

SPANISH 226 Spanish Intermediate Grammar and Composition

Instructor:
Office hours:
Email address:

Section #:
Office #:

I. DESCRIPTION OF COURSE:

1. Spanish 226 is an intermediate-level course designed to develop writing skills through the effective use of grammar, vocabulary, and stylistic strategies. Unlike previous Spanish courses that emphasize oral communication, this course focuses on developing clear, well-organized, and effective writing in Spanish.

2. Throughout the semester, students will write a variety of texts, including descriptions, responses, and narratives. They will learn how to organize ideas, choose precise vocabulary, connect sentences effectively, and revise their writing through multiple drafts and feedback. These skills strengthen written communication while reinforcing overall proficiency in Spanish.

II. LEARNING GOALS:

By the end of this course, students will be able to:

- **Write clear, well-organized texts for a variety of communicative purposes.**
- **Apply previously learned Spanish grammar accurately and effectively in writing.**
- **Select vocabulary and grammatical structures that are appropriate to the context and purpose of their writing.**
- **Organize and connect ideas clearly using appropriate cohesive and stylistic strategies.**
- **Revise and improve their writing by applying editing strategies and incorporating feedback.**
- **Identify and correct grammatical, lexical, and stylistic errors independently.**

III. CREDIT HOURS AND WORKLOAD EXPECTATIONS

MWF Sections

- **Meeting Schedule:** Three 50-minute classes per week (Fall semester).
- **Out-of-Class Work Expectation:** About **2 hours** of coursework (reading, writing, problem sets, studying, etc.) for every class period.
- **More Info:** See the *Syllabus* for details about meeting times and expectations for student work.

T/TR Sections

- **Meeting Schedule:** Two 75-minute classes per week (Fall semester).
- **Out-of-Class Work Expectation:** About **3 hours** of coursework (reading, writing, problem sets, studying, etc.) for every class period.
- **More Info:** See the *Syllabus* for details about meeting times and expectations for student work.

IV. MATERIALS REQUIRED:

1. M. Stanley Whitley and Luis González. Gramática para la composición. 3rd ed. The Companion Website Access Key IS NOT required. DO NOT purchase.
2. Recommended materials (NOT required, but helpful for extra practice)
 - a) 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)
 - b) Very good Spanish-English Dictionary.
 - c) Use www.wordreference.com to look for synonyms or definitions.
 - d) www.linguee.es
3. Gramática para la composición:
 - a) Each lesson will include a “Lección ...” section and corresponding “Aplicación” exercises. READ all explanations and COMPLETE the exercises as assigned. Review the EXAMPLES carefully before starting the assignments.
 - b) Grammar explanations may be detailed and challenging. Use the “resumen” section at the end of each unit for a helpful lesson summary.

V. GRADING CRITERIA:

Component	Description	Weight
Trabajos Escritos	Three major writing assignments (Descripción, Carta al autor/director, Narración). Each assignment follows the writing process through drafting, peer review, revision, and final submission (see Section X).	40%
Escrituras breves	Twelve short writing assignments (80–100 words) designed to practice specific writing skills and prepare students for the major writing assignments.	20%
Homework	Grammar readings and application exercises completed in Canvas and corrected after review.	15%
Production	Participation, attendance, collaboration, Spanish use, and engagement in class.	15%
Actividades en clase	Short in-class activities that reinforce grammar and writing skills through revision, self-editing, and other targeted practice.	10%

VI. GRADING SCALE:

A	100-92
AB	91-89
B	88-83
BC	82-80
C	79-71
D	70-65
F	< 65

Note: UW grading scale includes intermediate grades AB (between A and B) and BC (between B and C)

VII. PRODUCTION

Your Production grade reflects **active participation, consistent Spanish use, collaboration, and attentiveness**. Being physically present is not enough — active engagement is required.

Criteria for full credit:

- **Spanish usage:** Spanish is your default for communication in class.
- **Group collaboration:** Contribute ideas, listen actively, and support peers.
- **Whole-class engagement:** Show presence by volunteering, taking notes, making eye contact, reacting to classmates' ideas, and interacting respectfully with the instructor.
- **Attentiveness & technology:** Stay focused; use devices only when instructed; maintain a respectful environment.

