

**UNIVERSITY OF TEXAS AT AUSTIN  
DEPARTMENT OF SPANISH AND PORTUGUESE**

**SPN 327G  
Advanced Grammar & Composition I**

**Instructor:** Dr. Melissa D. Murphy

**Office:** MEZ 4.142

**Office Hours:** M/F 2:00 – 3:00 & W 10:30 – 11:30

**E-mail:** mmurphy@mail.utexas.edu

**Unique number:** 46475

**\*\*This course will be taught in Spanish\*\***

**I. PREREQUISITE:** SPN 611D or equivalent

**II. REQUIRED TEXT:**

Iguina, Zulma and Eleanor Dozier. *Manual de gramática: Grammar Reference for Students of Spanish*. 5<sup>th</sup> ed. Boston: Heinle, 2013. (3<sup>rd</sup>, 4<sup>th</sup> or 5<sup>th</sup> editions are acceptable.)

**III. COURSE OBJECTIVES:**

The objective of the Spanish language program addresses the basic tenet of a liberal arts education: the development of a critical thinking approach towards the analysis of language in society. This objective is framed in an overall worldwide trend towards political and economic internationalization and an increasingly diverse and multicultural work environment.

The Spanish language program focuses on the development of multilingual literacies through the analysis and use of Spanish as a second language. The program focuses on the development of three major types of competencies (all equally ranked in terms of importance):

- (1) **linguistic competence** (Spanish phonetics / phonology, morphosyntax, lexicon, discourse, etc.)
- (2) **communication / interactional competence** (sociocultural uses of the language, pragmatics, cultural background / perspectives)
- (3) **metalinguistic competence** (language as a conceptual, symbolic system)

Within the language program, SPN 327G is the first in the Advanced Spanish Grammar and Composition two-course sequence. It is a bridge course between lower and upper-division Spanish designed to

- help you inductively master grammar points of particular concern to speakers of English,
- perfect your grammar skills through a variety of tasks designed to clarify grammatical points, including oral, reading, and writing activities,
- strengthen the organization, cohesion and coherence of your writing, and
- promote critical and integrative thinking skills.

This learner-based course will lead you through a “guided inductive approach” in which you will analyze selected samples of both native and non-native speech in order to

- discover patterns of oral and written discourse,
- formulate hypotheses about the linguistic and communicative functions of the Spanish language, and
- develop an understanding of the fundamental differences between native and non-native discourse.

#### **IV. EXPECTATIONS:**

This is a fifth-semester course designed to strengthen and advance your knowledge of Spanish. Students enrolled in this course are expected to

- have mastered basic grammatical concepts (agreement; verb conjugations: present, past, future; pronouns),
- understand indicative, imperative, and subjunctive moods, and
- read and write at a fourth-semester level

If you are weak in any of these skills, it is your responsibility to (a) study them independently, using textbooks from 1<sup>st</sup> and 2<sup>nd</sup>- year courses, (b) visit your instructor at the beginning and throughout the semester, and (c) work with a tutor, in order to reach the expected basic level that is necessary for you to understand and master advanced notions.

#### **V. ATTENDANCE POLICY:**

Regular class attendance is required. Late work is not accepted nor are there make-ups for missed work. However, a student who is absent from a class or examination for the observance of a religious holy day or a university-sponsored activity may complete the work missed within a reasonable time after the absence, if proper notice of the planned absence has been given at least two weeks in advance. Students who will be absent owing to a university-sponsored activity must present a letter from the department or office sponsoring the event, giving the student's name, the dates of the expected absence(s), and the reason for the absence(s). After **three absences**, your grade will be dropped 1% on a scale of 100 for each additional absence. **You are responsible for signing the attendance folder each day you attend.**

#### **VI. ACADEMIC ACCOMODATIONS:**

I will be available to discuss appropriate academic accommodations that you may require as a student with a disability. Before I can make course accommodations, you must provide documentation from the Office of the Dean of Students-Services for Students with Disabilities. (This is in compliance with the Rehabilitation Act of 1973-Section 504 and the Americans with Disabilities Act/ADA.)

## VII. SCHOLASTIC DISHONESTY:

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from The University of Texas. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For more information, visit Student Judicial Services (SJS) at <http://deanofstudents.utexas.edu/sjs>

## VIII. EMERGENCY EVACUATION POLICY:

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office. Information regarding emergency evacuation routes and emergency procedures can be found at <http://www.utexas.edu/emergency>

## IX. PROBLEMS / QUESTIONS:

Your instructor will be glad to assist you with any problems, questions, or suggestions you have relating to the class. However, if you have a concern about the class that you wish to discuss with someone other than your instructor, feel free to contact the program coordinator.

