1. **Prerequisite**

   SPN 327C or equivalent

2. **Writing flag**

   This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers’ work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

   In order to review the precise criteria for flag courses, please see [http://www.utexas.edu/ugs/ccc/flags/writing/criteria](http://www.utexas.edu/ugs/ccc/flags/writing/criteria)

3. **Course description and 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):

   - **Linguistic competence** (Spanish phonetics / phonology, morphosyntax, lexicon, discourse, etc.)
   - **Communication / Interactional competence** (sociocultural uses of the language, pragmatics, cultural background / perspectives)
   - **Metalinguistic competence** (language as a conceptual, symbolic system)
Within the language program, SPN 327W is the second and last 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 review and master grammar points
- help you discover, develop, and present your ideas through a series of communicative writing tasks analogous to the type of expository writing crafted by majors and minors, and promote critical and integrative thinking skills
- perfect your grammar skills in order to write scholarly papers in Spanish on language, literature, or culture, for a bilingual United States audience

This learner-based course will lead you through a “guided inductive approach” in which you will analyze selected samples of mostly native text production 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.

Finally, it is also an objective of this course to raise an awareness in the students for the peculiarities and implications of their bilingual language biography and to strengthen them intellectually as well personally in their position as both bilingual speakers and bearers of a valuable, multicultural heritage.

### 4. Course methodology

Informal and formal writing tasks to meet these goals may include how to write a news article, academic proposal, summaries of texts, critical analyses, essays that develop a theme or answer a question, reviews and a short research paper which must be rewritten after the first instructor review.

These writing tasks will help you learn how:

- to posit a thesis and develop it in essay form,
- to organize and clarify your ideas,
- to support your claims with appropriate evidence.

Throughout this course, you will also discover the ways in which:

- writing is used to influence the reader,
- personal and academic discourses differ,
- writing improves with practice and helps us to think clearly and argue persuasively,
- mastery of grammar and a wide range of expressions are essential to the success of any discourse.
Accounting for the diversity in learners’ needs, each class and the entire evaluation will be planned as to provide numerous opportunities for active, significant learning adjusted to each student’s specific requirements and linguistic proficiency. Students are therefore expected to display a high degree of participation and to engage in a responsible, self-committed learning process, which will require continuous self-assessment and autonomous decision-making as to decide what steps should be undertaken at every stage of the learning process. The instructor will provide support and guidance to the extent it is necessary and for this purpose several individual tutoring sessions will be held with students in lieu of classes during the semester.

Texts will be approached not as a product but as a process. Hence, a significant part of the course work (both in class and at home) will be devoted to practicing the different stages of text production, e.g. planning, writing and revision. The review and peer-review of texts in a collaborative work-setting as well as their improvement on the basis of generic guidelines or orienting hints rather than unambiguous corrections shall also be part of the approach.

All material used in class (texts, multi-media files, handouts, .ppt-slides, etc.) will be made available through Blackboard. This will make it unnecessary for students to take notes constantly and will enhance participation. Should a computer not be available to you at any given time to access these online resources, you may use UT's computer labs. Check http://www.utexas.edu/its/campus-labs/ for more details.

5. Canvas and e-mail

This course uses Canvas (http://courses.utexas.edu). You will be responsible for checking the Canvas course site regularly for class work and announcements. If there is an unscheduled downtime for a significant period of time, your instructor will make an adjustment if it occurs close to the due date for an assignment. All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed about changes in his or her e-mail address. Students are expected to check e-mail on a regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily. The complete text of this policy and instructions for updating your e-mail address are available at http://www.utexas.edu/its/policies/emailnotify.html.

6. Expectations

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

- simples and complex syntactic constructions
- main clauses, subordinate clauses and its conjunctions
- word order (placement of adjectives, etc.)
- adjectives (demonstrative, possessive)
- pronouns (direct object, indirect object, reflexive and reciprocal)
• conjugations of regular, irregular and stem-changing verbs in all tenses
• verbal moods (indicative, subjunctive, infinitive)
• Spanish vocabulary
• recognition of main dialectal varieties
• reading strategies (skimming, recognizing cognates, making inferences, etc.),
• listening strategies (tone, content, context, intonation, etc.),
• speaking strategies (circumlocution, fluency, etc.),
• writing strategies on a different type of writing: narrative, argumentative
  (process writing, discourse connectors, paragraph organization, paraphrasing,
  literary interpretation, etc.),
• metalinguistic skills (recognizing parts of speech, recognizing, identifying
• functional uses of grammar, etc.)

