

COURSE SYLLABUS

Fall 2014

Spanish 103: Advanced Spanish Grammar, 3 units

TR 3:00-4:15 MRP 2030 (Section 1, Course Call #80610)

Prof. María Mayberry
Office Hours: M 4-5 pm; T 1-2:30 pm; Th 4:30-5 pm
e-mail: maria.mayberry@csus.edu

Office: MRP 2041
Office Phone: **Prefer e-mail**
Dept. Office Phone: 278-6333

Requisito: SPAN 002B o equivalente (**se recomienda haber tomado SPAN 047**)

Texto

1. *Manual de Gramática*, 2nd edition, versión en español, Eleanor Dozier and Zulma Iguina
2. Dictionary
3. *501 Verbs*, 4th edition, Christopher Kendris (recommended)

Catalog description. Study of the specific components of Spanish grammar with particular emphasis on the Spanish verbal system, the subjunctive, and other problematic aspects of grammar. Will be of particular interest to those planning to teach Spanish as well as to the Spanish-speaking students. **Note:** SPAN 047 strongly recommended. **Prerequisite:** SPAN 002B or equivalent. 3 units.

Course objectives. The main objective is to provide students with an advanced proficiency in the Spanish language. The course offers an in-depth study of the different components of a sentence as well as some of the more problematic aspects of Spanish grammar such *ser/estar* usage, *preterit/imperfect*, mood selection (in nominal, adjectival and adverbial clauses), and verb formation and usage. This course also covers the study of stress and syllabification in Spanish. In a way, **this course is a continuation of SPAN 47;** therefore, it is suggested that you have completed SPAN 47 **before** taking SPAN 103. Everyone is expected to read the notes and the book on a regular basis. **There are plenty of examples in the book of all the concepts important in this course. Do not just rely on the lectures.**

The course is conducted entirely in Spanish; if you have difficulties understanding spoken Spanish, you need to meet with a tutor on a regular basis to review the material. I encourage you to come to see me during my office hours, but please understand that I will not be able to repeat the whole lecture.

In this course students will become familiar with **grammatical terminology** and will be expected to supply a grammatical form when requested (e. g., the present subjunctive of *correr*). In order to give students an opportunity to relate meaning to form (i.e., to understand why a particular structure is used in a given context) several writing activities (journals and a final paper) are assigned during the semester.

Student Learning Objectives/Outcomes:

Upon successful completion of this course students will be able to:

- Demonstrate understanding of the difference between the use of preterit and imperfect.
- Understand the difference usage of *ser* and *estar*.
- Demonstrate understanding of when to use indicative mood versus subjunctive mood in subordinate clauses.
- Understand what aspects of Spanish grammar may contribute to difficulties in oral and written communication.
- Review and apply their knowledge of Spanish orthography.
- Communicate effectively in written language as evidenced by their ability to write short journals on a given topic (targeting each of the Spanish grammatical points covered in the course) and one 3-5 page final essay.
- Communicate effectively in oral language as evidence by their ability to present a Spanish grammatical topic and activity in Spanish to the class.

Grading Breakdown

- 2 Exams (20 points each) 40%
- Grammar Quizzes and homework 10%
- Writing (journals and translations) 10%
- Semester project 20%
(presentation of grammar topic and activity; essay)
- Attendance and Class Participation 10%
- Final Exam 10%

Grades are kept in numerical form until the end of the course, at which time they are averaged to determine the final letter grade. Please do not expect your instructor to give you a letter grade before this time. You may, however, ask to see your numerical scores at any time.

The grading scale for exams, term paper, presentation, and participation is as follows:

94-100=A	80-83=B-	67-69=D+
90-93=A-	77-79=C+	64-66=D
87-89=B+	74-76=C	60-63=D-
84-86=B	70-73=C-	59 and below=F

Scores are rounded up or down, i.e., 82.5 will be considered an 83, but 82.25 will be an 82.

SacCT (WebCT)

Students are expected to check SacCT on a daily basis for handouts and information regarding the class.

