

SPANISH 370
Spanish Writing and Stylistics

Spring 2013
Aquia 346
TR, 12-1:15 pm

Professor Ricardo F. Vivancos Perez
Office: Aquia 321
Office Hours: TR 1:30-2:30pm,
and by Appointment
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DESCRIPTION

This course is designed to improve writing skills in Spanish. Students will learn formal and stylistic concepts of the Spanish language, and will implement this knowledge through practice and exposure to different textual genres. With an interdisciplinary approach, this writing intensive course focuses on those fields that are useful for the future career of students of Spanish in the U.S. In addition, students will be able to develop their critical thought and their ability to put those thoughts into writing in Spanish. Writing exercises will be designed to promote a successful interaction of students in multilingual and multicultural environments. The course is structured in five blocks: **Block 1**, Frequent Doubts (concerning spelling, expression, and style); **Block 2**, Business Spanish; **Block 3**, Spanish in Academia (including a review of formats for research papers); **Block 4**, Journalistic Spanish (including the organization and coverage of a special event at Mason); and, **Block 5**, Creative Writing Workshop.

Special Event:

- **Thursday, March 28:** *Symposium on Censorship and the Persecution of Latinas*, including public screening and discussion of Alma Lopez's documentary *I Love Lupe* (2011), an exhibition of her art, and a lecture by author and professor Alicia Gaspar de Alba. Students enrolled in SPAN 370 will participate in the organization and coverage of this event in Spanish.

Prerequisites: SPAN 306 or 309, or SPAN 315, or permission of instructor.
This course fulfills the writing requirement in the Spanish major.

OBJECTIVES

- 1 To develop different writing skills by implementing basic linguistic concepts
- 2 To improve the student's ability to develop critical thinking in Spanish
- 3 To provide students with tools and resources to solve common doubts (phonological, morphological, syntactic, lexical, and semantic) when they are writing in Spanish
- 4 To learn basic concepts for writing in Spanish in business and journalism

- 5 To know different writing styles in Spanish depending on countries, cultures, and legal systems, with especial attention to the use of written Spanish in the U.S.
- 6 To learn basic concepts of creative writing in Spanish
- 7 To learn how to use MLA style in research papers in Spanish
- 8 To expand the students' vocabulary and improve the use of advanced grammatical structures

REQUIRED READINGS

Real Academia Española. *Diccionario panhispánico de dudas*. Madrid: Santillana, 2005.

[DPD] Available online: <http://buscon.rae.es/dpd/>.

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 7th ed. New York: MLA, 2009. [MLA]

Electronic Reading Materials will be available on the Blackboard Course Website.

SOURCES FOR HANDOUTS AND ELECTRONIC READINGS

Agenda EFE. *Libra de/ estilo urgente*. Barcelona: Galaxia Gutenberg, 2011.

El País. *Libra de estilo*. 11th ed. Madrid, El País, 2002.

Felices, Angel, et al. *Cultura y negocios: El español de la economía española y latinoamericana*. Madrid: Edinumen, 2003.

Jimenez Ruiz, Jose. *Cuaderno de prácticas de ortografía y expresión*. Málaga: Edinumen, 1992.

Lopez, Alma, and Alicia Gaspar de Alba, eds. *Our Lady of Controversy*. Austin: U of Texas P, 2011.

Martín Vivaldi, Gonzalo. *Curso de redacción: Teoría y práctica de la composición y el estilo*. 33rd ed. Madrid: Paraninfo, 2003.

Martínez de Sousa, Jose. *Manual de estilo de la lengua española*. Madrid: Trea, 2007.

Pina, Gerardo, Jorge I. Covarrubias, Joaquín Segura, and Daniel Fernández, eds. *Hablando bien se entiende la gente*. New York: Academia Norteamericana de la Lengua Española y Santillana, 2010.

Ramóneda, Arturo. *Manual de estilo*. Madrid: Alianza, 1999.

Real Academia Española. *Ortografía de la lengua española*. Madrid: Planeta, 2011.

Rico, Eugenia, Juan Cruz Ruiz, and Francisco Javier Rodríguez de Fonseca. *Saber narrar*. Madrid: Instituto Cervantes y Santillana, 2012.

Sanchez Lobato, Jesus. *Saber escribir*. Madrid: Instituto Cervantes y Santillana, 2006.

GRADING

The final grade will be computed as follows:

Attendance and Participation	10%	Class Journal	20%
Projects	25%	Mini Quizzes	10%
Presentations	5%	Final Exam and Portfolio	20%
Discussion Board Forums	10%		

Grades will conform to the GMU grading scale.

