



## Master Course Syllabus

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

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**Semester:** Spring

**Year:** 2025

**Course Prefix:** SPAN

**Course and Section #:** 4050-001

**Course Title:** Topics in Grammar Usage and Style

**Credits:** 3

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### *Course Description*

Reviews Spanish grammar focusing on problem areas. Explores grammar as deployed in different genres. Emphasizes writing in different styles. Completers should be able to identify styles in readings and compose according to certain styles. Course conducted entirely in Spanish. Lab access fee of \$10 applies.

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### *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.*

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### *Instructor Information*

**Instructor Name:** Rebeca Lindheimer

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### *Student Learning Outcomes*

- 1 Apply intensive grammar and vocabulary with emphasis on problematic areas.
  - 2 Evaluate advanced grammar rules in formal and informal writing through paragraphs and academic essays.
  - 3 Incorporate the use of new vocabulary both orally and in writing in any situation.
  - 4 Analyze grammatical and lexical styles to be applied in writing.
  - 5 Compose according to certain grammatical styles.
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### *Course Materials and Texts*

Repase y escriba 8th edition

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## *Course Requirements*

### **Course Assignments, Assessments, and Grading Policy**

#### **Asignaciones y tareas:**

##### **1. Composiciones:**

- El alumno escribirá tres composiciones. Las composiciones deberán escribirse a máquina, a doble espacio y entregarse en las fechas indicadas en el calendario. Todas tienen un mínimo de 300 palabras.
- Las composiciones que se entreguen tarde no serán admitidas. De ser admitidas, por alguna emergencia o problema grave, valdrán solamente la mitad (la nota más alta posible es 50%).
- Los acentos/las tildes, la virgulilla de la ñe, los signos de puntuación y otros deben estar hechos a máquina.
- Hay cinco opciones, de las cuales deben elegir tres. Las opciones son:
  - Una carta formal (consejos/instrucciones en pp. 305-313, pautas 6-8 solamente)
  - Una narración (consejos/instrucciones en p. 259)
  - Una descripción (consejos/instrucciones en pp. 282-283)
  - Un informe (consejos/instrucciones en pp. 339-341)
  - Un argumento (consejos/instrucciones en pp. 367-369)

##### **2. Gramática**

- **Tareas:** Todos los ejercicios asignados deben entregarse por CANVAS en la fecha señalada. El alumno escribirá las respuestas. **Los ejercicios que se completen después del día señalado en el horario recibirán solo la mitad de los puntos. Se recibe la nota por hacer la tarea, sin importar cuántos errores haya en ellas.** Se sugiere completar los ejercicios y después repasar las respuestas usando la clave. Al ver qué errores se cometieron, el alumno debe tomar nota de sus dudas para traerlas y consultar en clase.
- **Diario:** al final de cada capítulo hay temas para escribir. Hay 14 capítulos pero solo deben escribir en el diario 10 veces. Cada alumno elegirá una de las consignas y escribirá lo pertinente en un Blue Book (o Green Book), a mano. Deberán traer este diario a clase cada viernes. La profesora elegirá diarios a corregir de manera aleatoria.
- **Pruebas:** De vez en cuando, y a discreción de la profesora, habrá pruebas relacionadas a la lectura de la fecha.
- **Presentaciones:** en pareja sobre distinciones y equivalentes. Serán evaluados de acuerdo a su preparación, su conocimiento del material, la claridad de las explicaciones, y la calidad de la práctica.

Cada pareja se apuntará para una fecha y debe hablar con el profesor sobre su presentación con anticipación.

Algunas sugerencias para las presentaciones:

- deben definir cada concepto/término importante (e.g. ¿qué es una cláusula?)
- deben explicar, con ejemplos, el punto gramatical
- deben ayudar a la clase a practicar el concepto
- la presentación debe durar 20 minutos.

### 3. Exámenes

- Los exámenes serán en persona durante el horario de la clase. Solo podrán recuperarse con una carta oficial que justifique la ausencia.

