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# Spanish Composition & Communication

**COURSE DESIGNATOR:** ECDR 3015W

**LANGUAGE OF INSTRUCTION:** Spanish

**NUMBER OF CREDITS:** 4 credits

**CONTACT HOURS:** 60 hours

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## COURSE DESCRIPTION

ECDR Spanish 3015 is a Spanish course with an emphasis on Spanish Composition and Communication designed to develop and strengthen oral and written language and communication skills acquired in courses 1001–1004. This course seeks to integrate in real contexts the skills of speaking, writing, reading, listening and understanding of Spanish at a higher level.

This course will systematically expose students to a variety of texts within the context of Ecuador and Latin America that will enable them to improve their level of comprehension, analysis, discussion, and reflection; enrich their vocabulary; and accelerate their reading rhythm and comprehension.

The development of language skills will allow students to gain a better understanding of Ecuador: its culture, history, economy, and politics.

## COURSE OBJECTIVES

### Communication

Develop communication skills, both productive and receptive, in order to communicate with coherence and cohesion using the rules of the social dimension of language that reflect advanced learning.

### Grammar

Strengthen grammatical structures, develop skills in handling and use of the language, and increase vocabulary and idiomatic expressions.

### Composition

To develop techniques and writing strategies necessary for written works that reflect originality and correct use of the language in terms of coherence, clarity, and quality of expression, as well as raising the semantic, syntactic, and spelling level.

- This course introduces students to the development of writing skills and cultural analysis. In this course, written works based on the reading and analysis of different texts of culture and literature will allow students to develop strategies to approach the socio-cultural reality of Ecuador and Latin America, with special emphasis on the distinctive features of the analytical discursive mode (as opposed to personal, argumentative, or expository writing) and strategies for incorporating concrete examples and textual evidence in support of critical interpretation.
- Through the written works that the students perform, in this course, they will learn to recognize and use a suitable vocabulary and tone for an advanced academic discourse. In this way, they will begin the practice of evaluating and integrating in their written works the evidence coming from external sources.
- At the end of the course, students must demonstrate competency in the main components of written analysis of cultural components and familiarity with research components in cultural subjects.
- Integrate in a significant way in real contexts the linguistic skills to a level that reflects the knowledge learned in the previous courses and in the ones of specialization of this course 3015 through oral production, written communication, reading comprehension, and ability to listen.
- Provide guided classroom discussion spaces on socio-cultural issues in Ecuador and Latin America, in order to develop their capacity for understanding, interpretation, reflection, and expression.
- This course will systematically expose the student to a wide variety of fascinating modern texts organized around the concepts of "tradition" and "change" within the context of contemporary civilization of Latin America and culture.
- Guide students in the process of writing academic texts (essays, essays), using appropriate language structures.
- Generate confidence in students so that they can use the Spanish language, oral and written, spontaneously and creatively, assuming that they do not have full control of the structures.

## METHODOLOGY

**Review and mastery of grammatical structures:** Tasks are designed to 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.

This intensive writing course focuses on the acquisition of composition skills with emphasis on thesis writing strategies, expository expository texts (descriptive, narrative, cause and effect, argumentation, etc.) essential for success in more advanced courses in studies of Spanish.

This course moves in the direction of a more advanced level 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.

**Communicative Approach:** Oriented to strengthen the communicative rather than grammatical aspect. The course focuses on helping students to interact appropriately in daily life, for this the class will be a space of directed communication.

**Teaching is subordinate to learning.** Students are the protagonists of learning; the teacher assumes the role of "facilitator" and motivator of the teaching.

**Collaborative work.** The interaction between students (total group or small groups) is very significant: it helps understanding and retaining information, promotes positive social skills and encourages students to improve their own skills and to learn from others and to work in groups.

**Context.** Learning arises from the use of language in real situations, such 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.

**Observation Outings.** These activities will allow students to directly observe the local reality, social, cultural and environmental differences of the visited area.

**Instruments for learning.** Grammatical support materials will be used for reading comprehension and oral expression: newspapers, magazines, pamphlets, literary texts; For listening comprehension: videos, songs, etc. Students investigate, write, expose, debate, dramatize and critique. The class work is dynamic, creative, with interaction in pairs or mini groups.

## COURSE PREREQUISITES

Completion of fourth semester Spanish (SPAN 1004) or equivalent with a C- or better.

## REQUIRED READINGS/ MATERIALS

Heyck, Denis Lynn Daly con María Victoria González Pagani. *Tradición y cambio. Lecturas sobre la cultura latinoamericana contemporánea.* Tercera edición. Nueva York: The McGraw-Hill Companies, Inc., 2004.

