



**LIVING &  
LEARNING**

## **SPANISH 320: Advanced Grammar and Composition (3 credits)**

Quito, Ecuador

**Pre-REQUISITES:** Spanish 250 (Readings & Compositions) or Spanish 301 or equivalent or department placement testing.

### **COURSE DESCRIPTION:**

Spanish 320 is a 3-credit advanced composition course. In order to increase fluency and grammar accuracy in Spanish, we will utilize student experience outside of the classroom as they interact with people and culture in Quito. We will also seek to deepen faith and integrate spiritual themes into classroom discussion and assignments, seeking to reinforce the ideas of life as starting at the core from Christ as the Source, keeping life-giving rhythms, leading to unity and community with others, and focusing on the purpose that glorifies God. Students will be assigned activities in all four language modalities: reading, writing, listening and speaking. Readings will be from different genres, which will then be the basis for composition tasks. Assignments will be both formal and informal. We will review major grammar principles and build on those concepts to more advanced structures in both speaking and writing.

### **COURSE OBJECTIVES:**

Reading:

- Expand reading comprehension level and increase vocabulary to more precise words and idioms through reading different genres: newspaper articles, short stories, essays, cultural and historical articles, etc.

Writing:

- Accurately practice and apply advanced grammar structures, particularly in the subjunctive, and focusing on each student's individual level and needs.
- Write compositions in different genres, which focus on audience and specific vocabulary.

Listening:

- Analyze grammar and idioms in real-life conversations and interviews.

Speaking:

- Accurately practice and apply advanced grammar structures, particularly in the subjunctive.

- Improve pronunciation by targeting individual problem areas.
- Increase confidence in talking with native speakers on informed issues and diverse opinions, through improved vocabulary, expanded reading and research, and constant interviews.

### REQUIRED TEXTS:

Wilkie, Irene and Carmen Arnaiz. **Intermediate Spanish: A Grammar and Workbook.** Routledge, London and New York: 2008. ISBN 13: 978-1-134-25609-9.

Welch, Jill K. **Puntos de Vista: Redacción: Genre-based Composition in Spanish.** Boston: 1994. ISBN 0-8384-4662-0

### SUPPLEMENTAL TEXT:

Rusch, Debbie, Marcela Domínguez, Lucía Caycedo Garner, Donald Tuten, and Carmelo Esterrich. **Fuentes: Conversación y gramática.** Fourth Edition. Heinle Cengage Learning: 2010 ISBN-13: 978-1-4390-8290-4.

### COURSE EXPECTATIONS:

- \_\_\_\_\_:  
Engagement and participation are essential to learning in any environment. Active course participation is therefore considered mandatory. Therefore it is required that students arrive ON TIME and attend each class session. If there is some extreme emergency for missing a class or arriving late, please contact the professor by phone or e-mail with as much advanced notice as possible. Absences, tardiness and a lack of participation will impact the final grade. (See grading information.) Participation will be graded daily using an 8-point rubric. (See "Attendance and Participation rubric".) Students will be asked to evaluate their own participation and preparation for each class meeting. Good preparation on the part of all members of the class will enhance the learning experience for everyone. Any student that misses 50% of the course sessions will not receive credit for the course.
- \_\_\_\_\_:  
Class hours will be focused on the class content and the community within the classroom. All cell phone use, social networking and e-mailing should be avoided. Cell phones should be turned off in consideration of others. Failure to do so will impact the participation grade and could impact the final grade. Students may use laptop computers solely for class purposes.
- \_\_\_\_\_:  
1. All written assignments should be typed in 12-point professional font, double-spaced, in APA format, with 1-inch margins, with properly formatted citations and References/Works Cited page (submit before class via email: [janellgroeneweg@gmail.com](mailto:janellgroeneweg@gmail.com)).  
2. Whether students quote or paraphrase the ideas, concepts, or words of another author they are required to give credit to the author by citing the

source (in-text & in works cited page). Wikipedia is not to be used a credible source.

3. All written assignments will have a length specified in the assignment description. Points will be deducted for assignments that do not meet the specified length – unless a range has been provided, and the specified length is a minimum. In striving for clear and concise writing, students should not exceed the specified length by 20%. References/Works Cited pages do not count towards the word or page length of a written assignment.
4. Written assignments are expected to have few, if any, grammatical, punctuation or spelling errors. Points will be deducted for such errors.
5. Avoid long quotes and seek to put information into your own words.
6. Any work that is plagiarized will be given a failing grade. For a clearer understanding of the types of plagiarism and how to avoid it, see: <http://www.plagiarism.org/>

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Course assignments (e.g., homework, projects, exams) will generally not be accepted late. Late work, when accepted, will not be awarded full credit.
  
- \_\_\_\_\_  
The syllabus (and class calendar) is a guideline, not a contract, and is subject to change at the instructor's discretion as circumstances warrant. Changes will be communicated via email and/or in-class.
  
- \_\_\_\_\_  
Evaluation of your work is based on many factors. These include but are not limited to: participation, written assignments, and examinations. A "C" grade indicates adequate performance, a "B" grade indicates good, competent and complete work, and an "A" grade indicates creative excellence that is integrative and exceeds requirements.

## **COURSE REQUIREMENTS:**

### **READING ASSIGNMENTS**

Reading assignments will be of different genres from both textbooks and from other authentic text sources. Readings are designed primarily to increase active vocabulary and create constant sources for new discussion material and compositions. The participation grade will reflect in part student's abilities to report back in class on assigned readings using expanded vocabulary acquired from the readings. Composition assignments will be based on the different types of writings.

