

Composición 2: Narración

Tema: Una experiencia inolvidable

Introduction

Through your second composition, you'll continue to draw upon your personal world as a source of ideas for communicating ideas through writing in Spanish. For this assignment, you'll write a 1-page account of an unforgettable experience such as a special trip or important event in your life. You'll combine vocabulary and structures learned in class to create and communicate your message.

Composition Phases

The writing process will be divided into four phases:

Phase I: Pre-writing (brainstorming, anticipating questions, developing vocabulary, generating ideas)

Phase II: Composing a first draft (organizing your pre-writing materials to develop a draft)

Phase III: Revising (improving the content, organization, and style of the draft)

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

Submissions

- You will be required to print this packet and bring it to class daily to use as needed.
- You must type all drafts, double-spaced, in 12-point font.
- When resubmitting an essay, include all previous as well as all revision and editing worksheets completed by your or your partner.
- Remember that our focus is on the process of writing, on the evolution of the work, and how you attain the final version.

Respect the Honor Code

Although you occasionally may want to consult a Spanish-English dictionary such as 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, it is *your* job to write the assignment in *your own* words. If you feel you need any additional support beyond the classroom to write this composition, consult your instructor.

Phase I: Pre-writing.

As with Composición 1, this phase is arguably the most critical. It is the core of your work.

ACTIVIDAD A – EXPERIENCIAS PERSONALES.

Desarrollo de vocabulario. Review the vocabulary list below and then read «Una mujer activa» in *Protagonistas* (p. 113) and, from the events in the reading, gather vocabulary that will help you to start your narration.

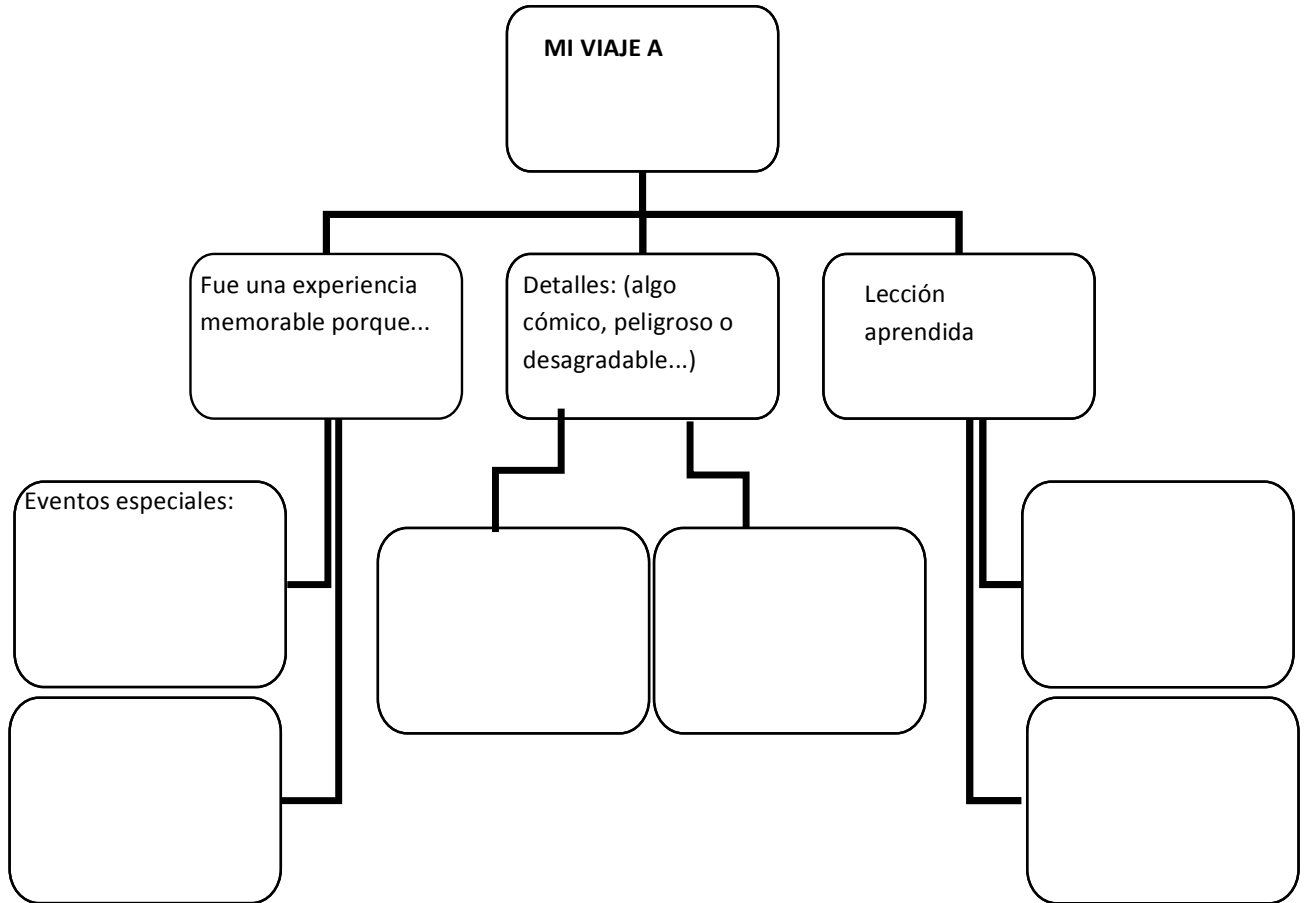
Fill each category with the vocabulary you found:

