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**SP347 Creative Writing Skills Workshop:  
"Read, imitate, modify, and recreate Spanish legends"  
Independent Abroad  
IES Abroad Salamanca Syllabus**

**DESCRIPTION:** Creative Writing and, in particular, writing based on Spanish legends is one of the most dynamic activities that can be carried out in a Spanish Language Workshop. The specific aim of this course is to learn the mechanisms involved in text writing and literary creation, while playing creative games to inspire ideas, the origin of short stories and their own poems. In this workshop, the dynamics are based on narrative elements of Spanish legends and students will participate in a progressive and playful creative journey through letters, words and phrases to a text, their own completed piece of writing.

This is a workshop where imagination and creativity prevail. The first contact, the creative game and the workshop as a starting point are given preference. Therefore, work is based on the three basic learning steps for creative writing: imitate, modify and recreate. Imitation is the first learning procedure: by repeating, the external is interiorized, and its mechanisms are learned and made ours. Modification means alteration, transgression, and allows identifying diverse possibilities of expression as well as their corresponding effects. Finally, recreation involves a step forward, inventing, giving free rein to your imagination from a given basis that, in this course, is a selection of Spanish legends of all time.

Among all the possibilities offered by a workshop of this type, the idea that reading serves as the basis for expressing a creative act is especially interesting. For writing, reading is necessary, essential, above all. Reading is the main source of ideas and resources, reading provides models to imitate or avoid, reading is the aim of a created text. There is no writing without reading but, at the same time, there is no reading without writing.

The general objectives of this workshop are the following:

- Encourage writing based on reading (and vice versa).
- Understand the elements that take part in the creation of a fictional text.
- Promote active and critical reading.
- Implement some mechanisms used in the creation of literary works.
- Identify the connection between language and literature (grammar and literary expression).
- Create their own texts.

**CONTACT HOURS:** 15 hours

**CREDITS:** 1

**OFFICE HOURS:**

**PREREQUISITES:** Completion of IES Abroad's *Novice Abroad* level as defined by the *IES Abroad MAP for Language and Intercultural Communication*. Likewise, students should be interested in improving their writing skills and have a positive attitude towards linguistic reflection.

**METHOD OF PRESENTATION:** The methodology will be diverse, and analytical, deductive and contrastive procedures will be carefully applied, leading to a deeper reflection and internalization of content, resources and techniques. In summary, this creative workshop seeks to improve students' writing skills through analysis, comparison, creation, correction and editing of texts.

There will be a progression with various sequences of exercises that form a cohesive set of increasing complexity. This common thread will be the writing units. Students will start with the

simplest, the letter (the sound), to reach the most complex, the text (the completed work). Each of them will be used to work specific aspects related to both language and literature.

For this purpose, this workshop maximizes cooperative work in groups and in pairs as well as students' self-learning and self-assessment.

Class materials and texts will be a selection of Spanish legends of all time, some of them considered *Intangible Cultural Heritage* by UNESCO. They will be varied in terms of time, themes and geography of Spain.

The IES Abroad Salamanca **Moodle** platform will be used to complement classroom sessions throughout the whole course: <https://moodle.iesabroad.org>

**ATTENDANCE POLICY: Class attendance is MANDATORY.** Each student will be allowed only **one unexcused absence** throughout the whole course. For each unexcused absence beyond this there will be a reduction in the final grade.

**LANGUAGE OF INSTRUCTION:** Spanish

**LEARNING OUTCOMES:** In this workshop students will reinforce and improve their linguistic competence focused on their writing skills. Specifically, by the end of the course, as defined by the *IES Abroad MAP for Language and Intercultural Communication*, students will be able to:

- Write brief essays for class that narrate, describe, compare and summarize on a range of topics.
- Understand, identify and implement communicative strategies that promote the encoding and decoding of written texts.
- Successfully use Moodle and other online tools (dictionaries, word-processing programs, etc.) as resources to improve their written compositions.

#### **REQUIRED WORK AND FORM OF ASSESSMENT:**

- **Class participation (10%):**

Since it is a continuous evaluation process, apart from students' academic performance, their active, participatory and responsible attitude in class will be positively evaluated. Additionally, class exercises of textual analysis and production will significantly determine students' final grade.

- **Exams (40%):**

Throughout the course there will be two exams: a mid-term and a final exam. Each exam will include a **written composition** of a discourse type previously analyzed in class as well as various **related questions on discourse strategies and procedures**. Established exam times and dates cannot be modified.

- *Mid-term exam: In mid-term -----20%*
- *Final exam: At the end of the course -----20%*  
(The final exam will include all course content)

- **Field study (20%):**

**Field study (I) (10%). Lecture by a local writer/journalist** to be determined by the instructor and IES Abroad. The aim is to reflect on the writing process from a professional and practical point of view.

