



CIEE Palma de Mallorca, Spain

Course name:	Advanced Spanish Writing and Stylistics
Course number:	SPAN 4001 PASP
Programs offering course:	Business and Tourism
Language of instruction:	Spanish
U.S. Semester Credits:	3
Contact Hours:	45
Term:	Spring 2019

Course Description

This course concentrates on Spanish composition style and writing techniques. The course is addressed to students who aim to pursue a career in Spanish. Students will improve their writing skills in Spanish by practicing different types of texts with an interdisciplinary approach and in a multicultural context (business, journalistic, advertising, academic, creative writing). The course will address common grammatical and expression doubts related to semantics, spelling, and style. Students will as well develop critical thinking and the necessary tools to write in a clearly structured style, and will review the format for research papers.

Course Prerequisites

Five semesters of Spanish.

Learning Objectives

This course follows a practical, functional and communicative teaching method. Participation is an important part of the learning by doing approach of this course. Students will complete activities, which require reflection, self-evaluation, critical thinking, and autonomous writing. On the first day, students receive a set of photocopies, including materials for the course. The writing process includes the different processes of draft, editing, grammar and spelling reviews, until the student achieves a well- formed and structured final text. The class practices reading, writing, listening, and speaking in an integral manner. Students will read and analyze short stories, newspapers, scripts, business documents, and academic articles. They will write papers, compositions, summaries, presentations, poetry, short stories, and scripts. They will explore these contents with movies, documentaries, music, and discussion groups. They will have to do oral presentations to the rest of the class.

Language regulation

1. Language regulation aspects
 - Orthography (accentuation, punctuation, capital letters).

- Morph-syntactic checking (noun, adjective, determiners, pronouns, verb, adverb, preposition and conjunctions).
- Vocabulary (precision and word choice).
- Exercises.

Writing and Composition

Creative writing workshop (within all the topics, it stands out the creative practice given some guided exercises in class).

2. Writing communication.
 - Exercise: What mental image do I have of myself as a writer?
 - Characteristics.
 - Writing form and style.
 - Exercise: word cocktail shaker.
3. Previous aspects of writing (prewriting):
 - The organization of ideas.
 - Type of addressee, attitude and tone.
 - Use of dictionary.
 - Exercise: towards a dictionary.
4. Writing techniques: list of ideas, outline, summary, drafts, etc.
 - Exercise: roulette or brainstorming.
5. Formal structures of writing speech and stylistic resources.
 - 5.1. Description: types of description.
Exercises to emphasize:
 - The most suitable textual structure: paragraph, level of formality.
 - Coherence: grammatical and lexical relationship among the different textual parts.
 - 5.2. Narrative: structure and elements.
Exercises to emphasize:
 - The text: subject unit.
 - Previous aspects of writing.
 - Reading the title and predicting about what the text might or might not be.
 - Reading the subtitles to decide which ideas are important for the author.
 - 5.3. Line of argument: characteristics and structure. Linguistic resources.
Exercises to improve:
 - The summary: choosing the topic, recognizing the main ideas, understanding its argumentative organization and being able to word the same content in a different way.
 - Accuracy and rewriting.
 - 5.4. Exposition: Characteristics y linguistic resources.
 - Exercise: automatic writing.
 - Emphasize the main characteristics.
 - 5.5. The essay and scientific texts.
 - Main characteristics.



- Exercise: Rumors hospital.
- 5.6. Journalistic genre, the article.
 - Maori culture (writing exercise from a piece of news's reading).
- 5.7. New technology's language.
- 5.8. Genres: poetry, theater and short story.

Methods of Instruction

The composition process is vital for the writing skills. Knowing the writing techniques is not enough. In order to write properly, one needs to know how to use these writing techniques in a certain situation and to develop good textual composition processes. In this course, you will find the basic techniques to get a good text and to present it in an effective way. The main advantages of using this methodological approach are the following ones:

- To encourage students to write by offering a variety of writing situations and some topics which arouse their interest.
- To offer real communicative situations in which we define clearly the target and the type of text.
- To integrate specific and global objectives.
- To encourage the work among students and teacher; this means, to support an exchange where everyone's contributions and suggestions promote the mutual observation of the writing strategies used.

