

**Valdosta State University Faculty of Arts and Sciences
Department of Modern and Classical Languages**

Course Syllabus for SPAN 4010

Course Information

Course Number and Sections	SPAN 4010
Course Name	Advanced Grammar
Credits	03
Prerequisite	SPAN 3010

Course Description

Advanced study of the structure of the Spanish language, with emphasis on practical composition and refinement of the written expression. We will explore the logic that allows native speakers to choose communicative options according to various circumstances of the discourse.

Textbook: Lunn, Patricia V. *Investigación de Gramática, 2nd. edition.* Heinle & Heinle, 2007

Student Responsibility:

It is the student's responsibility to know the administrative procedures established by the University that will be observed in this class. This is especially important regarding dropping or withdrawing from courses of instruction. Students must adhere to deadlines for drops and withdrawals in order to avoid academic and financial penalties.

American with Disabilities Act:

Valdosta State University complies fully with the requirements of the Americans with Disabilities Act (ADA). If you believe that you are covered under this act, Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall South. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

Standards, Goals and Outcomes

In this document ACTFL refers to the American Council on the Teaching of Foreign Languages Proficiency Guidelines, which can be found at:

<http://www.sil.org/lingualinks/languagelearning/OtherResources/ACTFLProficiencyGuidelines/contents.htm>
And (Speaking, revised 1999; Writing, revised 2001) <http://www.actfl.org/i4a/pages/index.cfm?pageid=4236>

The Program outcomes for the Spanish program can be found at the following site:
<http://www.valdosta.edu/mcl/assessments.shtml>

Future and prospective teachers (Foreign Language Education majors) may consult the Conceptual Framework of the College of Education at:
<http://www.valdosta.edu/coe/ecre/documents/COEConceptualFrameworkELEMENTSANDINDICATORS2.doc>

Goals: Upon completion of the course students will refine their oral and written expression in Spanish by getting exposed to advance grammar concepts that parallel or contrast the English system. This goal will be reached through the study and class discussion of the most critical components of Spanish grammar for speakers of English. ACTFL target level: Intermediate high /Advance Low for both speaking and writing. Learning Goals for the VSU General Education Core may

be accessed at: <http://www.valdosta.edu/academic/VSUCore.shtml>

Outcomes: At the end of instruction the learner is able to:

1. Understand and be able to explain Spanish verb morphology in terms of tense, aspect, mode, present and past participles, passive voice, reflexives, and direct / indirect object pronouns.
2. Demonstrate ability to control verb form and gender/person agreement in Spanish, both orally and written.
3. Demonstrate an understanding of linguistic choices made by Spanish native speakers when it comes to tense, aspect and mode.
4. Identify and negotiate grammatical differences between Spanish and English.
5. Recognize grammatical and dialectical variations throughout the Spanish-speaking world.
6. Analyze grammatical content and literary style in an original short story text.

The practices listed in objectives should provide the student with the ability to do the following in each skill: (based on ACTFL Guidelines for this intermediate-high / advanced-low target level at <http://www.sil.org/lingualinks/LANGUAGELEARNING/OtherResources/ACTFLProficiencyGuidelines/contents.htm>)

ACTFL “Can Do” Statements for Intermediate High / Advanced Low Target level

Interpersonal Communication	Presentational Speaking	Presentational Writing	Interpretative Listening	Interpretative Reading
I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way and with some detail about events and experiences in various time frames. I can describe people, places, and things in an organized way and with some detail. I can handle a familiar situation with an unexpected complication.	I can deliver organized presentations appropriate to my audience on a variety of topics. I can present information about events and experiences in various time frames.	I can write on general interest, academic, and professional topics. I can write organized paragraphs about events and experiences in various time frames.	I can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames. I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.	I can understand the main idea and some supporting details on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames and genres.

COURSE OUTCOMES AND ASSESSMENT CORRESPONDANCE:

Course Outcomes	Assessment Instruments Used to Measure	Types of Assessments	ACTFL/NCATE Program Standards	Major Outcomes
1	1,2,3,6	Formative oral activity Summative activity	1.a, 1.b	1, 2, 4
2	1,2,3,6	Formative oral activity Summative activity	1.a, 1.b	1, 2, 3, 4
3	2,3,6	Formative oral activity Summative activity	1.a, 1.b,	1, 2, 4
4	1,4	Formative oral activity Summative written activity	1.b,1.c	1, 2, 3, 4
5	4	Formative oral activity Summative activity	1.b,c, 2.c	1,3,4,5
6	5	Formative oral activity Summative activity	2.b,c	3,4,7

