

# SPANISH 226 Spanish Intermediate Grammar and Composition

**Instructor:**

**Section #:**

**Office hours:**

**Office #:**

**Email address:**

## **DESCRIPTION OF COURSE:**

Spanish 226 is an intermediate language practice course that focuses on writing and work in pertinent areas of grammar and stylistics.

This class meets for three 50-minute class period each week over the fall/spring semester and carries the expectation that students will work on course learning activities (reading, writing, problem sets, studying, etc) for about 2 hours out of classroom for every class period. The syllabus includes additional information about meeting times and expectations for student work

## **LEARNING GOALS:**

1. Review of Spanish grammar from previous courses.
2. Deepen understanding of Spanish grammar through practice.
3. Identify grammatical structures and understand their application to writing.
4. Apply different grammatical structures to a variety of writing styles.
5. Amplify vocabulary and select the appropriate words according to context.
6. Improve writing skills through editing and rewriting.
7. Develop methods to edit own work.
8. Improve communication skills.
9. Become familiar with grammatical nuances.
10. Recognize differences between English and Spanish.
11. Develop strategies to apply to the writing process in Spanish as well as in own native language.
12. Be prepared for more advanced Spanish courses.

## **MATERIALS REQUIRED:**

- ❖ Stanley Whitley, M. and Luis González. Gramática para la composición. 3rd edición. *The Companion Website Access Key IS NOT required. DO NOT purchase.*
- ❖ **Recommended materials (NOT required, but helpful for extra practice)**
  1. Ronni L. Gordon and David M. Stillman. The Ultimate Spanish Verb Review and Practice: Mastering Verbs and Sentence Building for Confident Communication. McGraw-Hill. (can be purchased on Amazon for about 10\$)
  2. Very good Spanish-English Dictionary.

3. Use [www.wordreference.com](http://www.wordreference.com) to look for synonyms or definitions.
4. [www.linguee.es](http://www.linguee.es)

## **GRADING CRITERIA [NO-POINT SYSTEM]:**

- ❖ No individual grades for assignments (essays, trabajos escritos and diaries) will be given during the semester. Since Spanish 226 is a writing class, students will be evaluated on progress. As such, all of the assignments, whether short essays, compositions, diary entries, etc., are of equal importance. Instructor will provide detailed feedback on all of the assignments so students can improve their writing. HOWEVER, students will be provided a progress report that will give them an idea of the grade they are earning for the course up until that point.
- ❖ Criteria that will be taken into account are:
  1. Active participation in class.
  2. Careful reading of grammar explanations and readings assigned.
  3. Short essays and TEs are written carefully with attention paid on grammar, vocabulary, agreement, gender of words, logical sequence, use of appropriate language, application of new grammatical structures, use of transitions between paragraphs and ideas, etc.
  4. Diary entries show a reflection on the process of writing.
- ❖ A total of 3 detailed Progress Reports of students' performance will be provided so they know what their strengths and the areas they need to work on.
- ❖ *The grade could decrease from one Progress Report to the next based on the student's performance, improvement and consistency.*
- ❖ *It is the student's responsibility to talk to instructor in case of confusion regarding the feedback provided in the progress report.*

### **Participation / attendance / homework / journal / quizzes      40%**

<b>40%</b>	<b>33%</b>	<b>26%</b>	<b>19%</b>	<b>12%</b>
<ul style="list-style-type: none"> <li>• Comes to class prepared (completes assignments by deadline with attention to detail and with maximum effort)</li> <li>• Actively participates (speaks in target language, works productively in groups, asks and answers questions on course material)</li> </ul>	<ul style="list-style-type: none"> <li>• Comes to class prepared</li> <li>• Almost always participates</li> <li>• Almost always completes work</li> </ul>	<ul style="list-style-type: none"> <li>• Comes to class MOST OF THE TIME</li> <li>• Participates MOST OF THE TIME</li> <li>• Completes work MOST OF THE TIME</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes comes to class prepared</li> <li>• Sometimes participates</li> <li>• Sometimes completes work on time</li> </ul>	<ul style="list-style-type: none"> <li>• Comes to class unprepared</li> <li>• Seldom participates</li> <li>• Seldom completes work on time</li> </ul>

