

LSPA 400 Advanced Spanish Communication

Spring 2026



Instructor:

Andrea Rice Purdy

Office/Office Hours:

Clark C 109 MW 2:30-3:30pm, Online TR 1:00-2:30 or appointment. If my door is open, please stop in! If the times listed conflict, let me know and we will find a time that works for both of us!

Textbook and Resources:

Textbook: *Materials are online and workbook to be purchased from .*

Classroom & Class time & Days:

Section 3 - MWF - 1:00-1:50 – Eddy 102

EPF - This course is part of the EPF (Early Performance Feedback) courses which means that you will receive notification of your progress within the first five weeks of the semester. This program is intended to provide you with timely feedback about your course progress so that you can make informed decisions and improve your academic performance.

Inclusivity Statement

If you are here, I am thinking that you like the idea of trying to understand and communicate with people from different backgrounds and beliefs, so let's acknowledge that we all bring different viewpoints and beliefs but that will make for a great class so long as we work to build a community that values what each of us brings to the table. It is my hope that all of us feels that we belong and that we welcome and respect all perspectives as we work to support each other in the learning process. As your instructor, I ask you to commit to working alongside me in creating an environment that allows for inquiry and self-expression. We need to recognize and allow viewpoints that may be different from our own. I have always felt that I have much to learn from you and I value what each of you brings to the class. It is important that you all feel comfortable in expressing your ideas, opinions and experiences. Let's work so that everyone succeeds. If there are moments when you are struggling and need help, let me know. I will do my best to help you!

Teaching Philosophy

I aim to foster a deep appreciation for other languages, literatures and cultures. I recognize that not everyone will walk away loving every aspect of the material taught, but I hope that you leave with a newfound awareness and respect for the diversity of human experience. In many ways, teaching and learning are two sides of the same coin-each enhances the other and both are essential to personal and intellectual growth. I use a variety of strategies to accommodate different learning styles, and the variety of assessments aim to incorporate those different learning styles and to help me assess your progress in learning. Please don't hesitate to always ask questions and ask for explanations on your grades if you need them. I promote a safe climate where we examine content from multiple perspectives, and I like to foster a student-centered active learning classroom.

OBJECTIVES

Reading & Analysis

- Read and critically analyze complex texts in Spanish from diverse genres and cultural contexts
- Identify narrative techniques, authorial intent, tone, and connotative meanings in readings
- Compare cultural themes and perspectives across multiple texts

Grammar & Language Structure

- Use advanced verb tenses, moods, and aspects with precision and confidence
- Incorporate complex grammatical structures consistently in your speaking and writing
- Identify and explain advanced language structures in your own work

Writing & Creative Production

- Create original stories, poems, and plays that demonstrate grammatical precision and sophisticated vocabulary
- Produce texts in multiple formats (narrative, dramatic, poetic, academic) that express complex ideas with clarity and nuance
- Compose well-organized academic essays that develop complex arguments with supporting evidence
- Write detailed, cohesive paragraphs and extended narratives using advanced language structures
- Adapt and reimagine content from source texts to create original creative works

Vocabulary

- Expand your active vocabulary across academic, professional, cultural, and literary domains
- Use precise, context-appropriate language in both formal and informal settings

Speaking & Discussion

- Communicate your ideas on contemporary issues in a critical, organized, and persuasive way
- Participate confidently in academic discussions using appropriate discourse strategies
- Exchange detailed information through complex questions and responses in various contexts

Cultural & Metalinguistic Competence

- Demonstrate intercultural awareness and understanding in your use of Spanish
- Reflect on and analyze your own language development and learning strategies

Students will be able to do the following:

Create Original Works in Spanish

- Write an original short story (3-5 pages) with developed characters, plot, and dialogue
- Compose poems demonstrating literary devices and imagery
- Create a one-act play or dramatic scene with authentic dialogue
- Adapt existing texts into reimagined creative pieces in different genres

Write Academic Essays

- Produce a 5-7 page research essay with a clear thesis, textual evidence, and critical analysis
- Develop complex ideas in cohesive, sophisticated paragraphs

Analyze Literature Critically

- Read and discuss complex Spanish texts, identifying themes, symbolism, narrative techniques, and cultural context
- Articulate how an author's stylistic choices create meaning

Communicate at an Advanced Level

- Participate in seminar-style discussions entirely in Spanish, defending interpretations and engaging with peers
- Present and discuss their own creative work, explaining linguistic and artistic choices
- Debate contemporary issues with organized, nuanced arguments

Demonstrate Linguistic Control

- Use the full range of verb tenses and moods (including all subjunctive forms) with precision
- Express abstract and complex ideas with fluency and accuracy
- Self-edit their work, identifying and correcting advanced grammatical structures

Function Independently in Spanish

- Engage with Spanish-language media (literature, film, news) and discuss it critically without preparation
- Operate confidently in Spanish across creative, academic, conversational, and professional contexts

RESPONSIBILITIES:

-Attend class regularly and actively participate in all activities.

