

# Spanish 420: Advanced Grammar

**Dr. Claudia Polo Vance**

**E-Mail: [cpvance@una.edu](mailto:cpvance@una.edu)**

**Office Hours: by appointment**

**Required Texts:** Canteli Dominicis, María and John J. Reynolds. Repase y escriba: curso avanzado de gramática y composición. Sixth edition. Wiley, 2011.

**Recommended:** 501 Spanish Verbs. Collins Spanish/English Dictionary.

**Grading:** The primary means of assessing reading and writing abilities will be through homework assignments, exams, presentations and the final composition. Speaking and listening abilities will be assessed on an ongoing basis, with frequent feedback in class and in office hours, as well as through presentations. In addition, you will take the **WebCAPE Placement Exam twice**: once during the first week of class, and once again during the final week of class. This will provide me, and you, a measure of your achievement and appropriate placement level for continuing study in the language.

You will be evaluated on correct grammar and language usage as well as content in all essays. In-class discussions are evaluated only as a preparation grade, but must show that you are engaging the readings in their original language. You will not be penalized for grammar errors in discussions. Above all, it is the process of learning that matters most.

## **Grade Composition**

Quizzes	20 %
Midterm Exam	20%
Final Exam	20%
Research paper	20%
Group Presentation	10%
Individual Presentation	10%

**Absences:** Punctual attendance is important in this class. Four absences are allowed for your emergencies. After four absences, each missed class equals to 2 points which will be deducted from your final average.

**Quizzes and Exams:** There will be a midterm and final exam based on the reading material and lecture information. In addition to the exams, there will be several brief reading comprehension quizzes that will be used to check preparation, comprehension, and serve as guides for class discussion.

**Research Paper:** A research paper is required. It will be graded based on *the Evaluation Criteria for Presentations and Compositions* in this syllabus. **It will not be accepted late.** This is a writing course and students are expected to practice their writing skills in Spanish. This will be a final research project (5-7 pages), the subject of which will be determined by the student in

conjunction with the instructor. All writing assignments are to be typed, double-spaced in Times New Roman, 12 pt. font with standard one inch margins. Citation should follow MLA guidelines.

**Group Presentation:** A group presentation is required. It will be graded based on the Evaluation Criteria for Presentations and Compositions in this syllabus. The presentation must be between 8 and 10 minutes in length, and **it may not be given late.**

**Individual Presentation/ Paper:** An individual presentation is required. It will be graded based on the *Evaluation Criteria for Presentations and Compositions* in this syllabus. The presentation must be between 5 and 8 minutes in length, and **it may not be given late.** A written paper must be turned in at the time of presentation. All writing assignments are to be typed, double-spaced in Times New Roman, 12 pt. font with standard one inch margins. Citation should follow MLA guidelines.

**SPANISH SPEAKING POLICY:** Everyone should first attempt any questions in Spanish. Don't worry if you don't express yourself perfectly, the fact that you are trying to speak in Spanish is what matters! Please feel free to contact me if you have questions.

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In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Developmental Services prior to the beginning of the semester to initiate the accommodation process and to notify instructors within the first three class meetings to develop an accommodation plan. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Developmental Services.

**SP 420:** An advanced course for those who have taken civilization, conversation, composition and literature courses emphasizing grammatical accuracy in all time frames and linguistic functions. (Objectives) Students will:

- .....
- A. advance proficiency in speaking;
  - B. advance situational vocabulary;
  - C. advance an understanding of the cultural setting for the language and how these may differ from U.S. culture;
  - D. advance skills in orthography;
  - E. advance understanding of the fundamentals of grammar through descriptive linguistics;
  - F. advance skills in reading;
  - G. advance skills in writing;

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II. (PROCEDURES) To accomplish above objectives students will:

- .....
- A. listen for comprehension to the language spoken at normal speed;
  - B. have frequent opportunities to speak in the language;
  - C. do lessons that deal with real-life situations;
- .....

- D. reflect on the cultural setting of the language and the differences which may exist in U.S. cultures;
- E. practice orthographic skills;
- F. practice grammar especially as it relates to the language situation being studied;
- G. have opportunities for reading;
- H. have opportunities for writing;
- I. receive a range of exposure to the spoken and written language in a comprehensive way through a variety of audio and visual materials.

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 III. (EVALUATION): To verify effectiveness of procedures the professor will:  
 .....

- A. have daily activities which give feedback on the progress of learning and acquisition of oral-aural skills or toward proficiency in the use of those skills with major emphasis in evaluation oral abilities;
  - B. have examinations which include an opportunity for the students to demonstrate progress in objectives A through I.
- .....

**EXPECTED STUDENT LEARNING OUTCOMES:**

**Upon completion of SP 420**, it is expected that students will be performing at ACTFL Level Advanced, (ACTFL = American Council on the Teaching of Foreign Languages. The guidelines this organization has developed for measuring language competency have been adopted by academic, governmental, and commercial institutions involved in foreign language instruction. For more information please consult [www.actfl.org](http://www.actfl.org)). As regards the targeted four skills of listening, speaking, reading, and writing, this proficiency level reflects competency as follows:

**Listening:**

Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, nonpast, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.

**Speaking:**

Able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as elaborating, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution which arises from vocabulary or syntactic limitations very often is quite successful, though some groping for words may still be evident. The Advanced-level speaker can be understood without difficulty by native interlocutors.

**Reading:**

Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing control of the language. Texts at this level include descriptions and

narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters, and simple technical material written for the general reader.

**Writing:**

Able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple social correspondence, take notes, write cohesive summaries and resumes, as well as narratives and descriptions of a factual nature. Has sufficient writing vocabulary to express self simply with some circumlocution. May still make errors in punctuation, spelling, or the formation of nonalphabetic symbols. Good control of the morphology and the most frequently used syntactic structures, e.g., common word order patterns, coordination, subordination, but makes frequent errors in producing complex sentences. Uses a limited number of cohesive devices, such as pronouns, accurately. Writing may resemble literal translations from the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writing of non-natives.

OBJECTIVE	ASSESSMENT
290-3-3-.11(2)(b)2.(ii) Ability to ask questions and compare answers to interpret literary and cultural texts from both native and target cultures for the purpose of interpreting and reflecting on the perspectives of both cultures.	Homework, including text-based grammar review and supplementary exercises. Quizzes, Tests, MOPI Exams.