

Composición 1: Descripción personal

Tema: Yo

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 first quarter, you will develop your writing abilities in Spanish to express meaning about yourself and the world around you.

For this first composition, you will write a 1-page autobiography in which you will introduce yourself to the class. You will recombine the vocabulary and structures learned in class to create and communicate your own 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 first draft to create a second draft)

Phase IV: Editing (editing grammatical aspects, vocabulary, and spelling to prepare your 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 versions as well as all revision and editing worksheets completed by you 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 it 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

This phase is arguably the most critical. It is the core of your work.

ACTIVIDAD A – ¿QUIÉN SOY?

Paso 1: Desarrollo de vocabulario. Review the vocabulary list below and then read «Joan, un catalán políglota» in *Protagonistas* (p. 24). Next, consult the vocabulary list on p. 31 and add below any new words from that list that could apply to you.

lenguas	estudios y profesiones	actividades	palabras descriptivas
catalán español francés inglés italian@	guía turístic@ estudiante	hablar trabajar estudiar buscar practicar	muy interesante divertid@
Now add below in each category any other words you may know in Spanish that you could use to describe yourself. If there are words you'd like to use but don't yet know their Spanish equivalent, ask your instructor. 😊			
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Paso 2: Escritura breve. On p. 25 of *Protagonistas*, read the email from Anna, an American, to Pablo. Then reply to Anna in an email describing your Spanish class, instructor, and classmates in detail:

Querida Anna:

¿Cómo estás? Yo también estudio español, yo en la Universidad de Stanford.....

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Paso 3: Comunicación. To get your creative juices flowing further, start a conversation with a partner in class. Write 3 questions to inquire about your partner’s life and interests, and use those questions to start a conversation. Use the Spanish you already know.



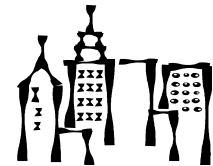
- 1.
- 2.
- 3.

ACTIVIDAD B – MI CIUDAD

Paso 1: Más vocabulario. Read «México, D.F.» in *Protagonistas* (p. 41) and complete the list below to include all the new vocabulary words:

tipos	sitios	características	otros
rural urban@	los barrios la capital	muy antigu@	el ambiente
Use the vocabulary list in p. 45 to add any other words you might need to describe your hometown:			
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Paso 2: Un mapa. Draw an aerial diagram of your town. Place your home, institutions, buildings, stores, parks, restaurants, entertainment sites, etc. Include the names of each site in Spanish.



Paso 3: Comunicación. With a partner, describe your town in detail and explain how each site relates to your life. Include information about places you frequent.

Paso 3: Escritura breve. Write a brief description of your own town using the Spanish you have learned.

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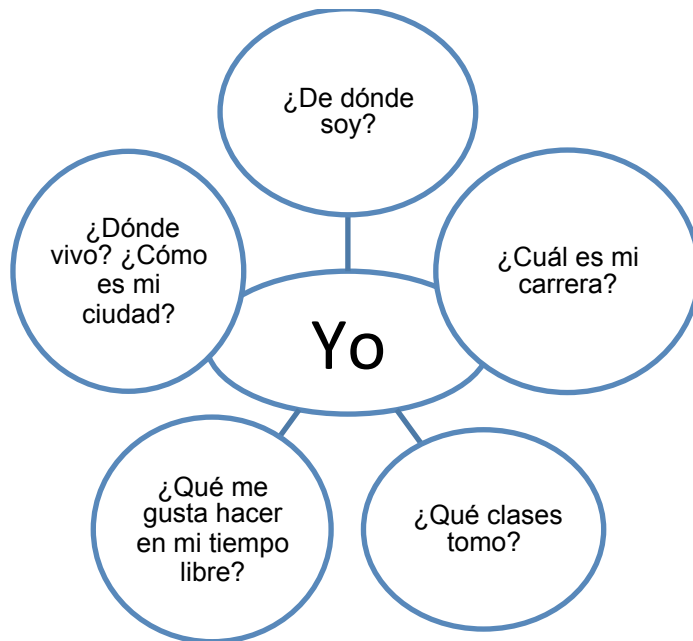
Now give a title to your description of your hometown:

Phase II: First Draft

Complete at home **Paso 1, Paso 2, and Paso 3**

For your first draft you will structure in an organized format your pre-writing material.

Paso 1: ¿Quién soy? Answer the following questions in as much detail as you can provide:



Paso 2: Compilación y organización. Take your notes from the pre-writing assignments and organize them making sure to include the following:

- a) Introduction
- b) Where you're from
- c) Where you live
- d) You and the university
- e) Major and classes
- f) Interests and activities
- g) Conclusion

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

- Choose an appropriate title to introduce yourself and say something unique about who you are.
- Use a great deal of the vocabulary you've learned.
- Remember that the focus of the assignment is on the process of writing, not just 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 1A
Composición 1.1

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Phase III: Revising the first draft**PEER REVIEW – IN CLASS****WHEN COMPLETED, ATTACH THIS PAGE TO YOUR FINAL DRAFT**

Nombre del autor

Nombre del revisor.....

Review your classmate's composition (Composición 1.1) based on the following guide:

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

It has a title Sí _____ No _____
 It is typed and double-spaced Sí _____ No _____

Suggest a more creative title if needed:

2. Content. Check if your partner has included at least 3 of 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: • beginning paragraph introducing her/himself;			
2. information about city/town of origin: • description of place and of some sites, • favorite activities offered, • personal likes and dislikes about place;			
3. information about current living situation: • information about dorm (<i>la residencia estudiantil</i>), • list of activities that s/he does there, • likes/dislikes about place and roommates;			
4. information about current studies: • areas of interest, possible major or minor, • possible career choices;			
5. information about classes: • description of classes, • favorite classes this quarter, • information about teachers and/or classmates.			
6. a brief conclusion			

- 1. Cohesion.** Look for any words that repeat in the same paragraph, underline them, and suggest synonyms or different structures to replace them. How many times do you see the word "yo"? In Spanish yo (and other subject pronouns) are used only for clarification or emphasis, so cross out unnecessary instances of yo.
- 2. Share.** Now, discuss your comments with the author. **As a reviewer, your responsibility** is to help your partner 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.
- 3. Revise and bring a printed copy of COMPOSICIÓN 1.2 on Monday.** At home, review your composition 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.

Cuarta etapa: Editing

PEER OR SELF-EDITING – IN CLASS

WHEN COMPLETED, ATTACH THIS PAGE TO YOUR FINAL 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’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:
 Femenine 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, -pa, -**

- 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: acción, **p**erro, **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 or that seem confusing to you. Then replace them with forms or structures that you learned in class:

Ejemplos: haya sido encubierto pudiera haberlo traicionado

5. **Share.** If you are working with a partner, now discuss your comments with the author. **Your responsibility is to help your partner discover his/her patterns of strength and areas for improvement.**

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

Yo puedo:

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

Yo quiero:

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