Attendance policy:

- MWF sections: 3 absences allowed without penalty.
- T/TR sections: 2 absences allowed without penalty.
- After that, each unexcused absence lowers your Production grade by **10 points (out of 100 in the Production category)**.
- Excessive absences (more than two weeks of class) may prevent you from meeting course outcomes.

Tardies:

- MWF – 3 tardies = 1 absence
- T/TR – 2 tardies = 1 absence
- You must stay for the full class to receive credit.

Scaling: Production is calculated on a **100-point scale**, then weighted at **15% of your final grade**.

Laptop, iPad, and Phone Policy

To ensure active participation and minimize distractions:

- Use devices only when explicitly instructed (e.g., online research, interactive activity).
- Take handwritten notes to improve retention and focus.
- Put devices away when not in use for class activities.
- Using a device for non-class purposes (texting, browsing, social media) will result in a loss of Production points for the day.

VIII. HOMEWORK:

Purpose

Homework reinforces grammar and writing skills, helps identify mistakes, and prepares you for writing assignments.

Checklist for Each Assignment

- ✓ Check Canvas calendar (MWF or T/TR).
- ✓ Complete every question before looking at the key.
- ✓ Correct mistakes in a different color using the Canvas answer key.
- ✓ Upload homework with corrections clearly visible.
- ✓ Document AI use (if required).

Academic Honesty

- Copying directly from the key = **0 + report for dishonesty**.
- Homework with *no corrections* will be flagged.
- Extensions must be requested **before the due date**.

AI Rules (for open-ended items)

- Use AI **only after completing your own answers**, to check accuracy, grammar, or clarity.
- Document use at the top of your submission (e.g., “*Verified grammar with ChatGPT after completing my answers*”).
- AI may not generate answers for you.

Rubric (6 pts total)

- Completion & Effort (2)
- Corrections in different color (2)
- Accuracy after correction (1)
- AI verification documented (1)

IX. CLASS ACTIVITIES

Throughout the semester, you will complete short in-class activities designed to reinforce and apply grammar and writing skills.

Activities may include:

- Revising or self-editing **Escrituras Breves**
- Practicing revision and editing strategies
- Applying grammar concepts to writing
- Other targeted writing and grammar practice

Class Activities are designed for **practice and application, not perfection**. They are graded primarily based on **participation and completion rather than accuracy**.

Because these activities are completed during class, **active participation is required to receive credit**.

X. TRABAJOS ESCRITOS:

You will complete three major trabajos escritos this semester:

- **Descripción** – Describe a person or place using rich vocabulary and sensory details.
- **Carta al autor/director** – Write a review addressed to an author or director, using persuasive and evaluative language.
- **Narración** – Create a structured, engaging narrative using varied grammar and vocabulary to convey events, emotions, and connections.

Phases of the Writing Process

- **Borrador 1 (Brainstorming):** Generate ideas, choose topic, list sensory details/vocabulary (no full sentences required).
- **Borrador 2 + Self-Evaluation:** Write full draft; complete self-evaluation form to identify strengths and areas for improvement. Bring a printed copy for peer review.
- **In-Class Peer Review:** Exchange drafts, give/receive constructive feedback. Attendance is required.
- **Versión 1:** Revise Borrador 2 based on peer feedback. Submit to Canvas. Must show clear incorporation of suggestions.
- **Versión Final + Reflection:** Revise Versión 1 based on instructor feedback. Submit polished final + a short reflection explaining:
 - What you changed and why
 - Which revision methods you used
 - What you learned from the process

Revision & Peer Review Policy

- **Revision:** Trabajos Escritos 1 and 2 may be revised once (Versión Final). Trabajo Escrito 3 is graded without revision to demonstrate independent editing skills.
- **Peer Review:** Required for all Trabajos Escritos.
 - *Excused absences* (illness, family emergency, university event): complete a self-review using the official form and submit within 48 hours on Canvas.
 - *Unexcused absences:* cannot be made up; zero for the peer review portion.
- A self-review is less effective than peer feedback. Avoid missing peer review whenever possible.

