I. INSTRUCTOR

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Office location: LaCorte Hall (LCH) A-303
Office hours: Mon. and Wed., 7:00 - 7:30 PM; Tue. and Thu., 4:00 - 5:00 PM, and by appt.
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***Please leave written messages and assignments in the Department of Modern Languages Office, LaCorte Hall (LCH) C-310.

II. COURSE DESCRIPTION

An advanced composition, reading and discussion course concerned with compositional elements of style and syntax, with an emphasis on creative writing by the students (CSUDH University Catalog description). Additionally this course focuses on the writing and research skills necessary to create university-level essays in exposition, argumentation, and narration in Spanish. An additional goal of the course is to enhance students' knowledge of advanced Spanish grammar, punctuation, and orthography, including mastery of all diacritical marks. Prerequisite: Spanish 221 or equivalent.

III. COURSE OBJECTIVES – LEARNING OUTCOMES

By the end of this course individual students will, for example, be able to:

- describe how academic, written language differs from oral discourse in Spanish;
- describe and produce academic, university-level sentences in Spanish;
- describe and produce academic, university-level paragraphs in Spanish;
- successfully write a narrative essay in Spanish;
- successfully write an expository essay in Spanish;
- successfully write an argumentative essay in Spanish;
- describe different elements of a university-level, research and/or literary study in Spanish;
- command a university-level of Spanish orthography, correctly spelling Spanish words with all of their diacritical marks;
- utilize advanced, university-level grammar in Spanish, appropriate for writing an analytical essay and/or research paper.
IV. SCHEDULE OF COURSE TOPICS, ASSIGNMENTS, EXAMS, AND OTHER SPECIAL EVENTS*

*Please note that this is a *tentative* schedule, and that the following are subject to change.

**Week One**
- Introduction to the course
  - ¿Qué es ‘redacción’?
- Let’s look at the course syllabus
- Let's look a closer look at our textbooks, *Manual de redacción* by Professor José Raúl Feliciano Rivera; and *Ortografía lengua de la lengua española – Reglas y ejercicios* by Equipo editorial de Larousse
- First writing sample: ¿Quién soy yo?

**Week Two**
- Exchange telephone numbers with 3 Amigos Telefónicos
- Why it is important to have a special place to write and be creative
- *Manual de redacción, Capítulo 1: Preliminares de la redacción*
- *Manual de redacción, Capítulo 1: Ejercicios*
- La importancia de un diccionario excelente
- La importancia de un diccionario de sinónimos y antónimos excelente

**Week Three**
- *Manual de redacción, Capítulo 3: La oración*
- *Manual de redacción, Capítulo 3: Ejercicios*
- Prueba
- Resumen
- *Ortografía de la lengua española – Reglas y ejercicios*

**Week Four**
- *Manual de redacción, Capítulo 5: La narración*
- *Manual de redacción, Capítulo 5: Ejercicios*
- Resumen
- *Ortografía de la lengua española – Reglas y ejercicios*

**Week Five**
- Ensayo 1 – Narración
- Resumen
- *Ortografía de la lengua española – Reglas y ejercicios*

**Week Six**
- *Manual de redacción, Capítulo 6: La descripción*
- *Manual de redacción, Capítulo 6: Ejercicios*
- Prueba
- *Ortografía de la lengua española – Reglas y ejercicios*

**Week Seven**
- Examples of excellent writing in Spanish
- Resumen
- *Ortografía de la lengua española – Reglas y ejercicios*

**Week Eight**
- *Manual de redacción, Capítulo 7: La exposición*
- *Manual de redacción, Capítulo 7: Ejercicios*
- Examples of excellent writing in Spanish
- Resumen
- *Ortografía de la lengua española – Reglas y ejercicios*
Week Nine
Manual de redacción, Capítulo 10: El trabajo de investigación
Manual de redacción, Capítulo 10: Ejercicios
Prueba
Examples of excellent writing in Spanish
 Ortografía de la lengua española – Reglas y ejercicios

Week Ten
Literary analysis
Exercise in literary analysis
Ensayo II – Exposición
Las ideas de Daniel Cassany (profesor de la Universidad de Barcelona): Describir el escribir
Examples of excellent academic writing
 Ortografía de la lengua española – Reglas y ejercicios

Week Eleven
Literary analysis
Exercise in literary analysis
Las ideas de Daniel Cassany: La cocina de la escritura
Manual de redacción, Capítulo 4: El párrafo
Manual de redacción, Capítulo 4: Ejercicios
Resumen
 Ortografía de la lengua española – Reglas y ejercicios