Assessment and Final Grade

The assessment process and method consists of a series of examinations taken during the year and counting towards the final grade and of a final exam. Besides, there will be a continuous assessment over the whole course with exercises in class, homework, and the analysis of some reading material. Communicative participation in class will be highly appreciated. The use of English in class and during the different visits will have a negative effect on the final grade.

The course grading components are as follows:

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| • 3 Essays (250 words) | 30% |
| • Creating a magazine | 15% |
| • Creating a micro-stage play | 15% |
| • Homework, participation, field trips | 20% |
| • Final Exam | 20% |

Course Requirements



3 Essays (250 words) (30%)

Starting from vocabulary, idiomatic sentences and expressions learned in the class, students write three essays on a topic assigned by the professor. Together with the essay, students submit the script, outline and draft of the essay before the final editing. The course packet describes clearly the topics of the essays.

Creating a magazine (15%)

All the students in a joint effort will create a magazine where they will collect the best moments of their life in Palma de Mallorca. The topics and the organization of the magazine will be free, according to the inclination of students (the professor will assist in selecting the topics). They will divide the magazine into sections as follows: cultural shock, first day anecdotes, best moments and pictures, comic strip workshop, poetry workshop, etc. It includes an oral presentation to the rest of the class. CIEE Palma will publish some of the texts in CIEE Palma's Blog (<http://study-palma-all.ciee.org>).

Creating a micro-stage play (15%)

All the students will create a micro-stage play. From some real micro-stage plays in Palma city, students will extract its structure and characteristics of this type of plays in order to create their own work. In class, we will work on the idea, the script and on the staging.

Homework, participation, field trips (20%)

The active participation of students is required, given the communicative approach of this course. The class privileges work by tasks and group collaboration.

The class will carry out three field trips and activities that will put students in contact with communicative aspects of everyday life. The field trips/activities include Bellver Castle, Photography Marathon, and Miró Museum.

Final Exam (20%)

The professor will evaluate the concepts explained in the classroom through one final exam. The exam will evaluate the following: reading and listening comprehension; correct use of grammar and vocabulary; and written expression.

CIEE Academic Policies

Papers and assignments submission. Exams Dates

According to CIEE Palma de Mallorca academic norms, all assignments, paper, readings, etc., must be turned in on the due date. If a student fails to submit the work on time:

- 1) If any student submits the assignment one day late, the grade will be lowered by -10% points.



- 2) If it is 2 days late, the grade will be lowered by -20% points.
- 3) If it is 3 or more days late, it will imply a grade of zero in the assignment.

It is the student's responsibility to check with the professor any work submitted by email (unless the student receives a message confirming the assignment's delivery, we will assume the assignment was never sent and/or received).

No exam can be administered other than the ones scheduled in the syllabus. There are no make-up tests.

Course Attendance

Regular class attendance is required throughout the program. Students must notify (via e-mail with a copy to the Resident Director) their instructor beforehand if they will miss class for any reason. Students are responsible for any materials covered in class during their absence. Students who miss class for medical reasons must inform the professor and the RD, and provide appropriate documentation.

For CIEE courses, excessively tardy (over 15 minutes late) students will be marked absent (student will be reminded of the policy). Attendance policies also apply to any required co-curricular class excursion or events, etc. Students who miss class for personal travel will be marked as absent and unexcused.

An absence in a CIEE course will only be considered excused if:

- 1) A doctor's note is provided explaining there is a reason to miss the class (not only saying the student was at the doctor during class time).
- 2) A CIEE staff member verifies that the student was too ill to attend class.
- 3) Evidence is provided of a family emergency.

Persistent absenteeism (students exceeding 10% of the total course hours missed, or violations of the attendance policy in more than one class) may lead to a written warning from the RD, notification to the home school, and/or dismissal from the program in addition to reductions in class grade(s).

