**Master Syllabus**

**Course: Spanish Composition and Conversation II**

**(SPA 302)**

**University Studies – Cluster 1C -Foundations for Engagement:**

**Skills for the 21st Century – Intermediate Writing**

This University Studies Master Syllabus serves as a guide and standard for all instructors teaching an approved course in the University Studies program. Individual instructors have full academic freedom in teaching their courses, but agree to focus on the outcomes listed below, to cover the identified material, to use these or comparable assignments as part of the course work, and to make available the agreed-upon artifacts for assessment of learning outcomes.

**Course Overview:**

**Course Descriptions:**

**Spanish Composition and Conversation II (SPA 302):**

Continuation of SPA 301 with additional activities that develop students’ dialogic, narrative, descriptive and argumentative abilities in Spanish as well as discussion and analysis of modern literary works, methods and theories used in upper-division analyses of literary and cultural representations, and further development of skills in writing research papers in Spanish.

**Course content:**

In this course students will develop their ability to converse in extended face-to-face conversations, comprehend and interpret texts at the high intermediate to advanced level, and develop their compositional abilities in extended written formats. Students will also develop cultural awareness of Hispanic political, social, historical, musical, film, and literary texts as well as awareness of current events and topics important to Hispanics. The course develops both critical and creative thinking through inclusion of expository or argumentative essays, creation of children's stories or personal narratives, research projects and reports, newcasts, talk shows, debates, exams, interviews, personal letters, and multimedia presentations. Group conferences on students' writing, comments on early drafts of papers, peer review, and discussions and modeling of techniques for drafting compositions are also part of the course. Through these activities students will also engage in activities aimed at vocabulary building, and improvement of grammatical accuracy. **Writing in Spanish using the “process approach” (see below) will help students improve writing in English (transfer of skills)** This is a three-credit course and meet three hours weekly.

**Courses Work and Pedagogical Focus:**

Students will demonstrate comprehension of various literary, cultural, and visual works in Spanish, using them to engage in analytical and synthetic thinking processes via essays, narratives, reports, reviews, journals, discussion boards, reflections, written responses to readings, extended oral interviews and presentations, debates, exams, quizzes, and active class participation . As a writing intensive class, the course intensively focuses on the writing process: brainstorming, observing and commenting on graphics, reading and responding to texts on provocative topics, selection of a writing topic, techniques for organization and expression, thinking about the reader, writing strategies, creating a writing plan, gathering material and developing a draft, peer editing, developing checklists to apply to one's own writing, developing a revision plan, the refinement of language and expression, use of transition words, and expansion of vocabulary in writing final drafts. To this end, frequent low stakes and high stakes writing assignments are included within the scope of the course and account for at least 50% of the final grade. Students will complete a total of at least 30 pages of writing in this course, including first drafts, revisions, and final versions. The class has an interactive format where students engage in pair work, group work and whole class discussions in order to accomplish course goals. Students will increase proficiency in interpersonal, interpretive and presentational communication skills as well as demonstrate growth in cultural, literary and interdisciplinary knowledge.

**Learning Outcomes:**

Course Specific Learning Outcomes:

In this course students will:

1. Demonstrate an understanding of writing as a process as well as important differences between communicating orally and in writing.

2. Develop resources needed in order to communicate effectively.

3. Consolidate abilities from earlier language courses while engaging in varied oral and written extended discourse formats.

4. Demonstrate understanding and ability to interpret written Spanish language on a variety of interdisciplinary topics, using techniques and strategies related to the writing process in order to express their own ideas as convincingly and creatively as possible.

5. Demonstrate understanding and use of a variety of conversational strategies and techniques in Spanishand present information, concepts, and ideas to an audience of listeners on a variety of academic and non-academic topics, and in various formats.

6. Discuss and write about works of visual arts and literature in Spanish within their cultural and historical contexts, and learn how works of human expression shape individual and cultural identities, values and behaviors.

