**University of Illinois at Chicago**

**SPAN 203: Extensive Reading and Writing of Spanish**

3.0 Credit Hours

Fall 2019

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| Instructor: Meloddye Carpio Rios E-mail: mrdr53@uic.eduOffice: University Hall 1701 Office hours: Martes y jueves 11am- 12pm | Class meeting time: 8:00 am- 9:15 amClass meeting days: martes y juevesLocation: 2GH207https://profemeloddyecarpio.weebly.com |
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**COURSE DESCRIPTION**

SPAN 203 focuses on the development of students' linguistic, rhetorical, organizational, and analytical skills in Spanish composition, as well as reading and critical thinking skills in Spanish.

**Course Information**: Open only to non-native speakers of Spanish.

**Prerequisite(s):** Grade of C or better in [SPAN 104](https://catalog.uic.edu/search/?P=SPAN%20104); and Credit or concurrent registration in [SPAN 202](https://catalog.uic.edu/search/?P=SPAN%20202); and completion of the university writing requirement.

This course follows a genre-based approach that guides students through a variety of writing tasks and emphasizes peer interaction and feedback in the writing process. The practice of oral language skills and the review and practice of grammar are integrated throughout all aspects of the course.

**COURSE OBJECTIVES**

* (1) Learn to critically read authentic texts in a variety of modalities written in Spanish
* (2) Learn to write extensively in a variety of registers to meet a range of work and academic needs in Spanish
* (3) Practice general vocabulary and frequent syntactic structures essential for reading and composition in Spanish
* (4) Acquire organizational skills and techniques appropriate for extensive writing in Spanish

**BLACKBOARD**

[**https://uic.blackboard.com/**](https://uic.blackboard.com/)

Use your UIC login information to access the Blackboard site for this and all of your other classes.

**TEXT**

**Required:** Bleichmar, Guillermo and Cañón, Paula. *Taller de escritores: Grammar and Composition for Advanced Spanish.* 2nd edition. Vista Higher Learning, Inc. 2016. \*\*

**Required:** Supersite PLUS code for the online workbook (*Taller de escritores* on VHLcentral.com)

\*\*You do NOT need a hard copy of the book. An online textbook (not an e-book) is included with your Supersite PLUS access. You will need to have access to the book **during every class.**

Textbook with Supersite PLUS code – ISBN: 978-1-68004-012-8

Loose-leaf with Supersite PLUS code – ISBN: 978-1-68004-013-5

vtext (online textbook, not an e-book) with Supersite PLUS code – ISBN: 978-1-68004-008-1

**Recommended:** access to monolingual dictionaries online such as

* Diccionario de la lengua española <https://dle.rae.es/?w=diccionario>
* Diccionario del español de México <https://dem.colmex.mx/Default.aspx>

**COURSE GRADING POLICY**

**A** = 90-100% **B** = 89-80% **C** = 79-70% **D** = 69-60 **F** = 59 or lower

**EVALUATION**

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| (1) Learn to critically read authentic texts in a variety of modalities written in Spanish | **BLOGS (6)** | 20% |
| 2) Learn to write extensively in a variety of registers to meet a range of work and academic needs in Spanish | **COMPOSITIONS (3)****PRESENTATION (1)** | 20% |
| 3) Practice general vocabulary and frequent syntactic structures essential for reading and composition in Spanish | **VOCABULARY & GRAMMAR QUIZZES (6)**  | 20% |
| (4) Acquire organizational skills and techniques appropriate for extensive writing in Spanish | **EXAMS (2)** | 20% |
| PARTICIPATION and CLASS PREPARATION  | **Online *Taller de escritores* Practice****Class participation** **+****Attendance** | 10%10% |

**COURSE COMPONENTS**

**BLOGS (20%)**

There are six Blog discussions to be published on Blackboard by 11: 59pm on the assigned dates. Each Blog will have a writing prompt and specific grading criteria that reflect the texts, topics, and writing strategies discussed in class. These are intended to encourage you to think independently about the materials and engage with your classmates outside of class. Therefore, in addition to writing your post, you should read and comment at least one classmate’s post by the deadline. That means you should not wait until the last minute to write something so that others may have time to read and comment on your post.