Comment [GG1]: Syllabus describes grading criteria for all major writing assignments.

GENERAL RULES FOR ASSIGNMENTS

All written assignments must be in Spanish, and typed in 12-point black New Times Roman font, double-spaced, and margins of 1 inch. Both hard and electronic copies (in MS Word or pdf format) must be submitted **by the proposed deadline**.

All written assignments need to include punctuation and spelling in Spanish. You can either set up your computer keyboard in Spanish or use:

á = alt + 160	í = alt + 129
ë = alt + 130	ñ = alt + 164
í = alt + 161	ó = alt + 173
ó = alt + 162	ú = alt + 168
ü = alt + 163	

Any assignment that does not follow these guidelines will be returned and counted as a late assignment. **Late assignments** will cause a reduction of 5% on the total grade of the assignment per day up to 3 days. No assignments will be accepted after the third day they are late.

All written assignments need to be submitted **electronically** to rvivanco@gmu.edu.

E-Mail Accounts: Students must use their MasonLIVE email accounts to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information.

Course Website: It is also mandatory to use Blackboard to access reading materials, announcements, and discussion board forums. The Course Website is accessible through the MyMason portal, <https://mymasonportal.gmu.edu/>

ATTENDANCE AND PARTICIPATION

Attendance is essential and necessary. Participation includes leading the discussion when requested, on-time attendance to all sessions (except for officially justified or extraordinary circumstances), active engagement in class readings and discussions, and a positive attitude towards classmates, instructor and materials.

CHEATING AND PLAGIARISM

Cheating and plagiarism will not be tolerated in this class. Sources and materials need to be properly cited and acknowledged. All written work, including exams and outside of class assignments, must be done independently. There is no exception to this policy in this class. Please note that you are expected to work on your assignments **on your own**, and you should not have them written, reviewed or corrected by anybody else. Assignments may be sent to a plagiarism identification service.

Mason is an **Honor Code** university; please see the University Catalog for a full description of the code and the honor committee process. The principle of **academic integrity** is taken

very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask the instructor for guidance and clarification.

PROJECTS

Students will complete and submit **5 projects** on the dates specified on the Class Calendar. Projects will have a minimum of 700 words and a maximum of 1000 words. They will follow the **General Rules for Assignments** above. First, the instructor will explain the purpose and contents of the project. On the dates specified on the Class Calendar, students need to bring to class the first draft of the project and be ready to discuss it with classmates and the instructor. Drafts are mandatory and will count as 10% of the grade for each project.

Projects will focus on improving writing and style in Spanish, and will depend on the block of the course that is being covered. Students will respond to specific assignments, avoiding summaries or repetition of ideas discussed in class. Students need to incorporate suggestions and corrections from classmates and the instructor during the discussion of drafts. The ability to summarize, correct one's work, and to put critical thoughts into writing is essential for this class.

Comment [GG2]: Syllabus describes that the instructor will provide feedback on writing.

PRESENTATIONS

In addition to class participation, and being the leader of the discussion when required, students will give **2 five-minute presentations**. Presentations will cover two different blocks of the course. They will take place on the two dates specified on the Class Calendar.

Presentations will be based on the projects corresponding to the contents of the block completed by those dates. (**Project #4** and **Project # 5**). The rest of the class will post a constructive reaction to the presentations in the weekly Discussion Board Forum.

DISCUSSION BOARD FORUMS

There will be a new Discussion Board Forum on Blackboard each week during the semester. Students will read and discuss a selected piece of news about recent events in the Hispanic world. In addition, for each presentation session there will be a discussion board forum on Blackboard. After each presentation session, students will post **at least one entry on the week's forum**.

All entries need to be 50-100 words, and include a brief critical reflection on what the student considers to be a central idea/ question in the article, or during the presentations. At the end of the course, students will have posted a minimum of 7 entries on different

Comment [GG3]: Students are required to write at least 2 assignments.

forums. Their total contribution to the forums will be evaluated, and will count for 10% of the total grade.

CLASS JOURNAL

Students will keep a journal in Spanish. The journal must be typed and must follow the **General Rules for Assignments**. Students will submit a new entry every Tuesday that the class convenes. Each entry will have a minimum of 400 words and a maximum of 700 words (please, include word count). Each entry will be corrected and returned to the student with suggestions for improvement. On the day of the final exam, students will submit a final version of the journal **as part of their portfolio** (see **Final Paper and Portfolio**) This final version needs to include corrections based on the instructor's suggestions during the semester, and have a minimum of 10 entries.

Comment [GG4]: Students are required to write at least 2 assignments.