7. Discover, discuss, and demonstrate understanding of similarities and contrasts among Hispanic cultures, and between Hispanic cultures and the home culture, in order to foster awareness of global cultural perspectives.

8. Engage in independent research using scholarly target language sources and websites.

University Studies Learning Outcomes:

1. Read with comprehension and critically interpret and evaluate written work in

discipline‐specific contexts.

2. Demonstrate rhetorically effective, discipline‐specific writing for appropriate

audiences.

3. Demonstrate, at an advanced level of competence, use of discipline‐specific

control of language, modes of development and formal conventions.

4. Demonstrate intermediate information literacy skills by selecting, evaluating,

integrating and documenting information gathered from multiple sources into

discipline‐specific writing.

**Example of Grading:**

Participation and writen homework 20%

2 Oral Presentations 20%

4 Compositions/ Essays 20%

Final Essay / Project 20%

Total: 100%

**Examples of Texts and/or Assigned Readings:**

1. Valdés, Guadalupe, T. Dvorak, T. Pagán Hannum. ***Composición: Proceso y síntesis***, McGraw-Hill, 2008.

2. Mary McVey Gill et al, ***Cinema for Spanish Conversation***, Third Edition. Focus Publishing, 2010.

3. Mullen, Edward J. et al. ***El cuento hispánico: A graded Literary Anthology***, McGraw-Hill, 2011,

4. M. Victoria García-Serrano, A. Cash, Cristina de la Torre. ***¡A que sí!***, third Edition, Thomson & Heinle, Boston, 2006.

**Example Assignment(s)**:

All instructors will assign:

**5 Essays/ Compositions**: (3-5 pages, double-spaced, 12 pt. font, 10% each x 5 = 50% of final grade) **and a Final Essay** (4-6 pages, double-spaced, 12 pt. font, 20% of final grade)

These student products will meet University Studies Cluster 1C, Learning Outcomes 1-4. Students will have to critically interpret writen and visual texts, and their five compositions and essays should be rhetorically effective, and at advanced level of competence in Spanish. Students will complete these writing assignments utilizing a “process approach.” Under this approach students type a first draft and receive comments from classmates on its content and structure, and the instructor suggests areas that may need editing for spelling, grammar or vocabulary. Then, students rewrite the assignment, including suggestions, and the process continues until the writing assignment fulfills the learning outcomes. Students will write 5 compositions/essays, and a final essay, submitting outlines, drafts, revisions and final versions of each paper. 40 pages (including drafts, revisions and final versions) is the minimum students will produce during this class. Samples of these compositions/essays are shown below.

**Examples and Alignment with University Studies Learning Outcomes:**

(Note: the numbers in parentheses correspond to the University Studies Learning Outcomes that follow.)

(1) Example Analysis Paper (University Studies Learning Outcome 1, 2, 3, 4)

Write a 4-5 page analyzis of the film “Mary Full of Grace”. Do not summarize it, write a literary analysis using theoretical concepts and ideas discussed in class (2). Focus on the title and the film’s central topics. Make connections with Colombia and the Latin American historical context of the movie: drug trafficking, poverty, political violence, teenage pregnancy, machismo, underemployment, and more. Also, explain in your essay what do you think the Director thinks about illegal immigration to the United States, and what rethorical strategies he adopts to persuade his audience (3). Focus also in the main character, María, and analize her agency in terms of gender roles. Remember to include references to critical texts on the movie (1 & 4). (10% 0f final grade)

(2) Example Research Paper (University Studies Learning Outcome 1, 2, 3, 4)

Using the film *También la Lluvia* and following the modes of development and organizational templates discussed in class*,* write a 4-5 page research paper in which you compare and contrast Columbus' colonization of América with contemporary colonization practices of South America or Central America. Research Colombus' letters on the topic as well as 5-7 additional contemporary journalistic sources on one of the topics presented in the film, integrating and documenting these sources in your final paper. At the end of the paper, include a debriefing statement that provides reasons for inclusion of these sources. In what ways are the sources you selected more reliable or valid than other sources you reviewed during your research? (10% 0f final grade)

