

**SPAN 3301 Advanced Grammar and Syntax
University of Texas of the Permian Basin
Spanish Program**



Prerequisites: SPAN 2311 and SPAN 2312

Syllabus

Instructor:

Online communications

Hours:

Email:

This course is a Web Course and is conducted within Canvas <http://utpb.instructure.com>

NOTE: The due dates and times for the activities will adhere to the Central Time Zone.

Course Description:

Spanish 3301 has been designed to improve the students' writing, grammar, vocabulary, and spelling skills. Participants of the course will study and learn the formal aspects of the Spanish language, at all levels of language structure: the mechanics of punctuation, accentuation, reading, standard grammar, vocabulary, morphology and syntax. Spanish 3301 will help students with the writing process by following the general workflow of pre-writing, organizing, and revising. Specific types of writing assignments, such as annotated bibliographies, book reports and research papers will be required. Students will also present writing academic proposals for conference presentations, journal articles, and books.

The language of use will be Spanish.

This course is the first required course of the minor and major in Spanish.

Course Catalog Description:

Measurable Learning Outcomes:

Upon completion of this course, students will be able to perform proficiently at an advanced low to high level in reading and writing proficiency according to the ACTFL guidelines.

In addition, the student will gain a deeper understanding of cultural and historical aspects of the Spanish-speaking world and be better prepared to:

Course-level objective 1 (CLO1): Improve listening, reading, writing and comprehension skills and integrate ideas, using a prompt or a given source to summarize, paraphrase, and/or analyze

Course-level objective 2 (CLO2): Expand vocabulary and control of the Spanish grammar and the use of written and oral language to communicate effectively.

Course-level objective 3 (CLO3): Reflect and practice the main linguistic rules and protocols that are in effect in the Spanish language.

Course-level objective 4 (CLO4): Apply cognitive and critical skills in exploratory learning and consolidate the own, self-paced learning.

Course-level objective 5 (CLO5): Be able to employ techniques of active reading for inquiry, learning, critical thinking, and to communicate in various contexts.

Course-level objective 6 (CLO6): Read a diverse range of texts and be able to attend to relationships between assertion and evidence, to patterns of organization, and to how different audiences and situations present different features.

Course-level objective 7 (CLO7): Use strategies—such as drafting and feedback or interpretation, synthesis, and critique—to compose texts expanding ideas beyond the initial source.

Canvas Navigation Notes:

The "**Modules**" area (to the left). This allows you to look at an overview of the whole course, and lets you go directly to the area you wish to work in. I suggest you use this as your main navigation page. Each module contains a main page that gives you details about the module Objectives, Readings, and from there you can move sequentially through the modules using the "**Next**" and "**Previous**".

To preview a file, click "Preview file". Click the "Download file" to download the file to your computer.

The "**Syllabus**" area contains just that, the syllabus, or the "rules" for the course. At the bottom of the syllabus page, you will find a schedule of activities for the course and due dates.

The "**Grades**" area contains your scores on graded items within the course.

If you feel unsure about Canvas, check out the [Canvas Student Guides](#).

Prerequisites:

SPAN 2311 and SPAN 2312

Materials

In order to make the learning objectives of the course more accessible to students, open educational resources (OER), in multiple formats, will be used

Required Materials:

Teaching materials based on Theoretical and Applied Linguistics will be provided and accessible to students on Canvas/Modules, weekly. So will be the required reading materials and practice exercises that will help students master the grammatical elements of stud. Next, you have a list of 15 literary pieces, all of them dealing with a variety of contemporary topics that we will discuss and analyze on a weekly basis.

- [Mario Vargas Llosa: "Leer un buen periodico"](#)
- [Gabriel García Márquez: "Gabo: Cómo empecé a escribir"](#)
- [Carlos Fuentes: "Un fantasma tropical"](#)
- [Fernando Savater: "Los venenos:"](#)
- [Manuel Vincent: "Verano de 2017"](#)
- [Octavio Paz: "El signo mayor de nuestra condición humana"](#)
- [Jorge Luis Borges: "La fama"](#)
- [Jorge Luis Borges: "La espera"](#)
- [Ernesto Sabato: "El fin no justifica los medios"](#)
- [El Colombiano: "El calentamiento global"](#)
- [Arturo Pérez Reverte: "Teoría de la lentitud "](#)
- [Giovanni Reyes : "George Steiner ya es un hombre extraterritorial":](#)
- [Geney Beltrán Félix: "Los expedientes incompletos"](#)
- [Fabienne Bradu: "Los biógrafos atacan de día y de noche" □ Enrique Contreras: "La oculta inmensidad del sinsentido"](#)

Recommended Materials:

Supplemental readings, videos, online conferences and guided exercises can be found in the following ELE (Español Lengua Extranjera) websites:

<https://www.cervantes.es/default.htm>

<https://ave.cervantes.es/> <http://www.todoele.net/index.html>

<https://www.educacionyfp.gob.es/educacion/mc/redele/portada.html>

<https://marcoele.com/>

Other materials:

Software, equipment, etc.

