

Centro Norteamericano de Estudios Interculturales
Calle Harinas 16-18, Sevilla

SPAN 310W: ADVANCED ACADEMIC WRITING IN SPANISH

Profesor: José Sánchez

September 2011

OBJECTIVES

The main goal of this course is that foreign students obtain a better written expression in ELE (Spanish as a Foreign Language). Along the course, the student will have the possibility to practice this skill and get accustomed to writing different types of texts. They will have different models properly contextualized, where they will be able to practice the different parts of their skills: such as linguistic instruments (grammatical structures and vocabulary), coherence and cohesion resources, the register, the style, among others. In this course, the student will be able to develop a communication competence in the written expression area and think about certain attitudes related to this skill. At the same time, they will be able to work on their writing as a process, as well as developing strategies to do written expression activities.

Although this course focuses in the written expression, this normally is not an isolated activity, due to the fact that generally one writes in relation to other skills. For this reason, we will work through proposed activities on the other skills. At the same time, through these activities, we will go in depth in the socio-cultural content so that the student becomes familiar with the language in its real content and gets to know the culture they are participating in. The student assisting this class will definitely better their written expression, together with other skills and obtain a very broad knowledge of the surrounding culture.

INSTRUCTIONAL FORMAT

Because this course focuses on the written expression, as well as the student book, they will work on real contextualized texts in class that will be used as guides for the students to create their own. In the communication learning process, those skills that have a greater implication on the work the students must do in a daily or professional context are improved, allowing them to perform in real communication situations. For this reason we will work with different types of texts and different activities will be proposed to motivate and implicate the students in their production. We will use texts such as:

- Printed material
- Questionnaires
- Presentation letters
- Advertisements
- Recipes
- Instructions
- Invitation and direction letters

- Advices and signs
- Newspapers
- Reports
- Resumes
- Letter attachment to resume
- Biography
- Postcards
- Complaint letters
- Greetings, thanking and forgiving letters
- Manifests
- Opinion articles
- Essays
- Blogs and web pages

Within the written expression we can find a series of knowledge, related to the mastery of the linguistic system they are learning, which the student must develop if they want to control the written ability in the different possible discursive and communicative field they can have in their daily usual and professional life. Such aspects are the adaption, coherence, cohesion, grammatical correction, variety and style. In this course the student will be able to improve the skill of the written expression making use of these resources and knowledge.

REQUISITS

This course is basically practical, so assistance and active participation are considered mandatory. The students must dedicate a certain amount of time to prepare for each class, review the chapter covered that day, doing the assigned exercises as well as preparing the contents for the following day.

STUDENT BOOK

Arnal, Carmen y Araceli Ruiz de Garibay. El español por destrezas: Escribe en español. Madrid: SGEL, 2010.

ADDITIONAL BIBLIOGRAPHY

Álvarez, Myriam y M^a Ángeles Álvarez Martínez. ELE en escritura. Madrid: Anaya, 2011.

Ayala González, Marcelo y Eugenia Criado Clemente. Expresión Escrita. Práctica. Nivel Intermedio A2 – B1. Madrid: enCLAVE ELE, 2007.

Cassany, Daniel. La cocina de la escritura. Barcelona: Anagrama, 1995.

Fernández de la Torriente, G. Cómo escribir correctamente. Madrid: Ed. Playor, 1997.

Moliner, M. Diccionario de usos del español. Madrid: Gredos, 1987.

R.A.E. Diccionario de la Real Academia Española. Madrid: Espasa-Calpe, 1992.

R.A.E. Diccionario panhispánico de dudas. Madrid: Santillana Ediciones Generales, 2005.

Real Academia Española. Esbozo de una nueva gramática de la lengua española. Madrid: Espasa-Calpe, 1989.

Rodríguez Jiménez, Victor: Manual de redacción. Madrid: Paraninfo, 2001.

Serafino, María Teresa. Cómo se escribe. Barcelona: Paidós, 2002.

USUEFUL INTERNET SOURCES

<http://www.auladiez.com/ejercicios/>

FORM OF ASSESSMENT

Participation.....	30%
Test (2).....	30% (15% each)
Final Exam	40%

(*) The dates of the tests and final exam are in the Day to Day program.

