
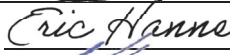
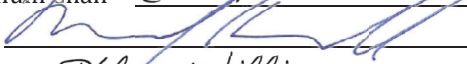
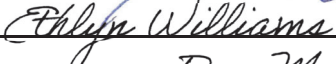

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs	UUPC Approval <u>3/27/23</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Languages, Linguistics, and Comparative Lit. College Arts and Letters	
Current Course Prefix and Number SPN 3400	Current Course Title Advanced Spanish: Conversation	
<i>Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
Change title to: Advanced Spanish Change prefix From: To: Change course number From: To: Change credits* From: To: Change grading From: To: Change WAC/Gordon Rule status** Add <input type="checkbox"/> Remove <input type="checkbox"/> Change General Education Requirements*** Add <input type="checkbox"/> Remove <input type="checkbox"/> <small>*See Definition of a Credit Hour.</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.</small> <small>***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.</small>	Change description to: Change prerequisites/minimum grades to: Change Pre-req. from SPN 2221 or permission of instructor to: Placement test required with a passing score . (The test only needs to be taken once at FAU.) Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).	
Effective Term/Year for Changes: Fall 2023	Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone Nuria Godon / ngodon@fau.edu / 7-0645		
Approved by Department Chair <u></u> College Curriculum Chair <u></u> College Dean <u></u> UUPC Chair <u></u> Undergraduate Studies Dean <u></u> UFS President _____ Provost _____	Date <u>2/02/2023</u> _____ <u>2/13/23</u> _____ <u>02/14/2023</u> _____ <u>3/27/23</u> _____ <u>3/27/23</u> _____ _____ _____	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

Advanced Spanish

Fall 2023
SPN 3400 003 12989
4 Credit Hours
Arts and Humanities Room 204
Tuesdays and Thursdays, 12:00-1:50 pm



Professor: Dr. Julia Brown

Email: juliaruthbrown@fau.edu

Office Hours: CU 276, Thursdays, 2:30-4:30 pm or by Zoom appointment at <https://fau-edu.zoom.us/my/juliaruthbrown>

Course Prerequisites: *Placement test required with a passing score. (The test only needs to be taken once at FAU.)*

Course Overview

Intensive review of advanced grammar through written work and conversation. Students learn how to express themselves in writing and orally, using literary texts. This is an intensive course designed to help students consolidate their knowledge of the Spanish language, while developing their linguistic competence at the advanced level. The course reviews some of the materials presented in Intermediate Spanish language courses, and introduces additional vocabulary,

grammar structures and writing mechanics. The course is taught entirely in Spanish while the textbook contains explanations and instructions in English. Grammar is not taught explicitly, but students are expected to study the material before coming to class. Class time will be devoted almost entirely to activities that allow you to practice your skills of understanding and interacting in Spanish. Class time will not be spent doing grammar drills, translating, or listening to lengthy grammar descriptions. Please read all assigned grammar explanations and complete all assigned exercises. If you feel that you need additional help with grammar, see your instructor during office hours.

This course is a required course of all non-heritage Spanish track (and some Linguistics) majors or minors. A grade of “C” or better is required for the course to count for the major or the minor. SPN 3400 is not open to native speakers or heritage learners (who may substitute by SPN 3343)

Course Objectives:

By the end of this course, you will have:

- expanded your academic and colloquial vocabulary extensively
- consolidated and expanded your knowledge of Spanish grammar at the advanced-low level
- consolidated your knowledge of Spanish spelling
- learned Spanish accentuation rules, punctuation rules, and accent marks placement
- developed strategies for independent reading of long, authentic texts written for native Spanish speakers
- written original creative pieces in Spanish

Course Content:

One of the objectives of this course is to facilitate critical thinking and debate around topics, theories, and concepts where disagreement is not only anticipated, but encouraged. The ability to think critically, express your ideas clearly, and respond to the professor and other students civilly are the keystones of the academic experience. In this course, the professor will provide instruction in an objective manner and will remain open to a wide variety of viewpoints, so long as those viewpoints are evidence-based and presented in a respectful way. During class, the professor may take positions and make statements for the sole purpose of accomplishing an academic objective or enhancing the learning environment. Additionally, the adoption of class materials for this course does not imply an endorsement of the full content of those materials or the positions of the authors of those materials. Often the professor will provide materials as a point of departure for critical thinking and debate. Students should keep in mind that the ideas presented or discussed during class may not necessarily reflect the professor’s personal beliefs or opinions on the subject matter.