-Homework must be turned in on time at the beginning of class. If the student is unable to attend, homework can be turned in via email before class. No late assignments will be accepted.

-Use Spanish correctly in all written assignments. The evaluation of said assignments will reflect content, organization of ideas, correct grammar use. Errors that make comprehension difficult will affect the grade.

-All conversations in class will be in Spanish.

IMPORTANT: Upon staying in class, you indicate that you have read the entire program and accept complying with it and all the assignments given. Since the readings, the exams, exercises and class discussions will be only in Spanish, it will be assumed that you have a solid written and oral ability in the language. You will be responsible for having read the assigned material BEFORE class. This is very important for all students but specifically for those whose linguistic ability is not sufficiently advanced to be able to follow and participate in discussions in class.

Additional information: 1). Please silence your phone in class. Using it during class is a distraction to you and all in the class. If it is an emergency, please talk to me beforehand. 2.) No use of computers is allowed unless it has been cleared by your instructor.

Components of Class

30% Exams - will assess usage of relevant vocabulary and grammar, written accuracy, and some cultural information. (Three exams)

30% Compositions (3) - There will be three oral evaluations. Two of them will be recorded and submitted. The first one will be with a partner, the second will be individual, and the third will be completed in a group and presented in class if time permits. If time does not permit, it will be submitted in a recording. (Three oral evaluations with formative versions before completing three summative evaluations).

25% Oral Presentations - The written assignments will focus on vocabulary usage, grammatical proficiency, organizational skills, critical thinking skills, and confidence presenting your opinions. (Three compositions with formative versions and three summative versions).

10% Tarea – There are two types of tareas. Some are completed in Canvas and some are in the workbook you will purchase. Both will provide abundant practice with vocabulary, grammar explanations and practice.

5% Participación - You will strengthen your oral and written communication skills in Spanish while practicing vocabulary and grammar usage in class conversation, discussion, and writings. We need in you in class to be part of our community! Come to class willing to contribute in order to practice speaking! (Rubric in Canvas)

The points accumulated in the above areas will be totaled and the percentage will determine the final grade as follows:

A: 93 or more;

A-: 90-92.99;

B+: 87-89.99;

B: 83-86.99;

B-: 80-82.99;

C+: 77-79.99;

C: 73-76.99;

D: 60-72.99;

F: <60



Please note that a **C** is 73-76 and a **D** is 60-72.99

Policies and Class Preparation Please see the LLC Attendance Policy at the end of the syllabus for further clarification.

- 1. Attendance and Make-up Policy:** There is no attendance grade but there is a participation grade which will be affected if not in class. I will work with you to help you within reason to make-up missed assignments and assessments and will offer two ways to make up 3 missed days of participation. I respect the Student Disability Center's accommodations and ask that each student with accommodations make an appointment to speak with me the first week of classes so I can learn how to best help you and to give you advice on how to be successful in this class.
- 2. Prepare for class:** Staying up to date with the assignments will help you put the contents into practice when we meet.

3. **Translators:** You learn by making mistakes! Please do not use any kind of AI, translator, friend or family member to complete the work for this class. Mistakes are expected as this is a learning process. Work that is deemed to be above your capabilities will be questioned. Receiving or giving help is considered academic misconduct. I view AI as a tool that can help you practice, but it does not replace actual acquisition of knowledge. It is up to you to exercise your valuable brain
4. **Calendar knowledge:** There is no attendance grade but there is a participation grade which will be affected if not in class. There are no make-ups will be allowed for exams or quizzes if the absence is not excused. I will work with you to help you within reason to make-up missed assignments and assessments, but you have to make an appointment with me within 24 hours of the assignment so that we can see what can be done. I respect the Student Disability Center's accommodations and ask that each student with accommodations make an appointment to speak with me the first week of classes so I can learn how to best help you and to give you advice on how to be successful in this class. Read the syllabus and keep abreast of potential changes, adjustments.
5. **Class Meetings:** We will be putting into practice and discussing what you have prepared and read. Before class. As a flipped class, we will work a lot in groups and pairs (in class) which means you need to prepare before class so that you can come to class prepared to work. There will be opportunities for clarifying questions about grammar and vocabulary, and we will work a lot in groups and pairs in discussion/conversation format. **For every hour** in class, a student is expected to spend **two** hours in preparation and studying outside of class.
6. By remaining in the class, the student indicates that he/she/they has/have read the whole syllabus and agree(s) to what has been set forth.

