

Spanish 101: Advanced Spanish Writing

Duke University- Spanish Language Program

Fall 2008 (Wednesday and Friday)

This advanced writing course is designed to develop a student's abilities in expository and argumentative writing through a review of grammar, development of vocabulary, and discussion of rhetorical techniques. The writing process will be explored through multiple drafts of compositions with the help of peer editing and comments from the instructor. By reading different genres the student will analyze various writing styles and view authentic writing strategies. The student will be expected to work individually and collaboratively on various projects that are designed to enhance his or her written communication skills.

The Spanish Language Program 100-level courses are designed as bridge courses that intertwine language skill development and study of a specialized topic. They build advanced language skills through reinforcement of linguistic knowledge, expansion of terminology specific to the content area, improvement of accuracy with attention to self-correction, and increase in fluency. Students implement abstract level discourse and critical thinking. Students identify the role of point of view and genres in written and oral discourse according to the focus of the course. Also these courses build research skills, with attention to thesis or presentation design, so that students develop a personal voice in Spanish. The courses will provide the students with the tools to pursue their own interests in the field.

Instructor: Office hours and location: E-mail and phone:

Required:

1. Canteli Dominicis, María and John J. Reynolds. *Repase y escriba: Curso avanzado de gramática y composición*, 5th ed.
2. Two folders: one for homework and one for writing assignments.
3. [Blackboard](#)

Highly recommended:

1. An excellent dictionary, such as *Harper Collins Spanish Unabridged Dictionary* (ISBN: 9780060748968).
2. Butt, John and Carmen Benjamin. *A New Reference Grammar of Modern Spanish* (ISBN: 9780071440493).
3. Blackwell, Frieda H. and Paul E. Larson. *Guía básica de la crítica literaria y el trabajo de investigación* (ISBN: 9781413014686).

I. SPANISH LANGUAGE PROGRAM POLICIES

A. GRADING SYSTEM

A+ = 98-100	B+ = 88-89.9	C+ = 78-79.9	D+ = 68-69.9
A = 93-97.9	B = 83-87.9	C = 73-77.9	D = 63-67.9
A- = 90-92.9	B- = 80-82.9	C- = 70-72.9	D- = 60-62.9

B. SPANISH IN THE CLASSROOM

The language of the classroom in the Spanish Language Program is SPANISH ONLY. The use of English in the classroom will impede your acquisition of Spanish and affect your in-class performance grade.

C. ACCOMMODATIONS

Any student who feels he or she may need an accommodation based on the impact of a disability should visit the [Academic Resource Center](#) (in the Academic Advising Building on East Campus) or contact [Donna Hall](#), Director ARC, or [John Blackshear](#), Clinical Director ARC, telephone 684-5917. If accommodations are requested I will receive a letter detailing the requirements. Please visit the Center early in the semester.

D. ATTENDANCE POLICY

Class participation and frequent contact with the target language are essential to language acquisition and therefore your [presence in class](#) is required. If necessary, you may be absent twice during the semester without your grade being affected. When possible it is best for you to consult your instructor prior to any absence, but that does not mean that the absence is excused. No [Dean's excuses](#) are issued for missing classes, only to allow graded assignments to be made up.)

If you are absent more than two days, then two points per additional absence will be subtracted from your final grade for the course,

- ***unless you are representing the university off-campus in an official capacity.*** You must provide your instructor with a schedule of away games or other appropriate documentation, and it is recommended that you discuss all impending absences with your instructor and keep him or her aware of your upcoming scheduled trips. Your first two absences **will** count toward the original limit of permitted absences, but any documented absences beyond that will not be penalized.
- ***unless you miss a class that is during a recognized religious holiday.*** You must complete the [Religious Observance Notification Form](#) prior to your absence in order to make arrangements for completion of missed work. This procedure is not valid for the final exam period. Recognized religious holidays **do not** count toward the original limit of permitted absences.
- ***unless your instructor receives notification from your academic dean.*** If you are hospitalized due to an injury or a severe or longer-term medical condition or suffer from a debilitating chronic condition that means you will miss a graded assignment, contact your [academic dean](#) and ask him or her to notify your instructor. (The notification does not need to include any details about the nature of the condition.) If you experience a personal or family emergency that requires you to leave town, please contact your dean. He or she should notify your instructor that you will not be able to meet your academic obligations for a short period of time.

An example of the grade penalty for excessive absences: A student accumulates 4 absences during the semester. The first two do not count against the final grade. However, none of the preceding criteria applies to the final two absences, and therefore four points will be subtracted from the final grade. The student's proposed final grade of 93 would be lowered to an 89.

