Spanish 3010-001: Advanced Rhetoric and Composition

Spring 2018

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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. Additionally there will be a focus on the grammar and lexical issues most challenging for students at the third-year level. 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.

Prerequisite:
SPAN 3000 with a minimum grade of C-

Texts:
Several copies are available through Norlin Reserves (PQ7489.2 .C57 U65 2010)
 +
Selection of articles available via the course Canvas site.

Optional Resources (strongly recommended):
A monolingual Spanish dictionary
A bilingual Spanish-English dictionary
A Spanish thesaurus
On-line Resources:
http://www.wordreference.com/
http://dle.rae.es/
http://www.linguee.es/
http://diccionario.reverso.net/
http://www.elmundo.es/diccionarios/
http://www.fundeu.es/

Grade Distribution:
1-2 page Written summaries and reactions (15%)
These regular 2-draft writing assignments will be turned in via the dropbox. See Course Requirements #2 for a more detailed description of these assignments.

Essays (65%)

Introductory essay (#1)
A 1- to 2-page description of who you are, how you came to study advanced-level college Spanish, your writing process in your native language and Spanish, and what you hope to learn during this semester. 6%

Analytic Essay on Literature/Criticism (#2)
An analytic essay that incorporates description, narration, and expository strategies, based on Única mirando al mar. Length: 3-5 pages. 10%

Expository Essay on a Social Problem (#3)
An exposition using one or more of the following strategies: analysis, compare/contrast, cause/effect on a topic related to garbage or another environmental or socioeconomic problem; length: 4-6 pages; source material requirements: minimum of 3 bibliographic sources in Spanish including at least 2 sources not read as part of the assigned readings for this unit. 13%

Argumentative Essay on a Possible Solution to a Social Problem (#4)
An argumentation that may incorporate description, narration, and expository strategies on a possible solution to one garbage-related problem; length: 5-7 pages; minimum of 3 bibliographic sources in Spanish including at least 2 sources not read as part of the assigned readings for this unit. 15%

(see more detailed descriptions of the 4 essays above under Course Requirements #5)

In-class essays
You will write a response to a prompt you receive in class the day of each exam. The first essay's topic will be related to Única mirando al mar and will be given week 5 (see course calendar for exact date) and the second will be given during the final exam session for the class and will be based on the cumulative knowledge and understanding about garbage that you are expected to achieve during the semester.

In-class Essay #1: 6%
In-class Essay #2: 8%
Cuento colaborativo
A story written collaboratively with two or three classmates. 7%

Grammar, syntax and lexical issue work (10%)
3 quizzes during the semester on language-related issues we go over in class. 5%

3 1-page language reflections written approximately every 5 weeks that summarize what has been learned from instructor feedback and the correction process of written homework and essays. You should keep notes on what you learn from the revision process of homework and essays to facilitate these assignments. 5%

Class participation (10%)
Participation grade is based on your active engagement in class as well as the almost-daily writing assignments based on the readings for the day (see more about these under Course Requirements #1).

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

Course Requirements:
1. Regular attendance and active participation.
Your regular attendance and active participation will make our classroom a richer place for all students. If you must miss class and you believe your absence should be considered excused, please e-mail me and provide an explanation for the absence. All unexcused absences will adversely affect your classroom participation grade.

Almost daily reading assignments will be posted on the course calendar (a link to which will be on the course Canvas site); do not hesitate to write to me for clarification if you are confused. NOTE: If you have problems downloading the PDFs, try another browser, and if this doesn't work, feel free to e-mail me. The readings serve as the content for each of the thematic units, as well as models for effective writing in Spanish. In addition to analyzing them for their content value, we will also seek to identify the specific linguistic and rhetorical features that make them effective; this should be helpful to you as a writer as you work on your own essays.

I strive to provide an environment in which you feel welcome to offer ideas and ask questions. In addition to contributing in this way to the classroom community, your consistent oral participation in our small class should facilitate growth in your oral Spanish proficiency. (Spanish will be used at all times in our classroom.)

In addition to your presence and active engagement in class, the participation component includes informal writing assignments assigned for every day of class that a reading is assigned. These assignments can be thought of as a "conversation" with the reading for the day: write (in Spanish, of course) a brief summary of the reading's main idea(s), new vocabulary you
want to remember, plus any ideas from the reading you find interesting, your questions, disagreements or counterarguments, reactions, etc. You will be expected to bring to class a paper or electronic copy of these assignments, which will be checked in class, and which will help with our discussion about the reading(s).

