Course description: This course is designed to prepare students to write and read at an academic level in Spanish. Students will acquire a functional knowledge of grammar as we demystify concepts relating to tense, mood, aspect, accentuation, idiomatic expressions, and other topics that may not have been addressed in prior courses. In this course we will:

- Read texts to train reading comprehension and expand vocabulary
- Practice grammar structures that are often problematic for native and non-native speakers
- Write and edit compositions to improve written expression in Spanish

Conscientious and motivated students can expect to come out of the course with a greater sense of confidence in Spanish, a working knowledge of grammar and how the language is structured, and a more complete foundation in reading and writing to prepare majors and minors for other advanced courses.

Prerequisites: A grade of C or higher in Spanish 232 or equivalent.

Required Textbook: Gramática para la composición, M. Stanley Whitley and Luis González
+ Access code, ISBN 9781626162754

Grading: Grades will be calculated on a scale of 750 points.

- Quizzes (10 points each x 10) 100 points
- Progress log (10 points each x 10) 100 points
- Mini-compositions (20 points each x 5) 100 points
- Homework (5 points each x 48, drop 8) 200 points
- Compositions (50 points each x 4) 200 points
- Final Exam 150 points
**Course Organization:** In order to maximize our time, we will have only one large exam at the end of the semester, and assess progress throughout the semester with smaller-stakes assignments such as quizzes and homework on the textbook’s companion site.

**Progress Logs:** These are short diary entries that you will write once a week on d2L, documenting how you have practiced or used the Spanish language each week, followed by a short reflection on what has been working/not working for you and what you plan to do the following week. I will give feedback and tips throughout the semester. The goal of these logs is to help you set goals and find effective ways to practice the language, while also looking back on how far you have come and measuring your progress.

**Quizzes:** Short quizzes will be given in class to check your mastery of material we have been practicing in class. You can expect the quizzes to cover some aspect of material from the previous day or previous two days of class.

**Mini-compositions:** These are short, low-stakes writing assignments on various topics that may be handwritten or typed (but always double-spaced to allow me space to write comments and make corrections). They should be around one page double-spaced. All compositions, even short paragraphs, **must be your own work and not the work of a translator, classmate, or other Spanish speaker.** The mini-compositions will primarily be graded based on legibility and comprehensibility. While grammatical accuracy will also be assessed, it is much more important that you be able to express yourself and communicate your message.

**Homework:** For each class meeting, expect to complete two to three homework assignments on the companion website at books.quia.com. The first week of class, you will need to create an account and enter your access code. You will then need to enter our course code, JFCNFH494. All homework is due by 9 a.m. the day of class. Late work as a rule is not accepted. The assignments are not long, but require a lot of attention. You have 4 attempts on each homework assignment. If you still do not understand what is being asked after 2 or 3 attempts, I recommend coming by the office for assistance and explanation.

**Compositions:** You will write four compositions in this class – one descriptive essay, one movie review, one personal essay, and one expository essay. The compositions will be graded in terms of content (does it address the prompt and is it fully developed?), expression (do you successfully communicate your idea?), grammatical accuracy (appropriate use of tenses, subject/verb agreement, gender, etc.), and mechanics (spelling, accent marks, no run-ons or sentence fragments, etc.).
**Final Exam:** Your final exam will be a cumulative assessment of the most important topics we see this semester. A review for the final will be provided the week prior to the exam and we will go over this in class.

**STUDENTS WITH DISABILITIES:** To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Academic Integrity (A-9.1) Original Implementation: Unpublished**

**Last Revision:** July 19, 2011

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism as well as the appeal process.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class;
- falsification or invention of any information, including citations, on an assignment; and/or,
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author due credit.

**Procedure for Addressing Student Academic Dishonesty**

For a complete list about procedures and appeals see: [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades Semester Grades Policy (A-54)**: Ordinarily, at the discretion of the instructor
of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
Course Calendar:

Semana 1 (16 y 18 de enero)

Lección preliminar – acentuación y ortografía

*Tarea para el 23 de enero: 0-B, 0-C, 0-E

Mini-composición 1: ¿Quién soy?

