



Syllabus 2016

Development of written expression 2

Lic. Mónica Nardelli & Prof. Rita Iglesias

[CEL – UNSAM]

Course Days: Friday Mornings

Course Load: 96 hours

Course Description

The objective of the **Development of written expression II** course is that students could strengthen their written expression skills from different scopes. Written expression is an essential skill for a good academic, professional and social performance. The development of this skill implies a complex cognitive process which consists of translating language (representations, ideas, thoughts, feelings) into a coherent discourse based on particular communicative and social contexts. For this reason, it is expected that Spanish as a foreign language learners at an intermediate and advanced level could be able to command cohesion, coherence and morphosyntactic aspects as well as spelling, punctuation marks and accents which are all part of the orthographic system.

II - GENERAL AND SPECIFIC OBJECTIVES

The main goal of this course is that students become competent writers at a C1 level (CEFR) of Spanish as a foreign language and that they were able to apply this knowledge not only in their studies but in social contexts as well. Therefore, they must achieve the following specific objectives:



- a) To develop a high level of competence in writing of different text types.
- b) To adequate the text to the context: use of social language varieties (cultured, formal, colloquial).
- c) To apply the textual format in accordance with the communicative intention of the addresser: to instruct, to inform, to tell, to describe or to argue.
- d) To apply grammar categories in the composition of brief or complex texts of varied topics.
- e) To strengthen the other linguistic skills: Reading comprehension, listening comprehension and oral expression, which will enable the students to express themselves about a subject matter in a complex manner.

REQUIRED TEXTBOOKS FOR THE TEACHER

Alegría de la Colina, Margarita, *Curso de lectura y redacción*, México, Universidad Autónoma Metropolitana-Azcapotzalco, 1993. ISBN 970-620-307

Bajtín, M., *El problema de los géneros discursivos en Estética de la creación verbal*, Argentina, Siglo XXI Editores, 1999.

Calsamiglia, H. y Tusón, A., *Los modos de organización del discurso en las cosas del decir. Manual de análisis del discurso*, Barcelona, Ariel, 1999.

Cañete, A & Romero, R, *Guía para realizar citas y referencias bibliográficas*, Buenos Aires, Universidad Nacional de la Plata, 2010.

Cohen, Sandro, *Redacción sin dolor, aprenda a escribir con claridad y precisión*, México, Ed. Planeta Mexicana, 2004. . ISBN 9706908692

Cortázar, Julio, *Historias de Cronopios y de Famas*, Buenos Aires, Ed. Alfaguara, 1995.

Cremer, Phyllis & Lea, Mary R., *Escribir en la universidad*, Barcelona, Editorial Gedisa, 2000. ISBN 84-7432-698-2



Ducrot, O & Todorov, T, *Diccionario Enciclopédico de las Ciencias del Lenguaje*, Argentina, Siglo XXI Editores, 2014.

Eco, Umberto, *Como se hace una tesis*, Madrid, Gedisa, 2009.

Galindo, Carmen, Magdalena Galindo & Armando Torres-Michúa, *Manual de redacción e investigación. Guía para el estudiante y el profesionalista*, México, Editorial Grijalbo, 2003. ISBN 970-05-0797-1

García Negroni, M., *Escribir en español*, Buenos Aires, Santiago Arcos Editores, 2010.

Nueva Gramática de la Lengua Española, Madrid: Espasa, Libros, 2009.

Serafini, M., *Cómo redactar un tema*, Barcelona, Paidós, 1989.

Van Dijk, T, *Conferencia II, Macroestructuras semánticas en Estructuras y funciones del discurso*, Argentina, Siglo XXI Editores, 1996.

REQUIRED TEXTBOOKS FOR THE STUDENT

- Study Material prepared by the academic coordinators from Argentina and Nicaragua.

Cañete, A & Romero, R, *Guía para realizar citas y referencias bibliográficas*, Buenos Aires, Universidad Nacional de la Plata, 2010.

- Cortázar, Julio, *Historias de Cronopios y de Famas*, Buenos Aires, Ed. Alfaguara, 1995.

- Ducrot, O & Todorov, T, *Diccionario Enciclopédico de las Ciencias del Lenguaje*, Argentina, Siglo XXI Editores, 2014.

García Negroni, M., *Escribir en español*, Buenos Aires, Santiago Arcos Editores, 2010.

