

## Composición 2: Interacción

### Tema: Protagonistas hispanohablantes en los Estados Unidos

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#### Introduction

Writing in the Spanish language program will prepare you to communicate information, ideas, and opinions effectively to an audience of readers on a variety of academic topics. During the second quarter, you will increase in sophistication in writing about yourself, others, and Spanish-speaking communities in the U.S.

In this composition, you will profile your native Spanish-speaking conversation partner. Writing in an academic style, you will reflect on this person's life, including, e.g., their current studies and other interests or pastimes, an important event or accomplishment, and future goals. Remember your task is to create a visual image of the life of your *compa de conversación*.

#### Finding a conversation partner

Whether on campus or nearby, many people from all walks of life speak Spanish. Some are US-born heritage speakers who grew up in Spanish-speaking homes, while others immigrated here. They may be professors, services workers, staffers, or fellow students. Whoever they are, you must respect them and their time, and request any and all appointments with ample notice. Remember also to extend a favor for one given. Perhaps your *compa* is looking for a jogging partner or needs a ride to the airport, or perhaps you could simply invite them to coffee. In any case, always remember that respect is tantamount in Spanish-speaking cultures, and you should conduct yourself accordingly. Remember, too, that one can't assume someone is a Spanish speaker based solely on appearance or surname. Rather, simply start by asking around, "Do you know anyone who happens to speak Spanish?" You're bound to hear a lot of yes's in answer to that question.

#### Respect the Honor Code

Although you occasionally may want to consult a Spanish-English dictionary such as [wordreference.com](http://wordreference.com), your participation in this course requires you to abide by the Stanford Honor Code. Therefore, do not use online translators such as Google translate, BabelFish, or SpanishDict, as these cannot teach you to write and merely spoil your writing style. In addition, remember that your *compa* is the subject of this essay, but it is *your* job to write it in your own words. If you feel you need any additional support beyond the classroom to write this composition, consult your instructor.

#### Composition Phases

The writing process will be divided into various phases:

Phase I: Pre-writing (brainstorming, anticipating and developing a set of questions for your "compa", developing vocabulary)

Phase II: Composing a first draft (organizing your pre-writing materials to create an outline and then develop a draft)

Phase III: Revising (improving the content, organization, and style of the first draft to create a second)

Phase IV: Editing (editing grammatical aspects, vocabulary, and spelling to prepare your final version)

**Phase I: Pre-writing.**

This phase is arguably the most critical, since it is the core of your work. In order to gather the information needed for the pre-writing and drafting stages, follow these steps:

**Summary**

**Step 1.** Find a native-speaking *compa de conversación* (see above) during the first week of class.

**Step 2.** Prepare an interview in order to gather information about your compa. Do your best to be polite and respectful. Your compa should only discuss what they feel comfortable talking about. You could say, e.g., “¿Me permites preguntar si/cómo/por qué...?” to approach a subject with gentility.

- A. The life of your *compa* at present. What do they study? What are their favorite pastimes?
- B. Their background: What is your conversation partner’s hometown and/or family like?
- C. One significant event in their life.
- D. The future goals of your *compa*.

**Step 3.** Make an appointment to interview your compa de conversación. Your interview will count as your portfolio assignment, Portfolio 5.

**Step 4.** Compile and organize the pre-writing information and your interview information to start your essay.

**Step 1: Finding a conversation partner**

Nombre (first name only): .....  
 De: .....  
 Viven en: .....

**Step 2: Preparing an interview**

ACTIVIDAD A: Exploring question types. Questions can be typologized into two categories: closed and open-ended. Look at the chart below and compare the possible responses with closed versus open-ended questions.

Preguntas cerradas		Preguntas abiertas	
Pregunta	Respuesta	Pregunta	Respuesta
¿De dónde eres?	Nueva York.	Cuéntame de tu ciudad, por favor.	Pues, nací en Nueva York y mi familia es de la República Dominicana.
¿Qué estudias?	Relaciones internacionales.	¿Me puedes hablar de tus estudios?	Pues, me especializo en las relaciones internacionales pero también me fascina el cine como reflejo de la cultura.
¿Cuántos años tienes?	20.	Cuéntame de ti con más detalles, por favor.	Soy de..., tengo x años, me encanta...mi familia es...

