



Georgia Tech · Ivan Allen College of Liberal Arts
School of Modern Languages

SPAN 3040
A Practical Application of Spanish Grammar

Syllabus

“La escritura es la pintura de la voz” - Voltaire

Summer 2026 – Section OL1



 Dr. Antonio Cardentey

 By appointment only via Zoom...
but feel free to message me any time – I’m
always around!

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This course will be conducted online and asynchronously, that is, without an official class schedule. Students are expected to be independent learners and have/develop time management skills.

This is a Core IMPACTS course that is part of the Humanities area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content, and support students’ broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I interpret the human experience through creative, linguistic, and philosophical works?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze and interpret the meaning, cultural significance, and ethical implications of literary/philosophical texts or of works in the visual/performing arts.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Ethical Reasoning
- Information Literacy
- Intercultural Competence

DESCRIPTION

This course reviews some of the most challenging aspects of Spanish grammar to help students improve and refine their communicative skills. Students will deepen their knowledge of grammatical rules and examine their applicability in authentic contexts, i.e., in texts produced by and for native speakers of Spanish.

PREREQUISITES

SPAN 2002, or the equivalent at another college or university / AP 4+ / IB HL 5+ / IB SL 6+ / Placement Test 451+. To succeed in this class, students must be able to at least articulate **short series of complete, simple sentences** in Spanish with ease. This is an intermediate high class. Native and bilingual speakers are welcome.

REQUIRED MATERIALS

- *Taller de escritores. Grammar and Composition for Advanced Spanish*, 4th edition (Vista Higher Learning, 2024). Online platform only.
- Laptop or computer and reliable Internet access.

COURSE OBJECTIVES AND LEARNING OUTCOMES

- ✓ Interpret and analyze authentic texts produced by native speakers, identifying how grammatical structures function in context.
- ✓ Apply core Spanish grammatical structures accurately in both written and spoken communication.
- ✓ Identify, explain, and correct grammatical errors by using digital tools and resources responsibly (including AI, when appropriate) to support language learning and revision.
- ✓ Reflect on their own language development, identifying areas of strength and opportunities for improvement.

HOW TO SUCCEED IN THIS CLASS

Key points to do well in this course are:

- ✓ **Preparation:** You need to study the assigned grammar concepts and complete the activities assigned on the Supersite before moving on to the practical activities.
- ✓ **Activities:** Make sure to complete both written and oral tasks by the designated due dates. These activities are designed to provide opportunities to practice grammar in communicative contexts, interact with your classmates, and expand and reinforce what you have learned.

✓ **Communication:** You should openly and immediately communicate your instructor anything that prevents you from attending, participating, and succeeding in class.

- The professor will use **Canvas announcements** for communication. Make sure to read these messages to avoid missing important course information that may impact your grades.
- Class activities **due dates are every day from Monday to Friday**. I'll be posting frequent reminders on Canvas, but it is your responsibility to **regularly check the calendar** included at the end of this syllabus to know in advance what activities are due each day.
- All activities assigned on *Taller de escritores* are computer graded. You are expected to spend around **30 minutes** on these activities, more or less depending on your language skills and number of attempts. All activities are untimed and 3 attempts allowed.
- You should be willing to **actively engage** in every task and **respectfully interact** with your classmates.
- The use of dictionaries, such as *WordReference* and *SpanishDict*, is fine and expected throughout the course. However, the use of any automatic translators or editors, including AI, is not allowed as these disrupt the learning process.

MAKE-UPS

A maximum of **three (3) late assignments** will be accepted in the entire semester. No late work will be accepted thereafter. Exceptions to this rule apply only in the case of official [Georgia Tech events](#), [illness](#), and [personal emergencies](#). The student must **submit relevant documentation** to the [Office of the Dean of Students](#) within one week and email the excuse letter to the instructor.

GRADED COMPONENTS

→ Preparation

Students need to study the grammar concepts and complete the preparation activities assigned on *Taller de escritores*. Activities are untimed, but **limited to three (3) attempts**, with the highest score recorded. Undone activities, or activities submitted after **11:59 pm** on the designated due dates, will automatically receive a zero (0).

→ Text Analysis

Short written analyses of a self-selected authentic text (literary, journalistic, or digital). Students will identify and explain the grammatical strategies used by the author and connect them to communicative purpose and register.

→ Communicative Tasks

Short entries in which students apply a target structure by producing an authentic text or video for a variety of communicative purposes. They then help other students identify, explain, and correct grammatical inaccuracies.

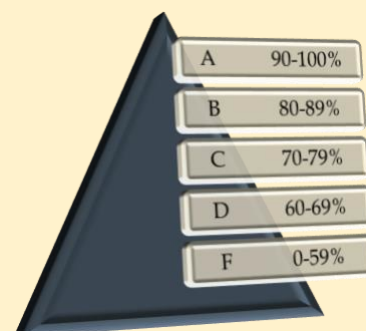
→ Final oral presentation

Students will choose a particular grammar concept of interest and conduct deeper research on it. They will then record a video using VoiceThread to present the concept in a structured manner, with real-life examples. Finally, they will reflect on how their overall grammatical understanding and application have improved, and identify areas for further development.

GRADE BREAKDOWN



LETTER GRADES



CLASS NORMS

CELL PHONES AND RELATED TECHNOLOGY

Please mute your phone and leave it in your bag during conversations. Such devices not only tend to disrupt the conversational process, but they can also be distracting to other learners who are trying to listen, converse, and take notes in a foreign language.

MAKE-UP POLICY

Any work or assessment missed due to **valid, documented excuse** will be handled on a case-by-case basis. As a freebie, a maximum of **three (3) late assignments** can be accepted in the entire semester. No late work will be accepted thereafter.

