

Otoño de 2015

Span 3301W - Intermediate Spanish Writing

Instructor:

Office hours:

Email:

Libro de texto

Dozier & Iguina. *Manual de gramática. Versión en español* (MdeG). 2nd edition in Spanish. Boston: Heinle, 2014. ISBN: 9781285057194 (Online access and e-book.) A paper copy of the book is **not** required. To purchase the online access code and e-book go to:

<http://go.cengage.com/coursepage/SPAN3301>

If you still would like to purchase a paper copy of the book, use the following ISBN number to search for it: 978-1-133-93559-9.

Plataformas electrónicas:

Página del curso en Blackboard: <https://blackboard.vanderbilt.edu>

Página del curso en iLrn: books.quia.com/books. You have to create an account and enter your purchased book key.

Diccionario:

Diccionario de la Real Academia Española: www.rae.es

COURSE DESCRIPTION & COURSE GOALS

This course will develop advanced writing techniques in Spanish as it surveys relevant Spanish grammar. Students will be exposed to various genres and styles through the use of authentic materials and hand-on work. This course places special emphasis on the writing process (the pre-writing, writing, editing, and proofreading stages) and holds writing not to be the mere practice of grammar, but an instrument of real communication. It is expected that you will develop (a) critical reading skills (based on good models of writing, as well as your own and your classmates' writing), (b) good editing and proofreading skills, and (c) good writing strategies. This course will achieve these goals by (a) exposing you to authentic models of varied writing techniques and analyses of their organization and style, (b) giving you opportunities to explore ideas and experiment with prewriting techniques and organizational methods, (c) exposing you to meaningful and creative writing activities, both individual and collaborative, (d) promoting critical peer- and self- editing and proofreading,

(e) emphasizing the discursive and communicative nature of writing, (e) focusing both on important linguistic elements (grammar, vocabulary and connecting devices) as well as on content and organizational aspects of writing in Spanish, and (f) giving you constant feedback on your written work.

SPANISH LANGUAGE PROGRAM POLICIES

A. GRADING SYSTEM

94-100 = A	83-86.9 = B	73-76.9 = C	63-66.9 = D
90-93.9 = A-	80-82.9 = B-	70-72.9 = C-	60-62.9 = D-
87-89.9 = B+	77-79.9 = C+	67-69.9 = D+	0-59.9 = F

B. LATE WORK AND MAKE-UP EXAMS

If you present documentation of an emergency, be it medical or otherwise, your instructor will do everything s/he can to help you make up missed class work. The general rule, however, is the following: **NO LATE WORK IS ACCEPTED AND NO MAKE-UP EXAMS OR QUIZZES WILL BE GIVEN.**

C. ATTENDANCE

Attendance is **obligatory** for all Spanish language courses. Exposure to the language (writing, listening, and speaking) is a requirement of this class. It is your responsibility to attend class and keep track of your absences. In case circumstances arise that prevent you from attending class, **you are permitted three (3) unexcused absences**, about which questions will not be asked nor excuses solicited. Since 3 classes represent a whole week of formal contact, any absence beyond those classes is considered excessive. These 3 absences are not “free” but should be employed judiciously for doctor’s appointments, minor illnesses, attendance at weddings, etc. **It is also essential to be on time**; please note that each class hour will be divided into fourths. Every “quarter” you miss is a fourth of an absence, and these will accumulate throughout the semester. Thus, every four quarters will constitute another absence.

If you accumulate 4 absences, one half ($\frac{1}{2}$) percentage point per unexcused absence will be deducted from your FINAL GRADE calculation. To have your absences excused, you must provide your instructor with official documentation of the reason for your missing class (e.g. extended hospitalization, medical emergency, religious functions, etc.) **Documentation must be provided within five (5) days after you come back to class. You will have no opportunity to get any excess absences excused at the end of the semester.**

D. EXCESSIVE ABSENCES

An excess of absences in a Spanish language class will result in a failure in the course. For Spanish 3301W the number is 6. If you have accrued 3 absences your instructor will contact

you and remind you once more of the excess absences policy. If you are close to the limit, we will e-mail you and copy the message to your Dean. Once you have exceeded the limit, you will fail the course if you do not or can not withdraw.

