

**SPA 332 - Spring 2014**  
**Advanced Spanish Composition and Grammar**  
Department of Literature and Languages  
Texas A&M University-Commerce

**Instructor:** Ms. Ruth Villarreal

**Schedule:** Mondays and Wednesdays 4:30 – 5:45 p.m.

**Locations:** Commerce, BA 244; Mesquite, MPLX 131; McKinney, CHEC 217

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**Office Hours:** Monday 4:00 - 4:30 pm and 5:45 - 6:15 pm

Tuesday 4:00 - 4:30 pm and 7:10 - 7:40 pm

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**Textbook**

Febles, Jorge and Harris, Carolyn. Por escrito: Second Edition. Prentice Hall.

ISBN: 9780205646982

**Course Description**

This course offers an in depth review and study of the more problematic aspects of Spanish grammar for English speakers: ser vs. estar, preterit and imperfect, subjunctive mood, etc. The material we will be covering this semester is not new to any student of Spanish; the difference lies in the required knowledge and awareness of the differences between students' mother language and Spanish. Students should remember that they are acquiring a foreign language, so they have to be conscious that they will have to deal with concepts, forms and structures belonging to a language, a mind, and a reality "other" than theirs.

Although the grammar component of this class is fundamental, it must be understood as the basic underpinning of the ability to write coherent and meaningful essays. The course is thus designed to prepare students for writing grammatically correct essays in upper division Spanish classes in Literature, Linguistics, and Culture.

A major objective of this course is to improve the ability to communicate in writing in Spanish through a variety of discourses, such as descriptive, narrative (past and present), argumentative, and analytical. This objective will be accomplished through the study and practice of grammar, through a variety of exercises as well as by writing different types of compositions.

Spa 332 is an advanced course for students who have successfully completed the lower level requirements. This is also a web-enhanced course which is video-conferenced to the A&M-Commerce Metroplex Center in Mesquite and the Collin Higher Education Center in McKinney. Spa 332 is a web enhanced course through eCollege, the Learning Management System used by Texas A & M University-Commerce. To use the eCollege features associated with this course go to: <https://leo.tamu-commerce.edu/login.aspx>.

### **eCollege features used by Spa 332 / Advanced Composition and Grammar**

Spa 332 is primarily a face-to-face course. However, we will take advantage of computer technology to enhance the benefits of the course. Through eCollege, students will be able to do the following:

- Obtain and print a copy of this syllabus.
- Check grades online through the eCollege grade book.
- Download important information related to the course through “doc. sharing.”
- Take quizzes.

### **Technical Support**

Texas A & M University-Commerce provides students technical support in the use of eCollege. The student helpdesk may be reached by the following means 24 hours a day, seven days a week:

- Chat support: Click on „Live support“ on the tool bar with the course to chat with an eCollege representative.
- Phone: 1-866-656-5511 (Toll free) to speak with eCollege technical support representative.
- E-mail: [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with eCollege technical support representative.
- Help: Click on the “Help” button on the toolbar for information regarding working with eCollege (i.e. how to submit to dropbox, how to post to discussion, etc.)

### **Course Learning Outcomes**

- To improve the ability to communicate in writing in Spanish through a variety of discourses, such as descriptive, narrative (past and present), argumentative, and analytical.
- To improve oral/aural ability in Spanish through class discussions.
- To review and master grammatical concepts studied in previous basic courses, such as ser/estar, preterite/imperfect, the use of the subjunctive, direct/indirect object pronouns, etc.
- To expand Spanish vocabulary.

### **Student Learning Outcome**

- Students will demonstrate the ability to write complex sentences in Spanish using the subjunctive verbal mode.

## **Course requirements**

Besides a successful completion of Spa 232 or equivalent, this course requires that students do the following: read all assignments by the date stipulated on the class schedule; continue to develop grammatical skills in Spanish and practice reading and speaking outside the classroom; express their ideas clearly in all written assignments and exams; attend all class meetings; be active in class; turn in all work on time; and meet with the professor regularly.

