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# Spanish Grammar and Writing Workshop

**COURSE DESIGNATOR:** ECDR 3011W

**LANGUAGE OF INSTRUCTION:** Spanish

**NUMBER OF CREDITS:** 4 Credits

**CONTACT HOURS:** 60 Hours

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## COURSE DESCRIPTION

ECDR 3011W *Spanish Grammar and Writing Workshop* is an intensive writing course designed to develop and strengthen the understanding and management of language skills acquired in previous courses and to develop knowledge about various cultures in Latin America and Ecuador.

This course seeks to integrate the skills of speaking, writing, reading, and understanding the real world of Ecuadorian and Latin American culture through the analysis of texts of varied socio-cultural, economic, political, and other learning resources.

The reading and writing tasks of this course will allow students through the reading and analysis of different texts an approach to the reality of Ecuadorian and Latin American culture. Students will be exposed to learning in real contexts and to the appropriate use of vocabulary.

During the course, each student will produce a series of original compositions with the objective of learning to write texts in a clear, precise, and formal in Spanish using various rhetorical strategies. It is a course that will give students the possibility of acquiring basic guidelines to improve their style and composition.

## COURSE OBJECTIVES

- Reinforce the fundamental cognitive and linguistic competences through continuous practice of basic skills: oral production, written communication, reading comprehension, listening skills.
- Integrate in a meaningful way the linguistic skills that facilitate the real management of the Spanish language.
- Analyze texts of different nature in order for students to develop their capacity for understanding, reflection, and expression.
- Help students review and master difficult grammatical structures and narrative constructs and identify and produce examples of rhetorical modes of expression (analysis and classification, comparison and contrast, persuasive argument). Through the collection and review of essays written in the peer review, students will learn to identify the strengths and weaknesses of their own writing.
- Guide students in writing academic texts (essays, etc.) using appropriate language structures.

## METHODOLOGY

- This intensive writing course focuses on acquiring composition skills with emphasis on thesis writing strategies, expository strategies (descriptive, narrative, cause and effect, argumentation, etc.) essential for success in more advanced courses in Spanish studies.
- This course moves in the direction of a more advanced discourse by providing students with crucial critical and analytical writing experiences through a thorough analysis of authentic texts of Ecuadorian and Latin American culture. The composition of four original essays and the production of a portfolio that includes a self-reflection essay will reflect this learning.

- A regular commitment to reading primary sources and writing about these materials is critical to the development of the writer's critical "voice" and the achievement of a style and use of appropriate vocabulary for the analytical writing of sociocultural problems in the Hispanic world.
- Students will be actively involved in learning to distinguish and separate description, opinion, judgment, and analysis and simultaneously identify literary themes and cultural adornments while mastering literary and other technical terminology.
- This course uses regular analytic writing as a tool to develop and deepen critical thinking and improve formal writing skills.
- Collaborative work. The interaction between students (total group, small groups, pairs) is very significant: It helps understanding and retaining information, promotes positive social skills and encourages learners to both rely on their own skills and to look at others' as valuable resources.
- Context. Learning arises from the use of language in real communicative situations as well as written discussions and essays. These contexts are used to identify errors, reflect, and correct. The teacher observes, records, and reports errors; the students analyze and correct them.
- Composition and style. Review and application of rules of spelling and punctuation. The identification and production of basic structures in expressive writing: narration, description, dialogue.
- Literary analysis. Punctual analysis of the works and literary texts described in the program with determination of gender, literary resources, historical, sociocultural, spatial and temporal contexts, themes, and arguments and the expression of personal opinions and criticisms of the students presented in oral and written form.
- Course materials. It will analyze texts of several Latin American and Ecuadorian authors, films, videos, songs, with emphasis on Ecuador. Students investigate, write, expose, debate, dramatize. The class work is dynamic and creative, with interaction in pairs or mini groups.
- Analysis and discussion of literary texts. Students should read in advance the texts included in the program. The analysis will not be limited to explore the narrative structures but will look for the language modalities and the peculiarity of the ideas and values contained in the work, relating them to the Ecuadorian and Latin American reality.
- Oral presentations of the literary texts analyzed: Oral presentations will assess the depth of analysis and quality of their content, the student's creativity in their presentation, clarity, coherence, and logical sequence of ideas.

## COURSE PREREQUISITES

Completion of four semesters of Spanish at the college level with a C or better.

## REQUIRED READINGS/ MATERIALS

Castelli Dominicis, María. Repase y Escriba. Curso avanzado de Gramática y Composición. John Willey & Sons, INC. United States of America. Quinta Edición. 2007.