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| **Blog #1** | Sunday, September 1st  | **Blog #4** | Sunday, October 20th  |
| **Blog #2** | Sunday, September 15th  | **Blog #5** | Sunday, November 10th |
| **Blog #3** | Sunday, October 6th | **Blog #6** | Sunday, December 1st  |

**COMPOSITIONS (20%)**

One of the main objectives of this course is to develop our writing. Therefore, this course takes a process-oriented approach which will require working with your peers and instructors to edit, give feed-back, and revise.

There are **three** compositions and **one** oral presentation (that is linked to composition #2).

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| Composition #1 | *Narration* | * Draft #1 due to Blackboard on Sunday, Sept. 22nd
* Peer-edit in class on Tuesday, Sept. 24th; bring a paper copy of Draft #1
* Revise and resubmit Draft #2 to Blackboard on Sept. 29th
* Receive feedback from your instructor
* Revise and resubmit Draft #3 to Blackboard on Oct. 13th
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| Composition #2 | *Expository Essay* & Presentation | * Work with your groups to plan the presentation
* Each person writes an INDIVIDUAL essay to submit to Blackboard on Sunday, Nov. 3rd
* Group Oral Presentation (Oct. 29th – 31st)
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| Composition #3 | *Argumentative Essay* | * Peer-edit: Thesis or Argument of the paper due in class on Tuesday, Nov. 19th; bring a paper copy
* Revise and submit the Argument to Blackboard on Sunday, Nov. 24th
* Receive feedback from your instructor
* Finish the composition and submit to Blackboard on Dec. 9th
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Each composition component that you submit to Blackboard must be uploaded as a Blackboard supported file format, by 11:59pm on the due date indicated on the course schedule. Your assignment will go through Safe Assign, the plagiarism site linked to Blackboard, and produce a percentage match report that is visible to you and to your instructor. Please ask your instructor if you have any questions. **No late work will be accepted without prior approval.**

If you need help or guidance with any part of the writing process or additional feedback, you should contact your instructor to schedule an appointment.

* Use standard MLA or APA formatting for your written essays
* More details and requirements will be given for each essay
* All descriptions, rubrics, and peer-editing forms are posted on Blackboard

**Missing a Peer-review class**

Anyone not in class for the peer-review will get no credit for that draft as well as a zero for participation that day.

**PRESENTATION-GROUP PROJECT**

In groups assigned by your instructor, you will work collaboratively to research and plan a project for presentation. Each topic must be approved by the instructor before you begin, and the oral presentation should be 7-10 minutes long including any video or audio components. A more detailed explanation and the rubrics will be available on Blackboard.

Presentation dates: (week 10 of the semester)

* Tuesday, October 29th
* Thursday, October 31st

Composition #2 will correspond to this project. It will be a formal expository paper related to your selected topic. Each group member will submit an individual (different) paper. Even though there will be no draft or peer-review, you are expected to plan and work collaboratively to submit a well-polished composition.

Composition #2 is due on Sunday, November 3rd by 11:59pm

**QUIZZES** **(20%)**

There will be six grammar and vocabulary quizzes. These are short, 10-minute in-class quizzes meant to assess your knowledge of more varied vocabulary and structures. Each quiz’s content is specified in the schedule.

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| **Quiz 1** | Sept. 10th  | **Quiz 4** | Oct. 24th  |
| **Quiz 2** | Sept. 19th  | **Quiz 5** | Nov. 14th  |
| **Quiz 3** | Oct. 3rd  | **Quiz 6** | Nov. 26th  |

**EXAMS (20%)**

There will be two exams. These are 50-minute in-class exams meant to assess comprehension as well as your knowledge of the writing strategies discussed throughout the semester. Each exam will cover three units as specified below.

* Exam 1: Description and Narration (I and II) – October 10th
* Exam 2: Exposition, Argument, and Criticism – December 5th

**PARTICIPATION and PREPARATION (20%)**

Participation is a critical component of the class. It is expected that you will attend all class sessions and be engaged with the material for each day.