**ACTIVIDAD B.** Creating a questionnaire (*un cuestionario*).

Paso 1: Now look the chart below and the table that follows it. With a partner, use the chart to write down several possible **open-ended questions** in Spanish elicit a variety of information in each category. Your instructor will give you time to brainstorm and write. Then, share your questions with the class. Your instructor will help you edit your questions as needed.

A. La vida de tu compa actualmente (the life of your <i>compa</i> at present):	
B. Sus orígenes (por ejemplo, su ciudad y/o familia):	
C. Un evento significativo en su vida:	
D. Las metas a futuro de tu compa (the future goals of your <i>compa</i> ):	

As you compose your questions, consult your textbook. Below (and continued on the next page) is a handy table with pages numbers to guide you.

A. La vida de tu compa actualmente:	<ul style="list-style-type: none"> <li>• Hablar de profesión (pág. 22)</li> <li>• Hablar de rutinas y expresar frecuencia (págs. 61-62)</li> <li>• Hablar de viviendas (pág. 98)</li> </ul>
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B. Sus orígenes:	<ul style="list-style-type: none"> <li>• Hablar de origen (pág. 12)</li> <li>• Indicar nacionalidad (pág. 21) Hablar de su ciudad (pág. 38)</li> <li>• Hablar del barrio (pág. 93)</li> </ul>
C. Un evento significativo en su vida:	<ul style="list-style-type: none"> <li>• Hablar de experiencias (pág. 112)</li> </ul>
D. Las metas a futuro de tu compa:	<ul style="list-style-type: none"> <li>• Hablar del futuro. Usos del verbo ir. (pág. 61)</li> </ul>

Paso 2: Comunicación. Practice before your interview with your *compa de conversación* and interview a classmate with your questions. Take notes on their answers using the chart below.

RESPUESTAS:

A. La vida de tu compa actualmente (the life of your <i>compa</i> at present):	
B. Sus orígenes (por ejemplo, su ciudad y/o familia):	
C. Un evento significativo en su vida:	
D. Las metas a futuro de tu compa (the future goals of your <i>compa</i> ):	

ACTIVIDAD C: Simulacro/Modelo. “El portal de los empresarios migrantes”.

Paso 1: Lectura. Although you may not have interviewed your *compa* yet, pretend that you just did, meeting Fernanda Pimentel, a *protagonista* featured in your textbook. Read her story, “El portal de los empresarios migrantes” on p. 204.

Paso 2: Escritura breve. From the information Fernanda provides there, compose a brief draft as a kind of “dry run” for your own composition.

Remember that your goal as a writer is not to recite or recount like an encyclopedia or almanac. Nor should you write from your personal point of view. Rather, this is an academic essay in which, much like a news reporter providing a personality profile, you will give insight about who Fernanda Pimentel is, important decisions she’s made, a significant event in her life, and her hopes for the future.

Include the following:

- Introduction (present Fernanda Pimentel).
- Talk about her background.
- Narrate crucial events in her life.
- Conclude pointing to her hopes for the future.

Here are some useful connectives to enhance your composition:

Para presentar ideas:	Para organizar el contenido:	Para concluir:
<ul style="list-style-type: none"> <li>• Para empezar...</li> <li>• En primer lugar,...</li> <li>• Ya que...</li> <li>• Con respecto a...</li> <li>• En general,...</li> <li>• Generalmente hablando,...</li> </ul>	<ul style="list-style-type: none"> <li>• Al principio,...luego</li> <li>• Ahora bien,</li> <li>• Además,</li> <li>• Por ejemplo,</li> <li>• Es evidente que...</li> <li>• Por un lado,...por otro lado,...</li> <li>• Sin embargo,</li> <li>• Es decir,</li> </ul>	<ul style="list-style-type: none"> <li>• Por lo tanto y en conclusión,..</li> <li>• Finalmente,</li> <li>• A final de cuentas,</li> <li>• En conclusión,</li> <li>• En resumen,</li> <li>• En síntesis,</li> <li>• Para concluir,</li> <li>• Para resumir,</li> <li>• Para terminar,</li> </ul>

Escritura simulacro. Now write about Fernanda Pimentel. Remember that this will be your model to follow once you've interviewed your real *compa*.