Semana 2 (23 y 25 de enero)

Lección 1 – verbos y cambios particulares pp. 7-10

*Tarea para el 25 de enero: 1-1-A, 1-1-C, 1-1-E

Lección 2 – el género pp. 16-18. Prueba #1

*Tarea para el 30 de enero: 1-2-A, 1-2-C

Semana 3 (30 de enero y 1 de febrero)

Lección 3 – ser y estar, pp. 29-32; tener + sustantivo, p. 32

*Tarea para el 1 de febrero: 1-3-A, 1-3-C, 1-3-E

Lección 4 – las conjunciones y la negación, pp. 40-43 Prueba #2

*Tarea para el 6 de febrero: 1-4-B

Mini-composición 2: Un momento inolvidable

Semana 4 (6 y 8 de febrero)

Lección 5 – los modismos, pp. 58-65

*Tarea para el 8 de febrero: 1-5-A

Lección 6 – el proceso de la composición, pp. 66-76 Prueba #3

*Escribir composición #1 para el jueves, 15 de febrero
Semana 5 (13 y 15 de febrero)

Capítulo 2, Lección 7 – verbos reflexivos y voz pasiva, pp. 78-91
*Tarea para el 15 de febrero: 2-7-C, 2-7-D, 2-7-E

Capítulo 2, Lección 8 – los pronombres, pp. 92-105
*Tarea para el 20 de febrero: 2-8-A, 2-8-C, 2-8-D
*Entregar composición 1

Semana 6 (20 y 22 de febrero)

Capítulo 2, Lección 9 – el complemento indirecto, pp. 102-120

Prueba #4
*Tarea para el 22 de febrero: 2-9-C, 2-9-F

Mini-composición 3: En diez años

Semana 7 (27 de febrero y 1 de marzo)

Capítulo 2, Lección 10 – el subjuntivo y el imperativo, pp. 120-131
*Tarea para el 1 de marzo: 2-10-A, 2-10-B, 2-10,E

Capítulo 2, Lección 11 – el reportaje, pp. 131-142. Prueba #5
*Escribir una reseña para el jueves 8 de marzo (comp #2)

Semana 8 (6 y 8 de marzo)

Capítulo 3, Lección 13 – el pretérito y el imperfecto, pp. 154-161
*Tarea para el 8 de marzo: 3-13-A, 3-13-B, 3-13-C

Capítulo 3, Lección 14 – el aspecto, pp. 161-172. Prueba #6
*Tarea para el 13 de marzo: 3-14-C, 3-14-D, 3-14-E
*Entregar composición #2

*10-19 de marzo VACACIONES* Tarea: ¡descansar!
Semana 9 (20 y 22 de marzo)

Capítulo 3, Lección 15 – *el pasado de subjuntivo*, pp. 161-183

*Tarea para el 22 de marzo: 3-15-A, 3-15-B, 3-15-C

Capítulo 3, Lección 16 – *los adverbiales de manera y tiempo*, pp. 183-195

*Tarea para el 27 de marzo: 3-16-C, 3-16-D, 3-16-F

**Pruebita #7**

Mini-composición 4: Una organización que me apasiona

Semana 10 (27 de marzo)

*Práctica con temas del capítulo 3; La narración personal*

*Escribir composición #3 para el jueves 5 de abril*

*29 de marzo – *comienzo de Easter Break* (vacaciones de Pascua)*

Semana 11 (3 y 5 de abril)

Capítulo 4, Lección 19 – *el participio y los tiempos perfectos*, pp. 216-229

*Tarea para el 5 de abril: 4-19-A, 4-19-B, 4-19-C

Capítulo 4, Lección 20 – *el futuro y el condicional*, pp. 228-238

*Tarea para el 10 de abril: 4-20-A, 4-20-C, 4-20-D. **Pruebita #8**

*Entregar composición #3*

Semana 12 (10 y 12 de abril)

La narración compleja, pp. 285-288

Capítulo 5, Lección 26 – *las cláusulas relativas*, pp. 304-314

**Pruebita #9**

*Tarea para el 17 de abril: 5-26-A, 5-26-C, 5-26-D

Mini-composición 5: Qué significa para mí ser bilingüe

Semana 13 (17 y 19 de abril)

Capítulo 5, lección 30 – *el uso y abuso de los cognados*, pp. 357-358
Para escribir una exposición, pp. 358-365

*Escribir composición #4 para jueves 26 de abril

Semana 14 (24 y 26 de abril)

Capítulo 6, lección 31 – las preposiciones, pp. 368-381

*Tarea para el 26 de abril: 6-31-A, 6-31-B, 6-31-C

Prueba #10

*Entregar composición #4

Semana 15 (1 y 3 de mayo)

Repasar temas importantes

Semana 16  Exámenes finales

EXAMEN FINAL  jueves 10 de mayo a las 8 de la mañana