



# Advanced Spanish Structure

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Office and Hours: See [Class Website](#).

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## Required material:

### Textbooks:

Whitley, M. Stanle, et al. *Gramática para la composición, Student's Bundle*, Georgetown UP, 2015. (ISBN: 9781626162754)

### Dictionaries:

Galimberti Jarman, Beatriz, et. al. *The Oxford Spanish Dictionary*. Oxford: Oxford UP, 2001.

Garcia-Pelayo, Ramón. *Diccionario Larousse del español moderno*. New York: New American Library, 1983.

### Miscellaneous:

A spiral notebook (class journal)

## Suggested Material:

### Texts:

Lacasa, Jaime. *The Complete Handbook of Spanish Verbs*. Lincolnwood, Ill.: Passport Books, 1984.

Keenan, John. *Breaking Out of Beginner's Spanish*. Austin: U of Texas P, 1994.

Butt, John. *Spanish Grammar*. New York : Oxford University Press, 1996.

## Overview of course:

In this course we will study Spanish grammar and its application through composition-based exercises. We will learn to write using different discourse patterns (description, narration, definition, comparison and contrast, argumentation, analysis, and documentation). We will also explore the processes of writing (brainstorming, focus, organization, and expression). Throughout the semester students can expect to do grammar reinforcement exercises (on-line), write short texts, work as a peer reader/editor, constructively criticize, and learn about grammar by writing and reading the work of others. Ultimately, our review of grammar through writing will strengthen our communicative competency. During this course, we may use textbook readings, class conversation, a news articles, radio programs, Internet pages, movies, documentaries, and even guest-speakers as a springboard to meaningful thought and discussion about grammar or writing. The prerequisite for this course is SPA 2202 or equivalent.

## Course Design and Student Learning Outcomes:

Although this advanced level Spanish course can help students outside the World Language and Cultures Program to fulfill the Student Learning Outcomes for the General Education Global Perspectives Option 1 sequence, the course is essentially intended for students studying a major

or minor in this academic program. It serves as an approved elective for minors and a required course for the majors in the Spanish concentration. This course should not be taken as a “pass/fail” course. At the professor’s discretion, certain assignments may be anonymously collected for program assessment purposes. These may include: (1) written exams, (2) writing assignments, and even (3) video-taped oral presentations.

Spa 3320 Student Learning Outcomes (SLOs)	Concomitant WLC Program Outcomes (PLOs)
1. Understand and use the major concepts of Spanish grammar.	<p><b>Program Goal 2: WLC graduates will read and write in the target language at the intermediate-high or advanced-low level.</b></p> <p>The grammar and writing exercises in this course should help the student advance towards or reach the advanced-low level of writing.</p>
2. Use complex structures of Spanish grammar in contextualized exercises correctly and consistently.	
3. Discover patterns of oral and written discourse in Spanish.	
4. Edit written work, recognizing deficiencies in clarity, organization, support, grammar, and mechanics.	
5. Utilize critical and integrative thinking skills.	
6. Write a composition effectively, demonstrating the use of: (1) new vocabulary, (2) correct grammar, and (3) proper organization, structure, and coherence of ideas.	<p><b>Program Goal 4: Capstone Project</b></p> <p>The writing in this course may be used to construct part of the Capstone portfolio.</p>
7. Write a composition using the four major modes of writing (description, narration, exposition, and argumentation).	
8. Recognize the sociocultural uses of the language and grammar.	<p><b>Program Goal 3: Demonstrating Cultural Understanding</b></p> <p>Exercises in this course will help students comprehend, analyze, and communicate using proper linguistic and cultural practices in writing.</p>
9. Develop an understanding of Hispanic cultures and cultural writing practices.	

