



## SPA 512 (83176): “Spanish Grammar for Teaching”

Fall 2016

**Profesora:** María Teresa (Maite) Martínez García, Ph.D.

**Horas de oficina:** Sábados 12:30 – 1:50 pm en Dallas, Viernes de 11 a 12.30 pm en Commerce (o por cita)

**Correo electrónico:** [maria.martinezgarcia@ku.edu](mailto:maria.martinezgarcia@ku.edu)

*(Important note: I will respond to emails within 24 hours during the work week and by the next business day on weekends and holidays.)*

### Materials – Textbooks, Readings, Supplementary Readings:

1. King & Suñer. Gramática Española: Análisis y Práctica. McGrawHill, 1998. 3rd edition.
2. Additional materials will be available through the eCollege course site.

## COURSE INFORMATION

### Course 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.

**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 take-home 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.

## SISTEMA DE EVALUACIÓN

Final Exam =	25%	<b>Grade Scale:</b>	A = 100-90
Assignments =	25%		B = 89-80
2 Lesson plans =	20%		C = 79-70
Research paper =	15%		D = 69-60
Teaching demo =	10%		F = 59>
Participation =	5%		

## COURSE REQUIREMENTS

### 1. Final 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 take-home timed exam. This means you will have a designated period of time to complete the exam at home, having all your notes, books, etc. at hand. 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).

### 2. Assignments (25% of the final grade)

Students are expected to complete the assignments every week (between 3 and 5 exercises from the book) and turn them in on the next day of classes 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).

### 3. 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.

### 4. 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.

### **5. 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 email the instructor 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).

### **6. 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 by the next class day, and interact with each other and the instructor on a regular basis.

## **COURSE AND UNIVERSITY PROCEDURES**

### *1. Late work*

No late work will be accepted in this course, without exceptions. Work should be submitted on the due date provided in the class schedule. Failure to submit an assignment on time will result in a zero (F) grade. In the case of an emergency or other reasonable situation which may affect your submissions, please contact me immediately.

### *3. Academic Dishonesty*

*Plagiarism* is borrowing the work of others and not giving credit where credit is due. It is unethical and reflects very poorly on a person's character. Copying someone else's work, or asking a friend or tutor to write your work constitutes a violation of the TAMUC Academic Honesty Policy. Likewise, the use of electronic media to translate your work to Spanish is also unacceptable. 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]). For further information please see the *Academic Honesty* statement of the Department of Literature and Languages below.

#### *4. Students with Disabilities*

The *Americans with Disabilities Act* (ADA) is a federal antidiscrimination 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

[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

<http://www.tamuc.edu/CampusLife/CampusServices/studentDisabilityResourcesAndServices/default.aspx>

#### *5. Student Conduct and Discriminatory Behavior*

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*). A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Students also should consult the Rules of Netiquette for more information regarding how to interact with peers and instructor in an online forum: <http://www.albion.com/netiquette/corerules.html>

#### *6. Withdraws & Incomplete grade.*

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.

I reserve the right to drop a student from the course administratively for excessive absences or violations of the Code of Student Conduct. Incomplete grades (grade of "X") are granted only under rare and extraordinary circumstances which are fully documented; students requesting an incomplete grade should contact the instructor as soon as possible, provide all pertinent documentation, and sign the 'X' grade contract which details the coursework they need to complete to pass the class.

#### *7. Grievance procedures.*

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Director of the Spanish Program, Dr. Flavia Belpoliti ([flavia.belpoliti@tamuc.edu](mailto:flavia.belpoliti@tamuc.edu)). If there are still unresolved issues, students need to schedule an appointment with the Department Head, Dr. Hunter Hayes, by completing a Student Grievance Form (available in [the Main Office, HL 141](#)). In the event that the instructor is the Department Head, the student should schedule a meeting with the Dean of the College of Arts, Sciences, and Humanities after following the steps outlined above; if the instructor is the Assistant Department Head, students should schedule

a meeting with the Department Head. Where applicable, students should also consult University Procedure 13.99.99.R0.05 (“Student Appeal of Instructor Evaluation”).

### 8. *Campus Concealed Carry*

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to:

[www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf), and/or consult your event organizer. Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

## TENTATIVE COURSE SCHEDULE

This course schedule is subject to revisions and changes as the instructor deems necessary for the course. Any changes to the course schedule will be announced in class and on the course website in advance.