E. VANDERBILT HONOR CODE. Honor system:

“All students are required to acquaint themselves with the provisions of the Honor System through the information in this *Handbook*.” (2006/2007 Student Handbook) *Please familiarize yourself with the Honor Code website paying particular attention to the introduction of Chapter 2 and the following topics: “The Honor Code Applied to the Preparation of Papers / Tests, Examinations and other Exercises”.*

http://www.vanderbilt.edu/student_handbook/Honor_System.htm

You are expected to adhere strictly to the Vanderbilt Undergraduate Honor Code. You are expected to neither give nor receive aid in the completion of exams, quizzes, or any work prepared outside of class that is to be submitted for a grade.

In order to attend this course, you will be asked to read, sign, turn in, and abide by the Spanish Language Program's policy on Academic Integrity and the Vanderbilt Honor Code.

F. “DEAD WEEK”

Please note that compositions, homework, or any other due assignments are not considered exams. During the last week of classes you will have to turn in these assignments. Also, on-line assignments (assessments) and oral exams (lab or classroom administered) are considered labs, and they are thus regularly scheduled during the last week of classes. There will be NO other examinations (pop quizzes, short quizzes, portions of final exams) administered during “dead week”.

G. FINAL GRADE COMPONENT WEIGHTING

		Dates
Participación en clase y tareas	15% (3 <i>períodos</i>)	
iLrn	5%	
Pruebas	32% (2)	October 9 & November 18
Presentaciones orales	5%	
Monografía final	15%	December 11
Ensayos	28%	
- Narración periodística o ensayística		1st draft: Monday, September 21
- Narración estadística		1st draft: Monday, October 12
- Reseña cinematográfica		1st draft: Monday, November 2
- Ensayo sobre un poema		1st draft: Friday, November 20

PARTICIPACIÓN EN CLASE

You are expected to study and prepare the assignments given on the syllabus BEFORE coming to class. It is especially important that you prepare the readings conscientiously. To participate actively, you will need to come to class well prepared in terms of grammar, vocabulary, and ideas. Likewise, you will need to come willing to participate in all peer editing and group work activities. In addition to class participation, your in-class performance includes your attitude towards your classmates, the degree to which you have prepared the assignments, your exclusive use of Spanish at all times during class time, etc. You will receive **3 in-class performance grades** during the semester.

GRADED WRITING ASSIGNMENTS (*ENSAYOS*)

You will write a total of 4 graded writing assignments. The first version will be worth 70% of your grade and the re-write will be worth 30% of your grade for that particular assignment.

These assignments will give you the opportunity to practice all the techniques that you have learned in the classroom and to apply the grammatical principles surveyed in the course. They will consist of the following genres or topics:

- 1) The language of history, journalism and the opinion piece (1½ pages)
- 2) The language of quantitative sciences (1½ pages, not counting graphs or other visual materials)
- 3) Film criticism (2 pages)
- 4) The interpretation of figurative language: Poetry (2 pages)

You will need a folder in which to insert your writing assignments, including all the pre-writing work: outline, drafts, first version, final version, revision sheets, and grade sheet. Writing assignments are to be typed using a 12-point font and double-spaced. **Remember, you cannot let anyone else write or correct your assignments!**

You will accomplish three goals: (1) you will practice writing strategies, (2) work on your organizational patterns, and (3) integration of specific grammar, vocabulary, and discourse connectors covered during the previous weeks.