THIS COURSE IS NOT FOR HERITAGE SPEAKERS OR HERITAGE LEARNERS OF SPANISH

Heritage Speaker = estudiantes hispanohablantes que han aprendido el español en casa o con la familia o estudiantes de herencia hispana. A heritage learner is any person studying Spanish who has a cultural connection to Spanish through family or country of origin and some ability communicating in Spanish or at least understanding the language. Heritage learners are first, second, or third generation and their abilities in Spanish fluctuate broadly: some are proficient in Spanish, others only have basic oral skills, and others only understand the language.). Si aprendiste el español de niño, hablas español en casa con tu familia, y tienes interés por conocer la lengua más a fondo con otras personas que hayan pasado por experiencias similares, este curso no es para ti. Debes presentarte a una evaluación lingüística enviando un email a Dr. Godón at ngodon@fau.edu con el siguiente mensaje: “I request an invitation to take the Spanish Heritage placement test.”

Required Materials

- 1) Canteli Dominicis, María. *Repase y escriba: curso avanzado de gramática y composición*. Séptima edición. Vista Higher Learning, 2014.
ISBN: 9781118509319
Buy or rent it through FAU: <https://tinyurl.com/2y7yrvkt>
- 2) A computer or access to a computer
- 3) Access to [Canvas](#)

Recommended Materials

- 4) A high-quality digital Spanish-English/English-Spanish Dictionary
 - i. <https://www.wordreference.com/es/en/translation.asp>
 - ii. <https://dictionary.cambridge.org/es/diccionario/ingles-espanol/>
- 5) A monolingual Spanish dictionary
 - i. <https://dle.rae.es/>

Evaluation and Grading

Course Grading Procedure:	
Attendance and Participation	10%
Homework	24%
Essays (2)	25%
Midterm Exam	20%
Syllabus Quiz	1%
Final Exam	20%

Participation

Your participation grade is based on your contribution to class activities, including your collaboration with peers and engagement with class discussions. The regular use of English during class time will result in a lower final participation grade.

Homework

Your daily assignments may include textbook activities and readings. Unless otherwise stated in the syllabus, homework should be completed on Canvas. Homework must be submitted on Canvas by 11:59 pm on the due date.

Essays

Students will turn in two (2) essays, with two to three drafts per essay. Essays will be brainstormed and peer-reviewed during class time, but essays should be written at home (not during class time). No help may be obtained outside of class from friends, more proficient speakers, or former instructors for writing your essays. You are allowed to receive feedback on your writing assignments, either from the University Center for Excellence in Writing (UCEW) or from your instructor. Accent marks and Spanish special characters must be typed, and the Spanish spell-checker should be used. Compositions that do not meet these requirements will not be graded. Essays must be submitted on Canvas by 11:59 pm on the due date. Essay specifications will be mentioned in class and will be posted on Canvas.

Chapter Exams

Students will take a midterm exam. All exam dates are included in the syllabus. There are NO makeup exams except under extraordinary circumstances that must be approved by the course coordinator. Work schedules, travel plans, and personal events such as weddings, graduations, interviews, etc. do not constitute exceptions.

Syllabus Quiz

This quiz will test your familiarity with the syllabus and is worth 1% of your overall grade.

Final Exam

This exam will incorporate material from all chapters covered in the course but will emphasize the chapters not covered in the midterm exam. The final exam will be in person and has no make-ups.

Grading Scale

It is important to remember that no grade is “given”. Instead the student earns points, which will be objectively calculated on a 100-point scale. There is no extra credit. The following are the cutoff points for each grade:

A (93-100); A- (90-92); B+ (88-89); B (83-87); B- (80-82); C+ (78-80); C (73-77); C- (70- 72); D+ (68-70); D (63-67); F (63 and below)

Attendance and Classroom Etiquette

Attendance Policy:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence.

Only two (2) absences allowed during the semester. Each additional 2 absences will lower the final course grade by one-half grade. The effect of absences (or chronic lateness to class) upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness,¹ family emergencies, military

¹ If a student begins experiencing a fever, chills, or cough, it is asked that the student remain at home until they have been symptom-free for at least 24 hours. In the event of personal or family illness, additional absences will not penalize the student.

obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include:

- participating on an athletic or scholastic team
- musical and theatrical performances
- debate activities

It is the student's responsibility to give the instructor notice prior to any anticipated absences and to make arrangements to make up missed work (exams, essays).

Electronics Etiquette:

Computers may be necessary during class time to access the e-Text as well as to conduct research and to engage with online class activities. The use of social media platforms (Instagram, iMessage, Facebook, etc) on computers, tablets, or phones during class time is prohibited unless it is for an activity related to this class.

E-mailing Your Instructor:

Please use your FAU account when e-mailing your instructor. Personal emails (e.g., hotmail, yahoo, g-mail, etc.) often go to spam.