Students will receive a monthly participation grade, and the final participation grade will consist of the average of the four monthly participation grades. Here is a copy of the monthly participation grade form students will receive:

### SPAN 3010: Nota de participación mensual para __________________________

Tu nota de participación mensual empieza con 100 puntos y se deducirán puntos por cualquiera de las siguientes transgresiones:
- tienes una ausencia sin justificación
- llegas atrasado a clase o sales antes de la hora
- usas tu teléfono celular o tu computadora en clase (sin mi permiso explícito)
- charlas con tus compañeros cuando no te toca hablar
- usas el inglés para hablar con compañeros de temas que no se relacionan con la clase
- estudias para otra clase o lees material que no se relaciona con la clase, durante la clase
- no traes a clase la lectura (impresa o en tu laptop)
- no haces toda la tarea diaria en tu cuaderno
- no participas de forma activa en las conversaciones con tus compañeros o entre todos

Para este mes tienes un ___ / 100 ___

If you are concerned about your level of participation at any moment during the semester, visit me during office hours to talk about your concerns.

### 2. Written Homework (1-2 page summaries/reactions)

Consult the on-line course calendar for **due dates for homework assignments.** Homework will be turned in via Canvas "Assignments"; you must upload your .doc or PDF document, and then should copy and paste a link to a google doc you create for each homework assignment. While I would like you to see how I offer feedback via Canvas and google, you may choose which format you would like after experiencing each of the formats. **Homework will be due on Fridays at 11:59 pm.**

Each homework assignment will consist of a written summary (a restatement of the essential points of the reading--please don't use bullet points or quote the reading, write this in paragraph form using your own words); along with a brief commentary or reaction to the reading. These writing assignments should be 1-1 1/2 pages in length, 12-point type and double space, and MUST INCLUDE an MLA-style bibliographic citation (for help with writing bibliographic citations see [http://libguides.colorado.edu/c.php?g=549842&p=3774720](http://libguides.colorado.edu/c.php?g=549842&p=3774720) or [https://owl.english.purdue.edu/owl/resource/747/01/](https://owl.english.purdue.edu/owl/resource/747/01/)).

The goal of these homework assignments is to improve reading comprehension and academic writing, and to prepare for class discussions. One each homework's first version a few grammatical/vocabulary errors will be marked; you will correct these errors, submitting the new version in the same dropbox folder by the specified due date for the corrected version. There
will be explanations in class about how to do this so that your corrections are visible to me. All homework first version and corrections due dates are specified on the course calendar.

**Grading criteria for the first draft** of each homework assignment turned in via Canvas "Assignments":
- what is turned in consists of a complete response to the prompt or question and includes or acknowledges the most important points of the reading;
- the information from the reading is accurate;
- it is well-organized and cohesive;
- it is completely comprehensible;
- the grammar, syntax and vocabulary are free of errors that could have avoided had the assignment been carefully proofread;
- there is a bibliography with a MLA-style bibliographic citation;
- there are only minimal and absolutely necessary quotations from the reading, and they are cited with quotation marks and in conformance with MLA style.

**Grading scale for the first draft:**
9-10 = at least adequate level in all criteria
7-8 = inadequate level in one or two criteria
0-6 = inadequate level in many to all criteria
NOTE: points are deducted proportionately for late submission of homework; no homework is accepted after the dropbox closes

**Grading scale for the corrections:**
4-5 = most to all corrections made satisfactorily; track-changes or another technique highlighting corrections has been used
1-3 = many corrections unsatisfactory; track-changes or another technique highlighting corrections has been used
0 = homework has not been corrected, most corrections unsatisfactory or track-changes or another technique highlighting corrections has not been used

NOTE: the way the Canvas Assignments tool work, the maximum number of points for each homework is 15, including first and second versions. The maximum points you can earn for version 1 is 10 points, so until version 2 has been graded, your maximum score will be a 10/15, or 66%. Do not panic; wait until version 2 has been graded and your true, complete score will be revealed. If you think I have made a mistake with the final, complete score, contact me and I will check my grading and the technology.

