



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Course Prefix: SPAN

Course Title: Advanced Spanish

Year: 2025

Course and Section #: 3050-010

Credits: 3

Course Description

Advanced Spanish overviews the basic grammar of Spanish. Emphasizes major concepts including mastery of verb forms, object pronouns, preterite vs. imperfect, use of the subjunctive, etc., both orally and in writing. Intended for non-native Spanish speakers who have attained competency in basic Spanish as a result of foreign residency or similar exposure to the language.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Devin Gilbert

Student Learning Outcomes

1. Apply a variety of grammatical concepts in Spanish.
 2. Analyze a variety of literary and cultural texts.
 3. Describe a variety of cultural topics orally and in writing.
 4. Write expository essays with correct grammar and usage.
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Course Materials and Texts

[Required Textbook](#)

Iguina, Zulma; Dozier, Eleanor. (2013). *Manual de gramática. Segunda edición.* Cengage Learning, Australia.

ISBN 978-1-133-93559-9

https://www.ingenieria.unam.mx/dcsyhfi/material_didactico/Literatura_Hispanoamericana_Contemporanea/Autores_G/GARCIA/Un.pdf

<https://www.cervantesvirtual.com/obra-visor/los-dos-compadres-cuentos-breves-del-barrio--0/html/>

https://www.cervantesvirtual.com/obra-visor/el-ingenioso-hidalgo-don-quijote-de-la-mancha-6/html/05f86699-4b53-4d9b-8ab8-b40ab63fb0b3_2.html#I_12

Course Requirements

Course Assignments, Assessments, and Grading Policy

Homework (Tarea)

Do the homework and do it on time. It's always from the book and will help you solidify what you're reading and what we're doing in class.

Language Learning Daily Vitamins

You will flex your creative muscles and expose yourself to Spanish in some way **every day** for **at least 10 minutes**. You're not always going to have a Spanish class, so independent learning is vital, and *language learning daily vitamins* is your opportunity to explore independent learning techniques. You'll report on your vitamin consumption once a week.

Here's a list of ideas (most effective ideas at top of list):

1. talk with someone in Spanish
 - a. check out the UVU Language Hub in the basement of the Liberal Arts building for Spanish conversation groups
 - b. book a tutoring session in the [UVU Language Lab](#)
 - c. **¡Ojo!** If you're talking with someone and about topics that don't stretch you, that's not the idea..
2. read the news ([El País](#), [El Universal](#), [CNN en español](#)) or books in Spanish appropriate to your level ([books from local libraries](#) or [from UVU's library](#) are great)
 - a. Bonus points if you can find audio to go along with book
3. listen to [podcasts](#) or watch [YouTube](#) videos in Spanish
4. listen to music in Spanish *while reading the lyrics*
5. do [interactive lessons](#) (e.g., Rosetta Stone, Duolingo, etc.)
6. read Spanish websites
 - a. from [Bike companies' websites](#) to [Wikipedia in Spanish](#), you can just find whatever interests you
7. verb conjugation drills (e.g., [conjuguemos.com](#))

Verb Practice

Do these as many times as you like; keep posting higher scores till you reach perfection :)

Compositions

Two compositions, with a 1st, 2nd, and final draft each. These are great ways to realize what you didn't know you didn't know how to say. Writing is thinking on paper, so you'll see a good record of how your brain is producing Spanish incorrectly.

Hopefully this'll help you change your brain :P

Cultural Research Project

You have two options, an in-class presentation or some type of a recording: a podcast (audio only or video too), an original song with Spanish lyrics, or a video production.

Speaking in front of people or creating a professional recording is usually different from having a more low-key conversation with people. You have to make yourself understood with less opportunities for them to negotiate meaning with you. It's a skill you've got to practice, and you get to talk about a cool piece of culture from the Spanish-speaking world while you're at it.

Assessments

Most quizzes and exams, including the final exam, will be taken **online** via **Canvas** while using **Proctorio**. Proctorio requires you use a Chrome browser with the Proctorio Chrome extension installed. For resources and guides on using Proctorio, see

- <https://www.uvu.edu/otl/faculty/proctorio.html> and
- https://www.uvu.edu/otl/students/exam_proctoring.html.

