



**SPA 512 (Spanish Grammar for Teaching)
Spring 2015
(M 2:00p-4:40p, EDS101 & MPLX123)**

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

King & Suñer. Gramática Española: Análisis y Práctica. McGrawHill, 1998. **3rd edition.**

Additional materials will be available through the eCollege course site.

Course Description:

Catalogue Description:

This course consists of a survey of Spanish Linguistics (Phonetics, Phonology, Morphology, Syntax and Dialectology) at an advanced level. Students will become acquainted with Linguistic theories through peer-review scholarly articles. Such articles also describe the application of such theories in the classroom. Students are encouraged to reflect on their own learning of the complex grammatical aspects of the language, and on the functions of teachers of second languages, who are responsible for the learning process of potential students. This course will bring to light the difficult task of including accurate and meaningful explanations of the grammatical aspects of learning a second language; a task which is undoubtedly a key to success.

Description for this semester:

Para poder tomar decisiones a la hora de enseñar español como segunda lengua, lengua extranjera o lengua de herencia, es fundamental poseer un conocimiento profundo de la gramática española: sus formas, funciones y usos. Este curso se dirige a futuros profesores de español y combina la reflexión teórica con ejercicios prácticos a través de los cuales los estudiantes mejorarán su comprensión de las relaciones que existen entre gramática y significado. Asimismo, los estudiantes aprenderán a analizar los aspectos gramaticales del español y a explicarlos de manera coherente y accesible para un estudiante de segunda lengua, lengua extranjera o lengua de herencia. Se hará hincapié en el uso de la terminología y las metodologías propias de la lingüística.

Las clases seguirán el formato de seminario y taller práctico, por lo tanto, la participación activa de todos los estudiantes es imprescindible.

This course is conducted in Spanish.

Course Objectives:

At the end of this course students should be able to:

1. Describe, compare, and analyze Spanish grammar structures and understand their different uses in a variety of contexts,
2. Explain grammar concepts to a non-specialized audience (students),
3. Have a better understanding of Spanish grammar.

Student Learning Outcomes:

Students who successfully complete this course will be able to demonstrate:

- Increased abilities for describing, comparing and analyzing Spanish grammar structures and understanding its different uses in a variety of contexts.

This learning outcome will be measured by one final exam. Student responses will demonstrate their ability in describing, comparing and analyzing Spanish grammar structures and understanding its different uses in a variety of contexts.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This course consists of a series of activities and assessments to assist you in achieving the outcomes/objectives of this course and instructional units/modules. We are covering a lot of material in a relatively short period of time, so you will need to keep up with the readings and assignments on a regular basis. All assignments due have a specific Dropbox basket and students are required to submit all the assignments via Dropbox by the due date.

Students must bring the textbook and any relevant reading to class every day.

Final exam	25%
Assignments	25%
2 Lesson plans	20%
Research paper	15%
Teaching demo	10%
Participation	5%

Grading

A=100-90 B=89-80 C=79-70 D=69-60 F=59-0

There is no extra credit available for this course.

EXAM (25% of the final grade)

Tentative date is indicated in the course schedule and may be modified as needed. **Makeup exams are not given.** The final exam will be a timed exam. This means you will have a designated period of time to complete the exam. If you do not complete and submit the exam in the designated time you will not be allowed to re-take the test. **The exam must be done individually. Group work is not accepted and will receive a score of zero (0).**

ASSIGNMENTS (25% of the final grade)

Students are expected to complete the assignments every week (between 3 and 5 exercises from the book) and submit them through eCollege Dropbox by the due date. Late assignments

are not accepted and will receive a grade of zero (0). **All assignments must clearly indicate the reference page and the instructions of each exercise. All assignments must be done individually. Group work is not accepted and will receive a score of zero (0).**

LESSON PLANS (20% of the final grade)

Students will work in pairs and develop two lesson plans throughout the semester, each of these focusing on a particular grammatical aspect and for a given audience. The content and target audience of each lesson plan will be agreed in consultation with the instructor.