Sender, Ramón. *Mosén Millán.* Edición preparada por Robert M. Duncan. Lexington, Massachusetts: D. C. Heath and Company, 1964. (Available at the Paradigm Copy Center located near the Oak St. and Washington Avenue intersection)

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* to accompany *Composición: proceso y síntesis*. Quinta edición. New 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

Assessments	Español 3015
Attendance and participation	7%
2 written diaries of 300 words each	6%
Daily homework	5%
3 compositions (descriptive, narrative, argumentative) of 600 words each	18%
Participation in editing team	4%
Participation in round table	10%
Oral presentation of stories by Ecuadorian authors	5%
Final essay of 1300 words	15%
Final oral essay	5%
Exams	20%
Portfolio and self-reflection	5%
<b>TOTAL</b>	<b>100%</b>

## ASSESSMENT DETAILS

PRODUCTOS	FECHA DE ENTREGA
<b>Diarios</b>	Agosto 7, 14
Tareas diarias (gramática y lectura)	Todos los días
<b>Equipo de Redacción:</b> Borrador de DESCRIPCIÓN: revisión por parejas	Agosto 2
<b>Mesa redonda:</b> Entrega de DESCRIPCIÓN utilizando los lineamientos dados por el profesor y presentación oral (análisis y discusión)	Agosto 3
<b>Equipo de Redacción:</b> Borrador de NARRACIÓN: revisión por parejas	Agosto 7
<b>Mesa redonda:</b> Entrega de NARRACIÓN utilizando los lineamientos dados por el profesor y presentación oral (análisis y discusión)	Agosto 8
<b>Equipo de Redacción:</b> Borrador ARGUMENTACIÓN: revisión por parejas	Agosto 10
<b>Mesa redonda:</b> Entrega de ARGUMENTACIÓN utilizando los lineamientos dados por el profesor y presentación oral (análisis y discusión)	Agosto 15
<b>Equipo de Redacción:</b> Borrador del ensayo final revisión por parejas	Agosto 16
<b>Mesa redonda:</b> Entrega de ensayo final utilizando los lineamientos dados por el profesor y presentación oral (análisis y discusión)	Agosto 17
Exámenes	Agosto 10, 16, 23
Portafolio y autorreflexión	Agosto 23

### *Attendance*

It is very important that the student attend classes promptly. In the event of absence, you must report and justify your absence and complete the assigned tasks.

### *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 reflect their language and culture learning will be evaluated. Participation is compulsory in all academic activities described in the syllabus (classes, round tables, writing teams, presentation of essays, etc.). The oral participation in class is relevant will qualify the quality of analysis and significant contributions of reflection at individual and group level

### *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*

Diaries with a length of 2-3 pages each will be written (minimum 300 words each day), manuscripts to space and a half. 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.

### *Writing Team (group editing sessions in pairs)*

Each student will review the compositions of their partner and feedback the work read in terms of composition, grammar and content. Providing corrections, critical comments, improvement proposals and other pertinent information for each written task.

### *Compositions and Essays*

During the course students will write four compositions: Descriptive, Narrative, Argumentative, Contrast comparison: Texts that will be reviewed by the writing team and presented for analysis and discussion in the round tables. They will be written in space and a half, of a length of 3 pages with letter Calibri 12, (minimum 600 words each Short composition)

The compositions will be evaluated based on the structure and organization of the texts studied. They should reflect consistency, clarity and quality of expression.

The comparison and contrast test will address a free topic with a length of 6 pages to a space and a half with the letter Calibri 12, (minimum 1,300 words). It should contain: title, student's name, title, introduction, thesis approach, argumentation, conclusions and

bibliography. In the text or body, bibliographic references should be included. The Essay should reflect depth and quality of analysis of the topic raised.

*Roundtable: Debates*

The content of the written papers will be socialized with the whole class based on the oral presentation that each student will make, according to the dates recorded in the academic calendar. These presentations constitute an individual assessment component of students. Oral presentations will last five minutes per student.

Students must present the story analysis assigned by the teacher. They will be spaces of group discussion on the content, topics that the text addresses and reflections.

Exams: to assess the progress of learning. They will include grammar, reading, listening and written expression.

*Portfolio of compositions and Self reflection*

Once corrected and qualified the works by the Spanish Teacher, each student should incorporate the suggestions and corrections. The portfolio of compositions is composed of both the drafts and the final works. It should include an essay on reflections that allows the student to review, explore and analyze their process, strengths and weaknesses in the process of learning Spanish and in their written compositions.

## COURSE CONTENT

Week 1:

ACTIVIDAD	RESPONSABLE
Español: Revisión programa académico y Diagnóstico nivel de Español Review academic program and assessment of Spanish level	Karina Cornejo Emilia Castelo
Español: Living with an Ecuadorian family	Emilia Castelo

The use of ser and estar in Composición pages 33-36 and the exercises in the practice notebook	Karina Cornejo
Orientation and introduction to the course Tradición: Chapter 1, Introduction, pages 2-20 Discussion and analysis	
Composición: The description, pages 15-32 Characteristics, structure, content. Analysis of texts. Homework: first composition- a description	
Español Gramatical: The preterite: forms, uses, irregular verbs	Karina Cornejo
Español Gramatical: The preterite, the imperfect, and times in the imperfect. Composición, pp. 63-67 y los ejercicios del Cuaderno de práctica	Karina Cornejo
Tradición: «Las clases sociales», pp. 27-33	
Tradición: «Un hombre pasa con un pan al hombro»-César Vallejo (1892-1938), pp. 33-36	
Composición: Narration (pp. 36-61) Characteristics, structure, content, analysis of texts	
<b>Editing team: revisión of description.</b>	