***Comprehensive Assessment Rubric (To be completed for every student)**

	4	3	2	1
<p>Task completion</p> <p>Self--directedness and thoroughness in fulfilling the requirements of the situation</p> <p>Score =</p>	<p>Completes all required tasks without prompting or questioning by the instructor. Provides most details/data essential to the transaction.</p>	<p>Completes most required tasks without prompting. Needs to be questioned to provide some details/data essential to the transaction.</p>	<p>Completes some required tasks without prompting. Needs to be questioned to provide many details/data essential to the transaction.</p>	<p>Completes very few required tasks without excessive prompting. Needs to be questioned to provide most details/data essential to the transaction.</p>
<p>Comprehension and Interpersonal Communicative Strategies</p> <p>Active participation and responsiveness in conversation; Ability to clarify misunderstanding</p> <p>Score=</p>	<p>Consistently participates actively and responds in conversation; usually clarifies by asking questions. Responds appropriately to unexpected complications.</p>	<p>Almost always participates actively and responds in conversation; often clarifies by asking questions. Hesitates a bit in comprehending unexpected complications, but then responds appropriately.</p>	<p>Often participates actively and responds in conversation. May avoid attempts at clarification. Hesitates a great deal in comprehending unexpected complications and/or does not respond appropriately.</p>	<p>Rarely participates actively or responds in conversation. Avoids any attempt at clarification. Shows evidence of not comprehending unexpected complications and/or cannot respond to them at all.</p>
<p>Vocabulary</p> <p>Appropriate, varied, and rich use of words in context</p> <p>Score=</p>	<p>Consistently uses appropriate and logical vocabulary for the context. Uses a broad range and variety of vocabulary.</p>	<p>Almost always uses appropriate and logical vocabulary for the context. Uses a somewhat limited range and variety of vocabulary.</p>	<p>Often uses appropriate and logical vocabulary for the context. Uses a more limited range and variety of vocabulary.</p>	<p>Rarely uses appropriate or logical vocabulary for the context. Uses a clearly limited range and variety of vocabulary.</p>
<p>Grammar</p> <p>Accurate word order, verb endings, noun/adjective agreement</p> <p>Score=</p>	<p>Consistently uses well-constructed sentences. Controls almost all verb conjugations and consistently observes agreement. Almost perfect; some minor, very few major errors.</p>	<p>Almost always uses well--constructed sentences. Controls most verb conjugations and almost always observes agreement. Majority of structures are accurate.</p>	<p>Often uses well---constructed sentences. Controls some verb conjugations and frequently observes agreement. Approximately half of structures are accurate.</p>	<p>Rarely uses well---constructed sentences. Controls very few verb conjugations and rarely observes agreement. Less than half of structures are accurate.</p>
<p>Comprehensibility</p> <p>Degree to which the language produced is understandable to a native speaker</p> <p>Score =</p>	<p>Pronunciation is consistently correct, especially in terms of vowel sounds. Very few words are mispronounced, and there is very little English interference. Very few brief pauses to reorganize thoughts. Message totally comprehensible.</p>	<p>Pronunciation is almost always correct. Some words are mispronounced, there is some English interference, but utterances are still understandable. One or two pauses of somewhat considerable length. Majority of message is comprehensible.</p>	<p>Pronunciation is often correct. Many words are mispronounced, there is a lot of English interference which often makes utterances difficult to understand. Several pauses of more considerable length. Approximately 1/2 of message is comprehensible.</p>	<p>Pronunciation is rarely correct. Most words are mispronounced, English is used, and most utterances are not understandable. Number and length of pauses distracts significantly. Less than 1/2 of message is comprehensible.</p>
Total raw score				

**This rubric was adapted with slight modifications with the permission of Dr. Eileen Glisan of the Spanish and Teacher Education Program at the University of Indiana, Pennsylvania.*

Assessment Instrument:

Exams: There will be a mid-term exam, several quizzes (announced or unannounced, written/oral), a comparative field project, a semester project and a Final Exam. NO MAKE-UP will be giving: If you miss a Quiz, the mid-term Exam or the Final Exam without submitting proper justification your grade will be zero (0).

Comparative Field Project: Students will contact two native speakers of Spanish and conduct an informal interview in Spanish with each of them (recording is recommended for your analysis). Students should not ask native speakers to explain why they say what they say; rather, they should simply ask their informants what they say or would say in at least 4 given instances (you should provide these situational and grammatical contexts), using 4 grammatical cases. These cases should be based on minimal pair contrast, i.e, ser/estar, indicativo/subjuntivo, etc. Developing an explanation for the data is the student's responsibility. Students should elicit samples from two informants from

different parts of the Hispanic world and make a comparative analysis of their findings according to the grammar cases discussed in class and basic research material. A sample student presentation will be shown in class for illustration. Students will give a 10-12 minute Power Point presentation of their findings in class and submit a copy to the instructor.

Semester research project: Students will read a short story in Spanish of at least 15 pages and will make a linguistic analysis of 4 of the most relevant grammatical cases studied in class, regarding the usage of verb tenses, aspects and moods, and verb-noun modification. The discussion will be based on the occurrence and implications of these grammatical cases in the context of the story (at various instances: beginning, middle and end of story), and how the author uses, adapts or modifies standard grammar forms for different narration effects, and stylistic purposes. The selected short story has to be originally written in Spanish by a native speaker author. By Midterm students should have already selected the short story and get approval from the instructor to start working.

