**Course Description**

In this course, students will work on the creation of written texts using a practical approach. Though work will strongly rely on oral text creation, the main objective of the course will be in the writing, which will be treated as a tool for linguistics acquisition, in an integral sense. This will not only include the techniques to develop writing skills, but also a global knowledge of the language (at all levels - morphosyntactic, lexical and pragmatic) and the world that it represents. Students will also enhance the expressive and playful functions of language as well as their access to literary expression.

**Learning Objectives**

By completing this course, students will:

- Analyze and master four different types of texts, namely, descriptive narrative, expository and argumentative.
- Master textual typologies fluently in an academic context.
- Express and produce ideas, thoughts, facts, data, arguments, etc. fluently, coherently and free of errors, which will be conducive to obtain a polished, accurate, precise and near native speaker expression in a variety of writing contexts.

**Course Prerequisites**

None.

**Methods of Instruction**

The course has a fundamentally practical nature. From the first day of the course, students will alternate the practice of individual writing with group writing activities in groups, given the communicative approach we intend and the need to enhance interaction. In this way, we will encourage the student to be an essential participant in his own evolution, while being aware of his progress.

Students will attend class four hours per week. During this time, the theoretical explanations will occur with the practical activities and their subsequent correction. The methodology and procedures to follow are closely related to the content and structuring of the course.

**Linguistic Resource Center**

Given the characteristics of the course and our own correction system, assistance to the Language Resource Center is not allowed as it would interfere with the dynamics and purpose of the course.

**Assessment and Final Grade**

1. Midterm  
   25%
2. Final Exam  
   30%
3. Personal Work: Compositions  
   25%
4. Class Participation  
   20%

TOTAL  
100%
Course Requirements

Midterm

Final Exam

The two exams will have the same structure. Students will write two texts concerning content will be connected to the subject matter in class.

Personal Work: Compositions

Completion of the weekly written work in the format of each activity, as well as punctuality in the delivery of said works.

Class Participation

Interest, active participation in line with the theme and task dealt with in class, completion of assignments, preparation of assigned material for each day of class.

Attendance

Students are not allowed to miss class for unjustified reasons. For each unexcused absence, the participation portion of the grade will be lowered. Hence, it will be very difficult to receive a 100 in the class. Please keep this in mind.

If a student misses class once without a valid excuse (a note from a physician in the event of an illness), then the professor will automatically lower the final grade by 5 points (on a 100-point scale) for each class missed thereafter. Students with 6 or more absences will fail the course.

Students should arrive to class on-time. Arriving more than 15 minutes late for a class will count as an unexcused absence. Please note that an excused absence is one that is accompanied by a doctor’s note: signed stamped and dated. Travelling and/or travel delays are not considered valid reasons for missing class.

Academic Honesty

Students are expected to act in accordance with their university and CIEE’s standards of conduct concerning plagiarism and academic dishonesty. Use of online translators for work in Spanish will result in an automatic failure.

N.B. Course schedule is subject to change due to study tours, excursions, and local holidays. Final schedules will be included in the final syllabus provided to students on site.

Weekly Schedule

Week 1

Class: 1.1 Varieties of Spanish Is there a better one? What should we learn?

- Origins of Spanish (formation, sources, evolution, etc.)
- Is the Spanish language sexist?
- Language and society. Language policy in Spanish
- Canvas practice activities registered in the course under the title: Different Spanishes in the world
- Text to analyze: What do Spaniards think of their language? (Survey and text-writing work)

Class: 1.2 False friends

- Complex prepositions
- Use of the possessive
- A wide variety of exercises and practice will be available in the Canvas evaluation section of the course
- Reading: PRADO, Diccionario de falsos amigos
**Week 2**

Class: 2.1 Phases of the reading process
- Organization of the text: subject and ideas
- Techniques for understanding texts
- Types of writings and texts
- Techniques for writing expresión
- Canvas, practice activities. Text: creation of short texts according to each textual typology

Reading: CASSANY, DANIEL, *Describir el escribir. Cómo se aprende a escribir*

Class: 2.2 Discourse connectors /markers

Reading: MONTOLÍO, E. *Conectores de la Lengua Española*

Canvas, practice activities.

