**WAYLAND BAPTIST UNIVERSITY  
School of Languages and Literature  
Spring 2019**

**Wayland Baptist University Mission Statement:**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success, and service to God and humankind.

# I. General Information

## A. Course Name

SPAN 3322 Advanced Grammar and Composition I

## B. Instructor

Dr. Jesús Romero

## C. Contact Information

**Phone:** (806) 291-1108

**Email:** romeroj@wbu.edu

## D. Office Location and Hours

212C Gates Hall

Virtual office hours to be posted in weekly outlines

## E. Schedule

February 25-May 18

## F. Course Description

This course is the first half of Advanced Grammar and Composition.

Emphasis on the review and study of advanced, complex grammatical structures beyond the verb system, such as direct and indirect objects, other pronouns and problematic structures in the language. Continued acquisition of vocabulary and written practice in the language through compositions to enhance the student’s written proficiency in the Spanish language. Required for all Spanish and majors and Spanish teaching certification students.

## G. Prerequisites

Span 2302

## H. Required text

Salazar, Carmen et al. *Avanzando. Gramática española y lectura.* 7th edition. Wiley

# II. Course Outcome Competencies

Upon the conclusion of this course, students actively engaged in learning will be able to:

1. review grammar concepts learned in previous classes
2. learn and apply advanced grammar and linguistic strategies.
3. improve their abilities in the written and spoken language.
4. demonstrate research or scholarship in the study of the Spanish language.

5. develop the ability to write simple to difficult compositions using the appropriate format

The more the student puts into the course, the higher his or her outcome competencies will be.

**III. Attendance Requirements**

As stated in the WBU Catalog, students should make attendance and participation a priority, making every effort to complete weekly activities. Students are responsible for making up any missed assignments.

Attending and participating online mean completing all assigned weekly core activities, such as Examencitos, Discussions, etc. Evidence of these efforts will be tracked in Blackboard.

If a student fails to participate for a week without alerting the professor, the professor will so advise the student and file an unsatisfactory progress report with the campus executive director.

Students missing more than 25% of scheduled core activities may receive an F and should consider dropping the course.

All absences, including university-sponsored events, must be cleared in advance.

Unforeseen circumstances and emergencies will be accepted if documented. This could include medical records, military deployment letter, or other evidence.

**Statement on Plagiarism and Academic Dishonesty**: Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**Disability Statement**: “In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university.  The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765.  Documentation of a disability must accompany any request for accommodations.”

**Integrity in Academic Evaluation:“Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”**

# IV. Grading System

## A. Course Grade

The following criteria will be used to determine each student’s final course grade:

|  |  |
| --- | --- |
| Tareas | 15% |
| Examencitos | 15% |
| Diario electrónico | 15% |
| Composiciones | 15% |
| Examen parcial | 20% |
| Final composition | 20% |
| **Total** | **100%** |

## B. Grading Scale

| **Letter grade** | **Percent** |
| --- | --- |
| A | 90-100 |
| B | 80-89 |
| C | 70-79 |
| D | 60-69 |
| F | 0-59 |

## C. Grading System

| **Letter Grade** | **Grade Description** |
| --- | --- |
| A | **Excellent, Superior**  This grade is given for work that exhibits unquestionable excellence and outstanding quality. |
| B | **Above Average**  The grade given for work that is clearly high quality. |
| C | **Average**  The grade given for the kind of work most students do most of the time. |
| D | **Weak**  The grade given for work which does not exhibit the basic understanding expected, but which does show some elementary development and comprehension. |
| F | **Failing**  The grade given when student clearly fails to comprehend the fundamentals of the course, and shows no significant development throughout the semester. |

**Policy 9.4.1.:“Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”**

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**V. Methods and Procedures**

A. Examencitos (Quizzes)

Students will complete *examencitos*, or quizzes throughout the term as indicated on the tentative calendar. *Examencitos* will cover the chapters in our textbook. **They should be completed no later than 9:00 am on Wednesdays**, so that the student has ample time to participate in discussion boards on the second half of each week

B. Diario Electrónico

**The student will write, in Spanish, short reflections on topics selected by the professor on the *Diario electrónico semanal***, an internet-based blog the professor will open for the class. The student will write reflections on the weekly topic and respond to the reflections posted by his/her classmates on the due dates.

