

**Spanish 228: Spanish Composition**  
**(Course Calendar can be found on Compass)**

Instructor: \_\_\_\_\_ e-mail: \_\_\_\_\_

Office: \_\_\_\_\_ Office hours: \_\_\_\_\_

Department's website: [www.sip.uiuc.edu](http://www.sip.uiuc.edu)

Course Supervisor: Prof. Ann Abbott, 4006 FLB, [arabbott@uiuc.edu](mailto:arabbott@uiuc.edu)

\*Any student who believes that s/he has a disability for which academic accommodations are needed should inform the instructor as soon as possible and/or contact the Division of Rehabilitation Services (DRES) at [www.rehab.uiuc.edu](http://www.rehab.uiuc.edu).

Turn off cell phones or other communication devices at the beginning of class.

**Required Text and Workbook:**

Dimitriou, Agnes L., Juan A. Sempere Martínez and Frances M. Sweeney. Modelos: An Integrated Approach for Proficiency in Spanish. Upper Saddle River, NJ: Prentice Hall, 2003.

**Required Materials for Course:**

1. **Memory stick or other storage device.** Everything you write in class must be saved onto your own storage device. You will be required to return to some of the writing activities that you do in class; therefore, everything you write in class should be saved. There are no printing facilities in the classroom. It would be a very good idea to save your materials onto two separate storage devices in the case of loss or malfunction.
2. **Binder.** Your instructor *may* require that your compositions and other portfolio materials be presented in a binder. However, some instructors may require that you turn in your materials as e-mail attachments. Your instructor will clarify this with the students.

**Course Philosophy:**

*We acquire writing skills by writing.* So, be prepared to do a lot of writing in the classroom and outside of it. However, writing does not only mean the traditional research paper. You will write lists, sentences, notes, messages, short paragraphs, directions, dialogue, memos, etc., as well as the typical paper. You will also write about your writing in your portfolio.

**Course Goals:**

- Most importantly, to provide many opportunities to write in Spanish.
- To read examples of good writing in order to respond to the ideas they present and to learn the writing strategies apparent in them.
- To offer students many strategies to aid the process of writing in the hopes that all students will find at least some strategies that help begin and sustain the writing process.
- To utilize various editing resources. The instructor is not your only editor. To begin with, there are many software programs and websites that can, if used effectively and judiciously, aid your writing in Spanish. In the classroom, you will edit your own writing

and use your classmates as resources for editing as well. The Writer's Manual provides helpful information and practice for editing, and the in-class "Taller" focuses on the development and editing of your papers.

- To allow students to return to their shorter pieces of writing for further development. Each composition that you turn in to your instructor will be based on any one (or more) of the shorter pieces you wrote during the exploration of the previous chapters.
- To prepare students for the writing required in upper-level Spanish courses. Each course and each professor's requirements for writing are unique, of course, but almost all the upper-level Spanish courses require focused and analytical writing of some sort. While this course is not a direct preparation for other Spanish courses, it should provide you with the tools and strategies you need to grow in your critical thinking and writing.
- To reflect on specific grammar points. Grammar is not the focus of this course, but effective written communication does require clarity. The Writer's Manual covers focused grammatical structures of Spanish.
- To master the mechanics of written Spanish. Your compositions must include the correct diacritical marks of Spanish, for example: nación, panameño, and lingüista.

### **Course Requirements:**

#### ***\*Please note:***

1. *All work in the class calendar is required, but grades will be recorded beginning with Chapter 2.*

2. *Compass deadlines are always set for midnight, but your work is actually always due during the time your section meets. (It's impossible to set up separate deadlines for each section.)*