Each day your instructor will assign a participation grade, 2 points per day. If you are absent, you will receive a 0 for that day. Participation points may be deducted (1 point) for tardiness or any other disruptive behavior in class including, but not limited to, not being prepared, not having the textbook, or browsing the Internet during discussion.

**ATTENDANCE POLICY**

Research indicates that students who attend class are more likely to be successful. You may miss **two** classes for any reason (including medical issues, trips, family emergencies) without being penalized in your participation grade. If situations arise that prevent you from attending class for more than one day, you should contact your instructor as soon as possible.

**ONLINE *Taller de escritores* PRACTICE**

The textbook and workbook exercises for this course will be assigned online at vhlcentral.com. The assignments are computer-graded, and you receive immediate feedback. These exercises are intended to help you *practice* more advanced vocabulary, grammar concepts, and mechanics needed in advanced-level writing.

You should read and prepare for each class by looking at the class schedule and completing those assignments beforecoming to class. There is an estimated one hour or less of online activities per week. You do have some flexibility, however, as there is one deadline per week. The list of weekly assignments is due every Friday by 11:59pm. The online assignments are programmed to give zeros for all late (even if it’s 12:01am) or incomplete assignments. **There will be no make-ups or extensions** for the online exercises. Please see your instructor during office hours or schedule an appointment if you need additional help.

The online exercises are graded as pass/fail. You earn one point per assignment as long as you reach 50% accuracy. You can try up to three times to get a higher score on activities that have more than two options (not true/false, for example) and you keep the latest, not the highest, attempt.

***Missed assignments***

**No late assignments** (compositions, homework, blogs) **will be accepted** **without prior approval**. Being absent from class does not exempt you from turning in a composition draft or taking a quiz. Make-ups will be permitted only with the instructor’s prior consent and/or a documented medical excuse, jury duty summons, letter from DRC, UIC Athletics, or other extenuating circumstances. Please arrange with your instructor to submit all work by the deadline if you are going to be absent. In cases of emergency or extreme unforeseen circumstances, please notify your instructor as soon as possible.

***Electronic Communication***

*Assignments* - You should submit your assignments via Blackboard, not through email, unless other arrangements have been made by you and your instructor. This helps to keep all of your submissions and grades organized.

*Email* - When you contact your instructor by email, please use UIC email. Communication through other personal email accounts (such as gmail or yahoo, for example) may not be FERPA compliant. Use proper email **etiquette**, and allow 24 hours for a response. Keep in mind that it may take longer to respond to emails sent on the weekend or after “business hours”.

***Student Courtesy Policy***

Class interaction must be conducted in Spanish.

Email instructor always mentioning your complete name and class. Follow email etiquette.

If you have an e-book make sure you bring a laptop or tablet, cellphones will not be allowed in the classroom.

**ACADEMIC INTEGRITY**

As an academic community, UIC is committed to providing an environment in which research, learning, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. All members of the campus community—students, staff, faculty, and administrators—share the responsibility of ensuring that these standards are upheld so that such an environment exists. Instances of academic misconduct by students will be handled pursuant to the Student Disciplinary Policy: <http://dos.uic.edu/community-standards/academic-integrity/>

**ACCOMMODATIONS**

The University of Illinois at Chicago is committed to maintaining a barrier-free environment so that students with disabilities can fully access programs, courses, services, and activities at UIC. Students with disabilities who require accommodations for access to and/or participation in this course are welcome, but must be registered with the Disability Resource Center (DRC). You may contact DRC at:

1200 W. Harrison St., Room 1190 SSB (MC 321)
(312) 413-2183 Voice

(312) 413-7781 FAX

drc@uic.edu

**RELIGIOUS HOLIDAYS**

Students who wish to observe their religious holidays shall notify the faculty member by the tenth day of the semester of the date when they will be absent unless the religious holiday is observed on or before the tenth day of the semester. In such cases, the student shall notify the faculty member at least five days in advance of the date when he/she will be absent. The faculty member shall make every reasonable effort to honor the request, not penalize the student for missing the class, and if an examination or project is due during the absence, give the student an exam or assignment equivalent to the one completed by those students in attendance. If the student feels aggrieved, he/she may request remedy through the campus grievance procedure.

