

### SPAN 3010 – WRITTEN COMMUNICATION IN SPANISH

Course: SPA 3010  
Section: 001  
Semester: Fall 2021  
Meeting days: MWF  
Time: 10:00 -10:50 PM  
Room: Oakley Hall 219

Instructor: Manuel J. Villalba  
Preferred method to contact instructor: e-mail  
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#### DESCRIPTION OF THE COURSE

Grammatical expansion and analysis, study of idiomatic expressions, composition  
Required for majors. Prerequisite: SPAN 2020 or equivalent

Critical and academic writing in Spanish. In this course, we will master Spanish writing for academic purpose. We will practice the description, the narration, the exposition and the argumentation of the textual form. Special emphasis will be put on successful academic writing in Spanish. Texts may include literary, political, sociological, and cultural documents. We will briefly review some of the elements of public speaking, including critical analysis. We will look at communication experiences in public and daily life with others and how these relationships are mediated by means of discourse and texts. We will review some important grammatical points with an emphasis on the mastery of written Spanish as well as the writing process in general. This course is required for all majors.

#### STUDENT LEARNING OUTCOMES

Upon completion of this course, students will

- Write in a grammatically correct standard Spanish  
**Communication: Interpersonal (Write)**  
**Communication: Presentational (Write)**
- Master the form of the academic essay  
**Communication: Presentational (Write)**
- Improve the articulation of ideas in written Spanish in a deep and sophisticated way  
**Communication: Interpersonal (Write)**  
**Communication: Presentational (Write)**
- Develop critical thinking  
**Connections: Making Connections (Critical Thinking, Solve Problems, Access Evaluate Diverse Perspectives)**  
**Connections: Acquiring Information and Diverse Perspectives (Critical Thinking, Solve Problems, Access Evaluate Diverse Perspectives)**

- Recognize the academic register of the Spanish language  
**Communication: Interpersonal (Write)**  
**Cultures: Relating Cultural Practice to Perspectives (Investigate, Explain, Reflect)**  
**Cultures: Relating Cultural Products to Perspectives (Investigate, Explain, Reflect)**
- Distinguish between formal and colloquial varieties of Spanish language  
**Comparisons: Language Comparisons (Investigate, Explain, Reflect)**  
**Comparisons: Cultural Comparisons (Investigate, Explain, Reflect)**

## MATERIALS

### Required texts

- Bleichmar, Guillermo, and Paula Cañón. *Taller de escritores*. 3rd ed., Vista, 2021.
- *Supersite Plus* access that accompanies the textbook. The passcodes are included if you buy the text NEW. If you buy the text USED, your passcodes for *Supersite Plus* are sold separately in the bookstore. You may also purchase the access to the *Supersite Plus* online.

### Recommended texts

- *Ortografía de la Lengua Española*. Madrid: Real Academia Española, Asociación de Academias de Lengua Española & Espasa Calpe, 2003. Print.
- *Diccionario Panhispánico de Dudas*. Madrid: Real Academia Española: Asociación de Academias de la Lengua Española & Santillana, 2005. Print. (Also on-line: <http://www.rae.es/rae.html>)
- *Diccionario de la Lengua Española*. 22.<sup>a</sup> edition. Madrid: Real Academia Española: Asociación de Academias de la Lengua Española & Espasa Calpe, 2001. Print. (Also on-line: <http://www.rae.es/rae.html>)
- *The Oxford Spanish Dictionary (Spanish-English/English Spanish)*, eds. Beatriz Galimberti Jarman – Roy Russell. Oxford: Oxford University Press, 2008.
- *WordReference.com (English-Spanish Dictionary)* On-line source: <http://www.wordreference.com/es/translation.asp>

### iLearn

Our section has a shell on iLearn that will be updated regularly with announcements, handouts for students to print out and other useful information. Students will be responsible for checking this site at least once in between class sessions.