- **Daily Writing Warm-up (Ejercicio escrito). 10% of final grade.** The first five minutes of every class period will be spent writing about a specific topic that your instructor will describe. The goal of these exercises is not to strive for grammatical nor organizational perfection, but, instead, to explore various facets of the chapter themes. These exercises are graded credit (1) or no credit (0). To receive credit you must write a reasonable amount for the time allotted. Type in Word in order to use diacritical marks, then copy and paste into the appropriate "Discussion" in Compass. Your work will appear in a blog format; everyone in the class can read what you post. Your worst grade will be automatically dropped. \*Please note that missed daily writing warm-ups can only be made up with valid documentation to excuse the absence; therefore, tardiness and absences will seriously lower your grade. You must be in class to post.
- **Quizzes (Pruebas). 10% of final grade.** The first section of each chapter in Modelos is titled "Leer por modelos" and includes one or two professional writing samples. OJO: some of the texts are brief, but others are long; some are easy, but others are difficult. Give yourself plenty of time to prepare. You are expected to do the readings before class, and your instructor will give a three-item quiz requiring very brief answers about the content of the reading(s). These quizzes are graded credit (1) or no credit (0); you must answer correctly two of the three questions to receive credit. Type your answers in Word in order to use diacritical marks, then copy and paste into the appropriate "Assignment" in Compass. Your worst quiz grade will be automatically dropped. \*Please note that absolutely no missed quizzes can be made up, and, therefore, tardiness and absences will

seriously lower your grade. You must be in class to post.

- **Grammar Exercises (Ejercicios de gramática). 10% of final grade.** The first section of each chapter in the Writer's Manual to Accompany Modelos provides grammar explanations and exercises. It is to your benefit to read the explanations and prepare all the grammar exercises outside of class. Some exercises are answered in the Manual's answer key; others are not. You must complete the "Ejercicios de gramática" indicated in this syllabus. You should check your answers with the key. You will show your workbook to your instructor who will simply check to see if you have completed the work. The grammar exercises will be graded credit (1) or no credit (0). To receive credit you must have completed **all** the required exercises. Other exercises from the Writer's Manual may be included as in-class activities. Your worst grammar exercise grade will be automatically dropped. \*Please note that missed grammar exercises can only be made up with valid documentation to excuse the absence; therefore, tardiness and absences will seriously lower your grade.
  - **Writing Homework (Tarea). 10% of final grade.** You will spend most of the class time writing, but you will also be expected to write outside of class. For one chapter in between compositions, your instructor will assign a writing homework of one to two pages that you must prepare and bring to class the following period. Your instructor will make comments and/or ask questions about the **content** of your writing. These homework assignments are graded on a 10-point scale; you must turn in a *complete* written piece to receive credit. Type your *Tarea* in Word in order to use diacritical marks, then copy and paste into the appropriate "Assignment" in Compass. No *Tarea* grades will be dropped. \*Please note that missed homework can only be made up with valid documentation to excuse the absence; therefore, tardiness and absences will seriously lower your grade. You *tarea* is due at the very beginning of your class period.
- Three compositions (Composición). 50% of final grade.** After you have worked through several chapters, you will write and turn in a paper. You may return to one or more short pieces that you wrote in class and develop them further, or you may choose one of the assignments presented in the chapters (Paso 4, Crear nuestros modelos). During the *taller* in class you will work on the writing and editing of these compositions, but you will be expected to do substantial parts of the writing and final editing outside of class. The *taller* lasts three days; you must turn in your composition in Compass (Assignments) by the beginning of the first class after the taller (except for Composición #3). Any composition that does not adhere to the following requirements will be returned to the student with a grade of 0. For example, a composition that has no accent marks—or very few—will not be graded by your instructor; you will receive a 0.
- 4 full pages (**not** 3 ½); 1" margins (**not** 1 ½"); 12 point Times New Roman font
  - Consistent and correct use of Spanish diacritical marks
  - Adherence to UIUC's Student Code of Conduct:  
[http://www.admin.uiuc.edu/policy/code/article\\_1/a1\\_1-402.html](http://www.admin.uiuc.edu/policy/code/article_1/a1_1-402.html)
  - Content and language that is the student's own
    - Compositions that have been translated on-line or by native speakers are immediately recognizable. Don't translate!
    - You are encouraged to consult frequently with your instructor about your composition, not other Spanish speakers.