### Course Instructor

### Program Coordinator

<b>Name: Dr. Melissa D. Murphy</b>	<b>Name: Dr. Delia Méndez Montesinos</b>
<b>Office: MEZ 4.142</b>	<b>Office: MEZ 4.134</b>
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## X. GRADE BREAKDOWN & GRADING SCALE:

<b>Exams (2)</b>	<b>28%</b>	<b>Homework</b>	<b>5%</b>
<b>Compositions (4)</b>	<b>32%</b>	<b>Grammar Portfolio</b>	<b>10%</b>
<b>Quizzes</b>	<b>5%</b>	<b>Final exam</b>	<b>20%</b>

There is no curve or extra credit! The following scale will be used to determine your final grade in the course:

93-100 = A	83-86.99 = B	73-76.99 = C	63-66.99 = D
90-92.99 = A-	80-82.99 = B-	70-72.99 = C-	60-62.99 = D-
87-89.99 = B+	77-79.99 = C+	67-69.99 = D+	0-59.99 = F

## XI. COURSE ASSESSMENTS:

**Exams:** There will be two exams in this course (one in week 6 and one in week 12). The exams will test your understanding of the grammar topics studied in class and at home, as well as your ability to comprehend and analyze written texts. You will not only be expected to use grammar correctly, but also to analyze native and non-native discourse, explain rules, use appropriate metalinguistic terminology, etc. Information about exams will be given in class and/or posted on Blackboard.

**Compositions:** There will be four compositions in this course (two written at home and two written in class). Each composition will focus on a different type of writing: descriptive, informative, argumentative and narrative. You will be graded on your content, organization, and vocabulary, as well as your ability to accurately include grammar topics from the course. Information about compositions will be given in class and/or posted on Blackboard.

**Quizzes:** There will be a variety of announced and “pop” quizzes throughout the semester. They will relate to either material covered in the previous class session(s) and/or material assigned for homework the night prior to the quiz. Quizzes will help you determine your strengths and weaknesses in order to improve for major assignments and exams.

**Homework:** You will have daily reading assignments from the textbook. You will also have other assignments such as written grammar exercises, text analysis, translations, and section summaries. Make sure to dedicate enough time outside of class in order to receive a high homework grade and, more importantly, to keep up with the course material.

**Grammar Portfolio:** Throughout the semester, you will keep a Grammar Portfolio in which you will collect authentic examples of all the grammatical structures studied in the course. You will search for these examples in newspapers, magazines, books, online blogs, discussion forums, etc. Detailed instructions for this project will be provided (in class and/or on Blackboard) during the first week of class. Your complete Grammar Portfolio will be due the last week of class.

**Final Exam:** The final exam is comprehensive and will assess your knowledge of all of the material covered throughout the semester. It will also assess the fundamental skills developed in the course (*e.g.* writing, reading, and data analysis).

## CALENDARIO DEL CURSO

Semana	Fechas	Material	Evaluación
1	29/8-31/8	<ul style="list-style-type: none"> <li>Introducción al curso y prueba diagnóstica</li> <li>Ortografía (capítulo 9)</li> </ul>	
2	3/9-7/9	<ul style="list-style-type: none"> <li><i>Labor Day</i> (3/9)</li> <li>Estructura y componentes de la oración (capítulo 1)</li> </ul>	
3	10/9-14/9	<ul style="list-style-type: none"> <li>Sustantivos y determinantes (capítulo 2)</li> </ul>	
4	17/9-21/9	<ul style="list-style-type: none"> <li>“Ser”, “estar”, haber”, “hacer” &amp; “tener” (capítulo 7)</li> </ul>	
5	24/9-28/9	<ul style="list-style-type: none"> <li>Pronombres (capítulo 3)</li> </ul>	24/9 = Entregar Composición #1
6	1/10-5/10	<ul style="list-style-type: none"> <li>Pronombres (capítulo 3)</li> </ul>	5/10 = Examen #1
7	8/10-12/10	<ul style="list-style-type: none"> <li>Preposiciones, adverbios y conjunciones (capítulo 4)</li> </ul>	
8	15/10-19/10	<ul style="list-style-type: none"> <li>Indicativo / subjuntivo / mandatos: formación (capítulo 5)</li> </ul>	15/10 = Composición #2 (en clase)
9	22/10-26/10	<ul style="list-style-type: none"> <li>Indicativo / subjuntivo / mandatos: usos</li> <li>El modo verbal (capítulo 6)</li> </ul>	
10	29/10-2/11	<ul style="list-style-type: none"> <li>Indicativo / subjuntivo / mandatos: usos</li> <li>El modo verbal (capítulo 6)</li> </ul>	
11	5/11-9/11	<ul style="list-style-type: none"> <li>Participios e infinitivos (capítulos 5 y 6)</li> </ul>	9/11 = Entregar Composición #3
12	12/11-16/11	<ul style="list-style-type: none"> <li>Tiempos pasados: formación (capítulo 5)</li> </ul>	16/11 = Examen #2
13	19/11-23/11	<ul style="list-style-type: none"> <li>El aspecto verbal (capítulo 6)</li> <li><i>Día de Acción de Gracias</i></li> </ul>	
14	26/11-30/11	<ul style="list-style-type: none"> <li>El aspecto verbal (capítulo 6)</li> </ul>	30/11 = Composición #4 (en clase)
15	3/12-7/12	<ul style="list-style-type: none"> <li>Encuestas “CIS”</li> <li>Recapitulación</li> <li>Preparación para el examen final</li> </ul>	5/12 = Entregar “Grammar Portfolio”