**GRIEVANCE PROCEDURES**

UIC is committed to the most fundamental principles of academic freedom, equality of opportunity, and human dignity involving students and employees. Freedom from discrimination is a foundation for all decision making at UIC. Students are encouraged to study the University's “[Nondiscrimination Statement](https://registrar.uic.edu/campus_policies/nondiscrimination_statement.html)”. Students are also urged to read the document “[Public Formal Grievance Procedures](https://policies.uic.edu/educational-policy/student-academic-grievance-policy/)”. Information on these policies and procedures is available on the University web pages of the Office of the Dean of Students:[https://dos.uic.edu/about/policies/](https://dos.uic.edu/about/policies/?Nav)

**COURSE SCHEDULE**

SEMANAS 1 y 2

* Leer críticamente un texto literario auténtico
* identificar vocabulario y estructuras comunes para describir
* elaborar descripciones precisas y vivas usando un vocabulario amplio y apropiado

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|  | EN CLASE: material to be covered in class; please bring the necessary materials each day  | LECTURAS para la PRÓXIMA clase: all readings should be **completed** before going to the next class | TAREA: ALL workbook assignments online (vhlcentral.com) are due at the end of the week, by **11:59pm on Friday,** unless otherwise notedBLOGS & COMPOSITIONS are due by **11:59pm on Sunday**, as indicated |
| **Semana 1**Martes27 de agosto | IntroducciónLECTURA: *Platero y yo* (fragmentos) Juan Ramón Jiménez, pp. 3-6TALLER de LENGUA: Vocabulario para describir (1.1) y Adjetivos (1.5) | Leer* *Platero y yo,* pp. 3-6
* Taller de Lengua (TdL): 1.1, pp. 7-8 y 1.5, pp. 16-18, Expresiones de precepción sensorial (1.2) pp. 9-10
* TALLER de ESCRITURA: La descripción de lugares y objetos (1A) pp. 22-25
 | Completar tarea online para el viernes: * **Platero y yo: Cierto/Falso** y **Descripciones**
* **1.1 Elegir**, **Mis lugares**
* **1.2 Reemplazar, Platero y los sentidos**
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| jueves29 de agosto | Discusión sobre *Platero y yo*TALLER de ESCRITURA: La descripción de lugares y objetos (1A) pp. 22-25TALLER de LENGUA: Expresiones de precepción sensorial (1.2) pp. 9-10  | Leer* TALLER DE ESCRITURA: La descripción de personas (1B) pp. 26-28
* TALLER de LENGUA: Preposiciones (1.4) pp. 14-15
 | * **1.5 ¿Correcta o incorrecta?, Comparando**
* **1A Un bello pueblo**

Publicar BLOG #1 en Blackboard antes de las 11:59pm el domingo, 1 de septiembre. Entregar copia impresa el martes en clase.  |
| **Semana 2**Martes2 de septiembre  | TALLER de ESCRITURA: La descripción de personas (1B) pp. 26-28 TALLER de LENGUA: Preposiciones (1.4) pp. 14-15 | Leer TALLER de LENGUA: Acentuación (1.6) y Puntuación (1.7) pp. 19-21 | Completar tarea online para el viernes: * **1.4 Juan Ramón Jiménez**, **¿Por o para?**
* **1.6 Las tildes, No pertenece**
* **1.7 Elegir, Ordenar**
* **1B Es probable**
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| jueves5 de septiembre | TALLER de LENGUA: Acentuación (1.6) y Puntuación (1.7) pp. 19-21Ejercicio adicional\* (en BB) | Ver el vídeo **“El chile y los sentidos”** en vhlcentral.comLeer “La siesta del martes” Gabriel García Márquez pp. 33-41 | Repasar (1.1-2, 4-7) para la PRUEBA del próximo martes |

SEMANAS 3 y 4

* leer críticamente un texto literario auténtico
* crear escenas y sensaciones usando lenguaje vivo y preciso con intención
* elaborar narraciones efectivas
* identificar frases útiles y verbos para ordenar eventos y crear secuencias

