

SPA 512 – Fall 2012
Spanish Grammar Review and its Teaching
Department of Literature & Languages
Texas A&M University-Commerce

Instructor: Dr. David Hervás

Horario: Thursday, 4:30-7:10pm

Aula: BA338; MPLX 120 (Mesquite campus)

Horas de oficina: M 5-6p; T 11-12p (online); W 11-1p (online); Th 7:10-8:10p

Oficina: HL 318

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*For administrative purposes, this section of the syllabus is in English. However, class instruction will be entirely in Spanish.

Materials

- Azevedo, M. (2009). *Introducción a la Lingüística Española. 3rd Edition*. New Jersey: Prentice Hall.
- A series of ten articles in .pdf documents provided by the instructor.

Course description

This course consists of a survey of Spanish Linguistics (Phonetics, Morphology, Semantics, and Syntax) at an advanced level. As each of the different disciplines of Spanish Linguistics is covered in their theory, students are likewise offered selected peer-reviewed articles explaining how linguistic theory is applied in the classroom. A response to these articles and an open debate on them will serve to show the students of this course how to fill the gap between research and actual teaching. By doing so, the students are required to reflex both in their own learning of complex grammatical aspects of the language and think over their function of instructors of Spanish as a second language responsible for the learning process of their potential students. As a result, this course will bring to the spot the always difficult task for the language teacher to include accurate yet understandable and meaningful explanation of the grammatical aspects key to the success of learning a second language. In other words, this course consists of a survey of Spanish Linguistics (Phonetics, Morphology, Semantics, and Syntax) at an advanced level, along with its application in the regular classroom of Spanish. This class aims to offer the potential Spanish teacher to think how to fill the gap between research and actual teaching.

Student learning outcomes

In this course, student will:

- Gain a broader knowledge on the disciplines of Phonetics, Morphology and Syntax specifically related to the Spanish language.
- Learn about the development of Spanish language and its implications in the classroom.
- Learn about function of language in society specifically related to Spanish variations and its pedagogical application.
- Learn to write critical compositions based on highly specific research articles.
- Reflect upon their development as teaching professionals.

Course plan information

FLL 512/SPA 597 meets one day a week in a two hours and forty minutes session. Each of the classes is devoted to a chapter from our book, except when indicated in the *Calendario del Semestre*. The daily routines will consist on the chapter quiz to start the class, followed by the explanation and discussion of the book chapter. A break of 15 minutes will be made next. The second part of each class will include the individual presentation based on the article read for the day. Discussion and interaction is expected following the presentation. A review and valuation of the day will be made at the end of each class session.

Assignments and grading scale

Weekly chapter quizzes	10%	A = 100-90
Presentation	15%	B = 89-80
Response papers	20%	C = 79-70
Annotated bibliography	10%	D = 69-60
Midterm exam	20%	F = 59>
Final exam	20%	
Attendance and participation	5%	

Chapter quizzes

Quizzes on chapters assigned for each class will be passed at the beginning of every class. Questions will assess comprehension of chapter contents. Format of the questions may vary from concept recognition, true or false statements, or multiple-choice, to short answers. There are no make-ups for missed quizzes.

Presentation

Students will do one presentation in the semester. Based on the article read assigned for the class, the student will offer his/her analysis of the article in a similar way to the response paper. PowerPoint is not necessary. Following the presentation, the student leads a discussion where the rest of the students is expected and required to participate by addressing comments and/or questions to the presenting student.

Response paper to article

Every student has to turn in five 500 word response papers written in Spanish. Students choose what article to respond out of the two selected every "Turn in response paper #_" assignment as seen in the *Calendario del semestre*. The paper will be double-spacing typed in fonts Times New Roman 12 or Calibri 11. Write name, class, instructor's name, assignment name on the top left hand side of the paper. The articles to be read will elaborate on different topics of grammar and their classroom application. The response papers have to show a reflection of the student on the topic presented in the article. A good structure of the paper will be like it follows: explanation of the grammatical topic approached in the article; hypothesis presented by author; methodology used if any; results obtained by author; comment on the author conclusion; student's reflection on the appropriateness of the study according to his/her knowledge of the classroom dynamics; conclusion. The response paper will be graded based on their analytical content and the grammatical accuracy.

Annotated bibliography

An annotated bibliography is an organized list of sources (similar to a reference list). Each of which is followed by a summary, explanation, and valuation of the referred article. For this course, students will turn in a 10 source annotated bibliography. The sources used will be research articles focusing on each of the linguistic fields seen during the course and its application to the classroom. Students will pick articles relating to only of the Linguistics disciplines: Phonetics, Morphology, Semantics, Syntax, and Sociolinguistics. Specifically, each annotation of the list will consist on an analysis similar to the one done for the response papers, this is: explanation of the grammatical topic approached in the article; hypothesis presented by author; methodology used if any; results obtained by author; comment on the author conclusion; student's reflection on the appropriateness of the study according to his/her knowledge of the classroom dynamics; conclusion. The length of each entry will be of 200 words. Characteristics: double-spacing typed in fonts Times New Roman 12 or Calibri 11. Write name, class, instructor's name, assignment name on the top left hand side of the paper.