Your instructor will return your compositions to you for a rewrite. **Rewrites are required** for every writing assignment. Final versions should substantially improve upon the original in order to raise the grade. **No late work will be accepted. First versions or rewrites turned in late will receive zero (0) points.**

HOMEWORK

Throughout the semester you will complete exercises in the iLrn platform, as well as other activities that your instructor assigns. Some of them will be ancillary exercises to your

grammar textbook whereas others will be more geared towards the practice of writing techniques. Your interaction with the exercises and activities will have a strong influence on your overall performance. **Homework is obligatory**, and you are required to complete all pages identified in the syllabus as *Tarea*. Additional homework may be assigned from the textbook or on separate sheets. **No late work is accepted**. If you are going to miss a class, you must send your work to the professor that day.

PRUEBAS

There will be two (2) *pruebas* designed to evaluate (a) your cumulative knowledge of the grammar content reviewed during the course, (b) your knowledge of connectors and transition words covered in the vocabulary sections, (c) your familiarity with the *talleres* covered in class, and (d) your ability to edit and proofread written work.

FINAL PAPER (*MONOGRAFÍA FINAL*)

Your final paper is an academic essay (4 pages not counting the bibliography) that consists of a personal interpretation of a work of fiction. The deadline to turn in your *monografía final* is Friday, December 11. Grading will be based on your use of the writing strategies and techniques, grammar, vocabulary, and discursive aspects of the Spanish language learned during the semester. For this assignment there will not be a re-write.

H. BASIC CLASSROOM COURTESY:

Students are expected to come to class on time and to stay for the full class session. They are expected to come prepared to focus on learning and to participate actively in classroom instruction. As a way to insure that there are no unnecessary distractions, students are asked to exercise common courtesy in the classroom in the following ways:

Please turn off all electronic devices (i.e., cell phones, pagers, iPods, laptops, etc.). **You may only use your laptop computer during class as directed by the instructor.**

Please focus your attention to the material being discussed in class. The classroom is not a study hall for your other courses or for leisure reading.

Please do not bring food to class; if you bring and consume a beverage, please dispose of it properly in the trash bin and do not leave it on the floor. Please note that there are explicit prohibitions against bringing food or drinks into certain classrooms on campus.

Please use the lavatory facilities **PRIOR** to arriving to class, unless, of course, it is an emergency, as entering and leaving are disruptive and distracting to both the instructor and classmates.

Please do not start packing up before the end of the official class period as others are trying to hear what the instructor or another classmate is trying to say.

Please do not participate in side discussions during classroom presentations by the instructor or other students. It is considered rude and disrespectful, not to mention you may be missing important information which is being conveyed.

Please schedule your appointments, expected phone calls, flights, etc., around your courses. If a family member or another person is scheduling a flight for you, be sure that person has a copy of your class schedule. If a given class time is not convenient for you, you should either choose another course or time block or adapt to the time you have chosen.

Please respect the questions and opinions expressed by other students in the class.

You will not be allowed to have your laptop open during class unless permitted by the instructor, nor cell phones hidden under the desks. Equally your compositions drafts should be printed before the in-class peer editing.

I. STUDENTS WITH DISABILITIES

The Department of Spanish and Portuguese is committed to making educational opportunities available to all students. In order for its faculty members to properly address the needs of students who have disabilities, it is necessary that those students approach their instructors as soon as the semester starts. They should bring an official letter explaining their specific needs so that instructors can make the appropriate arrangements. Important contacts on campus are the Opportunity Development Center (2-4705) and the Counseling Center (2-2571).

Appointments may be made with your instructor during his/her office hour to discuss or clarify grammar points, class procedures, grading, or other concerns.

J. USE OF RECORDING DEVICES

“The use of technologies for audio and video recording of lectures and other classroom activities is allowed only with the express permission of the instructor. In cases where recordings are allowed, such content is restricted to personal use only unless permission is expressly granted in writing by the instructor and by other classroom participants, including other students. Personal use is defined as use by an individual student for the purpose of studying or completing course assignments. When students have permission for personal use of recordings, they must still obtain written permission from the instructor to share recordings with others. For students registered with EAD and who have been approved for audio and/or video recording of lectures and other classroom activities as a reasonable accommodation, applicable federal law requires instructors to permit those recordings. Such recordings are also limited to personal use, except with permission of the instructor and other students in the class.”