## **Attendance and late work**

Regular and active participation in all activities is mandatory. Your presence in class is imperative. In order to be able to participate, you must be present. If you are absent three times, your final grade will be lowered by 5%. After the fourth absence you will either be dropped from the course or assigned extra work, depending on circumstances. Absences due to routine illness or unexpected situations count as absences. The only absences that do not count are those resulting from required participation in university events, hospitalization, or family emergencies of which the professor has been notified by university officials. Three tardies or leaving class early three times equal one absence.

**Late work will not be accepted and tests and quizzes cannot be made up** unless a valid excuse is provided in writing from a university official.

## **Participation**

Regular and conscientious participation will ensure that you get the most out of this class. This includes attendance and coming to class prepared. Your participation grade is a combination of attendance, your completion of all activities, and your participation in class.

## **Plagiarism**

Copying someone else's work, or asking a friend or a tutor to write your papers constitute a violation of academic honesty policy. For original research papers, you must document your sources of investigation within your paper and in a bibliography page. The university considers plagiarism and copying acts that deserve official disciplinary actions, students who engage in it are subject to academic sanctions.

## **Grading Policy**

Exam 1	15%
Exam 2	15%
Exam 3	20%
4 Compositions	25%
3 Quizzes and 6 "Entradas"	15%
Participation	10%

## **Explanation of assignments**

### Exams

Exams will test the material covered in class, and will consist of grammar exercises and writing activities.

### Quizzes

We will have 3 quizzes on the grammar section of the book chapters. The quizzes will be announced.

### Entradas

Students are responsible for turning in 6 “entradas” (entries) on the dates indicated. Entradas are brief compositions of different nature, such as descriptive, narrative, analytical, etc. Late “entradas” will not be accepted. For instructions on each “entrada” reference the page numbers indicated next to each “entrada” in the schedule of activities. All “entradas” must be typed and double spaced. “Entradas” written by hand will not be accepted. All diacritical marks must be performed by the computer and not written in by hand. If you are absent the day an “entrada” is due you may turn it in **before** the “entrada” is due.

### Compositions

Students are responsible for writing and turning in four original compositions. For instructions and due dates please consult the schedule of activities. Late compositions will not be accepted. Students are not allowed to have compositions corrected by tutors or bilingual friends or relatives. All compositions must be typed and double spaced. Compositions written by hand will not be accepted. All diacritical marks must be performed by the computer and not written in by hand. If you are absent the day a composition is due you may turn it in **before** the compositions is due. Please note that each composition will consist of a draft and a final copy. Logically, the draft will be turned in prior to the final copy. After revising the draft, your professor will return it to you with suggestions for corrections. After you make corrections you will turn in a final copy of your composition. Only the final copy will be graded but no grade will be assigned to a final copy if a draft has not been turned in on the date stipulated in the schedule of activities.

### **Academic Honesty Statement**

Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M University Commerce Code of Student Conduct 5.b [1, 2, 3])

### **Student conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (see Student’s Guide Handbook, Policies and Procedures, Conduct).

### **Students with Disabilities**

Students requesting accommodations for disabilities must go through the Academic Support Committee. For more information, please contact the Director of Disability Resources & Services, Halladay Student Services Bldg., Room 303D, (903) 886-5835.

### **Education Certification**

Students who plan to teach English, Spanish, or English as a Second Language in Texas public schools must pass the appropriate state certification tests. The Department of

Literature and Languages grants approval to take the content-area tests, subject to departmental policies.

Este horario es tentativo.

Los números entre paréntesis indican las páginas del libro de texto. Por favor lean el contenido para la fecha indicada.