**Evaluación:** la nota final se basará en el total de puntos acumulado por el alumno y se ajustará a la siguiente escala:

94-100=A	84-86=B	74-76=C	D 64-68
90-93= A-	80-83=B-	70-73=C-	60-63=D-
87-89=B+	77-79=C+	67-69=D+	0-59: reprobado

Los puntos se consiguen realizando diversas actividades y se adjudican en las proporciones siguientes:

Tareas /Diario /pruebas	20%
Asistencia y participación	10%
Presentación	5%
Composiciones	15%
Exámenes	35%
Examen final:	15%

**Esta clase será 100 % en español-- Discurso oral y escrito**

**Preparación para las clases:** el alumno debe llegar a clase habiendo hecho las asignaciones y estudiado la materia. Se recomienda al alumno que consulte además y de manera regular alguna de las gramáticas y diccionarios de distinto tipo especialmente con las lecturas.

**Asistencia y participación:**

**La asistencia a clase es obligatoria. El alumno debe llegar a clase habiendo hecho las asignaciones y estudiado la materia.**

### Required or Recommended Reading Assignments

*Click here to enter text.*

### General Description of the Subject Matter of Each Lecture or Discussion

FECHA	EN CLASE	TAREA	
6 de enero	Introducción al curso	Leer Capítulo 1: pp. 2-18 Tarea 1: p. 14 ej. 5	

8 de enero	Pretérito vs imperfecto	Capítulo 1: pp. 18-25 Diario 1: p. 26	
10 de enero	“Equivalentes de <i>to know</i> ”	Leer Cap. 2: pp. 28-44 Tarea 2: p. 38 ej. 7	Diario
13 de enero	Ser y estar	Leer Capítulo 2: pp. 45-51 Tarea 3: p. 50 ej. 3; p. 51 Aplicación 1 Diario 2: p. 52	
15 de enero	Acentuación Presentación “Equivalentes de <i>to ask</i> ”	Leer Capítulo 3: pp.54-71 Tarea 4: p. 61 ej. 1; p. 67 ej. 1; p. 72 ej. 1	<b>AVISO: Debido a una conferencia, este día tal vez tengamos que reunirnos virtualmente. Hablaremos de opciones en clase.</b>
17 de enero	Verbos como gustar	Capítulo 3: pp. 72-81. Diario 3: p. 82	Diario
22 de enero	Expresiones de tiempo Presentación “Equivalentes de <i>to look</i> ”		
24 de enero	Repaso		Diario
<b>27 de enero</b>	<b>Examen 1</b>	Leer Capítulo 4: pp. 84-105 Tarea 5: p. 97 Aplicación 1 y 2	
29 de enero	Subjuntivo	Leer Capítulo 4: pp. 108-115 Diario 4: p. 116	
31 de enero	Presentación “Equivalentes de <i>but</i> ”	Leer Capítulo 5: pp. 118-132 Tarea 6: p. 126 ej. 1, p. 129 ej. 2	Diario
3 de febrero	Subjuntivo	Leer Capítulo 5: pp. 132-141 Diario 5: p. 142	
5 de febrero	Presentación “Usos y significados del verbo andar”	Leer Capítulo 6: pp. 144-160 Tarea 7: p. 156 ej. 1, p. 159 ej. 2	
7 de febrero	Subjuntivo	Leer Capítulo 6: pp. 161-167 Diario 6: p. 168	Diario
10 de febrero	Presentación “Equivalentes de <i>to become</i> ”		
12 de febrero	Repaso		<b>Entregar composición 1</b>
<b>14 de febrero</b>	<b>Examen 2</b>	Leer Capítulo 7: pp. 170-194	Diario