Midterm and Final exams

As indicated in the *Calendario del Semestre*, two days are devoted for written exams. They will include the chapters from the book covered until the previous date of the exam. The format may vary from true or false recognition, matching, multiple-choice; to short answers or concept development.

Assessment:

Students will be passed a survey at the end of the course to check on their learning outcomes assessment from this course.

COURSE AND UNIVERSITY POLICIES

Attendance and participation policy

Attendance is mandatory. Active participation in class is beneficial and rewarded for the student. Frequent absenteeism (more than two absences) will result in deduction of points from the final grade as follows: 4 absences=1 point; 5=2 points; 6=3 points. Seven absences will automatically fail the course. Absences due to documented medical reasons are excused. In light of recent disclosures about the forgery of such notes, I may have to call the doctor's office. Whether an absence is excused or not, it is the student's responsibility to make up missed work. The only absences that do not count beyond the three allowed are those resulting from required participation in university events, hospitalization, or family emergencies of which the instructor has been notified by university officials. A tardy or leaving class early equals 1/3 of an absence. Late work is not accepted. Make-up exams must be arranged before the date of the absence. Cell phone ringing is considered an absence.

E-Culture Policy

When dealing with faculty over e-mail, it is important that students keep the following in mind:

1. Always use the Tamu-c e-mail account to communicate with your instructor. Messages from any other e-mail accounts will not be considered.
2. Always use salutations and signatures. Be courteous.
3. For serious matters use e-mails to facilitate a mutually agreeable time to meet. E-mail should

- not be used to avoid personal interaction.
4. Never use e-mail to vent or to respond immediately to an emotional situation.

Statements to students required by the University and the Department of Literature and Languages

- **Behavior:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student’s Guide Handbook, Policies and Procedures, Conduct)
- **Students with Disabilities:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
e-mail: <StudentDisabilityServices@tamuc.edu>
- **Academic Honesty:** *Plagiarism* is borrowing the work of others and not giving credit where credit is due. It is unethical and reflects very poorly on a person’s character. Copying someone else’s work, or asking a friend or tutor to write your compositions constitutes a violation of academic honesty policy. Likewise, the use of electronic media to translate your work to Spanish is also unacceptable. Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion (Texas A&M University-Commerce Code of Student Conduct 5.b[1,2,3]). Students who engage in plagiarism and copying acts that deserve official disciplinary actions are subject to academic sanctions.

Calendario del semestre

30 de agosto	Primer día de clase Presentación del curso
septiembre	
jueves 6	Capítulo 1
jueves 13	Capítulo 2 Presentación del artículo: <i>Languages for Children at Tarrant County Junior College</i>
jueves 20	Capítulo 3 Información útil: http://www.uiowa.edu/~acadtech/phonetics/ Presentación del artículo: <i>Articulatory Phonetics in the First-Year Spanish Classroom</i>
jueves 27	Capítulo 4 Turn in response paper #1
octubre	

jueves 4	Capítulo 4 Presentación del artículo: <i>What Do We Know About Phonological Awareness in Spanish?</i>
jueves 11	Capítulo 5 Presentación del artículo: <i>Tense Aspect in Verbal Morphology</i>
jueves 18	Turn in response paper #2 Presentación del artículo correspondiente al capítulo 5: <i>Development of the Spanish Subjunctive by Advanced Learners</i> Repaso
jueves 25	Midterm Exam
noviembre	
jueves 1	Capítulo 6 Presentación del artículo: <i>Teaching and Research: Options in Grammar Teaching</i>
jueves 8	Turn in response paper #3 Capítulo 7 Presentación del artículo: <i>The Acquisition of the Null Subject Parameter Properties in SLA</i>
jueves 15	Capítulo 8
jueves 22	<i>Thanksgiving Break: No hay clase</i>
jueves 29	Capítulo 9 y 10 Presentación del artículo: <i>Second Language Acquisition and Sociolinguistic Variation</i>
diciembre	
jueves 6	Turn in response paper #4 Capítulo 11 Presentación del artículo: <i>Is Talk Cheap? The Role of Conversation in the Acquisition of Language</i>
jueves 13	Turn in response paper #5 Final Exam

NOTA: Este programa de clase está sujeto a cambio debido a imponderables que se presenten durante el semestre.