Colombi, María Cecilia, Pillettieri, Jill. Palabra abierta. Boston, Houghton Mifflin Company. 2001.

Bretz, Mary Lee, Dvorak Trisha. Pasajes Cultura. McGraw Hill, Sexta Edición. 2006.

Bretz, Mary Lee, Dvorak Trisha. Pasajes Literatura. McGraw Hill, Sexta Edición. 2006.

Frantzen, Diana. Lazos. Gramática y vocabulario a través de la literatura. Pearson Prentice Hall. 2009.

Material seleccionado por el profesor para gramática y debates.

Valdés, Guadalupe, Trisha Dvorak y Thomasina Pagán Hannum. *Composición: proceso y síntesis*. Quinta edición. Nueva York: The McGraw-Hill Companies, Inc., 2008.

Valdés, Guadalupe, Trisha Dvorak y Thomasina Pagán Hannum. Cuaderno de práctica *Composición: proceso y síntesis*. Quinta edición. Nueva York: The McGraw-Hill Companies, Inc., 2008.

## GRADING

Grading Rubric		
A	93-100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90-92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87-89	
B	83-86	
B-	80-82	Achievement that meets the course requirements in every respect.
C+	77-79	
C	73-76	
C-	70-72	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	67-69	
D	60-66	
F	0-59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

## SUMMARY OF HOW GRADES ARE WEIGHTED

Attendance, participation in class, participation on editing team (5% for each component)	15%
3 diaries/compositions (300 words each)	9%
4 essays (min 1500 words each)	34%
Self-reflection essay (min 750 words)	8%
Oral project	14%
Exams	20%
<b>Overall grade</b>	<b>100%</b>

## ASSESSMENT DETAILS

### *Essays*

In order to achieve proficiency in writing and oral presentation, each student must write FOUR essays related to the different texts studied and the theoretical components of the program. The Essay is an academic work that must reflect depth and quality of analysis of the topic raised. Students should avoid excessive descriptions. They must have a length of 6 pages, (minimum 1,500 words) (excluding the cover page and the bibliography for the total number of pages) double spaced, printed in computer, typeface Calibri 12, recording all the citations and bibliographical supports. They must

contain: title, title, introduction which justify the importance of the subject, approach of the thesis, arguments, conclusions and bibliography. In the text or body, bibliographic references should be included.

Learning the writing through revision. At least one of the written assignments should be reviewed by couples who should write their comments giving feedback to the author of the paper for review, rewrite and present it again.

#### *Oral presentation of the essay*

The content of the essay will be presented to the whole class, according to the dates recorded in the academic calendar. These presentations constitute an individual assessment component of students. They will have a duration of 10 minutes. It is suggested to make a presentation with audiovisual support in power point.

The oral presentations should have the following structure: Theme, Introduction, justification explaining the objectives, problem approach. analytical arguments and conclusions. Discussion: Questions (See appendix 2).

#### *Class participation (15%)*

The participation note consists of these elements:

1. Attendance: Class attendance and punctuality are key components. Unexcused absences and tardiness to class will affect the participation grade. Due to the intensive course, the number of unexcused absences allowed will be two sessions. From the third absence the final note will be reduced by one level (An "A" becomes an "A-", etc.)
2. Preparation: Students should read and prepare the reading before coming to class, to deepen the discussions. It is suggested to bring questions about those aspects that have been difficult to understand. Sometimes the student's preparation will be evaluated with small tests (quizzes).
3. Participation: Participation, creativity, interest, effort of the students, as well as the use of language in terms of clarity, coherence and quality of expression that reflects their learning of language and culture will be evaluated. Use of resources. Participation is compulsory in all academic activities described in the syllabus (classes, round tables, writing teams, presentation of essays, etc.)  
**Important:** Attendance to class without oral participation will be graded with a grade of C- (70%).

#### *Homework*

Complementary learning activities. The students will have to carry out tasks of consultation, investigation, exercises of reinforcement of the Spanish, written creation, analysis, etc. as a support for the Spanish course. The amount of weekly work will require a lot of time, concentration, and commitment of each student. They must attend classes with the proper preparation that this course requires.

#### *Diaries/Compositions 9%*

Diaries with an extension of 2-3 pages each will be written, to one and a half space, (300 words). These written works will be reviewed and corrected by the teacher and will serve as a basis to reinforce the grammatical structures that merit it.

#### *Essays (34%)*

During the semester, students will write 4 essays (International Development, Country Analysis and 2 of tracks) subject to peer reviews of the writing team members before being submitted to the teacher for the final grade. They must have a length of six pages of content (without the cover or the bibliography) written in computer, double space and with letter Calibri 12, recording all the citations and bibliographical supports. They should follow the guidelines given in the composition course.

