

LSPA 300-002 - Reading and Writing for Communication-Spanish



Instructor:

Andrea Rice Purdy

Office/Office Hours:

Clark C 109 MW 2:30-3:30pm, Online TR 1:00-2:30 or appointment. If my door is open, please stop in! If the times listed conflict, let me know and we will find a time that works for both of us!

Textbook and Resources:

Textbook: *Materials are online and workbook to be purchased from .*

Classroom & Class time & Days:

Section 2 - TR -11:00-1:50 – Clark C364

Mi invitación:

At a workshop I was asked to respond to some prompts on writing. The first one asked me what role writing has played in my life (personally and professionally). The second one asked what role writing played in my own learning. What types of writing I have done or been asked to do that extended or deepening my learning. The final one was the one that gave my my AHA moment as it asked me when we can all have LLMs write for us, why might we still assign writing in our classes. I wrote furiously on the last one, mentioning how the hand to brain connection allows me to see how my thoughts develop and the directions I can take. With LLMs, I don't have as much control over my thoughts and how they develop. In today's muddled world where in the cacophony of other voices and machines more than happy to tell me what and how I should think, dress, eat, dance, feel; that is, all those important aspects of our lives, I found my WHY, plain and simple. Writing helps me find and hone MY voice. If I can be comfortable with MY voice, then I come through and I can trust that what I write and say is genuinely ME!

So, I invite you to dip your toes into this powerful elixir that is writing from within, and what makes it even more exciting is to practice this in Spanish! Let's follow work on writing so that WE can work on writing in Spanish to see what WE really think and say about some very interesting topics.

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:

the end of this course, you will:

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.

Schedule

Please see Canvas for specific assignments and due dates. This gives a basic overview of the pages. Note: There may be times when we have to make modifications to our schedule.

MÓDULO 1: Identidades personales y públicas

Week 1: Foundations

- **20 de enero (M):** Course introduction, diagnostic writing, present tense review
- **22 de enero (J):**
 - Readings on identity: See Canvas for more specific details
 - **BEGIN:** Vocabulary journal (identity lexicon)

Week 2: Grammar & Drafting

- **27 de enero (M):**
 - Ser/ Estar and Present tense
- **29 de enero (J):**
 - Continue with present tense and object pronouns
 - Drafting personal narrative
 - Style workshop: description and voice
 - Vocabulary mini-lesson: adjectives of emotion and perception

Week 3: Development & Revision

- **3 de febrero (M):**
- **5 de febrero (J):**
 - Peer review + sentence-level revision
 - Discussion 1
 - Mini-lesson: paragraph structure and connectors

Week 4: Completion

- **10 de febrero (M):**
 - Examen 1
 - Peer review workshop
 - Final revision strategies
- **12 de febrero (J):**

- **Composición 1: La descripción**
- Final narrative + reflection

MÓDULO 2: La inmigración y las humanidades
Weeks 5-8 | Portfolio 2: Análisis retórico

Week 5: Introduction to Analysis

- **17 de febrero (M):**
 - Introduction to Portfolio 2
 - Imperfect tense
- **19 de febrero (J):**
 - **Empezar Unidad 2: "Transformaciones: La inmigración"**
 - **Prueba lectura 2**
 - Readings on migration:
 - Tone/purpose analysis
 - Style clinic: argument structure
 - **BEGIN:** Vocabulary bank (rhetoric and analysis terms)

Week 6: Subjunctive Introduction

- **24 de febrero (M):**
 - Introduction to preterit formation (regular and irregular)
- **26 de febrero (J):**
 - Preterit and imperfect
 - First draft + source integration
 - Vocabulary activity: verbs of reporting and argument

Week 7: Application & Refinement

- **3 de marzo (M):**
 - Time Expressions
- **5 de marzo (J):**
 - **Discusión 2**
 - Style clinic: argument structure
 - Peer review workshop
 - **Vocabulary quiz:** Connectors and evaluative language

Week 8: Completion

- **10 de marzo (M):**
 - Examen 2
 - Ethical discussion forum
- **12 de marzo (J):**
 - **Composición 2: La narración**
 - Final analysis + vocabulary reflection

15-22 de marzo: SPRING BREAK

MÓDULO 3: La vida contemporánea y sus desafíos
Weeks 9-12 | Portfolio 3: Artículo para público general

Week 9: Public Writing Foundation

- **24 de marzo (M):**
 - Introduction to Portfolio 3
 - Subjunctive formation and uses
- **26 de marzo (J):**

- **Empezar Unidad 3: Vida contemporánea**
- Readings from public media:
- Audience and tone analysis
- Style clinic: register adaptation
- Vocabulary list: persuasive expressions, transitional phrases

Week 10: Development

- **31 de marzo (M):**
 - Si clauses (conditional sentences)
 - Passive voice and impersonal constructions
- **2 de abril (J):**
 - Article draft + source evaluation
 - Forum: what makes writing accessible?
 - Vocabulary journal check-in

Week 11: Refinement

- **7 de abril (M):**
 - Advanced subjunctive applications
 - Persuasive strategies and rhetoric
- **9 de abril (J):**
 - **Discusión 3**
 - Peer review + visual style
 - Style clinic: clarity and cohesion

Week 12: Completion

- **14 de abril (M):**
 - **Examen 3**
 - Logical connectors and argumentation structure
 - Counterarguments and refutation
- **16 de abril (J):**
 - **Composición 3: La exposición**
 - Final submission + rhetorical analysis
 - Vocabulary reflection included in portfolio

MÓDULO 4: El español en tu futura carrera

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

Week 13: Professional Preparation

- **21 de abril (M):**
 - Introduction to Portfolio 4
 - Formal register review
 - Grammar review for precision
- **23 de abril (J):**
 - **Empezar unidad 4: "El español en tu futura carrera" + Prueba lectura 4**
 - Readings: Powerpoint from Career Center
 - Poster design workshop
 - Vocabulary set: career-specific terminology

Recommended Reading Bank (select 2-3):

Week 14: Field Work & Design

- **28 de abril (M):**
 - Discussion: Spanish in professional contexts

- **30 de abril (J):**
 - **Discusión 4**
 - Vocabulary mini-lesson: technical vs. accessible terms

Week 15: Showcase & Reflection

- **5 de mayo (M):**
 - Peer feedback on posters
 - Final profile submission + vocabulary reflection
- **7 de mayo (J):**
 - **Proyecto final: Póster**
 - Showcase: oral or visual presentation
 - Course reflection

Vocabulary Development (Continuous)

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

MÓDULO DE RECURSOS

Vocabulary & Style Resources

- Vocabulary bank organized by module and theme
- Lexical journal template ("Vocabulario en uso")

| TILT | ACADEMIC INTEGRITY PROGRAM

COLLABORATION

Do

Work in Groups: Work fairly and effectively in groups authorized by your instructor.

Study Effectively: Join with others to gain a deeper understanding of course content and concepts.

Ask: Whenever you are unsure, ask the instructor if collaborating is okay.

Find Tutoring: Access approved tutoring featuring peers trained to help you.

Don't

Use your Friends: Accepting help or work from friends, roommates or others is cheating, so thank them but decline.

Deceive: Sharing answers on any graded work, or working with others without permission, is not allowed.

Share Unfairly: Sharing your old assignments or exams, unless authorized by your instructor, is cheating.

Buy Work: Buying or selling graded assignments, essays, and exams from third party sites (e.g., Chegg) is not allowed.

COLORADO STATE UNIVERSITY



inclusión
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](#)