**Other examples of writen assignments with University Studies Learning Outcomes:**

(1) Example Discussion Board Writing Assignments (Written Assignments to Readings) (University Studies Learning Outcome 1)

As the leader of this week's discussion board, answer all of the "En mi opinión" questions of *A Que Sí*  in Spanish for the reading "*El hipnotizador personal"*, posting your response by Thursday Your post should be at least 250 words and draw on specific examples from the text for support. Your classmates will respond to this post by Sunday with a commentary of at least 100 words. After reading their posts, submit a one-page reflection paper within the week to your instructor in which you identify and justify the three responses to your post that are most insightful.

(2) Example Self Review in English Prior to Submission of Essays (these are sample questions only; questions will align with modes of developing and writing strategies discussed in the Valdés et. al text.) (University Studies Learning Outcome 1)

Please submit a written evaluation of your work, using the following questions as a point of departure:

What is the goal or purpose of this writing?

Does the paper capture the reader's interest?

What does the composition explain? What is the principal idea?

For whom is the composition written? What questions might my reader have with respect to this theme? Have I answered all of these questions?

What impression do I leave on the reader through my writing?

What details or evidence do I include in the text? How does each detail or piece of evidence support what I propose?

Is my conclusion convincing?

**University Studies Learning Outcomes:**

1. Read with comprehension and critically interpret and evaluate written work in

discipline specific contexts.

2. Demonstrate rhetorically effective, discipline specific writing for appropriate

audiences.

3. Demonstrate, at an advanced level of competence, use of discipline‐specific

control of language, modes of development and formal conventions.

4. Demonstrate intermediate information literacy skills by selecting, evaluating,

integrating and documenting information gathered from multiple sources into

discipline specific writing.

**Sample Grading Rubric for Essays**:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | | | |
| **Exemplary – A to A+** | **Accomplished – B+ to A** | **Developing – C- to B** | **Limited – F to D+** |
| **Critical Thinking** | Essay shows evidence of strong skills of analysis, synthesis, and evaluation. Logic is virtually flawless. | Essay shows evidence of application of skills of analysis, synthesis, and evaluation. Logic is nearly flawless. | Essay shows inconsistent application of skills of analysis, synthesis, and evaluation. Logic may be flawed. | Essay shows inconsistent application of skills of analysis, synthesis, and evaluation. Logic may be flawed. |
| **Application of Critical Technique & Perspective** | Essay reflects mastery of the literary perspective applied. The writer is fluent in the language and theory behind the perspective. Analysis and conclusions drawn are virtually incontrovertible. | Essay reflects a solid understanding of the literary perspective applied. The writer is using much of the language and theory behind the perspective. Analysis and conclusions drawn are strong with minor "errors." | Essay reflects a some understanding of the literary perspective applied. The writer struggles to use the language and theory behind the perspective. Analysis and conclusions drawn are somewhat questionable with a few obvious "errors." | Essay reflects little understanding of the literary perspective applied. The writer barely uses the language and theory behind the perspective. Analysis and conclusions drawn are questionable with obvious "errors." |
| **Essay Focus** | Essay remains focused on a clear thesis with every support powerfully connected to the thesis. | Essay remains focused on a clear thesis with every support clearly connected to the thesis. | Essay remains focused on a thesis with most supports adequately connected to the thesis. | Essay may lose focus on or lack a clear thesis; some supports are not connected to the thesis. |
| **Quality of Support** | Powerfully chosen textual proof supports each point. The textual proof is thoroughly examined, explained, and clearly relevant to the thesis. | Well chosen textual proof supports each point. The textual proof is adequately examined, explained, and relevant to the thesis. | Acceptably chosen textual proof supports most points. The textual proof may be inconsistently examined, explained, and relevant to the thesis. | Questionably chosen textual proof supports a few points. The textual proof is likely insufficiently examined, explained, or relevant to the thesis. |
| **Essay Organization & Transitions** | Essay is strikingly organized with a keen sensitivity to building an argument. Transitions are sophisticated and varied. | Essay is well organized with a logical approach to building an argument. Transitions are solid and varied. | Essay is competently organized with a logical if uninspired approach to building an argument. Transitions are ordinary but sufficient. | Essay is inconsistently organized with a haphazard approach to building an argument. Transitions are choppy or lacking. |
| **Internal Paragraph Coherence** | Paragraphs flow well internally with each sentence building and flowing into the next. | Paragraphs flow well internally with each sentence building into the next. | Paragraphs are choppy internally with sometimes confusing jumps between ideas. | Paragraphs are choppy internally with confusing jumps and between ideas. |
| **Mechanics and Style** | Essay is flawlessly written with a flair for academic style. Excellent word choice and sentence variety. | Essay is well written with a solid academic style. Some strong word choice and sentence variety. | Essay is acceptably written with a some academic style. Word choice and sentence variety are ordinary. | Essay is poorly written with a little academic style. Word choice and sentence variety are below expectations. |