Important Academic Dates

UTPB academic calendar: <https://www.utpb.edu/calendar/iframe/academic-calendar.pdf>

Course Overview

(Description of each of the following activities and expectations; how many activities TX Admin Code Section 4.227)

Lecturas y escrituras 1 a 8 (Mitad de semester/Midterm) / Lecturas 9 a 14 (Fin de semester/End of Semester): Alignment of reading and writing assignments to rubrics 90 points+ Completion of all reading and writing assignments (10 points). Total 100 points X 2 = 200 points (20% of course grade).

The goal of this category is to take into account the active role of students in the class. Every week, in order to practice the grammatical elements of study, students will be required to **read a number of literary pieces and write a critique** analyzing and synthesizing the main ideas. The completion of the required materials and the alignment of board discussion postings, compositions and homework to the instructions/rubric provided will weight 18% of the final grade.

Students will build a portfolio with their weekly writings and will submit it for evaluation at midterm and at the end of the course. Specific instructions for the portfolio will be available on Canvas.

Discussions: 4 Forums X 50 points each (200 points) = 20% of course grade

Topic discussion posts will get a grade during the week following the date that the discussion is due. 100 total points are possible for each discussion. In determining the student's grade, the following components will be considered (the Grading Rubric for Discussions contains a complete breakdown of these components):

- Length of posts
- Quality of posts
- Timelines

Board Discussion # 1: *¿Cómo deben organizarse los centros educativos para crear condiciones de aprendizaje reales?* **CANVAS: Available August 30th Due date: Sept 12th**

Board Discussion # 2: *Éxito o fracaso*. **CANVAS: Available August 30th Due date: Oct 8th**

Board Discussion # 3: *Calentamiento global y cambio climático*. **CANVAS: Available Sept 30th Due date: Nov 12th**

Board Discussion # 4: *La búsqueda del conocimiento*. **CANVAS: Available Nov 22nd Due date: Dec 2nd**

Compositions: 4 Formal compositions X (75 points each) (30% of course grade)

Written composition is a crucial element of SPAN 3301. Students will be required to demonstrate proficiency in written communication by applying principles of clarity and coherence to sentences, paragraphs and texts and by writing effective expository or argumentative essays using appropriate style, structure and voice.

To achieve the set goals, students will be required to critically analyze a variety of texts, respond effectively to a number of rhetorical situations, review and revise written texts effectively, and understand how different genres and disciplines shape and disseminate knowledge and ideologies. Short written texts will inform the main ideas of the required 25 readings. 4 formal compositions will also be assessed following the Composition rubric. The total weight of all written texts and compositions is 15% of the final grade. Besides the 15 literary pieces mentioned before, you will be required to work and practice on these grammatical categories:

- Categorías gramaticales: *lexemas, morfemas, etc.*
- Introducción a las categorías gramaticales: *fonética, fonología, ortografía, morfología, sintaxis...*
- Los determinantes: *artículos, demostrativos, posesivos, numerales, indefinidos, etc.*
- Los nombres y sustantivos: *Clasificación, forma y usos*
- Verbos copulativos
- Verbos afectivos
- Conjugación de verbos regulares
- La oración: sujeto y predicado
- Apuntes básicos de morfología y sintaxis

Exams/Midterm and Final: 2 - 1 MT (100 points) & 1F (100 points) = 30% of course grade

The midterm and the final exams consist of all the material studied up to that point. They will include different type of activities related to...

1. a) Listening and reading comprehension
2. b) Short or extended writing
3. c) Linguistic contents (functional uses of the language, grammar, and vocabulary)
4. d) Cultural and reading material

These are the main grammatical components of study:

- *Fonema, morfema, palabra, sintagma, frase, oración*

- *Ser y estar – Los verbos copulativos*
- *Ortografía: acentos*
- *Sintaxis - Morfología*
- *Análisis sintáctico y análisis morfológico*
- *Los determinantes*
- *El sustantivo: clasificación, forma y uso*
- *La conjugación de los verbos en español*
- *Formas no personales del verbo en español*
- *La voz verbal: activa y pasiva*
- *El modo verbal: indicativo, subjuntivo, imperativo*
- *Redacción corta sobre un tema a especificar en el momento del examen*

The final exam is set to for the Final Exam Week. There will be no alternate date or extension for the set day of the exam.

