

The University of Iowa  
College of Liberal Arts and Sciences  
**Department of Spanish**

**Writing in Spanish: 35:103:001**  
Fall 2007  
472 Phillips Hall  
Course Website: <http://icon.uiowa.edu>

The administrative home of this course is the College of Liberal Arts and Sciences.

**Instructor: Crystal Chemris, PhD.** Dr. Chemris is Visiting Assistant Professor of Spanish. She received her PhD from Brandeis University and has taught courses in Hispanic literature, culture and language at various institutions. She has published on Spanish Renaissance and Baroque literature as well as on modern Latin American poetry.

**Office location and hours:** MWF 10:20-11:20am and by appointment; 428 Phillips Hall

**How to communicate with instructor:** Please contact me by email whenever possible to let me know if you have any concerns about the course, if you have to miss a class, if you would like to arrange an appointment, or for any other reason. I respond within 24 hours, but there may be a longer delay on weekends or holidays. You can give essays or messages for me to Merry Bullock, the receptionist in the Office of Spanish and Portuguese, 111 Phillips Hall (be sure my name is on the message or essay).

**Phone:** 335-2795 (during office hours)

**Email address:** [crystal-chemris@uiowa.edu](mailto:crystal-chemris@uiowa.edu)

**DEO:** Tom Lewis, PhD, 111 Phillips Hall ([tom-lewis@uiowa.edu](mailto:tom-lewis@uiowa.edu)).

**Description of Course:** This course provides a bridge from second-year Spanish to more advanced courses in Spanish language, linguistics, and literature. It emphasizes skill development in writing, critical reading in Spanish, and oral communication. This **is not** a grammar course; therefore, it is assumed that students have already mastered the basic elements of grammar up to the prerequisite (35:12). Issues of grammar will be addressed **only** within the context of language style and other elements of expository writing as presented in the textbook and accompanying workbook, or in group correction of typical errors. **The course is taught entirely in Spanish; the use of English is strictly prohibited in class.**

**Objectives and Goals of the Course:**

1. To develop writing abilities in Spanish
2. To develop abilities in critical reading
3. To provide context for discussions on writing and content
4. To increase your knowledge of the Spanish language through formal writing

5. To improve your knowledge of Hispanic cultures

**Course Prerequisites:** Two years of college-level Spanish or equivalent (i.e. placement at fifth semester level). Eligible students who earn a B or higher in this course qualify for FLIP credit. This class is not appropriate for students who have already taken advanced Hispanic literature courses in Spanish.

### Texts

Valdés Dvorak, Hannum and Angelelli, *Composición: Proceso y síntesis* and *Cuaderno de práctica* to accompany *Composición: Proceso y síntesis*

Available at Iowa Book and Supply. Note: *Cuaderno* for Chemris sections 1 and 2 is being kept at the register.

There will be some readings posted on our ICON site, as indicated on syllabus, and a handout with a correction symbol key will be distributed in class.

Recommended text: A good Spanish-English dictionary. I particularly recommend either the Oxford (300,000 words and 500,000 translations) or the Collins (750,000 words). The Oxford can be bought discounted through Amazon.com., and a copy is on reserve at the library.

**Grading System and the Use of +/-** The plus-minus system will be used according to the following departmental scale:

97.0 – 100.0	A+	77.0 – 79.9	C+
93.0 – 96.9	A	73.0 – 76.9	C
90.0 – 92.9	A-	70.0 – 72.9	C-
87.0 – 89.9	B+	67.0 – 69.9	D+
83.0 – 86.9	B	63.0 – 66.9	D
80.0 – 82.9	B-	60.0 – 62.9	D-
		below 60.0	F

### GRADE BREAKDOWN:

Compositions	20%
Revised Compositions (revised after correction symbols added by instructor)	20%
Short Writing assignments (100-200 words)	20%
Workbook (inspected at mid point and at end of semester as noted)	10%
Participation	30%