IMPORTANT:

An "I" grade is ONLY assigned when the student has completed most of the requirements for this course (80% of the course components). The student must be receiving at least a "C" on all other work. An "I" **cannot be assigned** when it is necessary for the student to attend additional class meetings to complete the course requirements, when the student has not kept a regular attendance (for example, if the student has **more than 2 absences in a semester** as stated in the attendance policy below), and if the student has already been allowed to make up one assignment due to an **excused absence** (see make-up policies below).

Testing:

Please note the day of the midterms on the course calendar. The day and time of the final exam for this class is **Tuesday, December 16th**, from 3-5 pm. All exams must be taken when scheduled and not at other times—**No exceptions!**

Quizzes and homework. The quizzes will test mainly the form (grammar) of the language. There will be several quizzes during the semester (the lowest score will be dropped) after the readings and/or videos assigned. Most of the quizzes will be in SacCT, but there may be some in class.

Writing. Your writing skills will be assessed through several journals and translations (English to Spanish) during the semester. The journals are designed to give you an opportunity to relate form (grammar) to meaning and to develop your writing skills. There will be several of these in-class writing activities during the semester (the lowest score will be dropped). You will need to bring a good dictionary to class. **Your instructor will talk more about online dictionaries.** You will need to provide a typed final version of each of your writing activities the following class. If you are not in class the day we do the in-class writing portion, 3 points of 0 will be lost in your final typed version (that is, you can get a maximum of 7 points of 10 in the final typed version.)

IMPORTANT: Pay attention to **spelling and accents** in all your written work (e.g., journals, translations and final essay). I will be deducting 1 to 3 points out of 10 in journals for not using accents and for bad spelling. Use a dictionary to avoid losing points.

Semester Project 20%. The semester project is divided in two parts: a presentation of a grammar topic (with an activity) and an essay.

a) Presentation (10%). Each student needs to prepare a 10-minute presentation **in Spanish** of a Spanish grammar topic with an activity for your classmates (See the page “**Temas para la presentación – Proyecto Semestral**”). Spend a couple of minutes to identify the important points of the grammar topic you are explaining to your classmates. The rest of the time 7 to 8 minutes will be used for your classmates to do the activity you prepared. Be ingenious. **DO NOT JUST REPEAT WHAT I SAY IN CLASS. You need to do some research and find different examples (and other explanations if you come across a very good explanation) in textbooks, grammar books or in the Internet.** The grade of this presentation will include the following elements:

1. **A PowerPoint. You need to submit it to your instructor by e-mail three (3) days before your presentation: If you present on a Tuesday, you need to submit it no later than the previous Friday; if you present on a Thursday, you need to submit it not later than the previous Sunday. At this point, your presentation will be graded for accuracy.**
2. **A handout** with an outline of the main points of your topic for your instructor and classmates.
3. **An activity** (with at least 5 questions per each person) for your classmates to practice.
4. Your presentation on the day you are scheduled.

***Keep in mind that the presentations will help you and your classmates **as a review for the exams**. Also, if you do not do your presentation on the specified date, you will receive a zero, since there is not time to reschedule presentations.

The presentation **is an individual assignment** that will be graded based on the organization and clarity of the ideas presented; completeness and precision of information (it is VERY IMPORTANT that you understand the topic in order to make a clear presentation), the quality of handout and the activity, and your presentation (pronunciation and grammar). (See “Rubric for grading Presentation” in SacCT). **Practice giving the presentation**, so you will deliver it (presentation and activity) in 10 minutes maximum. I will have to stop your presentation after 10 minutes, so the next people will have time for their presentations.

b) Essay: a reflection of your Presentation Experience (10%). The reflection paper is an **individual assignment**. Each student will write a 500-word essay **in Spanish** titled “Lo que he aprendido al preparar esta presentación”. ‘What I have learned in the preparation of this presentation’. In your final paper, you will need to write your thesis (your main idea) in the introductory paragraph and at least 3 ideas that support your thesis. Develop each of these ideas into the supporting paragraphs (3 to 4) of your paper. Start each supporting paragraph with a topic sentence (the particular idea from that paragraph), and develop that particular idea using as many examples as possible. The final paragraph will be a summary of the main idea, where you paraphrase your thesis. **Pay attention to spelling, accents and correct grammatical use in your final paper.** I will be deducting up to 7 points of 100 for not using accents, bad spelling, and incorrect use of Spanish grammar. (See “Rubric for grading Final Essay” in SacCT).