## METHODOLOGY

This is a **workshop, hands-on course**. The methodology is **student-centered and process-based**, with an emphasis on small group discussion, interaction, critical reflection, self-correction, peer feedback, peer editing, and personal accountability. The instructor will assign **small groups on a rotating basis**. There will be brief lectures on grammar, dictionary skills, and writing & editing techniques. However, the **primary role of the instructor is to facilitate and support the process** of 1) generating ideas, developing topics, ordering ideas, and 2) the process of drafting, revising, self-editing, peer-editing, and analyzing the written product. The instructor may highlight errors on students' compositions and assign a grade based

on a detailed assessment rubric, but students will correct their own errors as much as possible based on checklists and their own progress notes. Research shows that, with guidance, intermediate and higher-level students are capable of self-correcting at least 75% of their own errors. Note that even though the main focus of this course is composition and grammar review, we will be using an **integrated approach to learning**, incorporating all four language skills.

## **COURSE REQUIREMENTS**

### **Exams [30% (15% each)]**

A midterm exam and a final exam are required for this course. Both exams will test, first, the grammatical points of the book; second, the meta-linguistic skills attained by the students through the “talleres” and, finally, their knowledge of the readings discussed in class.

### **Final research paper (20%)**

This is a task that requires: a) to read a book or to watch a movie in Spanish, b) to choose an aspect you find interesting in the book or the movie along with a theoretical approach that could help you to interpret it, c) to articulate a plausible interpretation of the book or movie selected, d) to write a 5-6 pages research paper that exhibits excellent analysis in clear and understandable Spanish, e) to format the paper following the MLA handbook guidelines.

### **Blog (15%)**

Each student will write a weekly blog (12 entries total). Each entry will have an assigned topic. The students must remember that this content is public. The blog tools can be found on iLearn. The minimum length of each entry will be 400 words. The deadline of every entry will be Sunday at 11:59 pm. No late materials will be considered.

In addition, every student will have to write one comment in three blog entries of other fellow students every time that a blog entry is assigned. (12 entries X 3 comments = 36 comments total) The grade of the comments will be part of the participation grade. If any student considers that, s/he does not want to make public his/her work for the class, s/he must explain his/her concern to the instructor, and s/he will be assigned an alternative way to submit this assignment in a traditional private way.

### **Presentation (5%)**

All the students will present in Spanish information about a cultural aspect related to a Hispanic country. Each presentation will be 10 minutes. The instructor will explain the instructions and the grading criteria during the course.

### **Homework (15%)**

Closely related to in class participation is the completion of web-based assignments. This involves reading the pages indicated in the syllabus, and writing up or completing grammar exercises online, as specified in the calendar. All homework assignments must be completed by the deadlines established in the calendar. No late homework assignments will be accepted.

**Debates and discussions (10%):**

Once a week the students will meet in groups via Zoom to discuss the readings from the textbook or to debate different topics. The questions and prompts can be found in iLearn. Each debate and discussion must be conducted entirely in Spanish. All the students in the group must participate actively. Each meeting need be recorded and sent to the instructor. The deadline of every recording will be Friday at 11:59 pm. The videos will be sent by email, using OneDrive or SharePoint. No late recordings will be considered.

**Participation (5%)**

Active, scholarly participation is mandatory in this class. All students are expected to participate in every class meeting by responding to questions from the instructor and fellow students as well as by commenting on the readings and assignments due in each particular session. No outstanding grade can be obtained in this class without constant, proactive, responsible, and scholarly participation. Points will be taken off the students' participation grades each time that the instructor notices a lack of preparation in the student or when s/he should fail to bring to class the materials required.

A participation grade will be given to students at the middle and at the end of the semester. This grade evaluates how well students come to class prepared to engage in class and group discussion, as well as activities. In addition, the attendance will be reflected in the final participation grade (See "Attendance").

**Attendance**

Attendance in this class is mandatory. The TTU Academic Development Program Faculty recognizes the necessity of regular classroom /workshop/lab engagement [attendance] as a basic cornerstone of the learning process. Attendance is required and expected by the instructor.

The student is allowed three (3) unexcused absences. After the third absence, one point will be deducted from the student's final grade for each subsequent UNEXCUSED absence. Also, remember that arriving to class 10 minutes after the scheduled beginning of the session counts as an absence. Similarly, three tardies of less than 10 minutes will also be counted as an absence. Lack of preparation for the class can be recorded as an absence.