**Sample Course Outline A:**

Jan. 30 Course Introduction. Getting to know each other.

Discussion of the syllabus. First activities, Cap. 1. (p. 1-4)

Feb. 01 Capítulo 1 (p. 5-12) La misma luna

Feb. 03 Capítulo 1 (p. 13-16) *(Last Day to Add/Drop/Audit)*

Feb. 06 Capítulo 1 (p. 16-19) y comenzar Cap. 2 (p. 21-25)

Feb. 08 Capítulo 2 (p. 25-30) Arráncame la vida

Feb. 10 Capitulo 2 (p. 30-36)

Feb. 13 Capítulo 3 (p. 37-41) Como agua para chocolate

Feb. 15 Capitulo 3 (p. 41-44)

Feb. 17 Capítulo 3 (p. 44-50) y **Composición 1**

Feb. 20 *President Day (No classes)*

Feb. 21 Follow Monday’s schedule. Capítulo 4 (p. 51-55) Hombres armados

Feb. 22 Capítulo 4 (p.55-60)

Feb. 24 Capitulo 4 (p.61-68)

Feb. 27 Primera presentación (Power Point) y análisis de peliculas individuales

Feb. 29 Primera presentación (Power Point) y análisis de peliculas individuales

Mar. 02 Primera presentación (Power Point) y análisis de peliculas individuales

Mar. 05 Capitulo 5 (p.69-74) El Norte

Mar. 07 Capítulo 5 (p. 75-78)

Mar. 09 Capítulo 5 (p. 79-85) y **Composición 2**

Mar. 12 Capítulo 6 (p. 87-92) María llena eres de gracia

Mar. 14 Capitulo 6 (p. 93-96)

Mar. 16 Capitulo 6 (p. 97-102)

Mar. 19 *Spring Vacation*

Mar. 21 *Spring Vacation*

Mar. 23 *Spring Vacation*

Mar. 26 Capítulo 7 (p. 103-107) Diarios de motocicleta

Mar. 28 Capítulo 7 (p. 108-113)

Mar. 30 Capítulo 7 (p. 114-121) y **Composición 3**

Apr. 2 Capítulo 8 (p. 123-128) La historia oficial

Apr. 4 Capítulo 8 (p. 128-132)

Apr. 6 Capitulo 8(p. 133-139)

Apr. 9  **Presentación de outlines deensayo final**

Apr. 11 Capítulo 11 (p. 175-179) Nueba Yol

Apr. 13 Capítulo 11 (p. 180-185)*(Last day to withdraw from a class)*

Apr. 16 *Patriots’ Day: No classes*

Apr. 18 Capítulo 11 (p. 185-194) )