More information on how to find the *Diario* will be forthcoming.

C. Compositions

**The student will write, in Spanish, five (5) compositions on topics selected by the professor, as well as a final essay.** The compositions will be assigned in class along with the due date. Please do not use any online or personal translators since these programs are far from perfect, and cannot translate idiomatic expressions and other expressions well. Also, do not avail yourself of native speakers, as the purpose of the course is to increase your skills in the language through personal trial and error. It is very obvious when a student has used a translator or received help from a heritage speaker. In the event that it is obvious that the student has used any of these resources on any composition the student will NOT receive credit for the assignment.

D. Final Composition

**Students will be required to write a final composition of 5-6 pages in length.** Please follow the same guidelines stated previously under the *Compositions* paragraph in this syllabus.

All guidelines and expectations for the composition will be provided during the course of the term.

E. Participation

By the very nature of the course, it is obvious that the students must be prepared to class in order to be able to discuss the topics and participate. Active participation and a vibrant exchange of ideas are expected between the professor and the students.

F. Communication with students

The professor will communicate important developments **by e-mail and Blackboard Announcements**.

**The professor will respond to student e-mails within 24 hours** and will provide feedback on course content within 48 hours.

Blackboard Instant Messaging (BbIM) is the most efficient way to get in touch. The professor will post his availability or “virtual office hours” weekly. Students can also contact the professor at (210) 633-6257. He lives in Central Time Zone.

Deadlines for most weekly assignments are no later than midnight Sunday, Central Time of the following week; Online Discussions and some other assignments are due by Friday midnight.

To receive a grade, students must turn in assignments on time. **No late assignments will be accepted** unless there are exceptional circumstances that students clear with the professor in advance whenever possible.

## TENTATIVE CALENDAR

|  |  |
| --- | --- |
| [Week 1] | Introducciones personales e introducción al curso; **Capítulo preliminar**: División de sílabas, acentuación, mayúsculas y minúsculas;**PowerPoint** |
| [Week 2] | **Capítulo preliminar**: La puntuación; la oración y sus elementos principals; oración simple y oración compuesta; **PowerPoint** |
| [Week 3] | **Capítulo 1**: Presente de indicativo: formas; usos del presente del indicativo; construcciones reflexivas; **PowerPoint** |
| [Week 4] | **Capítulo 1**: Verbos que expresan cambio; interrogativos y exclamativos; repaso de acentuación; ortografía: c, s, z; **PowerPoint** |
| [Week 5] | **Capítulo 2**: El pasado: pretérito e imperfecto; pretérito: formas; usos del pretérito; imperfecto del indicativo: formas; usos del imperfecto del indicativo; diferencia entre el pretérito y el imperfecto; **PowerPoint** |
| [Week 6] | **Capítulo 2**: El artículo (definido e indefinido); los verbos impersonales; repaso de acentuación; ortografía: b, v; **PowerPoint**; **Examen parcial** |
| [Week 7] | **Capítulo 3**: Futuro y condicional: formas y usos; verbos que traducen *to be: ser, estar, tener, haber y hacer*; el gerundio o participio presente: formas; usos del gerundio; **PowerPoint** |
| [Week 8] | **Capítulo 3**: Tiempos progresivos; usos del infinitivo; repaso de acentuación; ortografía: que, qui, cue, cui, k; **PowerPoint** |
| [Week 9] | **Capítulo 4**: El participio pasado: formas; usos del participio pasado; tiempos perfectos del modo indicativo; **PowerPoint** |
| [Week 10] | **Capítulo 4**: Construcciones pasivas; Hace + tiempo + que; gustar y otros verbos similares; repaso de acentuación; ortografía: h; **PowerPoint** |
| [Week 11] | Se entrega la presentación cultural en PowerPoint; *se entrega el cuestionario y reporte escrito de Stand and Deliver* |