

Course Philosophy: This course develops advanced Spanish writing through four portfolio projects that progress from personal narrative to professional communication. Each módulo integrates grammar reinforcement, vocabulary development, and genre-specific rhetorical strategies while building skills in critical analysis, public discourse, and professional Spanish.

LEARNING OBJECTIVES

By the end of this course, you will:

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1. **Craft persuasive and engaging Spanish texts** tailored to real audiences that progress from personal narratives to professional profiles. You will learn to make strategic choices about tone, style, and content based on genres and audiences who will read your work and why.
2. **Develop your ideas through multiple drafts**, learning to see your writing through fresh eyes and revise with purpose. Through structured reflection, you'll identify your growth as a writer and understand how cultural context shapes your choices.
3. **Develop ease using the distinctive features of key Spanish-language genres** including but not limited to op-eds and personal professional profiles as you learn when to follow conventions and when to innovate, so your writing feels authentic and appropriate across audiences and contexts.
4. **Learn to find, evaluate, and weave credible sources** into your writing seamlessly, using evidence to strengthen your arguments while maintaining your own voice and giving proper credit to others' ideas.
5. **Refine your command of Spanish grammar and style**, learning to make deliberate linguistic choices that clarify your meaning, establish your credibility, meet or resist genre conventions and achieve the precise effect you want on your readers.

Grade distribution and Assignments

A: 93 or more;
A-: 90-92.99;
B+: 87-89.99;
B: 83-86.99;
B-: 80-82.99;
C+: 77-79.99;
C: 73-76.99;
D: 60-72.99;
F: <60

Ensayos (3)	30%
Proyecto Final - Poster	10%
Reflexiones sobre Ensayos	15%
Participación y proceso	15%
Presentación del poster	5%
Pruebas de gramática (3)	15%
Ejercicios de gramática y vocabulario (Choose 20 of 25)	10%

Please note that a **C is 73-76** and a **D is 60-72.99**

Policies and Class Preparation

1. **Attendance and Make-up Policy:** There is no attendance grade but there is a participation grade which will be affected if not in class. I will work with you to help you within reason to make-up missed assignments and assessments and will offer two ways to make up 3 missed days of participation. I respect the Student Disability Center's accommodations and ask that each student with accommodations make an appointment to speak with me the first week of classes so I can learn how to best help you and to give you advice on how to be successful in this class.
2. **Prepare for class:** Staying up to date with the assignments will help you put the contents into practice when we meet.
3. **Translators:** You learn by making mistakes! Please do not use any kind of AI, translator, friend or family member to complete the work for this class. Mistakes are expected as this is a learning process. Work that is deemed to be above your capabilities will be questioned. Receiving or giving help is considered academic misconduct. I view AI as a tool that can help you practice, but it does not replace actual acquisition of knowledge. It is up to you to exercise your valuable brain.
4. **Calendar knowledge:** Check your Canvas Calendar daily for assignments and to stay up to date on potential changes, adjustments.
5. **Early Performance Feedback:** This class participates in the Early Performance Feedback (EPF) program. This means that around week 4, your instructor will determine whether you are meeting expectations for your class thus far. They will provide a "Y" or "N" indicator in Canvas at that time. The EPF program is designed to offer support to students who receive an "N" (and others who would like more help) so that they are more likely to succeed in this course and beyond.
6. **Class Meetings:** It is important that you most of the work before class because we will be putting into practice all that you have prepared and read. Class time will be for clarifying questions about grammar, etc. It is a flipped-class which means we will work a lot in groups and pairs (in class.) For every hour in class, a student is expected to spend **two** hours in preparation and studying outside of class.
7. By remaining in the class, the student indicates that he/she/they has/have read the whole syllabus and agree(s) to what has been set forth.

Please Ask Questions!

Inclusivity Statement

If you are here, I am thinking that you like the idea of trying to understand and communicate with people from different backgrounds and beliefs, so let's acknowledge that we all bring different viewpoints and beliefs but that will make for a great class so long as we work to build a community that values what each of us brings to the table. It is my hope that all of us feels that we belong and that we welcome and respect all perspectives as we work to support each other in the learning process. As your instructor, I ask you to commit to working alongside me in creating an environment that allows for inquiry and self-expression. We need to recognize and allow viewpoints that may be different from our own. I have always felt that I have much to learn from you and I value what each of you brings to the class. It is important that you all feel comfortable in

expressing your ideas, opinions and experiences. Let's work so that everyone succeeds. If there are moments when you are struggling and need help, let me know. I will do my best to help you!