## **WRITTEN ASSIGNMENTS**

Written assignments are based on assigned readings, interviews, research, vocabulary, and grammatical structures. Written assignments are intended to prepare students for discussion in class and to review newly studied advanced grammatical structures. Assignments may include reports on interviews, summaries of readings and research, or review workbook exercises. Students will also keep a daily writing portfolio (carpeta), which will be used to practice vocabulary, common language, and writing within each genre.

Students will be writing formal compositions as well, which will be based on different genres that we study from the text and which will drive some of the in-class discussion. Compositions will not only follow a certain genre format, but will target a certain audience, and will practice studied vocabulary and grammar structures. One weekly portfolio assignment will be devoted to pre-writing or rough draft writing their current composition. Compositions will be edited and re-submitted in order for students to learn from their common errors.

## **CLASS DISCUSSION**

Class discussion will be based on homework assignments and classroom activities. We will seek to incorporate the Christian faith and personal spiritual application into the discussions as well. These will include small group discussion and partner conversation, with daily participation grades assigned for both quantitative and qualitative individual contributions. Ability to integrate new vocabulary and grammar structures will be noted in daily participation grades.

## **INFORMAL PRESENTATIONS**

Informal presentations are mainly based on interviews and articles in current newspapers or magazines and other research. Presentations will vary in length but should integrate substantial new information along with learned vocabulary and not simply rehash class discussions. An informal presentation should include advanced grammatical structures as well.

## **FINAL PRESENTATION**

Individual topics will be chosen the second week of class and students will write a final composition and give a 10 to 15-minute presentation that displays acquired cumulative vocabulary, increased knowledge in their chosen topic, increased fluency, and integration of intermediate and advanced grammatical structures. At the end of the second week, students will present a five-minute presentation of chosen topic, at which time the instructor and students can give advice for further development and research. The first presentation is not graded. (See "Rúbrica para la presentación oral".)

## **QUIZZES**

Weekly quizzes will be based on vocabulary and idioms. Quizzes can be cumulative.

## GRADING SCALE:

Letter Grade	Numerical Equivalent
A	93 - 100
A-	90 - 92
B+	88 - 89
B	83 - 87
B-	80 - 82
C+	78 - 79
C	73 - 77
C-	70 - 72
D+	68 - 69
D	65 - 67
F	0 - 64.9

## COURSE OUTLINE/TOPICS (Plan tentativo)

FECHA	Gramática (Workbook)	Vocabulario (Fuentes)	Redacción (Puntos Vista)	Tarea (entregar en fecha)
Clase #1	<b>Introducción</b> <b>Repaso</b> de gramática, tiempos de verbo	Descripciones (pp. 11, 95) Ser/estar (p. 85) Verbos reflexivos (pp. 19-23) y expresiones útiles (p. 38) Verbos como gustar (pp. 5-6)	Descripción (cap 1, 3)	
Clase #2	<b>Unidad 20</b> Adjective Position			Leer plan de estudios (sílabo)

				<p>Leer "el retrato" (p. 1 Puntos de Vista)</p> <p>Ver canvas</p>
Clase #3	<p><b>Unidad 4</b> Present Subjunctive</p> <p><b>Unidad 5</b> Imperatives</p>	Comida (p. 157)		20.2
Clase #4	<p><b>Repaso del subjuntivo</b></p> <p>Introducir proyecto final</p>	Verbos con preposiciones (workbook Unit 3)	Reportaje de investigación (cap. 4)	Carpeta/WP #1
Clase #5	<p><b>Unidad 6</b> Subjunctive after verbs of influence</p> <p><b>Unidad 7</b> Subjunctive after verbs of emotion</p>			<p><b>Prueba</b></p> <p>Ver canvas</p> <p>Redacción - descripción</p>
Clase #6	<p><b>Unidad 1</b> Expressions of time</p> <p><b>Unidad 19</b> Por/para</p>			Ver canvas
Clase #7	<p><b>Unidad 8</b> Subjunctive after impersonal expressions</p> <p><b>Unidad 10</b> Subjunctive in expressions of time</p>	El cine/ secuencia (p. 64)	El cuento tradicional (cap. 6)	<p>Carpeta/WP #2</p> <p>Ver canvas</p>

Clase #8	<b>Unidad 17</b> Indefinite expressions <b>Unidad 18</b> Relatives			<b>Prueba</b> Ver canvas
Clase #9	<b>Unidad 11</b> Subjunctive after certain conjunctions <b>Unidad 12</b> Subjunctive in relative clauses <b>Unidad 13</b> Subjunctive to express doubt and denial	La justicia (p. 326)		Ver canvas
Clase #10				<b>Examen y Proyecto de Repaso (en clase)</b>
Clase #11	<b>Unidad 9</b> Imperfect Subjunctive	La política (pp. 174, 188)	Entrevista (cap. 2)	Corregir Carpetas Ver canvas
Clase #12	<b>Unidad 14</b> Perfect and Pluperfect subjunctive			<b>Prueba</b> Ver canvas
Clase #13	<b>Unidad 15</b> The conditional and conditional perfect <b>Unidad 16</b> Conditional sentences	El medio ambiente (p. 220)		Carpeta #3 Ver canvas
Clase #14	<b>Unidad 2</b> Passive voice			Ver canvas

	<b>REPASO</b>			
Clase #15	<b>Examen Final Presentación Oral</b>			

**COURSE EVALUATION:**

Participation & Attendance	20%
Assignments & Journal	20%
Exams & Quizzes	20%
Compositions	20%
Final Exam & Presentation	<u>20%</u>
	100%