-type: none"><li>• Descripción versus prescripción</li><li>• Conocimiento y uso de la lengua</li></ul>	<p><b>Leer:</b></p> <p>1. Leer las Guías de capacidad lingüística de ACTFL 2012 y programar una conversación con tu profesora: <a href="http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/spanish">http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/spanish</a></p> <p><b>Leer, anotar y reaccionar en edji.it:</b></p> <p>2. Olarrea, A. (2010). La lingüística: Ciencia cognitiva. En Introducción a la lingüística hispánica. Hualde, J.I., Olarrea, A. Y Escobar, A.M. (Eds.) Cambridge: CUP. Págs. 1-9.</p> <p><b>Programar:</b></p> <p>3. Visitar la oficina virtual de tu profesora para hablar de ti y tus metas lingüísticas.</p>
5 de enero	<p>Discusión de Olarrea, primera parte</p> <p>Las guías de capacidad lingüística de ACTFL</p>	<p><b>Leer, anotar y reaccionar en edji.it:</b></p> <p>1. Olarrea, A. (2010). La lingüística: Ciencia cognitiva. En Introducción a la lingüística hispánica. Hualde, J.I., Olarrea, A. Y Escobar, A.M. (Eds.) Cambridge: CUP. Págs. 9-19.</p> <p><b>Programar:</b></p> <p>2. Programar tu segunda conversación con la profesora para platicar de tus intereses lingüísticos y empezar a planear tu proyecto final.</p>

## Semana 2

Fecha	<b>La gramática universal</b>	<b>Preparación para la próxima clase:</b>
10 de enero	Discusión de Olarrea, segunda parte	<b>Leer, anotar y reaccionar en <a href="#">edji.it</a>:</b> 1. Olarrea, A. (2010). La lingüística: Ciencia cognitiva. En Introducción a la lingüística hispánica. Hualde, J.I., Olarrea, A. Y Escobar, A.M. (Eds.) Cambridge: CUP. Págs. 19-30, 36-39.  <b>Planear:</b> 2. Visitar la oficina virtual de la profesora esta semana para platicar de tus intereses lingüísticos y planear tu proyecto final.
12 de enero	Discusión de Olarrea, tercera parte  Anticipación a King & Suñer, Capítulo 1	<b>Leer y anotar en <a href="#">Canvas</a> y <a href="#">Quizlet</a>:</b> 1. King, L. & Suñer, M. (2008). Capítulo I: El lenguaje humano y la gramática. Gramática española: Análisis y práctica. Págs. 2-14 (Secciones 1-4).  2. Según las instrucciones en Canvas, realizar una comparación entre los capítulos respectivos de Olarrea y King & Suñer.  3. Contribuir al <a href="#">Quizlet</a> de nuestra clase al menos 5 términos, con definiciones acompañantes apropiadas, relacionados a la lectura de Olarrea y/o King & Suñer. No hay que repetir un término ya agregado por otro miembro de la clase sino agregar expresiones nuevas a la lista.



### Semana 3

Fecha	<b>La gramática universal</b>	<b>Preparación para la próxima clase:</b>
17 de enero	<b>Día festivo: Martin Luther King</b>	
19 de enero	<p>Discusión de King &amp; Suñer, Capítulo I, págs. 1-14:</p> <ul style="list-style-type: none"> <li>• El lenguaje humano: Los universales lingüísticos</li> <li>• La competencia lingüística</li> </ul> <p>Interludio sociolingüístico: Anticipación a Whitley</p>	<p><b>Leer, anotar y reaccionar en edji.it:</b></p> <p>1. Whitley, M.S. (2002). Language knowledge and language use. In Spanish/English Constrasts (2nd ed.). GUP. Págs. 325-335, 336-338, 340-344, 345-347.</p> <p><b>Reflexión 1: Discusión en Canvas:</b> ¿Tú o usted?</p>

