

## **Spanish 3010: Advanced Rhetoric and Composition Fall 2019**

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**Course Description:** Designed to refine expository and argumentative writing in Spanish, this course will center around four main areas of study: culture; linguistics; sociopolitical and economic reality; and literature and criticism. A multi-draft process-based approach will guide the writing and revision of essays. Successful completion of this course will fulfill the Third Year Core Written Communication Core Requirement.

**Course Objectives:** By the end of the course students will be able to conduct research using credible Spanish-language resources, synthesize the information from these resources and cite them appropriately using MLA-style guidelines, and write well-organized, well-argued academic essays in Spanish, with clarity and sufficient grammatical and lexical precision to communicate effectively in writing with an educated, critical Spanish-language audience.

### **Essays**

You will write **3 multi-draft essays** during the course.

The **multi-draft essays** will be written using a process approach, with significant time devoted to giving and receiving guided peer feedback during the crafting of the first version. Writing and revising multiple drafts allows students to develop their writing practice and strategies, and the graded versions of essays are generally of higher quality when they are written following this process.

Instructor feedback for the first graded draft focuses on thesis development, organizational issues and conformity to the MLA citation and bibliographic style.

The grade for the second draft mainly depends upon the quality of the student's response to instructor feedback about the content and organization, as well as language.

NOTE: a portion of your grade for each paper will depend upon your full participation in the peer-review process, including bringing complete drafts to class on designated dates for peer review and giving useful written feedback to your peers.

### **Steps in the multi-draft process approach for writing the essays:**

Each paper will be completed in various stages:

- An initial oral or written exchange between student and instructor--a proposal written by the student and a written response from the instructor to help

determine the topic of each paper.

- As students are researching their paper they will have the opportunity to discuss their sources and ideas in peer groups, to engage in in-class writing about how to include the information from the articles in their papers, and to conference with the instructor about any questions about their content or relevance.
- Students will bring a draft of their paper to share with a classmate. There is an initial meeting in which the author offers some information about his/her paper or sections, then the readers read it and answer questions based on the evaluation criteria for the paper/sections, and discuss each group member's work.
- A first version, incorporating feedback from classmates on the draft(s), will be handed in; instructor feedback will focus on organization and content.
- After receiving the graded/commented first graded version from the instructor, the student will revise his/her essay and turn in a final version (in which revisions are highlighted).

A component of your grade for these essays will be based on your appropriate incorporation of quotations, your citation of them within the essays, and an appropriately-structured annotated bibliography. You are expected to conform to the MLA style for your papers in this class. There is ample information available on our library tutorial website about choosing appropriate sources and citing them:

<http://ucblibraries.colorado.edu/research/subjectguides/spanish/tutorial/homespa.htm>

### **Grade Distribution:**

#### **Essays (70%)**

##### **Short Story**

An original short story that may incorporate description, narration, and dialogue. Length: 2-3 pages. (Draft: 40%; Final version: 60%)

##### **Expository Essay on a Social Problem**

An exposition using one or more of the following strategies: analysis, compare/contrast, cause/effect on a sub-topic related to a socioeconomic problem; length: 2-3 pages; source material requirements: 3 bibliographic sources including at least 2 sources not read as part of the assigned readings for this unit. (Draft: 40%; Final version: 60%)

##### **Argumentative Essay on a Possible Solution to a Social Problem**

An argumentation that may incorporate description, narration, and expository strategies; on a possible solution to a socioeconomic problem; length: 3-4 pages; 3-5 bibliographic sources including at least 2 sources not read as part of the assigned readings for this unit. (Draft: 40%; Final version: 60%)

#### **Oral Presentation: 20%**

#### **Class Participation: 10%**

## University and 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/resources/dropadd-policy>
- (2) Prerequisites not met - If your instructor informs you that the system has flagged you because you do not meet the pre-requisites for this course, you should meet in person with Esther Brown, 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 instructor will inform you of the date and time to meet with the associate chair or the coordinator for your class.
- (3) Honor Code – All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the academic integrity policy (<http://www.colorado.edu/policies/academic-integrity-policy>). Violations of the policy may include plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, resubmission, and aiding academic dishonesty. For details on these violations, students must go to <http://honorcode.colorado.edu/student-information> and read the links “What is a violation?” “Standards of Academic Integrity,” “Understanding and preventing plagiarism,” and “Citation guide and plagiarism information.” All incidents of academic misconduct will be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to non-academic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy is found at <http://www.colorado.edu/honorcode>
- (4) Final Exams - Final exams are taken on the day determined by the university and the department. No excuse such as family meetings, employment, or travel will grant an exception to this. If you have three or more final exams on the same day, you are entitled to arrange an alternative exam time for the last exam or exams scheduled on that day. If you have two final exams scheduled to meet at the same time, you are entitled to arrange an alternative exam time for the later course offered that day or week. To be eligible to reschedule a final exam, you must provide evidence of either of these situations and make arrangements with your instructor no later than Friday, November 1, 2019. For the complete final examination policy, see <http://www.colorado.edu/policies/final-examination-policy>
- (5) Use of electronic devices in the classroom - While some course content may be accessible in electronic format, use of electronic devices such as cell phones, tablets or laptop computers is permitted only to access course readings and other materials or to take class notes, and only with the instructor's consent. Failure to request permission or to comply with these rules of use will result in your instructor counting the date of occurrence as an unexcused absence. If you feel you need to use any electronic device during class for any other purpose outside these parameters, please speak with your instructor.

