

Spring 2012

COURSE SYLLABUS

Spanish 103: Advanced Spanish Grammar, 3 units

MW 4:00-5:15 MRP 2032 (Section 1, Course Call # 31322)

Prof. María Mayberry
Office Hours: M 2:30-3:30; TTH 1-2:00
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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*, 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, you need to have completed SPAN 47 **before** taking SPAN 103.

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 in Spanish to the class.

Grading Breakdown

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

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

Grades are kept in numerical form until the end of the course, at which time they are averaged to determine the final letter grade (93-100%=A, 90-92=A-, 87-89%=B+, 83-86=B, 80-82=B-,

77-79%=C+, 73-76=C, 70-72=C-, 67-69%=D+, 64-66=D, 60-63=D-, and below 60%=F). 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.

SacCT (WebCT)

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

IMPORTANT: Do not use SacCT to e-mail the instructor. The electronic address to use is:

maria.mayberry@csus.edu

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 **Monday, May14th**, from 3-5 pm. All exams must be taken when scheduled and not at other times—**No exceptions!**

Quizzes and homework 10%. 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). **I will announce the dates of quizzes in class.**

Writing 10%. Your writing skills will be assessed through several journals 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 journals during the semester (the lowest score will be dropped). Students will write paragraphs of 80-100 words at home and will turn them in class on the due date marked in your calendar. **See the topics and due dates of journals in the schedule below.**

IMPORTANT: Pay attention to **spelling and accents** in your journals. I will be deducting 1 to 3 points out of 10 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 and an essay.

a) Presentation (10%). You need to prepare a 15-minute presentation **in Spanish** on a topic on Spanish grammar and a quiz for your classmates (See the page “**Temas para la presentación – Proyecto Semestral**”). You need to identify the important points of the grammar topic you are explaining to your classmates. 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 Monday, you need to submit it no later than the previous Friday; if you present on a Wednesday, 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 your topic for your instructor and your classmates.
3. **A short quiz** (with 5 questions) for your classmates. You will grade the quizzes and type a list in alphabetical order with the grades. You will give your instructor this list and return the quizzes to your classmates the class after your presentation.
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), and the quality of handout, the quiz and your presentation (pronunciation and grammar). (See “Rubric for grading Presentation” in SacCT). **Practice giving the presentation**, so you will deliver it (presentation and quiz) in 15 minutes maximum. I will have to stop your presentation after 15 minutes, so the next people will have time for their presentations. **If you are running out of time, assign the quiz as homework and collect it from your classmates the following day we meet in class. Please, remember that it will be your responsibility to do this; I will not be reminding you.**

b) Essay: a reflection of your Presentation Experience (10%). The reflection paper is an **individual assignment**. Each student will write a 300 to 400-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 for not using accents, bad spelling, and incorrect use of Spanish grammar. (See “Rubric for grading Final Essay” in SacCT).

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 to include in the quiz, etc.?
- Reflect also on any difficulties you encountered while participating in this activity
- What would you do different in future class presentations?

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

Attendance and Class Participation 10%. ***** 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. 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 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. This implies careful study and preparation of all text material, 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 the supplementary exercises provided by the instructor. These exercises will not be collected or graded, but they will form the basis for the quizzes.

Make-up policy.

a. Make-ups on assignments done in class (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. I will not accept late journals or homework because I will drop one journal and one quiz or homework.

Extra credit:

- Some quizzes have an extra point in them.
- In order to get up to 1.5% extra credit you may:
 - 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**.

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 essays 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 second week of the semester. It is the responsibility of the student to seek any extra assistance that is needed for success in this class.

**** **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, e-mail or using the "CHAT" option in SacCT.

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 or from me before the following class.

Sílabo de SPAN 103 (tentativo)

