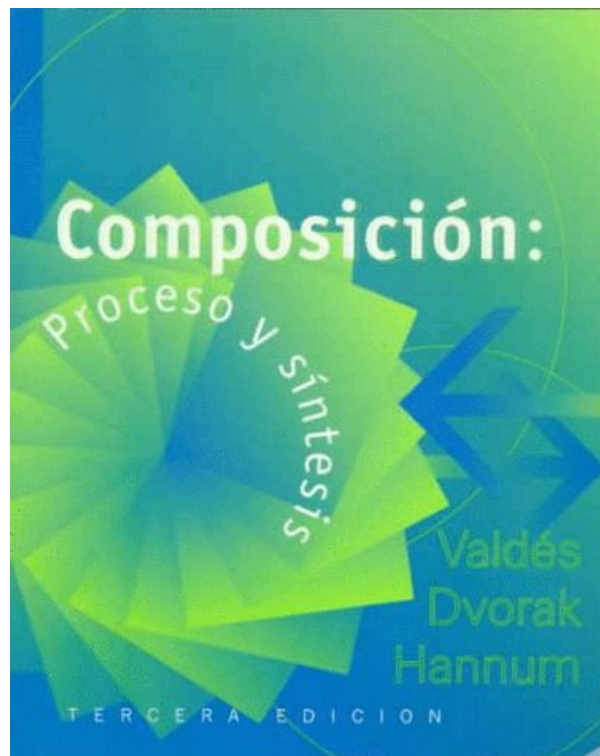
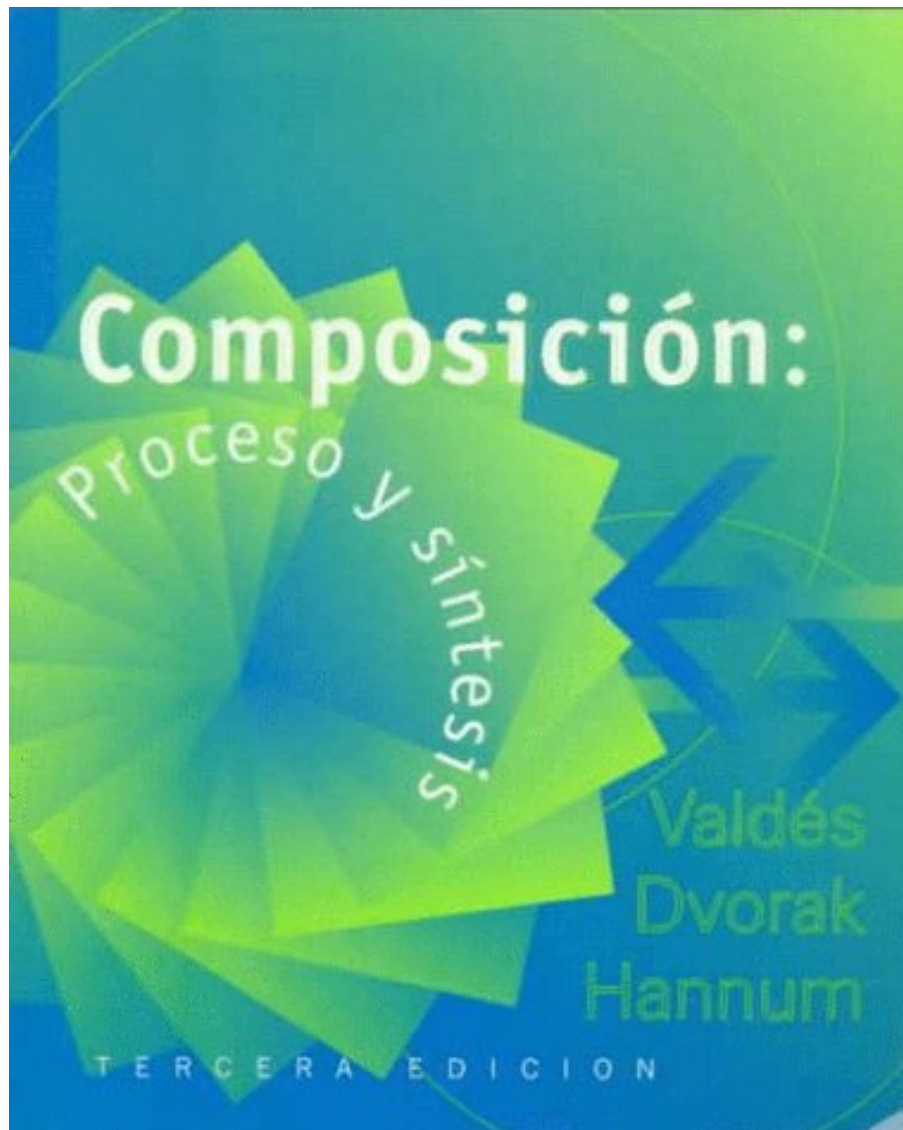