Week Twelve
Manual de redacción, Capítulo 8: La argumentación
Manual de redacción, Capítulo 8: Ejercicios
Resumen
Prueba
 Ortografía de la lengua española – Reglas y ejercicios

Week Thirteen
Manual de redacción, Capítulo 10: El trabajo de investigación (reprise)
Manual de redacción, Capítulo 10: Ejercicios
Examples of excellent academic writing
Student Presentations
Resumen
 Ortografía de la lengua española – Reglas y ejercicios

Week Fourteen
Student presentations
Resumen
 Ortografía de la lengua española – Reglas y ejercicios

Week Fifteen – Review for Final Exam
Prueba
Student presentations
Review of material for the Final Exam
Practice session for the Final Exam
• Turn in your Cuaderno de redacción for end of term assessment: Monday, December 1, 2014
• Turn in Essay III – Argumentación, Wednesday, December 3, 2014. Please note: Final Essays will not be accepted after this date

FINAL EXAM: Final Exam Week
• Spanish 305-01 Final Exam: Wednesday, December 14, 5:30 – 7:30 PM
V. REQUIRED AND RECOMMENDED TEXTS, AND OTHER COURSE MATERIALS


I will assign additional readings from print and electronic (internet) resources. We will, for example, survey a variety of poems, short stories, and essays in Spanish. Moreover, we will view selected films and short videos.

VI. ASSESSMENT: TYPES OF COURSE EVALUATIONS (EXAMS)

TYPES OF EXAMS AND COMPOSITIONS (ESSAYS).

5 Exams (Pruebas), that are taken from material in our textbooks and ancillary readings, given approximately every 3 weeks (dates to be announced in class).

3 Compositions (Composiciones), for which you will:
• first turn in a First Draft
• followed within 1 week by turning in a corrected and enhanced Second Draft

Final Exam and Final Essay, that includes
• Final Exam: material from the 5 Pruebas above (that treat material from our textbooks and other readings)
• Final Essay

POLICY ON MAKE UP EXAMS. Students will be permitted to make up only one exam. Make up exams will be administered during Final Exam Week. Please consult with the instructor to schedule your make up exam.

POLICY ON MAKE UP ESSAYS. Students will unfortunately not be permitted to make up any of the 3 Compositions above. These essays must be turned in by the announced due date, during class, to receive credit (i.e., turned in as a hard copy, and not sent by e-mail (or delivered on a flash-drive.)

SAMPLES OF COURSE EXAM QUESTIONS

• What is narration?
• What is argumentation?
• What is exposition?
• What makes a good sentence in Spanish?
• What makes a good paragraph in Spanish?
• What makes a good research paper in Spanish?
• What are current trends in narrative writing in Spanish?
• What are current trends in expository and argumentative writing in Spanish?
• What are examples of excellent creative writing in Spanish peninsular literature?
• What are examples of excellent creative writing in Latin American literature
VII. CLASS REQUIREMENTS AND OTHER INFORMATION

YOUR “CLASS PARTICIPATION” GRADE. Please try to volunteer to participate – by raising your hand – as often as possible during our whole-class interactions. I will often call for “Voluntarios” (volunteers). I am grading class participation quite a bit on effort, i.e., how often you at least make an attempt to answer questions or become involved in whole-class interactions.

“Class Participation” also means how well and how much you interact with other students during paired or small-group activities.

“Class Participation” moreover means that you refrain at all times from any type of disruptive conduct in class (e.g., socializing [talking] in English or Spanish with another student, allowing your cell phone to ring in class, and so forth.)

Additionally, “Class Participation” means that you have come to class well prepared. This means, for example, that you complete each of the readings in Chang-Rodríguez (Latinoamérica) as they are assigned; or that you have carefully reviewed an assigned Latin American culture website.

PREPARATION OUTSIDE OF CLASS. This upper-division Spanish class requires from six to eight hours of study outside of class every week. Students taking this class should complete all of the assigned readings and assignments, and come prepared to class to discuss assigned readings. Please look up the meaning of any unfamiliar words or phrases before coming to class. I strongly recommend you use a quality Spanish-to-Spanish dictionary (e.g., Vox, Larousse, Real Academia Española).