The following are some pointers to help you decide what to include in your essay:

1. **Audience.** You are interviewing for a Spanish tutoring position in High School, and you include this reflection of your experience making a presentation to explain a Spanish topic.
2. **Some ideas you may develop in your essay are:**
 - Your impressions about the experience of preparing a presentation for your classmates.
 - Did it help you to understand this particular topic better?

- What did you learn about having to prepare the topic for your classmates in terms of what to include and what not to include
- Time management of the presentation, what kind of activity to present; why?
- Reflect also on any difficulties you encountered while participating in this activity
- What worked; what did not work.
- What would you do different in future class presentations?

3. Strengthen transitions. It is important for your readers to see the connections between the main ideas of your paper, whether these are sections of your report, individual paragraphs, and sometimes even between individual sentences. You can make these connections much clearer by adding *transition words* such as "therefore," (*por lo tanto*) "for example," (*por ejemplo*) "however" (*sin embargo*), which indicate the logic connecting the previous thought to the upcoming thought. You can also strengthen transitions by carefully echoing the same key words. In a complex essay, it's not a good idea to vary word choice; use the same words so that people don't get any more confused than they may already be. (More detail about transitions is on the following page: <http://papyr.com/hypertextbooks/comp1/coherent.htm> page)

Due date for essay: The day **following** your presentation (***)See calendar for presentation days/times).

Attendance and Class Participation. ***** I will follow the University Catalog regarding administrative drops, therefore, I will drop any student who, during the first two weeks of instruction, fails to attend any two class meetings (for courses that meet two or more times a week) or one class meeting (for courses that meet once a week). *****

In total, students are allowed to miss **TWO (2)** classes for the entire semester, **and do not have to give any reason for them (therefore, I do not need to see any doctors' notices).** **Use these absences for when you are sick or for whatever reason because these are the only absences that will not affect your grade.** If you are absent more than two times during the semester, one point will be deducted from your final grade starting with the 3rd absence. For example, if you miss four times, you will lose two points off your attendance grade and final grade. **More than 8 absences will result in an automatic "WU" or "F" grade.**

OJO: 2 TARDIES or 2 TIMES LEAVING CLASS EARLY equal ONE ABSENCE. If you know you cannot be on time for this class or are going to be missing more than two times, drop this class now and take it at another time/section/semester when you don't have any conflicts.

Attendance will be taken at the beginning of each class meeting. I may take a second attendance during the class period. Regular attendance at all class meetings and active student participation are expected and is very important for your success since everything that is said or done in class is considered "test material". The course meets twice a week. All students are expected to arrive on time and participate actively for the entire class session. **Chronic tardiness and absences** will affect your attendance grade. Therefore, in order to get these points **you must:**

- **avoid** excessive absences and tardiness because if you are not in class, you do not participate (see "Attendance Policy" below)
- come to class fully prepared (see "Preparing for class" below)
- volunteer to participate in all activities (see "Participation" below)
- turn off your cellular, your BlackBerry, your laptop, Ipod, pager and any other device not pertinent to the class.
- **avoid:** sleeping in class, reading the newspaper, coming late often, being distracted by your cellular, Ipod, etc.

Participation. This includes your preparation for class and your willingness to participate in all the activities and discussions in class, such as conversations with your instructor and with classmates and pair/group work.

Preparing for class. You are responsible for preparing the scheduled material **BEFORE** coming to class (readings and/or videos). This implies careful study and preparation of all text material and/or videos, handouts and homework, including grammar explanations and corresponding exercises. The exercises from the textbook will not normally be discussed in class; they should be completed on your own and the answers checked with the answer keys which are in the first pages of the book. In class, we will discuss any questions you may have from assigned material and will work on writing, translating and or supplementary exercises provided by the instructor.