ACADEMIC INTEGRITY

This course will adhere to the CSU Academic Integrity Policy as found on the Student's Responsibilities page of the [CSU General Catalog](#) and in the [Student Conduct Code](#). (click on either link)

My take on AI and unauthorized outside help is as follows – AI is a tool that can be used to help practice but not substitute doing one's work. In this class, you are learning how to use Spanish and how language functions. Accessing outside help or using AI doesn't help you in **any** way with doing the hard but rewarding work of learning how a language works and how to give meaning in a second language. Learning requires engaging your brain not being passive. It fires our lovely neurons! Let's use our brain and not let AI or others make choices for us as we work to create an understanding of ourselves and the world we live in. At a minimum, violations will result in a grading penalty in this course and a report to the Student Resolution Center.

MÓDULO 1: Identidades personales y públicas

Weekly Breakdown

Week 1: Foundations

- 21 de enero (M): Course introduction, diagnostic writing, syllabus overview
- 23 de enero (V):
 - Present tense review & grammar diagnostics
 - Readings on identity: Borges ("Borges y yo"), Cisneros (*Caramelo* or *La casa en Mango Street*)
 - Readings on identity: Borges ("Borges y yo"), Cisneros (*Caramelo* or *La casa en Mango Street*)
 - Narrative model analysis
 - BEGIN: Vocabulary journal (identity lexicon)

Week 2: Grammar & Voice

- 26 de enero (L): Present tense (formation and uses) & Prueba lectura 1
- 28 de enero (M): Present tense and agreement (practice and application)
- 30 de enero (V):
 - Reading discussion: additional identity text
 - Style clinic: tone and personal voice
 - Vocabulary mini-lesson: adjectives of emotion/perception

Week 3: Drafting & Development

- 2 de febrero (L): Gustar verbs and pronouns & pronominal reference tracking introduction
- 4 de febrero (M):
 - Drafting personal narrative workshop
 - Style workshop: description and voice
- 6 de febrero (V): Pronouns (continued practice) & narrative revision strategies

Week 4: Revision & Completion

- 9 de febrero (L): Prueba gramática unidad 1
 - Examen 1
 - Continue with pronouns (subject and object pronouns)
 - Peer review workshop

- Mini-lesson: paragraph structure and connectors
- 11 de febrero (M): Lectura 1 & Discusión 1
 - Present perfect tense
 - Sentence-level revision clinic
 - Vocabulary quiz: Descriptive language
- 13 de febrero (V): Composición 1: La descripción & Brief Reflection 1
 - Final narrative & brief reflection (250-300 words)
 - Vocabulary component: Identify 2-3 new expressions integrated

MÓDULO 2: La inmigración y las humanidades

Weeks 5-8 | Portfolio 2: Análisis retórico

Weekly Breakdown

Week 5: Introduction to Analysis

- 16 de febrero (L): Introduction to readings and Portfolio
- 18 de febrero (M):
 - Work on readings
 - Time expressions and introduce past tense
- 20 de febrero (V):
 - Review pronouns (including prepositional pronouns)
 - Readings on migration: Galeano (*Las venas abiertas*)
 - BEGIN: Vocabulary bank (rhetoric/analysis terms)

Week 6: Past tenses Introduction

- 23 de febrero (L):
 - Los Tigres del Norte ("Somos más americanos" - letra y entrevista CNN)
 - Tone/purpose analysis
 - Style clinic: argument structure
- 25 de febrero (M):
 - Preterit tense (formation and uses)
- 27 de febrero (V):
 - Imperfect tense (formation and uses)
 - Preterit vs. imperfect (introduction)
 - Vocabulary activity: verbs of reporting and argument

Week 7: Drafting & Application

- 2 de marzo (L):
 - Preterite and imperfect (contrast and application)
 - First draft & source integration workshop
- 4 de marzo (M):
 - Pronouns review in context
 - Citation and ethical source use
- 6 de marzo (V):
 - Preterit and Imperfect advanced applications
 - Past perfect tense
 - Peer review of drafts
 - Vocabulary review: connectors and evaluative language

Week 8: Refinement & Completion

- 9 de marzo (L):
 - Examen 2
 - Advanced citation workshop

- Transitions and coherence
- 11 de marzo (M): Discusión 2 & Prueba lectura
 - Review past tenses
 - Ethical discussion forum
 - Vocabulary quiz: Connectors and evaluative language
- 13 de marzo (V): Composición 2: La narración & Brief Reflection 2
 - Final analysis & brief reflection (250-300 words)
 - Vocabulary component: Identify 2-3 analytical/rhetorical terms

16-21 de marzo: SPRING BREAK

MÓDULO 3: La vida contemporánea y sus desafíos

Weeks 9-12 | Portfolio 3: Artículo para público general

Weekly Breakdown

Week 9: Public Writing Introduction

- 23 de marzo (L):
 - Portfolio 3 introduction
 - Nominal and adjective clauses (review and extension)
- 25 de marzo (M): Empezar Unidad 3 & Prueba lectura 3
 - Adverbial clauses (THE CD and A SPACE)
 - Readings from public media: *Gatopardo* ("La guerra del aguacate")
- **27 de marzo (V):**
 - Hypothesis structures
 - More readings: *Jot Down* essays, *El País* op-eds
 - Audience and tone analysis
 - Vocabulary list: persuasive expressions, transitional phrases