Arriving late to class: It is also essential to be on time; please note that each class hour will be divided into fourths. Every "quarter" or less a student misses is considered a fourth of an absence, and these will accrue throughout the semester. Thus, every time four "quarters" are accumulated it will constitute another absence.

E. MISSED GRADED WORK AND MAKE-UP EXAMS

As a general policy, no late assignments will be accepted and no make-up exams will be given. The exceptions correspond to the three bulleted items in the attendance policy (authorized off-campus university representation, recognized religious holidays, and notification of the instructor by your academic dean). It is at the discretion of the instructor as to how you will complete the missed assignment. If you are unable to complete academic work (tests, exams, papers, or scheduled graded assignments) as a result of short-term illness, you must follow the [short-term illness notification procedure](#). If you miss class the date an assignment is due but have no compelling excuse for your absence, send the work to class with a classmate or turn the work in to your instructor in advance and it will not be counted as late. If you are [absent from the final exam](#), your instructor will record a grade of "X" and you must present an explanation for your absence to your academic dean.

F. GRADE COMPONENTS

Participation	15%	
In-class participation		(10%)
Homework folder		(2%)
Peer editing (3 activities)		(3%)
Writing assignments	40%	
Discussion board (5)		(10%)
Essay (with revision)		(15%)
Literary analysis (with revision)		(15%)
In-class tests (2)	20%	
Research project	25%	
Proposal and outline		(10%)
Research paper		(90%)

G. DUKE COMMUNITY STANDARD

You are expected to uphold the [Duke Community Standard](#). In order to attend this course, you will be required to read, sign, turn in, and abide by the Spanish Language Program's policy on Academic Integrity and the Duke Community Standard. *No use of cell phones or text messaging allowed in class.*

II. DESCRIPTION OF GRADE COMPONENTS

A. PARTICIPATION

In-class participation: Active participation in class is essential for your success in mastering the target language. You will be expected to participate in all activities and discussions, and to conscientiously prepare and bring assigned materials to class. We will use only Spanish in the classroom. You will receive 3 participation grades.

Homework folder: Each week there are certain homework assignments (indicated on the syllabus in the boxes marked “Tarea”) that you must prepare on your own. The homework assignments will be collected regularly throughout the semester. Additional homework and writing assignments will be added by your instructor throughout the semester. If you are absent on a day when homework is collected you must make arrangements to get your folder to the instructor that same day.

Peer editing: You will participate in a *grupo de consulta* for the three main writing assignments. Carefully follow the instructions given by your instructor since s/he might want you to send an electronic copy in addition to the hard copy. **Failure to provide the first draft by the deadline will result in a ten-point penalty for each 12 hour period that it is late.** You will be graded on your active participation in the *grupo de consulta*. You must complete *la guía de consulta* and give it to your peers by the specified day or you will receive a 0 for participation in the group. After you receive initial comments from your group you will have until the next class day to turn in a first draft to your instructor.

B. WRITING ASSIGNMENTS

You will write an essay (three pages), a literary analysis (three pages), and 5 discussion forums (350 words each). The research project is described in Section D.

- Keep all pre-writing activities, drafts, revisions, and the final version in a **folder** with the grade sheets. The entire folder must be turned in when you submit the final version of a composition.
- Writing assignments must be typed using a 12-point font, double-spaced and with 1-inch margins.
- **All work must be done by each individual student and you may not seek outside help.**
- You will be required to submit a **first draft** as well as a **revised final version** and you will receive a separate grade for each version. The evaluation sheets are in the Blackboard site.
- **Failure to provide the first draft of the essay or the literary analysis by the deadline will result in a ten-point penalty for each 12-hour period that it is late.**
- **Discussion Board:** The *foros* are for you to practice formulating and communicating your ideas in a more informal and less structured environment. For each discussion board you must write a minimum of 350 words of your own and demonstrate that you have thoroughly read the material and the other students' discussions on the topic or selection. Your grade will be based on your participation in the forum, your originality, and the comprehensibility of your entry. The start and stop times for each forum are listed on the syllabus and in BB.


C. IN-CLASS TESTS

There are two in-class exams designed to evaluate your knowledge of grammar and selected readings.

D. RESEARCH PROJECT

Following the guidelines provided, you will write a 6-8 page research paper on a topic approved by your instructor. You must turn in a proposal and an outline by the deadlines on the syllabus. These constitute 10% of the research project grade. You will **not** be permitted to change your topic after you submit your proposal. Your instructor will provide information on how you need to prepare for the peer-editing activity at the end of the semester. All pre-writing, drafts, and the approved outline must be submitted in the writing folder along with the printed final version of the research paper, in addition to a final electronic version in Blackboard.