**COURSE ACTIVITIES:** In order to fulfill the requirements and objectives of this course, we will devote 75% of class to discussion; this implies that students will be speaking and listening attentively to what is being said. Students will work very closely with each other, preparing and revising compositions and other writing assignments using a technique called “peer review.” You may find it helpful to vary partners. The class will function as a **writing workshop**, where collective work (in groups of two or more) will focus on the necessary steps in preparing compositions of optimum quality for this

level. Students will read out loud, revise and correct each other's work, and offer constructive criticism on all the writing done for class. The students are advised and encouraged to express their opinions and ask questions during class sessions, since they will be evaluated in this type of activity. **Active participation is a vital** aspect of this course, not only as part of your general academic progress, but also as part of your linguistic and cultural development in Spanish. Since we're going to be working in groups, it is important to express your opinions about a colleague's work constructively and respectfully. There will be regular written assignments (some brief, some more extensive), discussion of readings (in the text and posted on ICON), workbook exercises and 4 major compositions. Workbook exercises should be corrected against the answer key in contrasting ink; mistakes will not lower the workbook grade, as long as they are corrected. Completion of workbook assignments will be checked in two inspections scheduled on syllabus,

**Compositions and Short Writing Assignments:** There will be four major compositions, using different styles explored in our text: description, narration, argumentation and exposition. Each will require a rewrite after an initial correction (with symbols) by the professor. Grades will be assigned for both the first submitted version and the corrected version; the version corrected with symbols should be submitted with the revised version. There will also be several short graded writing assignments as indicated on the syllabus. Keep these in a portfolio; they will be corrected by the professor with rewrites requested on a selection of them or correction/analysis of errors made in this work will be incorporated into group correction exercises. Some will be designed as practice writing to be incorporated in part into larger compositions, in keeping with our focus on writing as process.

Compositions will be graded according to the following criteria:

Critical Thinking and Originality	20%
Organization and Expression of Ideas	20%
Richness of Vocabulary	20%
Grammar	30%
Spelling and capitalization	10%

**Exams:** There will be no exams; the final composition will substitute for the final exam and will be due December 18. Instructions for submitting final paper will be given at the end of the course.

**Criteria for participation:**

1. Being present at every class session
2. Coming to class fully prepared

3. Listening attentively to what is being said by all participants
4. Making comments, asking questions, showing enthusiasm in activities
5. Asking for help from other students, professor, tutor, or the *Spanish Writing Center*
6. Applying strict critical attention when correcting someone else's work

English may not be used for discussion. You will be expected to participate actively and respectfully in peer review sessions. I do not expect perfection, but I do expect thoughtful effort.

**Class participation and attendance:** The class participation grade will be based on such factors such as preparedness for class activities, participation in class activities (particularly small group activities), and use of Spanish vs. English. CLAS recommends that you spend 2 hours in class preparation for every hour of class time; thus you should spend 6 hours per week on preparation for this class. Please let me know if you are spending more than nine hours/week. **CELLPHONES MUST BE STOWED AND TURNED OFF IN CLASS.**

**Attendance is required.** Missing more than ten classes will result in a failing grade. After three absences, your final grade will be reduced by one point for each subsequent absence, and two if you miss a peer review of compositions. You should consider these three allowable absences as potential sick leave and use them accordingly. Unusual circumstances such as serious (documented) illness or family emergencies will be taken into account.

The only exception to this policy is for absences due to representing the University in an intercollegiate activity such as athletics, marching band, debate team, and so forth (please check with me if you are not sure if your activity falls into this category). For such absences the appropriate documentation will be required.

**FORMAT OF COMPOSITIONS:** 12pt, 1" margins, black ink on white paper, Times New Roman font, double-spaced word document. I recommend emailing a copy to yourself as backup. For advice on printing foreign characters (accent marks, tildes, etc.) on a PC or a MAC, see the "Apéndice" at end of syllabus. Work must be submitted as a stapled hard copy except under special circumstances such as illness, in which case it may be emailed to the professor as an attachment (which must be opened without a problem) ideally by class time.

**POLICY ON LATE WORK:** Assignments are due by class time. Late work will be docked 5 points if handed in later in the day of the due date and 10 points if handed in the next day before 2:30pm. After that, the work will be graded as a zero. Exceptions will be made in cases of documented (with a doctor's note) illness or documented religious observance or family emergency, or when representing the university in a UI-sponsored function.

**REMEDIAL WORK:** Students needing remedial work in grammar should refer to one of the review web pages listed, or obtain tutorial assistance by contacting the Department of Spanish and Portuguese for a list of tutors. Further tutorial assistance is offered by *New Dimensions in*

**Learning** (<http://www.uiowa.edu/~oss/ndil/tutoring.html>). The workbook has many good exercises and an answer key, and may easily be used to review specific points.