<b>enero</b>	
lunes 13	Introducción al curso y los objetivos de la clase. Entendiendo los códigos de corrección.
miércoles 15	<b>CAPÍTULO PRELIMINAR</b> La descripción a base de oraciones simples Estructura de la oración simple (1-10). La concordancia 1 (13-19).
lunes 20	Holiday: No hay clase
miércoles 22	La concordancia 2 (19-30). La descripción 1 (30-31). <u>Entrada 1, pág. 18</u>
lunes 27	El presente de indicativo (31-37). La descripción 2 (37-38).
miércoles 29	<b>Quiz 1</b> Reflexivos, el presente (38-40). Estrategias para la comunicación (40-41). La descripción 3 (42-44).
<b>febrero</b>	
lunes 3	<b>CAPÍTULO 1</b> La descripción a base de oraciones complejas La oración compleja (48-53). Descripción con oraciones complejas 1 (56-57). Composición 1, pág. 45- Primer paso
miércoles 5	El complemento directo (57-61). Los relacionantes que y quien (61-66). Ser vs. Estar (67-75).
lunes 10	La se impersonal (77-80). Descripción con oraciones complejas 2 (80-85). Estrategias de la comunicación escrita (86-88). <u>Entrada 3, pág. 66</u>
miércoles 12	<b>EXAMEN 1</b>
lunes 17	<b>CAPÍTULO 2</b> La narración en el pasado Introducción al pasado – El pretérito absoluto (92-98). La narración 1 (98-101).

	El uso del pretérito absoluto en la narración (101-105) Composicion 1 – Final
miércoles 19	El imperfecto (105-112). Contraste pretérito e imperfecto (112-118). El imperfecto en la narración (118-120). <u>Entrada 5, pág. 103-04</u>
lunes 24	El complemento indirecto (120-127). La narración 2 (127-132). Los relacionantes “el que” y “el cual” (132-136). Composición 2 – Primer paso, pág. 88-89
miércoles 26	Estrategias de la comunicación 3 (136-140). La “se” recíproca (140-142).
<b>marzo</b>	
lunes 3	Quiz 2 La narración 3 (142-150).
miércoles 5	<b>CAPÍTULO 3</b> La narración con diálogo Introducción al subjuntivo – el presente de subjuntivo (154-160). El subjuntivo de influencia, emoción, irrealidad (161-172).
lunes 10 y miércoles 12	Spring break: no hay clase
lunes 17	Escribir con el subjuntivo – carta personal (172-173). El subjuntivo con antecedente indefinido (173-176). Las palabras-enlace y el subjuntivo de irrealidad, proyección futura e hipótesis (177-184). Composicion 2 –Final
miércoles 19	La voz pasiva con “ser” (184-193). La narración impersonal (193-194). <u>Entrada 7, pág. 172</u>
lunes 24	Los relacionantes “lo cual” y “lo que” (194-197). La narración con diálogo (198-199). Estrategias de la comunicación 4 y El discurso indirecto (199-212).
miércoles 26	Repaso para el examen 2
lunes 31	<b>EXAMEN 2</b>
<b>abril</b>	
miércoles 2	<b>CAPÍTULO 4</b> La exposición argumentativa El imperfecto de subjuntivo (216-220). El imperfecto de subjuntivo en oraciones subordinadas (220-225). Introducción a la argumentación (225-228)

	El condicional simple (228-230) Composición 3 – Primer paso, pág. 150-51.
lunes 7	El imperfecto de subjuntivo y el condicional en oraciones condicionales (230-234). La exposición (234-236) Entrada 9, pág. 226
miércoles 9	Otros usos del subjuntivo (238-239). Por vs. Para (240-249). Negar y no negar (249-250).
lunes 14	<b>Quiz 3</b> Estrategias de la comunicación escrita – Diferentes maneras de argumentar (251-255). La exposición argumentativa (255-260). Composición 3 – Final
miércoles 16	<b>CAPÍTULO 5</b> La exposición analítica El futuro (264-266). El imperativo (266-272). Introducción al análisis (273).
lunes 21	Los tiempos compuestos de uso más frecuente: Presente perfecto de indicativo, presente perfecto de subjuntivo, pasado perfecto (276).
miércoles 23	Condicional perfecto (284-285). El pluscuamperfecto de subjuntivo y el condicional perfecto en oraciones condicionales (285-289). Entrada 11, pag. 274 Composición 4 – Primer paso, pág. 260-61.
lunes 28	El futuro perfecto (289-291). Estrategias de la comunicación escrita (291-293).
miércoles 30	Repaso para el examen final Composición 4 - Final
<b>mayo</b>	
lunes 5 y miércoles 7	<b>EXAMEN FINAL</b>