

# Tennessee Tech University

## Department of Foreign Languages

### Spanish 3010: Written Communication in Spanish Fall 2020

Instructor: Dr. Michael K. Olsen

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Horas de oficina: lunes, miércoles, viernes, 10:00-11:00; and by app., via Zoom

Horas de clase: martes y jueves, 9:30-10:50

#### **Required text**

- Bleichmar, Guillermo, & Cañón (2016). *Taller de escritores: Grammar and Composition for Advanced Spanish*. 3rd ed. Boston: Vista Higher Learning.

**Prerequisites:** SPAN 2020 or permission of instructor

#### **Course description**

The main goals of this course are to further develop language proficiency and communicative competence of students in the mode of writing. The main course activities will include writing, editing, revision, peer editing, and discussion. During the semester we will work on improving the understanding and use of grammar, expanding lexicons, and continuing to develop writing abilities in Spanish. Students will be introduced to the various aspects of the writing process and will practice writing in a variety of subjects and styles. The course takes a process-oriented approach to writing. That is, we will work on the basis of a draft/feedback/revision plan. The feedback process will be enhanced through the use of peer editing. Foreign Language majors must pass this course with a C or better in order to continue on to upper-level courses.

#### **Enduring Understandings**

Students will come to understand that:

- Effective writing is the result of the writing process.
- Understanding increasingly complex and nuanced Spanish grammar contributes to the effective expression of ideas through writing.
- The ability to write in different styles is an important aspect of the expression of ideas.

#### **Learning Outcomes**

Students will be able to:

- Understand that writing effectively is a process  
[Communication: Presentational (Write)]

- Effectively use Spanish grammatical structures, incorporating them into different types of writing (descriptive, narrative, expository, persuasive)  
[Communication: Presentational (Write)]
- Further develop their ability to express ideas through writing (directly and indirectly, objectively and subjectively)  
[Communication: Presentational (Write)]
- Develop critical thinking skills through writing  
[Communication: Presentational (Write)]
- Further develop their reading skills and appreciate native texts and their use of style and grammar to express ideas  
[Communication: Interpretive (Read)]  
[Cultures: Relating Cultural Practices to Perspectives (Investigate, Explain, Reflect)]  
[Cultures: Relating Cultural Products to Perspectives (Investigate, Explain, Reflect)]

### **Evaluation**

Participation	12%
Homework and readings	12%
Diarios	12%
Pruebas	14%
Compositions (5)	50%

### **Participation 12%**

1. Students will be graded based on their active participation in class activities (whole class, group work, pair work) and use of Spanish. We are here to learn; so contribute with your thoughts and concerns! Respectful behaviour is expected (**no use of cell phones** in the class).
2. Arrive on time. When students arrive late, they disrupt the class and may miss important announcements.

### **Homework and readings 12%**

Students are expected to come to class prepared by having read the Lectura for that day. Although we will not be focusing on everything from the textbook in class, students are still expected to understand the information in the textbook.

Tareas will consist of grammar practice and analysis exercises designed to help students practice and reflect upon the grammar that we will be covering in class. These assignments are meant to help students analyse and reflect on how grammar affects writing in order to improve the grammatical component of their own writing. Each Tarea is due at **9:30am the day it is indicated on the course calendar. Any late assignment will receive a 10% reduction each day it is late.**

**Diarios 12%**

Time during each class period will be dedicated to freewriting. A topic will be provided, but students are free to write about what they wish. The product of each day's freewrite constitute a Diario. Diarios may be written by hand or on a computer, but will be submitted digitally each day to iLearn.

**Pruebas 14%**

There will be five (5) quizzes throughout the course. Each quiz will cover grammar points presented and discussed up to the time of each quiz. Make-up quizzes will not be given without notification and written documentation of your absence and only in cases of emergency. No exceptions. Do not make any travel plans without checking the class calendar.