Make-up policy.

a. Make-ups Tests and quizzes. I may give only one make-up per person per semester if you have an **excused absence** (see definition below) provided that attendance and participation have otherwise been regular (**more than 2 absences in a semester is not regular attendance**). After that, you will receive a zero on any other assignments that you miss.

Excused absences. In the event of an illness, documented emergency, etc., you will need to submit appropriate documentation of your illness and/or emergency to your instructor the next class meeting.

If the petition for make-up is **approved**, you must arrange a make-up time with the professor within one week of the approval.

If the petition is **not approved**, you will receive a zero on the missed assignment.

Please keep in mind that petitions are only approved if the assignment is missed for compelling documented reason. Also, consider that there is only one make-up per person per semester, therefore, it is wise to reserve make-ups for major assignments.

b. LATE ASSIGNMENTS (Homework/Journals/Translations). Any submission after the due date will be considered late. You will have the option of submitting only 1 (one) late assignment in the semester for a maximum of 8 points (of 10). You have to submit the late assignment the following class. **One-day (workweek day) late assignments will be based on 8 points as the highest possible score; two-day late assignments will be based on 7 points at the highest possible score. Assignments submitted more than two days later than the due date will NOT be accepted and will receive a zero.** Starting with the 2nd late assignment, you will receive a zero in that assignment.

c. INCOMPLETE/RE-DO-ASSIGNMENTS (Homework/Journals/Translations). You will have the option to resubmit* only 1 (one) assignment marked “incomplete” or “re-do” within 2 days of the due date for a maximum of 8 points. Starting with the 2nd incomplete or re-do assignment, you will receive a zero in that assignment.

* When you resubmit your assignments, you must present **both assignments (original and revised one, stapled together)** in order for you to receive credit for the redo.

Extra credit:

- Some quizzes have an extra point in them.
- 2 points in an exam. This can be done only once in the semester. Attend one Hispanic cultural event during the semester (a Spanish movie, play, concert, Mexican Independence Day celebration, poetry reading, etc.) and write a one-page typed report about it **in Spanish**. Turn in report no later than the last day of class: Thursday, December 6th.

Group Work and Scholastic Honesty

Working with other students is an extremely effective means of studying. Not everyone in the group needs to be at the same proficiency level. Get together with other students to practice conversation or to help each other understand the grammar explanations. Make sure, however, that you do not simply copy another student’s work and turn it in as your own.

Cheating will not be tolerated. Turning in work that you did not write, for which you had considerable direct help from someone else, or which have translated by a translation service or computer program will be considered cheating. Anyone copying from others, allowing others to copy their work, or using information fraudulently obtained will receive an F in this class and will be reported to the Student Affairs' Office.

How not to plagiarize. Go to <http://library.csus.edu/content2.asp?pageID=353>

Classroom Courtesy

Please turn off all laptops, pagers, Ipods and cellular phones while in the classroom. When your professor is talking, you and other students need to listen. When your professor provides time for pair and/or group work, you need to work with your partner or group. This is not the time to talk to your professor about matters unrelated to the assigned activity, work on other assignments or talk in a language other than Spanish: these matters must be handled after class, during office hours, or by appointment. You will be asked to leave if you engage in disruptive behavior.

Special needs

Services for Students with Disabilities (SSWD) offers a wide range of support services and accommodations to students based on appropriate documentation, nature of disability, and academic need in order to ensure equal access and opportunity to pursue their educational goals. In order to initiate services, students must submit medical or professional documentation to SSWD, Lassen 1008, (916) 278-6955. See details in the SSWD webpage at <http://www.csus.edu/sswd/>.

**** Before course accommodations can be made, a student needs to request accommodation to SSWD and provide a letter from SSWD to the instructor.

Please discuss your accommodations needs with me during my office hours early in the semester.

