

THE UNIVERSITY OF TEXAS AT TYLER
SPRING 2026, SPAN 4314
ADVANCED SPANISH COMMUNICATION II
MWF 9:05-10:00

Instructor: Gregory Utley, PhD

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Office hours: MW 12:30-2:30; TR 12:00-1:30, or by appointment or through Zoom (please send an email for time and link).

Description of the Course: SPAN 4314 in the Spring Semester 2026 will provide opportunities for the review, expansion, and practice of reading, listening, and writing skills in Spanish while increasing each student's awareness of Hispanic culture.

Recommended Prerequisite: Successful completion of Spanish 2611 or its equivalent.

Required textbook (available at UT Tyler Bookstore):

García Serrano, María Victoria, et al. *¡A que sí!* 5th ed. Boston: Cengage, 2020. ISBN: 9780357295199. **Note:** This is a loose-leaf edition with access to the online platform MindTap.

Course Objectives/Learning Outcomes:

- to increase oral and written proficiency.
- to expand and perfect knowledge of vocabulary and grammatical structures.
- to improve reading and writing skills.
- to develop critical thinking abilities.
- to increase awareness and understanding of Hispanic cultures.

Course Requirements

Examinations: There will be three in-class examinations during the semester (after the completion of Chapters 7 and 8; after the completion of Chapters 9 and 10; and after the completion of Chapters 11 and 12. Dates for these examinations may be found in the Course Outline).

MindTap Exercises: Each student will need to complete periodic online MindTap grammar and vocabulary exercises for chapters 7-12.

Textbook/Homework Activities: Each student will need to complete and turn in textbook and any other homework activities assigned by the instructor.

Semester Project: “Hispanic Voices: A Cultural and Linguistic Portfolio”

Project Overview

Students will create a **multimodal portfolio** titled *Hispanic Voices*, demonstrating their progress in **reading, listening, writing, and cultural understanding** in Spanish. The project requires students to engage with authentic materials from the Hispanic world and respond to them critically and creatively. The project/portfolio should be uploaded to Canvas on or before Friday, 24 April.

The final portfolio will include three major components:

1. **Reading Analysis (3 texts)**
2. **Listening Logs (3 audio/video sources)**
3. **A Short Reflective Essay**

1. Reading Analysis (3 texts)

Purpose

To develop critical reading skills through engagement with authentic Spanish-language materials.

Student Tasks

Students select **three readings**, each from a different Spanish-speaking country. They may choose:

- Short stories
- Newspaper or magazine articles
- Essays
- Excerpts from novels
- Cultural commentary pieces

For each reading:

- Provide a **1–2 paragraph summary** in Spanish.
- Write a **short critical response** (approx. 200 words) analyzing:
 - Cultural themes
 - Vocabulary or structures that were challenging
 - What the text reveals about the country or community

Assessment (25%)

- Clarity of Spanish
- Depth of cultural interpretation
- Appropriate selection of texts

2. Listening Logs (3 audio/video sources)

Purpose

To strengthen listening comprehension and engagement with contemporary Hispanic voices.

Student Tasks

Students choose **three listening materials**, such as:

- Podcasts in Spanish
- News broadcasts (e.g., RTVE, CNN en Español, Radio Ambulante)
- Interviews or documentaries
- YouTube educational channels from Spanish-speaking creators

For each listening entry:

- Record the source and length (minimum 5 minutes).
- Provide a **summary** (100-150 words).
- Identify **new vocabulary** (5–10 items).
- Discuss **how the material reflects aspects of Hispanic culture or society**.

Assessment (25%)

- Comprehension and detail
- Vocabulary expansion
- Cultural connections

3. A Reflective Essay

Purpose

To help students evaluate their own growth.