Evento memorable	Fecha, época, duración	Actividades	Lugares	Personas	Otro...
subir al Mont Blanc ----- ----- ----- ----- -----	marzo de 1997 Semana Santa ----- ----- ----- ----- -----	subir la montaña ----- ----- ----- ----- -----	Italia Francia ----- ----- ----- ----- -----	Manuela y amigos ----- ----- ----- ----- -----	----- ----- ----- ----- -----
Now add below in each category any other words you may know in Spanish that you could use to narrate your memorable event. If there are words you'd like to use but don't yet know their Spanish equivalent, ask your instructor. 😊					
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ACTIVIDAD B – MÁS IDEAS....

Paso 1: Más vocabulario. On p. 114 of *Protagonistas*, read «El diario de viaje de Alberto» and gather more vocabulary to add to “Actividad A” vocabulary box.

Paso 2: A organizarme. Next, using the chart below as a model, further structure your ideas.



Paso 3: Comunicación. To get your creative juices flowing still more, chat with a partner in class about your memorable event. Write 3 questions to inquire about your partner’s memorable event, and use those questions to get the conversation started. Use the Spanish you already know.

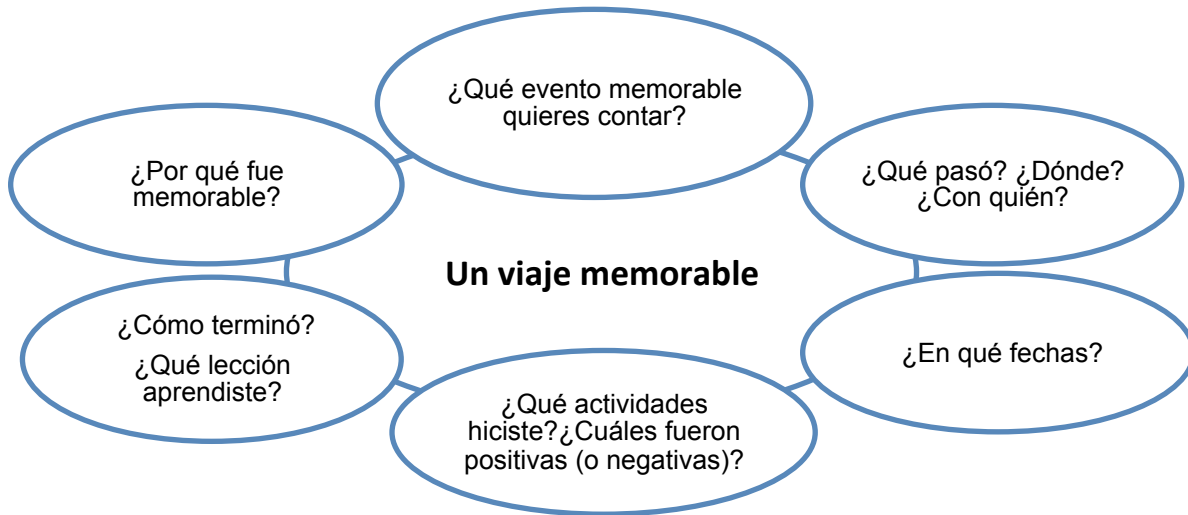
1. _____
2. _____
3. _____

Phase II: First Draft

Un viaje memorable

For your first draft, structure your pre-writing material and elaborate upon it. Describe a memorable experience, for example, during a trip. Don't worry if it wasn't an especially unique trip. Your experience is what counts!

Paso 1: Answer the following questions to help you complete your work.