### System of Evaluation:

Evaluation Scale:	Criteria and Weight:	SLO Relationship																																
<table border="1"> <thead> <tr> <th>Performance Description</th> <th>Grade</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Excellent</td> <td>A</td> <td>93 &gt; 100 %</td> </tr> <tr> <td>A-</td> <td>90 &gt; 92 %</td> </tr> <tr> <td rowspan="3">Good</td> <td>B+</td> <td>87 &gt; 89 %</td> </tr> <tr> <td>B</td> <td>83 &gt; 86 %</td> </tr> <tr> <td>B-</td> <td>80 &gt; 82 %</td> </tr> <tr> <td rowspan="3">Satisfactory</td> <td>C+</td> <td>77 &gt; 79 %</td> </tr> <tr> <td>C</td> <td>73 &gt; 76 %</td> </tr> <tr> <td>C-</td> <td>70 &gt; 72 %</td> </tr> <tr> <td rowspan="2">Marginal</td> <td>D+</td> <td>67 &gt; 69 %</td> </tr> <tr> <td>D</td> <td>63 &gt; 66 %</td> </tr> <tr> <td rowspan="2">Failing</td> <td>D-</td> <td>60 &gt; 62 %</td> </tr> <tr> <td>F</td> <td>0 &gt; 59 %</td> </tr> </tbody> </table>	Performance Description	Grade	Percentage	Excellent	A	93 > 100 %	A-	90 > 92 %	Good	B+	87 > 89 %	B	83 > 86 %	B-	80 > 82 %	Satisfactory	C+	77 > 79 %	C	73 > 76 %	C-	70 > 72 %	Marginal	D+	67 > 69 %	D	63 > 66 %	Failing	D-	60 > 62 %	F	0 > 59 %	<p>Written Compositions:</p> <p>2 In-class.....15%</p> <p>2 Out-of-class, typed.....15%</p> <p>Class Participation.....7.5%</p> <p>Homework.....7.5%</p> <p>Midterm Exam.....15%</p> <p>Final Oral Presentation.....5%</p> <p>Final Written Project.....20%</p> <p>Final Exam.....15%</p>	<p>SLO 1, 2, 5, 6, 7</p> <p>SLO 5, 8, 9</p> <p>SLO 3, 4, 8, 9</p> <p>SLO 1, 2, 5</p> <p>SLO 1, 2, 5, 6, 7</p> <p>SLO 1, 2, 5</p>
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### Important Dates

October 5 <sup>th</sup> —Midterm	October 19 <sup>th</sup> —Composition 1
November 16 <sup>th</sup> —Composition 2	December 7 <sup>th</sup> —Final Oral Presentation
December 10 <sup>th</sup> —Final Written Project	December 14 <sup>th</sup> at 10:15AM—Final Exam

**Written compositions:**

During the semester, two writing compositions will be completed at home and two more in class. These compositions shall reflect the mode of composition and the compositional writing skills being studied at the time. Therefore, students need to follow the instructor's lectures and textbook guidelines closely to write them successfully. Compositional themes and more detailed guidelines for the compositions will be provided in class.

All compositions written at home must be neatly typed. Materials used in the preparation of these compositions, for example, outlines, etc., may be collected. All compositions need to follow the MLA 8 guidelines for writing.

**Class Participation:**

Regular and punctual class attendance is expected. In order for an absence to be considered "excused" a student must document any illness, serious mitigating circumstances, or official university representation. Any "unexcused" absence will result in a 15% reduction in the student's final Participation grade at the end of the semester.

Class participation to be evaluated in accordance with the "Guidelines for Class Participation" and in accordance with the system of "Peer Scoring of Class Participation". Students will receive participation scores from their peers as well as the professor (60% professor, 40% peers). Any partial absence (over 15 minutes) will result in a maximum score of 2.5 for the day.

**Homework:**

Grammar reinforcement exercises and short readings will periodically be assigned, collected, and graded throughout the course. The selection of reinforcement exercises will be based on type of grammatical concepts and written composition being studied at the time in the course calendar.

**Midterm and Final Exam:**

The Midterm Exam and Final Exam will be comprehensive and accumulative in content. They will measure a student's ability to utilize grammar correctly in different socio-cultural contexts.

The idea of "dropping of low exam or quiz scores" does NOT exist in this course nor does extra credit. Students MUST take the Midterm, and Final Exam on the day scheduled for examination.

If a student is absent from the Midterm or Final Exam, then s/he will receive a zero (unless the student has made a prior arrangement with the professor or can provide the professor with a copy of the signed excuse from a physician, coach or other authority no later than the first class period after the excused absence).

**Final Written Project:**

Each student will choose a cultural phenomenon in Latin America to study and write a research essay about. More specific guidelines will be provided in class.