Grading:

Course Activity	Points	Percentage of Total Grade
Lecturas y escrituras 1 - 8	100 points	10%
Lecturas y escrituras 9 - 14	100 points	10%
Discussions # 4	50 x 4 = 200 points total	20%
Compositions: # 4 (Formal compositions) 4	75 x 4 300	30%
Mid-Term Exam / Grammar	100	15%
Final Exam / Grammar	100	15%
Total		100%

Grading Scale:

Grade Range	Letter Grade
90 and above	A

80 to 89	B
Grade Range	Letter Grade
70 to 79	C
60 to 69	D
Less than 60	F

**Unless otherwise stated, all materials, activities, and assessments are required and are not optional.*

Students are responsible for maintaining progress of their own grades through the semester. The instructor will only calculate final grades when the course ends.

Communication, Grading & Feedback:

Your professor be available by email and emails will be responded within 48 hours. He will also be available during his virtual office hours for tutoring and advising. Graded assignments will be returned, and feedback will be provided one week after the deadline.

Time Management:

There is one or two deadlines per week for course material and discussions, but student should be working at least three hours per day to keep up with the course load. Students should spend about 9 hours out of class on assignments per week to obtain a final grade of "A". Therefore, it is very important to develop a Time Management Plan to be successful.

Policies Discussion Board

Discussion Board is primarily for discussing course related topics and issues. Best practices are:

- Read all message postings in online discussion.
- Respond to the question directly
- Reply to minimum of two other student posts.
- Use a person's name in the body of your message when you reply to their message.
- Avoid postings that are limited to 'I agree' or 'great idea', etc.
- Ensure responses to questions are meaningful, reflective.
- Support statements with concepts from course readings, refer to personal experience, examples.
- Follow **Rules of Behavior (below)**.

Rules of Behavior

Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- Do not post anything too personal.
- Do not use language that is inappropriate for a classroom setting or prejudicial in gender, race, or ethnicity.
- Do not use all caps in the message box unless you are emphasizing (it is considered shouting).
- Be courteous and respectful to other people on the list
- Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
- Use line breaks and paragraphs in long responses.
- Write your full name at the end of the posting.
- Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

Make-Up/Late Submission Policy

All course activities must be submitted before or on set due dates and times. If the student is unable to abide by the due dates and times, it is her/his responsibility to contact the instructor immediately and before the due date. No late work will be accepted. There are no extra assignments for extra credits in this course.

Academic Dishonesty/Plagiarism/Cheating

The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for the course.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and discipline procedures consult the [University's Handbook:Scholastic Dishonesty](#).

Academic dishonesty includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts. [.https://www.utpb.edu/assets/images/studentcode-of-conduct-2019.pdf](https://www.utpb.edu/assets/images/studentcode-of-conduct-2019.pdf)

Plagiarism includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

Attendance and Class Participation

Regular and active participation is an essential, unmistakably important aspect of this online course. Students will log on a minimum of three times every seven days. All students are expected to do the work assigned, notify the instructor when emergencies arise. **Tracking**

Learning management systems have tracking features. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.

Absenteeism

All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact instructor immediately in case of emergency medical situation.

Course Incomplete/Withdrawal/Grade Appeal

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given, will only be granted if the student provides a valid, documented excuse for not being able to complete the course on time, and has contacted the instructor prior to the scheduled last class to request an extension. The student signs a contract that includes the incomplete course activities and the new due dates.

Find information and dates regarding drops and withdrawals consult the University Handbook: [Drops and Withdrawals](#) and [Appeal Process](#).

Accommodation for Students with Disabilities Students with Disabilities:

The University of Texas of the Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides "reasonable accommodations" to students with disabilities. Any student with a disability who is requesting an accommodation for this course must provide the instructor with official documentation in the form of a letter from the ADA Officer for Students. Only those students who have officially documented a need for an accommodation will have their request honored. **Adapted from UTSA ADA syllabus statement.** ADA Officer for Students: Mr. Paul Leverington Address: Mesa Building 4243/4901 E. University, Odessa, Texas 79762 Voice Telephone: 432-552-4696 Email: ada@utpb.edu For the accessibility and privacy statements of external tools used within courses, go to Accessibility and Privacy Statements.

Online Student Authentication

UTPB requires that each student who registers for an online course is the same student who participates in, completes, and receives credit for the course. UTPB's Distance Education Policy requires faculty members to employ at least two methods of verification to ensure student identities. To access online courses students must login to the UTPB learning management system using their unique personal identifying username and secure password. UTPB's Distance Education Policy requires at least one additional student identification method within the course that has been determined and approved by the faculty or academic program. This course satisfies the second method of student authentication through a "selfie." You will take a picture of yourself holding your identification card*. Please take a head shot of you holding your card near your face. I need to be able to clearly see your face and see the picture and name on your card. Please do not alter the picture. No other participant in this class will see your personal information and I already have access to it through your university application files.

