

**UNIVERSITY OF PUERTO RICO  
RIO PIEDRAS CAMPUS  
COLLEGE OF HUMANITIES  
DEPARTMENT OF ENGLISH**

**Instructor:** Dr. Alicia Pousada

**Course Title:** Grammatical structures of English and Spanish

**Course Number:** INGL 6435

**Number of Credit Hours:** 3

**Prerequisites:** INGL 4205 or 4206 or their equivalent.

**Course Description:** A study of similarities and differences between the principal syntactic and morphological structures of the two languages

**Course Objectives:** Upon completing the course, the student will be able to:

- explain core concepts in morphology and syntax
- identify major lexical classes and use grammatical criteria to classify words in both English and Spanish
- analyze sentences into their constituent structures
- identify the principal areas in which the grammars of Spanish and English diverge
- identify potential areas of difficulty for learners of either language
- carry out basic contrastive analysis and error analysis
- explain bilingual learner errors in either language
- understand the implications of grammatical contrasts for translation and for pedagogy

In addition, the student will be able to:

- contribute in an effective form to the inclusion of fellow students with special needs in the classroom
- make the necessary accommodations to include fellow students with special needs

**Course Outline:**

**Week 1.** General introduction to course and to contrastive analysis. Review of basic grammatical terms. Lesson 1--Word Order; Lesson 34--Verbal expressions with *dar*, *hacer*, *tener*; Lesson 36--Miscellaneous contrasts

**Week 2.** Lesson 2--English verb forms; Lesson 7--English phrasal verbs

**Week 3.** Lesson 3--Regular verbs in Spanish; Lesson 4--Irregular verbs in Spanish

**Week 4.** Lesson 6--Basic sentence structure in English and Spanish; Lesson 8--Modal auxiliaries

**Week 5.** Lesson 9--Nouns and articles; Lesson 10--Descriptive and limiting adjectives

**Week 6.** Lesson 11--Possessive and demonstrative adjectives and pronouns; Lesson 12--Expressions of possession

**Week 7.** Lesson 14--English and Spanish personal pronouns; Lesson 15--Indefinite subjects; Lesson 16--Reflexive and reciprocal actions

**Week 8.** MIDTERM EXAM

**Week 9.** Lesson 18--Adverbs and prepositions; Lesson 21--Spanish and English verbs and relator constructions

**Week 10.** Lesson 23--Expressions of comparison; Lesson 25--Relative words used between clauses

**Week 11.** Lesson 22--Spanish and English conditional sentences; Lesson 27--Present participle and infinitive

**Week 12.** Lesson 29--Passive constructions; Lesson 30--*Por* vs. *Para*; SPECIAL PROJECT DUE

**Week 13.** Lesson 28--Verb contrasts; Lesson 35--Spanish constructions with *gustar*, *faltar*, etc.

**Week 14.** Lesson 30--Affirmative words and negative counterparts; Lesson 32--Elliptical verbal usage and verification tags

**Week 15.** FINAL EXAM

**Teaching Strategies:** Lecture, discussion, workshop.

Note: Those students who receive services from Vocational Rehabilitation should communicate with the professor at the beginning of the semester to plan the reasonable accommodation and the necessary equipment according to the recommendations of the Oficina de Asuntos para las Personas con Impedimento (OAPI) of the office of the Dean of Students. In addition, those students with special needs that require some type of assistance or accommodation should communicate with the professor.

## Resources and Equipment Required:

Hill, Sam and William Bradford. 1991. ***Bilingual grammar of English-Spanish syntax: A manual with exercises***. Lanham: University Press of America.

Bilingual English/Spanish dictionary

## Methods of Evaluation:

- Consistent attendance and participation in class (20%)
- Completion of weekly assignments in manual (20%)
- Completion of special project applying skills learned in class (20%)
- Midterm exam (20%)
- Final exam (20%)
- Differentiated evaluation of students with special needs

**Grading System:** A, B, C, D, F.

**Bibliography:** (students receive much more complete list)

Alarcos Llorach, E. (1987). ***Estudios de gramática funcional del español***. Madrid: Gredos.

Bahns, Jens. (1993). Lexical collocations: a contrastive view. ***ELT Journal* 47**: 56-63.

De la Cruz, J. y P. Trainor. (1989). ***Curso de sintaxis inglesa***. Madrid: Taurus.

Fisiak, J. (ed.) (1990). ***Further insights into contrastive analysis***. Amsterdam: John Benjamins.

Hartmann, Reinhard R.K. (1996). Contrastive textology and corpus linguistics: On the value of parallel texts. ***Language Sciences* 18**: 947-957.

James, C. (1980). ***Contrastive analysis***. London: Longman.

Krzeszowski, T.P. (1990). ***Contrasting languages: The scope of contrastive linguistics***. Berlin: Mouton de Gruyter.

Leki, Ilona. (1991). Twenty-five years of contrastive rhetoric: Text analysis and writing pedagogies. ***TESOL Quarterly* 25**: 123-143.

Martínez Vázquez, M. (ed.) (1996). ***Gramática contrastiva inglés-español***. Huelva: Servicio de Publicaciones de la Universidad.

Richards, J. C. (ed.) (1984). ***Error analysis***. London: Longman.

Stockwell, R. , Bowen, J. Donald, & Martin, John W. (1965). ***The grammatical structures of English and Spanish***. Chicago: University Press.

Solé, Y. Y C. Solé. (1977). ***Modern Spanish syntax. A study in contrast***. Lexington, DC: Heath and Company.

Torres, L. (2002). ***Estrategias de intervención para la inclusión***. Río Piedras: University of Puerto Rico.

Torres, L. (2002). ***Asistencia tecnológica derecho de todos***. Río Piedras: University of Puerto Rico.

Whitley, M. Stanley. (1986). ***Spanish/English Contrasts***. Washington, DC: Georgetown University Press.