Regular attendance is a definite part of the total performance required for the satisfactory completion of this course, and an unsatisfactory attendance record may adversely affect the final grade. After five (5) unexcused absences, the instructor has the prerogative to assign the student a grade of "F" for the semester.

University attendance policy [TTU Undergraduate Catalog] does not recognize excused absences or excused tardiness. Likewise, TBR policy does not recognize excused absences or excused tardiness. Academic Development Program policy requires two (2) hours of ADP-directed work in the ADP Learning Center for each class hour missed for each absence the student wishes to have waived.

It is the STUDENT'S RESPONSIBILITY, not the instructor's, to ask about work missed due to absence or tardiness. Coursework not turned in on time due to absence or tardiness may be refused by the instructor. If late work is accepted, it will usually receive a 10% grade reduction per class meeting late, unless arrangements have been made with the instructor ahead of time.

Remember: Non-attendance, poor attendance, or withdrawal may seriously affect lottery scholarship/financial aid.

**Excused absences**

An excused absence is one that occurs due to illness, injury, or death in the student’s immediate family. No excuses will be accepted one week after the circumstance occurred. The student must verify these circumstances with official documentation to be submitted to the Office of Student Affairs as soon as they return to class. The Office of Student Affairs will contact the professor for the absence to be excused. The professor under no circumstance will take any documentation directly from the student.

Please note: If you are participating in any university-sponsored event in which you must be absent from class, an official letter from a TTU faculty or staff member must list these dates and be presented to the Office of Student Affairs at the beginning of the semester. Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

**FINAL GRADE**

- Exams: 30%
- Final paper: 20%
- Blog: 15%
- Presentation: 5%
- Homework: 15%
- Debates & discussions: 10%
- Participation: 5%

**§ Grade scale: A = 90-100; B = 80-89; C = 70-79; D = 60-69; E = 0-59.**

**CALENDAR**

Fecha	Tema(s) a discutir en clase
<p><b>Clase 1:</b> Viernes, 20 de agosto</p>	<p><b>Presentación del instructor e introducción al curso</b></p>
<p>Domingo, 22 de agosto</p>	<p>No hay asignaciones especiales.</p>
<p><b>Clase 2:</b> Lunes, 23 de agosto</p>	<p>Taller 1 – Lenguaje oral y escrito Taller 2 – La condensación del lenguaje</p>

<b>Fecha</b>	<b>Tema(s) a discutir en clase</b>
<b>Clase 3:</b> Miércoles, 25 de agosto	Presente & SER/ESTAR (11-13) <b>Presentación 1</b>
<b>Clase 4:</b> Viernes, 27 de agosto	Discusión: “El recado” de Elena Poniatowska (4-6)
Domingo, 29 de agosto	<b>Blog (entrada 1)</b>
<b>Clase 5:</b> Lunes, 30 de agosto	Taller 3 – La organización visual <b>Presentación 2</b>
<b>Clase 6:</b> Miércoles, 1 de septiembre	Preposiciones (14-15) <b>Presentación 3</b>
<b>Clase 7:</b> Viernes, 3 de septiembre	Debate: La deuda de los estudiantes americanos
Domingo, 5 de septiembre	<b>Blog (entrada 2)</b>
Lunes, 6 de septiembre	<b>Labor Day</b>
<b>Clase 8:</b> Miércoles, 8 de septiembre	Adjetivos (16-18) <b>Presentación 4</b>
<b>Clase 9:</b> Viernes, 10 de septiembre	Discusión: “La siesta del martes” de Gabriel García Márquez (34-41)