The **Spanish Writing Center** ([http://www.uiowa.edu/~spanport/gen\\_ed/writeCtr.htm](http://www.uiowa.edu/~spanport/gen_ed/writeCtr.htm)) is highly recommended. Tutors and students may not use English during consultation sessions. This center, located in room 480 Phillips Hall, is staffed by teaching assistants in Spanish who are familiar with materials and assignments for this course. Tutors in the Writing Center will work with you to improve your writing, focusing on issues of content, organization, and structure. Tutors will not “fix” your writing; rather, they will work with you to find better ways of expressing your ideas. There is a sign-up sheet on the door of 480 Phillips Hall where you can schedule a 30 minute appointment. You should take your notes, any drafts you have written (with your instructor’s comments if you have any), and a copy of the assignment. There is no charge for using the Center.

**FLIP Credit:** Students who are taking the course with the hope/expectation of receiving FLIP credit must inform the College that they want to earn FLIP credit for the course in which they are enrolled. The necessary form is very short, and can be downloaded from the College’s web site (<http://www.clas.uiowa.edu/students>). Students who are advised through Academic Advising can also get the form there. In the past we have also had forms available in the department office.

**HONORS OPTION:** The departmental honors advisor is Prof. Maria Barbosa; see her for more information about Honors in Spanish ([maria-barbosa@uiowa.edu](mailto:maria-barbosa@uiowa.edu); 463 PH; 335-2197).

### ONLINE RESOURCES:

Diccionario básico: <http://www.wordreference.com>

Diccionario de sinónimos y antónimos: <http://tradu.scig.uniovi.es/sinon.cgi>

Diccionario de la Real Academia Española: <http://www.rae.es/>

Dictionaries Online: <http://www.yourdictionary.com/>

Merriam-Webster Dictionary Online: <http://yourdictionary.com/>

Wikipedia en español: <http://es.wikipedia.org/wiki/Portada>

Gramática y ortografía: <http://www.indiana.edu/~call/>

Página de verbos: <http://mld.ursinus.edu/~jarana/Ejercicios/self-check/verbs.html>

Conjugador de verbos: <http://www.prologo.net/spanconj.aspx>

Conjugador de verbos: <http://www.lingolex.com/conjugatorform.htm>

Tutorial de gramática: <http://www.studyspanish.com/tutorial.htm>

Lingolex tutorial de gramática: <http://www.lingolex.com/spanish.htm>

Guía de estilo correcto: <http://www.bowdoin.edu/eyepes/newgr/estilo.htm>

Guides for Research Papers: <http://www.uiowa.edu/~commstud/resources/citation.html>

Cómo citar documentos electrónicos:

<http://www.anmal.uma.es/anmal/numero8/docelectr.htm>

Acentos y diacríticas: <http://www.vanderbilt.edu/AnS/spanport/keyboard.html>

ITS Internacional characters: <http://cs.its.uiowa.edu/sda/international-characters.shtml>

UNI Spanish Website: <http://www.uni.edu/becker/Spanish3.html>

## COURSE-SPECIFIC POLICY ON ACADEMIC HONESTY

### YOU MAY:

- Consult with me during my office hours.
- Get help from a friend or tutor with the **planning** of your composition or with your outline (*plan de redacción*).
- Consult dictionaries and grammar reference sources.
- Consult with tutors in the Spanish Writing Center.
- Use a Spanish spell-check (e.g. with a program such as Microsoft Word or *Sin falta*).

### YOU MAY NOT:

- Ask a friend or your tutor to read your composition and correct the errors.
- Turn in a composition that someone else has written or helped you write, in whole or in part.
- Use any software that translates your writing from English to Spanish.

PLEASE CONSULT WITH ME IF YOU HAVE QUESTIONS REGARDING ADHERING TO THESE POLICIES ON ACADEMIC HONESTY.

**Calendar of Course Assignments:** Please note that the syllabus may be changed at the discretion of the instructor and with prior notice to the students. Material is due by date it appears on syllabus. Pages refer to *Composición: proceso y síntesis* textbook unless indicated.

### agosto

- 27/8 Presentaciones. Explicación del programa y reglamento del curso. Completa el cuestionario del primer día en casa.
- 29/8 Trae el cuestionario del primer día a clase. Ejercicio de traducción en clase. Presentaciones.
- 31/8 EL ARTE DE LA DESCRIPCIÓN: Lee la hoja con descripciones del concurso “Santiago en 100 palabras.” Usando este modelo, escribe una descripción de “Iowa City en 100 palabras.” Trabajo en parejas. Ejercicio de escritura creativa en clase.