Instructora: María Mayberry

maria.mayberry@csus.edu

	lunes	miércoles
Week 1 enero 23-27	1/23 Introducción --Escritura de ensayos -- cap 1: Verb-Subj Concordancia (12-17) Cap. 5, 6: Presente simple y progresivo IND (HO 1) (160-165; 184-186)	1/25 Cap. 5, 6: Presente simple y progresivo IND (HO 1) (repaso)
Week 2 enero 30- febrero 3	1/30 cap. 5, 6: Pretérito e Imperfecto (HO 4) (165-168; 189-198) Journal 1 due (Tema: Un día típico 5.8, p. 378)	2/1 cap. 5, 6: Pretérito e Imperfecto (continúa) cap. 5, 6: Pasado Participio y Tiempos compuestos: Indicativos (HO 5) (F: 185-186; 198-202-D)
Week 3 febrero 6-10	2/6 cap. 5, 6: Pasado Participio y Tiempos compuestos (continúa) Journal 2 due (Tema: Describe tu vida antes de ser estudiante de Sac State)	2/8 cap 1: Silabificación (HO 2) (17-19) Acentuación (HO3) (20-27)
Week 4 febrero 13-17	2/13 Presentaciones: temas 1 al 5 Repaso Examen 1 Journal 3 due (Tema: Un día inolvidable)	2/15 Presentaciones: temas 6 al 10 Repaso Examen 1
Week 5 febrero 20-24	2/20 EXAMEN 1	2/22 Cap. 1, 5 Indicativo-Subjuntivo (Present) (HO 6) (6-12; 173-175)
Week 6 febrero 27 - marzo 2	2/27 Cap. 6 Indicativo-Subjuntivo (Nominal Clauses: 212-222) (HO 7)	2/29 cap. 6: Indicativo-Subjuntivo (Adjectival Clauses) (HO 8) (222-223) Journal 4 due (Ensayo "El amor" 6.37, p. 420)
Week 7 marzo 5-9	3/5 Cap. 6: Indicativo-Subjuntivo (Adverbial Clauses) (HO 9) (224-227)	3/7 Indicativo y Subjuntivo (Review: nominal, adjectival and adverbial clauses) Journal 5 due (Ensayo "10 Deseos" 6.39, p.421) Cap. 5, 6: Indicativo-Subjuntivo (Past) (HO 10) (176-178, 202-E,F)
Week 8 marzo 12-16	3/12 cap. 5, 6: Pasado Participio y Tiempos compuestos: Subjuntivo (177-178)	3/14 cap 5, 6: Futuro y Condicional (170-172; 205-209) (HO 11 y HO 12)
	Vacaciones de Primavera (19 de marzo a 25 de marzo)	

Week 9 marzo 26-30	3/26 cap 5, 6: Futuro y Condicional (continues) cap 6: Sequence of Tenses (228-240) (HO 13) Journal 6 due (Imagina como sería "Un día inolvidable" usa Cl. Adv, presente -indicativo o subjuntivo-- y futuro)	3/28 Presentations: temas 11 al 15 Repaso Examen 2
Week 10 abril 2-6	4/2 Presentations: temas 16 al 19 Repaso Examen 2	4/4 EXAMEN 2
Week 11 abril 9-13	4/9 cap. 6, 7: Ser y Estar (268-277) (HO 14)	4/11 cap. 6, 7: Ser y Estar; Pasado y Presente Participio (200-206; 245-247) (HO 15)
Week 12 abril 16-20	4/16 cap. 7: Voz Pasiva (273-276) Estar, Haber, Tener (281-283) (HO 15) Journal 7 due (Ejercicio 'Ser/Estar'7.8, p. 442)	4/18 online assignment
Week 13 abril 23-27	4/23 cap 3: Pronombres Personales (HO 20) (p. 59-77)	4/25 cap 3, 6: Pronombres Reflexivos (78-79; 252-260) (HO 21)
Week 14 abril 30 - mayo 4	4/30 cap 3: Más Pronombres (80-88) (HO 21) cap 4: Preposiciones (HO19) (111-133) (39-45)	5/2 Presentations: temas 20 al 25 Repaso Examen FINAL
Week 15 mayo 7-11	5/7 Presentations: temas 26 al 30 Repaso Examen FINAL	5/9 Repaso Examen FINAL
Week 16 mayo 14-18	5/14 EXAMEN FINAL 3-5 pm	5/16

Temas para la presentación – Proyecto Semestral

- 1. Presente simple**
- 2. Presente progresivo**
- 3. Contraste del presente simple y del presente progresivo**
- 4. Pretérito**
- 5. Imperfecto**
- 6. Contraste del pretérito y del imperfecto**
- 7. Pasado Participio**
- 8. Tiempos Compuestos del Indicativo**
- 9. Silabificación**
- 10. Acentuación**

- 11. Indicativo**
- 12. Subjuntivo**
- 13. Cláusulas nominales (Contraste del uso del Indicativo y subjuntivo)**
- 14. Cláusulas adjetivales (Contraste del uso del Indicativo y subjuntivo)**
- 15. Cláusulas adverbiales (Contraste del uso del Indicativo y subjuntivo)**
- 16. Tiempos Compuestos del Subjuntivo**
- 17. Futuro**
- 18. Condicional**
- 19. Secuencia de tiempos**

- 20. Ser**
- 21. Estar**
- 22. Contraste entre Ser y Estar**
- 23. Estar y Haber**
- 24. Voz Activa**
- 25. Voz Pasiva**
- 26. Pronombres de sujeto**
- 27. Pronombres de objeto directo**
- 28. Pronombre de objeto indirecto**
- 29. Pronombres reflexivos y recíprocos**
- 30. Pronombre de objeto preposicional**
- 31. Preposiciones Por y Para**

IMPORTANT: answer the questions and complete all information in this page. Turn it in no later than Wednesday January 25th, 2012 in order to receive a grade in this quiz.

Spring 2012 **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 homework and journals?

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