Apr. 20 Capítulo 12 (p. 195-201) Belle Epoque

Apr. 23 Capítulo 12 (p. 201-204) y **Composición 4**

Apr. 25 Capitulo 12 (p. 204-209)

Apr. 27 Capitulo 14 (p. 227-234) Todo sobre mi madre

Apr. 30 Capítulo 14 (p. 235-238)

May 2 Capítulo 14 (p. 238-242)

May 4 Capítulo 15 (p. 243-247) Mar adentro

May 7 Capítulo 15 (p. 248-253)

May 9Capítulo 15 (p. 253-260 y **Composición 5**

May 11 Final Oral Presentations

May 14 Final Oral Presentations and Final Essay review

May 16 Study Day

**Sample Course Outline B:**

Jan. 30 Course Introduction. Getting to know each other. (p.2-3)

Discussion of the syllabus. First activities, Cap. Preliminar

¿En qué son distintas la escritura y el habla?

Feb. 01 Primera etapa: Antes de redactar. (p. 3-7)

Propósitos del escritor y propósitos del lector.

Actividad A. La descripción

Actividad B. La narración

Técnicas de organización y expresión

Actividad A. Análisis del texto: “La parte desconocida de Cuba”

Feb. 03 Actividad B. Análisis del texto: “Las lecciiones del Quijote” (p. 8-13)

Segunda etapa: La redacción y la revisión de las versiones preliminares.

Actividades de grupos de consulta:

Modelo del proceso: La prerredacción, la redacción, la revisión.

Feb. 06 Capítulo 1 La descripción. (p. 14-36)

TASK: Write a description of a place, a thing, an animal or a person.

Feb. 08 Capítulo 1 Primera etapa: Antes de redactar

La generación y recolección de ideas

Técnicas de organización y expresión

Feb. 10 Capitulo 1 Segunda etapa: La redacción y la revisión de las versiones

Preliminares.

El plan de redacción: Cómo se escribe una descripción

El plan de revisión: Actividades con grupos de consulta

Técnica de una lista de control

Feb. 13 Capítulo 1 Tercera etapa: La revisión de la forma y la preparación de la

versión final. Paso 1. Revisión de aspectos gramaticales: Ser/Estar

Paso 2. Revisión del vocabulario y la expresión

Feb. 15 Capitulo 1 Paso 3. Revisión de la ortografía

Paso 4. Preparación de la versión final

Feb. 17 Capítulo 1 Presentación y discusión de la versión final de **Composición 1**

Feb. 20 *President Day (No classes)*

Feb. 21 Capítulo 2 La narración (p. 37-67)

TASK: Write a narration about a past experience.

Feb. 22 Capítulo 2 Primera etapa: Antes de redactar

La generación y recolección de ideas

Técnicas de organización y expresión

Feb. 24 Capitulo 2 Segunda etapa: La redacción y la revisión de las versiones

Preliminares: Cómo se escribe una narración.

Feb. 27 Capítulo 2 Tercera etapa: La revisión de la forma y la preparación de la

versión final. Paso 1. Revisión de aspectos gramaticales: Los tiempos pasados

Paso 2. Revisión de los aspectos gramaticales ya estudiados

Feb. 29 Capítulo 2 Paso 3. Revisión del vocabulario y de la expresión

Paso 4. Revisión de la ortografía

Paso 5. Preparación de la versión final

Mar. 02 Capítulo 2 Presentación y discusión de la versión final de **Composición 2**

Mar. 05 Capitulo 3 La exposición (Parte 1) El análisis y la clasificación (p. 68-112)

TASK: Write an expository essay about a topic of interest. Include

evidence using techniques of analysis and classification.

Mar. 07 Capítulo 3 Primera etapa: Antes de redactar

La generación y recolección de ideas

Técnicas de organización y expresión

Mar. 09 Capítulo 3 Segunda etapa: La redacción y la revisión de las versiones

Preliminares: Cómo se escribe una exposición.