- 1) Since each CIEE course is 45 hours, 10% of the total course hours are 4.5 hours.
- 2) Depending on the hours of the sessions of each class, missing 1 day of class implies 1.5 or 2 hours of class.
- 3) Students who miss more than 4.5 hours of class without justification will see their final grade reduced by -5%. For instance, students achieving a grade of 89.00 out of 100 points, and missing more than 4.5 hours of class will see their final grade reduced from 89.00 (B+) to 84.00 (B).

Students with unexcused absences exceeding 20% (9 hours) of the total course hours will fail the course. Written warnings and home school notifications will happen well before the absenteeism causes the student to fail the course so that the student has an opportunity for corrective actions.

Plagiarism



Cheating and plagiarism in any course assignment may result in failing the course or being expelled from the program. Students are expected to adhere to the US American and norms.

Important principles:

- 1) Final examinations, quizzes and other tests must be done without assistance from other person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information (unless the professor has explicitly announced that a particular test is to be taken on an “open book” basis).
- 2) The same written paper may not be submitted in more than one course.
- 3) Any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with the course.

Add/Drop

The add/drop period last for 1 week and a half after the start of the courses. After the end of the add/drop period, the student’s registration is considered final, and no course(s) may be changed or deleted from the student’s CIEE Academic Record.

Withdrawal from a course

Students are required to register in 5 courses during their studies at CIEE Palma de Mallorca. Each CIEE course is worth 3 credits (45 contact hours) and each Universitat de les Illes Balears course is worth 4 credits (60 contact hours). If exceptional circumstances warrant, the student may request permission from the Resident Director to withdraw from a course. However, a student participating in a semester program is not allowed to drop below a total of 12 US semester credits.

Weekly Schedule

SCHEDULE (Day by day)	CONTENTS	HOMEWORK (assigned for the next day)
SESSION 1	<ul style="list-style-type: none">- Welcome- Explain the syllabus & structure of the class- Oral exercise- An image of myself as a writer	- Writing workshop: Sensations
SESSION 2	<ul style="list-style-type: none">- Reading “Sensations”- Composition strategies- Previous steps to start writing- <i>La maleta de los sueños</i> – Autobiography	- Creative writing: Autobiography

SESSION 3	<ul style="list-style-type: none"> - Field visit: Bellver Castle (Meeting point: Plaza de España) - Reading: <i>Castillo de Bellver</i> 	- <u>Post-activity</u> : Hand in email questions
SESSION 4	<ul style="list-style-type: none"> - Use of Dictionaries - Vocabulary: rules to choose words - Working with our vocabulary - Words formation - Grammar review: dossier 	- Activities: synonyms
SESSION 5	<p>DESCRIPTION 1</p> <ul style="list-style-type: none"> - Types of Description - The face is the mirror of the soul - Adjectives - Writing workshop: explain composition 1 	- Description: Self-portrait
SESSION 6	<p><u>Hand in Description (composition 1)</u></p> <ul style="list-style-type: none"> - Experimenting with senses - Senses adjectives - Writing workshop - Grammar Review: dossier 	
SESSION 7	<p>NARRATION 1</p> <ul style="list-style-type: none"> - Typology - Characteristics - Writing workshop: the point of view of the narrator: An anecdote explained from different points of view. 	- Text editing
SESSION 8	<p>NARRATION 2</p> <ul style="list-style-type: none"> - Structure of the traditional story - Propp's letters - The Storyteller - Write a traditional story 	- Finish: Traditional story
SESSION 9	<p>NARRATION 3</p> <ul style="list-style-type: none"> - El relato breve y el microrrelato - Writing workshop: explicar la composición 2 - El concepto en un relato breve 	- Activities: Accentuation