Please Ask Questions!

ACADEMIC INTEGRITY

This course will adhere to the CSU Academic Integrity Policy as found on the Student's Responsibilities page of the [CSU General Catalog](#) and in the [Student Conduct Code](#). (click on either link)

My take on AI and unauthorized outside help is as follows – AI is a tool that can be used to help practice but not substitute doing one's work. In this class, you are learning how to use Spanish and how language functions. Accessing outside help or using AI doesn't help you in **any** way with doing the hard but rewarding work of learning how a language works and how to give meaning in a second language. Learning requires engaging your brain not being passive. It fires our lovely neurons! Let's use our brain and not let AI or others make choices for us as we work to create an understanding of ourselves and the world we live in.

At a minimum, violations will result in a grading penalty in this course and a report to the Student Resolution Center.

Schedule

Please see Canvas for specific assignments and due dates. This gives a basic overview of the pages.
Note: There may be times when we have to make modifications to our schedule.

Week 1 January 21-23	La bienvenida al curso: presentación de objetivos y materiales <ul style="list-style-type: none">• Vocabulario del tema• Lectura: La enfermera
Week 2 January 26-30	<ul style="list-style-type: none">• Lectura: Continuidad de los parques•
Week 3 February 2-6	<ul style="list-style-type: none">• Lectura: Esperanza fallida• Lectura: El eclipse
Week 4 February 9-13	<ul style="list-style-type: none">• Escritura – La personificación
Week 5 February 16-20	<ul style="list-style-type: none">• Examen 1• Lectura: la culpa es de los tlaxcaltecas
Week 6 February 23-27	<ul style="list-style-type: none">• Lectura: Casa tomada

<p>Week 7 March 2-6</p>	<ul style="list-style-type: none"> • Lectura: La enemiga
<p>Week 8 March 9-13</p>	<ul style="list-style-type: none"> • Repaso • Examen 2
<p>March 16-20</p>	<p>Spring Break</p>
<p>Week 9 March 23-27</p>	<ul style="list-style-type: none"> • Lectura: Hombre pequeñito, Horchata y limonada, Tu traición
<p>Week 10 March 30 – April 3</p>	<ul style="list-style-type: none"> • Escritura – poesía– presentación oral • Presentación oral
<p>Week 11 April 6-10</p>	<ul style="list-style-type: none"> • Lectura: El hombre que se convirtió en perro
<p>Week 12 April 13-17</p>	<ul style="list-style-type: none"> • Lectura: Los fantoches •
<p>Week 13 April 20-24</p>	
<p>Week 14 April 27- May 1</p>	<ul style="list-style-type: none"> • Presentación de teatro • Presentación

Week 15 May 4-8	<ul style="list-style-type: none">• Presentación• Repaso
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LLC Attendance Policy

The Department of Languages, Literatures, and Cultures (LLC) has a pedagogical mission to develop the proficiency levels of our students in the areas of oral and written communication as well as analytical inquiry in any of the numerous languages we teach (<https://catalog.colostate.edu/general-catalog/colleges/liberal-arts/foreign-languages-literatures/languages-literature-cultures-major/>). Except in cases where courses have been carefully designed for hybrid or online delivery, in order to achieve these goals, face-to-face, in-class instruction is essential.

In consideration of CSU's policy giving authority to establish attendance policies to faculty and departments (<https://catalog.colostate.edu/general-catalog/academic-standards/academic-policies/#attendance-regulations>), LLC has outlined the following department-level standards for our faculty:

1. LLC recognizes some absences may be attributed to scenarios in which there are not opportunities to provide advanced notice or work out arrangements. However, in the majority of cases, reasonable accommodations or arrangements may and should be agreed to in advance between students and their instructors. In principle, LLC will not provide retroactive accommodations or arrangements. However, LLC recognizes four categories for potential, advanced accommodation or arrangement plans:

- a. **Student Disability Center**

Accommodations: (<https://disabilitycenter.colostate.edu/accommodations-process/>): LLC will comply scrupulously with the Americans with Disabilities Act and adhere to the specific instructions given by Student Disability Center to ensure equal access. However, students will be responsible for completing all work. LLC instructors will not retroactively go back and provide accommodations for class work or assessments prior to the receipt of the SDC Accommodations letter.