This assignment is a requirement of SACSCOC, the accrediting body for the university. I cannot release your course grade at the end of the semester unless I have this authentication on file. Please take care of this assignment in Week 1.

*Approved up- to-date photo identifications are: passports, government issued identification, driver's licenses, military ID from DoD; dual credit and early college high school students may use school district identifications. If your school district does not provide IDs, your facilitator must contact your instructor to verify.

Computer Skills, Technical & Software Requirements

Required skills: Students will need to create word, power point processing documents and voice recordings, save files, submit files.

Students can use cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB email address. For more information refer to [UTPB Office 365 Page](#).

Computer Technical Requirements

See [Technical Requirements](#).

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#)

Preparation for Emergencies Computer Crash

Computer Crash: Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

Complete Loss of Contact: If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call instructor, and leave message regarding connectivity loss and contact information.

Lost/Corrupt/Missing Files: You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc) or any contradictions/problems, you may be required to resubmit the files.

End-of-Course Evaluation & Instructor Evaluation

Every student is encouraged to complete an end of course evaluation survey provided by UTPB. During the last two weeks of class, there will be an announcement in Canvas, an email, and a button in your course navigation that will take you to any available surveys.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

Student Support Services

SERVICE	CONTACT
ADA Accommodation/Support	Services for Students with Disabilities (432) 552-4696
Testing Services	Testing Services & Academic Accommodations Department (432) 552-2630
Advising	(432) 552-2661 UTPB Academic Advising Center
Bookstore	UTPB Campus Bookstore (432) 552-0220
Email, Office 365, my.utpb.edu	Information Technology
Financial Aid and Scholarship	UTPB Financial Aid (432) 552-2620
Library	The J. Conrad Dunagan Library Online at (432) 552-2370
Registrar	UTPB Registrar (432) 552-2635

SERVICE	CONTACT
Student Services	Student Services (432) 552-2600
Technical Support	Canvas 1-866-437-0867
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: Smarthinking Online Tutoring (provides tutoring services), SmarterMeasure (measures learner readiness for online course).

Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

Copyright Statement

Many of the materials that are posted within UTPB courses are protected by copyright law. These materials are only for the use of students enrolled in the course and only for the purpose of the course. They may not be further retained or disseminated.

SCHEDULE

(Continued on next page)

Module / Week / Due Date	Readings & Assignments / Module Objectives
<p>Module 1 – SPAN 3301 Advanced Grammar, Composition and Syntax (Welcome - Overview) / ELEMENTOS GRAMATICALES Y DE DESTREZAS DE ESCRITURA: INTRODUCCIÓN</p>	<p>In this module, you will:</p> <p>MO 1.1: Be introduced to one another in Discussion Forum 0.</p> <p>MO 1.2: Review, overview and examine the syllabus, the schedule, assignments: course expectations, grading system and objectives for the course in Skype session 1.</p> <p>MO 1.3: Study and practice the following basic Spanish grammatical categories: a) fonema, morfema (morfema y lexema), palabra, frase, enunciado. b) Verbos copulativos –ser y estar- c) Formas y usos del sustantivo in writing assignments.</p> <p>MO 1.4: Synthesize and extract main ideas from a text. Read 4 articles and participate in Discussion/Forum 0 and complete 4 short essays and 1 writing composition.</p>
<p>Week 1 DUE SUNDAY</p>	<ul style="list-style-type: none"> • Discussion Forum 0: Preséntate a la clase (MO 1.1) (CLO 1-CLO 2) <i>Deadline: August 30th</i> • Skype lesson: Before this session you should have posted your biographical info in Discussion/Forum 0 (not graded). In this session we will have a brief presentation of the instructor of the course and of each student (MO 1.1) and we will review the main components of the class: syllabus, schedule, assignments, objectives, etc. (MO 1.2) • Grammar: Fonema, morfema, palabra, sintagma, frase, enunciado, oración • Read and study: “Categorías gramaticales” • Practice grammar / Exercise: Fonema, morfema...(MO 1.3) (CLO 2) • Reading / Analyzing / Writing: Mario Vargas Llosa Leer un buen periódico: (MO 1.4) CLO 4 – CLO 5 – CLO 6. Short essay: One page synthesizing and critiquing the article read (MO 1.4) (CLO 1- CLO 2- CLO 3)

