



## WRITING TECHNIQUES IN SPANISH

<b>PROFESOR</b>	
<b>CORREO</b>	
<b>HORARIO</b>	
<b>AULA</b>	
<b>TUTORÍAS</b>	

### ➤ **COURSE DESCRIPTION**

This course is designed for students with an intermediate level of Spanish. The course focuses on the improvement of the writing of Spanish through reading and practising intensive writing. Students will also work on their oral communication through interaction with peers in class and doing presentations in Spanish. The purpose of the course is for students to communicate in Spanish in a fluent way by practicing their language writing skills intensively and oral academic communication.

### ➤ **OBJETIVES**

At the end of the course students will have improved several general and communicative, and as such they'll be able to:

1. Write essays in Spanish using correct gramatical constructions.

2. Use the correct vocabulary acquired through reading and the exercises done in class.
3. Communicate orally by:
  - Participating spontaneously in conversations and debates.
  - Communicating ideas in a understandable way.
  - Doing oral presentations.
4. Understand short presentations and conversations.

➤ **METHODOLOGY**

This course uses an communicative method. The idea is to develop students´ oral and writing communicative skills with other Spanish speakers. This methodology will improve students´ understanding of theoretical content, as well as their skills and competences mentioned above.

➤ **PREPARATION**

For students to improve, they need to come to class prepared having done all assigned readings of the program as well as having done all comprehensive exercises. This work is essential in order for students to follow the class presentations, explanations of the teacher.

➤ **EVALUATION**

This course will be evaluated using different methods, so all students can develop their capabilities. The ongoing work of the student will be taking into account. The methods used are; student participation in the theoretical and practical sessions; the exercises, essays and written exams and quizzes; preparation and delivery of oral presentations and communication; participation in any classroom activities. The final grade will be divided:

- **Class participation (15%)**

It must be active, the student not only should ask questions but must also do comments, give opinions and explain his perspective about different topics related to the subject.

- **Design and creation of a blog (30%)**

Each student will create a personal blog in which he/she will add entries every week. Each Monday the student will send the teacher his blog entry, before

it is published so it can be corrected. Once it is corrected, the teacher will send it back to the student to be published. **Late entries will not be accepted**, except when there is a justified cause. This will be justified by the program director.

- **Writing activities (10%)**

There will be two academic activities which will complement the theoretical explanations of the teacher in class:

- **Colaborative writing: "Let´s write an end"**

- **Postcards: "Scraps of an unforgettable experience"**

- **Reading (10%)**

Throughout the course, students will read different texts which will be commented in class. Students will do exercises related to these and they will be tuned it to the teacher. In the exams there will be questions related to these readings.

- **Oral presentation (5%)**

Each student will create and present a short oral presentation about a subject related to Spanish orthography. This presentation will be created in Powerpoint or similar. **This presentation cannot be read**, though it is allowed to have a card with the main points of the presentation. The grade obtained will be based on the presentation structure and organization, the usage of the Spanish language (concordance, verbs, use of complex constructions, vocabulary, fluency, pronunciation, intonation, and correction when presenting).

- **Mid-term exam (15%)**

This will be done in the middle of the term, for one hour and a half. It will include all the topics studied until then. It is not accumulative.

- **Final exam (15%)**

This will be at the end of the program, for one hour and a half. It will include everything studied from the mid-term exam to the end.

**If the teacher detects plagiarism or copying in the exams, the student will get a final grade of 0 without the possibility of taking any exams.**

As a summary the evaluation will include:

<b>Class participation</b>	<b>15%</b>
<b>Dsigning and writing a blog</b>	<b>30%</b>
<b>Writing activities</b>	<b>10%</b>
<b>Readings</b>	<b>10%</b>
<b>Oral presentation</b>	<b>5%</b>
<b>Mid-term exam</b>	<b>15%</b>
<b>Final exam</b>	<b>15%</b>

➤ **CLASS ATTENDANCE**

Attendance is mandatory. If the student misses more than what is allowed (1 absence), his/her final grade will be lowered **10 points** each absence not justified by the program director. It is the responsibility of the student to ask the teacher about the missed content and prepare it individually.

If a student arrives late to class 2 or more times, can get a absence.

➤ **WE SPEAK ONLY IN SPANISH**

In class we ´ll speak in Spanish. The use of English will prevent you from a total immersion in the learning of Spanish. Also, it is necessary an additional personal effort to acquire and use the vocabulary of this subject.