Paso 2: Compilation and organization. Organize your notes from the pre-writing assignments and include the following:

- I. **An Introduction, including a general description of the memorable event listing**
 - a. **Approximate dates it took place**
 - b. **Notable places involved**
- II. **Notable activities that took place**
- III. **Positive or negative experiences, depending on the emphasis or your composition**
- IV. **Conclusion**
 - a. **Including an important lesson learned from the experience**

Paso 3: Type your composition (double-spaced, 12-point font) in your own words:

- Choose an appropriate **title** to introduce your memorable event and say **something unique** about it.
- Use as much of the relevant vocabulary you've learned as possible.
- Organize your information using the appropriate connectives: see boxes 5A.4, 5A.5 and 5A.6, "Indicar momentos puntuales en el pasado", "Expresar secuencias temporales" and "Estructurar un relato" in *Protagonistas* (pp. 114-115).
- Remember that the focus of the assignment is on the process of writing, not just on the final product. Your grade will be determined holistically with this in mind.
- Start the composition with the following header and your chosen title:

	(Your name) (the date in Spanish) Spanlang 1 Composición 2.1
.....	

Phase III: Revising the first draft

PEER-REVIEW-IN CLASS
WHEN COMPLETED, ATTACH THIS PAGE TO YOUR FIRST DRAFT.

Nombre del autor: Nombre del editor:

Review your classmate’s composition (composición 2.1) based on the following guide:

1. **Title.** Read your partner’s composition and check the following:

It has a title Si ____ No ____
 It is typed and double-spaced Si ____ No ____

Suggest a more creative title if needed:

2. **Content.** Check if your partner has included the following topics in her/his composition thoroughly apart from the introduction and conclusion. Suggest areas of improvement in the comments.

This composition has:	Sí	No	Comments
1. an introduction: <ul style="list-style-type: none"> Beginning paragraph introducing the memorable event and its time frame. 			
2. information about the place or places where the event took place: <ul style="list-style-type: none"> description of place or places and some sites. personal likes or dislikes about the place. 			
3. information about activities performed during that period of time: <ul style="list-style-type: none"> including positive (or negative) experiences. 			
4. Conclusion: <ul style="list-style-type: none"> A brief conclusion with an important lesson learned from the experience. 			

- Cohesion.** Look for any words that repeat in the same paragraph, underline them, and suggest ways to rephrase expressing the same idea. How many times do you see a word repeated in the same paragraph?
- Share.** Now discuss the comments with the author. **As a reviewer, your responsibility** is to help your partner to discover strengths and areas for improvement in the first draft in order to come up with ideas to improve content, organization, and style for the next draft.
- Revise and bring a printed copy of COMPOSICIÓN 2.2 on Monday.** At home review your compositions considering your partner’s suggestions and rewrite. *Keep all versions of your work to submit together. Remember the focus is on the process of writing.*

Phase IV: Editing

PEER OR SELF-EDITING-IN CLASS
WHEN COMPLETED, ATTACH THIS PAGE TO YOUR SECOND DRAFT.

Nombre del autor: Nombre del corrector (si corresponde):

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

1. **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 examples:

Ejemplo: El playa famoso
 La playa famosa

La horario divertidas
 El horario divertido

Su amigos nuevas
 Sus amigos nuevos

Remember that feminine nouns generally end in:
 -a, -ad, -ud, -sión, -ción, -ión, -umbre
 Ej: Ciudad, salud, pasión, canción, costumbre.

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, -pa, -ta.

2. **Verb agreement.** Review the **past verb** forms in one or two paragraphs and check that they agree with the noun they modify. Underline the wrong forms:

Ejemplo: Los estudiantes estudió
 Los estudiantes estudiaron

3. **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: acción, perro, llave, innovador

4. **Look for** : Contracción "DEL" y "AL" (NO "de el" o "a el")

5. **Use the language you know.** Read the composition and circle any verb forms or grammatical structures that you haven't learn in class or that seem confusing to you. Then replaced with forms or structures that you learn in class.

Ejemplos:

Hava sido encubierto

Pudiera haberlo traicionado

6. **Share.** If you are working with a partner, now discuss your comments with the author. **Your responsibility** is to help your partner to discover strengths and areas for improvement.

7. **Connectives.**

a. Check if you used some of the connectives on pp. 114-115 in *Protatonistas*.

Here are some more transitional words and phrases to link your descriptions:

al día siguiente	the next day	de repente	suddenly
al final	at/in the end	después de (que)	after
al mismo tiempo	at the same time	durante	during
al principio	at the beginning	entonces	then, next
al rato	after a while	inmediatamente	immediately
de pronto	suddenly	tan pronto como	as soon as

b. Consider how you concluded your composition. Here are some phrases that may be useful:

a fin de cuentas / al final / al fin y al cabo	in the end
después de todo	after all
en resumen / en total	in summary
para concluir	to conclude

8. **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 your first writing assignment in Spanlang 2.

Yo quiero:

-
-
-