

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

**OFFICIAL COURSE SYLLABUS FOR
SPAN 3314-001 ADVANCED SPANISH GRAMMAR
SPRING 2018**

Instructor(s): Christopher Conway

Office Number: Hammond Hall 329.

Office Telephone Number: *Modern Languages faculty do not have telephones in their offices.* The number of the Modern Languages Department is 817-272-3161. *Please note that the best way to reach me or leave me a message is via email.*

Email Address: conway@uta.edu

Conway's UTA Mentis Faculty Profile: <https://www.uta.edu/profiles/christopher-conway>

Office Hours: Tuesdays 11 AM -12 PM in Hammond Hall 329 or by appointment.

Section Information: (001)

Time and Place of Class Meetings: TR 8-9:20; TH 202.

SPAN 3314. ADVANCED SPANISH GRAMMAR. 3 Hours. A detailed study of Spanish grammar for non-native speakers. Credit will not be granted to native or heritage speakers of Spanish. Prerequisite: [SPAN 2314](#) with a grade of C or better.

Student Learning Outcomes:

- Students show command of elements of Spanish grammar, such as conjugations, prepositions, pronouns, articles, participles, etc.
- Students learn how to accent words in Spanish
- Students develop a greater ease in understanding spoken Spanish and practice their ability to speak in Spanish
- Students exercise memorization skills in a sustained manner to absorb the vocabulary, verb endings, and definitions that are central to commanding the major grammatical structures of Spanish.

Please note: The primary language of classroom instruction is Spanish.

Required Textbooks and Other Course Materials at UTA bookstore for rent or purchase:

Spanish Grammar in Context by Juan Kattán Ibarra and Angela Howkins (3rd ed.) ISBN 978-0-415-72347-3. Recommended for further review: *Complete Spanish Grammar* by Gilda Nissenberg (please note: this is not assigned or required, this is a companion title for extra practice.)

Overview of Assignments and Grade Weights:

3 tests at 10%=30% of final grade.
4 short essays at 5%=20% of final grade.
Midterm=20% of final grade.
Final=20% of final grade.
Attendance=10% of final grade.

Tests:

In addition to a midterm and a final, there are three tests throughout the semester. These are short tests designed to help you retain the material covered and to help you prepare for your midterm and final. Tests 1 and 2 will primarily be composed of verb tenses. Please note that although memorization is key for the study of a language, and will also be key for your success in this class. Each test is worth 10% of your final grade. The midterm is 20% and the final is 20%.

Writing Homeworks:

I will be asking you to write short one page essays so that you can shine by showcasing your ability to put language together effectively in Spanish. I will grade you on correct verb conjugation, subject-verb agreement, and spelling, all of which are things that you can easily prepare for in advance by revising your own work with a dictionary. I expect you to work without a tutor or extra help so that you can truly learn something through your effort. For this reason, these essays will not be high stakes. Each one of them is only worth 5% of your final grade. That means that a low grade, like a D, will only signify a 1.75 deduction from your final grade. I encourage each student to work independently to use these homeworks for their self-improvement as writers of Spanish. I fully expect that students who try hard and follow my instructions will perform way above a D!

*Students who turn in essays that appear to be written by native speakers, or which are at a level that are not commensurate with their level as indicated by other work done in the class, will be asked to meet with me to discuss their work and process. I begin each semester with the assumption that all of my students are honest and ethical and most of the time this is the case.

In-class interactions:

In-class homework exercises are included in each chapter. These homeworks are not collected for a grade but rather used for review and discussion purposes in class. Each student is responsible for doing the exercises for each chapter assigned for a particular class meeting. The answer key is in the back of the textbook. During each class session, we will review selected exercises (not all of them.) It is the responsibility of the student to flag any question from any exercise not reviewed in class and request clarification or discussion of that topic.