### Semana 4

Fecha	<b>Interludio sociolingüístico</b> <b>Introducción a la sintaxis</b>	<b>Preparación para la próxima clase:</b>
24 de enero	<p>Discusión de Whitley</p> <p>Introducción a la sintaxis</p>	<p><b>Leer:</b></p> <p>1. King, L. &amp; Suñer, M. (2008). Capítulo II: La oración. Gramática española: Análisis y práctica. Págs. 18-32 (Secciones 1-3.4).</p> <p><b>Completar:</b></p> <p>2. Tareas de seguimiento en Canvas.</p>
26 de enero	<p>King &amp; Suñer, Capítulo II, págs. 18-32:</p> <ul style="list-style-type: none"> <li>• Categorías léxicas</li> <li>• Categorías sintácticas</li> <li>• Definición y estructura de la oración</li> <li>• Número de argumentos y tipos de verbos</li> <li>• Otras características de la oración</li> <li>• Concordancia sujeto-verbo</li> <li>• El orden de los constituyentes</li> <li>• Identificación del sujeto y objeto</li> </ul>	<p><b>Leer:</b></p> <p>1. King, L. &amp; Suñer, M. (2008). Capítulo III: El verbo. Gramática española: Análisis y práctica. Págs. 60-79 (Secciones 1-6.2).</p> <p><b>Completar:</b></p> <p>2. Tareas de seguimiento en Canvas.</p> <p><b>Progresar:</b></p> <p>3. Seguir trabajando en tu proyecto.</p>

### **Semana 5**

Fecha	<b>El verbo</b> <b>El aspecto verbal</b>	<b>Preparación para la próxima clase:</b>
31 de enero	King & Suñer, Capítulo III, Págs. 60-79: La morfología del verbo: <ul style="list-style-type: none"> <li>• Acciones y estados</li> <li>• Formas léxicas que influyen en la selección del aspecto</li> </ul> Aplicación de conceptos a textos auténticos	<b>Leer:</b> 1. King, L. & Suñer, M. (2008). Capítulo III: El verbo. Gramática española: Análisis y práctica. Págs. 81-89 (Secciones 6.3-6.5).  <b>Completar:</b> 2. Tareas de seguimiento en Canvas.
2 de febrero	King & Suñer, Capítulo III, Págs. 81-89: <ul style="list-style-type: none"> <li>• Formas léxicas que influyen en la selección del aspecto</li> <li>• El contraste pretérito e imperfecto</li> <li>• Otros usos del pretérito e imperfecto</li> <li>• Resumen del contraste pretérito e imperfecto</li> </ul> Aplicación de conceptos a textos auténticos  Anticipación: ¿Cómo se identifican las cláusulas adverbiales, adjetivales y nominales, y qué importancia conlleva tal distinción?	<b>Leer:</b> 1. King, L. & Suñer, M. (2008). Capítulo III: El verbo. Gramática española: Análisis y práctica. Págs. 97-119 (Secciones 8.1-8.3).  <b>Completar:</b> 2. Tareas de seguimiento en Canvas.  <b>Programar:</b> 3. Consultar con la instructora otra vez en cuanto a tu proyecto.  <b>Progresar:</b> 4. Seguir trabajando en tu proyecto.

### Semana 6

Fecha	<b>Contrastes del indicativo y subjuntivo</b>	<b>Preparación para la próxima clase:</b>
7 de febrero	<p>King &amp; Suñer, Capítulo III, Págs. 97-119:</p> <ul style="list-style-type: none"> <li>• El contraste del indicativo y subjuntivo en oraciones simples y complejas</li> <li>• Afirmación y negación en de situaciones en cláusulas adverbiales</li> <li>• Afirmación y negación en de entidades en cláusulas adjetivales</li> <li>• La expresión de deseos e influencia en cláusulas nominales</li> <li>• La evaluación de situaciones en cláusulas nominales</li> <li>• Las relaciones de interdependencia con cláusulas adverbiales</li> <li>• Las cláusulas con <i>si</i></li> </ul>	<p><b>L Releer:</b></p> <p>1. King, L. &amp; Suñer, M. (2008). Capítulo III: El verbo. Gramática española: Análisis y práctica. Págs. 97-119 (Secciones 8.1-8.3).</p> <p><b>Completar:</b></p> <p>2. Tareas de seguimiento en Canvas.</p> <p><b>Progresar:</b></p> <p>3. Seguir trabajando en tu proyecto.</p>
9 de febrero	<p>King &amp; Suñer, Capítulo III, Págs. 97-119: Usos del subjuntivo (seguimiento)</p> <p>Interludio sociolingüístico: Anticipación a Sánchez</p>	<p><b>Leer, anotar y reaccionar en edji.it:</b></p> <p>1. Sánchez, R. (1983). The Spanish of Chicanos. <i>Chicano Discourse: Sociohistoric perspectives</i>. Rowley, MA: Newbury House Publishers. Págs. 98-114.</p> <p><b>Completar:</b></p> <p>2. Tareas de seguimiento en Canvas.</p> <p><b>Progresar:</b></p> <p>3. Seguir trabajando en tu proyecto.</p>