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| **Semana 3**Martes10 de septiembre | **PRUEBA TdL 1****(1.1-2, 4-7)** Ejercicio de escritura: * ver los temas para la Comp. #1 (en BB)
* Discusión sobre la descripción en “El Chile y los sentidos”
* Describir (estar en un lugar, una sensación, a una persona)

LECTURA: “La siesta del martes” Gabriel García Márquez pp. 33-41 | Leer* TALLER de LENGUA: Ser, … (2.1) y Expresiones de tiempo (2.2) pp. 42-45
* TALLER de ESCRITURA: La narración de un evento (2A) pp. 58-60

Releer “La siesta del martes”  | Completar tarea online para el viernes: * Video: **Cierto/Falso, Vocabulario** y **Elegir**
* Lectura: **Cierto o falso, La siesta, Comprensión,** **Orden cronológico**
* **2A Cierto o falso**
* **2.1 Verbo incorrecto, Completar,**
* **2.2 Seleccionar, El tiempo**
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| jueves12 de septiembre | “La siesta del martes” cont.TALLER de ESCRITURA: La narración de un evento (2A) pp. 58-60 TALLER de LENGUA: Ser, estar, haber, hacer, ir y venir (2.1) y Expresiones de tiempo (2.2) pp. 42-45 | Leer * TALLER de LENGUA: Narrar en el pasado (2.3) pp. 46-48 Cláusulas relativas (2.4) pp. 50-52
* TALLER de ESCRITURA: El relato periodístico (2B) pp. 61-63
 | Publicar el BLOG #2 en BB antes de las 11:59pm el domingo, 15 de septiembre. Entregar copia impresa el martes en clase. |
| **Semana 4**Martes17 de septiembre | TALLER de LENGUA: Narrar en el pasado (2.3) pp. 46-48,Cláusulas relativas (2.4) pp. 50-52 TALLER de ESCRITURA: El relato periodístico (2B) pp. 61-63 | Leer TALLER de LENGUA: Acentuación (2.5) y Puntuación (2.6) pp. 53-57 | Repasar (2.1-4) para la PRUEBA del juevesCompletar tarea para el viernes: * **2.3 Sobre al autor, Elegir, En pasado**
* **2.4 Elegir, Escoger**
* **2.5 Completar**,
* **2.6 Indicar, Entre comillas**
* **2B Completar**
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| jueves19 de septiembre | **PRUEBA 2****(2.1-4)**Acentuación (2.5) y Puntuación (2.6) pp. 53-57 |  | Terminar de escribir el borrador de la COMP. #1; Subir el borrador a Blackboard antes de las 11:59pm el domingo, 22 de septiembre; Imprimir una copia para llevar a clase el martes, 24 de septiembre |

SEMANAS 5 – 7

* leer crítica y analíticamente un ensayo auténtico sobre un evento real
* identificar vocabulario y estructuras comunes para el género ensayístico
* elaborar un relato detallado sobre un evento histórico

