

Fall 2009

Spanish 4010
Advanced Rhetoric and Composition

Professor Anne Becher

McKenna 30A

Office Hours: M: 10-11 am, W: 11 am-12 pm, F: 8-9 am

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Course Description: This course is designed to offer a broad opportunity for written and oral practice of Spanish, with particular emphasis on structured writing in diverse styles and formats. There will be a review of select grammar points, and individualized work on areas each student most needs to work on. Through the readings, there will be an emphasis on analysis of written texts and increasing personal vocabulary.

Course Objectives: By the end of the course students will be able to write essays in Spanish using the following strategies: description; narration; instruction; exposition; and persuasion, with sufficient clarity and precision to be understood and appreciated by native speakers of Spanish familiar with this type of work.

Prerequisites: SPAN 3100 and 3120 or equivalent

There is no required text for this course; all readings are in PDF format available on CULearn or on-line.

Optional Resources (strongly recommended):

A monolingual Spanish dictionary

A bilingual Spanish-English dictionary

A Spanish thesaurus

Gibaldi, *MLA Handbook for Writers of Research Papers*, The Modern Language Association of America, 9th edition, 2009

Course Requirements:

1. **Regular attendance and active participation** in class discussions. You are allowed no unexcused absences during the semester. E-mail the instructor to explain any absence that you believe should be considered excused. All unexcused absences will adversely affect your classroom participation grade.
2. Homework, class activities, grades, detailed descriptions of papers and other assignments, and more will be posted on the **CULearn** site for the class. You are responsible for all the information posted on the CULearn site.
3. There will be many **readings** for this class, a few of which will serve as models of the types of papers you will be writing. We will read for content and discuss the readings both in class and sometimes on the on-line (CULearn) discussion fora. We will also “mine” the readings for linguistic and rhetorical data that should be helpful for your own essays. There may be written homework based on the readings that you will need to show to the instructor for credit.
4. You will engage in three types of writing during this semester, **presentational** (essays), **interpretative** (comments on classmates’ blogs or sites, reading of classmates’ essays), **interpersonal** (discussion forum, correspondence with the Professor).

- There will be five pieces of **presentational writing**, all of which will focus on different angles or questions suggested by one main topic or theme. Two of the essays will be transformed into oral or multimedia presentations as well.

Each student will choose a **common theme** for his or her papers, and will choose a specific aspect of the theme for each paper. The theme should be something that you care a great deal about, for example a social, environmental, cultural, political, educational phenomenon or issue. It should be a topic that you are very interested in, but that you know you still need to learn a lot more about. It is not a good idea to choose a topic that you already are very opinionated about (i.e. a moral or religious issue), as that tends to affect your attitude towards the information and resources you will discover and use over the semester.

All resources you cite in your essays must be written in Spanish.

There are many examples of themes chosen by previous students in this class posted on my blog (<http://span4010.blogspot.com/> or see the “blogs” link from CULearn).

For example, imagine my theme was “water”:

- the *ensayo personal* (1-2 páginas) would describe why I value water to the extent that I do, how the lack of it in this arid climate has affected my lifestyle and beliefs, what I know about water and its use, what more I hope to learn about it throughout this semester of study of it, how I think I might focus the other four essays.

- the *reseñas y comentarios de recursos* (2-4 páginas) would review, compare, and comment on 3-5 excellent sources of information about water, for example: the website of a prominent clean water advocacy organization, an in-depth feature article about water problems in Africa, a BBCmundo radio report about seasonal flooding in Asia, and a documentary film on water privatization controversies all over the world.

-the *exposición* (2-4 páginas) could be about how a certain community gets its drinking or irrigation water (via a glacier like in Boulder or via aquifers like in many other communities), or why a certain aquifer is drying up, or how the drinking water of two communities differs, or what the effect is of poor water sanitation.