- *Pre-task*: Read various fragments from works by this author and, in groups, prepare some questions on the writing process for the writer.
- *Task*: Pay attention to the lecture and take notes about the most interesting aspects of the writing process.
- *Post-task*: Creative writing in groups to implement everything learned during the lecture.

**Field study (II)** (10%). The aim is to connect writing with the expression of feelings and experience in an immersion context. For this purpose, students will participate in ***The Route of Emotions***, visiting their favorite places in Salamanca. Once there, they will write about the feelings evoked by that place, describe their favorite spot (light, color, objects), justify their choice, remember the first time they visited that place, etc.

- *Pre-task*: Choose their favorite place in Salamanca and research its origin, history, etc.
- *Task*: Visit that place and write about evoked emotions and feelings. Type of writing: to be chosen by students.
- *Post-task*: Produce a creative map of Salamanca based on emotions.

▪ **Required readings (10%):**

Throughout the course required and propaedeutic readings will be analyzed. Their evaluation will be carried out through reading guides revised in class.

▪ **Assignments (20%):**

Throughout the course, students will create a personal book where they will include all assignments and whose title will be "My version of the legend...". The instructor will guide the book content weekly.

**CONTENT:**

Week	Content	Assignments
Week 1 <i>Starting the journey</i>	<ul style="list-style-type: none"> <li>▪ Introduction and first contact.</li> <li>▪ Reflection on the main problems when facing writing.</li> <li>▪ Motivational text: "La cosa" by Juan José Millás, available at: <a href="http://enfrascopequeno.blogspot.com.es/2016/09/la-cosa-juan-jose-millas.html">http://enfrascopequeno.blogspot.com.es/2016/09/la-cosa-juan-jose-millas.html</a></li> <li>▪ <b>The alphabet</b>: initial exercise.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writing I: My favorite word: reading, imitation and creation.</li> <li>▪ Required reading (1): "La cosa" by Juan José Millás.</li> </ul>
Week 2 <i>"Los amantes de Teruel"</i>	<ul style="list-style-type: none"> <li>▪ <b>Alphabet sequence</b>, in relation to "Los amantes de Teruel".</li> <li>▪ Reading comprehension.</li> <li>▪ Definition and model.</li> <li>▪ Vocabulary.</li> <li>▪ Creative writing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writing II: Sequence.</li> <li>▪ Required reading (2): Legend of "Los amantes de Teruel".</li> </ul>
Week 3 <i>"El lagarto de la Malena"</i>	<ul style="list-style-type: none"> <li>▪ <b>The tautogram</b>, in relation to the legend "El Lagarto de la Malena".</li> <li>▪ Reading comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writing III: Tautogram.</li> <li>▪ Required reading (3): Legend of "El Lagarto de la Malena".</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Definition and model.</li> <li>▪ Vocabulary.</li> <li>▪ Creative writing.</li> </ul>	
<p>Week 4 <i>"Las mocedades del Cid"</i></p>	<ul style="list-style-type: none"> <li>▪ <b>Monovocalic words</b>, in relation to the legend "Las mocedades del Cid".</li> <li>▪ Reading comprehension.</li> <li>▪ Definition and model.</li> <li>▪ Vocabulary.</li> <li>▪ Creative writing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writing IV: Monovocalic words.</li> <li>▪ Required reading (4): Legend of "Las mocedades del Cid".</li> </ul>
<p>Week 5 <i>Giving free rein to your imagination</i></p>	<ul style="list-style-type: none"> <li>▪ Field study (I): Lecture by...</li> <li>▪ Creative writing: inspiration, imagination and tricks.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Pre-task</i>: Read various fragments from works by this author and, in groups, prepare some questions for the lecture.</li> <li>▪ <i>Task</i>: Take notes about the most interesting aspects of the writing process.</li> <li>▪ <i>Post-task</i>: Creative writing in groups (Writing V).</li> </ul>
<p>Week 6 <i>Mid-term exam</i></p>	<p>Mid-term exam: Written composition (I)</p>	
<p>Week 7 <i>"Los fantasmas de la Casa de América y del Museo Reina Sofía"</i></p>	<ul style="list-style-type: none"> <li>▪ <b>The lipogram</b>, in relation to the legend "Los fantasmas de la Casa de América y del Museo Reina Sofía".</li> <li>▪ Reading comprehension.</li> <li>▪ Definition and model.</li> <li>▪ Vocabulary.</li> <li>▪ Creative writing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writing VI: Lipogram.</li> <li>▪ Required reading (6): "Los fantasmas de la Casa de América y del Museo Reina Sofía".</li> <li>▪ Joint evaluation of creative results.</li> </ul>
<p>Week 8 <i>"El Topo de la Catedral de León"</i></p>	<ul style="list-style-type: none"> <li>▪ <b>The acrostic</b>, in relation to the legend "El Topo de la Catedral de León".</li> <li>▪ Reading comprehension.</li> <li>▪ Definition and model.</li> <li>▪ Vocabulary.</li> <li>▪ Creative writing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writing VII: Acrostic.</li> <li>▪ Required reading (7): Legend of "El Topo de la Catedral de León".</li> </ul>
<p>Week 9 <i>"La leyenda del Lago de Sanabria"</i></p>	<ul style="list-style-type: none"> <li>▪ <b>The palindrome</b>, in relation to the legend of Sanabria Lake.</li> <li>▪ Reading comprehension.</li> <li>▪ Definition and model.</li> <li>▪ Vocabulary.</li> <li>▪ Creative writing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writing VIII: Palindrome.</li> <li>▪ Required reading (8): Legend of Sanabria Lake.</li> </ul>
<p>Week 10 <i>The Route of Emotions</i></p>	<ul style="list-style-type: none"> <li>▪ Field study (II): <i>The Route of Emotions</i>.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Pre-task</i>: Choose and research your favorite place in Salamanca.</li> <li>▪ <i>Task</i>: Write about the emotions evoked by that place.</li> </ul>