YOUR SPANISH 305 CUADERNO DE REDACCION. I will ask you to keep a Cuaderno de redacción in which you collect and systematically organize all of the materials you create and receive for this course. Your Cuaderno de redacción should consist of a half-inch, 3-ring binder in which you:

• include all of your in-class notes for this class;
• include any handouts that I may give to you;
• include all of your reading and notes while studying our textbook Manual de redacción;
• include all of your study guides that you create for each of the chapters that we read in Manual de redacción;
• include copies of exams that I give back to you;
• keep a vocabulary list, with definitions, of new words you are learning in this course;
• turn in your Cuaderno de redacción for assessment towards the end of the semester on Monday, December 1, 2014.

Your Cuaderno de redacción will be returned to you at the end of the semester at the time of the Final Exam.

ESSAYS/ENSAYOS. In this advanced Spanish composition course you will be responsible for writing a series of essays of academic focus and interest. Your essays should:

• comply with the MLA format;
• cite reference materials (books, journal articles, academic websites, etc.) when necessary;
• be neatly done in Word or any other word processing program;
• be paginated in the upper, right hand corner;
• have the point size which I indicate I would prefer for each essay (this may vary by essay);
• be thoroughly proofread, several times, before you turn it in for evaluation and comments;
• have first drafts done, followed by revised second drafts.
RECOMMENDED MATERIALS. I strongly urge students to use an excellent Spanish-to-Spanish dictionary (e.g., Vox, Larousse, Real Academia Española) at all times while reading our textbook, handouts, and web resources. Please look up any unfamiliar vocabulary as you read and prepare.

POLICY ON HOMEWORK DUE DATES. All homework assignments should be turned in on time. You may turn in an assignment at the next class after it is due, but a full grade point will be deducted from the grade for that assignment.

After that date (i.e., the next class after it was originally due) the assignment cannot be accepted.

TECHNOLOGY EMPLOYED TO COMPLEMENT LECTURES. I will occasionally use PowerPoint presentations, as well as overhead transparencies. Additionally, I will present VHS videos, CD-ROMs and DVDs, as well as other resources from the Internet.

ASSISTANCE TO STUDENTS WITH DISABILITIES. I will be glad to accommodate any special needs that students with disabilities may have. Please speak with me before class or during my office hour to let me know how I can make this course more accessible to you. Please also feel free to consult with Disabled Student Services (DSS) [http://www.csudh.edu/dss/main.html], (310) 243-3660, (310) 243-2028 (TDD), (310) 516-4247 (fax), located at Welch Hall B-250.

CLASS ETIQUETTE:
I expect that in this class, an atmosphere of mutual respect and consideration will be maintained. For example,
• students will not make fun of others when they contribute to class discussions
• students will turn off (or change to vibrate mode) all mobile phones, beepers, etc.
• students will show sensitivity to others and refrain from making discriminatory comments
• students will arrive on time to class, and not leave before the class session is over
• will not carry on private conversations with others in the room once class has started
• students will not eat in class

PLEASE RAISE YOUR HAND IF YOU WISH TO VOLUNTEER to speak and participate in a class exercise or discussion. This is the only way to be fair to everyone in the class who may want to contribute an answer at any given time. Please refrain from answering a question or responding, without first raising your hand to be recognized.

GUESTS ARE NOT PERMITTED. Please do not invite any guests – friends, family, other CSUDH students, or children – to our class. Only CSU Dominguez Hills students, who are fully registered for this class, should be present during a Spanish 305-01 class session. It is especially important not to bring children to class.

RECORDING DEVICES. I am requesting that you please not record any of our class sessions with a tape recorder, video recorder, cell phone, or any other electronic device. You truly will get much more from this upper-division Spanish class if you fully attend to what we are doing at the moment that it is occurring in class. In other words listen and look very closely at the time something is being introduced or discussed in this class: learn in the moment! If you ever have a question about what we did in a previous class, I would be very happy to answer your question either during class or during my office hours. I really do appreciate questions from students!