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| **Semana 5**martes24 de septiembre | PEER-EDIT: Borrador de la Comp. 1 (Draft 1) | Leer* “Una bandera rota y embarrada” de Isabel Allende pp. 71-76
* TALLER de ESCRITURA: El ensayo narrativo (3B) pp. 96-98
 | Completar tarea para el viernes:* Lectura: **Elegir, Comprensión**
* **3B Completar**
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| jueves26 de septiembre | Hablar sobre las presentaciones orales Introducción al género ensayísticoLECTURA: “Una bandera rota y embarrada” de Isabel Allende pp. 71-76TALLER de ESCRITURA: El ensayo narrativo (3B) pp. 96-98  | Leer * TALLER de LENGUA: Gentilicios y topónimos (3.2) pp. 79-80, Estructuras pasivas (3.3) pp. 81-84
* TALLER de ESCRITURA: La narración de un evento histórico (3A) pp. 92-95
 | **Subir la COMP #1 corregida a Blackboard antes de las 11:59pm el domingo, 29 de septiembre. Entregar copia impresa el martes en clase.** |
| **Semana 6**Martes1 de octubre | TALLER de LENGUA: Estructuras pasivas (3.3) pp. 77-78, 81-84TALLER de ESCRITURA: La narración de un evento histórico (3A) pp. 92-95 Gentilicios y topónimos (3.2) pp. 79-80 | Leer TALLER de LENGUA: * Las citas (3.6)
* Acentuación (3.5) pp. 88-91
 | Repasar (3.2-3) para la prueba del juevesCompletar tarea para el viernes:* **3.2 Elegir, Datos y gentilicios, Gentilicios**
* **3.3 Elegir**
* **3.5 Diptongo, triptongo, hiato; Mayúsculas y tildes**
* **3.6 Citas directas e indirectas, Correcto o incorrecto**
* **3A Cierto o falso**
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| jueves3 de octubre | **PRUEBA 3** **(TdL 3.2 – 3.3)** Las citas (3.6) y Acentuación (3.5) pp. 88-91Ejercicio adicional\* (en BB) | Leer TALLER de LENGUA: Las conjunciones (3.1) pp. 77-78Ver el vídeo **Ana y Manuel** en vhlcentral.com | Publicar el BLOG #3 en Blackboard antes de las 11:59pm el domingo, 6 de octubre. Entregar copia impresa el martes en clase. |
| **Semana 7**Martes8 de octubre | TALLER de LENGUA: Las conjunciones (3.1)Discusión sobre el cortometraje, “Ana y Manuel”Repaso de las unidades 1-3\*Recibir la COMP #1 con comentarios |  | Repasar para el examen 1 el juevesCompletar tarea online para el viernes:* Video: **Elegir, Identificar, Vocabulario**
* **3.1 Completar, Escoger, Evolución de los idiomas**
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| jueves10 de octubre | **EXAMEN 1**(50 minutos)Introducción al género expositivo  | Leer * “La generación de los mil euros” de Antonio Jiménez Barca pp. 103-110 Leer
* TALLER de LENGUA: El subjuntivo (4.3) pp. 116-121
 | **Subir la COMP #1 corregida a Blackboard antes de las 11:59pm el domingo, 13 de octubre.****Entregar copia impresa el martes en clase.** |

SEMANAS 8 – 10

* leer crítica y analíticamente un artículo auténtico sobre un problema social
* identificar vocabulario y estructuras comunes para conectar ideas
* elaborar una exposición siguiendo una estructura lógica
* exponer un problema social, profesional o académico en una presentación oral

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| **Semana 8**martes15 de octubre | LECTURA: “La generación de los mil euros” de Antonio Jiménez Barca pp. 103-110 TALLER de LENGUA: El subjuntivo (4.3) pp. 116-121 | Releer “La generación de los mil euros”Leer TALLER de LENGUA: * Expresiones de transición (4.1) pp. 111-112
* Infinitivos y participios (4.4) pp. 122-129
 | Completar tarea para el viernes: * Lectura: **Elegir, Vocabulario, *Los mileuristas***
* **4.1 Un buen ensayo, Elegir**
* **4.3 Elegir, Una generación**
* **4.4 Escoger, ¿Infinitivo, participio o gerundio?**
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| jueves17 de octubre | “La generación de los mil euros” cont. TALLER de LENGUA: Expresiones de transición (4.1) pp. 111-112, Infinitivos y participios (4.4) pp. 122-129 | Leer * TALLER de LENGUA: Los sufijos (4.2) pp. 113-115, Los números (4.5)
* TALLER de ESCRITURA: El ensayo descriptivo (4B) pp. 134-136
 | Publicar el BLOG #4 antes de las 11:59pm el domingo, 20 de octubre. Entregar copia impresa el martes en clase. Investigar y organizar la presentación oral  |

End of Week 8: Mid-term grades available - Consult with your instructor as needed