- b. **Student Case Management Arrangements:**

(<https://studentcasemanagement.colostate.edu/class-absences/>). As indicated in the SCM website, "Instructor Notification through SCM does not excuse an absence from class and any considerations for class absences are at the discretion of the individual professor." For this reason, LLC will not provide arrangements for student matters documented by Student Case Management. Any non-ADA arrangement must be worked out in detail in advance and documented in a written communication between faculty and students.

c. **Arrangements for University-sanctioned activities:**

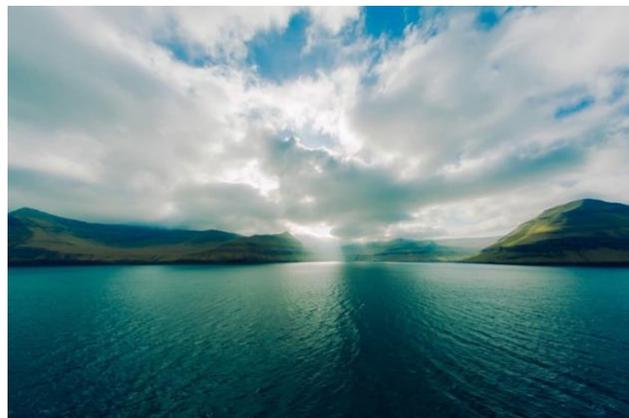
(<https://catalog.colostate.edu/general-catalog/academic-standards/academic-policies/#attendance-regulations>): students who miss classes due to University-sanctioned activities must inform their instructors prior to anticipated absences and take the initiative to make up missed work in a timely fashion. These arrangements must be worked out in detail in advance and documented in a written communication between faculty and students.

d. **Arrangements for faith-based holidays or observances:**

(<http://policylibrary.colostate.edu/policy.aspx?id=701>): students who miss classes due to faith-based holidays or observances must inform their instructors prior to the anticipated absences and take the initiative to make up missed work in a timely fashion. These arrangements must be worked out in detail in advance and documented in a written communication between faculty and students.

2. Students with unexcused absences totaling 25% of classes will be unable to finish the course with a passing grade. For example, students who miss a total of 12 hours for a 3-credit course, 18 hours for a 4-credit course, or 20 hours for a 5-credit course will be given a failing grade. LLC will work with students in this situation to provide guidance on options, such as course withdrawal, and taking an incomplete. It is the student's responsibility to initiate these conversations.

In harmony with the College of Liberal arts, LLC agrees that attendance is fundamental to our sense of community, effective pedagogy, and student success. Particularly important is engagement and attendance in the first four weeks of a course. When a student is meeting expectations at week four, it is predictive of their overall success in that course and, even more powerfully, success in the first four weeks for our new students correlates with their timely graduation. LLC's policy is designed with these goals for success in mind.





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Community Guidelines:

- Be present, be open honest and authentic.
- Speak from personal experience: use “I” sentences to share thoughts and feelings.
- Listen in an attentive and respectful manner.
- Share time: encourage the participation of other students.
- Show an attitude and desire to learn from yourself and others.
- Be open to different and new perspectives.
- Respect and maintain confidentiality – what is shared here, remains here, what is learned here is taken from here
- Be aware of the impact of identity in our discussions – we are all allowed a ‘do-over’.
- Trust that dialogue will lead to a deeper understanding.

Statement of Support for Survivors of Interpersonal Violence-

I am aware that many of my students have been or will be impacted by interpersonal violence at some point in their lifetime. This form of violence and a victim-blaming culture can impact academic performance. It is important that survivors find my class affirming, supportive and trauma-informed. If you are a survivor of sexual harassment, sexual assault, dating violence, domestic violence, stalking and/or childhood sexual abuse, know that you are not alone.

If at any point your academic performance in my class is impacted by past or recent trauma, please keep me informed on how I can best support you. If you prefer, the confidential victim advocates with the Victim Assistance Team can assist you with this communication by requesting accommodations and/or providing me with feedback on how to support you. Confidential Victim Advocates through the Victim Assistance Team in the Survivor Advocacy and Foundational Education Center LSC 234 are available 24 hours a day, 365 days a year to provide support at 970-492-4242.

QR Codes and Links for Students

[Student Case Management](#)



[Mental Health/Well Being Resources](#)



[Student Disability Center](#)



[Survivor Advocacy and Foundational Education Center](#)



[Tell Someone – Support & Safety](#)