If you are weak in any of these skills, it is your responsibility to (a) study them
independently, using textbooks from 1st and 2nd-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.

7. Student responsibilities

In order to be successful in this course, students must fulfill several
responsibilities both in class and at home and must also be able to demonstrate
their progress in course assessments.

At home: Language learning, in particular, requires continuous practice. Since it
is a process that relies on active participation on the part of the learner, do not
expect to master the material simply by coming to class for three hours a week.
In order to perform well in this course, your at home effort is essential. As a
general norm, you should plan 2 hours of work outside the classroom for each
hour of class.

In class: Language courses are not lecture courses. Instead, classes are
student-centered and rely heavily on interaction and collaboration between you
and your peers. Much of your work will be pair work and group work, where
students are the main participants and the instructor is the facilitator. All
students are expected to participate equally in these activities.

8. Policies

a) Attendance: Regular class attendance is required. Students who will be
absent owing to the observance of a religious holy day must provide an
explanatory letter or 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. There will be no make-ups for missed exams other than for a) the two reasons mentioned above (these make-ups would have to be pre-arranged at least two weeks in advance), b) a medical emergency or accident (a doctor would have to certify that you were physically unable to attend the exam) or c) a severe medical emergency affecting a first-degree relative (e.g. hospitalization) or death in the immediate family.

b) Participation: Classes are an important opportunity for you to interact with your classmates and your instructor and to thereby enhance your mastery of the Spanish language beyond the course’s particular contents. Participation is therefore essential and does not refer exclusively to attendance. You’re expected to participate equally in all activities and will be graded accordingly.

c) Electronic devices: The focus of your attention should be on classroom activities while you are in class. Electronic devices need to be used for SPN 327W work only. Please take advantage of technology (for example by taking notes on your laptop or looking up words on your smartphone), but refrain from texting, emailing, gaming, Facebooking, etc. Repeated transgressions of this policy may lead to a drastic reduction of the participation grade.

d) Spanish: During the course the language used for communication (including functional communication, e.g. greeting, asking the instructor for permission to leave the room) should be Spanish at almost all times: listening to and speaking the target language will provide everyone with the opportunity to acquire new vocabulary and grammatical structures. Furthermore, it will increase your level of comfort in the course of the semester. Don’t be shy! You won’t be graded on the accuracy of your speech in many of the situations.

e) Due dates & channel for submission: Late work is not accepted nor are there make-ups for missed work. However, a student who is absent from a class 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. Emergencies as defined under 8a) are also acceptable reasons for a make-up. As a general norm, assignments will be typed and turned in digitally (not on paper) through Canvas. Please observe that there will be deadlines for the submission of each assignment (the dates noted on the calendar refer to the final version) and that assignments will not be accepted thereafter (excluding the exceptional circumstances pointed out above).

f) Academic accommodations: 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.)

g) Scholastic dishonesty & plagiarism: 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. The use of translation devices (web-based and / or portable hand-held, etc.) for text composition is prohibited. You should, however, feel free to look up and unfamiliar word or phrase in your English-Spanish dictionary or online. Also, please note that all graded writing done inside or outside the class must be your own work. Writing that appears to be the work of someone else (a friend more proficient in Spanish, a Web or print source) or that appears to be written in English or another language and then translated by an online translation program will not be accepted and may entail severe penalties beyond just a zero on the particular assignment.

h) Emergency evacuation: 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

9. 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.