- **Portfolio (Portafolio). 10% of final grade.** Along with each composition you will also turn in a portfolio section which consists of two parts:
  - One piece of classroom writing that you feel best represents your work.
  - A guided narrative written in English and/or Spanish that reflects on your writing progress in this course.
  - Your portfolio will be graded on a 10 point scale.

**Instructor Evaluation of Student Writing**

- **Composition evaluation criteria.** The evaluation criteria are included in this syllabus. The criteria for each composition are very similar but also reflect slight differences according to what information was specifically covered in the chapters leading up to the composition.
- **Portfolio evaluation.** The main purpose of the portfolio is for you to evaluate your own writing process and product in a 1-2 page document. Your instructor will evaluate your portfolio materials based on both the breadth and depth of your self-analysis.
- **Illinois Compass.** You will turn in your work and find the course grades in Illinois Compass. You can access your Illinois Compass course sites at <http://compass.uiuc.edu> . Your instructor will regularly enter grades in the Illinois Compass Gradebook throughout the semester. (Again, all work is required but grades will be entered beginning with Chapter 2.) Typos and mistakes can and do occur. Therefore, students should check their posted grades regularly and consult with the instructor about any questions. The final grade in the grade book may not be accurate until all scores have been entered. All final grades of .5 or higher will be rounded up by the instructor. Final grades are posted in a different system.
- **Departmental Grading Scale**

A+	97-100		C+	77-79
A	93-96		C	73-76
A-	90-92		C-	70-72
B+	87-89		D+	67-69
B	83-86		D	63-66
B-	80-82		D-	60-62
			F	Less than 60

## Writing in Spanish in Microsoft Word

The software on the computers in your Span 228 classroom allows you to use several tools in Microsoft Word to improve your written Spanish. In order to access all the tools available, please do the following every time you open a new document:

1. **Language.** From the toolbar click on the following:
  - Tools
  - Language
  - Set Language
  - Spanish (scroll to choose the specific type of Spanish you want)
2. **Spelling.** Once you have set the language of your document to Spanish, Word will indicate misspelled words (wavy red line) and incorrect grammar (wavy green line), just as it does in English. Right-click on the underlined word and select the correct word from the menu. Please note, if you misspell a word in Spanish but another word exists that is spelled that way, Word will not detect it for you. For example, if you forget to include the accent mark in *más* (more), Word will not show it as misspelled because the word *mas* (but) exists. However, it is misspelled. In short, you must always check your own work and not depend entirely on Word to correct your spelling mistakes.
3. **Grammar.** Likewise, if Word indicates a grammar problem, right-click on the underlined word or phrase. Again, you cannot rely on Word to correct all your mistakes.
4. **Thesaurus.** If you would like to see a list of synonyms for a Spanish word, place the cursor on that word and press “Shift” then “F7”. Word will give you a list of synonyms. Read through the list carefully and look up any words you do not know. It is never a good idea to include a word that you are unfamiliar with because you can drastically change the meaning of what you are writing with a synonym chosen out of context.
5. **Diacritical Marks.** Choose the method that works best for you:
  - **Toolbar.** Select “**Insert**”, “**Symbol**”, Font: Times New Roman, the symbol you want, “**Insert**”, and “**Close.**”
  - **Key strokes.** (Keyboards have different settings. Check your settings and use the instructions below only as a guide.)
    - “**Control**” + “**”** (release) + vowel = á, é, í, ó, ú
    - “**Control**” + “**Shift**” + “**:**” (release) + “**u**” = ü
    - “**Control**” + “**Shift**” + “**~**” (release) + “**n**” = ñ
    - “**Control**” + “**Alt**” + “**Shift**” + “**?**” = ¿ (Sometimes you can just hit “control” and the question mark)
    - “**Control**” + “**Alt**” + “**Shift**” + “**!**” = ¡
  - **Alt functions.** Hold the alt button and enter the numbers on the number pad:

Alt + 160 = á	Alt + 130 = é	Alt + 161 = í	Alt + 162 = ó
Alt + 163 = ú	Alt + 129 = ü	Alt + 164 = ñ	Alt + 168 = ¿
Alt + 173 = ¡	Alt + 174 = «	Alt + 175 = »	

## Ejercicios de gramática

### Ejercicios de gramática (práctica): Capítulo 1

- I. El presente de indicativo: A, B
- II. Los adjetivos: A

### Ejercicios de gramática 1: Capítulo 2

- I. Ser y estar: B, C
- II. Las comparaciones: A

### Ejercicios de gramática 2: Capítulo 3

- I. Los adverbios: A
- II. Los pronombres reflexivos: A, B

### Ejercicios de gramática 3: Capítulo 4

- I. Pretérito e imperfecto: A, B, C, D
- II. Los usos de “se”: A, D

### Ejercicios de gramática 4: Capítulo 5

- I. Los pronombres: A, B, C
- II. Los pronombres preposicionales: A, B, D

### Ejercicios de gramática 5: Capítulo 6

- I. El futuro: A, B, C
- II. El condicional: A
- III. Voz pasiva con “se”: A

### Ejercicios de gramática 6: Capítulo 7

- I. Uso del subjuntivo: C, D, E

### Ejercicios de gramática 7: Capítulo 8

- I. El subjuntivo con conjunciones: A, C
- II. Subjuntivo—indicativo: A

### Ejercicios de gramática 8: Capítulo 9

- I. Los pronombres relativos: A, B, C

### Ejercicios de gramática 9: Capítulo 10

- I. Las preposiciones: A, B, C

### Ejercicios de gramática 10: Capítulo 11

- I. Los imperativos: A, B, C

### **Portfolio Narrative #1 (1-2 pages; 10 points possible)**

1. Select one piece of writing that is important to you thus far in the semester, and then write your answers to the following questions about the piece you have chosen. You may write in English if you wish.
  - Why did you select this particular piece of writing?
  - What do you see as the special strengths of this piece of writing?
  - What was especially important when you were writing this piece?
  - What have you learned about writing from your work on this piece?
  - If you could go on working on this piece, what would you do?
  - What kind of writing would you like to do in the future?
2. How would you assess your class performance thus far? Why? What might you choose to do differently for the next two-thirds of the semester?

### **Portfolio Narrative #2 (1-2 pages; 10 points possible)**

1. Compare your writing of a narration and description (composición 1) with your writing of an argumentative paper (composición 2).
  - How was the **process** of writing them the same? How was it different?
  - Did you prefer to write one type more than the other? Why or why not?
2. Review the pieces of writing you have done for this class since the first composition. What do you notice about the topics you wrote about and the focus that you chose within those topics?
  - Do you prefer to have the topic assigned to you or choose it yourself?
  - What kinds of topics interest you most?
  - How do you go about finding a specific focus within the general topic? Do you think you always narrow your focus successfully?
  - Are you yourself interested in what you're writing about as you write? Do you consider whether you will interest your reader?
  - What would you like to write about that you haven't yet written about?

### **Portfolio Narrative #3 (1-2 pages; 10 points possible)**

1. Compare your writing of the three types of writing covered in this course: narration and description (composición 1), argumentative (composición 2), and analytical (composición 3).
  - Did you prefer to write one type more than the other? Why or why not?
  - Do you believe one composition was more successful than the others?
2. Audience.
  - So far your only readers have been your classmates and your instructor. Would you write differently if you were writing for other readers?
  - Have you written any pieces this semester that you would like someone else to read? Would you consider giving them a copy of your piece?
  - What reaction would you like to have from that reader? From any reader?
3. Yourself as a writer.
  - Do you feel that you have changed as a writer during this semester? How?
  - Do you feel that you have changed as a writer of Spanish during this semester? How?

## Spanish 228 Composition #1 Grading Criteria

### Content—35 points

1. The composition effectively combines description and narration.  

Agree	5	4	3	2	1	Disagree
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2. The title is original, interesting, and conveys the tone of the piece.  