-the *exploración*--a creative or philosophical exploration of the topic—could recount the history of a major flood and how it changed the lives of those it hit, or it could discuss how our quality of life depends upon just the right amount of moisture. This paper (2-3 páginas) differs from the *ensayo personal* in that it is a more in-depth exploration of a specific point related to water, rather than an introduction to me and my topic.

-the *persuasión* (2-3 páginas)—directed to classmates and the instructor--could state that bottled water is a waste of money and resources and could attempt to convince us to boycott it.

You will write four versions of each paper.

- The first version will be brought to class for 2 classmates to read and offer feedback,
- the second will be handed in for credit and feedback from the instructor, and
- the third version will be revised in response to the instructor’s linguistic and organizational and content-oriented feedback.
- A fourth and final version will be published on-line, on a blog that I will ask you to create, or if you prefer, on another site accessible to your instructor and classmates.

Publishing your work: There are several reasons for publishing your papers on line. First, the papers you write will be informative to others, and by publishing them on-line they will potentially have a larger audience of readers. Second, a blog serves as an electronic portfolio of your work in this class, which you may make accessible to those interested your writing and research skills. The blog or other publication format is an important enough element of your classwork that 5 percent of the final grade is based upon it

including at least everything I assign; you should feel free to embellish it with images, “gadgets,” links, as many entries as you please, etc.

- There will be two types of **interpretative writing** that you will do in this course: 1) You will read your classmates’ papers during peer review sessions and after the final versions are posted on their blogs; and 2) you will respond to discussion questions on some of the readings via the CULearn discussion forum. These on-line discussions will give us a chance to discuss questions that students propose about the readings. On-line discussions promote full-class participation and also give another format for writing practice. Students will take turns facilitating and summarizing the discussion fora.

- The discussion fora can be considered **interpersonal** writing as well, since the goal is for students to respond to one another’s entries. There will be a few chats on CULearn, on the few days that we meet on-line instead of face-to-face. Also, you will engage in a **correspondencia interpersonal** with the Professor to get feedback on the topic development for each paper you write. This is to practice informal writing in a low-pressure, non-graded format. The grade you receive for this component is a completion grade.

5. **Conversaciones con estudiantes de la Escuela de Oficiales de la Armada** (www.esoa.edu.ar). In order to practice and improve your oral Spanish you will engage in a conversation exchange with students who are enrolled in English classes at this naval academy in Bahia Blanca, Argentina. You will converse using skype (www.skype.com to download the appropriate version for your computer). There will be a few summary and discussion writing assignments after the skype conversations.

Grammatical work: There will be two types of grammatical work during this course. There will be 8 *lecciones* throughout the semester, which consist of problem-sentences or fragments taken directly from student papers. We will figure out what the student was attempting to express, and figure out what went wrong and how to correctly express the idea. Four pruebas are based on the lecciones, and together they are worth 10 percent of the final grade. In addition, students will write a *reflexión del/de la escritor/a* after receiving back the second version of each of the papers. In this *reflexión* you will discuss the writing and reviewing process and you will identify three of your own major vocabulary or grammatical issues per paper that you will discuss in the same manner we discuss the problems in the *lecciones*.

University and Spanish Department Policies

(1) Add / Drop / Waitlist

If you are waitlisted for this class, it is **IMPERATIVE** that you familiarize yourself with departmental policies and deadlines. For this, please visit <http://www.colorado.edu/spanish/waitlist.htm>

(2) Prerequisites not met

If your professor informs you that the system has flagged you as having not met the prerequisites for this course, you should meet **IN PERSON** with Leila Gómez, the Associate Chair for undergraduate studies, or the Coordinator for your class level. If you fail to do so, you may be dropped from the class. Your Professor will inform you of the date and time to meet the Associate Chair or the Coordinator for your class.

(3) Final Exams

Final exams are to be taken on the day determined by the university and the department. No excuse such as family meetings, employment, travel, etc. will grant an exception to this. If you have three or more final exams scheduled on the same day, you are entitled to arrange an alternative exam time for the last exam or exams scheduled on that day. To qualify for rescheduling final exam times, you must provide evidence that you have three or more exams on the same day, and arrangements must be made with your instructor no later than the end of the sixth week of the semester.