IMPORTANT: If you feel you need to be drilled more extensively in grammar, you may wish to consider meeting with a tutor on a weekly basis in Mariposa Hall. There is a **free tutorial service** available to students of foreign languages. A list of tutors and available times will be posted in the office of the Department of Foreign Languages in Mariposa 2051 and on the Foreign Language web page (<http://www.csus.edu/fl/tutors.htm>) by **the third week of the semester. It is the responsibility of the student to seek any extra assistance that is needed for success in this class.**

Make sure to check the schedule for due dates. I recommend that you invent an **effective way to organize your homework** (e.g. binder, making copies, etc.) and **develop good study skills and habits** – Review what you learn everyday!

**** **Note: All dates and assignments are subject to change. I will announce the changes in class. If you miss class, your best bet for a quick response is to contact a classmate before the following class by phone or e-mail.**

If you e-mail me, you need to allow between 24 up to 48 hours for replies. On weekends, replies may take longer.

Information of 3 classmates to contact in case you are absent:

Name	e-mail and/or phone #

**** Note: All dates and assignments subject to change. I will announce the changes in class. If you miss class, make sure to get the missed information from a classmate before the following class.

Sílabo de SPAN 103 (tentativo)

Instructora: María Mayberry

maria.mayberry@csus.edu

	martes	jueves
Week 1 septiembre 2- 4	9/2 Introducción --Escritura de ensayos -- CLASE SIGUIENTE: Presente simple/progr IND: * Watch video 1 before next class # Estudiar cap. 5 y 6: p. 148-154; 173-174 # Estudiar cap. 1: Verb-Subj Concordancia; p. 13-18	9/4 * Discussion based on video 1: Presente simple/progr IND CLASE SIGUIENTE: Pretérito e Imperfecto: * Watch video 4 before next class # Estudiar cap. 5 y 6: p.154-157; 179-189
Week 2 septiembre 9- 11	9/9 Journal 1 due. Ej. 6.2 (1), p. 465; Tema: Día típico Audiencia: Compañero de clase * Discussion based on video 4: pret/imperf CLASE SIGUIENTE: Pasado Participio y Tiempos compuestos-IND: * Watch video 5 before next class # Estudiar: cap. 5, 6: p. 174-175 (F); 189-193 (D)	9/11 * Discussion based on video 5: Pasado Participio y Tiempos compuestos-IND
Week 3 septiembre 16-18	9/16 Journal 2 due. Ej. 5.13, p. 444; Tema: Describe un día típico en la escuela secundaria (antes de ser estudiante de Sac State). Audiencia: entrevista de trabajo CLASE SIGUIENTE: Silabificación: * Watch video 2 before next class # Estudiar: cap 9: p. 344-347	9/18 * Discussion based on video 2: silabificación CLASE SIGUIENTE: Acentuación: * Watch video 3 before next class # Estudiar: cap 9: p. 347-354
Week 4 septiembre 23-25	9/23 * Discussion based on video 3: acentuación Repaso Examen 1 Journal 3 due. Ej. 6.19, p. 473; Tema: Un cuento Audiencia: niño/niña de 5 años	9/25 Presentaciones: temas 1 y 2 Repaso Examen 1
Week 5 sept 30 - oct 2	9/30 Presentaciones: temas 3, 4 y 5 Repaso Examen 1	10/2 EXAMEN 1 CLASE SIGUIENTE: Presente IND/SUBJ: * Watch video 6 before next class # Estudiar: Cap. 1 & 5: p 6-12; 162-165
Week 6 octubre 7-9	10/7 * Discussion based on video 6: Presente IND/SUBJ: CLASE SIGUIENTE: Nominal clauses: * Watch video 7 before next class # Estudiar: Cap. 6: p. 203-213	10/9 * Discussion based on video 7: nominal clauses CLASE SIGUIENTE: Adjectival clauses: * Watch video 8 before next class # Estudiar: Cap. 6: p. 213-214
Week 7 octubre 14-16	10/14 Journal 4 due. Ej. 6.40, p. 480; Tema: El amor Audiencia: Una junta de padres de familia * Discussion based on video 8: adjectival clauses CLASE SIGUIENTE: Adverbial Clauses; Pasado Participio; Tiempos compuestos: IND/SUBJ: * Watch videos 9 and 10 before next class # Estudiar: Cap. 6: p. 215-218 # Estudiar: Cap. 5, 6: p. 158; 165-167, 189; 193-E,F	10/16 * Discussion based on video 9: Adverbial Clauses; Pasado Participio; Tiempos compuestos: IND/SUBJ: CLASE SIGUIENTE: Repaso IND/SUBJ