**Compositions 50%**

Students will write two (4) compositions of 550-600 words each. The compositions must be typed in Times New Roman, double spaced, 12 pt. font; in addition, they must have typed accents (á, é, í, ó, ú, ü, ñ), and symbols (¡, ¿). If you do not know how to type these symbols, please consult the 'Tildes' document on iLearn. All versions of each composition must be submitted to Turnitin.com as a **Word file (not a pdf)** at **9:30am the day it is indicated on the course calendar**. I will also provide my feedback through Turnitin.com (more information on the use of Turnitin.com will be provided in class). **Any stage of the composition that is late will receive a 10% reduction each calendar day they are late.** The topic of each composition will be announced as the due date of the first draft approaches. You will work on each of these compositions in four phases:

1. First Draft (6%): You will write the first full draft of your composition in class. It should be at least 400 words at this stage. You will turn your composition in through Turnitin.com which will automatically share it with a peer so that they can complete a peer review.
2. Peer Review (10%): You will review a peer's first draft. This is accomplished directly in Turnitin.com as a 'Peermark'. You must be specific and correct your peer's composition based on the Peer Review Criteria (on iLearn).
3. Revision (60%): You will proceed to revise the first draft based on the feedback you received from your peer in phase 2. You will turn your revision in through Turnitin.com as 'Revision 1'. Once you make the revisions, I will provide feedback using abreviaturas de corrección (on iLearn) so that you can make corrections for the final version of the composition.
4. Final Draft (24%): The final version is not a writing exercise. You will be correcting the mistakes based on my feedback and improving your composition. If you do not know how to correct a mistake, you should come to my office hours or go to the tutoring center to try to understand your mistakes and correct them accordingly. You will turn your final draft in through Turnitin.com as 'Revision 2'.

Students will also write a 5<sup>th</sup> composition of approximately 500 words during the final exam period. This composition must follow the general format of the other compositions, but only a final draft will be written and submitted.

The final grade of each composition will be calculated following the Matriz para las composiciones found on iLearn.

Using a dictionary during writing is encouraged. Translation software (e.g., Google translate), however, is prohibited. The use of translation software will be considered as furnishing False Information and Representation as defined in Tennessee Tech's Policy 217 – Student Academic Misconduct and will be treated as such. For details, view the Tennessee Tech's Policy 217 – Student Academic Misconduct at [Policy Central](#).

### **Accessibility Services**

Students with a disability requiring accommodations should contact the Accessible Education Center (AEC). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, Room 112; phone 931-372-6119. For details, view the Tennessee Tech's Policy 340 – [Services for Students with Disabilities at Policy Central](#).

### **Academic Misconduct**

Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech's Policy 217 – [Student Academic Misconduct at Policy Central](#).

### **COVID – 19**

1. Students must take personal responsibility in following the recommended CDC COVID-19 guidelines. Students are expected follow all COVID-19 directives published by Tennessee Tech including, but not limited to, notices on Tennessee Tech's webpage, building and facilities signage, and similar publications. The university's Return to Campus Student Handbook can be found at <https://www.tntech.edu/return/index.php>.
2. According to Tennessee Tech University's protocols, face coverings must be worn (covering the mouth and nose) by students in the classroom at all times.
3. Students must abide by predetermined social distancing guidelines and seating arrangements. Movement during class sessions should be limited as to not endanger other students or faculty. Students should be conscious and respectful of others and their health concerns.
4. Students who refuse to comply with university protocols on these matters will be reported to the Tennessee Tech Dean of Students.

Students should direct all requests for excused class absences related to COVID-19, regardless of where the COVID-19 testing is performed, to Tennessee Tech's Health Services. The Office of Student Affairs will provide notifications to faculty members of student absences and the expected length of the absence.

### Grading Scale

A: 90-100    B: 80-89    C: 70-79    D: 60-69    F: 0-59

**IMPORTANT:** This syllabus is accurate and complete to the best of the instructor's knowledge. However, the instructor reserves the right to make midcourse changes to the readings, assignments, or exam dates as needed.

### CALENDAR

This calendar is tentative. Students are responsible for checking iLearn and their university email accounts. Assignments, guidelines, and other deadlines will be posted and sent there.