Student Tasks

A **reflective essay** in Spanish of 200 words or more discussing:

- Growth in reading, listening, and writing skills (in Spanish)
- Cultural insights gained throughout the semester
- How the project (and course) changed or expanded their understanding of the Hispanic world

Assessment

- Thoughtfulness and depth
- Clear, accurate Spanish
- Evidence of learning

Evaluation (Each category's weight/percentage of course grade):

MindTap Exercises	20%
Textbook Activities	20%
Examinations	40%
<u>Semester Project/Portfolio</u>	20%
	100%

Grading Scale (based on the sum of the percentages earned from each category):

**100-90% =A
89-80% =B
79-70% =C
69-60% =D
59-00% =F**

Course Outline (Subject to Modification): Week of:

- **Jan 12:** Course Introduction; Cap. 7
- **Jan 19: (No class Monday 19 Jan, El Día de Martín Luther King):** Cap. 7
- **Jan 26:** Caps. 7/8
- **Feb 2:** Cap. 8
- **Feb 9:** Cap. 8
- **Feb 16:** Cap. 9; **Feb 18: EXAM I (Caps. 7 and 8)**
- **Feb 23:** Cap. 9
- **Mar 2:** Caps. 9/10
- **Mar 9:** Spring Break/Vacaciones de primavera
- **Mar 16:** Cap. 10

- **Mar 23:** Cap. 10/11; Mar 25: EXAM II (Caps. 9 and 10)
- **Mar 30:** Cap. 11
- **Apr 6:** Cap. 11/12
- **Apr 13:** Cap. 12
- **Apr 20:** Cap. 12; Apr 24: EXAM III (Caps. 11 and 12)

Email: Email for this class will be checked regularly on weekdays between 10:30 a.m.-5:00 p.m. Email will be responded to within twenty-four hours on weekdays (excluding vacations periods). Email will typically not be responded to on weekends. On occasion, a faculty meeting, student meeting, or other commitment/appointment may prevent me from checking email during the scheduled time; however, email will be checked as soon as possible after the meeting or appointment.

Note: This course is enrolled in Canvas. The instructor will use the site for posting the syllabus, exams, grades and for making announcements. The instructor reserves the right to make minor changes to the syllabus at his discretion and according to how the course develops during the term. Any such changes will be announced in class and posted on Canvas. Not reading or understanding the syllabus does not excuse a student from course deadlines and obligations. Please direct all questions about the syllabus to the instructor.



University Policies and Information

Last Update – 5/30/2024

Withdrawing from Class

Students may withdraw (drop) from this course using the [Withdrawal Portal](#). Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email enroll@uttyler.edu to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully read the implications for withdrawing from a course and the instructions on using the [Withdrawal portal](#).

Texas law prohibits students from dropping more than six courses during their entire undergraduate career*. The six courses dropped include those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has

on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. CAUTION #1: Withdrawing before census day does not mean you get a full refund. Please see the [Tuition and Fee Refund Schedule](#). CAUTION #2: All international students must check with the [Office of International Programs](#) before withdrawing. All international students are required to enroll full-time for fall and spring terms. CAUTION #3: All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. CAUTION #4: All veterans or military-affiliated students should consult with the [Military and Veterans Success Center](#).

* Students who began college for the first time before 2007 are exempt from this law.

Artificial Intelligence Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. Refer to the About This Course section of the UT Tyler Syllabus Module for specific information on appropriate use of AI in your course(s).

Final Exam Policy

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

Incomplete Grade Policy

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

Grade Appeal Policy

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the [Registrar's Form Library](#).

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler/> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079."

Military Affiliated Students

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The [Military and Veterans Success Center \(MVSC\)](#) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

Students on an F-1 Visa

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

Academic Honesty and Academic Misconduct

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the [Student Conduct and Discipline policy](#) in the Student Manual Of Operating Procedures (Section 8).

FERPA

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in [University Policy 5.2.3](#). The course instructor will follow all requirements to protect your confidential information.

Absence for Official University Events or Activities

This course follows the practices related to [Excused Absences for University Events or Activities](#) as noted in the Catalog.

Absence for Religious Holidays

This course follows the practices related to [Excused Absences for Religious Holy Days as noted in the Catalog](#).

Absence for Pregnant Students

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students

should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the [Pregnant and Parenting Self-Reporting Form](#).

Campus Carry

We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>.

AI Statement:

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You can use AI programs (ChatGPT, Copilot, etc.) in this course. These programs can be powerful tools for learning and other productive pursuits, including completing assignments in less time, helping you generate new ideas, or serving as a personalized learning tool. However, your ethical responsibilities as a student remain the same. You must follow UT Tyler's Honor Code and uphold the highest standards of academic honesty. This applies to all uncited or improperly cited content, whether created by a human or in collaboration with an AI tool. If you use an AI tool to develop content for an assignment, you must cite the tool's contribution to your work.