DAILY SCHEDULE OF ACTIVITIES

Otoño de 2015

Miércoles 26 de agosto

Introducción al curso

Viernes 28 de agosto

Introducción al curso II

Tarea (escritura del primer día asignada por el instructor): Presentación del resumen de un artículo de actualidad. Cualquier periódico en español o BBC Mundo. El texto debe ser de por lo menos ½ página y se lo deben **entregar** a su instructor.

En clase: Intercambio de resúmenes para su revisión en parejas o grupos.

Revisión de errores frecuentes

Taller: El uso del diccionario

Uso correcto de un diccionario: antónimos, sinónimos, dudas, acepciones y usos geográficos. La gramática de las definiciones

Lunes 31 de agosto

Gramática: Repaso de puntuación, acentuación y el uso de artículos

Tarea: Leer **MdeG**: la puntuación (pp 371-373), la acentuación (pp 347-352) y el uso de artículos (pp 28-34).

Tarea de iLrn: 2.10, 2.12, 9.27, 9.29, 9.30 y 9.32

Miércoles 2 de setiembre

Gramática: Usos del tiempo pasado

Aspectos del pasado del indicativo (pp 154-158). Ejercicio 5.20. Formas del pasado simple y compuesto (pp 179-199). Ejercicio 6.13, 6.14, 6.16 y en papel 6.18^a.

Tarea de iLrn: 5.20, 6.13, 6.14, 6.15, 6.16 y 6.17.

Viernes 4 de setiembre

Taller: La descripción I (de II)

Tarea: Preparar una presentación oral de 2 minutos sobre: nuestras características personales, actividades extra-curriculares y planes para el futuro.

En clase: Escritura de una composición descriptiva o narrativa en la que cuentan un evento significativo de su pasado según las pautas establecidas por su profesor.
Intercambiar y corregir las composiciones en clase.

Lunes 7 de setiembre

Leer **MdeG**, en “Términos y expresiones”: Acabar, apply, ask, at, attend, because, become or get, come and go (pp 280-289).

Tarea de iLrn: 8.1, 8.3, 8.5, 8.7, 8.13, 8.16, 8.17 y 8.18

Vocabulario: Utilización de frases hechas, locuciones y refranes. ¿Se pueden traducir literalmente? Utilización de herramientas electrónicas como www.refranario.com y otras sugeridas por tu profesor.

En clase: Hacer el ejercicio 8.15 siguiendo las instrucciones que les dé su profesor.

Miércoles 9 de setiembre

Taller sobre la descripción II (de II)

Edición de textos descriptivos y narrativos

Discusión del vocabulario, técnicas e importancia del lenguaje descriptivo.

Viernes 11 de setiembre

Gramática: Conjunciones y transiciones

Tarea: Leer en **MdeG** las conjunciones y transiciones (pp 138-145).

Tarea de iLrn: 4.34, 4.37, 4.39 y 4.40.

Lunes 14 de setiembre

Tema: La descripción/narración en el pasado y el uso de conjunciones, transiciones y conectores lógicos.

Tarea: Entregar composición/resumen asignado por el profesor (1/2 página).

Actividades y ejercicios de escritura sobre la descripción/narración y el uso de conectores, transiciones y marcadores discursivos.

Miércoles 16 de setiembre

Gramática: El uso de preposiciones

Leer **MdeG**: El uso de preposiciones (pp 100-120).

Tarea de iLrn: 4.4, 4.7, 4.8, 4.10, 4.15, 4.17, 4.19 y 4.20.

Viernes 18 de setiembre

Taller sobre la narración en el pasado: objetividad y subjetividad

Características y diferencias entre la narración periodística, la histórica y la ensayística

Lunes 21 de setiembre

Gramática: Usos de *se*. Los pronombres interrogativos.