**L:** Leer **T:** Tarea

Semana	Fecha	Tema	Tareas
1	25 de agosto	Introducción al curso El proceso de escribir	<b>L:</b> Plan de estudios
	27 de agosto	Léxico: describir, percepción Ortografía: acentuación I, puntuación I	<b>T: Syllabus information assignment</b> <b>L:</b> pp. 7-10; 19-21
2	1 de septiembre	<b>Taller de Escritura:</b> La descripción	<b>L:</b> pp. 22-31
	3 de septiembre	El sustantivo, el artículo y el adjetivo	<b>L:</b> pp. 11-18
3	8 de septiembre	<i>Ser, estar y haber</i>	<b>T:</b> Lectura Guiada #1
	10 de septiembre	<b>Composición 1:</b> Borrador 1	<b>Composición 1:</b> Borrador 1 <b>T:</b> Lectura Guiada #2
4	15 de septiembre	<b>Prueba 1</b>	<b>L:</b> Peer Review Criteria (en iLearn) <b>Composición 1:</b> Revisión por pares
	17 de septiembre	Léxico: ampliar, tiempo Ortografía: acentuación II, puntuación II	<b>L:</b> pp. 42-45; 53-57 <b>Composición 1:</b> Borrador 2
5	22 de septiembre	<b>Taller de Escritura:</b> La narración	<b>L:</b> pp. 58-69

	24 de septiembre	El pretérito y el imperfecto	<b>Composición 1:</b> Borrador final <b>L:</b> pp. 46-52 <b>T:</b> Lectura Guiada #3
6	29 de septiembre	Las cláusulas relativas	
	1 de octubre	<b>Composición 2:</b> Borrador 1	<b>Composición 2:</b> Borrador 1 <b>T:</b> Lectura Guiada #4
7	6 de octubre	<b>Prueba 2</b>	<b>Composición 2:</b> Revisión por pares
	8 de octubre	Léxico: transición, sufijos Ortografía: los números	<b>L:</b> pp. 109-113; 124-127 <b>Composición 2:</b> Borrador 2
8	13 de octubre	<b>NO HAY CLASE</b>	<b>Vacaciones de otoño</b>
	15 de octubre	<b>Taller de Escritura:</b> La exposición	<b>L:</b> pp. 128-137
9	20 de octubre	La participación de entidades en la situación verbal	<b>L:</b> pp. 114-116 <b>Composición 2:</b> Borrador final
	22 de octubre	Los modos indicativo y subjuntivo	<b>L:</b> pp. 118-123 <b>T:</b> Lectura Guiada #5
10	27 de octubre	<b>Composición 3:</b> Borrador 1	<b>Composición 3:</b> Borrador 1 <b>T:</b> Lectura Guiada #6
	29 de octubre	<b>Prueba 3</b>	<b>Composición 3:</b> Revisión por pares
11	3 de noviembre	Léxico: cognados falsos, prefijos, verbos con preposiciones Ortografía: palabras compuestas	<b>L:</b> pp. 145-151; 162-163 <b>Composición 3:</b> Borrador 2
	5 de noviembre	<b>Taller de Escritura:</b> La argumentación	<b>L:</b> pp. 164-173
12	10 de noviembre	El adverbio	<b>L:</b> pp. 152-161 <b>Composición 3:</b> Borrador final
	12 de noviembre	Las preposiciones y el caso de <i>por</i> y <i>para</i>	<b>T:</b> Lectura Guiada #7
13	17 de noviembre	<b>Composición 4:</b> Borrador 1	<b>Composición 4:</b> Borrador 1 <b>T:</b> Lectura Guiada #8
	19 de noviembre	<b>Prueba 4</b>	<b>Composición 4:</b> Revisión por pares
14	24 de noviembre	La voz pasiva y el pronombre se impersonal	<b>Composición 4:</b> Borrador 2

	26 de noviembre	<b>NO HAY CLASE</b>	<b>Día de acción de gracias</b>
15	1 de diciembre	El tiempo y el aspecto	<b>T: Lectura Guiada #9</b>
	3 de diciembre	<b>Prueba 5</b>	<b>T: Lectura Guiada #10</b> <b>Composición 4: Borrador final</b>
Finals	<b>EXAMEN FINAL</b>	lunes, 7 de diciembre <b>Composición 5</b>	<b>10:30-12:30</b>