AI Use Policy

- Homework has specific AI requirements (see Section VIII).
- For all other assignments, AI tools may only be used if explicitly authorized.
- Unauthorized use = 0 on the assignment (see Section XIII).

XI. ESCRITURAS BREVES

Throughout the semester, you will complete **twelve Escrituras Breves** (80–100 words). These short writing assignments are designed to help you practice specific writing skills before applying them to the major Trabajos Escritos.

Each Escritura Breve focuses on one or more aspects of effective writing, such as:

- describing people, places, and experiences
- selecting precise vocabulary
- organizing ideas clearly
- connecting sentences and avoiding repetition
- expressing opinions and emotions
- narrating events effectively

Several Escrituras Breves are designed to prepare you directly for the next Trabajo Escrito by helping you develop ideas, practice specific writing strategies, or begin drafting parts of your composition.

Escrituras Breves are designed for practice rather than perfection. They receive brief, targeted feedback so that you can apply what you learn to the Trabajos Escritos, where you will receive more detailed feedback.

Expectations

- Complete each Escritura Breve independently.
- Follow the assignment instructions and word limit (80–100 words).
- Focus on applying the writing strategies and grammar covered in class.
- Submit assignments by the deadline indicated in Canvas.

- Escrituras Breves are graded using a simple rubric that evaluates completion, adherence to the assignment, demonstration of the target writing skill(s), and language appropriate for this level.

AI Use Policy

AI tools (e.g., ChatGPT) are **not permitted** unless explicitly authorized by the instructor.

Unauthorized AI use will result in a **0** on the assignment (see Section XIII).

XII. SELF-EDITING & AI USE

All work must be completed and edited by you. Feedback from your instructor or classmates is allowed; outside help is not.

AI tools (e.g., ChatGPT) **may only be used if the assignment specifically allows it** and must be documented.

Consequence: Unauthorized AI use will result in a **0 for the assignment** and may be reported to the Office of Student Conduct. This is considered academic dishonesty.

How unauthorized AI use is detected:

Even without technical proof, AI-generated work is often easy to identify because it:

- Uses vocabulary, grammar structures, or idiomatic expressions well beyond your demonstrated level.
- Shows sudden, unexplained improvement in accuracy or complexity between drafts.
- Contains generic, repetitive, or overly “perfect” phrasing not typical in authentic student writing.
- Lacks natural human variation in errors and style.

We regularly compare assignments with your previous work to ensure consistency. Work that does not reflect your own ability will not receive credit.

XIII. 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 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/>

XIV. CONCERNS ABOUT THE COURSE

1. **Step 1:** If you have concerns about materials, grades, activities, or assignments, talk to your instructor first. Most issues can be resolved through communication.
2. **Step 2:** If unresolved, contact the Spanish 226 Course Coordinator, Dr. Eve Pujol (egpujol@wisc.edu, Office: 932 Van Hise, MWF 11:00-12:00).
3. **Step 3:** Contact the Director of Language Program, Dr. William Morgan (wjmorgan5@wisc.edu)
4. **Step 4:** Contact the Chair of the Spanish and Portuguese Department, Dr. Fernando Tejedo-Herrero (lftejedo@wisc.edu)
5. **Step 5:** Consult your Academic Advisor if needed.
6. **Step 6:** As a last resort, reach out to the Dean of Students.

Note: Addressing concerns with your instructor is usually the best course of action.