CELL PHONES AND PAGERS. Please help us create a calm and productive teaching and learning environment by turning off any cell phones, pagers or other electronic devices before class starts. It can be very distracting to have cell phones ringing during class, as well as to have persons leaving the classroom in order to answer their phones and pagers. Please also refrain from text messaging during class.
VIII. ASSESSMENT AND GRADING CRITERIA – GRADING SCALE

ASSESSMENT AND GRADING CRITERIA

<table>
<thead>
<tr>
<th>FORMATIVE ASSESSMENT</th>
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<tbody>
<tr>
<td>5 Exams (Pruebas)</td>
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<td>3 Essays (Ensaios)</td>
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<td>Cuaderno de redacción and other assignments</td>
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<tr>
<th>SUMMATIVE ASSESSMENT</th>
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<tbody>
<tr>
<td>Final Exam</td>
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<td>Final Essay</td>
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<td>Class Participation</td>
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<td>Attendance</td>
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GRADING SCALE: The grading scale utilized for each type of assessment in this class, as well as the overall semester grade, is as follows:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94% - 100%</td>
<td>A</td>
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<td>90% - 93%</td>
<td>A-</td>
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<tr>
<td>87% - 89%</td>
<td>B+</td>
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<tr>
<td>84% - 86%</td>
<td>B</td>
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<tr>
<td>80% - 83%</td>
<td>B-</td>
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<tr>
<td>77% - 79%</td>
<td>C+</td>
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<tr>
<td>74% - 76%</td>
<td>C</td>
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<tr>
<td>70% - 73%</td>
<td>C-</td>
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<tr>
<td>67% - 69%</td>
<td>D+</td>
</tr>
<tr>
<td>60% - 66%</td>
<td>D</td>
</tr>
<tr>
<td>59% or less</td>
<td>F</td>
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IX. ATTENDANCE REQUIREMENTS

ATTENDANCE AT ALL CLASS SESSIONS IS REQUIRED. To assure your success in this course, please be present at all class sessions. An upper-division Spanish class session is extremely difficult if not impossible to make up. Each class session will allow you to be immersed in vital whole-class and small-group discussions. Much of what you gain from this course will be the direct product of our in-class lectures, discussions and interactions.

PLEASE SIGN THE ATTENDANCE ROSTER EVERY DAY. When you get to class please remember to immediately sign the Attendance Roster (attached to a clipboard by the door, or placed on my desk in the classroom). It is extremely important that you sign the Attendance Roster every time that you come to class. Your signature on the Attendance Roster is the only real proof that you were with us on any given class day. Unfortunately, I cannot add your name to the Attendance Roster afterwards if you forgot to sign on a previous day.

ABSENCES. Please note that your first three absences will not be docked from your “Attendance” grade. However, starting with the 4th absence – which may occur for any reason – I will deduct 10 percent from your “Attendance” grade for each additional absence.

IF YOU ARE ABSENT. If you are absent, it is your responsibility to call one of your three Amigos Telefónicos (3 students with whom you exchange telephone numbers at the beginning of the semester) to find out what we did in class, to obtain any handouts that were distributed, as well as to find out what was assigned as homework for the next class.
X. STATEMENT ON ACADEMIC INTEGRITY AND PLAGIARISM

In this course, it is expected that you will maintain academic integrity and do all of your own work. Any form of cheating, whether in class or outside of class, is completely prohibited and will result in an “F” in the course. In addition, you will be subject to further disciplinary action determined by the University. You are expected to read the relevant sections of the University Catalog for complete statements on academic integrity and plagiarism.

For example, to maintain academic integrity in this course it is expected that you:
  • write all of your own compositions – e.g., journal entries, reactions to films we see in class, brief essays, etc. – assigned for homework (unless specifically assigned by the instructor to collaborate with another student or students);
  • perform all the preliminary research, and compose your term paper in this course, being extremely careful to avoid any types of plagiarism or academic dishonesty; and that you
  • complete all library research assignments on your own.

XI. STATEMENT ON COMPUTER/INFORMATION LITERACY

CSU Domínguez Hills students enrolled in SPA 110 are expected to demonstrate certain computer and information literacy skills. During the course of this semester the instructor will request that you use the computerized language learning facilities located in the department’s Language Learning Center. For example, during the course of the semester you may be asked to perform any of the following tasks which involve computer and/or information literacy skills: for example, create a Keynote (or PowerPoint or Prizi) presentation; make an audio recording sample of your spoken Spanish in the Language Learning Center; utilize Toromail and /or Blackboard; create compositions in Spanish in a word-processing program like Word (or Pages); and be able to perform cultural research assignments on the Web, carefully putting the information you obtain into your own words (thus avoiding plagiarism).

If you would like more information (or a brief tutorial) about the use of computers on campus, you may consult either or both of the following CSUDH websites:

http://www.csudh.edu/infotech/labs
http://www.csudh.edu/infotech/student_index.shtml

¡Muchísimas gracias por su participación en este curso!