



# Spanish Grammar & Composition

## Course Details

**Course Designator & Number: FOST 3214 (equivalent to SPAN 3011W)**

**Number of Credits: 4**

**Language of Instruction: Spanish**

**Contact Hours: 60**

**Instructor: Cemanahuac staff, varies by term.**

## Course Description

This course is designed to expand and enhance knowledge of the Spanish language and the ability of students to write, speak, read and understand Spanish by integrating students to the real Spanish-speaking world in Mexico.

The class will consist of the teacher and no more than five students. Students will write summaries of the various texts. Articles from newspapers or magazines, as well as videos used in class. After each reading or video a round table discussion will be implemented to analyze, discuss and interpret the text or video information. The class also will include a grammar correction, audio exercises, reading comprehension and writing and editing processes for students to have the opportunity to improve their language skills.

FOST 3214 (3011W) will provide opportunities to continue the development of language skills initiated in Spanish during 1004. This course presents a compilation of various literary texts of important authors of different genres (essay, novel, short story, etc.), Which emerged in the second half of the twentieth century and show a picture of the real Mexico described in a fantastic manner where the unreal is shown as a daily occurrence.

## Course Objectives

Students will be able to:

- Express themselves spontaneously, with fluency and vocabulary adapted to the context.
- Present speech organized in a logical and coherent manner.

- Produce, edit, and revise written texts using linguistic resources known to them.
- Competency in writing, and continual improvement in writing by the process of instruction, review, and editing.
- Self-correct their mistakes (or most of them) with some exceptions in colloquial or very formal expressions.

## Learning Outcomes

The course is structured so that the four essential linguistic modalities—speaking, writing, reading, and understanding—continuously reinforce each other and students should become adept in these modalities at a PAGE 2 level that is expected of both majors and minors. Besides mastering the arts of conversation and reading, the student will be generating a series of creative and original compositions and written projects for this course. The goal is to continue the process of learning to write clear, accurate, formal, Spanish prose in a range of styles employing diverse compositional strategies. The student will likewise continue the development of fundamental skills and perceptions as a critical reader, critical thinker, and analyst regarding his own writing as through revision sessions as part of the process-writing technique.

## Methodology

During this course FOST 3214 (SPAN 3011W), the teacher leaves the central role and becomes a facilitator, providing students with the alternatives and strategies to develop skills and attitudes that encourage learning.

The teacher creates a harmonious environment of trust that promotes the interaction between students and teacher which encourages the participation of students and allows increasing student autonomy in the language.

## Course Prerequisites

SPAN 1004, SPAN 1014, or SPAN 1044 or equivalent.

## Required Reading / Materials

Valdés, Guadalupe, Trisha Dvorak y Thomasina Pagán Hannum. **Composición: proceso y síntesis**. Quinta edición. Nueva York: The McGraw-Hill Publishing Companies, Inc., 2008.

# Grading

## Grading Rubric

Letter Grade	Score or Percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D+	67–69	
D	60–66	
F	0–59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

## Summary of How Grades Are Weighted

<b>Assignments</b>	<b>Percentage of Grade</b>
Attendance, class participation, and speech partner	15%
Exams	25%
Composition	30%
Journals	10%
Final oral exam	10%
Final oral presentation	10%
<b>Overall grade</b>	<b>100%</b>

# Course Content

## Unit 1

### Presentation: supporting your topic with data

- **Monday** - introduction to the course
  - grammar: direct and indirect objects and also with gerund
  - reading: "Introduction to Contemporary Mexican Literature"
  - writing: oral presentation. analysis and . pages 69-74. Defining your main topic (thesis) page 77. Componentes de la exposición. p. 101. Introduction and conclusion . page 141.
  - discussion: Reading: "Dios en la tierra"(1944) by José Revueltas (1911-1976) pages 6-10
  - homework: read: "Máscaras mexicanas" write a summary and analysis of the reading (350 words)
  - Presentation: contrast and compare
- **Tuesday**
  - grammar: preterite and imperfect in regular and irregular forms
- Second period:
  - writing: presentation: comparison and contrast. Pages 114-118
  - discusión: "Máscaras Mexicanas" in "El Laberinto de la Soledad" (1950) –Octavio Paz (1914-1998) pages 21-32.
  - homework: read "El guardaguas" and write a summary and analysis. (350 words)
- **Wednesday**
- First period:
  - grammar: comparing preterite and imperfect,preterite and imperfect in paragraphs.
  - writing: write the outline and first draft of the first composition (500 words)
  - **turn in the 300-word journal**
- Second period:
  - discussion: "El Guardaguas" in "Confabulario" (1952) – Juan José Arreola (1918-2001) pages 33-38.
  - homework: reading: "Diles que no me maten"
  - write a summary and interpretation of the reading (350 words)
- **Thursday**
- First period:
  - grammar: Preterite and imperfect with direct and indirect object pronouns
- Second period:
  - discussion: Read: "¡Diles que no me maten!" in "El Llano en Llamas" (1953) by Juan Rulfo. (1917-986) pp. 39-44.
  - review for the first quiz.
- **Friday**
- First period:

- grammar: review for the first quiz
- turn in the final corrected copy of the first composition (500 words)
- Second period:
  - first quiz
  - homework: Read: “La muerte tiene permiso”
  - write a summary and interpretation of the reading (350 words)

## Unit 2

### Presentation on cause & effect

- **Monday**
- First period:
  - grammar: present perfect and past perfect (pluperfect)
- Second period:
  - COMPOSICION: “La causa y el efecto” pages 113-118.
  - discussion: read: “La muerte tiene permiso” (1955) by Edmundo Valadés (1915-1994).
  - turn in the final corrected first composition. (500 words)
  - homework: Read: “No quiero engañarlos”
  - write a summary and interpretation of the reading (350 words) Los internautas.
- **Tuesday**
- First period:
  - grammar: perfect tenses and pronouns
- Second period:
  - COMPOSICION: “La causa y el efecto” pages 119-120. ¿Hablas cyberspanGLISH? pages 132-135, do the activity D
  - discussion: read “No quiero engañarlos” in “Obras completas (y otros cuentos)” (1959) by Augusto Monterroso (1921-2003) pages 58-65.
  - homework: read “Tenga para que se entretenga’ and write a summary and interpretation of the reading (350 words)
- **Wednesday**
- First period:
  - grammar: nominal and adjectival clauses in subjunctive tense
  - writing: write the outline and first draft of the second composition (500 words)
  - turn in the journal (400 words)
- Second period:
  - COMPOSICION: ¿Hablas cyberspanGLISH? pages 132-135. Discussion of the reading: “Tenga para que se entretenga” in “El principio del placer” (1972) by José Emilio Pacheco (1939-2014) pages 79-85.
  - homework: read “Chac Mool” and write summary and interpretation of the reading (350 words)
- **Thursday**
- First period:
  - grammar: adverbial clauses in subjunctive
- Second period:
  - discussion of “Chac Mool” (1973) by Carlos Fuentes (1920-2012) pages 86-95

- Make the corrections and rewrite to hand in the second composition (500 words)
- review for the second quiz
- **Friday**
- First period:
  - grammar – review for second quiz
- Second period:
  - quiz for week 2
  - homework: Read “El verano y sus mosquitos” and write the summary and interpretation of the reading. (350 words)

## Unit 3

### Persuasion: the art of convincing the reader

- **Monday**
- First period:
  - grammar – giving orders formal and informal orders
  - writing: Turn in the final corrected copy of the second composition (500 words)
- Second period
  - COMPOSICION: Debate. pages 167-170. Collecting ideas pages 177-181.
  - discussion: Read “El verano y sus mosquitos” en “La noche navegable” by Juan Villoro (1956- )pages 106-112.
  - homework: read “Arráncame la vida” and write a summary and interpretation of the reading (350 words)
- **Tuesday**
- First period:
  - grammar: relative pronouns. Review ‘Ser-Estar’
  - writing: write the outline and first draft of the third composition (500 words)
- Second period:
  - discussion: read “Arráncame la vida” (1985) by Ángeles Mastreta (1949- ) pages 125-131
  - homework: lectura: “México” and write a summary and interpretation of the reading (350 words)
- **Wednesday**
- First period:
  - grammar: passive voice and reflexive passive impersonal verb forms pages 261 – 264 in COMPOSICION
- Second period:
  - discussion: Read “México” in “En esto creo” (2002) by Carlos Fuentes (1928-2012)
  - turn in the outline and first draft of the third composition (500 words)
  - prepare your oral analysis.
- **Thursday**
- First period:
  - grammar: review for the final exam.
  - writing: write the final copy of the third composition (500 words)
- Second period:

- review of the readings
- prepare your presentation
- turn in composition portfolio
- final oral presentation
- **Friday**
- First period:
  - final exam
- Second period:
  - final oral presentation (discussion and analysis) (for the final oral presentation the student has to read a short story; write a summary (750 words) of the story and talk about it in the presentation. The teachers ask questions on the content. Students also have to write a self-evaluation, (750 words) describing and analyzing what they have learned in class. The fourth composition is the presentation (500 words), which is oral and written.



# Policies

## Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

## University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

### Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

### Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](#).