



Gramática española avanzada (SPAN 511)

SOU Summer Language Institute

Martes y jueves, 4:15-6:15pm

14 de julio al 2 de agosto de
2024

Información de contacto

¡Hola! Me llamo Rachel Shively y soy profesora de español y lingüística aplicada en Illinois State University. No dudes en ponerte en contacto conmigo por correo electrónico si tienes preguntas. Normalmente respondo dentro de 24 horas. También estaría encantada de reunirme contigo. Solo envíame un correo y podemos programar una cita. 😊

Correo electrónico: rshivel@ilstu.edu



Descripción del curso

¡Bienvenidxs a gramática avanzada! El curso se centra en el análisis de algunos de los problemas más destacados de la gramática española y con un enfoque específico para estudiantes avanzados de español. Se pretende hacer hincapié en determinados asuntos de especial dificultad como los verbos pronominales, las preposiciones y las cláusulas subordinadas. Hablaremos tanto de los usos normativos de la gramática española como de la variación social y regional que existe en el mundo hispanohablante. Además de participar en discusiones en clase y completar ejercicios, realizarás un proyecto en el que analizarás las funciones comunicativas de algunas estructuras gramaticales.

Objetivos del curso

Objetivos del curso: Al final del curso podrás:

- Usar construcciones gramaticales de nivel avanzado en español.
- Describir conceptos gramaticales utilizando terminología lingüística.
- Describir variación social y regional en el mundo hispanohablante con respecto a la gramática.
- Analizar las funciones comunicativas de estructuras gramaticales.

Material del curso

Todas las lecturas y deberes estarán disponibles en SOU Moodle (<https://inside.sou.edu>)

Escala de calificación

A	100-94%	B-	83.9-80%	D+	69.9-67%
A-	93.9-90%	C+	79.9-77%	D	66.9-64%
B+	89.9-87%	C	76.9-74%	D-	63.9-60%
B	86.9-84%	C-	73.9-70%	F	59.9-0%

Evaluación

Participación en clase (20%)
Deberes (50%)
Proyecto (30%)

Participación en clase (20%)

Tu nota de participación se basará en lo siguiente: llegar a clase con la tarea y las lecturas completadas y participar activamente en las discusiones en clase. Debido al formato intensivo del programa SLI, la puntualidad y la asistencia a clase son sumamente importantes. No se permite ninguna falta a clase. Cada ausencia bajará tu nota por 10%. En el caso de enfermedad u otra emergencia, el estudiante debe consultar con la profesora y la directora del SLI.

Participación: criterios de evaluación

Nota	Descripción
A	<ul style="list-style-type: none">• El estudiante participa activamente en las discusiones en clase. Hace buenas preguntas, responde a las preguntas de otros y comparte sus ideas con los demás.• El estudiante demuestra haber completado las lecturas porque en sus comentarios hace referencia a ellas.• Las ideas expresadas son claras, bien argumentadas y sustentadas con ejemplos.• Los comentarios son relevantes al tema y aportan nuevas ideas a la discusión.
B	<ul style="list-style-type: none">• El estudiante participa en las discusiones en clase. De vez en cuando hace preguntas, responde a las preguntas de otros y comparte sus ideas con los demás.• El estudiante demuestra haber completado las lecturas porque en sus comentarios hace referencia a ellas.• Las ideas expresadas a veces no son del todo claras y no siempre tienen argumentos convincentes o ejemplos.• Los comentarios son relevantes al tema.
C-D	<ul style="list-style-type: none">• El estudiante no participa con frecuencia en las discusiones en clase. Casi nunca hace preguntas, responde a las preguntas de otros ni comparte sus ideas con los demás.• Los comentarios del estudiante indican que no ha completado las lecturas.• Las ideas no son bien argumentadas ni sustentadas. Son vagas y no ofrecen evidencias.• Los comentarios no son relevantes al tema o son inapropiados.
F	<ul style="list-style-type: none">• El estudiante no participa en las discusiones en clase o la conducta del estudiante perturba o impide la discusión.

Deberes (50%)

Habrá tres deberes y consistirán en ejercicios de gramática y actividades de análisis. Se buscará que pongas en práctica lo que aprendemos en clase.

Proyecto (30%)

Este proyecto te dará la oportunidad de investigar las funciones comunicativas de algunas estructuras gramaticales. El primer paso será leer información que te proporcionaré sobre las funciones de las estructuras en cuestión y completar por tu cuenta una hoja de trabajo con ejercicios de práctica. Después, debes grabar en audio una conversación de 15-20 minutos en español con un hablante nativo de español (p. ej., un miembro de tu familia anfitriona). Durante esta conversación, le harás preguntas sobre el uso de la gramática y le pedirás que te ayude a hacer algunas actividades interactivas. Si no tienes con quien grabar, avísame y te ayudaré a encontrar a alguien. Después de hacer la grabación, debes hacer un ejercicio más para evaluar tu aprendizaje y escribir un trabajo (1-2 páginas) en español reflexionando sobre lo que aprendiste a través de este proyecto. Al final, debes entregar todos los ejercicios, el audio y tu trabajo de reflexión en Moodle.