<table>
<thead>
<tr>
<th>Course Instructor</th>
<th>Program Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Pablo Postigo Olsson</td>
<td>Name: Dr. Melissa D. Murphy</td>
</tr>
<tr>
<td>Office hours: M/W/F 5-6 PM</td>
<td>Office hours: by appointment</td>
</tr>
<tr>
<td>Office phone: 512-232-4511</td>
<td>Office phone</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:pablo.postigo@austin.utexas.edu">pablo.postigo@austin.utexas.edu</a></td>
<td>Email: <a href="mailto:mmurphy@mail.utexas.edu">mmurphy@mail.utexas.edu</a></td>
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</tbody>
</table>
10. Grade breakdown & grading scale

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92.99</td>
<td>A-</td>
</tr>
<tr>
<td>87-89.99</td>
<td>B+</td>
</tr>
<tr>
<td>83-86.99</td>
<td>B</td>
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<tr>
<td>77-79.99</td>
<td>C+</td>
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<tr>
<td>73-76.99</td>
<td>C</td>
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<tr>
<td>70-72.99</td>
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<td>67-69.99</td>
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<td>63-66.99</td>
<td>D</td>
</tr>
<tr>
<td>60-62.99</td>
<td>D-</td>
</tr>
<tr>
<td>0-59.99</td>
<td>F</td>
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</tbody>
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11. Course assessment

Texto argumentativo 15%
Proyecto I: Solicitud de beca
Carta de aplicación y CV 15%
Reseña de texto / película 15%
Proyecto II: Investigación
Resumen, ensayo, presentación oral 20%
Quizzes gramática / ortografía 5%
Portfolio 15%
Participation 10%
Tarea 5%

a) Texto argumentativo

The first graded composition of the semester will be an argumentative text as those that can be found in newspapers. The aim of this composition is to combine the requirements of argumentation with the development of an eloquent, original, personal style and voice.

b) Proyecto I: solicitud de una beca / admisión a un programa de maestría/PhD

The purpose of this project is to rehearse the complex textual process that leads to the submission of an application either for a scholarship or for the admission into a graduate education program. The project will consist of different parts that will follow a logical sequence: i) search of information and the compilation of a dossier ii) composition of an application letter and CV.

The precise breakdown of the grades for this project will be negotiated with the students when the work on this project begins.

c) Reseña

The purpose of this composition is to practice the production of a first text in academic prose. Each student will choose a fictional (novel, poem book, theater play) or a non-fictional text (e.g. an essay or a scientific monograph) or a movie that is relevant for his/her own interests and write a formal review. The review
should give a very detailed and thorough description of the content and provide a critical opinion on the basis of that rigorous description.

d) **Proyecto II: investigación**
The purpose of this project is to practice the production of both written and oral text types that are relevant for academic research. The project will consist of different parts that will follow a logical sequence, among others the preparation of a brief research plan, the composition of an abstract as well as of a draft for a paper and a research paper and an oral presentation suitable for a conference setting. The topics to be chosen will preferably address any aspect of Latino/Hispanic culture either in the US or in any Hispanic country.

The precise breakdown of the grades for this project will be negotiated with the students when the work on this project begins.

f) **Quizzes**
The quizzes will address the contents dealt with in the domains of grammar and orthography. In orthography they will address practical aspects such as accentuation and punctuation, whereas in the grammatical part the main focus will be on the correct use of terminology or on the theoretical knowledge of rules (hence metalinguistic knowledge) more than on actual accuracy in use.

g) **Portfolio**
The portfolio is a document that will be produced by each student throughout the entire duration of the course. Guidelines will be discussed during the first weeks of class.

The purpose of the composition portfolio is to provide you with a setting for the self-reflection on the possibilities for your improvement in the text-production process. Students will be asked to a) reflect on the basis of textual examples on significant difficulties/challenges/improvement potentials in their text production (ranging from particular grammatical errors to difficulties affecting entire portions of the text production process), b) detect recursive patterns among those occurrences, c) develop on improvement strategies and d) critically assess their own linguistic proficiency and establish goals for their prospective development. The composition portfolio will be due the last day of class.

h) **Participación & tarea**
The participation in class and regular completion of homework tasks will be monitored throughout the whole course, as they are essential for its successful development.

12. **Course calendar**

A course calendar with a detailed chronogram of activities shall be provided shortly after the beginning of the course. The calendar will serve as a guideline and can be changed if the needs arising during the semester make it necessary
or recommendable. Any changes in the calendar will be the result of a negotiation between all the participants.