**[Title, e.g.] Con esperanza: Fernanda Pimentel, una salvadoreña en Estados Unidos**  
**[Your title]** \_\_\_\_\_

[Introduction] \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[Background] \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[Events] \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[Hopes] \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Paso 3: Comunicación: Share your writing with a classmate and ask for suggestions. Your partner will do the same.

Advice I received:

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Paso 4: Reflexión. Now that you have your questionnaire and a writing model, think about other information you may need to compile to compose your essay. Do you need more questions? Are there other sources of information you might consult, perhaps a university newsletter?

Mis notas:

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**Step 3. Interview your compa de conversación. (Remember this is also Portfolio 2A.)**

In advance, set a date and time to meet with your *compa*. Be sure to politely thank your *compa* for the opportunity to chat in Spanish. If possible, offer them a favor in return.

**Step 4. Compile and organize the pre-writing information and your interview information to start your essay.**

**Phase II: First Draft**

TO DO AT HOME: Paso 1 y Paso 2.

Paso 1: To do at home. Organize your information. Look at the chart and (from your interview) fill with the proper information each category. Include a working title. You can improve it later as your essay unfolds.

Título: \_\_\_\_\_

Introducción:	
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Sus trasfondos (por ejemplo, ciudad o familia):	
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Acontecimientos [Events] en su vida:	
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Esperanzas para el future:	
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Conclusión:	
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Paso 2: Type your composition in your own words and make sure to:

- Type in 12 pt. font, double-spaced, 400-500 words (1.5-2 pages).
- Use the academic vocabulary and connectives you've learned.
- Choose an appropriate title that introduces your *compa*, saying something unique about who they are.
- Provide a third-person account about your *compañer@*. **Do not use first-person references** such as “*Mi compa de conversación vive en Branner y es muy chévere*”. Rather, speak about your *compa* in the third person, as if you were a reporter, for example: “*Lupe Hernández es una estudiante de primer año en la Universidad de Stanford que se especializa a la premedicina.... En el futuro, Lupe espera asistir a una escuela de medicina y hacerse doctora pediátrica*”.
- **Remember that your focus is to be on the *process* of writing, not just the final product. As such, your grade will be determined by not only the final product, but also *your* participation and efforts in the process as well.**

(Your name)
(the date in Spanish)
Spanlang 2A
Composición 2.1
.....
.....
.....

**Phase III: Revision of a classmate’s first draft**

**PEER REVIEW – IN CLASS**

**WHEN COMPLETED, ATTACH THIS PAGE TO YOUR FINAL DRAFT**

Author’s name ..... Reviewer’s name .....

Review your classmate’s COMPOSICIÓN 2.1 based on the following guide (this review is 10 points of the final grade):

1. **Con título, escrito a máquina.** Read your partner’s composition and check if this composition has:

Title Yes \_\_\_\_\_ No \_\_\_\_\_  
 Typed and double-spaced Yes \_\_\_\_\_ No \_\_\_\_\_

Suggest a more creative title if needed: .....

2. **Contenido.** Check if your partner has the following topics in their composition and how thoroughly these topics are developed. Then suggest areas for improvement.