The format of this 5-7-page document must follow MLA 8 guidelines for research papers.

Throughout the research process, students are encouraged to make contact and consult with the professor during office hours. More detailed information regarding the research paper's content, method of evaluation, and purpose will be presented in class.

### **Final Oral presentation:**

Each student will give an Oral Presentation that presents the cultural phenomenon studied in the Final Research Project. The oral presentations may include the description of personal experiences and anecdotes, as well as, the expository speech related to the Hispanic cultural phenomenon.

### **Academic Integrity:**

The integrity of all scholarly work is at the foundation of an academic community. Students are expected to do their own academic work. Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism, is unacceptable. Your professor will guide you in ways of avoiding these forms of academic dishonesty.

Every faculty member must assess and report all charges of academic dishonesty to the appropriate Dean.

MU's Academic Integrity Policy can be found [here](#) and the Academic Dishonesty Form may be accessed [here](#) or from the Academic Affairs [website](#).

### **Copyright:**

The University fully supports the Copyright Laws of the United States. Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to any original work in any tangible medium of expression. Images displayable on computer screens, computer software, music, books, magazines, journals, photographs, and articles are among items subject to copyright. A work need not be explicitly labeled with a copyright notice to be afforded copyright protection. For more information on Copyright please consult the Mansfield University Copyright Information [website](#).

### **The Syllabus:**

This syllabus serves as a contractual agreement between you and Dr. William P. Keeth, the Instructor of Record for this course. *Only the Instructor of Record may issue your course grade.* Presence in this class means that you agree to the items stipulated in the syllabus and are aware of any modifications made throughout the semester. One should periodically check the course web site for any updates to the syllabus and/or class calendar.

### **Student Consumer Rights and Responsibilities:**

The Higher Education Opportunity Act (HEOA) was enacted in 2008 and reauthorized the amended Higher Education Act of 1965. HEOA requires postsecondary educational institutions to distribute or make publicly available a broad range of information collectively known as Student Consumer Information. Topics covered under HEOA include student financial aid, campus health and safety, student outcomes, as well as general institutional information. Mansfield's Student Consumer Information website is located at this [link](#).

## **Title IX and Protection of Minors Legislation: Reporting Obligations**

In order to meet this commitment and to comply with Title IX of the Educational Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation under Title IX are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Frank Crofchick (570-662-4342, [fcrofchi@mansfield.edu](mailto:fcrofchi@mansfield.edu)) serves as Mansfield University's Title IX Coordinator. Additional information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: <http://www.mansfield.edu/title-ix/upload/Title-IX-Policy-FINAL-7-2016.pdf>; <http://www.mansfield.edu/title-ix/resources.cfm> (Title IX Resources), and <http://www.mansfield.edu/title-ix/bill-of-rights.cfm> (Sexual Misconduct Victims' Bill of Rights) Reports of Title IX matters should be directed to [titleix@mansfield.edu](mailto:titleix@mansfield.edu).

### *Protection of Minors Requirements:*

Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred, to Kristina Wood (570-389-4414) as designated in the University's protection of minors policy. No exceptions apply to this reporting obligation. Mansfield University's Protection of Minors policy is available at: <http://www.mansfield.edu/hr/protection-of-minors.cfm>.

### **Class records and Grades:**

Oversee your grade by monitoring your progress and maintaining contact with your instructor. Any student material or record that has been returned to the student becomes the student's responsibility to maintain as a permanent record for the course. Students are responsible for picking up any materials that are made available to them or are returned in class. If a student loses these records and the professor does not have a copy of the material available, the student will receive a failing grade for the particular activity.

### **Students Requesting Academic or Access Accommodations**

Students with documented learning disabilities, physical challenges, or other significant medical conditions that may affect their learning in this course should meet with the Services for Students with Disabilities (SSD) Coordinator in the SSD Office located in the Department of Academic and Human Development (144 South Hall, Phone: 570/662-4436) as soon as possible. It is recommended that students contact the SSD Coordinator during the first two weeks of classes in order to ensure accommodations are met in an efficient, appropriate, and timely manner for the best student learning outcome. The Coordinator will arrange to provide your professors with a suitable letter so that we may serve your particular needs more effectively. If you have a disability that requires classroom or testing accommodations, the Coordinator will also clarify appropriate arrangements.