Journal entries need to show that students are up to date with the contents of the class, and that they can relate them to their academic background, their career, or current affairs. Critical thinking and interconnection of ideas and disciplines are especially important in the journal. Some of the entries may respond to a specific task assigned by the instructor. The best entries are argumentative, analytical, specific, and to the point, avoiding summaries or repetition of ideas discussed in class. Drawings, pictures, collages, or any other creative materials/media are welcome as part of the journal.

MINI QUIZZES

There will be **three** mini quizzes on **Weeks 3, 5, and 7**. They will include short questions on the topics covered in previous sessions. The quizzes will cover main issues discussed in class, including the correction and analysis of texts of a variety of genres. Clarity and effectiveness of writing, the ability to summarize, self-correction, style, and structure will be evaluated.

FINAL EXAM AND PORTFOLIO

The **final exam** will include a writing exercise based on the blocks of the course. This exercise will have an interdisciplinary component and may refer to texts, cultural practices, journalism, or any of the main concepts covered. A practical guide for the final exam will be distributed and discussed during the last week of classes.

The day of the final, students will submit a **portfolio** that must include all the class materials corrected (corrected projects, corrected journal entries, and corrected miniquizzes). The portfolio needs to demonstrate the process of correction carried out by the student during the semester. This portfolio will be evaluated in conjunction with the final exam.

Comment [GG5]: Students are required to revise.

CLASS DEADLINES

Deadlines for journal entries, projects, presentations, and mini quizzes are specified on the **Class Calendar**. Final exam will be on May 9 at 10:15am in Aquia 346.

GENERAL DEADLINES

Last Day to Drop Classes with no Tuition Penalty	January 29
Last Day to Add Classes (Full-Semester Course)	January 29
Last Day to Drop Classes	February 22
Selective Withdrawal Period (Full-Semester Course)	Feb. 25 - Mar. 29

OFFICE OF DISABILITY SERVICES

If you are a student with a disability and you need academic accommodations, please see Prof. Vivian Cos Perez and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS, <http://ods.gmu.edu>

OTHER USEFUL CAMPUS RESOURCES

WRITING CENTER: A114 Robinson Hall; (703) 993-1200
<http://writingcenter.gmu.edu>

UNIVERSITY LIBRARIES "Ask a Librarian"
<http://library.gmu.edu/mudge/IM/IMRef.html>

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS): (703) 993-2380;
<http://caps.gmu.edu>

WOMEN AND GENDER STUDIES CENTER

<http://wmst.gmu.edu/center/>

Please check the Women and Gender Studies Center Resources:
http://wmst.gmu.edu/wgst_center_resources

SEXUAL ASSAULT SERVICES

Student Union Building (SUB) I, Suite 3200 - the new SUB I addition
 24 Hour Cell Phone: 703-380-1434
<http://www.gmu.edu/depts/unilife/sexual/>

UNIVERSITY POLICIES

The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at <http://universitypolicy.gmu.edu/>. All members of the university community are responsible for knowing and following established policies.

CLASS CALENDAR
(Subject to modification)

BLOCK 1

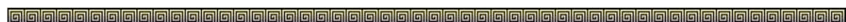


Week 1-3 WRITING AND STYLE: COMMON DOUBTS

DATES	CLASS DISCUSSION	CLASS PREPARATION
Tuesday, 22 January	Introduction. Class rules. Internet sites. Written Spanish and self-correction	Read syllabus
Thursday, 24 January	Accent marks. Special cases Instructor will assign Project #1 : Text correction	<i>DPD</i> , ACENTO and TILDE
Tuesday, 29 January	Use of punctuation marks. Special cases Project #1 : Discussion of first draft Journal Entry #1 due	<i>DPD</i> , SIGNOS ORTOGRAFICOS (COMA; COMILLAS; CORCHETE; DOS PUNTOS; INTERROGACION Y EXCLAMACION (SIGNOS DE); PARENTESIS; PUNTO; PUNTOS SUSPENSIVOS; PUNTO Y COMA; RAYA; PUNTO; PUNTOS SUSPENSIVOS; PUNTO Y COMA; RAYA; APOSTROFO; ASTERISCO; BARRA; DIERESIS; GUION)
Thursday, 31 January	Knowing how to read improves your writing: Reading comprehension, taking notes. Project #1 : Discussion of second draft	Sanchez Lobato, 52-65
Tuesday, 5 February	Discussion: What must be our attitude towards grammatical mistakes, foreign words, or bad punctuation? How to take notes Final version of Project #1 due Journal Entry #2 due	Read: Martinez de Sousa, 134-48; and Sanchez Lobato, 25-42
Thursday, 7 February	<u>Review: taking notes effectively</u> Mini Quiz #1	Review of basic concepts and self correction

Comment [GG6]: Syllabus indicates multiple class sessions that address different writing strategies.

