



SPA 512 – 22210

“Spanish Grammar for Teaching”

COURSE SYLLABUS: Spring 2019

INSTRUCTOR INFORMATION

Instructor: Flavia Belpoliti, PhD

Class meetings: Saturdays, 9:00 am-10:30 am @ El Centro College, P223.

Office hours: Tuesdays 1:00 pm-4:00 pm; Wednesdays 11:00 am-1:00 pm @ David Talbot Hall 318 (Commerce). Saturdays 10:30 am-1:00 pm @ El Centro College (Dallas).

Office phone: 903 886-5271

Email: flavia.belpoliti@tamuc.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.)

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

1. Gutiérrez Araus, M. 2012. *Problemas fundamentales de la gramática del español como L2*. Madrid: ArcoLibros. ISBN 978-84-7635-599-2.
2. Gómez Villarino, M. 2010. El aprendizaje y la enseñanza de la gramática en el aula ELE ([Antología digital del Instituto Cervantes](#))
3. Compilation of articles, available at MyLeoOnline (see schedule for details)

Course Description

This blended course presents an advanced review of key topics of Spanish grammar, with focus on Spanish morphology and syntax. Students will reflect on their own learning of complex grammatical area, and analyze and evaluate different methodological approaches to the teaching of Spanish grammar in second and heritage language classrooms. In addition, students will advance their understanding of Spanish grammatical features considering issues of language variation and change. The course will be conducted in Spanish with readings in English and Spanish.

Student Learning Outcomes

1. Accurately describe and analyze written and spoken language production from diverse Spanish dialects, demonstrating a deep understanding of Spanish morphological and syntactical forms.
2. Analyze and categorize Spanish grammar topics to design and implement meaningful learning sequences based on standardized language learning frameworks (ACTFL, MCER).
3. Critically analyze and evaluate current pedagogical approaches to grammar teaching, considering implicit and explicit perspectives, to select the best approach to particular classroom contexts.
4. Collaborate in the process of designing/redesigning grammar activities implementing the different pedagogical approaches explored in the class.

Collection of Data for Measuring Institutional Effectiveness

In order to measure the level of compliance with the university's Institutional Effectiveness guidelines, I will collect some of the ungraded materials you will produce for the class. These materials will be part of a portfolio created on your behalf and will be measured to ensure that our program "promotes practices that result in higher student academic achievement; an enhanced student experience; aligned and transparent decisions; and readily available information for improvement, accountability, and accreditation" (Institutional Effectiveness, <http://www.tamuc.edu/aboutus/institutionalEffectiveness/default.aspx>). This is solely an assessment of program effectiveness and in no way affects students' course grades or GPAs.

COURSE REQUIREMENTS

Minimal Technical Skills

Students in this course are expected to be able to: a) manage TAMUC Library resources for advance academic research; b) competently use MSFT Office tools (Word, Excel, PPoint); c) access, navigate and use the diverse tools included in the course MyLeoOnline.

Instructional Methods

This is a blended course that follows a collaborative model of learning, which requires active participation from all students. Main activities include: critical reading and discussion; linguistic analysis of Spanish written and spoken corpora; design and evaluation of activities and materials for Spanish grammar teaching. Students will complete different tasks online which will be revised and analyzed in the face-to-face meetings. See the course schedule for details.

Student Responsibilities

Students' participation is essential and required, both in the class meetings and online. Students are expected to actively engage in all classroom activities, read the assigned materials before coming to class, complete and submit the assignments by the due date, and interact with each other and the instructor on a regular basis.

GRADING

Assessments

- **Content exams:** Students will complete four online exams on the required readings and course content presented in class. The exams will include theory and practice regarding the grammar topics and pedagogical implementations discussed in class.

- **Lesson plans:** Students will work in pairs and develop four lesson plans throughout the semester, each of these focusing on a particular grammatical topic and designed for a specific audience. The content and target audience of each lesson plan will be agreed in consultation with the instructor.
- **Class presentation (article report):** Each student will select an article from the grammar pedagogy readings to present in class. The presentation will follow the conventional structure of a conference presentation with an extension of about 10-12 minutes; it will include a brief introduction, main hypothesis, data/examples, and a personal critical review. The presentation should not be read. Please provide your classmates with a short hand-out to follow your presentation.
- **Teaching Demo:** Each student will develop a 12-15 minutes 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 and accessible way a given grammatical concept, considering a non-specialized audience of students. Each student should provide the instructor the lesson plan of his/her teaching demo at least 3 days in advance. Students will be required to combine theoretical explanations 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.