Tarea: Leer el uso de *se* **MdeG** (pp 68-78) y los pronombres interrogativos **MdeG** (pp 81-85).

Tarea de iLrn: 3.29, 3.30, 3.31, 3.32, 3.38 y 3.39.

Escritura calificada. Entregar la primera versión de una narración de una página sobre alguna noticia, persona o incidente de su interés. Escoger si la naturaleza del texto es periodística, histórica o ensayística (1½ páginas).

Miércoles 23 de setiembre

Gramática: Los pronombres personales.

Tarea: Leer los pronombres personales en **MdeG** (pp 50-67).

Tarea de iLrn: 3.2, 3.3, 3.5, 3.9, 3.18 y 3.19

Viernes 25 de setiembre

Gramática: El subjuntivo y las cláusulas nominales

Tarea: Leer **MdeG**: Formación del subjuntivo (pp 162-167) y el subjuntivo en cláusulas nominales (pp 203-213). Hacer y traer a clase en papel: 6.36^a, 6.38^a y 6.40^a (pp 479-480).

Tarea de iLrn: 6.32, 6.33 y 6.34.

Lunes 28 de setiembre

Taller: La comparación y el contraste

Tarea: Presentación y entrega de un resumen de un artículo periodístico de interés (1/2 página)

Miércoles 30 de setiembre

Gramática: Locuciones y expresiones con preposiciones. Términos y expresiones.

Tarea: Leer **MdeG**: Locuciones y expresiones con preposiciones (pp 118-120).

Términos y expresiones en (pp 289-294): despedir, exit y success, go y leave, guide,

know, learn y meet. Hacer y traer a clase en papel: 8.27^a (p 518).

Tarea de iLrn: 8.19, 8.20, 8.21, 8.23 y 8.29.

Viernes 2 de octubre

Gramática: El subjuntivo y las cláusulas adjetivales

Tarea: Leer **MdeG:** Cláusulas adjetivales (pp 213-214). **Tarea de iLrn:** 6.41.

Tarea: Leer y preparar un resumen e interpretación de un artículo cuantitativo (que haga uso de estadísticas, tendencias cuantitativas, análisis numéricos, etc.) de la prensa reciente. Presentarlo oralmente a la clase y entregar el resumen al profesor (1/2 página).

Lunes 5 de octubre

Gramática: Los relativos

Leer **MdeG:** Los relativos (pp 92-98). Traer a clase en papel los ejercicios 3.45 y 3.46.

Tarea de iLrn: 3.44 y 3.47

Miércoles 7 de octubre

Taller: El registro lingüístico y el lenguaje cuantitativo. La representación de la información histórica no verbal y cómo describirla. Objetividad e interpretación.

Tarea: Leer y preparar un resumen de un artículo estadístico de la prensa reciente. Presentarlo oralmente a la clase y entregar el resumen al profesor.

Viernes 9 de octubre

Prueba 1

Lunes 12 de octubre

Tarea: Mini-presentaciones orales en parejas de un artículo de la prensa reciente. Incluir un resumen del artículo, discusión de su importancia y vocabulario nuevo.

Escritura calificada. Entregar la primera versión del ensayo estadístico/cuantitativo (1½ páginas sin contar gráficos, tablas o cualquier otra ayuda visual).

Miércoles 14 de octubre

Tarea: Mini-presentaciones orales en parejas de un artículo de la prensa reciente. Incluir un resumen del artículo, discusión de su importancia y vocabulario nuevo.

VACACIONES DE OTOÑO

Lunes 19 de octubre

Gramática: Las formas verbales no personales

Tarea: Leer **MdeG**, formas verbales no personales (pp 173-175). Ejercicios: 5.59 y 5.62.

Leer **MdeG**: El infinitivo y el participio presente (pp 234-239).