Agree	5	4	3	2	1	Disagree
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3. The first sentence captures the interest of the reader and conveys the tone of the piece.  

Agree	5	4	3	2	1	Disagree
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4. The composition effectively uses representative objects/places/incidents as support.  

Agree	5	4	3	2	1	Disagree
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5. The composition includes original and comprehensible metaphors and similes; **and/or** the composition includes descriptions that appeal to various senses.  

Agree	5	4	3	2	1	Disagree
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6. The focus of the composition is specific and unique.  

Agree	5	4	3	2	1	Disagree
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7. The topic has been developed thoroughly with details and examples.  

Agree	5	4	3	2	1	Disagree
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8. One general comment about the content of the composition:

### Organization/Structure 25 points

1. The thesis of the composition is clear, focused, interesting, and sustainable.  

Agree	5	4	3	2	1	Disagree
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2. The composition includes arguments and/or examples that support the thesis.  

Agree	5	4	3	2	1	Disagree
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3. The topic of each paragraph relates to the thesis and the information within the paragraph is cohesive.  

Agree	5	4	3	2	1	Disagree
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4. The composition makes good use of selective supporting material; that is, superficial or superfluous information has not been included.  

Agree	5	4	3	2	1	Disagree
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5. The conclusion brings the composition to a satisfying close and echoes the beginning.  

Agree	5	4	3	2	1	Disagree
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6. One general comment about the organization/structure of the composition:

### Vocabulary 20 points

1. The composition makes good use of synonyms to avoid repetition.  

Agree	5	4	3	2	1	Disagree
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2. Word choice in the composition shows precision.  

Agree	5	4	3	2	1	Disagree
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3. The language of the composition is concise.  

Agree	5	4	3	2	1	Disagree
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4. The vocabulary is appropriate for the topic and the tone of the composition.  

Agree	5	4	3	2	1	Disagree
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5. One general comment about the vocabulary of the composition.

### Grammar 20 points

1. The use of past or present tense is clear and consistent.  

Agree	5	4	3	2	1	Disagree
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2. Verb tenses are conjugated correctly.  

Agree	5	4	3	2	1	Disagree
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3. The adjectives are placed correctly and agree in number and gender with the nouns they describe.  

Agree	5	4	3	2	1	Disagree
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4. No grammatical mistakes cause confusion for the reader.  

Agree	5	4	3	2	1	Disagree
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5. One general comment about the grammar of the composition.

**Total Points:** \_\_\_\_\_ / 100

## Spanish 228 Composition #2 Grading Criteria

### Content—35 points

1. The composition presents and develops a specific argument with narration and description as support.  

Agree	5	4	3	2	1	Disagree
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2. The title is original, interesting, and conveys the tone of the piece.  

Agree	5	4	3	2	1	Disagree
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3. The first sentence captures the interest of the reader and conveys the tone of the piece.  

Agree	5	4	3	2	1	Disagree
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4. The composition shows that the author knows well the specific subject and the more general context.  

Agree	5	4	3	2	1	Disagree
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5. The composition's tone is emphatic but balanced, building the reader's interest and confidence. It acknowledges other viewpoints.  

Agree	5	4	3	2	1	Disagree
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6. The focus of the composition is specific, original and has impact.  

Agree	5	4	3	2	1	Disagree
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7. The topic has been developed thoroughly with details and examples.  

Agree	5	4	3	2	1	Disagree
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8. One general comment about the content of the composition:

### Organization/Structure 25 points

1. The thesis of the composition is clear, focused, interesting, and sustainable.  

Agree	5	4	3	2	1	Disagree
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2. The composition includes arguments and/or examples that support the thesis.  

Agree	5	4	3	2	1	Disagree
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3. The topic of each paragraph relates to the thesis and the information within the paragraph is cohesive.  

Agree	5	4	3	2	1	Disagree
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4. The composition makes good use of selective supporting material; that is, superficial or superfluous information has not been included.  

Agree	5	4	3	2	1	Disagree
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5. The conclusion brings the composition to a satisfying close; it is a “*remate*” of the paper's argument and not a simple repetition of the introduction (p. 114 of textbook).  