- *Nueva Gramática de la Lengua Española*, Madrid, Espasa, Libros, 1999.

AUDIOVISUAL MATERIAL

Di Caprio, L. (2014). Speech about climate change. Retrieved on January 15th, 2016 from <https://www.youtube.com/watch?v=QeSCJHLDzb8>

Luther King, M. (1963). Speech "I have a Dream". Retrieved on January 15th, 2016 from <https://www.youtube.com/watch?v=x7C9OympYtQ>



Yousafzai, M. (2014). Speech about women rights and education. Retrieved on January 15th, 2016 from <https://www.youtube.com/watch?v=6HYttDgU5y4>

CONTENTS & COURSE CALENDAR

This calendar could be subject to modifications. The teacher will announce in class any necessary changes.

WEEK 1: INTRODUCTION TO TEXTUAL TYPOLOGIES ACCORDING TO THEIR STRUCTURE. COMMUNICATION DIAGRAM PRESENTATION.

READINGS

For the student: Texts and practice of Unit 1 of the Development of Written Expression II class booklet.

For the teacher: Alegría de la Colina, Margarita, *Curso de lectura y redacción*, México, Universidad Autónoma Metropolitana-Azcapotzalco, 1993. ISBN 970-620-307

Serafini, M., *Cómo redactar un tema*, Barcelona, Paidós, 1989.

WEEK 2: INTRODUCTION TO TEXTUAL TYPOLOGIES ACCORDING TO THEIR SOCIAL SUBJECT MATTER.

READINGS

For the student: Texts and practice of Unit 2 of the Development of Written Expression II class booklet.

For the teacher: Bajtín, M., *El problema de los géneros discursivos en Estética de la creación verbal*, Argentina, Siglo XXI Editores, 1999.



WEEK 3: COHERENCE, THE MACROSTRUCTURE.

READINGS

For the student: Texts and practice of Unit 3 of the Development of Written Expression II class booklet. and *Nueva Gramática de la Lengua Española*, Madrid, Espasa, Libros, 1999.

For the teacher: Van Dijk, T., *Conferencia II, Macroestructuras semánticas en Estructuras y funciones del discurso*, Argentina, Siglo XXI Editores, 1996.

WEEK 4: COHESION, MICROSTRUCTURE.

READINGS

For the student: Texts and practice of Unit 4 of the Development of Written Expression II class booklet. and *Nueva Gramática de la Lengua Española*, Madrid, Espasa, Libros, 1999.

For the teacher: Calsamiglia, H. y Tusón, A., *Los modos de organización del discurso en las cosas del decir. Manual de análisis del discurso*, Barcelona, Ariel, 1999.

WEEK 5: DISCOURSE CONNECTORS.

READINGS

For the student: Texts and practice of Unit 5 of the Development of Written Expression II class booklet.

For the teacher: Calsamiglia, H. y Tusón, A., *Los modos de organización del discurso en las cosas del decir. Manual de análisis del discurso*, Barcelona, Ariel, 1999.



WEEK 6: NARRATIVE TEXTS. THE NARRATIVE SUPERSTRUCTURE. INTRATEXTUAL AND INTERTEXTUAL COMPREHENSION.

READINGS

For the student: Texts and practice of Unit 6 of the Development of Written Expression II class booklet.

For the teacher: Calsamiglia, H. y Tusón, A., *Los modos de organización del discurso en las cosas del decir. Manual de análisis del discurso*, Barcelona, Ariel, 1999.

Cremer, Phyllis & Lea, Mary R., *Escribir en la universidad*, Barcelona, Editorial Gedisa, 2000. ISBN 84-7432-698-2

WEEK 7: INSTRUCTIVE TEXTS.

READINGS

For the student: Cortázar, Julio, *Historias de Cronopios y de Famas*, Buenos Aires, Ed. Alfaguara, 1995.

For the teacher: Cohen, Sandro, *Redacción sin dolor, aprenda a escribir con claridad y precisión*, México, Ed. Planeta Mexicana, 2004. . ISBN 9706908692

WEEKS 8 AND 9: WRITTEN ASSIGNMENT: PREPARATION OF A DESCRIPTIVE TEXT WHICH WILL BE PART OF THE ARGUMENTATIVE ESSAY FOR THE FINAL EXAMINATION AND WILL ANTICIPATE ITS THEMATIC GENRE.