This composition has:	Sí	No	Comments
1. Introducción/Vida actual <ul style="list-style-type: none"> <li>• A well-organized and creative beginning</li> <li>• The person’s life today</li> </ul>			
2. Background <ul style="list-style-type: none"> <li>• City</li> <li>• Family</li> </ul>			
3. Anécdota(s) sobre su vida <ul style="list-style-type: none"> <li>• An important moment in their life and/or</li> <li>• An event that shaped their personality</li> </ul>			
4. Vida futura/Conclusión <ul style="list-style-type: none"> <li>• Hopes for the future</li> </ul>			

4. **Cohesión.** Look for any words that repeat in the same paragraph, underline them and suggest synonyms.
5. **Estilo.** Does the essay read like an interesting but formal news profile? Or does the essay strike a familiar tone, perhaps with first-person references to “Mi compa”? If so, highlight some areas where revisions may be necessary and make a note in the left margin of the paper.
6. **Comunicación.** Share with your partner something you particularly liked about the essay. Then share the most important suggestion for improvement.
7. **Rewrite and bring COMPOSICIÓN 2.2 next class.** At home, review your composition considering your partner’s suggestions and rewrite. Make sure to keep all versions of your work in keeping with our focus on the process of writing.

**Phase IV: Editing**

**PEER OR SELF-EDITING – IN CLASS**

**WHEN COMPLETED, ATTACH THIS PAGE TO YOUR FINAL DRAFT**

Writer’s Name: ..... Editor’s Name : .....

Edit your own or your classmate’s composition according to your instructor’s instructions. Mark each category with a  to show that you’ve completed it. The thoroughness of your work will be considered in the final grade of the composition.

- Gender and number agreement.** Browse the nouns in one or two paragraphs and check that all the “article-noun-adjectives” agree in gender and number. If not, double underline the words following the example:

Ejemplos: El universidad famoso  
 La universidad famosa  
Una coche nueva  
 Un coche nuevo  
Sus amigo nuevas  
 Su amigo nuevo

Remember that:  
Feminine nouns generally end in: -a, -d, -ción, -sión,, -ión  
 (Ej: **la** felicidad, **la** ciudad, **la** población, **la** tranquilidad, **la** salud, **la** reunión, **la** percusión, **la** función, **la** presión)  
Masculine words that come from Greek may end in -a.  
Most of these words have English cognates: el problema, el tema, el idioma, el sistema, el mapa, el planeta  
Masculine words that come from Greek end in -ma, -

- Verb agreement.** Review the verb forms in one or two paragraphs and check that they agree with the noun they modify. Triple underline the wrong verb forms:

Ejemplos: Los estudiantes estudia  
 Los estudiantes estudian

- Spelling.** The only letters that can be doubled in Spanish are **cc**, **rr**, **ll**, and **nn**. Use the word **CaRoLiNa** to remember those consonants.

Ejemplos: **acc**ión, **per**ro, **ll**ave, **inn**ovador

- Use the language you know.** Read the composition and circle any verb forms or grammatical structures that you haven’t learned in class. Then replace them with forms or structures that you learned in class:

5.

Ejemplos:

haya sido encubierto
pudiera haberlo **dicho**

6. **SER y ESTAR.** Revisa las formas de los verbos SER y ESTAR con la siguiente guía:

Summary of uses of ESTAR	
Location	El niño <b>está</b> en la casa
To form present progressive	Patricio <b>está</b> estudiando
With adjectives that describe health and conditions	Fernanda <b>está</b> enferma/ocupada/triste
In some fixed expressions	<b>Estar</b> de acuerdo / <b>Está</b> claro / <b>Está</b> bien

Summary of uses of SER	
To identify people and things	Ella <b>es</b> profesora / esto <b>es</b> un libro
To express nationality; with <i>de</i> to express origin	Gastón <b>es</b> argentino (o <i>de</i> Argentina)
With <i>de</i> to tell of what material something is made	La mesa <b>es de</b> madera
With <i>para</i> to tell for whom something is intended	El regalo <b>es para</b> mi novio
To express time	<b>Son</b> las 11 de la mañana
To express possession with <i>de</i>	<b>Es de</b> Paco
To describe basic, inherent characteristics	<b>Es</b> inteligente, bajo, pecosó y pelirrojo
To form many generalizations	<b>Es</b> necesario / <b>Es</b> importante / <b>Es</b> probable

7. **Reflection.** Make a list of 3 things that you learned by writing this composition.

Yo puedo:

- .....
- .....
- .....

And 3 things that you want to improve for the next writing assignment.

Yo quiero:

- .....
- .....
- .....