(6) 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 subject to discipline. Professional courtesy and sensitivity are especially important concerning individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters provide the instructor with the student's legal name. They will gladly honor your request to address you by an alternate name or gender pronoun. Please advise them of this preference early in the semester so they may make appropriate changes to their records. For more information, see the policies on classroom behavior at <http://www.colorado.edu/policies/student-classroom-and-course-related-behavior> and the Student Code of Conduct at <http://www.colorado.edu/osccr>.

(7) Disability Services - If you qualify for accommodations because of a disability, please submit to your instructor a letter from Disability Services in a timely manner so that your needs can be addressed. For exam accommodations, provide your letter at least one week before the exam. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the Disability Services website <http://www.colorado.edu/disabilityservices/students>. Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition or injury, see Temporary Medical Conditions under the Students tab on the Disability Services website <http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions> and discuss your needs with your instructor.

(8) Religious Observances - Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See details at <http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams>. Please contact your Instructor during the first two weeks of class to let her/him know of any possible conflicts to make the necessary arrangements.

(9) Discrimination and Harassment - The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct intimate partner abuse (including dating or domestic violence), stalking, protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about the OIEC, university policies, anonymous reporting, and the campus resources can be found on the OIEC website.

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

(10) Policy on Enrollment in Undergraduate Language Courses - Undergraduate introductory 1000 and 2000-level language courses are designed for non-native speakers. Fluent speakers of that language are not allowed to enroll in these courses and can be dropped from these courses by the department or the course instructor. Fluent speakers should consult the department website and the catalog as well as the course instructor or department language coordinator about their eligibility to enroll in upper-division 3000 and 4000-level language courses. Departments can exclude fluent speakers from upper-division language courses based on course content and instructional resources. Speakers who have not formally studied the language but have spoken the language in their home should consult with the associate chair of the language department or the department language coordinator about appropriate placement before enrolling in a language course.

(11) Subject Librarian - Your Subject Librarian, Kathia Ibacache, specializes in research in the Romance Languages at CU. She can help you with learning search skills, managing citations, scholarly activities like publishing, and other information needs. You contact her by phone (303-492-3134), email ([kathia.ibacache@colorado.edu](mailto:kathia.ibacache@colorado.edu)), or request an appointment online: <http://colorado.libcal.com/appointments/Kathia-Ibacache>. Kathia also updates and maintains the libraries' physical and electronic resources related to French, Italian, Spanish, Portuguese, & Catalan. You are welcome to suggest a library purchase through our website (<https://www.colorado.edu/libraries/services/suggest-library-purchase>) or contact her directly.

### **Horario tentativo**

26-30 August	Introducción a la clase: El proceso de escritura
4-6 September	La descripción. Lectura: "Las babas del diablo", Julio Cortázar
9-13 September	La descripción. Lectura: "Casa tomada", Julio Cortázar
16-20 September	La narración. Lectura: "El decálogo del perfecto cuentista", Horacio Quiroga
23-27 September	La narración. Lectura: "La miel silvestre", Horacio Quiroga
30 Sept-4 October	El diálogo. Lectura: "El cepillo de dientes" de Jorge Díaz
7-11 October	El diálogo. Lectura: "Los siameses", Griselda Gambaro
14-18 October	Taller de escritura: Cuento

21-25 October	La exposición. Lectura: Noticias del periódico
28 Oct.-1 Nov.	La exposición: Reseñas de libros y de películas
4-8 November	Taller de escritura: Ensayo expositivo
11-15 November	La argumentación. Lectura: "El problema del indio", José Carlos Mariátegui.
18-22 November	La argumentación.
25-29 November	<b>FALL BREAK</b>
2-6 December	Taller de escritura: Ensayo argumentativo.
9-11 December	Presentaciones orales