For the complete final examination policy, see the [University of Colorado at Boulder Catalog](#).

(4) Use of electronic devices in the classroom

No text messaging or e-mailing will be tolerated during class. Cell phones must be turned off or on silent and kept in your backpacks or pockets during class. Laptops may only be used to take notes, and/or only with the consent of the instructor. Failure to comply with these rules will result in a loss of all participation points for the day. In other words, that day will be counted as an unexcused absence.

(5) Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subjected to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

(6) Honor Code

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

(7) Disability Services

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services during the first two weeks of class so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and <http://www.colorado.edu/disabilityservices/>

(8) Religious Observances

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please contact your instructor during the first two weeks of class to let him/her know of any possible conflicts in order to reschedule the work. See full details at http://www.colorado.edu/policies/fac_relig.html

(9) Discrimination and Harassment

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

Grade Distribution:

Presentational writing (5 essays & blog or other publication format) 60%

Interpretative & interpersonal writing (peer revision sessions, comments on classmates' final versions, answering of discussion questions for all other questions on CULearn, notes exchanged with the instructor) 10%

Class participation (class session attendance—F2F and on-line classes, skype conversation, blog/on-line publication, preparation—including homework, when checked, participation) 10%

2 Oral presentations 5%

Grammar work (*lecciones, pruebas, reflexiones del/de la escritor/a*) 15%

Grading Scale:

A 94-100	B- 80-83	D+ 68-69
A- 90-93	C+ 78-79	D 64-67
B+ 88-89	C 74-77	D- 60-63
B 84-87	C- 70-73	F 0-59

Course Calendar:

Adjustments in the calendar may be necessary. See CULearn for specific daily assignments and classroom activities.

	Dates	Activity
1	24-28 agosto	Introducción al curso, selección del tema de los trabajos del semestre, el uso de recursos en línea
2	31 ago-4 sep	Lección 1, borrador del ensayo personal, 1era conv. por skype
3	8-11 sep	Entregar vers. 1 del ensayo personal, lección 2
4	14-18 sep	Explorar y establecer blogs, prueba 1, preparación de bibliografías e incorporación de citas directas e indirectas, 2da conv. por skype
5	21-25 sep	Entregar vers. 2 del ensayo personal, borrador y entregar vers 1 del 2do ensayo: reseñas y comentarios, lección 3
6	28 sep-2 oct	Montar en los blogs los ensayos personales, escribir reflexión del/la escritor/a para el ensayo personal, los conectores, escoger tema para la exposición, lección 4, 3ra conv. por skype
7	5-9 oct	Vers. 2 del 2do ensayo, M: clase virtual, prueba #2 en línea, preparación de la exposición
8	12-16 oct	Borrador y vers. 1 de la exposición, M: clase virtual, presentaciones, montar 2do ensayo en los blogs, escribir reflexión del/la escritor/a para el 2do ensayo, lección 5, 4ta conv. por skype
9	19-23 oct	Presentaciones, ver temas para la exploración, M: clase virtual, lección 6
10	26-30 oct	Prueba 3, vers. 2 de la exposición, lección 7, 5ta conv. por skype
11	2-6 nov	Borrador y vers. 1 de la exploración, presentaciones, montar la exposición en el blog, escribir reflexión del/la escritor/a para la exposición
12	9-13 nov	Presentaciones, 6ta conv. por skype
13	16-20 nov	Vers. 2 de la exploración
14	23-27 nov	Vacaciones del Día de Acción de Gracias
15	30 nov-4 dic	Montar la exploración en el blog, escribir la reflexión del/la escritor/a de la exploración, borrador de la persuasión, lección 8, presentaciones, M: clase virtual
16	7-11 dic	Prueba 4, entrega de la vers. única de la persuasión, presentaciones finales

Reunión final: Monday, Dec. 14, 1:30 pm