



## 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

**Course Prefix:** SPAN

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

**Year:** 2025

**Course and Section #:** 4050-X01

**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.

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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:** Dr. Sara Ulloa

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### ***Student Learning Outcomes***

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

- *Repase y escriba* de Maria Canteli Dominicis (Séptima edición)
  - Ability to access Canvas
    - You will need access to a computer with camera and microphone, plus a reliable internet connection.
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## Course Requirements

### Course Assignments, Assessments, and Grading Policy

- Homework -Topics: Grammar, lexicon, discussions and writings. Weekly practice related to topics under study. Also, presentation and get to know each other activities (25% of overall grade)
- Essays -Three essays related to topic under study. One translation, one letter of presentation and a research paper (20% of overall grade)
- Quizzes -Weekly short assessments related to topic under study (5% of overall grade)
- Exams – Three online unit exams according to topics covered using Proctorio (30% of overall grade)
- Final Exam -A comprehensive exam that covers all course topics using Proctorio (20% of overall grade)

Final grades are rounded to the nearest tenth and assigned the corresponding letter grade:

A = 93-100	B - = 80-82.9	D+ = 67-69.9
A- = 90-92.9	C+ = 77-79.9	D = 63-66.9
B+= 87-89.9	C = 73-76.9	D - = 60-62.9
B = 83-86.9	C - = 70-72.9	F = 0-59.9

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### Required or Recommended Reading Assignments

All required readings use chapters from the course textbook that align with the lectures below.

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

#### Capítulo 1: La composición

- Lectura: La I latina
- Gramática: Pretérito e imperfecto
- Sección léxica:
  - Ampliación -Expresiones con *letras* del alfabeto
  - Distinciones –Equivalentes de *to know*
- Para escribir mejor: La composición
- Span 4050 Las partes fundamentales de un ensayo PDF

#### Capítulo 2: La tesis

- Lectura: Nuestros semejantes
- Gramática: Ser y estar
- Sección léxica:
  - Ampliación - Género de los nombres de animales
  - Distinciones - Equivalentes de *to ask*
- Para escribir mejor: La acentuación
- Span 4050 La tesis PDF

#### Capítulo 3: El resumen

- Lectura: Águeda
- Gramática: Gustar y otros & Los pronombres & Los tiempos verbales compuestos
- Sección léxica:
  - Ampliación –Formación y uso de diminutivos, aumentativos y despectivos

- Distinciones –Equivalentes de *to look*
- Para escribir mejor: Las palabras de enlace
  - Span 4050 Cómo redactar un resumen PDF
  - Span 4050 Algunos términos conectores PDF

#### Capítulo 4: El ensayo

- Lectura: Réquiem con tostadas
- Gramática: El subjuntivo -Cláusulas nominales
- Sección léxica:
  - Ampliación –Verbos formados con prefijos
  - Distinciones –Equivalentes de *but*
- Para escribir mejor: Usos de la coma
  - Span 4050 Cómo redactar un ensayo PDF
  - Guía básica de indicativo vs subjuntivo PDF

#### Capítulo 5: La puntuación

- Lectura: El amor en los tiempos de Skype
- Gramática: Más del subjuntivo
- Sección léxica:
  - Ampliación – La influencia del inglés
  - Distinciones –Usos y significados de *anda*
- Para escribir mejor: El punto y coma
- Span II Los signos de puntuación PDF

#### Capítulo 6: Revisión del ensayo

- Lectura: El Señor de Sipán
- Gramática: Más del subjuntivo
- Sección léxica:
  - Ampliación –La contribución de las lenguas indígenas
  - Distinciones –Equivalentes de *to become*
- Para escribir mejor: Otros signos de puntuación
- Guía básica del si condicional.pdf
- Span 4050 Cómo revisar y editar un ensayo PDF

#### Capítulo 7: El diálogo

- Lectura: La Bestia
- Gramática: Los artículos & Las preposiciones
- Sección léxica:
  - Ampliación –Palabras compuestas
  - Distinciones –Parecer y parecerse
- Para escribir mejor: El diálogo
- Span 4050 Recomendaciones al escribir un diálogo PDF

#### Capítulo 8: La traducción

- Lectura: Las telenovelas
- Gramática: Las preposiciones
- Sección léxica:
  - Ampliación – Sustantivos abstractos

- Distinciones –Equivalentes de *to run*
- Para escribir mejor: La traducción
- Span 4050 Recomendaciones para las traducciones PDF

#### Capítulo 9: La narración

- Lectura: Rip-Rip el aparecido
- Gramática: Por y para
- Sección léxica:
  - Ampliación –Sustantivos formados con participios pasivos
  - Distinciones –Equivalentes de *to take*
- Para escribir mejor: La narración.
- Span 4050 Recomendaciones al escribir una narración PDF

#### Capítulo 10: La descripción

- Lectura: La factura
- Gramática: Adjetivos calificativos
- Sección léxica:
  - Ampliación –Formación de adjetivos
  - Distinciones –Equivalentes de *to miss*
- Para escribir mejor: La descripción
- Span 4050 Recomendaciones para escribir una descripción PDF

#### Capítulo 11: Las cartas

- Lectura: Mensajes de texto...
- Gramática: El futuro. Conjetura y probabilidad
- Sección léxica:
  - Ampliación –Vocabulario comercial
  - Distinciones –Usos y significados de cuenta
- Para escribir mejor: Las cartas
- Span 4050 Recomendaciones al escribir una carta de presentación cuando se solicita empleo PDF

#### Capítulo 12: El informe

- Lectura: Los 33 y el milagro...
- Gramática: Los verbos reflexivos. Se impersonal. La voz pasiva
- Sección léxica:
  - Ampliación –Sustantivos colectivos
  - Distinciones –Equivalentes de *to move*
- Para escribir mejor: El informe
- Span 4050 Recomendaciones al escribir un informe expositivo PDF

#### Capítulo 13: Recursos estilísticos

- Lectura: A la deriva
- Gramática: Gerundios
- Sección léxica:
  - Ampliación –Adjetivos con equivalentes en inglés
  - Distinciones –Equivalentes de *to get*
- Para escribir mejor: Recursos estilísticos

- Span 4050 El informe estructura gráfica.pdf
- Span 4050 Cómo revisar y editar un informe académico PDF

#### Capítulo 14: Técnicas de redacción y recomendaciones de estilo

- Lectura: Las leyendas urbanas
- Gramática: Pronombres relativos
- Sección léxica:
  - Ampliación –Modismos con partes del cuerpo
  - Distinciones: Equivalentes en español de back
- Para escribir mejor: El informe
- Span 4050 Técnicas de redacción y recomendaciones de estilo PDF

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

### **Generative AI**

Keeping up with **artificial intelligence**: Believing the technology is here to stay, and will only grow, it is important to understand both its strengths and limitations. AI is a tool with potential usefulness for writers; however, AI is also fraught with serious issues. It possesses accuracy problems while simultaneously sounding very confident about its incorrectness. It also frequently generates fake citations and quotations. It cannot understand the complexities and contexts of human communication. You can use ChatGPT and others as a learning assistant, not as a crutch. If you use it, cite it at the top of your code. You are responsible to make sure that any code or content does what it is supposed to do and says what you want it to say. Don't accept anything it generates at face value without checking it critically. If it helps you learn some things faster, GREAT, just remember if you REALLY want to be good at improving your language skills, work for it.

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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.