Mar. 12 Capítulo 3 Tercera etapa: La revisión de la forma y la preparación de la

versión final. Paso 1. Revisión de aspectos gramaticales: La voz pasiva

Paso 2. Revisión de los aspectos gramaticales ya estudiados

Mar. 14 Capitulo 3 Revisión del vocabulario y de la expresión

Paso 4. Revisión de la ortografía

Paso 5. Preparación de la versión final

Mar. 16 Capitulo 3 Presentación y discusión de la versión final de **Composición 3**

Mar. 19 *Spring Vacation*

Mar. 21 *Spring Vacation*

Mar. 23 *Spring Vacation*

Mar. 26 Capítulo 4 La exposición (Parte 2) (p. 113-165)

TASK: Write an expository essay about a topic of interest. Include

evidence using techniques of comparison and contrast.

Mar. 28 Capítulo 4 Primera etapa: Antes de redactar

La generación y recolección de ideas

Técnicas de organización y expresión

Mar. 30 Capítulo 4 Segunda etapa: La redacción y la revisión de las versiones

Preliminares: Cómo se escribe una exposición.

Apr. 2 Capítulo 4 Tercera etapa: La revisión de la forma y la preparación de la

versión final. Paso 1. Revisión de aspectos gramaticales: El subjuntivo

Paso 2. Revisión de los aspectos gramaticales ya estudiados

Apr. 4 Capítulo 4 Revisión del vocabulario y de la expresión

Paso 4. Revisión de la ortografía

Paso 5. Preparación de la versión final

Apr. 6 Capitulo 4 Presentación y discusión de la versión final de **Composición 4**

Apr. 9 Capítulo 5La argumentación (Parte 1) (p. 166-214)

TASK: Write a persuasive essay about a topic of interest. Include opposing

viewpoints.

Apr. 11 Capítulo 5 Primera etapa: Antes de redactar

La generación y recolección de ideas

Técnicas de organización y expresión

Apr. 13 Capítulo 5 Segunda etapa: La redacción y la revisión de las versiones

Preliminares: Cómo se escribe un ensayo argumentativo.

Apr. 16 *Patriots’ Day: No classes*

Apr. 18 Capítulo 5 Tercera etapa: La revisión de la forma y la preparación de la

versión final. Paso 1. Revisión de aspectos gramaticales: Pronombres

relativos

Paso 2. Revisión de los aspectos gramaticales ya estudiados

Apr. 20 Capítulo 5 Revisión del vocabulario y de la expresión

Paso 4. Revisión de la ortografía

Paso 5. Preparación de la versión final

Apr. 23 Capítulo 5 Presentación y discusión de la versión final de **Composición 5**

Apr. 25 Capitulo 6 La argumentación (Parte 2) (p. 215-265)

TASK: Write a persuasive essay to defend a thesis about a literary or other

cultural product.

Apr. 27 Capitulo 6 Primera etapa: Antes de redactar

La generación y recolección de ideas

Técnicas de organización y expresión

Apr. 30 Capítulo 6 Segunda etapa: La redacción y la revisión de las versiones

Preliminares: Cómo se escribe un ensayo argumentativo sobre literatura

May 2 Capítulo 6 Tercera etapa: La revisión de la forma y la preparación de la

versión final. Paso 1. Revisión de aspectos gramaticales: Infinitivo,

Participio y Gerundio.

Paso 2. Revisión de los aspectos gramaticales ya estudiados

May 4 Capítulo 6 Revisión del vocabulario y de la expresión

Paso 4. Revisión de la ortografía

Paso 5. Preparación de la versión final

May 7 Capítulo 6 Final revision del Ensayo Final

May 9 **Final Essay**

May 11 Final Oral Presentations

May 14 Final Oral Presentations