RESEARCH PAPER (15% of the final grade)

Students will work individually and research different approaches used to conceptualize and teach a given grammar topic. A good research paper will outline the grammar topic under analysis, offer a comprehensive overview of different approaches to its teaching, and evaluate each of these approaches considering the advantages and disadvantages. **The paper will be written in Spanish, and graded based on both content and language accuracy.**

TEACHING DEMO (10% of the final grade)

Each student will develop a teaching demo based on one of the grammar topics studied during the semester. The goal of the teaching demo is to be able to explain in a coherent way a given grammatical concept to a non-specialized audience of students, making it accessible. Each student should upload on eCollege Dropbox the lesson plan of his/her teaching demo at least 3 days in advance. Students will be required to combine theoretical explanation and practical exercises, and answer any question that may rise. Supplementary materials and readings will be provided as needed. **The teaching demo is an individual work. Group work is not accepted and will receive a score of zero (0).**

PARTICIPATION (5% of the final grade)

The classes will combine discussion, lectures, and workshops. Students' participation is essential and required, both in class and online. Students are expected to actively engage in classroom activities, read the assigned materials before coming to class, complete the assignments and submit them through eCollege by the next class day, and interact with each other and the instructor on a regular basis.

COURSE AND UNIVERSITY PROCEDURES/POLICIES
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Course Specific Procedures:

Academic Honesty Policy

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of **academic dishonesty**. Conduct that violates generally-accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another person and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. 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]). Cheating, including plagiarizing papers in whole or part, will result in a grade of zero (0) on the assignment for the first offense and failure of the course for any subsequent offenses.

More details regarding academic honesty: Any student who commits plagiarism or violates any other tenet of academic honesty will receive a grade of zero for the first offense; a second violation will result in automatic failure of the course. Upon any infraction of

academic honesty, I will provide the student with written notice of the infraction, will require a face-to-face meeting in my office to discuss the matter, and I will also notify the dean of the student's college.

Attendance Policy

- Participation and attendance are fundamental to succeed in this course. **Attendance is mandatory.** Absences due to illness or unexpected situations count as absences. The only justified absences beyond the three allowed are those resulting from required participation in university events, hospitalization, or family emergencies of which the instructor has been notified by university officials. **Late work is not accepted. Exams cannot be made up.**
- You should arrive on time. If a student arrives late, s/he needs to talk to the professor at the end of class to make sure that a tardy mark was registered in the class book instead of an absence.
- **You should not make travel/family /employment plans that interfere with classes or exams** since make up exams cannot be made in order to accommodate such plans.
- Student athletes, band members and members of other university sanctions should bring a letter from their supervisor or specific department during the first week of class indicating the dates they will miss class.
- Students who require special accommodations for religious holidays should make arrangements with their instructor during the first week of class.
- Behavior: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.

eCollege

Spa 512 is a web-enhanced course through eCollege, the learning management system used by Texas A&M University-Commerce. Use of eCollege allows students:

- Obtain and print a copy of the course syllabus and schedule.
- Obtain different course documents through doc. sharing.
- Receive updates and communications.
- Check their grades through the eCollege gradebook.
- Talk to other students through the Virtual Lounge.

To use the eCollege features associated with this course go to: <https://leo.tamuc.edu/>. You will need your CWID (Campus Wide I.D.) and password to log in to the course. If you do not know your CWID or have forgotten your password, contact technology services at 903-468-6000 or helpdesk@online.tamuc.org. It is strongly recommended the performance of a "Browser test" prior to the start of the course. To launch a browser test, login to eCollege, click on 'myCourses' tab, and then select the "Browser test" link under Support Services.

Assignment Policy

I will provide specific details during class meetings and possibly by email. Students must stay current with all readings and assignments. Students are responsible for completing and submitting all assignments by their respective due dates.