PROGRAMA DEL CURSO

FECHA	EN CLASE
Tarea de la semana: Foro #1 (27 de agosto-1 de septiembre a las 5)	
27 agosto	Introducción al curso, Taller sobre fuentes, Actividad de escritura #1
29	ENSAYO (“ <i>El informe</i> ” 330-331), “ <i>El ensayo: el tema, la tesis</i> ” (BB), Actividad de escritura #2
Tarea: p. 12 #1-2, p. 13B #1-9, p. 15E #1 Foro #2 (1 de septiembre-15 de septiembre a las 5)	
3 septiembre	Actividad de escritura #3, “ <i>Los Estados Unidos por dos lenguas</i> ” (BB), pretérito indefinido e imperfecto (5-12)
5	“ <i>El escritor argentino y la tradición</i> ” (BB), pretérito indefinido e imperfecto (cont.)
Tarea: p. 386B #1-2, p. 39 #1-10, p. 43C #1	
10	“ <i>No oyes ladrar los perros</i> ” (BB), Actividad de escritura #4, acentuación (50), acento diacrítico (77)
12	ser y estar (32-42), estilo MLA Entregar ENSAYO, primera versión, al grupo de consulta
Tarea: p. 111B, p. 320A #1, p. 324B #1-6, p. 324C #1-6 Foro #3 (15 de septiembre-29 de septiembre a las 5)	
17	palabras de enlace (108-111), Actividad de escritura #5 Grupo de consulta
19	voz pasiva (318-320), pasiva refleja (321-323)  Entregar ENSAYO, segunda versión, al instructor
Tarea: p. 68B #1, p. 71B #1-5	
24	“ <i>A la deriva</i> ” (BB), contraste voz pasiva y pasiva refleja
26	pronombres de objeto directo e indirecto (62-70), uso de “a personal” (183-184)

Tarea:

Foro #4 (29 de septiembre-13 de octubre a las 5)

1 octubre Actividad de escritura #6, Repaso

3 **Examen #1**

Tarea: p. 361 A, B, C, p. 94B #1-2, p. 255C

8 **ANÁLISIS LITERARIO**, Recursos estilísticos (359-360), Actividad de escritura #7
(Lectura en BB)

10 subjuntivo en cláusulas nominales (87-93), “*Pecado de omisión*” (251-254)
📁 **Entregar ENSAYO, tercera versión, al instructor**

Tarea: p. 97 #3, p. 98 #1, p. 122-123A, p. 125A #1-8, p. 129C

Foro #5 (13 de octubre-3 de noviembre a las 5)

15 secuencia de tiempos verbales (95-96), “*Emma Zunz*” (BB)

17 expresiones de duda (97-99), expresiones impersonales (120-122), subjuntivo en cláusulas
adjetivales (125-128)

Tarea: p. 4-5 C #1-6, p. 150D, p. 151G #1, p. 153A #1-5, p. 156A #1-6

22 “*Muerto y resucitado*” (1-3), Actividad de escritura #8
Entregar ANÁLISIS LITERARIO, primera versión, al grupo de consulta

24 subjuntivo en cláusulas adverbiales (148-153), cláusulas condicionales (154-156)
Grupo de consulta

Tarea: p. 345-346 A, p. 348A, p. 353 #1-10

29 usos adjetival y nominal de equivalentes de “ing” (342-345)
📁 **Entregar ANÁLISIS LITERARIO, segunda versión, al instructor**

31 uso adverbial de equivalentes de “ing” (346-348, 352), Actividad de escritura #9

Tarea: p. 375C #1, p. 375D #1-6

5 noviembre “La caja de oro” (BB), uso de equivalentes de “ing” (cont.)

7 pronombres relativos (370-374)

Tarea: p. 379D, p. 381 #1-8

12 **TRABAJO DE INVESTIGACIÓN** (Lectura en BB)

14 pronombres relativos, cuyo (376-380)
📁 **Entregar ANÁLISIS LITERARIO, tercera versión, al instructor**

Tarea:

19 Actividad de escritura #10, Repaso
Entregar propuesta de TRABAJO DE INVESTIGACIÓN (instrucciones en BB)

21 **Examen #2**

26,28 **DÍA DE ACCIÓN DE GRACIAS**

Tarea:

3 diciembre **Grupo de consulta: Revisen el esquema**
Entregar esquema de TRABAJO DE INVESTIGACIÓN (instrucciones en BB)

5 **Grupo de consulta: Revisen 3 páginas de TRABAJO DE INVESTIGACIÓN**

10 diciembre 📁 **Entregar TRABAJO DE INVESTIGACIÓN antes de las 5 de la tarde**
Versión final electrónica (BB) e impresa con carpeta de escritura (oficina)