		<ul style="list-style-type: none"> <li>▪ <i>Post-task</i>: Produce a map of Salamanca based on emotions.</li> </ul>
Week 11 <i>"La Santa Compañía"</i>	<ul style="list-style-type: none"> <li>▪ <b>The anagram</b>, in relation to the legend of the 'Santa Compañía'.</li> <li>▪ Reading comprehension.</li> <li>▪ Definition and model.</li> <li>▪ Vocabulary.</li> <li>▪ Creative writing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writing IX: Anagram.</li> <li>▪ Required reading (9): Legend of the 'Santa Compañía'.</li> </ul>
Week 12 <i>Reviewing</i>	<ul style="list-style-type: none"> <li>▪ Text review: reflection on the quality and correctness of texts.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Presentation of the most significant works to the group.</li> </ul>
Week 13 <i>The final point</i>	Final exam: Written composition (II)	

### REQUIRED READINGS:

List of Spanish traditional legends, extracted from:

Merino, José María. *Leyendas españolas de todos los tiempos*. Barcelona: Siruela, 2010.

"Los amantes de Teruel" (p. 99)

"El lagarto de la Malena" (p. 200)

"Las mocedades del Cid" (p. 56)

"Los fantasmas de la Casa de América y del Museo Reina Sofía" (p. 191)

"El Topo de la Catedral de León" (p. 204)

"La leyenda del Lago de Sanabria" (p. 127)

"La Santa Compañía" (p.178)

### Course materials:

Provided by the instructor in order to work on adapted activities from various manuals, among others:

Hidalgo de la Torre, Rafael. *Sugerencias sugestivas con las palabras*. Barcelona: Octaedro, 2010.

Instituto Cervantes. *Escribir, crear y contar*. Madrid: Espasa Calpe, 2014.

Rodari, Gianni. *Gramática de la fantasía: introducción al arte de contar historias*. Barcelona: Ediciones del Bronce, 2002.

VV.AA. *Taller de escritura. Niveles A1, A2, B1*. Barcelona: Edinumen, 2009.

VV.AA. *Escritura creativa*. Madrid: SGEL, 2012.

**RECOMMENDED READINGS:**

ALVAREZ, Alfredo I. *Escribir en español. La creación del texto escrito. Composición y uso de modelos de textos*. Oviedo: Ediciones Nobel y Ediciones de la Universidad de Oviedo, 2005.

BUSTOS GISBERT, José M. *La construcción de textos en español*. Salamanca: Universidad de Salamanca, 1996.

CASSANY, Daniel. *Expresión escrita en L2/ELE*. Madrid: Arco/Libros, 2005.

LLOPIS, R. "Escribir sin pensar, ¡ni pensarlo! Organizar la expresión escrita", 2007, available at [http://www.uv.es/foro/foro3/Llopis\\_Garcia\\_2007.pdf](http://www.uv.es/foro/foro3/Llopis_Garcia_2007.pdf)

MARTÍN PERIS, Ernesto. «Propuestas de trabajo de la expresión escrita». In L. Miquel y N. Sans (coords.). *Didáctica del español como lengua extranjera (E/LE 1)*. Madrid: Fundación Actilibre, Colección Expolingua, 1993, pp. 181-192.

REYES, Graciela. *Cómo escribir bien en español. Manual de redacción*. Madrid: Arco/Libros, 1998.

SÁNCHEZ LOBATO, Jesús (coord.) e Instituto Cervantes. *Saber escribir*. Madrid: Aguilar, 2006.

**Electronic resources:**

[www.rae.es](http://www.rae.es) (Real Academia Española)

[www.cervantes.es](http://www.cervantes.es) (Instituto Cervantes)

[www.fundeu.es/esurgente/lenguas/](http://www.fundeu.es/esurgente/lenguas/) (Español Urgente de la Agencia EFE)