In general, in-class conversation practice is composed of the following components: (1) Students ask questions about the course material as needed. You may use phrases such as “No comprendo lo que dice Profesor” or “Podría Ud. repetir eso por favor?” in addition to many other more specific questions. (2) Students should come to class prepared to talk about the short reading at the head of each chapter. To accomplish this, you might want to write some notes to read from, or an actual paragraph to read out loud if I call on you. I will not be picking up or grading your notes or scripts. This is an in-class conversation exercise designed to allow you to use Spanish, to hear yourself speaking Spanish, and to feel comfortable speaking Spanish. The more you have to say the better. Be sure to look up any words from the reading that you don’t know and come prepared to provide a definition if I ask for it. The more you put in to this in-class activity, the more you will get out of it!

General UTA Attendance Policy:

At the University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance.

Attendance Policy:

Each student will begin with a 100 for their attendance in Blackboard Gradebook. As classes are missed, points will be deducted as indicated below.

You are allowed 3 absences no questions asked. These are for family emergencies and medical emergencies. They are not vacation time, on top of which you can add family emergencies or medical problems. Your fourth absence triggers a 10 point deduction from your participation and attendance grade of 100. Your fifth absence triggers another 10 point deduction from your participation and attendance grade of 90, taking it down to 80. Your sixth absence triggers a higher point of deduction; from 80 points I will deduct 20 points, taking it down to 60. Your seventh absence is another 20 point deduction, taking it down to 40. The eighth absence will result in a 0 for the attendance grade category. I am willing to excuse the fourth absence in extreme situations, but I will need a lot of documentation. Beyond that, these rules apply, regardless of the legitimacy of the reasons for being absent.

If a student is frequently tardy, I will trigger a policy by which each tardy counts as one half absence.

Weather and Attendance:

- I reserve the right to cancel class in the case of the extreme inclement weather even if the University has not shut the university down. I will communicate this decision via Blackboard and/or email to the entire class. Your safety is my priority. Here, “extreme inclement weather” is defined as ice storms, snow storms, black ice on roadways, and tornado-like conditions or extreme rain events. I also reserve the right to excuse students who are absent due to weather related problems.

Classroom Behavior Policy: I require everyone to behave professionally and respectfully.

Grading Criteria: My criteria for grading homeworks, papers, and exams hinge on (1) Following all instructions properly; (2) Quality of Spanish spelling and grammar; (3) Clarity of written Spanish; (4) The substance, originality or depth of analysis (when relevant to assignment); (5) Comprehension of material covered; and (6) Organization of ideas. Outstanding work does not only meet criteria but exceeds them in most regards, most notably for its creativity, depth, complexity, and quality of organization and Spanish.

Make-up Exams and Tardy Work:

If a student misses a test, he or she may make it up, beginning in week 10. No excuses or documentation required. I ask no questions and make no judgments. That is why I have this policy. Only one make-up is permitted. In order to qualify for a make-up students must have no more than 5 absences and must have at least a 65 in the other tests taken.

Late papers will not be accepted. If a student misses a paper, he or she may make it up, beginning in week 10. No excuses or documentation required. I ask no questions and make no judgments. That is why I have this policy. Only one make-up is permitted. In order to qualify for a make-up students must have no more than 5 absences and must have at least a 75 in the other paper(s) written.

My guiding principles on these matters is: flexibility is important because we all face challenges in our lives sometimes; flexibility has limits, it's not the same thing as every rule or condition is subject to change; and accomodation, when offered to a student who is not covered by a disability accomodation, is a privilege that is earned based on his or her performance and classroom comportment. Should there be a request for an exception to the make-up policy above, and I decide to consider the request, I would only implement it with the above principles in mind. I have a responsibility to the entire class to create structure and enforce it. By remaining in the class, students agree to abide by my class policies.

Course Contract: On the first day of class, students will be asked to sign a course contract to help avoid misunderstandings throughout the semester. Failure to complete this course contract on the first day of class, or upon the professor's request, may result in a modest point deduction from the final grade. (2-3 points.)

Expectations for Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. See: <http://www.uta.edu/deanofstudents/student-complaints/index.php>

The best way to get started on the process is to have a frank and open conversation with me about your concern.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

Title IX Policy: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term.

Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: for semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week → *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit TH 202 through move to the left unless it is clearly unsafe to do so, in which case there is an exit down the hall to the right. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. I will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities. On the first day of class, I will discuss our procedures with you.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

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The IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT

Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The English Writing Center (411LIBR): The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. <http://library.uta.edu/academic-plaza>

Librarian to Contact: Diane Shepelwich, dianec@uta.edu.

Course Schedule

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. – Christopher Conway

WEEK 1

Tuesday, January 16, 2018: Chapter 1: The Present Tense.

Thursday, January 18, 2018: Chapter 1: The Present Tense and Chapter 2: The Preterite.

WEEK 2

Tuesday, January 23, 2018: Chapter 1: The Present Tense and Chapter 2: The Preterite.

Writing Assignment 1.

Thursday, January 25, 2018: Chapter 3: The Imperfect.

WEEK 3

Tuesday, January 30, 2018: Chapter 4: The Perfect and Chapter 5: The Pluperfect.

Thursday, February 1, 2018: Chapter 5: The Pluperfect and Chapter 6: The Future.

WEEK 4

Tuesday, February 6, 2018: **Test 1: Chapters 1-6.** Chapter 7: The Conditional.

Thursday, February 8, 2018: Chapter 8: The Infinitive and Chapter 10: Modal Verbs. (Please note, we are skipping Chapter 9 in order to pair Chapters 8 and 10 together. Chapter 9 will be covered next week.) **Writing 2.**

WEEK 5

Tuesday, February 13, 2018: Chapter 9: The Gerund.

Thursday, February 15, 2018: Chapter 12: The Reflexive.

WEEK 6

Tuesday, February 20, 2018: Chapter 11: Passive and Impersonal Sentences.

Thursday, February 22, 2018: Chapter 12: Ser and Estar.

WEEK 7

Tuesday, February 27, 2018: **Test 2: Chapters 7-12.** Chapter 14: The Present Subjunctive.

Thursday, March 1, 2018: Chapter 14: The Present Subjunctive and Review for Midterm.

WEEK 8

Tuesday, March 6, 2018: **Midterm (on Chapters 1-14).**

Thursday, March 8, 2018: Chapter 15: The Imperfect Subjunctive.

SPRING BREAK

WEEK 9

Tuesday, March 20, 2018: Chapter 15: The Imperfect Subjunctive and Chapter 16: The Pluperfect Subjunctive and Conditional Perfect.

Thursday, March 22, 2018: Chapter 16: The Pluperfect Subjunctive and Conditional Perfect.

WEEK 10

Tuesday, March 27, 2018: Chapter 17: The Imperative.

Thursday, March 29, 2018: Chapter 18: Articles and Chapter 20: Adjectives. (Please note we are skipping Chapter 19: Nouns.)

WEEK 11

Tuesday, April 3, 2018: Chapter 21: Adverbs. **Writing 3.**

Thursday, April 5, 2018: Chapter 22: Comparison.

WEEK 12

Tuesday, April 10, 2018: **Test 3: Chapters 15, 16, 17, 18, 20, 21, and 22.** Chapter 23: Demonstratives.

Thursday, April 12, 2018: Chapter 24: Possessives.

WEEK 13

Tuesday, April 17, 2018: Chapter 25: Personal Pronouns.

Thursday, April 19, 2018: Chapter 25: Personal Pronouns.

WEEK 14

Tuesday, April 24, 2018: Chapter 26: Relative Pronouns. **Writing 4.**

Thursday, April 26, 2018: Chapter 28: Prepositions. (We are skipping Chapter 27: Negation.)

WEEK 15

Tuesday, May 1, 2018: Chapter 28: Prepositions.

Thursday May 3, 2018: Last day of class. Review. (We are skipping Chapters 29: Conjunctions and 30: Word Order.)

FINAL EXAM is Tuesday May 8, 8-10:30 AM.