### septiembre

- 3/9 día festivo
- 5/9 Entrega una versión perfeccionada de “Iowa City en 100 palabras.” Lectura de las mini-composiciones.

- 7/9 Repaso de la guía de símbolos de corrección. Repaso de errores típicos. Lee “La casa de mis abuelos,” p. 18 y “Técnicas de organización y expresión,” pp. 20-22; contesta las preguntas 1-3 p.18. Trae las respuestas a clase.
- 11/9 Entrega la versión perfeccionada de la mini-composición 1. Lee 8-13. Contesta las preguntas de las pp. 12-13 en clase. Actividad en clase: Escribe un mapa semántico para empezar el proceso de crear tu propio autorretrato de 100-150 palabras. Consulta la lista de vocabulario de la p. 23 del *Cuaderno* (Trae el *Cuaderno* a clase).
- 13/9 Entrega una mini-composición (100-150 palabras) sobre uno de estos dos temas: “autorretrato” o “La casa de mis padres.” Corrección de errores típicos en clase.
- 15/9 “Homenaje al padre chicano” (fotocopia). Ejercicio de composición en clase: ¿Por qué es este poema una buena descripción o un buen retrato del padre del poeta?
- 17/9 PEER REVIEW DAY (Revisión en parejas): PRIMERA VERSIÓN DE LA PRIMERA COMPOSICIÓN sobre este tema: Escribe una descripción de tu familia. Incluye *algunos* elementos de las mini-composiciones que ya has escrito (la descripción de la casa de tus padres, el autorretrato, etc.) además de elementos nuevos. 1 página. Consulta la lista de control de la p. 32.
- 19/9 Lee pp. 62-64 y Prepara *Cuaderno* p. 44 Actividad A y p. 45 Actividad C. Trae el cuaderno a clase.
- 21/9 FECHA DE ENTREGA: PRIMERA COMPOSICIÓN *Cuaderno*: Estudia las listas de vocabulario de las pp. 49-50; haz las Actividades B y C de las pp. 51-22.
- 24/9 LA NARRACIÓN: Lee pp. 38-41. Usa la Actividad C en la p. 44 y la Actividad D en la p. 46 como la base para contarle a un/a pareja la historia de un recuerdo importante de tu vida.
- 26/9 REUNIÓN EN LA BIBLIOTECA. Go to Info Arcade Classroom (to the right after you enter door off plaza, after coming straight down Washington) in the Main Library for a special class with Hispanic

bibliographer Marsha Forys. I will be there to participate and take attendance.

- 28/9 FECHA DE ENTREGA: VERSIÓN REVISADA DE LA COMPOSICIÓN 1 (Adjunta la versión corregida con símbolos a la versión final). Continuación de la actividad de 24/9.
- octubre
- 1/10 Tino Villanueva, “Convocación de palabras” (fotocopia). Discusión y mini composición sobre este tema: ¿En qué sentido narra el poeta los eventos de un momento transformativo de su vida? (150-200 palabras)
- 3/10 PEER REVIEW (Revisión en parejas): PRIMERA VERSIÓN DE LA COMPOSICIÓN 2: “Una anécdota de la niñez,” una narración escrita en el tiempo pasado (1 ½ páginas). Consulta la lista de control de la p. 60.
- 5/10 PRUEBA: La forma y los usos de los tiempos verbales del pasado (Pretérito, imperfecto, etc.)
- 8/10 FECHA DE ENTREGA: COMPOSICIÓN 2. Corrección de errores comunes.
- 10/10 LA ARGUMENTACIÓN. Lee 155-59. Ejercicio de debate y composición en clase. Tema: El aborto, ¿es defendible y justificable a veces? (150-200 palabras). INSPECCIÓN DE CUADERNOS.
- 12/10 Perfecciona la mini-composición de 10/10 para entregar en la clase de hoy. Repaso de la prueba y de las reglas de la accentuación.
- 15/10 *Cuaderno*: Vocabulario para marcar las transiciones y para comentar un texto argumentativo: pp. 177-79; Haz las Actividades 178, 179.
- 17/10 *El crimen del Padre Amaro*: película en clase; prepara la parte del cuestionario que le corresponde a lo que viste en clase.
- 19/10 *El crimen del Padre Amaro*: película en clase; prepara la parte del cuestionario que le corresponde a lo que viste en clase.
- 22/10 *El crimen del Padre Amaro*: película en clase. Discusión del cuestionario.