Fecha	Tema(s) a discutir en clase
Domingo, 12 de septiembre	<b>Blog (entrada 3)</b>
<b>Clase 10:</b> Lunes, 13 de septiembre	Taller 4 – La voz pasiva y el SE
<b>Clase 11:</b> Miércoles, 15 de septiembre	Narración en pasado (46-49) <b>Presentación 5</b>
<b>Clase 12:</b> Viernes, 17 de septiembre	Debate: Los problemas de ansiedad de las nuevas generaciones
Domingo, 19 de septiembre	<b>Blog (entrada 4)</b>
<b>Clase 13:</b> Lunes, 20 de septiembre	Taller 5 – La organización esquemática
<b>Clase 14:</b> Miércoles, 22 de septiembre	Cláusulas adjetivas de relativo (50-52) <b>Presentación 6</b>
<b>Clase 15:</b> Viernes, 24 de septiembre	Discusión: “Una bandera rota y embarrada” de Isabel Allende (72-76)
Domingo, 26 de septiembre	<b>Blog (entrada 5)</b>
<b>Clase 16:</b> Lunes, 27 de septiembre	Taller 6 – Los pronombres relativos

Fecha	Tema(s) a discutir en clase
<b>Clase 17:</b> Miércoles, 29 de septiembre	Construcciones pasivas (81-84) <b>Presentación 7</b>
<b>Clase 18:</b> Viernes, 1 de octubre	Debate: Las notas de la universidad
Domingo, 3 de octubre	<b>Blog (entrada 6)</b>
<b>Clase 19:</b> Lunes, 4 de octubre	Taller 7 – Cadenas léxicas
<b>Clase 20:</b> Miércoles, 6 de octubre	Futuro & Condicional (85-87) <b>Presentación 8</b>
<b>Clase 21:</b> Viernes, 8 de octubre	<b>Examen Parcial</b>
Domingo, 10 de octubre	No hay asignaciones especiales
Lunes, 11 de octubre	<b>Fall Break - Academic Holiday</b>
<b>Clase 22:</b> Miércoles, 13 de octubre	Infinitivos & Participios (114-117) <b>Presentación 9</b>
<b>Clase 23:</b> Viernes, 15 de octubre	Discusión: “La prohibición silenciosa de...” de Ana Torres Menárguez (104-108)



Fecha	Tema(s) a discutir en clase
Domingo, 17 de octubre	<b>Blog (entrada 7)</b>
<b>Clase 24:</b> Lunes, 18 de octubre	Taller 8 – El enfoque de la tesis y los argumentos
<b>Clase 25:</b> Miércoles, 20 de octubre	El subjuntivo I (118-123) <b>Presentación 10</b>
<b>Clase 26:</b> Viernes, 22 de octubre	Debate: Estudiar una segunda lengua
Domingo, 24 de octubre	<b>Blog (entrada 8)</b>
<b>Clase 27:</b> Lunes, 25 de octubre	Taller 9 – La introducción y la conclusión
<b>Clase 28:</b> Miércoles, 27 de octubre	El subjuntivo II (152-155) <b>Presentación 11</b>
<b>Clase 29:</b> Viernes, 29 de octubre	Discusión: “La civilización del espectáculo” de Mario Vargas Llosa (140-44)
Domingo, 31 de octubre	<b>Blog (entrada 9)</b>
<b>Clase 30:</b> Lunes, 1 de noviembre	Taller 10 – La estructura del párrafo

Fecha	Tema(s) a discutir en clase
<b>Clase 31:</b> Miércoles, 3 de noviembre	Otros usos de SE (156-158) <b>Presentación 12</b>
<b>Clase 32:</b> Viernes, 5 de noviembre	Debate: La tecnología de reconocimiento facial
Domingo, 7 de noviembre	<b>Blog (entrada 10)</b>
<b>Clase 33:</b> Lunes, 8 de noviembre	Taller 11 – Los conectores
<b>Clase 34:</b> Miércoles, 10 de noviembre	Clausulas condicionales (159-161) <b>Presentación 13</b>
<b>Clase 35:</b> Viernes, 12 de noviembre	Discusión: “Sujetos en el margen” de Silviana Flores (176-81)
Domingo, 14 de noviembre	<b>Blog (entrada 11)</b>
<b>Clase 36:</b> Lunes, 15 de noviembre	Taller 12 – Relaciones cohesivas
<b>Clase 37:</b> Miércoles, 17 de noviembre	Perífrasis verbales & Verbos modales (190-193) <b>Presentación 14</b>
<b>Clase 38:</b> Viernes, 19 de noviembre	Debate: La culpabilidad de matar zombis