Module / Week / Due Date	Readings & Assignments / Module Objectives
<p>Week 2</p> <p>DUE SUNDAY</p>	<ul style="list-style-type: none"> • Grammar: Review. Fonema, morfema, palabra, sintagma, frase, enunciado, oración. ○ Verbos copulativos • Read and study: “Ser y estar” (MO 1.3) CLO 4 – CLO 5 – CLO 6 • Practice grammar / Exercise: Fonema, morfema / Verbos copulativos (MO 1.3) (CLO 2) • Reading / Analyzing / Writing: Gabriel García Márquez: Gabo: Cómo empecé a escribir (MO 1.4) CLO 4 – CLO 5 – CLO 6. Short essay: One/two pages synthetizing and critiquing the article read (MO 1.4) (CLO 1- CLO 2- CLO 3)
<p>Week 3</p> <p>DUE SUNDAY</p>	<ul style="list-style-type: none"> • Grammar: Review of grammatical components studied in week 1 and 2 • Read and study: Los determinantes (MO 1.3) CLO 4 – CLO 5 – CLO 6 • Practice grammar / Exercise: Verbos copulativos / Los determinantes (MO 1.3) (CLO 2) • Reading / Analyzing / Writing: Carlos Fuentes Un fantasma tropical (MO 1.4) CLO 4 – CLO 5 – CLO 6. Short essay: One page synthetizing and critiquing the article read (MO 1.4) (CLO 1- CLO 2- CLO 3)
<p>Week 4: Written Composition # 1</p> <p>DUE SUNDAY</p>	<ul style="list-style-type: none"> • Grammar: Review of grammatical components studied in week 1 – 2 and 3 • Read the PowerPoint: Nombres y sustantivos • Read and study: “El sustantivo: forma y usos” (MO 1.3) CLO 4 – CLO 5 – CLO 6 • Practice grammar / Exercise: Los determinantes / Nombres y sustantivos (MO 1.3) (CLO 2) • Reading / Analyzing / Writing: Fernando Savater Los venenos (MO 1.4) CLO 4 – CLO 5 – CLO 6. Short essay: One page synthetizing and critiquing the article read (MO 1.4) (CLO 1- CLO 2- CLO 3) • Essay: Composición escrita 1 – Three pages describing and analyzing pros and cons of one idea that was discussed in one of the articles read in Module 1. Instructions and rubric provided.

<p>Module 2 – Grammar: The Spanish verbs (conjugation). La oración: sujeto y predicado. Developing writing</p>	<p>In this module, you will:</p> <p>MO 2.1: Identify the grammatical patterns and the main elements of a sentence in Spanish:</p>
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Module / Week / Due Date	Readings & Assignments / Module Objectives
<p>presentation skills.</p>	<p>subject/verb agreement, sentence fragments (“sintagmas”), subordination and coordination in a writing assignment.</p> <p>MO 2. 2: Practice and learn the verbal conjugations in Spanish, with emphasis in the subjunctive in online exercises.</p> <p>MO 2.3: Gain comprehensive understanding of the basic and complex rules of morphology and syntax of the Spanish language and continue practicing the system inflections and arrangements of words in sentences, clauses and phrases in 4 short writing assignments and 1 writing composition and in online practice.</p> <p>MO 2.4: Be able to discuss content, present the main ideas of a given text or presentation, write summaries and use comparative and contrastive strategies to discuss the facts and ideas presented in Discussion forums 1 and 2.</p> <p>MO 2.5 Review and respond to the work of others by reading the assigned texts and by participating in Discussion Forums 1 and 2.</p>

<p>Week 5: Discussion Board # 1 DUE SUNDAY</p>	<ul style="list-style-type: none"> • Skype lesson: In this session we will have a discussion/review of the activities completed in Module 1 and preview and review the assignments, objectives, grading system (the different rubrics) and schedules that will be in place for Module 3. Q & A will be in place. • Grammar: Review of grammatical components studied in week 2 – 3 and 4 • Read and study: “Conjugación verbos regulares”; Study the conjugation of the regular verbs and use the suggested practice tools accessible online. Practice as needed. • Read the PowerPoint: Conjugación verbos regulares • Practice grammar / Exercise: Nombres y sustantivos / Verbos regulares: conjugación –ar / -er / -ir (MO 2.1-MO 2.2-MO 2.3) (CLO 3) • Discussion Forum 1: ¿Cómo deben organizarse los centros educativos para crear condiciones de aprendizaje reales? (MO 2.4-MO 2.5) (CLO 4-CLO 5) • Reading / Analyzing / Writing: Manuel Vincent: Verano de 2017 (CLO 4 – CLO 5 – CLO 6). Short essay: One page synthetizing and critiquing the article read. (MO 2.4-MO 2.5) (CLO 4-
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Module / Week / Due Date	Readings & Assignments / Module Objectives
	CLO 5- CLO 6)
<p>Week 6 DUE SUNDAY</p>	<ul style="list-style-type: none"> ☐ Grammar: Review of grammatical components studied in week 3 - 4 and 5 ☐ Watch and study the video: “Cómo aprender la conjugación” (CLO 4 – CLO 5 – CLO 6) ☐ Read the PowerPoint: Verbos afectivos; gustar y otros ☐ Practice grammar / Exercise: Verbos regulares / Verbos afectivos (MO 2.1-MO 2.2-MO 2.3) (CLO 3) ☐ Reading / Analyzing / Writing: Octavio Paz: El signo mayor de nuestra condición humana (CLO 4 – CLO 5 – CLO 6). Short essay: One page synthetizing and critiquing the article read. (MO 2.4MO 2.5) (CLO 4- CLO 5- CLO 6)