WITHDRAWAL

Disappearing without formally dropping a course or withdrawing from the University, will result in a 0 on each assignment or test you miss thereafter and will ultimately result in you receiving a grade of F at the end of the semester. As long as you are on the

roster, you will be receiving grades for assignments and conversations that you miss. Questions about refund deadlines and policies should be directed to the Office of the Registrar.

USE OF GENERATIVE AI

Generative AI tools (e.g., ChatGPT, image generators) may be used as learning aids, similar to a grammar reference or tutor, but not as a replacement for your own thinking or language production.

Permitted uses include:

- Clarifying grammar concepts and reviewing examples
- Brainstorming vocabulary and idioms
- Creating images or visuals for projects (with proper credit)
- Cultural or contextual questions related to course content

Prohibited uses include:

- Submitting AI-generated text as your own
- Completing graded assignments with AI unless explicitly allowed
- Translating full assignments instead of producing original Spanish

USE OF AUTOMATIC TRANSLATORS

The School of Modern Languages considers it a breach of academic integrity for the student to use automatic translators of any kind to complete an assignment.

Furthermore, no work should be written or edited for the student by a native speaker of the target language or another student on a higher level. See “Academic Integrity” below.

GENERAL NORMS

ACADEMIC INTEGRITY

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic [Honor Code](#). Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you are a student with learning needs that require special accommodation, contact the [Office of Disability Services](#) at (404)894-2563 as soon as possible to make an appointment

to discuss your special needs and to obtain an accommodations letter. Please, also e-mail me as soon as possible to discuss your learning needs.

STUDENT-FACULTY EXPECTATIONS AGREEMENT

At Georgia Tech we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See for an articulation of some [basic expectation](#) that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

GRIEVANCE PROCEDURES

These [procedures](#) are intended to provide students at Georgia Tech a means for setting forth grievances relating to academic matters, intellectual diversity, and grade disputes when they believe that an instructor has acted unfairly or improperly in assignment of grades.

CAMPUS RESOURCES FOR STUDENTS

There are a number of campus [resources](#) that help students succeed in their classes and ensure a positive college experience (e.g. The Center for Academic Success, The Counseling Center, Women's Resource Center, LGBTQIA Resource Center, and etc.)

CALENDARIO
(*Subject to change)

FECHA	ACTIVIDADES
29 de junio	- Leer el programa del curso (<i>syllabus</i>) - Registrarse en Supersite (ver mi anuncio en Canvas) - Subir una foto de perfil en Canvas - Grabar un video en Canvas para presentarse a la clase - Publicar al menos dos comentarios sobre los videos de sus compañeros/as
30 de junio	Supersite: - <i>The present tense; ser and estar</i> - Estructuras 1.3: Elegir - Estructuras 1.3: Completar
1 de julio	Canvas: - Análisis de textos 1
2 de julio	Supersite: - <i>Prepositions</i> - Estructuras 1.4: Preposiciones - Estructuras 1.4: ¿Por o para? - Estructuras 1.4: Completar Work ahead to have Recess Day FREE! ☺
3 de julio	Canvas: - Tarea comunicativa 1 Work ahead to have Independence Day FREE! ☺
6 de julio	Supersite: - <i>Narrating in the past</i> - Estructuras 2.3: Escoger - Estructuras 2.3: Elegir - Estructuras 2.3: En pasado
7 de julio	Canvas: - Análisis de textos 2
8 de julio	Supersite: - <i>Adjectival relative clauses</i>

	- Estructuras 2.4: Elegir - Estructuras 2.4: Completar - Estructuras 2.4: Oraciones
9 de julio	Canvas: - Tarea comunicativa 2
10 de julio	Supersite: - <i>Passive constructions</i> - Estructuras 3.3: Elegir - Estructuras 3.3: Convertir - Estructuras 3.3: De activas a pasivas
13 de julio	Canvas: - Análisis de textos 3
14 de julio	Supersite: - <i>The future and the conditional</i> - Estructuras 3.4: Predicciones - Estructuras 3.4: Deseos - Estructuras 3.4: Elegir
15 de julio	Canvas: - Tarea comunicativa 3
16 de julio	Supersite: - <i>Infinitives and participles</i> - Estructuras 4.3: Escoger - Estructuras 4.3: ¿Infinitivo, participio o gerundio? - Estructuras 4.3: Verbos
17 de julio	Canvas: - Análisis de textos 4
20 de julio	Supersite: - <i>The subjunctive I</i> - Estructuras 4.4: Oraciones - Estructuras 4.4: Escoger - Estructuras 4.4: Elegir
21 de julio	Canvas: - Tarea comunicativa 4

22 de julio	Supersite: - <i>The subjunctive II</i> - Estructuras 5.4: Escoger - Estructuras 5.4: Unir - Estructuras 5.4: En otras palabras
23 de julio	Canvas: - Análisis de textos 5
24 de julio	Supersite: - <i>Si clauses</i> - Estructuras 5.6: si clauses: Elegir - Estructuras 5.6: si clauses: Si... - Estructuras 5.6: si clauses: Completar
27 de julio	Canvas: - Tarea comunicativa 5
28 de julio	Supersite: - <i>Other uses of se</i> - Estructuras 5.5: Escoger - Estructuras 5.5: Reescribir - Estructuras 5.5: Se aprende
29 de julio	Canvas: - Análisis de textos 6
30 de julio	Supersite: - <i>Verbal periphrases and modal verbs</i> - Estructuras 6.4: Elegir - Estructuras 6.4: Biografía
31 de julio	Canvas: - Tarea comunicativa 6
6 de agosto	Presentación final