Proyecto: criterios de evaluación

Categoría	Puntos	Criterios
Contenido	___ /60	<ul style="list-style-type: none">• El trabajo de reflexión describe lo que aprendió el autor / la autora.• El/La estudiante grabó una conversación, completó todos los ejercicios y entregó el audio, los ejercicios y el trabajo de reflexión.
Gramática y uso	___ /30	<ul style="list-style-type: none">• No hay muchos errores gramaticales.• En especial, no hay muchos errores de verbos pronominales, ser/estar/tener/haber, el infinitivo, comparaciones y preposiciones.• No hay muchas faltas ortográficas.
Organización	___ /10	<ul style="list-style-type: none">• En el trabajo de reflexión, la organización es clara y lógica. El lector sigue la lectura sin problemas, sin perderse.

Horario

Fecha	Antes de clase	En clase
Semana 1		
16 de julio	Lecturas: Butt et al. (2019), págs. 208-216	Introducción Verbos en pasado
18 de julio	Lecturas: Butt et al. (2019), págs. 364-392 Para entregar: Deber 1	Verbos pronominales
Semana 2		
23 de julio	Lecturas: Iguina y Dozier (2016), págs. 270-282	Ser, estar, tener y haber
25 de julio	Lecturas: Butt et al. (2019), págs. 291-302 Para entregar: Deber 2	Usos del infinitivo
Semana 3		
30 de julio	Lecturas: Butt et al. (2019), págs. 74-84 Para entregar: Deber 3	Comparaciones de adjetivos y adverbios
1 de agosto	Lecturas: Butt et al. (2019), págs. 480-501 Para entregar: Proyecto	Preposiciones

Bibliografía

Butt, J., Benjamin, C., & Moreira Rodríguez, A. (2019). *A new reference grammar of Modern Spanish*. Routledge.

Iguina, Z., & Dozier, E. (2016). *Manual de gramática: Grammar reference for students of Spanish*. Thomson Heinle.

Raider Reminder

All students must abide by the Code of Student Conduct and Equal Opportunity, Harassment, and Sexual Misconduct Policy. Make sure that any contact with others is wanted, that any recording is done with informed consent of any other party, and that it involves no illegal downloads or activity.

In addition, we remain committed to the [University's mission and values](#). We provide a healthy, safe and civil campus; respectful, inclusive, and equitable interactions in all of our learning spaces including physical and virtual classrooms; and no tolerance for racist, sexist, or other forms of hurtful discourse.

COVID-19

We continue to monitor national and regional developments regarding COVID-related guidelines. Please refer to the [Oregon Health Authority](#) for guidance on what to do if you test positive for COVID.

SOU Cares and equity grievance reporting

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares System allows us to connect you with staff members who can assist with concerns and connect you to further available resources. This includes concerns regarding finances, food security, health, housing, mental health, wellbeing, legal concerns, family concerns, study skills, time management, etc. You are also welcome to use the SOU Cares System to share concerns about yourself, a friend, or a classmate. Go to www.sou.edu/cares to submit a note of concern.

The Dean of Students' Office and the Office of Equity Grievance provide recourse for students through the Student Code of Conduct, Equal Opportunity, Harassment and Sexual Misconduct Policy, and other applicable policies, regulations, and laws. SOU's Equity Grievance Program addresses concerns about sexual harassment, sexual assault, stalking, intimate partner violence, bias and discrimination for students, staff and faculty. Reports related to sexual misconduct, assault, harassment, or bias may be made anonymously or confidentially by completing [this form](#).

Academic honesty statement and code of student conduct

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU's Student Code of Conduct: "Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited."

Such acts include, but are not limited to: copying from the work of another person or source, and/or allowing another student to copy from one's own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another individual or source that have been taken from any published or unpublished source; placing one's name on papers, reports, or other documents that are the work of another individual or source; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another. The examples above include the use of any generative artificial intelligence tool such as ChatGPT, Dall-E 2, Stable Diffusion 2, etc. that is inconsistent with the faculty's expressed expectations for the entire course or any assignment. Note that students are responsible for any inaccurate, biased, offensive, or otherwise unethical content they submit regardless of whether or not it makes use of AI in any way.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU's [Code of Student Conduct](#). In case of loss, theft, destruction, or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all work that has been graded and returned to you.