Date	En clase	Readings & Assignments (completar antes del próximo sábado)
9/03	Introducción al curso	Leer Capítulo 1
9/10	Capítulo 1: Conceptos básicos	Leer cap. 2 GE pp. 17-47 (la oración A) Ejercicios asignados en clase
9/17	La oración A	Leer cap. 2 GE pp. 48-58 (la oración B) Ejercicios asignados en clase
9/24	La oración B	Leer cap. 3 GE pp. 59-73 (los verbos) Ejercicios asignados en clase
10/01	Los verbos	Leer cap. 3 GE pp. 74-94 (pretérito e imperfecto) Ejercicios asignados en clase
10/08	Pretérito-Imperfecto	Leer cap. 3 GE pp. 96-128 (subjuntivo e indicativo) Ejercicios asignados en clase
10/15	Subjuntivo-indicativo	Leer cap. 4 GE pp. 129-166 (sustantivos y modificadores) Ejercicios asignados en clase
10/22	Clase online – Trabajar en el Lesson plans 1 y 2	
10/29	Sustantivos y modificadores <b>Lesson plan 1 due</b>	Leer cap. 5 GE pp. 167-178 (pronombres A) Ejercicios asignados en clase
11/05	Pronombres A	Leer cap. 5 GE pp. 179-215 (pronombres B) Ejercicios asignados en clase

11/12	Pronombres B	Leer cap. 6 GE pp. 216-236 (ser y estar) Ejercicios asignados en clase
11/19	Ser y estar <b>Lesson plan 2 due</b>	Ejercicios asignados en clase
11/26	<b>Teaching demos</b>	
12/03	Clase online – Trabajar en el Examen Final y en el Research Paper	
12/10	Despedida del curso <b>Examen final y Research Paper due</b> , GE cap. 1-6	

## Academic Dishonesty Appendix

Department of Literature and Languages  
Texas A&M University-Commerce  
Policy #12  
April 28, 2003  
ACADEMIC HONESTY

Preamble. Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. Faculty members are expected to employ teaching practices that encourage academic honesty.

1. Academic Dishonesty Defined. Texas A&M University-Commerce defines “academic dishonesty” in the following way (Procedure A13.12 “Academic Honesty”): Academic dishonesty includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another 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.
2. “Plagiarism” Further Specified. The Department of Literature and Languages builds on the university definition of “plagiarism,” given in 1, in the following manner (taken from “Defining and Avoiding Plagiarism: The Council of Writing Program Administrators’ Statement on Best Practices” undated, pages 1-2, 12, 2003.

<http://www.ilstu.edu/~ddhesse/wpa/positions/WPAplagiarism.pdf>)

Plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. [ . . . ] Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

3. “Collusion” Further Specified. Collusion specifically includes selling academic products. According to the Texas Penal Code (Title 7 Offenses Against Property, Chapter 32 Fraud, § 32.50 Deceptive Preparation and Marketing of Academic Product), an “academic product” means a term paper, thesis, dissertation, essay, report, recording, work of art, or other written, recorded, pictorial, or artistic product or material submitted or intended to be submitted by a person to satisfy an academic requirement of the person.” The Texas Penal Code also specifies that person commits a Class C misdemeanor offense “if, with intent to make a profit, the person prepares, sells, offers or advertises for sale, or delivers to another person an academic product when the person knows, or should reasonably have known, that a person intends to submit or use the academic product to satisfy an academic requirement of a person other than the person who prepared the product.”
4. Responsibility. Matters of academic dishonesty are handled initially by the instructor. If the instructor feels the problem warrants more attention, it should then be pursued through the department head. If the department head and instructor wish, it should be brought to the attention of the Dean of the college for study and review before being referred to the University Discipline Committee (adapted from Texas A&M University-Commerce Procedure A13.04, “Plagiarism”).

Instructors may also choose to refer cases directly to the University Discipline Committee (Texas A&M University-Commerce Code of Student Conduct 6.a [2]).

5. Statement for Course Outlines. Instructors of record in the Department of Literature and Languages are required to include an Academic Honesty statement in all course outlines. The following language is suggested for that 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])*

6. This Policy supersedes Department of Literature and Languages Policy #12, "Plagiarism," dated October 10, 1990, and will be effective until further notice.

7. The Head of the Department of Literature and Languages is responsible for maintaining this policy current.

Dr. Hunter Hayes, Head of the Department of Literature and Languages

April 28, 2003