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| **Semana 9**martes22 de octubre | TALLER de ESCRITURA: El ensayo descriptivo (4B) pp. 134-136 TALLER de LENGUA: Los sufijos (4.2) pp. 113-115, Los números (4.5)  | Leer* **“Medellín, la mejor ciudad de Latinoamérica para vivir”** en vhlcentral.com
* TALLER de ESCRITURA: El informe estadístico (4A) pp. 130-133
 | Repasar (4.1-4.5) para la prueba del jueves Completar tarea para el viernes:* **4.2 Sufijos**
* **4.5 Elegir**
* **4A Cierto o falso**
* **4B Completar**
* Lectura adicional: **Cierto o falso, Elegir**
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| jueves24 de octubre  | **PRUEBA 4****(TdL 4.1, 2, 3, 4, 5)**TALLER de ESCRITURA: El informe estadístico (4A) pp. 130-133Ejercicio adicional\* (en BB) |  | Prepararse para las presentaciones de la próxima semana |
| **Semana 10**martes 29 de octubre | Presentaciones |  |  |
| jueves31 de octubre | Presentaciones | Leer “La civilización del espectáculo” de Mario Vargas Llosa pp. 141-146 | **\*Subir la COMP. #2 (única versión) a Blackboard antes de las 11:59pm el domingo, 3 de noviembre.** **Entregar copia impresa el martes en clase.** |

SEMANAS 11 – 12

* leer crítica y analíticamente un ensayo argumentativo auténtico
* identificar vocabulario y estructuras comunes para registros formales y académicos
* elaborar un argumento por medio de una tesis clara y concisa

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| **Semana 11**martes5 de noviembre | Introducción a la argumentaciónLECTURA: “La civilización del espectáculo” de Mario Vargas Llosa pp. 141-146 Ejercicio de escritura: * Temas para la COMP #3
* Blog #5
 | Leer * TALLER de LENGUA: Cognados falsos (5.1) y Los prefijos (5.2) pp. 147-150
* TALLER de ESCRITURA: El ensayo argumentativo (5A) pp. 160-162
 | Completar tarea para el viernes: * Lectura: **Comprensión. Elegir** y **Cierto o falso**
* **5.1 Definiciones, Un concierto fantástico**
* **5.2 Definiciones, Prefijos comunes, Formando palabras**
* **5A Cierto o falso**
 |
| Jueves7 de noviembre | “La civilización del espectáculo” cont.TALLER de LENGUA: Cognados falsos (5.1) y Los prefijos (5.2) pp. 147-150TALLER de ESCRITURA: El ensayo argumentativo (5A) pp. 160-162 | Leer * TALLER de LENGUA: Usos de **se** (5.4) y Cláusulas con **si** (5.5) pp. 152-157
* TALLER de ESCRITURA: El ensayo de refutación (5C) pp. 169-171
 | Publicar el BLOG #5 en Blackboard antes del domingo, 10 de noviembre a las 11:59pm. Entregar copia impresa el martes en clase.Empezar a redactar la COMP #3 |
| **Semana 12**martes12 de noviembre | TALLER de LENGUA: Usos de **se** (5.4) y Cláusulas con **si** (5.5) pp. 152-157TALLER de ESCRITURA: El ensayo de refutación (5C) pp. 169-171 | Leer * TALLER de LENGUA: Palabras compuestas (5.6) pp. 160-161
 | Repasar (5.1, 2, 4-5) para la prueba del juevesCompletar tarea para el viernes: * **5.4 Reescribir**
* **5.5 Elegir, Si…**
* **5.6 Ampliando el vocabulario**
* **5C Completar**
 |
| jueves14 de noviembre | **PRUEBA 5****TdL (5.1, 2, 4-5)**TALLER de LENGUA: Palabras compuestas (5.6) pp. 160-161 |  | Terminar de escribir el argumento de tu ensayo para la COMP #3; Imprimir una copia para llevar a clase el martes, 19 de noviembre |

SEMANAS 13 – 15

* leer críticamente una obra literaria
* identificar vocabulario y estructuras de un lenguaje académico formal
* modificar el discurso para diversos registros y propósitos
* elaborar un argumento crítico sobre una obra creativa

