

The primary goal for this course is to help you improve your writing and conversation skills in Spanish. I've divided the class up into three topic areas—

## Course Description

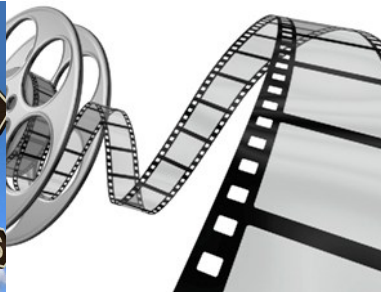
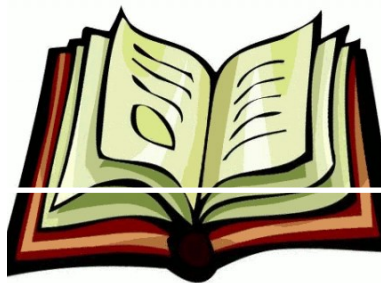
journalism, narration & description (fiction), and finally, academic, all of which represent major styles of writing requiring different skillsets. Given that we have class two days per week, one day will be devoted to conversation (usually scaffolded by a text/podcast/video), and the second a work-shop style class that will focus on writing. Toward the end of the semester, each student will “take the reigns” for a day—they will be responsible for planning a lesson and engaging the class with the material.

## Course Objectives

Students will engage with a wide variety of writing styles in the Spanish language. They will become capable a distinguishing between these styles, how to use them, and deciding which is appropriate, and when. Students will also develop analytical skills in become capable of identifying parts of writing. Because of the strong writing component, the quality of writing should also improve in terms of both grammar and expression. Given that the class will be held entirely in Spanish, students will continue to engage with the language and strengthen their conversational skills, both in formal and informal situations.

¡A que sí! (5th edition) García Serrano,  
Cash & de la Torre -- 9780357029152  
(may be purchased used or rented)

## Required Texts



# Spanish 205

Fall 2020 / Prereq: Span 202

Time: Tuesday/Thursday 1:00-2:15

Location: Carmichael 301

25% Participation & Attendance

15 Short Story

15 Ser Testigo

15 Journalism Piece

15 Short Assignments

15 Academic Essay

## Course Components

**Short Story:** Starting from the documents you create for your fictional person, you will put that creation in some sort of narrative situation and tell their story over roughly 800-1000 words. There will be three drafts.

**Ser Testigo:** Are we reliable story tellers? Your classmate will recount an event from his/her life while you take notes and ask questions. You will then reconstruct their experience over roughly 500 words as if it had happened to you (ie - writing in the first person). Careful! Don't misrepresent them! But also don't make the story boring! I will grade the story on grammar, and the person you wrote about will grade you on the veracity and literary value of the story. You will work in groups of three and write about two different people. In turn, you will evaluate two different versions of your own story.

**Academic Essay:** In this essay, you will develop a thesis about any of the readings we've covered in class, and support yourself over about 1000 words. You will need to use at least TWO secondary sources – Google Scholar/Books are great places to start. You will hand in an outline, but the final product, due during finals, will be a testament to your progress in this class.

**Journalism Piece:** We all know what journalism "is," but do we know how to engage with that writing modality? In this assignment, you will cover a story facing the Converse or wider community, structuring an 800-1000 word piece that is engaging for the reader. This may require you to do interviews and other research—wherever the piece takes you.

**A note about translators:** The goal of this class is improve your writing skills, not give Google servers a workout. Translators have improved in recent years, but they are not perfect—there is always a tell. You are fine to use Word Reference (I prefer this) or Google Translate for a word or two (sometimes it is helpful in figuring out word-order), but sticking a whole paragraph into Google Translate and copying it violates academic policy and really won't get you anywhere. So avoid, please.

A 93-100%

C 73-77

A- 90-92

C- 70-72

B+ 88-89

D+ 68-69

B 83-87

D 63-67

B- 80-82

D- 60-62

C+ 78-79

F <60

**Mid-term Grades:** Will be determined by work completed to that point in the semester. Because of that, it may be more heavily weighted towards some of the above categories than others.

**Participation & Attendance:** Attendance and participation is a **must** in this class. I permit two unexcused absences, but after that, your grade will be lowered. Participation is critical in this class! Because we are a small group, there is nowhere to "hide," and class will not work if everybody is not involved.

**Short Assignments:** We will do a number of assignments that I call "short works." Some of these will include two drafts - you will be graded on both. These include: 50-word abstracts of films we watch, an article from an impromptu press-conference, a flash fiction, life documents for a person you create, etc.

# Important Course, Department, and College Policies

## Campus Health and Safety for Fall 2020

Students and faculty are required to wear face coverings in all classes, unless they have a written accommodation from the Office of Disability Services based on documented medical necessity. Faculty and students may use face shields to allow better understanding of course content in the classroom while maintaining physical distance.

Students, faculty, and staff are expected to maintain a physical distance of at least six feet in all circumstances.

Students who refuse to follow the face covering or physical distancing policy in classes will not be permitted to continue with face-to-face instruction.

**Converse Honor Code:** Please see the Student Handbook section on “Honor Code Violations” (pp. 27 - 29) and be aware of infractions that include cheating, plagiarism, lying, and/or bribery. Rewording any section of another author’s work without citation, copying and pasting from the internet, and giving your answers to another student are examples of academic dishonesty that are cause for academic disciplinary action. Any student who is believed to have engaged in any form of academic dishonesty will be subject to the procedures set forth in the Converse Student Handbook. Please reference regularly and remember the Principles of the Converse Honor Tradition.

**Academic Accommodations:** Students with documented disabilities who would like to request academic accommodations should review and complete the form on [my.converse.edu](http://my.converse.edu) under Students > Student Life > Disability Services

Questions can be directed to Sami Singleton, Case Manager for Student Success, at [disability.services@converse.edu](mailto:disability.services@converse.edu) or by calling (864) 596-9027.

**Title IX:** In accordance with Title IX of the Education Amendments of 1972, Converse prohibits discrimination and harassment on the basis of sex. Converse strongly encourages the prompt reporting of, and is committed to a timely and fair resolution of, complaints of sex discrimination and harassment by students, faculty, staff, and third-party contractors. Sexual harassment includes quid pro quo harassment, sexual assault, dating violence, domestic violence, and stalking.

Incidents of sex discrimination should be reported to the Converse Title IX Coordinator, as outlined in the Sex Discrimination and Harassment Policy and the Title IX Sexual Harassment Grievance Procedures. The policy and grievance procedures can be found on the Title IX page on [my.converse.edu](http://my.converse.edu). Reports may be filed anonymously at [https://my.converse.edu/ICS/Offices/Human\\_Resources/Title\\_IX.jnz](https://my.converse.edu/ICS/Offices/Human_Resources/Title_IX.jnz).

## COVID-19 Particulars

If we’ve learned anything these past few months, it’s that making plans is folly. Should classes shift online at any point in the semester, we will go with the synchronous model - — we will meet on Zoom (or Google Hangouts) during regular class-time and continue on with the planned lessons. Given that a prime focus of this course is conversation, we absolutely need to meet live to carry out that mission. In this case, you will continue to be held accountable for participation and attendance.