Tarea de iLrn: 5.59, 5.62, 5.63, 6.64, 6.65 y 6.66

Miércoles 21 de octubre

Tarea: Ver la película asignada por el profesor y escribir una pequeña reseña.

Los rudimentos de una reseña cinematográfica (información o ficha cinematográfica, sinopsis o información argumental y una crítica o interpretación). La escritura crítica, argumentativa e interpretativa. Como modelos de reseñas cinematográficas pueden utilizar ejemplos provenientes de sus periódicos o revistas favoritas en español, blogs especializados o bases de datos especializadas en entretenimiento y ocio (como www.filmaffinity.com/es/main.html. Dos páginas excelentes adicionales: www.cineficionados.com y elmiron.wordpress.com).

Viernes 23 de octubre

Gramática: El subjuntivo y las cláusulas adverbiales

Leer **MdeG**: Las cláusulas adverbiales (pp 215-218). Ejercicios 6.43 y 6.44 (pp 481-482).

Hacer los ejercicios 6.44 y 6.45^a en papel.

Tarea de iLrn: 6.43.

Lunes 26 de octubre

Taller: Características del lenguaje literal y figurado. La interpretación y la argumentación.

Miércoles 28 de octubre

Taller: Características del lenguaje literal y figurado. La interpretación y la argumentación.

Viernes 30 de octubre

Taller: El ensayo académico y la interpretación de la poesía.

Tarea: Leer y preparar un resumen de un artículo reciente de opinión. Incluir una breve interpretación (1 ½ páginas). Defiende tu punto de vista.

Lunes 2 de noviembre

Taller: Las citas en castellano y su incorporación. Integración de citas directas e indirectas.

Escritura calificada. Entregar la primera versión de la reseña de la película (2 páginas)

Miércoles 4 de noviembre

Taller: El ensayo académico y la interpretación de la poesía. ¿Cómo leer e interpretar el lenguaje poético?

Tarea: Escribir una interpretación de un poema asignado por el profesor y traerla a clase (máximo de 1 página).

Viernes 6 de noviembre

Gramática: El subjuntivo y la secuencia de tiempos

Tarea. Leer **MdeG**: El subjuntivo y la secuencia de tiempos (pp 219-233). En papel, hacer el ejercicio 6.51^a.

Tarea de iLrn: 6.47, 6.48, 6.49, 6.55 y 6.58.

Lunes 9 de noviembre

Práctica y repaso de usos del subjuntivo y formulación de hipótesis

Ejercicios de escritura

Miércoles 11 de noviembre

Taller: La narrativa breve

Viernes 13 de noviembre

Tarea: Mini-presentaciones orales sobre un cuento asignado por el profesor. Entregar un ensayo (máximo de 1 página) escrito en el que analices el cuento presentado.

Lunes 16 de noviembre

Tarea: Leer **MdeG**, en “Términos y expresiones”: Order, pensar, personas versus máquinas, play, put, realize, serve, spend, take y time (pp 295-304). En papel, hacer los ejercicios 8.39 y 8.42^a.

Tarea de iLrn: 8.34, 8.36, 8.38, 8.40, 8.41 y 8.43.

Miércoles 18 de noviembre

Prueba 2

Viernes 20 de noviembre

Revisión en clase del plan del ensayo final. Lluvia de ideas, edición en grupo y comentarios del profesor. La fecha de entrega del ensayo final es el viernes 11 de diciembre.

Escritura calificada. Entrega de la primera versión del ensayo interpretativo de un poema (2 páginas).

VACACIONES DE ACCIÓN DE GRACIAS

Lunes 30 de noviembre

Taller: La presentación oral

Miércoles 2 de diciembre

Presentaciones finales

Viernes 4 de diciembre

Presentaciones finales

Lunes 7 de diciembre

Presentaciones finales

Miércoles 9 de diciembre

Presentaciones finales

Viernes 11 de diciembre

Entrega de la monografía final (4 páginas sin contar bibliografía)