The finished researched project should be typed, double-spaced, MLA style and consisted of five parts:

- Introduction: have a title and introduce the cases and objectives of your paper. (1 page)
- Discussion of the grammar cases that are to be analyzed in the discourse of the short story (1 - 2 pages)
- Presentation of the corpus of recurrent discourse of the four grammatical cases that are being analyzed in the text. Make sure you compare your views with those found in other sources, i.e. research articles, books, etc.. (2 -4 pages)
- Conclusion: discuss your findings and compare them to those from researched sources. Comment about your learning experience and progress mastering Spanish grammar. (1 -2 pages)
- Bibliography: enter books, articles, web sites, and other materials used in the project following MLA writing style guidelines from the latest MLA Handbook. Make sure your bibliography entries are referred to and material properly quoted in the paper according to MLA guidelines. (1 page)

Grade Distribution:

1. Class work & Participation:	10%	A: 100-90
2. Quizzes:	15%	B: 89-80
3. Mid-term:	20%	C: 79-70
4. Comp.Field Project.	15%	D: 69-60
5. Semester Project:	20%	
6. Final exam:	20%	

Classroom Policies

1. **ATTENDANCE IS VERY IMPORTANT!** Since foreign languages study is a cumulative process measured by daily evaluation, attendance is very important. Students are expected to be prepared and participate in all class activities showing motivation and interest and conducting presentations for the textbook chapters. Students who miss more than 15% of the class sessions will receive F (four unexcused absences), (see Undergraduate Bulletin, p. 75). A portion of the class participation grade will be based on attendance and punctuality. Tardiness, early departures, and entering and leaving the room while class is in session are inappropriate and unacceptable practices. Students are expected to remain in class unless they are ill. Please inform me if you are sick or have a condition. Student must prove reason for absence based on documented illness, death, accident, required attendance at official VSU events, or prearranged medical appointments. Bring a copy of absence verification. A phone call or email message prior to or immediately following an absence is required. You are responsible for all announcements and materials covered in class during an absence. No less than one hour daily preparation and practice are recommended.

2. PLEASE, **NO** gum, food, hats, sunglasses, active cell phones, or beverages in class, except water.

Academic Integrity

Please review the Valdosta State University statement on Academic Integrity:

<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>. The statements and policies published in all sections of this site will be observed and enforced in this class. Cheating, copying and plagiarism are forms

of academic dishonesty and constitute a very serious offence. Participation in such violations may result in failure or even dismissal from VSU. No credit will be given for the work done. Even if you study or practice with a classmate, be sure to prepare your own individual work unless it is a group assignment. "Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics. "The full code is available at:
<http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>

Additional Information

Absence policy is the same as for quizzes and tests. Keep a record of all your grades and attendance. Keep copies of all documentation to support unavoidable absence. Attend all classes and be on time. VSU attendance policy will apply. Please do not bring drinks (except water), food or gum to class. Kindly remove hats. **Do not be afraid to speak Spanish in class, even if you make mistakes.** By speaking badly you will learn to speak well. This will boost your confidence. **Participate!** This will increase your proficiency. Bring your books and other materials to class. Show that you are really interested. If you fail a quiz or test or if you need additional help, see your instructor outside of class or seek tutorial help available through the Student Success Center in Langdale Hall. For more information on the Student Success Center, visit the following website: <http://www.valdosta.edu/ssc> or call 333-7574. Please seek help early. Do not wait until it is too late.

Do not wait until it is too late. To help developing the required competence in this course, you can also utilize the language laboratory and other support materials and services and assume responsibility for extensive preparation and practice outside of regular class time. If YOU are to attain the expected level of proficiency in the language, exceptional commitment, attention, time, study, practice and a positive attitude must be present. YOU MUST ASSUME RESPONSIBILITY FOR YOUR LEARNING.

Turn off cell phones in class, (smart phones can only be used to do web search when directed). Put away study material from other classes, lab and iPods when in class.

Avoid disrupting the class by arriving late or leaving the classroom before the end of class (do not walk in front of the class). Practice restraint, consideration and good manners with classmates and your instructor.

Learning another language requires commitment and responsibility. Make learning Spanish another of your goals and find enough time to dedicate to it, the results will not only impress you!

Note: Students are given enough opportunities to succeed in this class, and get a fair grade. By midterm they are required to discuss their grades with the instructor, and be advised on how to improve learning and grades. Discussing selection of text and research for the term paper early is decisive to guarantee a good paper. By the end of the term students should know what to expect before the final exam so there are no surprises, since final grades are not negotiable.

Extra info: These are some links where you can get information about professional opportunities that are open to people with foreign language skills, please feel free to find more.

Foreign Service
<http://www.careers.state.gov/>

Bilingual Spanish
<http://www.spanishcareers.com/>

LatPro
www.LatPro.com

ThinkSpain
<http://www.thinkspain.com/services/joboffers/>

Multilingual Vacancies
<http://www.multilingualvacancies.com/>

Teach Georgia
www.teachgeorgia.org/advJobSearch.aspx