Other Important Information

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Counseling and Psychological Services (CAPS) Center:

Life as a university student can be challenging physically, mentally and emotionally. Consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses: in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 111F (561-799-8585). However, disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/

Plagiarism and Academic Integrity:

The following practices, among others, are considered instances of plagiarism:

- copying and pasting from outside references or electronic sources
- paraphrasing or translating without acknowledging the source
- using online translators in any capacity (e.g. Google Translate)
- getting revising/rewriting help from more advanced speakers other than your instructor

Your instructor is a professional trained in language teaching and linguistic competence. They can easily recognize work that is not your own. Know what plagiarism is; ignorance will not excuse the offense. If you have any questions about plagiarism, please ask your instructor. You are allowed to use an online dictionary (not online translators) such as wordreference.com.

In the event that a student is found to have committed plagiarism or other forms of academic dishonesty, he/she will receive a zero on the assignment and the incident will be reported to the pertinent administrative office.

The instructor will determine the penalty to be administered to the student in the course. Penalty grades cannot be removed by drop, withdrawal, or forgiveness policy. Students should be aware that, in some Colleges/programs, failure in a course or a finding of dishonesty may result in other penalties, including expulsion or suspension from the College/program. For details, see the [FAU Code of Academic Integrity](#).

Other Useful Websites:

[University Center for Excellence in Writing](#)

[FAU Education Abroad](#)

Important Dates:

Go to the following link to the FAU academic calendar to find important dates (i.e., drop add period, withdraw deadlines, etc.) <http://www.fau.edu/registrar/acadcal.php>

Calendario del curso

Otoño 2023

PREPARACIÓN PARA LA PRÓXIMA CLASE

Study the pages listed and complete the activities on Canvas (tarea and quizzes). All Canvas activities and written assignments are due by 11:59pm before the following class unless otherwise indicated.

Fecha	Clase	
<i>Semana 1</i>		
	Introducción al curso	<ul style="list-style-type: none"> • Leer <i>Repase y escriba</i> pp. 2 • Hacer tarea en Canvas
	Lectura (Cap. 1, pp. 2-7)	<ul style="list-style-type: none"> • Leer <i>Rye</i> pp. 7-23 (saltar [skip] las secciones “Aplicación”) • Hacer tarea en Canvas
<i>Semana 2</i>		
	Sección Gramatical (Cap. 1, pp. 7-18) Sección Léxica (Cap. 1, Capp. 18-23)	<ul style="list-style-type: none"> • <i>Rye</i> pp. 28-30 y pp. 33-44 • Hacer tarea en Canvas
	Lectura (Cap 2, pp. 28-30) Sección Gramatical (Cap. 2, pp. 33-44)	<ul style="list-style-type: none"> • <i>Rye</i> pp. 45-48, 54 • Tarea en Canvas
<i>Semana 3</i>		
	Léxica (Cap 2, pp. 45-49) Lectura (Cap. 3, pp. 54-58)	<ul style="list-style-type: none"> • <i>Rye</i> pp. 59-77 (saltar secciones “Aplicación”) • Tarea en Canvas
	Sección Gramatical (Cap 3, pp. 59-77)	<ul style="list-style-type: none"> • <i>Rye</i> pp. 24-26, 49-52 • Tarea en Canvas
<i>Semana 4</i>		
	Para escribir mejor (Cap. 1 y 2, pp. 22-24, 49-52) Taller de escritura (Essay workshop)	<ul style="list-style-type: none"> • <i>Rye</i> pp. 72-77, 84 (saltar secciones “Aplicación”) • Tarea en Canvas
	Léxica (Cap 3, pp. 72-77) Lectura (Cap. 4, pp. 84-87)	<ul style="list-style-type: none"> • <i>Rye</i> pp. 90-108 (saltar secciones “Aplicación”) • Tarea en Canvas • Escribir trabajo 1
<i>Semana 5</i>		
	Sección Gramatical (Cap. 4, 90-108) Revisión por pares	<ul style="list-style-type: none"> • <i>Rye</i> pp. 108-111, 123-133 (saltar secciones “Aplicación”) • Tarea en Canvas • Revisar trabajo 1
	Léxica (Cap. 4, 108-111) Sección Gramatical (Cap. 5, pp. 123-133)	<ul style="list-style-type: none"> • <i>Rye</i> pp. 133-137, 143, 143-148 (saltar secciones “Aplicación”) • Tarea en Canvas

Florida Atlantic University
Dorothy F. Schmidt College of Arts and Letters
Department of Languages, Linguistics, and Comparative Literature