Grade distribution

Exams =	48 % (4 x 12%)
Lesson plans =	20 % (4 x 5%)
Article presentation =	20 %
Teaching Demo=	12 %
Total=	100%

Grade Scale: A=100-90 B=89-80 C=79-70 D=69-60 F= 59>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

1. Attendance & Participation

- Participation and attendance are fundamental to succeed in this blended course. Attendance is mandatory. After three absences, you may be dropped from the course, depending on circumstances. Absences due to illness or unexpected situations count as absences. The only justified absences are those resulting from: mandatory participation in university events; hospitalization; family emergencies of which the instructor has been notified. Please note that there is no participation grade given in this course; however, after three unexcused absences, your final grade will be reduced by 2 points per absence.
- You should arrive on time. Two late arrivals or early departures by more than 10 minutes equal one absence. If a student arrives late, she/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. If a

student misses 3 consecutive sessions and does not contact the instructor, she/he may be dropped from class. 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.

- 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 or participation in assessments (quizzes, interviews, etc.), please contact me immediately.
- 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.

2. Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

3. 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.

4. 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). 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 Department 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").

5. Extra-credit

The Spanish Program at TAMUC hosts a variety of events each spring, and invites you to actively participate. Up-to 3 extra-points will be granted after attending the event/s and completing the assigned activities.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement - Students with Disabilities

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 162

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

Fax (903) 468-8148

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-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.

Campus Concealed Carry Statement

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 the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.

COURSE OUTLINE / CALENDAR

PFG = *Problemas fundamentales de la gramática del español como L2.*

Date	Activities	Readings & Assignments (Complete <u>before</u> the class meeting)
1/19	Introducción al curso. Conceptos centrales: gramática/s; gramaticalidad; niveles de análisis	Completar encuesta del estudiante en MyLeoOnline. Leer King&Suñer 2008, 2-15
1/21	Martin Luther King, Jr. Day	
1/26	Formación de palabras y análisis morfológico; la estructura de la palabra; clases de morfemas; alomorfia.	Leer Varela 2018, 4-40. Completar los ejercicios en MyLeoOnline Participar en el foro sobre 'Enseñar morfología'
2/2	La enseñanza de la gramática: cuestiones centrales. Deducción, inducción, modelos implícitos y explícitos.	Leer: PFG, 13-18; Rodríguez Gonzalo 2011; Contreras 2015. Completar los ejercicios en MyLeoOnline Participar en el foro sobre 'Enseñar gramática'
2/9	La reflexión gramatical en el aula. El paradigma verbal: el indicativo	Leer: Gallego 2016; PFG, 21-61 Completar los ejercicios en MyLeoOnline Exam 1 [online] Fecha límite 2/10, 11:59 pm
2/16	El paradigma verbal: el indicativo; las perífrasis verbales.	Leer: PFG, 65-84; Martínez Gila 2010. Completar los ejercicios en MyLeoOnline Participar en el foro sobre 'Enseñar gramática'
2/23	El paradigma verbal: el subjuntivo. [online presentation]	Leer: PFG, 87-98; Campillo 2008. Completar los ejercicios en MyLeoOnline Participar en el foro sobre 'Enseñar gramática'

3/2	El paradigma verbal: el subjuntivo. Ser, estar y verbos de cambio.	Leer: PFG, 101-114. Completar los ejercicios en MyLeoOnline Participar en el foro sobre 'Enseñar gramática'
3/9	El sintagma nominal.	Leer: PFG, 117-133; Borzi 2012. Completar los ejercicios en MyLeoOnline Participar en el foro sobre 'Enseñar gramática'
3/16	El sintagma nominal. [online presentation]	Exam 2 [online] Fecha límite 3/17, 11:59 pm Entrega de planes 1 y 2 en MyLeoOnline; fecha límite 3/18, 11:59 pm
3/18-3/24	Spring Break	
3/30	El sistema pronominal español; el pronombre 'se' y sus funciones.	Leer: PFG, 135-149; Jaramillo 2016; Completar los ejercicios en MyLeoOnline Participar en el foro sobre 'Enseñar gramática'
4/6	El sistema pronominal español; el pronombre 'se' y sus funciones.	Leer: Gras 2017 (video disponible) Completar los ejercicios en MyLeoOnline Participar en el foro sobre 'Enseñar gramática'
4/13	La oración simple: tipología	Leer: PFG, 169-182 Completar los ejercicios en MyLeoOnline Participar en el foro sobre 'Enseñar gramática' Exam 3 [online] Fecha límite 4/14, 11:59 pm
4/20	La oración simple: las funciones sintácticas. [online presentation]	Leer: PFG, 187-204. Completar los ejercicios en MyLeoOnline Participar en el foro sobre 'Enseñar gramática'
4/27	La oración simple: las funciones sintácticas.	Leer: PFG, 187-204; Font Fernández 2016 Completar los ejercicios en MyLeoOnline Preparar la mini-lección sobre el tema elegido
5/4	Mini-lecciones	Preparar los planes 3-4 en parejas.
5/8	Exam 4 [online] Fecha límite 5/8, 11:59 pm Entrega de planes 3 y 4 en MyLeoOnline; fecha límite 5/8, 11:59 pm	

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>