These compositions will be evaluated based on the structure and organization (in accordance with the model and strategies outlined in the topics of Composition: Process and Synthesis), precision in the formal use of Spanish and the domain of the subject being treated. No overdue composition will be accepted under any circumstances.

The Essays should reflect depth and quality of analysis of the topic raised. Students should avoid excessive descriptions. They will be group work. They must contain: title, introduction that justifies the importance of the topic, approach of the thesis, argumentation, conclusions and bibliography. In the text or body, bibliographic references should be included. Participation is mandatory and the work will be evaluated according to the established parameters.

Writing team. Group editing sessions where each student will review and comment on the written compositions of his or her partner. Will provide ongoing assistance in the areas of development and composition review.

Portfolio of compositions. Folder created by the student in which the works, tasks and essays reviewed by the Spanish teacher are archived; After the student receives the corrected essays, must rewrite them incorporating the suggestions given by the teacher and include them in the portfolio.

*Self-Reflection Essay (8%)*

As a final task, each student will write a three-page essay in space and a half font Calibri 12, which consists of a self-reflection that will analyze their progress, strengths and weaknesses that evidence their learning of Spanish and their written works.

*Exams (20%)*

To assess language skills. They will be two written exams focused on the analysis of the bibliography or topics of discussion in class, will include oral, listening, grammar and writing evaluation. Since this is an intensive course of writing, the quality of the written work in terms of consistency, clarity, precision and organization will be taken into account for the evaluation. There will also be partial tests at the discretion of the teacher.

*Mid-term Oral Project 14%*

During the fourth week of the semester, students have the opportunity to carry out their oral project with the practice of preparing a typical Ecuadorian dish. They should investigate the main product of the recipe, its origin, history, uses, nutritional and medicinal properties if applicable. They should make a presentation in power point incorporating the special vocabulary of the typical dish and other idiomatic expressions on the food. Presentations should be efficiently organized and carefully edited to last approximately five (5) minutes.

**COURSE CONTENT**

WEEK 1	
<p><b>Grammar:</b> The pronoun system (direct and indirect objects, relative and possive pronouns) in <i>Composición: proceso y síntesis</i>, págs. 209-213</p> <p>Día 1 <b>Intro</b> and orientation to the course; the expectatives and the written work of the course</p> <p><b>Reading:</b> The conquest in the current Latin American imagination</p> <p><b>Recommended reading:</b></p> <p>«Capítulo preliminar» de <i>Composición: proceso y síntesis</i>, págs. 1-13</p> <p>Día 2 <b>Discussion:</b> The conquest in the current Latin American imagination</p> <p><b>Grammar workshop:</b> direct and indirect objects</p> <p><b>Reading:</b> Story “El anillo” de Eugenia Viteri, ecuatoriana</p> <p><b>Grammar:</b> The pronoun system (direct and indirect objects, relative and possive pronouns) in <i>Composición: proceso y síntesis</i>, págs. 209-213; «La exposición: el análisis y la clasificación», págs. 68-77</p> <p>Día 1 <b>Discussion:</b> Story “El anillo” de Eugenia Viteri, ecuatoriana</p> <p><b>Grammar workshop:</b> direct and indirect objects</p> <p>Día 2 <b>Grammare workshop:</b> relative and possive pronouns</p> <p><b>Writing workshop:</b> Bring the first draft of the first essay: one exposition with foundation in analysis and classification</p> <p><b>Reading:</b> La familia hispana: del presente al futuro. Pasajes cultura.pp.72-78</p>	

## WEEK 2

**Grammar:** The pronoun system (direct and indirect objects, relative and possessive pronouns) in *Composición proceso y síntesis*, págs. 209-213

Día 1 **Discussion:** The hispanic family: from the present to the future. Pasajes cultura.pp.72-78

**Grammar workshop:** relative and possessive pronouns, págs. 209-213

Día 2 **Grammar workshop:** The pronomial system (review of the use of all the direct and indirect objects and relative and possessive pronouns)

**Writing workshop:** Bring the second draft of the first essay

**Reading:** The woman in the hispanic world: De la tradición al cambio. Pasajes cultura pp. 106- 115

**Grammar:** The preterite, the imperfect and perfect times in *Composición: proceso y síntesis*, págs. 63-65; «La narración», págs. 37-42

Día 1 **Discussion:** The woman in the hispanic world: De la tradición al cambio. Pasajes cultura pp. 106- 115

