1. **Prerequisite**

SPN 327G or equivalent

2. **Required text**

Lapuerta, Paloma & Gustavo Mejía: *Cuaderno de estudio y referencia to accompany La escritura paso a paso*. Upper Saddle River, NJ: Pearson Education, 2013. (3rd, 4th or 5th editions are acceptable.)

3. **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)

4. **Who is a heritage speaker?**

A heritage speaker, also called a heritage language learner, is a student who is exposed to a language other than English at home. Heritage speakers can be categorized based on the prominence and development of the heritage language in their daily life. Some students may have full oral fluency and literacy in the heritage language; others may have full oral fluency, but their written literacy was not developed because they were usually schooled in English. Another group of students -- typically third- or fourth-generation -- can speak to a limited degree but have difficulty expressing themselves on a wide range of topics.
Heritage speakers usually present a wide knowledge about their cultural heritage and a less experienced knowledge about other Spanish speaking countries.

5. 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):

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 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.
6. 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.

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.

7. Blackboard and e-mail

This course uses Blackboard (http://courses.utexas.edu). You will be responsible for checking the Blackboard 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.

8. 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.
9. 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.

10. 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 327G 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 the assignment function on Blackboard. As a supplementary procedure and in order to anticipate problems with Blackboard, students may submit an extra copy of each assignment via e-mail to pablo.postigo@austin.utexas.edu. Please observe that there will be very precise 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).

Disruptions with the internet connection shortly before the deadline or the lack of access to the internet will not be accepted as appropriate excuses for delays. Please plan to submit your assignments enough time ahead as to be able to take action against such contingencies in time. Should a computer not be available to you at any given time, you may use UT’s computer labs. Check [http://www.utexas.edu/its/campus-labs/](http://www.utexas.edu/its/campus-labs/) for more details.

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](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](http://www.utexas.edu/emergency)

11. 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>
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<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>
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<tr>
<td>Office phone: 512-232-4511</td>
<td>Office phone</td>
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<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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12. Grade breakdown & grading scale

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade Breakdown</th>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>83-86.99</td>
<td>B</td>
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<tr>
<td>73-76.99</td>
<td>C</td>
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<td>77-79.99</td>
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<tr>
<td>67-69.99</td>
<td>D+</td>
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13. Course assessment

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<tr>
<th>Percentage</th>
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<tbody>
<tr>
<td>5%</td>
<td>Noticia</td>
</tr>
<tr>
<td>20%</td>
<td>Proyecto I: Solicitud de beca</td>
</tr>
<tr>
<td>10%</td>
<td>Texto argumentativo</td>
</tr>
<tr>
<td>15%</td>
<td>Reseña</td>
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<tr>
<td>20%</td>
<td>Proyecto II: Investigación</td>
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<tr>
<td>15%</td>
<td>Portfolio</td>
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<td>Participation &amp; tareas</td>
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a) Noticia
The first graded composition of the semester will be a short text reporting some recent event. The aim of this first composition will be to review and apply essential grammatical and orthographic features (word and clause types, verbal tenses, indirect discourse) and to gain a first impression of the student’s proficiency, as to develop accurate goals for the course.

b) Proyecto I: soliciud de una beca / admission 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, among others a search of information and the compilation of a dossier and the composition of a statement of purpose/research plan as well a cover letter.

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

c) Texto argumentativo
The purpose of this composition is to rehearse the persuasive use of language for the discussion of a specific topic. The for this composition will be on the use of rhetoric figures, the distinction between different types of arguments and argumentative strategies as well as the development of a strong, genuine personal style in argumentation.

d) Reseña
The purpose of this composition is to practice the production of a first text in academic prose. Each student will choose a fictional or a non-fictional text (e.g. an essay or a scientific monograph) 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.

e) 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 a draft for a paper and a research paper and an oral presentation suitable for a conference setting. Given the bicultural/bilingual orientation of the course, 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) 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) point out significant difficulties 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 occurrence, 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.

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

14. 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.