		Tarea 8: p. 180 ej.2, p. 184 ej. 2	
19 de febrero	Artículos	Leer Capítulo 7: pp. 195-201 Diario 7: p. 202	
24 de febrero	Presentación “parecer vs parecerse a”	Leer Capítulo 8: pp. 204-219 Tarea 9: p. 214 ej. 1; p. 219 ej. 2	
26 de febrero	Preposiciones	Leer cap. 8: pp. 220-229 Diario 8: p. 230	
28 de febrero	Presentación “Equivalentes de <i>to run</i> ”	Leer cap. 9: pp. 232-250 Tarea 10: p. 248 ej. 1 y 2	Diario
3 de marzo	Por vs para	Leer cap. 9: pp. 251-259 Diario 9: p. 260	
5 de marzo	Presentación “Equivalentes de <i>to take</i> ”		
7 de marzo	Repaso		Entregar composición 2 Diario
<b>17 de marzo</b>	<b>Examen 3</b>	Leer cap. 10: pp. 262-278 Tarea 11: p. 275 ej. 1	
19 de marzo	Adjetivos	Leer cap. 10: pp. 279-283 Diario 10: p. 284	
21 de marzo	Presentación “Equivalentes de <i>to miss</i> ”	Leer cap. 11: pp. 286-298 Tarea 12: p. 297 ej. 1	Diario
24 de marzo	Futuro/Condicional	Leer cap. 11: pp. 299-313 Diario 11: p. 314	
26 de marzo	Presentación “Significados y usos de la palabra <i>cuenta</i> ”	Leer cap. 12: pp. 316-332 Tarea 13: p. 324 ej. 1, p. 330 ej. 1	
28 de marzo	Reflexivo	Leer cap. 12: pp. 333-341 Diario 12: p. 342	Diario
31 de marzo	Voz pasiva		
2 de abril	Presentación “Equivalentes de <i>to move</i> ”		
4 de abril	Repaso		Entregar composición 3 Diario
<b>7 de abril</b>	<b>Examen 4</b>	Leer cap. 13: pp. 344-361 Tarea 14: p. 351 ej. 1	
9 de abril	-ing, progresivo	Leer cap. 13: pp. 362-369 Diario 13: p. 370	

11 de abril	Presentación “Equivalentes de <i>to get</i> ”	Leer cap. 14: pp. 372-390 Tarea 15: p. 382 ej. 1	Diario
14 de abril	Pronombres relativos	Leer cap. 14: pp. 391-399 Diario 14: p. 400	
16 de abril	Presentación “Equivalentes de <i>back</i> ”		
18 de abril	Repaso		Diario
21 de abril	Repaso final		
<b>30 de abril</b>	<b>FINAL</b>	<b>9:00-10:50 am</b>	

## ***Required Course Syllabus Statements***

### **Generative AI**

### **Student Responsibilities and Behavior**

Students are expected to perform in accordance with the [Student Rights and Responsibilities Code - Policy 541](https://www.uvu.edu/studentconduct/students.html) (<https://www.uvu.edu/studentconduct/students.html>). This includes the following:

- Attend and actively participate in class regularly.
- *Learn to use and navigate Canvas through the tutorial and contact the Help Desk (See UVU Policies & Services or Get Help menu to your left) if you have any problems with "technology-related" aspects of the course.*
- *Learn and use the communication tools in the online course to be present and meaningfully participate.*
- *Be accountable for course requirements, including adequate preparation through related course materials, and learning activities.*
- *Complete all assignments on time as noted in the lessons.*
- *Abide by ethical standards. Your work must be your own.*
- *Contact me as early as possible if an emergency arises. Do NOT wait until the last minute to ask for an extension. Extensions are only given when a viable emergency exists AND you have communicated with me early.*

### **Instructor Responsibilities:**

*As the instructor, I will:*

- *Respond to emails promptly, within 24 hours on school days. If multiple emails are received regarding the same question or concern, they may be responded to with an Announcement to the entire class.*
- *Provide timely, meaningful and constructive feedback on assignments.*
- *Help guide and facilitate students through course material to provide an effective learning experience.*
- *Refer students to appropriate services for issues that are non-course content specific. For instance, technical issue, writing labs, accessibility services, etc.*
- *Mentor students through the course.*

## Statement on Artificial Intelligence (AI)

A note on the use of artificial intelligence (AI) tools. The use of artificial intelligence is not prohibited in itself. There are many beneficial uses, and you will do well to learn how to use AI tools effectively. We will discuss this during the semester. Just keep in mind, that it is not appropriate to have an AI tool produce work that you submit as your own. It is appropriate to use AI tools to help you develop ideas, explore counter arguments, get feedback on areas your work might improve, and for many other uses. If you find that you are using AI to help you learn (e.g., to take full advantage of your educational *opportunity*) rather than to do work for you so you can turn something in (e.g., educational *obligation*), you are probably doing it right. When you see school as an opportunity rather than as an obligation, you open the door to the full benefits.

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## 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.

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## *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](mailto: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](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

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### 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](#).

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### **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](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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### **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](mailto: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.