Week 8 octubre 21-23	10/21 Journal 5 due. Ej. 6.42, p.481; Tema: 10 Deseos Audiencia: Tu jefe en tu nuevo trabajo CLASE SIGUIENTE: Futuro y Condicional: * Watch videos 11 and 12 before next class # Estudiar: Cap 5, 6: p. 159-161; 199-203	10/23 * Discussion based on videos 11 and 12: Fut/Cond. CLASE SIGUIENTE: Sequence of Tenses: * Watch video 13 before next class # Estudiar: Cap 6: p. 219-234
Week 9 octubre 28-30	10/28 * Discussion based on video 13: Seq. of Tenses Journal 6 due. Tema: Planea lo que harás con los \$5,000 de una beca estudiantil; usa Cláusulas Adverbiales, futuro, presente; indicativo Y subjuntivo Audiencia: Comité de becas	10/30 Presentaciones: temas 6 y 7 Repaso Examen 2
Week 10 noviembre 4-6	11/4 Presentaciones: temas 8 Repaso Examen 2	11/6 EXAMEN 2*** CLASE SIGUIENTE: Ser y Estar * Watch video 14 before next class # Estudiar: Cap. 6, 7: p. 260-269
Week 11 noviembre 11-13	11/11 * Discussion based on video 14: Ser y Estar CLASE SIGUIENTE: Ser y Estar; Pasado y Presente Participio; Voz pasiva; Estar, Haber, Tener: * Watch video 15 before next class # Estudiar: Cap. 6, 7: p. 191-198; 234-239; # Estudiar: Cap. 7: p. 270-275	11/13 * Discussion based on video 15: Ser y Estar; Pasado y Presente Participio; Voz pasiva; Estar, Haber, Tener
Week 12 noviembre 18-20	11/18 Journal 7 due Tema: Describe; incluye las cualidades que te hacen el candidato ideal para un trabajo; usa ser, estar y tener Audiencia: Declaración de propósito (Statement of Purpose) para entrevista de trabajo (Repasa "Expresiones con to be", p. 266-268) CLASE SIGUIENTE: Pronombres Personales: * Watch video 20 before next class # Estudiar: Cap. 3: p. 49-68	11/20 * Discussion based on video 20: Pronombres Personales
Week 13 noviembre 25-27	11/25 *** online assignment *** CLASE SIGUIENTE: Pronombres Reflexivos y otros pronombres: * Watch video 21 before next class # Estudiar: Cap. 3, 6: p. 69-70; 70-78; 245-252	11/27 THANKSGIVING
Week 14 diciembre 2-4	12/2 * Discussion based on video 21: Pronombres Reflexivos y otros pronombres CLASE SIGUIENTE: Preposiciones: * Watch video 19 before next class # Estudiar: Cap. 4: p. 99-120	12/4 * Discussion based on video 19: Preposiciones
Week 15 diciembre 9-11	12/9 Presentaciones: temas 9 y 10 Repaso Examen FINAL	12/11 Presentaciones: temas 11 y 12 Repaso Examen FINAL
Week 16 diciembre 16	12/16 EXAMEN FINAL 3-5 pm	12/13

Temas para la presentación – Proyecto Semestral

- 1. El Presente Simple y el Presente Progresivo (3 personas)**
 - a. Presente simple: definición; forma y ejemplos; usos y ejemplos**
 - b. Presente progresivo: definición; forma: estar + presente participio y ejemplos; usos y ejemplos**
 - c. Contraste de los usos del Presente Simple y del Presente Progresivo**