- 24/10            Discusión (prepara un breve comentario oral) y ejercicio de escritura en clase. Tema: El Padre Natalio vs el Padre Amaro. ¿Quién fue el verdadero líder espiritual? (150-200 palabras).
- 26/10            *Cuaderno* pp. 115-19: Vocabulario de comparaciones, introducciones y conclusiones. Haz Actividades A,B,D o E (La clase estará dividida en 4 grupos; Haz el ejercicio que le corresponde a tu grupo).
- 29/10            El subjuntivo 143-48; *Cuaderno*: p. 107 Actividad B, p. 113 Actividad “Un poco de todo.”
- 31/10            El subjuntivo 149-52. LA EXPOSICIÓN: Lee pp. 66-68 hasta “varios historiadores.”
- noviembre
- 2/11              PEER REVIEW (Revisión en parejas) de la PRIMERA VERSIÓN DE LA COMPOSICIÓN 3: “El papel social de la religión: una reacción a *El crimen del Padre Amaro*” (1 ½ páginas). Consulta la lista de control de la pp. 187-88.
- 5/11              FECHA DE ENTREGA COMPOSICIÓN 3. Repaso de errores típicos
- 7/11              Jorge Luis Borges, “El sur” (ICON) hasta “Alguna vez durmió y en sus sueños estaba el ímpetu del tren”; cuestionario (fotocopia)
- 9/11              Jorge Luis Borges, “El sur” (ICON) hasta el final; cuestionario (fotocopia)
- 12/11            Cuestionario (fotocopia) “El sur”
- 14/11            Discusión de “El sur.” Ejercicio de escritura en clase. Tema: ¿En qué sentido está Juan Dahlmann dividido entre los dos linajes de su familia? (150-200 palabras)
- 16/11            FECHA DE ENTREGA: VERSIÓN REVISADA DE LA COMPOSICIÓN 3 (entrega también la versión corregida con símbolos). Corrección de errores típicos.

VACACIONES

- 26/11 Perfecciona y entrega la mini-composición de 14/11. Prepara para este tema de discusión: Identifica todos los paralelos entre la primera mitad de “El sur” y la segunda; ¿Cómo los explicas?
- 28/11 Mini-composición en clase: “El sueño vs. la realidad en ‘El sur’.” (150-200 palabras) Tarea: Una mini-composición sobre este tema: ¿Qué representa el sur en el cuento de Borges? (200 palabras)
- 30/11 Entrega la mini composición sobre el tema: ¿Qué representa el sur en el cuento de Borges? Discusión de las composiciones y repaso de gramática.

diciembre

- 3/12 Horacio Quiroga, “A la deriva.” 245-46 hasta “la deriva.” Prepara el cuestionario (fotocopia).
- 5/12 Horacio Quiroga, “A la deriva.” 246-fin. Prepara el cuestionario (fotocopia). Tema de discusión:
- 7/12 Mini composición en clase sobre este tema: ¿En qué sentido son parecidos “El sur” y “A la deriva”? (150-200 palabras)
- 10/12: Discusión de la composición 4; corrección de errores típicos
- 12/12 PEER REVIEW; COMPOSICIÓN 4 sobre este tema: Mi interpretación de “El sur” de Jorge Luis Borges (2 páginas) Consulta la lista de control p.142. INSPECCIÓN DE CUADERNOS
- 14/12 PEER REVIEW; COMPOSICIÓN 4 sobre este tema: Mi interpretación de “El sur” de Jorge Luis Borges (2 páginas) INSPECCIÓN DE CUADERNOS

FECHA DE ENTREGA PARA LA COMPOSICIÓN 4 (EXPOSICIÓN): 18 DE DICIEMBRE. TEMA: UNA INTERPRETACIÓN DE “EL SUR” (2 páginas).  
Instructions on handing in final paper will be given at the end of the course.

### **CLAS Teaching Policies & Procedures:**

#### **Administrative Home**

The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other

related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS [Student Academic Handbook](#).

### **Electronic Communication**

University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences. (*Operations Manual*, [III.15.2](#). Scroll down to k.11.)