<p>Week 7: MIDTERM EXAM</p> <p>Submission of Lecturas/escrituras 1 a 8</p> <p>DUE SUNDAY</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Midterm Exam: All the grammatical components studied in week 1 through 6: Conceptos básicos <input type="checkbox"/> View the video: “Me gusta, te gusta, le gusta” (CLO 4 – CLO 5 – CLO 6) <input type="checkbox"/> Practice grammar / Exercise: Review of Regular Verbs conjugation (MO 2.1-MO 2.2-MO 2.3) (CLO 3) <input type="checkbox"/> Reading / Analyzing / Writing: Jorge Luis Borges: La fama (CLO 4 – CLO 5 – CLO 6). Short essay: One page synthetizing and critiquing the article read. (MO 2.4-MO 2.5) (CLO 4- CLO 5- CLO 6) <input type="checkbox"/> Midterm Exam: Quiz to assess the attainment of the grammatical items studied and the ability to compose a text of 500 words reflecting, analyzing and critiquing a given topic.
<p>Week 8: WRITTEN COMPOSITION # 2</p> <p>DUE SUNDAY</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Grammar: La oración: sujeto y predicado <input type="checkbox"/> Practice grammar / Exercise: Review Verbos regulares, verbos afectivos / Sujeto y predicado (MO 2.1-MO 2.2-MO 2.3) (CLO 3) <input type="checkbox"/> Watch video: “Sujeto y predicado” (CLO 4 – CLO 5 – CLO 6) <input type="checkbox"/> Reading / Analyzing / Writing: Jorge Luis Borges La espera (CLO 4 – CLO 5 – CLO 6). Short

Module / Week / Due Date	Readings & Assignments / Module Objectives
<p>AT 11:59 PM CENTRAL TIME</p>	<p>essay: One page synthetizing and critiquing the article read. (MO 2.4-MO 2.5) (CLO 4- CLO 5- CLO 6)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Essay: Composición escrita 2 – Four pages providing a summary and an analysis of the content and main ideas discussed in one of the articles read in Module 2. Instructions and rubric provided (MO 2.4-MO 2-5).

<p>Module 3 – Grammar: Morphology and Syntax (conjugation). Descriptive, expository and persuasive oral and written products / MORFOLOGÍA Y SINTÁXIS / TEXTOS DESCRIPTIVOS, EXPOSITIVOS Y PERSUASIVOS</p>	<p>In this module, you will:</p> <p>MO 3.1: Study the two fundamental grammatical analytical tools: Morphology and syntax. Learn the patterns and main elements of a sentence in Spanish competing writing assignments and online practice.</p> <p>MO 3. 2: Continue studying and memorizing the main features of the verbal conjugations in Spanish, with emphasis in the subjunctive, by viewing videos, and by completing writing assignments and online practice.</p> <p>MO 3.3: Be able to explain the system inflections and arrangements of words in sentences, clauses and phrases in Spanish by completing morphological and syntactical analysis of a number of given sentences and texts.</p> <p>MO 3.4: Distinguish between facts and opinions and apply this distinction in discussion forum 3 and 4 and in short informal and formal written assignments</p> <p>MO 3.5 Exchange ideas and get valuable insights on important topics of our time through the eyes of intellectuals and experts reading and writing about those topics in the discussion forums and the writing assignments</p>
<p>Week 9: DISCUSSION BOARD 2</p>	<ul style="list-style-type: none"> • Skype lesson: In this session we will have a discussion/review of the activities completed in Module 1 and 2 and preview and review the assignments, objectives, grading system (the different rubrics) and schedules that will be in place for Module 3. Q & A will be in place. • Read and study: “Ocho pasos que le ayudarán a escribir” (CLO 4 – CLO 5 – CLO 6)