XV. ACCOMMODATIONS FOR STUDENTS:

1. **General Support:** All students are welcome. If you need extra support or accommodations, your instructor will work with you to set up a plan that meets course requirements.
2. **McBurney Disability Resource Center:** Students with approved accommodations should contact their instructor within the first two weeks of the semester.
3. **Communication:** Regular communication with the instructor is crucial to ensure students receive the necessary support. Meetings can be arranged in person or via Zoom.
4. **For McBurney Students:** Students can also reach out to their Access Consultant if needed.
5. **Pending Accommodations:** If students are in the process of obtaining accommodations, they **MUST** inform their instructor early to set up a plan.
6. **Contact McBurney Disability Resource Center:**

Address: 702 West Johnson Street, Ste 2104, Madison, WI 53715

Phone: 608-263-2741 (main office), 608-225-7956 (text)

7. **Documentation for Accommodations:** Accommodations can be requested by any student, but some documentation may be required (e.g., from a healthcare professional, academic advisor, or mentor).
8. **Mental Health Concerns:** Students should contact University Health Services or the "Let's Talk" program for support.

XVI. DO I BELONG IN SPANISH 226?

1. If a student is unsure of their placement:
 - a) **Too Basic or Too Advanced?** They should wait for the first two weeks of classes before deciding. The initial weeks will give them a better understanding of the course level.
 - b) **Native Speakers:** They should discuss their concerns with your instructor. A diagnostic may be offered to assess your level.
 - c) **They are encouraged to take the Diagnostic available in Canvas.** (NOTE: the diagnostic test is optional)
2. **Switching Courses:** If after two weeks a student still feels the need to switch, they should contact Karen Francis (karen.francis@wisc.edu), Undergraduate Advisor. However, switching after the first two weeks may make it difficult to catch up.
3. **Course Content Overview:**
 - a) **Spanish 204:** Intermediate-level language review, extensive Hispanic readings and culture, intensive written and oral activities.
 - b) **Spanish 226:** Intermediate- level Intensive practice in reading, writing, and grammar.
 - c) **Spanish 311:** Advanced language practice, including intensive writing and work in pertinent areas of grammar and stylistics.
4. **If a student is unsure whether Spanish 226 is the right course for them, they are strongly encouraged to take the diagnostic test available from the instructor.**
5. **Although the diagnostic test is optional, all students are encouraged to take it to gain a clearer understanding of what they need to review and focus on.**

XVII. PRIOR KNOWLEDGE WHEN STARTING SPANISH 226

Students entering Spanish 226 should have the following foundational knowledge:

1. **Proper Spelling:**
 - o **Accurate Spelling:** Ability to spell common Spanish words correctly and familiarity with basic spelling rules and exceptions.
2. **Agreement Rules:**
 - o **Subject-Verb Agreement:** Understanding how to match subjects and verbs in terms of number and person.
 - o **Noun-Adjective Agreement:** Knowledge of how to ensure adjectives agree with nouns in gender and number.
3. **Verb Conjugation:**
 - o **Regular Verbs:** Proficiency in conjugating regular verbs in present, preterit, and imperfect tenses.
 - o **Irregular Verbs:** Familiarity with common irregular verbs and their conjugations in various tenses.

4. **Basic Grammar Structures:**
 - **Sentence Formation:** Competence in forming simple and compound sentences, including correct word order.
 - **Use of Pronouns:** Understanding direct and indirect object pronouns and their correct sentence placement.
5. **Vocabulary:**
 - **Core Vocabulary:** A solid grasp of basic vocabulary related to everyday activities, common themes, and essential topics.
6. **Understanding of Sentence Types:**
 - **Declarative, Interrogative, and Imperative Sentences:** Ability to recognize and construct different types of sentences.
7. **Use of Prepositions and Connectors:**
 - **Basic Prepositions:** Familiarity with common prepositions and their usage.
 - **Connectors:** Understanding of basic connectors (e.g., porque, pero, y) to link ideas within sentences.
8. **Reading Comprehension:**
 - **Basic Comprehension:** Ability to understand and interpret simple texts and passages.

Important:

You are **not expected to know these perfectly** — most students will need a refresher.

If you feel you need more practice:

- Go to *Modules* in Canvas and open the general “**Trabajo Escrito**” section we are working on.
- Review the *extra practice* activities recommended there.
- Read the *lesson summaries* for key grammar rules.

These resources will help you strengthen your foundation so you can focus on improving your Spanish writing skills.

