

# Development of Written Expression

## Level 2

Prof. Rita Iglesias

**Course load: 96 hours**

### **COURSE DESCRIPTION**

The subject **Development of Written Expression- Level II** continues with the expansion of resources dealt with in Development of Written Expression-Level 1 and works in parallel to the syllabus of Spanish Grammar-Level 2. Therefore this course plans to approach texts in Spanish in different formats and/or genres, focusing on their reading and production, considering their different aspects (morphological, grammatical, syntactical, semantics, phonetics, etc.), and their complexity in progress.

### **GENERAL AND SPECIFIC OBJECTIVES**

The main goal of this course is that students become competent writers of Spanish as a second language at a level equivalent to B2 level (CEFR) in colloquial and academic contexts. 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 narrate, to describe or to argue.

- d) To apply syntactical, grammatical and semantics categories in the writing of brief or complex texts of varied topics.
- e) To strengthen the other linguistic skills: reading and listening comprehension and oral expression, which will enable the students to express themselves about a subject matter in a complex manner.

## REFERENCE TEXTBOOKS

- Study Material prepared by Prof. Rita Iglesias.
- Badiou, A., *Condiciones*, Bs.As., Siglo XXI Ediciones, 2012.
- Becker, H., *Manual de escritura para científicos sociales*, Bs.As., Siglo XXI Ediciones, 2011.
- Borges y Bioy Casares, *Los mejores cuentos policiales*, Bs.As., Emecé, 2019.
- Ducrot, O. & Todorov, T., *Diccionario Enciclopédico de las Ciencias del Lenguaje*, Argentina, Siglo XXI Editores, 2014.
- Eco, Umberto, *Cómo se hace una tesis*, Madrid, Gedisa, 2009
- García Negroni, M., *Escribir en español*, Buenos Aires, Santiago Arcos Editores, 2010.
- *Nueva Gramática de la Lengua Española*, Madrid, Espasa, Libros, 1999.
- Pizarnik, A., *La condesa sangrienta*, Bs. As, Libros del Zorro Rojo, 2014.
- Ramos, L., *Las Señoritas*, Bs. As, Lumen, 2021.
- Rep. , *Diego, nacido para molestar*, Bs. As, Editorial Planeta, 2021.
- Shua, A.M., *La guerra*, Bs. As., Emecé, 2019.
- Walsh, M.E., *¡Cuánto cuento!*, Bs.As., Alfaguara, 2015.

## **CONTENTS & COURSE CALENDAR**

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

### **WEEK 1: Syntactical and morphological categories. Reading and production of SHORT NARRATIVE TEXTS**

#### **READINGS**

**For the student:** : Shua's flash stories and Rep's cartoon about Maradona.

### **WEEK 2: The verb as a semantic vector. Reading and production of DESCRIPTIVE TEXTS.**

#### **READINGS**

**For the student:** Tourist brochures

### **WEEK 3: Prepositional regime. Reading and production of CHRONICLES**

#### **READINGS**

**For the student:** Chronicles in "Las señoritas" by Ramos.

**WEEK 4: Crossing verb moods. Phonetic categories. Reading and production of POEMS.**

**READINGS**

**For the student:** Selection of Argentine poets (Pizarnik, Walsh, Storni, etc.)

**WEEK 5: Function of the discursive articulators in opinión and scientific articles. Production of a SHORT ARTICLE..**

**READINGS**

**For the student:** Selection of articles about COVID 19 and inclusive language.

**WEEK 6: Semantic and phonetic relevance in the reading and production of SONGS**

**READINGS**

**For the student:** Selection from the national and social song book

**WEEK 7: The students will have this week of self-practice and study in which they will be able to catch up with all the readings and practices of this subject. They will also have tutoring classes and workshops for writing during the whole week .**

## WEEKS 8 : Discussion texts on social networks

### READINGS

**For the student:** Texts selections from the social networks.

## WEEK 9: The condition and the hypothesis as a rhetorical device. Reading and production of a JOURNALISTIC TEXT.

### READINGS

**For the student:** News selection.

## WEEK 10: The condition and the hypothesis in POLICE TALES

### READINGS

**For the student:** Police tales selection (Borges, Bioy Casares, Saer, etc)

## WEEK 11: Rhetorical impersonal marks in the production of ARGUMENTATIVE TEXTS

### READINGS

**For the student:** Eco, Umberto, *Cómo se hace una tesis*, Madrid, Gedisa, 2009.

Becker, H., *Manual de escritura para científicos sociales*, Bs.As. , Siglo XXI, Ediciones, 2011.

Texts and practice in Unidad 10 from the booklet of Development of Written Expression-Level 2.

**WEEK 12: Quotes and discursive strategies in the production of ARGUMENTATIVE TEXTS.**

**For the student:** Eco, Umberto, *Cómo se hace una tesis*, Madrid, Gedisa, 2009.

Becker, H., *Manual de escritura para científicos sociales*, Bs.As. , Siglo XXI, Ediciones, 2011.

Texts and practice in Unidad 11 from the booklet of Development of Written Expression-Level 2.

**WEEK 13: Formal and academic context for the production of ARGUMENTATIVE TEXTS.**

**Preparation outline for the term final paper**

**WEEK 14: Tutoring classes and writing workshops for the term final paper.**

**WEEK 15: Delivery of the final paper**

**WEEK 16: Feedback final paper- final grades**

## 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 during the semester, which they will have to pass before the end of classes. The course load of this subject will be completed with tutorial classes, workshops for writing and mandatory practical tasks every week during the course.

The course grade consists of

- 10% class participation
- 20% mid-term written assignment
- 20% practical tasks
- 50% final exam

### B) Attendance Policy:

It will be required an 75% 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
3 (F) Failure	59-0
2 (W) Officially withdrawn	Academic Advisor's approval
1 (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.