**3. Grammar and vocabulary work:**
There will be daily reviews of structural and lexical errors that students at intermediate- and advanced-level proficiency tend to make in their writing. These reviews, called **problemas de lenguaje**, will also allow for practice of new vocabulary from the readings and of **conectores discursivos**, the skillful use of which is key to advanced-level writing. There will be **3 quizzes** based on the **problemas de lenguaje** that we go over in class.
Additionally, students will write and turn in 3 reflections that summarize and reflect on what they have learned through the revision process of homework assignments and essays and the daily reviews of structure and lexical issues. There will be specific prompts for each reflection.

4. Essays.
You will write 4 multi-draft essays during the course plus 2 in-class essays and one piece of fiction written collaboratively in a group.

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 graded version. Writing and revising multiple drafts allows students to develop their writing practice and strategies, and the essays are generally of higher quality when they are written following this process. A portion of the grade for each paper will depend upon full participation in the peer-review process, including preparing complete drafts by designated dates for peer review and giving useful written feedback to peers.

Steps in the multi-draft process approach for writing the essays:
Essays will be completed in various stages, with deadlines and points for each assigned step posted when essays are assigned.

• An initial oral or written exchange between student-student or student-instructor—this may take the form of a proposal written by the student and a written response from the instructor to help determine the topic of each paper. (for essays #2, #3, #4)
• Peer-feedback groups on the first versions of each paper. At an initial meeting, each author offers some information about his/her paper, then the readers read it at home and answer questions based on the evaluation criteria for the paper, and the following class the group meets to discuss each group member's work. (for all essays)
• A first version, incorporating feedback from classmates on the draft, will be handed in for instructor feedback (for all essays)
• A second version with revisions based on instructor feedback and the student's own judgments. (for essays #1, #2 and #3)
• A third version including language corrections, based on instructor's feedback (for essays #1, #2 and #3)

A component of the grade for essays #2, #3 and #4 will be based on the appropriate incorporation of the MLA style for quoting sources, citation of them within the essays, and including them in the bibliography. Note that the grading criteria for each draft differs; make sure you review the rubrics so that you know what the evaluation is based on. (For example, the third versions of essays #1, #2 and #3 are evaluated solely on language sophistication and precision.)

Students must submit all versions of all essays to the course's Canvas "Assignments" tool, which automatically passes every submission through a plagiarism detection tool called Turnitin. Turnitin will serve as an additional safeguard that the work submitted for this class represents students' own efforts. In the event of plagiarism, the CU Honor Code will be enforced and academic sanctions will be imposed.
**In-class essays:** There are two in-class essays, whose dates are indicated on the course calendar. Each in-class essay will consist of 1- to 2-page hand-written response to a prompt not shared ahead of time. These essays will allow for practice with writing "on the spot," and evaluation criteria will include analysis, thesis construction and organizational skills, and linguistic precision and sophistication.

**Collaborative story:** This project, lasting about one and a half weeks, will be done in groups of three or four. The instructor will provide more details when the project is assigned and together the class will devise the evaluation criteria for the stories. A collaborative writing assignment is included in the course because 1) students can learn a great deal from one another and 2) so many real-world writing projects are done in collaboration with others.

**TIPS for doing well in this class:**

- **Embrace the process approach** used for writing projects in this class. Research—and previous students’ experiences in this class—has shown that following a multi-step writing process leads to more successful writing. Plus, participation in the peer review process is a component of each essay's grade.

- **Maintain excellent communication with the instructor** about any issues that may negatively impact your attendance and full participation in the class.

- Writing is an intensely personal endeavor and receiving any negative or evaluative feedback can be difficult. **If you feel intimidated or frustrated by the instructor's feedback** on your assignments and papers and/or don't know how to make revisions or corrections, open communication is best. Visit the instructor in her office to talk about how you're feeling and brainstorm strategies for improvement.

- **Turn in your assignments on time!** Canvas "Assignments" submission boxes will close at the end of each submission period and late homework assignments and essays will not be accepted. Since the essay and homeworks have many different due dates over a period as long as a month, it can be confusing. Consult the calendar and the Canvas Assignments due dates frequently so you don't miss your chance to turn in every graded version of each assignment.

**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](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 Javier Rivas, 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; 303-735-2273). 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 to be 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 3, 2017. 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 type of 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 with respect to 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 prior to 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 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-and-or-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 maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU’s Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU Boulder’s Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above-referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation is found at the OIEC website. (http://www.colorado.edu/institutionalequity)

(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/or 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.