**Semana 7**

Fecha	<b>Interludio sociolingüístico: El español chicano</b>	<b>Preparación para la próxima clase:</b>
14 de febrero	<p>Sánchez Variedades del español chicano del sudoeste de Estados Unidos</p> <p>El acento escrito (entrega)</p>	<p><b>Leer, anotar y reaccionar en edji.it:</b></p> <p>1. Sánchez, R. (1983). The Spanish of Chicanos. <i>Chicano Discourse: Sociohistoric perspectives</i>. Rowley, MA: Newbury House Publishers. Págs. 114-138.</p> <p><b>Completar:</b></p> <p>2. Tareas de seguimiento en Canvas.</p> <p><b>Progresar:</b></p> <p>3. Seguir trabajando en tu proyecto.</p>
16 de febrero	Sánchez (seguimiento)	<p><b>Leer:</b></p> <p>1. King, L. &amp; Suñer, M. (2008). Capítulo V: Los pronombres personales. Gramática española: Análisis y práctica. Págs. 168-178 (Secciones 1-2.5).</p> <p><b>Completar:</b></p> <p>2. Tareas de seguimiento en Canvas.</p> <p>3. El primer borrador de tu proyecto.</p>

### **Semana 8**

Fecha	<b>Los pronombres</b>	<b>Preparación para la próxima clase:</b>
21 de febrero	<b>Día festivo: Los Presidentes</b>	
23 de febrero	<b>Proyecto final:</b> Compartir el primer borrador. Reacción y revisión entre colegas.  King & Suñer, Capítulo 5, Págs. 168-178: <ul style="list-style-type: none"><li>• Subtipos de pronombres</li><li>• Posición de pronombres átonos</li><li>• Duplicación con los pronombres átonos</li><li>• Se espúreo</li><li>• El orden de los pronombres átonos</li></ul>	<b>Leer:</b> 1. King, L. & Suñer, M. (2008). Capítulo V: Los pronombres personales. Gramática española: Análisis y práctica. Págs. 194-207.  <b>Completar:</b> 2. Tareas de seguimiento en Canvas. 3. El segundo borrador de tu proyecto.

### Semana 9

Fecha	<b>Usos del se</b> <b>Ser y estar</b> <b>Preposiciones</b>	<b>Preparación para la próxima clase:</b>
28 de febrero	<p><b>Proyecto final:</b> Compartir el segundo borrador.</p> <p>King &amp; Suñer, Capítulo V, Págs. 194-207:</p> <p>Usos del se:</p> <ul style="list-style-type: none"> <li>• Paradigmáticos:               <ul style="list-style-type: none"> <li>○ con función reflexiva y recíproca</li> <li>○ Usos léxicos obligatorios y opcionales</li> <li>○ El se espontáneo</li> <li>○ <i>Se me</i></li> </ul> </li> <li>• No paradigmáticos               <ul style="list-style-type: none"> <li>○ Se falso o espúreo</li> <li>○ Se impersonal</li> </ul> </li> </ul>	<p><b>Leer:</b></p> <p>1. King, L. &amp; Suñer, M. (2008). Capítulo VI. Gramática española: Análisis y práctica. Págs. 217-233 (Sección 1).</p> <p><b>Completar:</b></p> <p>2. Tareas de seguimiento en Canvas.</p> <p>3. La versión final de tu proyecto.</p>
2 de marzo	<p>King &amp; Suñer, Págs. 217-236: ser y estar</p> <p>Págs. 266-268: las preposiciones</p>	<p><b>Completar:</b></p> <p>1. Tareas de seguimiento en Canvas.</p> <p>2. La versión final de tu proyecto.</p>

### Semana 10

7 de marzo	<b>Presentaciones y repaso</b> <b>Entregar el proyecto final</b>	
9 de marzo	<b>Presentaciones y repaso</b>	