<i>Semana 6</i>		ENTREGAR TRABAJO 1 (26-30 de septiembre)
	Léxica (Cap. 5, 133-137) Lectura (Cap 6. 143-148)	<ul style="list-style-type: none"> • Rye pp.148-157, 159-162 (saltar secciones “Aplicación”) • Tarea en Canvas
	Sección Gramatical (Cap. 6 pp. 148-157) Sección Léxica (Cap. 6, pp. 159-162)	<ul style="list-style-type: none"> • Rye pp. 168, 175-190 (saltar secciones “Aplicación”) • Tarea en Canvas
<i>Semana 7</i>		
	Lectura (Cap. 7, pp. 168-174) Sección Gramatical (Cap. 7, pp. 175-190)	<ul style="list-style-type: none"> • Rye pp. 193-196 (saltar secciones “Aplicación”) • Tarea en Canvas
	Sección Léxica (Cap. 7, pp. 193-196)	<ul style="list-style-type: none"> • Estudiar para Midterm Exam
<i>Semana 8</i>		
	MIDTERM EXAM	<ul style="list-style-type: none"> • Rye 207-216 (saltar secciones “Aplicación”) • tarea en Canvas
	Sección Gramatical (Cap. 8, pp. 207-216)	<ul style="list-style-type: none"> • Rye pp. 217-222, 229 (saltar secciones “Aplicación”) • Tarea en Canvas
<i>Semana 9</i>		
	Sección Léxica (Cap. 8, 217-222) Lectura (Cap. 9, pp. 229-232)	<ul style="list-style-type: none"> • Rye pp. 235-248, 249-254 (saltar secciones “Aplicación”) • tarea en Canvas
	Sección Gramatical (Cap. 9, pp. 235-248) Léxica (Cap. 9, pp. 249-254)	<ul style="list-style-type: none"> • Rye pp. 259, 265-274 (saltar secciones “Aplicación”) • Tarea en Canvas
<i>Semana 10</i>		
	Lectura (Cap. 10 pp. 259-264) Sección Gramatical (Cap. 10, pp. 265-274)	<ul style="list-style-type: none"> • Rye pp. 78-80, 302-306, 337-339 •
	Para escribir mejor (Cap. 3, 11, 12) Taller de escritura	<ul style="list-style-type: none"> • Rye pp. 275-279 • Tarea en Canvas • Escribir trabajo 2
<i>Semana 11</i>		
	Léxica (Cap 10, pp. 275-279) Revisión por pares	<ul style="list-style-type: none"> • Rye pp. 288-295 y 296-301 (saltar secciones “Aplicación”) • Tarea en Canvas • Revisar trabajo 2
	Sección Gramatical (Cap. 11, 288-295) Sección Léxica (Cap. 11, 296-301)	<ul style="list-style-type: none"> • Rye pp. 314, 319-330 (saltar secciones “Aplicación”) • Tarea en Canvas
<i>Semana 12</i>		ENTREGAR TRABAJO 2 (7 - 11 de noviembre)

Florida Atlantic University
Dorothy F. Schmidt College of Arts and Letters
Department of Languages, Linguistics, and Comparative Literature

	Lectura (Cap 12, pp. 314-319) Sección Gramatical (Cap. 12, pp. 319-330)	<ul style="list-style-type: none"> • <i>Rye</i> pp. 330-335 (saltar secciones “Aplicación”) • Tarea en Canvas
	[Clase pre-grabada] Léxica (Cap. 12, pp. 330-335)	<ul style="list-style-type: none"> • <i>Rye</i> pp. 341, 346-359 (saltar secciones “Aplicación”) • Tarea en Canvas
<i>Semana 13</i>		
	Lectura (Cap. 13, pp. 341-345) Sección Gramatical (Cap. 13, pp. 346-359)	<ul style="list-style-type: none"> • <i>Rye</i> pp. 360-364, 370 (saltar secciones “Aplicación”) • tarea en Canvas
	Léxica (Cap. 13, pp. 360-364) Lectura (Cap. 14, pp. 370-375)	<ul style="list-style-type: none"> • <i>Rye</i> pp. 375-387 (saltar secciones “Aplicación”) • Tarea en Canvas
<i>Semana 14</i>		
	Sección Gramatical (Cap. 14, 375-387)	<ul style="list-style-type: none"> • <i>Rye</i> pp. 387-392 (saltar secciones “Aplicación”) • tarea en Canvas • Estudiar para examen final
	Día de acción de gracias (No hay clase)	
<i>Semana 15</i>		
	Léxica (Cap. 14, pp. 387-392)	<ul style="list-style-type: none"> • Estudiar para examen final
	Repaso para examen final	
Finals Week		
	EXAMEN FINAL	

*este calendario está sujeto a cambiarse a juicio de la instructora