If you are having trouble with Proctorio, contact someone from the Office of Teaching and Learning with this form (<https://www.uvu.edu/success/contact.php>) or get help from them in person by going to the 5th floor of the Library.

Quizzes

There aren't too many quizzes, and you'll be allowed to retry each quiz once.

Exams

There are three of these lil' cuties along with practice exams. Study :)

Final Exam

Opens on Monday, December 9th please complete it by **Tuesday, December 10th, midnight**

Attendance and Participation Policy

You are required to attend class every day. Your instructor will keep roll and at the end of the day, assess your participation in class and assign a daily grade. The participation grade will be based on student attitude, effort, and the quality of involvement in each class. Speaking **IN SPANISH** throughout the class is essential to good participation. You can improve your daily classwork grade by

1. coming to class prepared and ready to participate on a regular basis; and
2. consistently interacting in Spanish with your instructor and classmates.

No unexcused absences are permitted. Legitimate reasons for excused absences include, but are not limited to, illness or injury, disability-related concerns, military service, death in the immediate family, religious observance, academic field trips, participation in an approved concert or athletic event, and direct participation in university disciplinary hearings.

Late Work Policy

You are responsible for completing all assigned work on time and according to assignment instructions. **Assignments turned in late on Canvas are automatically docked a certain percentage of points for each hour they are late.**

Philosophy on Grades

Language proficiency is a complex skill that requires a lot of deliberate practice to develop. I always try to honestly assess the quality of student work using a rubric so that you have a way to measure how you did, but I also try to assign grades based on the quality of the learning process (specifically according to principles of [deliberate practice](#)). Tests will be designed to measure mastery of skills or content while

assignments will be scored in a way that reflects learning process. In sum, you should value mastery of course skills/content, communication, creativity, and risk-taking.

Grading and Feedback

I will grade assignments/assessments and send you feedback within one to two weeks of receipt. If you believe I have miscalculated a grade for any assignment (i.e., I haven't done the math correctly), please let me know immediately so that we can review the numbers and make any necessary changes to your grade.

Grade Breakdown

Participation (includes attendance)	10%
Homework	5%
Quizzes	5%
Lang. Learning Daily Vitamins	5%
Verb Practices	5%
Compositions and Cultural Research	20%
Exams I, II, III	30%
Final Exam	20%

Grade Scale

A 93-100%	B+ 87-89.99%	C+ 77-79.99%	D+ 67-69.99%	E <60%
A- 90-92.99%	B 83-86.99%	C 73-76.99%	D 63-67.99%	
	B- 80-82.99%	C- 70-72.99%	D- 60-62.99%	

Required or Recommended Reading Assignments

Todas las lecturas saldrán del libro de texto del curso (de acuerdo con las páginas a continuación) o saldrán de las siguientes tres obras:

https://www.ingenieria.unam.mx/dcsyhfi/material_didactico/Literatura_Hispanoamericana_Contemporanea/Autores_G/GARCIA/Un.pdf (Un día de estos, escrito por Gabriel García Márquez. Se trata de un político corrupto)

<https://www.cervantesvirtual.com/obra-visor/los-dos-compadres-cuentos-breves-del-barrio--0/html/> Los dos compadres: Cuentos breves del barrio, escrito por Justo Alarcón. Se trata de unos compañeros chicanos en Arizona y sus memorias.

https://www.cervantesvirtual.com/obra-visor/el-ingenioso-hidalgo-don-quijote-de-la-mancha-6/html/05f86699-4b53-4d9b-8ab8-b40ab63fb0b3_2.html#I_12 El ingenioso hidalgo Don Quijote de la Mancha, escrito por Cervantes. Se trata de un señor loco que se cree caballero andante.