Grammar review: el pretérito, el imperfecto y los tiempos perfectos en Composición, pp. 63-67 y los ejercicios del Cuaderno de práctica.	Karina Cornejo
Grammar review: el pretérito, el imperfecto y los tiempos perfectos en Composición, pp. 63-67 y los ejercicios del Cuaderno de práctica	Karina Cornejo
Tradición: Palabras francesas (I)-Victoria	

Ocampo (1891-1977), pp. 42-45 (hasta mediados de la página)	
Round table: students hand in final work and oral presentation of description	Mireia Ortega

Composición: Tarea: Estudiantes preparan borrador de NARRACIÓN	
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Week 2

Español Gramatical. Use of the passive voice in Composición, pp. 101-106 and practice exercises in Cuaderno de práctica	Karina Cornejo
Visit Museo Guayasamín	Karina Cornejo
Tradición: Palabras francesas (II)-Victoria Ocampo, pp. 45-47	
<b>Composition:</b> «La exposición», pp. 68-76	
<b>Editing team: Narration</b>	

Español Gramatical. Passive voice. The fight of the grandmothers of the plaza de mayo	Karina Cornejo
Español Gramatical: The subjunctive	Karina Cornejo
Tradición: «La etnicidad», pp. 85-91	
<b>Composición:</b> Composición: «La exposición», pp. 77 - 85	
Round table: students hand in final work and oral presentation for narration	

Español Gramatical: The subjunctive	Karina Cornejo
Español gramatical. The subjective in subordinate clauses, the nominal clause Composición, pp. 155-164 y los ejercicios del Cuaderno de práctica	Karina Cornejo
Composición: «La exposición», pp. 85-106	
Tradición: «Balada de los dos abuelos»-Nicolás Guillén (1908 - 1989), pp. 93-96	
Editing exposition	

Español Gramatical. The imperative: positive and negative demands	Karina Cornejo
Español gramatical. Exam 1: grammar and listening comprehension	Karina Cornejo
Tradición: «La familia», pp. 165-172	
Tradición: «La guerra y la paz»-Mario Benedetti (1920- ), pp. 182-185	
Composition: Students hand in draft of argumentative	
Editing team: draft and review	

Week 3:

Español gramatical: The subjunctive: forms and uses	Karina Cornejo
Español gramatical: The subjunctive: nominal clauses	Karina Cornejo
<b>Composition:</b> essay- exposition (compare and contrast)	

<b>Editing team:</b> Draft version of exposition- argumentative
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Español gramatical: The subjunctive: adjective clauses	Karina Cornejo
Español gramatical: El subjuntivo: Cláusulas adjetivales	Karina Cornejo
Composición: «La comparación y el contraste», pp. 113-124	
Tradición: Tradición: Pedagogía del oprimido (II)-Paulo Freire, pp. 229-232	
Round table: student hand in final work and oral presentation on argumentative Homework: students read texts for exam 2, chosen by professor	

Español gramatical: Subjunctive adverb clauses	Karina Cornejo
Español gramatical: Subjunctive: conditional sentences	Karina Cornejo
Composición: «La comparación y el contraste», pp. 125-140	Karina Cornejo
<b>Composición:</b> Students analyze texts for Exam 2	
<b>Composición</b> Exam preparation time	<b>Estudiantes</b>

Español gramatical. The subjunctive in subordinate clauses, combining nominal clauses, adjective and adverb Composición, pp. 143-152 and exercises in Cuaderno de práctica	Karina Cornejo
Oral exposition of stories: analysis and discussion of a story by an Ecuadorian author as a guide for the oral presentation	Karina Cornejo
Tradición: La crítica cultural», pp. 315-319	
Discussion of the themes of the final essay	Karina Cornejo

Visit to the Northwest: Visit Museo Tulipe	Ismael Charpentier
Composición: homework: Students bring the draft of the final essay. Theme chosen from the chosen readings	

**Week 4:**

Focus: discussion and analysis of Ecuadorian stories assigned by the profesor to each student	Karina Cornejo
<b>Editing team:</b> Revision of the draft of the final essay	
Español gramatical: Subjunctive: compound time	Karina Cornejo

Español gramatical: Uses of the subjunctive, general revisión	Karina Cornejo
Español gramatical: Final exam preparation	<b>Estudiantes</b> <b>Profesor</b>

<b>Exam 3. Final exam</b>	Karina Cornejo
Receso	
Review of the final exam	

<b>Round table:</b> Presentation of the final oral	
Program evaluation	D. López J. Suárez

## 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.