Agree	5	4	3	2	1	Disagree
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6. One general comment about the organization/structure of the composition:

### Vocabulary 20 points

1. The composition makes good use of synonyms to avoid repetition.  

Agree	5	4	3	2	1	Disagree
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2. Word choice in the composition shows precision, using specific language to avoid generalizations.  

Agree	5	4	3	2	1	Disagree
-------	---	---	---	---	---	----------
3. The language of the composition is concise.  

Agree	5	4	3	2	1	Disagree
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4. The vocabulary is appropriate for the topic and the tone of the composition.  

Agree	5	4	3	2	1	Disagree
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5. One general comment about the vocabulary of the composition.

### Grammar 20 points

1. Verbs are conjugated correctly.  

Agree	5	4	3	2	1	Disagree
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2. The adjectives are placed correctly and agree in number and gender with the nouns they describe.  

Agree	5	4	3	2	1	Disagree
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3. The subjunctive and indicative moods are correct in use and form.  

Agree	5	4	3	2	1	Disagree
-------	---	---	---	---	---	----------
4. No grammatical mistakes cause confusion for the reader.  

Agree	5	4	3	2	1	Disagree
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5. One general comment about the grammar of the composition.

## Spanish 228 Composition #3 Grading Criteria

### Content—35 points

1. The composition presents and develops a clear analysis of a topic.  
Agree 5 4 3 2 1 Disagree
2. The title is original, interesting, and conveys the tone of the piece.  
Agree 5 4 3 2 1 Disagree
3. The first sentence captures the interest of the reader and conveys the tone of the piece.  
Agree 5 4 3 2 1 Disagree
4. The composition shows that the author knows well the specific subject and the more general context.  
Agree 5 4 3 2 1 Disagree
5. The composition's tone is emphatic but balanced, building the reader's interest and confidence.  
Agree 5 4 3 2 1 Disagree
6. The focus of the composition is specific, original and has impact.  
Agree 5 4 3 2 1 Disagree
7. The topic has been developed thoroughly with details and examples.  
Agree 5 4 3 2 1 Disagree
8. One general comment about the content of the composition:

### Organization/Structure 25 points

1. The thesis of the composition is clear, focused, interesting, and sustainable.  
Agree 5 4 3 2 1 Disagree
2. The composition includes arguments and/or examples that support the thesis.  
Agree 5 4 3 2 1 Disagree
3. The topic of each paragraph relates to the thesis and the information within the paragraph is cohesive.  
Agree 5 4 3 2 1 Disagree
4. The composition makes good use of selective supporting material; that is, superficial or superfluous information has not been included.  
Agree 5 4 3 2 1 Disagree
5. The conclusion brings the composition to a satisfying close; it is a "remate" of the paper's argument and not a simple repetition of the introduction (p. 114 of textbook).  
Agree 5 4 3 2 1 Disagree
6. One general comment about the organization/structure of the composition:

### Vocabulary 20 points

1. The composition makes good use of synonyms to avoid repetition.  
Agree 5 4 3 2 1 Disagree
2. Word choice in the composition shows precision, using specific language to avoid generalizations.  
Agree 5 4 3 2 1 Disagree
3. The language of the composition is concise.  
Agree 5 4 3 2 1 Disagree
4. The vocabulary is appropriate for the topic and the tone of the composition.  
Agree 5 4 3 2 1 Disagree
5. One general comment about the vocabulary of the composition.

### Grammar 20 points

1. Verbs are conjugated correctly.  
Agree 5 4 3 2 1 Disagree
2. The adjectives are placed correctly and agree in number and gender with the nouns they describe.  
Agree 5 4 3 2 1 Disagree
3. The subjunctive and indicative moods are correct in use and form.  
Agree 5 4 3 2 1 Disagree
4. No grammatical mistakes cause confusion for the reader.  
Agree 5 4 3 2 1 Disagree
5. One general comment about the grammar of the composition.