COURSE CONTENT

Monday September 5

Chapter 1 “*Rellene con letras mayúsculas*”

- **Types of writing:** Printed, questionnaires, dialogues.
- **Grammatical content:** Noun, gender and number; question mark; punctuation marks: exclamation, question.
- Dash and line; spelling.
- **Vocabulary:** personal details related to name, address, profession, status, nationality, abbreviations; administrative terms.
- **Functional content:** Control of the written communication.

Tuesday September 6

Chapter 2 “*Muy señores míos*”

- **Type of writing:** Introduction to letters; presentation letters; description of people.
- **Grammatical content:** Verb “To be” (Ser y estar); comparatives; use of capital and small letters; punctuation signs: colon.
- **Vocabulary:** Adjectives and verbs to describe people: physical aspects, personality and mood.
- **Functional content:** Conventionalisms in formal and informal letters: Greetings, initiating the body of the letter, and farewell; expressing taste and hobbies.

Wednesday September 7

Chapter 3 “*El que no anuncia, no vende*”

- **Type of writing:** Advertisements related to housing; description of objects.
- **Grammatical content:** Prepositions and place adverbs; verbs in present tense; punctuation signs: comma.
- **Vocabulary:** Related to housing and furniture.
- **Functional content: Contenido funcional:** Formulas and “already made phrases” to create an advertisement; a slogan to persuade.

GPI (Computer lab)

Friday September 9

Test 1

Chapter 4 “*Sobre gustos no hay nada escrito*”

- **Type of writing** Lists; recipes; instructions.
- **Grammatical content:** Personal pronouns: where top place; reflexive passive; punctuation signs: semicolon and suspension points (dot, dot, dot).
- **Vocabulary:** Related to food, food stores, utensils and kitchen appliances.
- **Functional content:** Expressions of time; expressions to highlight something important; structure of writing and correction.

Monday September 12

Chapter 5 “*Venga, ánimo y ven a vernos*”

- **Type of writing** Written invitations and direction; notes and messages; notifications and posters; description of places.
- **Grammatical content:** Obligation forms; the imperative.
- **Vocabulary:** Related to the city.
- **Functional content:** Giving instructions, orders; expressing obligation; giving permission; expressing plans and wishes.

Tuesday September 13

Chapter 6 “*Fechas de una vida*”

- **Type of writing:** Resume; letter of presentation attached to Resume; biographies.
- **Grammatical content:** Past; punctuation signs: quotation marks and parenthesis.
- **Vocabulary:** Related to the labor, student and professional world.
- **Functional content:** Resources to relate to moments of the past.

Wednesday September 14

Test 2

Chapter 7 “*Conociendo mundo*”

- **Type of writing:** Story.
- **Grammatical content:** Past perfect; comparison of the past tenses.
- **Vocabulary:** Related to tourism.
- **Functional content:** Expressing cause, consequence, time and ideas theoretically encountered; expressing courtesy and desire.

Monday September 19

Chapter 8 “La ventanilla de la salud”

- **Type of writing:** Letters to ask for or give information; complaint letters.
- **Grammatical content:** Indirect style.
- **Vocabulary:** Related to the human body and to health.
- **Functional content:** Formulas to give or ask for information; formulas to claim.

Tuesday September 20

Chapter 9 “Hoy te quiero más que ayer...”

- **Type of writing:** Greetings, thanking and forgiving letters; love letters.
- **Grammatical content:** *Ir a* + infinitive; future simple; future perfect; introduction to the subjunctive.
- **Vocabulary:** Related to the family and social relations; verbs that can confuse.
- **Functional content:** Formulas to greet, give thanks or ask for forgiveness; expressing hypothesis; probability and future plans; expressing desire.

Wednesday September 21

Chapter 10 “Carta abierta al mundo”

- **Type of writing:** Argumenting (in letters, “manifestos”, opinion articles...)
- **Grammatical content:** Present subjunctive; grammatical compilation.
- **Vocabulary:** Related to nature and ecology: animals, plants, scenery, environmental problems.
- **Functional content:** Argument elements; expressions to introduce opinion, including examples, adding information, introducing arguments, to conclude or finish.

Friday September 23: Final Exam