<ul style="list-style-type: none"> <li>Always completes work</li> </ul>				
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**Written Assignments (Essays and Trabajos Escritos) 60%**

60%	50%	40%	30%	20%
<ul style="list-style-type: none"> <li>CONSISTENT progress in writing</li> <li>Careful to avoid common mistakes.</li> <li>Identifies mistakes without instructor’s direction</li> <li>Applies new grammar even if incorrect</li> <li>Varies vocabulary and grammatical structures</li> <li>Follows guidelines</li> </ul>	<ul style="list-style-type: none"> <li>CONSISTENT progress in writing with a couple of exceptions</li> <li>Some common mistakes are made</li> </ul>	<ul style="list-style-type: none"> <li>Progress in writing is INCONSISTENT</li> <li>Significant difference between Essays and / or Trabajos Escritos in quality, attention to details, vocabulary and grammar, and common mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>Little progress in writing</li> <li>No significant changes in style, grammar and vocabulary since previous written assignments, and same mistakes are made</li> </ul>	<ul style="list-style-type: none"> <li>No visible progress in writing</li> <li>Very little attention to details, style, grammar and vocabulary</li> </ul>

**ASPECTS THAT COULD NEGATIVELY IMPACT FINAL GRADE FOR THE COURSE ASIDE FROM CATEGORIES BELOW:**

- ❖ Failure to complete homework when student has missed class, whether excused or not.
- ❖ Student makes the same common mistakes consistently throughout the semester: spelling, agreement, conjugation and gender.
- ❖ Failure to notify instructor of EXTENDED absence due to illness. It is the student’s responsibility to provide written proof of illness from a doctor and make sure they notify their instructor of the length of absence. Arrangements for assignments will be discussed provided the student communicates with their instructor during absence. Failure to notify instructor of absence will be considered unexcused.
- ❖ Discrepancies between Essays and Trabajos Escritos in terms of quality and attention to grammar and common mistakes.

## **CLASS PARTICIPATION:**

- ❖ **Class participation** is a major component of a foreign language course and a great deal of the development of foreign language proficiency occurs as a result of activities conducted in class. Expected class participation includes:
  1. coming to class on time.
  2. being attentive and actively engaged
  3. volunteering often.
  4. answering and asking questions frequently.
  5. responding in class in complete sentences in the target language.
  6. demonstrating effort throughout the semester.
- ❖ Although the university authorizes 3 excused absences (MWF) or 2 excused absences (T and Th), the participation grade may be affected. In case of absence, student is strongly encouraged to complete the homework assigned for the day they will miss and turn it in to their instructor as soon as they are back to class.

## **PREPARATION & HOMEWORK:**

- ❖ Preparation and participation differ in that the latter does not require having done the homework and having read the materials before class.
- ❖ The following reflect a high degree of preparation:
  1. Student asks clarification about the lesson, instead of expecting a full explanation by instructor.
  2. Student volunteers answers to homework assignments.
  3. Student is fully engaged in class activities.
- ❖ Homework will be assigned by instructor. Check calendar and / or instructor for dates and assignments.
- ❖ Homework will be collected by instructor and graded as *done or not done*. It is the student's responsibility to make the appropriate corrections. Check calendar and / or with instructor for dates and assignments to be turned in.

## **TRABAJOS ESCRITOS / TE:**

- ❖ A total of 3 "Trabajos escritos" will be assigned throughout the semester (*Descripción, Reseña* and *Narración*)
- ❖ Students will have the opportunity to revise "Trabajos escritos" # 1 and # 2 *once*. There will be no revision for "Trabajo escrito" # 3.
- ❖ Check calendar for due dates.
- ❖ Each "Trabajo escrito" will consist of 2 pages, typed, double-spaced and times new roman font.
- ❖ NO late "Trabajo escrito" will be accepted. Make sure you check the calendar for due dates.
- ❖ Peer reviews will be conducted for "Trabajos escritos" in class or online.
- ❖ NOTE: First version of Trabajos escritos is more reflective of your progress and therefore weighs more in the consideration of your overall performance in the course.
- ❖ **\*STUDENTS MAY NOT GET OUTSIDE HELP UNDER ANY CIRCUMSTANCES**