Week 10: Conditional Structures

- 30 de marzo (L):
 - Introduce imperfect subjunctive (formation and uses)
 - Style clinic: register adaptation
- 1 de abril (M):
 - If clauses (simple conditional sentences)
 - Public writing models analysis
- 3 de abril (V): Prueba gramática unidad 3
 - If clauses (continued practice)
 - Article topic selection and outline
 - Source evaluation workshop

Week 11: Drafting & Development

- 6 de abril (L):
 - Article draft workshop
 - Advanced subjunctive applications
- 8 de abril (M):
 - Persuasive strategies and rhetoric
 - Forum: what makes writing accessible?
 - Vocabulary journal check-in
- 10 de abril (V): Lectura 3 & Discusión 3
 - Peer review & visual style
 - Style clinic: clarity and cohesion

Week 12: Completion & Polish

- 13 de abril (L):
 - Examen 3
 - Logical connectors and argumentation structure
 - Counterarguments and refutation
 - Advanced passive and impersonal constructions in argumentation
- 15 de abril (M):
 - Final revision workshop
 - One-on-one consultations
- 17 de abril (V): Composición 3: La exposición & Brief Reflection 3
 - Final submission & brief reflection (250-300 words)
 - Vocabulary component: Identify 2-3 expressions showing register adaptation

MÓDULO 4: El español en tu futura carrera

Weeks 13-15 | Portfolio 4: Perfil profesional & presentación visual

Weekly Breakdown

Week 13: Professional Preparation

- 20 de abril (L):
 - Portfolio 4 introduction
 - Grammar review for precision (all tenses, moods, pronouns)
 - Formal register review
- 22 de abril (M): Empezar unidad 4 & Prueba lectura 4
 - Readings: professional interviews from *Letras Libres, Revista Ñ*
 - Style clinic: formal vs. semi-formal tone
- 24 de abril (V):
 - Interview question preparation workshop
 - Interview protocol and ethics
 - Vocabulary set: career-specific terminology

Week 14: Field Work & Drafting

- 27 de abril (L):
 - Review interrogatives (question formation for interviews)
 - Field interviews (students conduct interviews outside class)
 - In-class: Interview debrief and note organization
- 29 de abril (M):
 - Profile draft workshop
 - Discussion: Spanish in professional contexts
 - Vocabulary mini-lesson: technical vs. accessible terms
- 1 de mayo (V): Discusión 4 & Prueba gramática unidad 4
 - Poster design introduction
 - Visual rhetoric and multimodal composition
 - Vocabulary quiz: Career-specific terminology

Week 15: Showcase & Reflection

- 4 de mayo (L):
 - Poster design workshop
 - Peer feedback on drafts and poster concepts
- **6 de mayo (M):**
 - Final profile submission & vocabulary reflection
 - Poster finalization

- **8 de mayo (V): Proyecto final: Póster**
 - Showcase: oral or visual presentations (5-7 minutes each)
 - Course reflection and celebration

Vocabulary Development (Continuous)

- Vocabulary journal: Ongoing throughout semester using "Vocabulario en uso" template
- Vocabulary reflection: Integrated into each portfolio submission



**inclusion
educativa**

Community Guidelines:

- Be present, be open honest and authentic.
- Speak from personal experience: use "I" sentences to share thoughts and feelings.
- Listen in an attentive and respectful manner.
- Share time: encourage the participation of other students.
- Show an attitude and desire to learn from yourself and others.
- Be open to different and new perspectives.

- Respect and maintain confidentiality – what is shared here, remains here, what is learned here is taken from here
- Be aware of the impact of identity in our discussions – we are all allowed a ‘do-over’.
- Trust that dialogue will lead to a deeper understanding.
- **Statement of Support for Survivors of Interpersonal Violence-**
- *I am aware that many of my students have been or will be impacted by interpersonal violence at some point in their lifetime. This form of violence and a victim-blaming culture can impact academic performance. It is important that survivors find my class affirming, supportive and trauma-informed. If you are a survivor of sexual harassment, sexual assault, dating violence, domestic violence, stalking and/or childhood sexual abuse, know that you are not alone.*
- *If at any point your academic performance in my class is impacted by past or recent trauma, please keep me informed on how I can best support you. If you prefer, the confidential victim advocates with the Victim Assistance Team can assist you with this communication by requesting accommodations and/or providing me with feedback on how to support you. Confidential Victim Advocates through the Victim Assistance Team in the Survivor Advocacy ad Foundation Educational Center in LSC 234 are available 24 hours a day, 365 days a year to provide support at 970-492-4242.*

QR Codes and Links for Students

[Student Case Management](#)



[Student Disability Center](#)



[Mental Health/Well Being Resources](#)



[Survivor Advocacy and Foundation Education Center](#)



[Tell Someone – Support & Safety](#)