Turnitin originality checker

Per SOU's [Code of Student Conduct](#), each student's education is the product of their own intellectual effort and engagement. Breaches of academic integrity compromise the overall quality of scholarship and detract from the value of the SOU degree. In order to provide opportunities for the instructor and students to review their work for originality, instructors may require students to submit all or some of their work to Turnitin. In order to meet this requirement, students must agree to the Turnitin End User License Agreement (EULA). Any work submitted to Turnitin without a EULA in place may not be accepted by the instructor for credit. Although Turnitin may provide your instructor with an "artificial intelligence detection score" for your work along with an originality score, such analysis is highly unreliable and no AI detection software analysis will be used as evidence in relation to Academic Honesty and the Code of Student Conduct. Any student who does not wish to accept the EULA in a course where Turnitin is required should withdraw from the course. [Learn more about Turnitin](#) and review the terms and conditions.

Emergency notifications

SOU is committed to a safe community. Student, faculty and staff emails are automatically enrolled in SOU Alert, the campus emergency communication system. In the event of emergency, closure, or other significant disruption to campus operations, such as inclement weather, messages are delivered via SOU Alert. To ensure timely notification, students, faculty, and staff are **strongly** encouraged to visit Inside SOU to register their cell phone numbers and/or add family members to the system. Campus Public Safety is available 24 hours/day by dialing 541-552-6911. CPS responds to safety concerns, incidents, and emergencies and can provide safety escorts to on-campus locations. CPS works in collaboration with Ashland Police and Fire.

Statement on Title IX and mandatory reporting

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, or when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please use [SOU's confidential advising](#) or SOU's [Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form](#).

SOU academic support / disability resources

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include information regarding Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/ modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies comply with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, mental health, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. See the [Disability Resources webpage](#) for more information or to schedule an appointment. If you are already working with Disability Resources, make sure to request your accommodations for this course as quickly as possible to ensure that you have the best possible access **since these services are not retroactive**.

All students may benefit from the ability to convert files posted in Moodle to alternate formats including audio, ebook and Braille. [Learn more about file conversion](#).

Student Health & Wellness Center (SHWC)

[SHWC](#) is an integrative health center that provides both medical and mental health services to students. SHWC is open Monday - Friday 8am-5pm (Wednesdays 9am-5pm). Students can call (541) 552-6136 to schedule an appointment or go to their health portal at <https://health.sou.edu/> to schedule an appointment online. Students can be seen the same day if they have an urgent need. They can call or walk-in to be seen that day. SHWC also offers 24/7 free, confidential mental health and well-being support through the TELUS program. Students can go to [the TELUS home page](#) to talk or chat with a provider.

Statement on military and other forms of active service duty

Pursuant to Oregon law, any student enrolled at a public university who is a member of the military, state National Guard, or other federal or state service protected by ORS 352.293 who is ordered to active duty for more than 30 consecutive days has the right to request accommodation for such service, subject to the conditions and requirements of applicable Oregon law or regulation. Such accommodations may include, but are not limited to, the right to withdraw from a course without penalty, a grade of Incomplete and option to complete at a later date once service has concluded, and/or the right to credit for any tuition and fees already paid, depending on the student's status.

Any student enrolled at a public university who is a member of the military, state National Guard, or other federal or state service protected by ORS 352.293 who is ordered to active duty for fewer than 30 consecutive days and misses a course session, assignment, examination or other coursework due to serving on active duty or is receiving medical treatment for an injury sustained on active duty has the right to request accommodation for their service or medical treatment, subject to the conditions and requirements of applicable Oregon law or regulation. Such accommodations may include, but are not limited to, the right to submit any missed examination, assignment or other course requirement upon completion of service or treatment; and/or the right to have a course grade assigned without submitting missed assignment or examinations, should the instructor determine that sufficient work has been assessed for the determination of a grade. Any student who expects to be called for active duty should contact instructors as soon as possible to discuss accommodations.

Attendance and financial aid

Students who receive federal financial aid are required to attend and participate in all of the courses for which they register, starting with the first week of class. For face-to-face courses, in-person attendance is necessary. The US Department of Education (USDE) describes the following activities as indicators of attendance and active participation (see the [formal rules](#) at the USDE website):

- Attending a synchronous class, lecture, recitation, or field or laboratory activity where there is an opportunity for interaction between the instructor and students;
- Submitting an assignment;
- Taking an assessment or an exam;
- Participating in an interactive tutorial or webinar;
- Participating in an assigned study group, group project or an online discussion; or
- Interacting with an instructor about academic matters.

The following activities are not considered by the USDE to be indicators of first-week engagement:

- Living in campus housing or using an institutional meal plan,
- Logging into an online class or tutorial without any further participation, or
- Participating in academic counseling or advising.

Instructors will report students who are absent during the first week of an in-person course or those who do not participate in an online course as described above. Any students who are reported as no-shows will have their financial aid status reviewed and their award may be adjusted as a result.