BLOCK 2

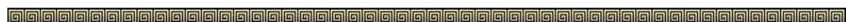


Weeks 4-5

BUSINESS SPANISH. CVs AND COVER LETTERS

DATES	CLASS DISCUSSION	CLASS PREPARATION
Tuesday, 12 February	Business letters How to write a CV according to the addressee Instructor will assign Project #2 : CV and cover letter Journal Entry #3 due	Sanchez Lobato, "Modelo de texto epistolar", 397-407
Thursday, 14 February	Cover letters Discussion of CV, Project #2	Sanchez Lobato, "El curriculum vitae", 410-8
Tuesday, 19 February	Discussion of first draft of CV and cover letter, Project #2 Journal Entry #4 due	Sanchez Lobato, "La carta de presentación", 418- 21
Thursday, 21 February	Final version of Project #2 due Mini Quiz #2	Review

Comment [GG7]: Syllabus indicates required draft deadline and revision deadline.

BLOCK 3**Weeks 6-7**
**SPANISH IN ACADEMIA: RESEARCH PAPERS.
MLA STYLE**

DATES	CLASS DISCUSSION	CLASS PREPARATION
Tuesday, 26 February	Evaluating sources, taking notes, outlines, thesis Journal Entry #5 due Instructor will assign Project #3: Bibliography, abstract and thesis	<i>MLAH</i> , 3-7, 41-61, 122-33
Thursday, 28 February	How to write a good research paper. Text commentary vs. research paper Following the MLA style in Spanish: Exercises and common doubts Discussion of first draft of Project #3	<i>MLAH</i> , 134-212, 213-32
Tuesday, 5 March	Mini Quiz #3 Journal Entry #6 due	Correct First draft of Project #3 Review
Thursday, 7 March	No Class	
March 11-17	SPRING BREAK	

BLOCK 4



Weeks 8-11

JOURNALISM: NEWS AND MAGAZINE ARTICLES

DATE	CLASS DISCUSSION	CLASS PREPARATION
Tuesday, 19 March	Project #3 due Instructor will assign Project #4: Journalistic piece on Alma Lopez and the "Our Lady controversy," and captions for art exhibit Class Screening of Alma Lopez' <i>I Love Lupe</i> Journal Entry #7 due	Correct draft of Project #3 Selections from <i>Our Lady of Controversy</i> [Electronic copy]
Thursday, 21 March	Discussion on the "Our Lady controversy" Final version of Project #4 (captions) due	Write art exhibit captions
Tuesday, 26 March	Symposium and Art Exhibit Preparation Journal Entry #8 due	
Thursday, 28 March	<i>Symposium on Censorship and the Persecution of Latinas</i> Film Screening: <i>I Love Lupe</i> Exhibit Tour Lecture by Alicia Gaspar de Alba	
Tuesday, 2 April	Discussion of draft of Project #4 (journalistic piece) Journal Entry #9 due	El Pais, "Generos periodisticos", 23-4, 29-41
Thursday, 4 April	Presentation #1: based on Project #4	El Pais, "Elementos de titulacion", 43-49
Tuesday, 9 April	Final version of Project #4 (journalistic piece) due Journal Entry #10 due	Sanchez Lobato, "La redaccion de textos de opinion", 469-79 Correct draft of Project #4 (journalistic piece)
Thursday, 11 April	Instructor will assign Project #5: Creative writing piece about the <i>Symposium</i>	Read Horacio Quiroga's "Decalogo del perfecto cuentista," and Julia Alvarez's "Ten of my Writing Commandments" [Electronic Copies]

BLOCK 5**Weeks 12-14****CREATIVE WRITING WORKSHOP**

DATE	CLASS DISCUSSION	CLASS PREPARATION
Tuesday, 16 April	Discussion of first draft of Project #5 Journal Entry #11 due	Read Cortazar's "Algunos aspectos del cuento" [Electronic Copies]
Thursday, 18 April	Presentation #2: based on Project #5 Journal Entry #12 due	Selections from <i>Saber narrar</i> [Electronic copy]
Tuesday, 23 April	Presentation #2: based on Project #5 Journal Entry #12 due	Selections from <i>Saber narrar</i> [Electronic copy]
Thursday, 25 April	NO CLASS	
Tuesday, 30 April	Journal Entry #13 due Project #5 due	Correct first draft of Project #5
Thursday, 2 May	General Conclusions and Review for Final Exam	

Final Exam and Portfolio
Thursday, 9 May at 10:15am Aquia 346