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| **Semana 13**martes 19 de noviembre | Ejercicio de escritura: práctica con tesis argumentativasPEER-EDIT /Taller en clase con los argumentos para la COMP #3  | Leer* TALLER de ESCRITURA: La crítica cinematográfica (6A) pp. 197-199
* La crítica literaria (6B) pp. 200-203
* lectura asignada por tu instructor/a en Blackboard **o** ver la película asignada
* TALLER de LENGUA: Verbos y expresiones para indicar cambios (6.1)
 | Completar tarea para el viernes:* **6A Cierto o falso**
* **6B Relevancia,**
* **6.1 Elegir, Cambios**
 |
| Jueves21 de noviembre | Introducción a la críticaTALLER de ESCRITURA: La crítica cinematográfica (6A) pp. 197-199 **o** La crítica literaria (6B) pp. 200-203 TALLER de LENGUA: Verbos y expresiones para indicar cambios (6.1) pp. 179-181 | Leer * “Cine para indignados” en vhlcentral.com
* TALLER de LENGUA: El lenguaje académico (6.2) y Los anglicismos (6.3) pp. 182-186
 | **\*Terminar de escribir el argumento principal (la tesis) de la COMP #3 y subirlo a Blackboard para el domingo, 24 de noviembre antes de las 11:59pm.** Entregar copia impresa el martes en clase.Repasar 6.1 para la prueba del próximo martes |
| **Semana 14**Martes26 de noviembre | **PRUEBA 6****TdL (6.1)**Discusión sobre lectura /película: cómo escribir crítica y reseña TALLER de LENGUA: El lenguaje académico (6.2) y Los anglicismos (6.3) pp. 182-186 |  | Completar tarea para el viernes: * **6.2 Elegir, Expresiones sinónimas, ¿Especializado o no?**
* **6.3 Reemplazos, Anglicismos, Reescribir**
* Lectura “Cine para indignados”: **Vocabulario, Elegir, Cierto o falso**
 |
| jueves28 de noviembre | NO HAY CLASE – Día de acción de gracias | Leer TALLER de LENGUA: * Discurso indirecto (6.5)
* Notas y referencias bibliográficas (6.6) pp. 195-196
 | Publicar el BLOG #6 en Blackboard antes de las 11:59pm el domingo, 1 de diciembre. Entregar copia impresa el martes en clase.  |
| **Semana 15**Martes 3 de diciembre | TALLER de LENGUA: Discurso indirecto (6.5) pp. 191-194Repaso de citas (3.6) TALLER de LENGUA: Notas y referencias bibliográficas (6.6) pp. 195-196Formatos APA y MLA\*Recibir comentarios para la COMP #3  |  | Repasar las unidades 4-6 para el examen el juevesCompletar tarea para el viernes: * **6.5 Correcta o incorrecta, ¿Qué dijeron?**
* **6.6 Cierto o falso** y **Correcta o incorrecta**
 |
| jueves, 5 de diciembre | **EXAMEN 2**(50 minutos)Peer-edit / consultas sobre la composición #3  |  | **\*Subir la versión final de la COMP # 3 a Blackboard antes del LUNES, 9 de diciembre a las 11:59pm. Entregar copia impresa el martes en clase.****\*\*\*There is no FINAL EXAM on finals week** |

WaritoCarpio0921!

Schedule is subject to change

Please review the full list of academic deadlines at <https://catalog.uic.edu/ucat/academic-calendar/>

**STUDENT EVALUATION OF TEACHING PROGRAM (COURSE EVALUATIONS)**

Student evaluations of teaching play a fundamental role in improving course content, format, and delivery (teaching) at UIC. The Office for Faculty Affairs offers all Colleges and Departments the opportunity to participate in an online course evaluation system.

Students receive an email invitation in their ‘uic.edu’ inbox with the following title in the subject line: “UIC Student Evaluation of Teaching [Course Name] [Instructor Name] [Semester, Year].” The body of the email will reiterate the course name, instructor name, and semester. It will contain a link and a unique student password for the online evaluation for that course. Students will need an electronic device with Internet access to complete the evaluation online. Submitted course evaluations cannot be removed from the system so it is vital that students pay attention to the *instructor name* and *course name* when completing their evaluations. Students must complete the online evaluations before 12 am on the first day of finals. No exceptions are made if the evaluation is not submitted before 12 am on the first day of finals.

For more information about the program and timelines for when the system is open to students to complete the evaluations, please visit:<https://faculty.uic.edu/development/teachingandlearning/evaluations/>