- ❖ **In order to measure each student’s progress, Trabajos Escritos MUST demonstrate continuous improvement. Therefore, each TE must be better than the previous one. Therefore, Trabajo Escrito #3 MUST be a reflection of the writing skills the student has developed during the semester. A TE#3 of lesser quality than the 2 previous TEs could result in a lower overall grade for the course.**

## **ESSAYS:**

- ❖ At least 4, 150 words essays will be assigned throughout the semester.
- ❖ Each essay requires students to practice a particular grammatical point and or structure.
- ❖ An essay may also be used as a practice exercise to write the composition and be incorporated into its final version.
- ❖ Students must pay close attention to spelling and agreement errors.
- ❖ Discrepancies between Essays and Trabajos Escritos may result in a lower overall grade for the course as it indicates inconsistency and / or possible outside help.

## **Diarios:**

- ❖ A “diario” / reflection of **1 page (Font 12, Times New Roman and Double Spaced)** will be turned in mid and end of semester. Its purpose is for students to reflect on their writing process. You may choose from one of the following questions:
  1. What aspect of the writing process did I find difficult (gathering ideas, writing without thinking in English, applying the grammar we have studied, identifying my mistakes, etc.)?
  2. What did I learn from the writing process that I will implement in the future?
  3. What aspect of the writing process I feel I am improving?
  4. What have I learned from my instructor’s feedback? What aspects do I need to work on?
  5. What common mistakes have I made and that I need to work on?
  6. What kind of help do I need to improve my writing?
- ❖ If you would like to address any aspects of the progress report, you may do so in the “Diario”. In that case, one paragraph **MUST** answer one of the questions above, and the second, any concerns you may have.
- ❖ *OJO! Take the time to sit down, reflect and write on the writing process. It will be useful in the future!*

## **PRUEBITAS**

- ❖ “Pruebas” will be given in class the day indicated in the calendar.
- ❖ The purpose is to ensure students understand and apply grammar points studied in class.
- ❖ “Pruebas” **WILL NOT** be assigned a grade, but will serve as a reminder to students of what they need to work on and review.

## **CANVAS:**

- ❖ Announcements will be posted on Canvas – topics for compositions, answers to exercises, changes in dates for compositions and assignments.
- ❖ Students are responsible for checking any changes.
- ❖ Late assignments or compositions due to failure to check is the student’s responsibility and will NOT be accepted. NO EXCEPTIONS.
- ❖ Students are encouraged to use the discussion section of Canvas to ask questions and / or express any concerns.

## **GRAMÁTICA PARA LA COMPOSICIÓN:**

- ❖ A section, entitled “Lección ...” will be assigned for each class, as well as practice exercises under “Aplicación.” Students MUST read all explanations CAREFULLY and do the exercises assigned. It is strongly recommended to READ the explanations BEFORE doing the assignments. Students need to pay particular attention to the EXAMPLES provided.
- ❖ Grammar explanations are often quite extensive and can be difficult for students to understand. However, a section entitled “resumen” at the end of each grammar unit summarizes the grammar lesson covered and is quite helpful.

## **OUTSIDE HELP:**

- ❖ **NO outside help is permitted.** Students need to do and edit their work in order to get the full benefits of the course. However, students may ask the help of the instructor or a classmate from the class.
- ❖ Outside help could be suspected if there are clear discrepancies between assignments in terms of quality, attention to grammar and common mistakes, subsequently resulting in the overall lowering of the student’s grade.

## **ACADEMIC INTEGRITY:**

- ❖ Students are required to abide by the academic integrity guidelines which have been accepted by the University of Wisconsin. All coursework a student presents to an instructor must honestly and accurately indicate the student’s own academic efforts. It is the student’s responsibility to know what constitutes academic misconduct. For more information on academic misconduct, how to avoid it, and how cases of suspected misconduct are handled by the University, please refer to <https://www.students.wisc.edu/doso/students/>