XVIII. TO BE SUCCESSFUL IN SPANISH 226 STUDENTS SHOULD:

1. **Complete "Ejercicios" Promptly:** Dedicate time to thoroughly complete the "Ejercicios."
2. **Stay Updated on Canvas:** Regularly check Canvas for weekly assignments, including Ejercicios, Escrituras Breves, and Trabajos Escritos.
3. **Work Consistently:** Tackle a few tasks each day or every other day to avoid cramming.
4. **Read Carefully:** Pay close attention to grammar explanations, summaries, and instructions.
5. **Plan Ahead:** Give yourself several days to work on Escrituras breves and Trabajos Escritos.
6. **Avoid Last-Minute Work:** Don't try to complete everything in one day.
7. **Manage Your Time:** Prioritize effective time management.

8. Ask Questions: If you're unsure about anything, don't hesitate to ask.

XIX. COURSE EVALUATIONS

You'll have an opportunity to evaluate this course near the end of the semester. Your feedback is important and strongly encouraged.

How it works (AEFIS):

- About **two weeks before the end of the term**, you'll receive an **official email** when the survey opens.
- Use the link to log in with your **NetID** and complete the evaluation **anonymously** in **AEFIS**.

Thank you for helping improve the course for future students.

XX. ACADEMIC CALENDAR AND RELIGIOUS OBSERVANCES

See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

XXI. CAREER ADVISING, EVENTS, and RESOURCES FOR LANGUAGE STUDENTS

The Language Institute, on the 13th floor of Van Hise Hall, offers career services to help language students connect their studies with post-graduation opportunities. Lydia Odegard, Language Directions Specialist, provides:

- **Individual Career Advising:** Explore careers involving language and learn how to leverage your language skills in your job search.
- **Events:** Attend events that link language skills with career options throughout the year.
- **Biweekly Newsletter:** Get updates on events, internships, job postings, and resources related to language and international interests.
- **Digital Career Tools:** Access guides to language-related careers, event recordings, job search resources, and alumni profiles at languages.wisc.edu.

For more information, visit languages.wisc.edu, follow us on Instagram @uwlanguages, or contact Lydia at advisor@languageinstitute.wisc.edu.

XXII. DIVERSITY & INCLUSION

Diversity is a source of strength, creativity, and innovation at UW–Madison. We value the contributions of every person and the unique ways that identity, culture, background, experience, and ability enrich our community.

This course is committed to creating a welcoming, inclusive classroom where everyone is respected. As students, faculty, and staff, we share responsibility for building an environment that supports learning, open dialogue, and cultural understanding.

XXIII. MENTAL HEALTH & WELL BEING

College life can bring stressors that affect both academics and personal well-being—such as mental health concerns, family circumstances, financial challenges, or campus climate.

If you are experiencing difficulties, you are not alone. UW–Madison offers confidential support through **University Health Services (UHS)**:

- Visit uhs.wisc.edu
- Call **(608) 265-5600**

Please reach out early; getting support is a sign of strength, and resources are here to help you succeed.

XXIV. PRIVACY OF STUDENT RECORDS & THE USE OF AUDIO RECORDED LECTURES

Your privacy is protected under **FERPA**. Course materials and lecture recordings are considered the **intellectual property of UW–Madison** and may be used only for your personal learning in this class.

- **Recording:** If a lecture is not already recorded, students may not record it without the instructor's permission, unless they have an approved accommodation through the **McBurney Disability Resource Center**.
- **Sharing:** Students may not post, share, or sell lecture materials or personal notes without express written permission from the instructor. An exception exists for approved **McBurney notetakers**.
- **Misuse:** Unauthorized use of course materials or recordings may be considered copyright infringement and/or academic misconduct under university policy.

XXV. TEACHING & LEARNING DATA TRANSPARENCY

The privacy and security of personal information is a top priority at UW–Madison. All campus-supported digital tools used for teaching, learning, analytics, or proctoring are carefully reviewed to protect students, faculty, and staff.

For details, see UW–Madison's full **Teaching and Learning Data Transparency Statement**.