- 2. El Pretérito y el Imperfecto (3 personas)**
 - a. Pretérito: definición; forma y ejemplos; usos y ejemplos**
 - b. Imperfecto: definición; forma y ejemplos; usos y ejemplos**
 - c. Contraste de los usos del Pretérito y del Imperfecto**

- 3. Tiempos Compuestos del Indicativo (3 personas)**
 - a. haber + pasado participio: definición de pasado participio; forma y ejemplos; usos y ejemplos**
 - c. presente perfecto, pluscuamperfecto: definición; forma y ejemplos; usos y ejemplos**
 - d. futuro Perfecto, condicional perfecto; definición; forma y ejemplos; usos y ejemplos**

- 4. Silabificación (1 persona): definición; clasificación de palabras y ejemplos**
- 5. Acentuación (1 persona): definición; clasificación de palabras y ejemplos**

- 6. Indicativo y Subjuntivo (4 personas)**
 - a. Presente simple: contraste de indicativo y subjuntivo: formas y ejemplos; usos y ejemplos**
 - b. Imperfecto: contraste de indicativo y subjuntivo: formas y ejemplos; usos y ejemplos**
 - c. Presente perfecto: contraste de indicativo y subjuntivo: formas y ejemplos; usos y ejemplos**
 - d. Pluscuamperfecto: contraste de indicativo y subjuntivo: formas y ejemplos; usos y ejemplos**

- 7. Cláusulas: definición, tipos de cláusulas; (3 personas)**
 - a. cláusulas nominales: contraste del indicativo y subjuntivo; usos y ejemplos**
 - b. cláusulas adjetivales: contraste del indicativo y subjuntivo; usos y ejemplos**
 - c. cláusulas adverbiales: contraste del indicativo y subjuntivo; usos y ejemplos**

- 8. Futuro y Condicional (3 personas):**
 - a. Futuro: definición; forma y ejemplos; usos y ejemplos**
 - b. Condicional: definición; forma y ejemplos; usos y ejemplos**
 - c. Secuencia de tiempos: definición; ejemplos en cláusulas nominales**

- 9. Ser, Estar y Haber (5 personas)**
 - a. Ser: forma y ejemplos; usos y ejemplos**
 - b. Estar: forma y ejemplos; usos y ejemplos**
 - c. Contraste de los usos de Ser y de Estar con adjetivos**
 - d. Haber: forma y ejemplos; usos y ejemplos**
 - e. Contraste de los usos de Estar y de Haber**

- 10. Voz Activa y Voz Pasiva (2 personas): definición; usos; ejemplos**

- 11. Pronombres personales (5 personas)**
 - a. Pronombres de Sujeto: definición; forma y ejemplos; usos y ejemplos**
 - b. Pronombres de objeto directo: definición; forma y ejemplos; usos y ejemplos**
 - c. Pronombre de objeto indirecto: definición; forma y ejemplos; usos y ejemplos**
 - d. Pronombres reflexivos y recíprocos: definición; forma y ejemplos; usos y ejemplos**
 - e. Pronombre de objeto preposicional: definición; forma y ejemplos; usos y ejemplos**

- 12. Preposiciones Por y Para (2 personas): definición; forma y ejemplos; usos y ejemplos**

IMPORTANT: answer the questions and complete all information in this page. Turn it in no later than Thursday September 4th, 2014 in order to receive a grade in this quiz.

Fall 2014 **Spanish 103: Advanced Spanish Grammar** Quiz 1 _____

Name _____ Section: _____

1. What is the "attendance policy"? How many absences are you allowed per semester without affecting your grade?

2. What is an administrative drop?

3. How many absences are you allowed before you receive an automatic "WU" or "F" grade?

4. What is the "make-up policy"?

5. What is the policy regarding late assignments?

6. Who are you supposed to contact **first** if you miss class? How?

I, _____, acknowledge that I have read and understood the syllabus for SPAN 103 with Professor María Mayberry.

Signature

Date