## PROGRAMA DE LAS CLASES

FECHA	MATERIA DE ESTUDIO	ACTIVIDADES ACADÉMICAS
	Presentación del programa Tipos de escrito (I): biografía	Ejercicios de escritura de biografías
	Tipos de escrito (II): diario/informe La división silábica	Ejercicios de escritura Ejercicios de división silábica

	Las reglas de acentuación	Ejercicios de acentuación Ejercicios de escritura creativa
<b>3ª semana</b>		
	Las formas del discurso: la descripción (I)	Análisis de textos descriptivos Ejercicios de escritura
	Tipos de escrito (III): cartas Usos de los verbos <i>ser</i> y <i>estar</i>	Análisis y escritura de cartas Ejercicios de los verbos <i>ser</i> y <i>estar</i>
<b>4ª semana</b>		
	La descripción (II): características	Ejercicios con textos descriptivos Análisis y comentario del relato: "La pareja ideal"
	Tipos de escrito (IV): notas, mensajes, avisos y carteles	Ejercicios de escritura creativa
<b>5ª semana</b>		
	La descripción (III): descripción de personas	Ejercicios con textos descriptivos Ejercicios de escritura creativa
	Tipos de escrito (V): recetas	Ejercicios de recetas Análisis y comentario del relato: "El puesto de fruta"
<b>6ª semana</b>		
	<b>EXAMEN PARCIAL</b>	

	La descripción (IV): descripción de objetos	Ejercicios con textos descriptivos Ejercicios de escritura creativa
	Tipos de escrito (VI): impresos	Ejercicios de impresos Ejercicios de escritura creativa
	La narración (I): elementos de la narración	Ejercicios con textos narrativos Análisis y comentario del relato: "Excursión con alemanes y españoles" Ejercicios de escritura creativa
	La narración (II): el narrador	Ejercicios con textos narrativos Ejercicios de escritura creativa
	La narración (III): la estructura de la historia	Análisis y comentario del relato: "Los estudiantes alegres" Ejercicios de escritura creativa
	La narración (IV): los personajes	Ejercicios con textos narrativos Ejercicios de escritura creativa
	La narración (V): el diálogo	Análisis y comentario del relato: "El sueño del perro" Ejercicios de escritura creativa

	La narración (VI): el estilo directo y el estilo indirecto	Ejercicios con textos narrativos Ejercicios de escritura creativa
	<b>ACTIVIDAD 1. ESCRITURA COLABORATIVA: ESCRIBAMOS UN FINAL</b>	
	<b>ACTIVIDAD 2. POSTALES: RETAZOS DE UNA EXPERIENCIA INOLVIDABLE</b>	
	Presentaciones orales: Diferencias entre <i>Porque / Por que / Porqué / Por qué</i> Diferencias entre <i>Asimismo / Así mismo / A sí mismo</i>	Ejercicios Porque / Por que / Porqué/ Por qué Ejercicios Asimismo / Así mismo / A sí mismo Análisis y comentario del relato: "El colchón"
	Presentaciones orales: Diferencias entre <i>Conque / Con que / Con qué</i> Diferencias entre <i>halla / haya / aya; valla / vaya / baya</i> Diferencias entre <i>a / ha / ¡ah!; haber / a ver; ahí / hay / ¡ay!</i>	Ejercicios Conque/Con que/Con qué Ejercicios <i>halla / haya / aya; valla / vaya / baya</i> Ejercicios <i>a / ha / ¡ah!; haber / a ver; ahí / hay / ¡ay!</i>
	Escritura creativa	Ejercicios de escritura creativa
	Recapitulación de lo estudiado y preparación para el examen final	
	<b>EXAMEN FINAL</b>	

➤ **CLASS MATERIALS**

- BOOK

Título: **Escribe en español**, de Carmen Arnal y Araceli Ruiz de Garibay.  
Editorial: SGEL. Año publicación: 2004.  
Precio aproximado: 15 €

This can be bought at:

Librería Diógenes  
Calle Ramón y Cajal, nº 1  
28801 Alcalá de Henares  
Tel. 91 889 37 67  
[info@libreriadiogenes.com](mailto:info@libreriadiogenes.com)

- READINGS

Título: **El puesto de fruta** y otros relatos, de Leo Thoma  
Editorial: Difusión. Año publicación: 2011

Las fotocopias de la lectura se pueden comprar en:

Colegio de Málaga  
C/ Colegios, 2  
28801-Alcalá de Henares  
Servicio de reprografía

- A GOOD SPANISH DICTIONARY (recommended) OR A BILINGUAL DICTIONARY.