Module / Week / Due Date	Readings & Assignments / Module Objectives
<p>DUE SUNDAY</p>	<ul style="list-style-type: none"> □ Grammar: La oración: sujeto y predicado / Morfología y sintaxis □ Practice grammar / Exercise: Sujeto y predicado / Morfología y sintaxis (MO 3.1-MO 3.2-MO 3.3) (CLO 2-CLO 3). Short essay: One page synthetizing and critiquing the article read. (MO 3.4MO 3.5) (CLO 5- CLO 6- CLO 7)

	<ul style="list-style-type: none"> ☐ Reading / Analyzing / Writing: Ernesto Sabato: El fin no justifica los medios (CLO 4 – CLO 5 – CLO 6) ☐ Discussion Forum 2: Éxito o fracaso (MO 2.4-MO 2.5) (CLO 4-CLO 5)
<p>Week 10 DUE SUNDAY</p>	<ul style="list-style-type: none"> ☐ Grammar: Review of Morfología y sintaxis ☐ Read and study the PowerPoint: “Morfología y sintaxis (I)” ppt (CLO 4 – CLO 5 – CLO 6) ☐ Watch the videos: “El análisis morfológico” y “El análisis sintactico” (CLO 4 – CLO 5 – CLO 6) ☐ Practice grammar / Exercise: Review Sujeto y predicado / Morfología y sintaxis (MO 3.1-MO 3.2-MO 3.3) (CLO 2-CLO 3). Short essay: One page synthetizing and critiquing the article read. (MO 3.4-MO 3.5) (CLO 5- CLO 6- CLO 7) ☐ Reading / Analyzing / Writing: El Colombiano: Calentamiento global (CLO 4 – CLO 5 – CLO 6)
<p>Week 11: WRITTEN COMPOSITION # 3 DUE SUNDAY</p>	<ul style="list-style-type: none"> ☐ Grammar: El análisis morfológico y el análisis sintáctico ☐ Read and study the PowerPoint: “Morfología y sintaxis (II) ppt” (CLO 4 – CLO 5 – CLO 6) ☐ Watch videos: El análisis morfológico” y “El análisis sintactico” (CLO 4 – CLO 5 – CLO 6) ☐ Practice grammar / Exercise: Practice of the syntactic analysis (MO 3.1-MO 3.2-MO 3.3) (CLO 2-CLO 3). Short essay: One page synthetizing and critiquing the article read. (MO 3.4-MO 3.5) (CLO 5- CLO 6- CLO 7) ☐ Reading / Analyzing / Writing: Arturo Pérez Reverte: Teoría de la lentitud (CLO 4 – CLO 5 – CLO 6) ☐ Essay: Composición escrita 3 – Four pages analyzing dialectically and critiquing one of the pivoting ideas discussed in one selected article from the 4 articles read in Module 3. Use compare and contrast techniques to re-state the problem under your own perspective. Instructions and rubric provided (MO 3.4-MO 3.5- CLO 5- CLO6- CLO 7).

Module / Week / Due Date

Readings & Assignments / Module Objectives

<p>Week 12: BOARD DISCUSSION # 3</p> <p>DUE SUNDAY</p>	<ul style="list-style-type: none"> • Grammar: Review of Morfología y sintaxis • Review: Review the grammar points from Module 3 (Weeks 9, 10 and 11). (CLO 4 – CLO 5 – CLO 6) • Practice grammar / Exercise: Review Sujeto y predicado / Morfología y sintaxis (MO 3.1-MO 3.2-MO 3.3) (CLO 2-CLO 3). Short essay: One page synthesizing and critiquing the article read. • Reading / Analyzing / Writing: El Colombiano: Calentamiento global (CLO 4 – CLO 5 – CLO 6). Short essay: One page synthesizing and critiquing the article read. (MO 3.4-MO 3.5) (CLO 5-CLO 6- CLO 7) • Discussion Forum 3: Calentamiento global y cambio climático / (MO 2.4-MO 2.5) (CLO 4-CLO 5)
<p>Module 4 – Grammar: The Spanish verbs (conjugation). Expanding oral and written presentation skills / CONJUGACIÓN VERBAL Y ANÁLISIS MORFOSINTÁCTICO</p>	<p>In this module, you will:</p> <p>MO 4.1: Practice the studied grammatical categories and define the concepts behind the terminological lexicon studied in Modules 1-2 and 3 by viewing videos and by completing reading and writing assignments</p> <p>MO 4. 2: Produce morphological and syntactical analysis of selected texts categorizing their morphological and syntactical features.</p> <p>MO 4.3: Conjugate Spanish verbs, with emphasis in the subjunctive mode, completing a variety of writing assignments.</p> <p>MO 4.4: Use inquire, research, analysis and critical thinking to expand the discussions on assigned topics for discussion forums 3 and 4 and for informal/short and formal writing assignments</p> <p>MO 4.5 Communicate in various contexts</p>