	- Grammar Review: dossier (Accentuation)	
SESSION 10	<p><u>Hand in Narration (composition 2)</u></p> <ul style="list-style-type: none"> - The legend and its characteristics - Reading legends - Writing workshop: The legend - Oral practice: Legends 	- Think about possible topics for the “Magazine” project
SESSION 11	<p>MICRO-PLAY 1</p> <ul style="list-style-type: none"> - Projection of examples of micro-play in the city of Palma - Characteristics of the micro-play - Brainstorm for your Project 	- “Magazine”: chart and draft
SESSION 12	<p>MICRO-PLAY 2</p> <ul style="list-style-type: none"> - Writing workshop: the script of the micro-play - Dialogue 	- Correcting texts
SESSION 13	<p>MICRO-PLAY 3</p> <ul style="list-style-type: none"> - Review script of the micro-play - Rehearsal: staging - recording the rehearsal 	- Improving the “Magazine”
SESSION 14	<p><u>Hand in MICRO-PLAY</u></p> <p>THE ARGUMENTATION</p> <ul style="list-style-type: none"> - General characteristics - Write the outline for the argumentation - Brainstorm: cultural shock - Informal discussion, in class 	- Newspaper news: write and comment
SESSION 15	<p>EXPOSITIVE TEXT 1</p> <ul style="list-style-type: none"> - General characteristics - Examples - Write an expositive text - Grammar Review: dossier 	- Grammar review: subjunctive
SESSION 16	<p><u>Field Activity: Photography Marathon</u> (Meeting point: Plaza de España)</p>	<ul style="list-style-type: none"> - <u>Post-activity</u>: Choose one photo and explain the importance of the location - Oral: 4 minutes

SESSION 17	EXPOSITIVE TEXT 2 - Writing workshop: explain composition 3 - Oral practice - Vocabulary and travel expressions	- Grammar Review: Commands
SESSION 18	<u>Hand in Expositive Text about travel (composition 3)</u> STYLE AND GRAMMAR - Editing texts - Grammar Review: dossier - Sayings and Phonetics	- Propose several names for the “magazine” project and explain why
SESSION 19	MAGAZINE 1 - Brainstorming possible interesting topics - Organization - Structure of the magazine	
SESSION 20	MAGAZINE 2 - Brainstorming ideas for opinion article 1 - Writing workshop: chart	- Finish article 1
SESSION 21	MAGAZINE 3 - Editing article 1 - Design: title and cover - Ideas for article 2: in groups	- Finish article 2
SESSION 22	MAGAZINE 4 - Writing workshop: draft of the article - Article in groups - Review: accentuation - Final exam: format	- Finish article in groups
SESSION 23	Field visit: Miró Museum (Meeting point: Plaza de España)	- <u>Post-activity</u> : write a news about Joan Miró to publish on a newspaper
SESSION 24	NEWSPAPER TEXTS - Characteristics - Analyzing newspapers - Explaining a current news - Writing workshop: News of the future	- Write and explain a news from the newspaper

SESSION 25	<ul style="list-style-type: none"> - Reading news of the future - The book of memories: writing in groups anecdotes which will never be forgotten - Grammar Review: dossier 	- Review all the articles of the magazine
SESSION 26	<p>ORAL EXPOSITION</p> <ul style="list-style-type: none"> - Magazine: revising the final format - Organization of pictures and articles - Write promotional email to CIEE colleagues! - Practice oral expression 	- Finish digital format of the magazine in groups
SESSION 27	<ul style="list-style-type: none"> - Practicing oral presentation of the magazine - Finish the micro-play - Farewell and thanks article - Final exam: questions and doubts 	
SESSION 28	FINAL EXAM	

Readings

CASSANY, D. *Describir al escribir, cómo se aprende al escribir*. Paidós, Barcelona 1997

CASSANY, D. *La cocina de la escritura*. Anagrama, Barcelona, 2002

Expresión escrita, Larousse Comunicación, Barcelona, 2007

FREIXAS, L. *Taller de narrativa*. Anaya, Madrid, 1999

INSTITUTO CERVANTES. *Saber Escribir*. Aguilar, Madrid, 2002

MARTÍN VIVALDE, G. *Curso de Redacción. Teoría y Práctica de la Composición y del estilo*. Paraninfo, Madrid, 2002.

REYES, G. *Cómo Escribir Bien en Español. Manual de Redacción*. Arca Libros S.L., Madrid, 2006

TORRES I TORRES, M. *Didáctica de la escritura*. Mediterránea, Ibiza, 2002