Fecha	Tema(s) a discutir en clase
Domingo, 21 de noviembre	<b>Blog (entrada 12)</b>
<b>Clase 39:</b> Lunes, 22 de noviembre	Taller 13 – Análisis de ensayos I
<b>Clase 40:</b> Miércoles, 24 de noviembre	Estilo indirecto (194-197) <b>Presentación 15</b>
Viernes, 26 de noviembre	<b>Thanksgiving Holiday</b>
Domingo, 28 de noviembre	<b>Thanksgiving Holiday</b>
<b>Clase 41:</b> Lunes, 29 de noviembre	Taller 14 – Análisis de ensayos II
<b>Clase 42:</b> Miércoles, 1 de diciembre	Taller 15 – Análisis de ensayos III <b>Presentación 16</b>
<b>Clase 43:</b> Viernes, 3 de diciembre	No hay asignaciones especiales.
Domingo, 5 de diciembre	No hay asignaciones especiales.
<b>Clase 44:</b> Lunes, 6 de diciembre	Taller 16 – Análisis de ensayos IV <b>Presentación 17</b>

Fecha	Tema(s) a discutir en clase
<b>Clase 45:</b> Miércoles, 8 de diciembre	<b>Últimas conclusiones del curso</b> <b>Entregar el ensayo final</b>
Miércoles, 15 de diciembre	<b>Examen Final</b> Oakley Hall 219 10:30 AM – 12:30 PM

### DIRECTIVES

Students are responsible for the information in this syllabus throughout the semester. The instructor reserves the right to make changes to the syllabus and class assignments.

### PREPARING FOR CLASS

You are expected to have each day studied the assigned grammar before coming to class. Studying and doing the homework before each class will help you contribute to any class activity. You should always take notes as you study. Do not worry if you do not understand everything, and do not be afraid to ask questions. Conversation between the students and the instructor and, more importantly, among students is the essence of this class. Learning within this framework requires much more than mere attendance; it requires that each student actively participate in the class. It is critical to your success in this course that you not only study the materials but that you also actively reflect on them by taking notes, doing additional research, or approaching your classmates with questions outside the class.

### CIVILITY

Cellular phones, headphones, blackberries, laptops and any other such devices are strictly prohibited in this class. Let your instructor know if you are expecting an emergency call. Eating and drinking in this class is discouraged since communication among students is an essential element of the learning experience. All students are expected to pay attention to the instructor and to their classmates at all times and engage in each activity as expected of them. While in class, you will be expected to behave appropriately. Students who engage in inappropriate or disruptive behavior will be dismissed from the class. Inappropriate behavior includes sleeping or blatant lack of attention (gazing out the window, texting, working on assignments for a different class), private or unrelated conversations, disrespectful comments and disregard for directions as provided by the instructor or as expected from a college student. While in class, you should pay attention and participate actively in discussion when appropriate.

### UNIVERSITY PLAGIARISM POLICY

Tennessee Tech University Student Handbook – Plagiarism (Academic Regulations)

When you use (for example, quote or even summarize or paraphrase) someone else's media, words, data, ideas, or other works, you must cite your source. You should be especially careful to avoid plagiarizing Internet sources (for example, e-mail, chat rooms, Web sites, or discussion groups). It does not matter whether you borrow material from print sources, from the Internet, from on-line databases, or from interviews. Failure to cite your source is plagiarism. Students who plagiarize may receive an "F" or a "0" for the assignment, or an "F" for the course.

<http://www.tntech.edu/ttustudenthandbook/academic-regulations/>

### **STUDENT ACADEMIC MISCONDUCT POLICY**

Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech's Policy 217 – Student Academic Misconduct at [Policy Central](#).

### **DISABILITY ACCOMMODATION**

Students with a disability requiring accommodations should contact the Office of Disability Services (ODS). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The ODS is located in the Roaden University Center, Room 112; phone 372-6119. For details, view the Tennessee Tech's Policy 340 – Services for Students with Disabilities at [Policy Central](#).