Module / Week / Due Date

Readings & Assignments / Module Objectives

<p>Week 13</p> <p>DUE SUNDAY</p>	<ul style="list-style-type: none"> ☐ Skype lesson: In this session we will have a discussion/review of the activities completed in Module 3 and preview and review the assignments, objectives, grading system (the different rubrics) and schedules that will be in place for Module 4. Q & A will be in place. Read and study: “Sujeto y predicado” (CLO 4 – CLO 5 – CLO 6) ☐ Grammar: Review of “Conjugación verbal”, “morfología y sintaxis”, “análisis morfosintácticos” ☐ Practice grammar / Exercise: Practice of the previous grammatical components ☐ Practice grammar / Exercise: “Morphology and Syntax: practice and exercises” –MO 4.1-MO 4.2-MO 4.3) (CLO 2-CLO 3) ☐ Reading / Analyzing / Writing: Arturo Pérez Reverte: Recuerda que eres mortal (CLO 4 – CLO 5 – CLO 6). Short essay: One page synthesizing and critiquing the article read. (MO 4.4-MO 4.5) (CLO 5- CLO 6- CLO 7)
<p>Week 14: WRITTEN COMPOSITION # 4 AND BOARD DISCUSSION # 4</p> <p>DUE SUNDAY</p>	<ul style="list-style-type: none"> ☐ Grammar: Review of “Conjugación verbal”, “morfología y sintaxis”, “análisis morfosintácticos” ☐ Read and study: “Morfología y sintaxis ppt” (CLO 4 – CLO 5 – CLO 6) ☐ Practice grammar / Exercise: Practice of the previous grammatical components ☐ Practice grammar / Exercise: “Morphology and Syntax: practice and exercises” –MO 4.1-MO 4.2-MO 4.3) (CLO 2-CLO 3) ☐ Reading / Analyzing / Writing: Geney Beltrán Félix: Los expedientes incompletos (CLO 4 – CLO 5 – CLO 6). Short essay: One page synthesizing and critiquing the article read. (MO 4.4-MO 4.5) (CLO 5- CLO 6- CLO 7) ☐ Essay: Composición escrita 4 – Four pages analyzing dialectically and critiquing one of the articles from Module 4. Use your own research and analysis to present a different perspective about the topic of your selection. Instructions and rubric provided (MO 4.4-MO 4.5- CLO 5- CLO6- CLO 7) ☐ Discussion Forum 4: La búsqueda del conocimiento / (MO 2.4-MO 2.5) (CLO 4-CLO 5)
<p>(Thanksgiving Holiday</p>	

Module / Week / Due Date	Readings & Assignments / Module Objectives
<p>Week 15</p> <p>DUE SUNDAY</p>	<ul style="list-style-type: none"> ☐ Grammar: Review and preparation for the Final Exam ☐ Read and study: “Ejercicios de práctica de morfología y sintaxis (I)” (CLO 4 – CLO 5 – CLO 6) ☐ Practice grammar / Exercise: Practice the grammatical components of the Final Exam Practice grammar / Exercise: “Morphology and Syntax: practice and exercises” –MO 4.1-MO 4.2-MO 4.3) (CLO 2-CLO 3) ☐ Reading / Analyzing / Writing: Fabienne Bradu: Los biógrafos atacan de día y de noche (CLO 4 – CLO 5 – CLO 6). Short essay: One page synthesizing and critiquing the article read. (MO 4.4MO 4.5) (CLO 5- CLO 6- CLO 7)
<p>Week 16: DISCUSSION BOARD # 5 & Final Exam</p> <p>Submission of Lecturas – escrituras 9 a 14</p> <p>DUE SUNDAY</p>	<ul style="list-style-type: none"> ☐ Grammar: Review and preparation for the Final Exam ☐ Read and study: “Ejercicios de práctica de morfología y sintaxis (II)” (CLO 4 – CLO 5 – CLO 6) ☐ Practice grammar / Exercise: Practice the grammatical components of the Final Exam Practice grammar / Exercise: “Morphology and Syntax: practice and exercises” –MO 4.1-MO 4.2-MO 4.3) (CLO 2-CLO 3) ☐ Reading / Analyzing / Writing: Enrique Contreras: La oculta inmensidad del sinsentido (CLO 4 – CLO 5 – CLO 6). Short essay: One page synthesizing and critiquing the article read. (MO 4.4-MO 4.5) (CLO 5- CLO 6- CLO 7)
<p>DUE WEDNESDAY,</p>	<ul style="list-style-type: none"> ☐ FINAL EXAM: Quiz to assess the attainment of the grammatical items studied during the semester and prompt to write a text of 500 words reflecting, analyzing and critiquing a given topic