### **Accommodations for Disabilities**

A student seeking academic accommodations should first register with Student Disability Services and then meet privately with the course instructor to make particular arrangements. See [www.uiowa.edu/~sds/](http://www.uiowa.edu/~sds/) for more information.

### **Academic Fraud**

Plagiarism and any other activities when students present work that is not their own are academic fraud. Academic fraud is a serious matter and is reported to the departmental DEO and to the Associate Dean for Undergraduate Programs and Curriculum. Instructors and DEOs decide on appropriate consequences at the departmental level while the Associate Dean enforces additional consequences at the collegiate level. See the CLAS Academic Fraud section of the [Student Academic Handbook](#).

### **CLAS Final Examination Policies**

Final exams may be offered only during finals week. No exams of any kind are allowed during the last week of classes. Students should not ask their instructor to reschedule a final exam since the College does not permit rescheduling of a final exam once the semester has begun. Questions should be addressed to the Associate Dean for Undergraduate Programs and Curriculum.

### **Making a Suggestion or a Complaint**

Students with a suggestion or complaint should first visit the instructor, then the course supervisor, and then the departmental DEO. Complaints must be made within six months of the incident. See the CLAS [Student Academic Handbook](#).

### **Understanding Sexual Harassment**

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI [Comprehensive Guide on Sexual Harassment](#) for assistance, definitions, and the full University policy.

### **Reacting Safely to Severe Weather**

In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the Public Safety

[web site.](#)

\*These CLAS policy and procedural statements have been summarized from the web pages of the [College of Liberal Arts and Sciences](#)

#### Other Resources:

- **Tutor Referral Service** Campus Information Center, Iowa Memorial Union, 335-3055, [www.imu.uiowa.edu/cic/tutor\\_referral\\_service](http://www.imu.uiowa.edu/cic/tutor_referral_service)

#### Student Classroom Behavior

The ability to learn is lessened when students engage in inappropriate classroom behavior, distracting others; such behaviors are a violation of the **Code of Student Life**. When disruptive activity occurs, a University instructor has the authority to determine classroom seating patterns and to request that a student exit the classroom, laboratory, or other area used for instruction immediately for the remainder of the period. One-day suspensions are reported to appropriate departmental, collegiate, and Student Services personnel (Office of the Vice President for **Student Services** and Dean of Students).

#### University Examination Policy

**Final Examinations.** An undergraduate student who has two final examinations scheduled for the same period or more than three examinations scheduled for the same day may file a request for a change of schedule before the **published deadline** at the Registrar's Service Center, **17 Calvin Hall**, 8-4:30 M-F, (384- 4300).

**Missed exam policy.** University policy requires that students be permitted to make up examinations missed because of illness, mandatory religious obligations, certain University activities, or unavoidable circumstances. Excused absence forms are required and are available at the Registrar web site:

[www.registrar.uiowa.edu/forms/absence.pdf](http://www.registrar.uiowa.edu/forms/absence.pdf)

## APÉNDICE

### WRITING SPANISH DIACRITICAL MARKS IN WORD PROCESSORS

#### Macintosh (all applications): SPANISH

á é í ó ú	option-e + letter that goes under it (a e i o u)
ä ë ï ö ü	option-u + letter that goes under it (a e i o u)
~	option-n + letter that goes under it (n a o)
inverted exclamation point ¡	option-1 (not shift-option-1)
inverted question mark ¿	shift-option-?

**Windows:** In Windows WordPerfect, choose "Symbol" from the "Insert" menu or type control-w. A window pops up in which you can choose a character set (Multinational) and then select the character you want to insert. Double-click on

the character you want, to insert it in the text and leave the "symbol" window showing. Click in the text to keep typing.

Short-cut keys for diacritical marks in Word 97 or Office 2000 for Windows NT:

á é í ó ú	ctrl ' (apostrophe) then the letter that goes under it
ü	ctrl + (colon), <i>the letter</i>
~	shift ~ (tilde), then the letter that goes under it (n)
inverted exclamation point ¡	alt/ctrl/shift !
inverted question mark ¿	alt/ctrl/shift ? or alt/?

You can also select characters from the "Insert...Symbol" menu, or make your own shortcut keys.

For more detailed information you may also visit:

<http://cs.its.uiowa.edu/sda/international-characters.shtml>

<http://www.vanderbilt.edu/AnS/spanport/keyboard.html>

<http://faculty.weber.edu/tmathews/grammar/compmark.html>