General Description of the Subject Matter of Each Lecture or Discussion

wk	date	what we'll do in class <small>(items that are bolded are assignments, shown to approximate when they're due. For 100% accurate due dates for any assignment, see Canvas)</small>
1	martes 7 de enero	Introducción a la clase.

	jueves 9 de enero	Unidad 1 Capítulo 1: 2–12: categorías gramaticales
2	martes 14 de enero	repaso
	jueves 16 de enero	Capítulo 1: 13–18: los sustantivos Capítulo 9: 344–354: ortografía Tarea 1
3	martes 21 de enero	Capítulo 2: 20–27: los pronombres Tarea 2 ; Tarea 3
	jueves 23 de enero	Capítulo 2: 28–47: los verbos Tarea 4
4	martes 28 de enero	Capítulo 3: 50–85: los adverbios Tarea 5 Prueba: Acentuación Verbos: abrir, ser, haber
	jueves 30 de enero	Capítulo 3: 85–98: los adjetivos Tarea 6
5	martes 4 de febrero	Capítulo 4: 100–145: las preposiciones y conjunciones Tarea 7
	jueves 6 de febrero	Repaso Tarea 8
6	martes 11 de febrero	Examen 1: (capítulos 1–4, 9) * Composición 1: primer borrador *
	jueves 13 de febrero	Unidad 2 Capítulo 5: 173–175, 159–161: modo infinitive y participio Tarea 9
7	martes 18 de febrero	Capítulo 5: 148–158, 162–167: modo condicional, modo indicativo, tiempo futuro Tarea 10 * Composición 1: segundo borrador *
	jueves 20 de febrero	Capítulo 5: 167–172: modo indicativo Tarea 11 y Tarea 12 Verbos: tener, hacer, estar
8	martes 25 de febrero	Repaso Verbos: poder, decir, ir

	jueves 27 de febrero	Capítulo 6: 178–190: modo subjuntivo Prueba de verbos
9	martes 4 de marzo	Capítulo 6: 191–203: modo subjuntivo Tarea 13 * Composición 1: versión final *
	jueves 6 de marzo	Capítulo 6: 203–218: modo subjuntivo Verbos: ver, dar, saber
10	martes 11 de marzo	SPRING BREAK. NO HAY CLASE
	jueves 13 de marzo	SPRING BREAK. NO HAY CLASE
11	martes 18 de marzo	Capítulo 6: 219–234: modo imperativo Tarea 14 Verbos: querer, llegar, poner
	jueves 20 de marzo	Capítulo 6: 234–252: cláusulas condicionales Verbos: parecer, creer, quedar Tarea 15
12	martes 25 de marzo	Capítulo 6: 252–258: secuencias temporales verbales Tarea 16 Prueba de verbos II
	jueves 27 de marzo	Repaso Tarea 17 * Composición 2: primer borrador *
13	martes 1 de abril	Examen 2: (capítulos 5–6)
	jueves 3 de abril	Unidad 3 Capítulo 7: 260–278: las variaciones léxicas Tarea 18 * Composición 2: segundo borrador *
14	martes 8 de abril	Capítulo 8: variaciones léxicas (280–305) La traducción del inglés al español Tarea 19 ; Tarea 20
	jueves 10 de abril	Corregir errores de escritura Discutir “Capítulo XIII” de <i>El ingenioso hidalgo Don Quijote de la Mancha</i>

15	martes 15 de abril	Voz pasiva
	jueves 17 de abril	Capítulo 8: amigos falsos (305–311) Tarea 21 Discutir el preámbulo y “El Parque San Lázaro” de <i>Los dos compadres: cuentos breves del barrio</i>
16	martes 22 de abril	Repaso final * Composición 2: versión final * Examen 3: (capítulo 7–8; la traducción de inglés a español)
	jueves 24 de abril	<u>Finals Week starts</u>
17	última semana de abril hasta el miércoles	<u>Final Exam will be Take-home</u> See due date and availability date on Canvas and plan accordingly

Required Course Syllabus Statements

Generative AI

Use of [Generative AI \(ChatGPT, Claude, Gemini, etc.\)](#)

Use of generative AI tools **and** machine translation tools is restricted to checking and revising original content that you produced from your brain, un-augmented, **and is only allowed when expressly indicated by your instructor**. You are not allowed to copy text from any of these tools and turn it in as your own work. If you want to learn to express yourself more naturally in Spanish, **you** need to practice expressing yourself, not copying and pasting :)

Any assignment or content composed by any resource other than the student (whether human or digital) **must be attributed to the source through proper citation**. Unacknowledged use of online learning support platforms is a form of scholastic dishonesty and will be treated as such.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers’ immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.