**Grammar workshop:** The preterite and the imperfect

**Hand in first essay**

Día 2 **Grammar workshop:** The preterite and the imperfect

**Writing workshop:** Bring the first draft of the second essay: a narration

**Reading:** «Don Payasito»-Ana María Matute (1925-2014), págs.

## WEEK 3

**Grammar:** The preterite, the imperfect and perfect times in *Composición: proceso y síntesis*, págs. 63-65

Día 1 **Discussion :** «Don Payasito»-Ana María Matute

**Grammar workshop:** perfect times

Día 2 **Grammar workshop:** perfect times

**Writing workshop:** Bring the second draft of the second essay: a narration

**Reading:** El laberinto de la soledad. Octavio Paz, mexicano. Pp.47-55

**Grammar:** The subjunctive in the adverbial clause in *Composición: proceso y síntesis*, págs. 155-164; «La exposición: la comparación y el contraste», págs. 114-115

Día 1 **Discussion :** El laberinto de la soledad. Octavio Paz, mexicano.  
Pp.47-55

**Grammar workshop:** The subjunctive in the adverbial clause

**Hand in second essay**

Día 2 **Grammar workshop:** The subjunctive in the adverbial clause

**Writing workshop:** Bring the first draft of the third essay: an exposition based in comparison and contrast

**Reading:** La IWM, Alicia Yáñez Cossío, ecuatoriana. Pasajes  
Literatura. Pp. 80-86

## WEEK 4

**Grammar:** The subjunctive in the adverbial clause in *Composición: proceso y síntesis*, págs. 155-164

Día 1 **Discussion :** La IWM, Alicia Yáñez Cossío, ecuatoriana. Pasajes Literatura. Pp. 80-86

**Grammar workshop:** The subjunctive in the adverbial clause

Día 2 **Grammar workshop:** The subjunctive in the adverbial clause

**Writing workshop:** Bring the second draft of the third essay

**Grammar:** Review for the first exam

Día 1 **Hand in the third essay**

Review for the first exam

## WEEK 5

### Preparation for «La semana de los internautas»

Día 1 Expectations of the cultural presentations

Assign groups for the oral presentations

Choose themes for the oral presentations

Día 2 Workshop the oral presentations

### «La semana de los internautas»

Día 1 oral presentations

Día 2 oral presentations

**Reading:** Hombre pequeño, Alfonsina Storni, argentina.

Pasajes Literatura. Pp.109 - 111

## WEEK 6:

**Grammar:** The subjunctive in the adjective clause in *Composición: proceso y síntesis*, págs. 155-164; «La argumentación», págs. 166-17

Día 1 **Discussion :** Hombre pequeño, Alfonsina Storni, argentina.

Pasajes Literatura. Pp.109 - 111

**Grammar workshop:** The subjunctive in the adjective clause

Día 2 **Grammar workshop:** The subjunctive in the adjective clause

**Writing workshop:** Bring the first draft of the fourth essay

**Reading:** Al Colegio, Carmen Laforet, Española. Lazos. Pp. 2-11

**Grammar:** The subjunctive in the adjective clause in *Composición: proceso y síntesis*, págs. 155-164

Día 1 **Discussion :** Al Colegio, Carmen Laforet, Española. Lazos. Pp. 2-11

**Grammar workshop:** The subjunctive in the adjective clause

Día 2 **Grammar workshop:** The subjunctive in the adjective clause

**Writing workshop:** Bring the second draft of the fourth essay

**Reading:** La mujer que llegaba a las seis, Gabriel García Márquez. Lazos. Pp. 153 – 173

## WEEK 7

**Grammar:** The subjunctive in the nominal clause en *Composición: proceso y síntesis*, págs. 155-164

Día 1 **Discussion :** La mujer que llegaba a las seis, Gabriel García Márquez. Lazos. Pp. 153 - 173

**Grammar workshop:** The subjunctive in the nominal clause

**Hand in fourth essay**

Día 2 **Grammar workshop:** The subjunctive in the nominal clause

**Writing workshop:** editing the self-reflection

**Reading:** a newspaper article (assigned by the professor)

**Grammar:** The subjunctive in adverbial, adjective and nominal clauses

Día 1 **Discussion :** newspaper article

**Grammar workshop:** review the subjunctive clauses

Día 2 **Grammar workshop:** review the use of the subjunctive in dependent clauses

**Writing workshop:** edit the self-reflection

## WEEK 8

**Review and final exam**

Día 1 **Hand in the self-reflection**

Course evaluation

Día 2 **Second exam**

## ATTENDANCE POLICY

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the onsite syllabus for specific class requirements.

## UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

### SCHOLASTIC DISHONESTY:

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting

false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

#### **STUDENT CONDUCT:**

The University of Minnesota has specific policies concerning student conduct. This information can be found on the Learning Abroad Center website.