**Week 3**

Class: 3.1 Organization and textual creation
- Construction of texts. Pre-writing guidelines
- Choice and focus of the theme
- Information search: generation and association of ideas
- Integration of sentences into paragraphs
- The extension of the text. Revising, coherence and cohesion.
- Elements for the relationship and cohesion of the text
- Creation of a text following the *fantastic binomial by* Gianni Rodari

Reading: CASSANY, DANIEL, *Afilar el lapicero*

Class: 3.2 The pronoun in Spanish
- Uses of personal pronouns
- Uses of Relative Pronouns
- Uses of complement pronouns

Reading: GONZÁLEZ HERMOSO, ET AL., *Curso práctico de español lengua extranjera*

**Week 4**

Class: 4.1 We spent our lives narrating
- What is narrating? How to narrate better?
- Narrative Elements and Approaches
- Plot development, the action unfolds
- Narrative Characteristics and Techniques
- Narrative style: linguistic and lit resources

Reading: ÁLVAREZ MIRIAM, *Tipos de escrito I: Narración y descripción*
Week 5
Class: 5.1 Descriptive Writing

What and how do we describe?
Characteristics of descriptive writing
Descriptive techniques
What can we describe?
Descriptive style: linguistic resources and literarios

Reading: ÁLVAREZ MIRIAM, Tipos de escrito I: Narración y descripción

Class: 5.2 Activity outside the classroom: binding workshop

Spanish adjectives
Uses of the subjunctive in the description

Reading: GÓMEZ TORREGO, L., Manual de Español Correcto

Week 6
Class: 6.1 Practice Creating Different Types of Text

Class: 6.2 Mid-term Exam

Week 7
Class: 7.1 Types of expository writing

Resources in expository writing
Characteristics and types of persuasive texts
Persuasive strategies
Resources for persuasion
Intersections between exposition and persuasion

Reading: ÁLVAREZ, MIRIAM, Tipos de escrito II: Exposición y argumentación

Class: 7.2 The subjunctive of perception, valuation. The impersonal

Reading: GONZÁLEZ HERMOSO, ET AL., Curso práctico de español lengua extranjera

Week 8
Class: 8.1 The dialogue in the narration

Characteristics of the dialogue
The dialogue in the theater
Dialogue style: linguistic and literary resources

Reading: ÁLVAREZ MIRIAM, Tipos de escrito I: Narración y descripción

Class: 8.2 Verbs of diction. Direct versus indirect style. Verb Time Conversion

Reading: GONZÁLEZ HERMOSO, ET AL., Curso práctico de español lengua extranjera
Week 9
Class: 9.1 General issues
- The publisher and his models
- Structure and writing
- Critical review and formats
- Press reviews
- Structure and writing

Reading: HERNÁNDEZ, GUILLERMO Y RELLÁN, CLARA, *Aprendo a escribir (1,2,3)*

Class: 9.2 Subjunctive of opinión. Other structures to give an opinion

Reading: GONZÁLEZ HERMOSO, ET AL., *Curso práctico de español lengua extranjera*

Week 10
Class: 10.1 General issues
- Types: abstract, essay, academic work
- Structural and formal aspects
- Writing and Editing
- The analytical section

Reading: ÁLVAREZ, MIRAM, *Tipos de escrito II: Exposición y argumentación*

Class: 10.2 Direct vs. indirect speech
- Verb time conversion II

Reading: GÓMEZ TORREGO, L., *Manual de Español Correcto*

Week 11
Class: 11.1 Writing and New Technology
- Websites
- Blogs
- Email
- Chat
- Text messages


Class: 11.2 Abbreviations, literary words, Latinisms, colloquialisms
- Word creation in Spanish

Reading: *Diccionario para la enseñanza de la lengua española. Español para extranjeros*

Week 12
Class: 12.1 Practice Creating Different Types of Text

Class: 12.2 Final Exam
Course Materials

Readings

- GÓMEZ TORREGO, L., Nuevo manual de español correcto, Madrid, Arco/Libros, 2003 (2 vols.)
- HERNÁNDEZ, GUILLERMO Y RELLÁN, CLARA, Aprendo a escribir (1,2,3). Madrid, SGEL, 1999.

Dictionaries

Along the bilingual dictionary, the use of the monolingual dictionary (Spanish-Spanish) is highly recommended.

http://www.wordreference.com/ (Enlaces a un sitio externo.)

http://dle.rae.es (Enlaces a un sitio externo.)

Online Resources

The following links may be useful:

www.rae.es (Enlaces a un sitio externo.) (diccionario de la Real Academia Española)

http://iate.europa.eu (Enlaces a un sitio externo.) (diccionario europeo, recoge todas las lenguas de la UE. Muy exacto en la definición de términos y diferentes usos de los mismos)

www.cvc.cervantes.es (Enlaces a un sitio externo.) (página con diferentes prácticas on-line, textos, foros...sobre el español)

www.zonaele.es (Enlaces a un sitio externo.) (página de gran ayuda en cuestiones gramaticales, conjugaciones, irregularidades. Todas las cuestiones están recogidas por orden alfabético)

Reading the written press, or in its absence the online press, is also highly recommended:

www.elpais.com
www.elmundo.es
www.abc.es
www.diariodesevilla.es
www.lavanguardia.es