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Language Notes

Text: Spanish, English

About the Author

Guadalupe Valdes is a Professor of Spanish and Portuguese and Professor of Education at Stanford University. She works in the areas of Socio-linguistics and Applied Linguistics, and has published numerous articles in one of her concentrations, the teaching of Spanish to both monolingual speakers of English and bilingual Hispanics. Professor Valdes is the author of four Spanish-language textbooks, two of which focus on teaching Spanish to bilingual Hispanics. She served as a member of the editorial boards of several journals, including *Modern Language Journal*, *Bilingual Review*, and *Hispanic Journal of the Behavioral Sciences*. Trisha Dvorak is Senior Program Manager with Educational Outreach at the University of Washington. She has coordinated elementary language programs in Spanish and taught courses in Spanish language and foreign language methodology. Professor Dvorak received her Ph.D. in Applied Linguistics from the University of Texas at Austin. She has published books and articles on aspects of foreign language learning and teaching and is co-author of *Composicion: Proceso y sintesis*, a writing text for third year college students. Thomasina Pagan Hannum is a retired Spanish teacher. She currently works as a Consultant on Language Testing with the Bilingual Unit of the State Education Department of New Mexico, and frequently presents workshops on writing in the language classroom. She received her MATS from the University of New Mexico and has completed considerable additional study in Spanish Linguistics. She is co-author of *Como se escribe*, a text for Spanish-English bilingual students at the secondary level, a contributing writer for *Paso a paso*, a Spanish-language series for secondary students, and co-author of *Un paso mas*, a workbook for bilingual students to accompany *Paso a paso*.

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This widely used text is designed for use in third year composition courses. "Composicion" is intended to develop students' abilities in the kinds of writing they are asked to do as Spanish majors and minors. This text helps students understand the roles of the sender and the receiver of the message in the writing process, and also focuses on developing the necessary tools and resources for being a good writer. The presentation of material in "Composicion" is entirely in Spanish.

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On the contrary...not boring!

By Michele Maddix

Contrary to one of the other reviewers of this book, I do NOT find it boring at all. This book is designed for students who have upper-level ability (junior or senior college level). If one does not understand the majority of vocabulary in this book, then he/she is not at that level, despite his/her actual class level standing. Ideally, this book is to improve your STYLE of writing and your ability to write effectively, whether you are asked to write a composition (descriptive, persuasive, etc), or a term paper. It is not designed to improve grammar or vocabulary (although it could, depending on the amount of effort put forth). The groundwork for good grammar should have already been laid, although grammar and vocabulary are an ongoing learning process and no one is expected to be perfect at either. My suggestion would be to review textbooks used in lower level classes to improve grammar. And, a good dictionary, used religiously, is indispensable for effective acquisition of vocabulary.

That reviewer, however, makes a very good comment. Learning how to write also requires frequent practice, and for THIS this book is excellent. It gives good information on how to generate ideas and organize them. It examines, in detail, the various types of writings in order to give the student the tools he/she needs for accomplishing these types of assignments when asked to. And, it gives many exercises useful in practicing the information learned.

If read carefully, this book provides very effective information, which will enable to student to improve the form and style of his/her writing.

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