READINGS

For the student and the teacher: Ducrot, O & Todorov, T, *Diccionario Enciclopédico de las Ciencias del Lenguaje*, Argentina, Siglo XXI Editores, 2014.

García Negroni, M., *Escribir en español*, Buenos Aires, Santiago Arcos Editores, 2010.



Cañete, A & Romero, R, *Guía para realizar citas y referencias bibliográficas*, Buenos Aires, Universidad Nacional de la Plata, 2010.

WEEK 10: ARGUMENTATIVE ESSAY. PARTS AND CHARACTERISTICS OF AN ARGUMENT.

READINGS

For the student: Texts and practice of Unit 7 of the Development of Written Expression II class booklet.

For the teacher: Eco, Umberto, *Como se hace una tesis*, Madrid, Gedisa, 2009.

WEEK 11: ARGUMENTATIVE ESSAY. CONNECTORS IN ARGUMENTATIVE ESSAYS. THE COUNTERARGUMENT.

READINGS

For the student: Texts and practice of Unit 8 of the Development of Written Expression II class booklet.

For the teacher: Galindo, Carmen, Magdalena Galindo & Armando Torres-Michúa, *Manual de redacción e investigación. Guía para el estudiante y el profesionalista*, México, Editorial Grijalbo, 2003. ISBN 970-05-0797-1

WEEK 12: ARGUMENTATIVE ESSAY. RECOGNITION OF STRUCTURE PARTS AND THEORETICAL FRAMEWORK CHARACTERISTICS IN ARGUMENTATIVE DISCOURSES IN AN AUDIOVISUAL FORMAT.



AUDIOVISUAL MATERIAL

Di Caprio, L. (2014). Speech about climate change. Retrieved on January 15th, 2016 from <https://www.youtube.com/watch?v=QeSCJHLDzb8>

Luther King, M. (1963). Speech "I have a Dream". Retrieved on January 15th, 2016 from <https://www.youtube.com/watch?v=x7C9OympYtQ>

Yousafzai, M. (2014). Speech about women rights and education. Retrieved on January 15th, 2016 from <https://www.youtube.com/watch?v=6HYttDgU5y4>

WEEK 13: PREPARATION OUTLINE FOR THE FINAL PROJECT ASSIGNMENT. IDEA-SHARING SESSION.

EVALUATION & GRADING POLICY

A) Evaluation Criteria and requirements:

Students must read the required readings and complete the established assignments for each class. There will be a mid-term written assignment which should be passed before the end of the course

The course grade consists of -15% class participation;

- 15% homework;
- 30% written assignment;
- 40% final exam

B) Attendance Policy:

It will be required an 80% class attendance, the student who does not meet that percentage will automatically receive an "F". In this class, 0.5 points will be deducted from your Attendance grade for every unexcused absence or if the student does not hand in the compulsory written assignment in due time and proper course or any other task given by the teacher.

Missed Exams: "Make-up" exams are a privilege, one to be extended only to students who have missed an exam with prior arrangement (one week notice) with the instructor or due to extenuating circumstances.



Participation: We attach great importance to participation as a learning experience. A student's grade will suffer changes because of actions which might disrupt the group experience. For this reason **all cell phones must be turned off before the class begins**. If you have a unique circumstance for which you must leave the phone on, consent from the instructor is required beforehand. Students will have a significant point total deducted from their class grade if they do not adhere to this regulation.

C) Grading Scale

	Description	Percentage
10 (A)	Excellent	100-95
9 (A-)	Very Good	94-89
8 (B)	Good	88-83
7 (B-)	Above Average	82-77
6 (C)	Average	76-71
5 (C)	Below Average	70-65
4 (D)	Lowest Passing Grade	64-60
F	Failure	59-0
W	Officially withdrawn	Academic Advisor's approval
I	Incomplete	Academic Advisor's approval

Plagiarism: An important objective of this course is to get students to learn how to write essays in Spanish. Therefore, students are expected to write their own work. Plagiarism not only undermines this learning process but also represents a serious breach of College policy and of academic honesty.

Outside sources should always be referenced in the essay's bibliography. Plagiarized work will receive an automatic F. If you have any doubts on what constitutes plagiarism, do not hesitate to ask the Instructor.