Late Work

I will not accept any assignment after its due date. Assignments submitted after the due date will receive a score of zero (0).

Drop a Course

A student may drop a course by logging into his/her myLEO account and clicking on the hyperlink labeled "Drop a class" from among the choices found under the myLeo section of the Web page.

Incompletes

Incompletes (grade of "X") are granted only under rare and extraordinary circumstances.

Administrative Withdrawal

I reserve the right to drop a student from the course administratively for excessive absences or violations of student conduct codes.

E-Culture Policy: When dealing with faculty over e-mail, it is important that students keep the following in mind:

- Always use the Tamuc e-mail account to communicate with your instructor. Messages from any other e-mail accounts may not be considered.
- Always use salutations and signatures. Be courteous. Add a recognizable subject to your email.
- For serious matters use e-mails to facilitate a mutually agreeable time to meet. E-mail should not be used to avoid personal interaction.

Some rules of the class

- Cellular phones and other electronic devices are to be turned off and stored away.
- No food is allowed in class.
- If you have special learning needs, please contact your instructor.

NOTE: if during a session you decide to use your cell phone, you will be asked to leave the classroom and you will receive an 'absent' for the session.

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132**

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

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 *Code of Student Conduct from Student Guide Handbook*).

Class-Specific Notes on Student Conduct: I expect all students to treat all members of the class community with respect, including respect to differences of opinion, cultural background, and other matters. Although I encourage students to debate issues, it is important to note that there are effective and logical ways of conducting such debates.

COURSE OUTLINE / CALENDAR

The following course schedule is subject to revisions and other modifications as the instructor deems necessary for the course.

DATE	EN CLASE	EN CASA
Jan 19	M. L. King Holiday	eCollege week 1 (discussion) Leer cap. 1 GE
Jan 26	Introducción al curso, syllabus GE cap. 1 (conceptos básicos)	Leer cap. 1 GE Ejercicios asignados en clase
Feb 2	GE cap. 1 (conceptos básicos)	Leer cap. 2 GE pp. 17-47 (la oración A) Ejercicios asignados en clase
Feb 9	GE cap. 2 (la oración A)	Leer cap. 2 GE pp. 48-58 (la oración B) Ejercicios asignados en clase
Feb 16	GE cap. 2 (la oración B)	Leer cap. 3 GE pp. 59-73 (los verbos) Ejercicios asignados en clase
Feb 23	GE cap. 3 (los verbos)	Leer cap. 3 GE pp. 74-94 (pretérito e imperfecto) Ejercicios asignados en clase
Mar 2	GE cap. 3 (pretérito / imperfecto)	Leer cap. 3 GE pp. 96-128 (subjuntivo e indicativo) Ejercicios asignados en clase
Mar 9	GE cap. 3 (subjuntivo / indicativo) Lesson plan 1 due	Leer cap. 4 GE pp. 129-166 (sustantivos y modificadores) Ejercicios asignados en clase
Mar 16	SPRING BREAK	
Mar 23	GE cap.4 (sustantivos y modificadores)	Work on research paper due by week 11 Ejercicios asignados en clase
Mar 30	GE cap 5 (pronombres A) Research paper due	Leer cap. 5 GE pp. 167-178 (pronombres A) Ejercicios asignados en clase
Apr 6	GE cap. 5 (pronombres B)	Leer cap. 5 GE pp. 179-215 (pronombres B) Ejercicios asignados en clase
Apr 13	GE cap. 6 (ser y estar) Lesson plan 2 due	Leer cap. 6 GE pp. 216-236 (ser y estar) Ejercicios asignados en clase

Apr 20	GE cap. 6 (TBA)	Leer cap. 6 (TBA) <hr/> Ejercicios asignados en clase
Apr 27	Teaching demos	
May 4	Teaching demos	
May 11	Examen final, GE cap. 1-6	