

SYLLABUS

¡BIENVENIDOS A NUESTRA AVENTURA!

SPANISH IN *Salamanca, Spain*, WLAC

Spanish 1,2,3,4 and 5 (5 units) Language Lab. Spanish 101

Summer 2014



INSTRUCTOR OF RECORD: Prof. Josefina O. Culton

TEXTS: Gómez Raquel, et al., Métodos de Español para Extranjeros: Prisma, Editorial Edinumen, Madrid 2009. As this is an immersion program, there is an assigned text for the course that will be provided through the Pontifical University. Feel free to bring your own language learning materials.

COURSE DESCRIPTION: You will be given West Los Angeles College credit for the course you are enrolled in officially here in California. Upon arrival at the University, you will be given a placement test (this may be an oral or a written test) and placed in the appropriate level class by the university instructors. At first, this class may not seem to be right for you and may seem too easy or too hard for your language level. Do not worry. After consultation with me and/or with your instructor, you may be moved to another class that better suits your learning needs and West Los Angeles College course that you are enrolled in.

PURPOSE:

The class will be taught only in Spanish. The goal is to provide training in speaking, listening, reading and writing. Teaching Spanish as a Second Language has two main general goals: acquisition and development of Spanish competence as L2 which, in general terms, will focus on students in order to gradually obtain and develop it, according to the different language levels they may have.

STUDENT LEARNING OUTCOMES SLO'S:

As a result of completing this course, the student will:

- 1) be able to understand questions and statements presented orally in Spanish.
- 2) be able to read and understand the information presented in a paragraph in Spanish.
- 3) be able to ask and answer questions and maintain a conversation in most areas of immediate need and on very familiar topics.
- 4) be able to write sentences in Spanish, either in response to written questions or in creating the student's own sentences.
- 5) be able to deal with some everyday situations in the culture such as interviews, asking directions, and contrasting Hispanic and English customs, etc.
- 6) be able to write compositions on a variety of topics.

ATTENDANCE: Since we have a variety of language experiences, expectations, and needs as students going to Spain, it must be emphasized that whatever level you are placed in at the University, you are expected to attend **DAILY** and stay the full session each day. Mailing letters and banking matters are no reason to miss class.

WRITING ASSIGNMENT: Students are supposed to develop skills in writing, researching for information and usage of the library to write an essay paper during

summer session, about Spain, history and culture. Therefore, you have to write an essay following the MLA format. This will count for 15% of your final grade. Salamanca is a university town, so there will be an incredible nightlife available that goes on to the wee hours of the morning. This is part of your cultural education to enjoy all that Spain has to offer, but please be warned that **this is no excuse for not attending class the next day**. Missing one day of class in Spain is the equivalent of missing a week of instruction here at West Los Angeles College and will affect your grade. Please plan accordingly.

However, since Salamanca is an incredible historical and cultural treasure, you are encouraged to travel in your spare time and maximize your experience. We will have a one-day trip planned as a group. Upon consultation with your West Los Angeles College instructor, you may arrange a one-day absence. **Should you take any trip on your own**—be sure to let **ME** know where you are going for safety purposes. This is not because I'm nosey (*quizás un poquito*).

FILM DEBATE: Students are expected to attend weekly the four movies shown in the UPSA theatre. Be punctual. **It is mandatory.**

HOMEWORK: **There will be given daily homework assignments.** Students need to spend a minimum of **two hours daily** studying and writing assignments.

OTHER REQUIREMENTS/INSIGHTS:

- As your instructor of record, I attend classes occasionally with you as a silent partner. I will rotate my class visits daily, so that

I will be able to observe all of you in your various classes. You will note that I am not there in class to help or interfere with the regular classroom instruction. I will be silent. My job is to make sure that you are challenged at your appropriate level of learning, that you are properly placed in your class, and that you are making progress and are comfortable with your learning experience.

- Language learning in a total immersion setting is both invigorating and overwhelming to students, so any help I can give you might help alleviate potential frustration.

- A brief on **CULTURE SHOCK** and disappointment. These feelings are inevitable in any total immersion setting outside of our own country. We begin most cross-cultural experiences with enthusiasm and a wealth of good intention, but you find that at some point you will find yourself overwhelmed and frustrated with even the simple tasks of daily life. The novelty of life in a different country wears off quickly, and classes don't seem to progress like we think they should. Please do not be hard on yourself or our host country. We are guest in another culture, and our time passes quickly. A sense of humor and patience is all that is required.

- You will find that it will be **too easy to speak English**. You will meet students from other parts of the world, and the one language you probably will slip into will be English. **Resist the temptation, as much as humanly possible!** It may seem that their English is better than your Spanish, but be **bold**. You have sacrificed a lot for this trip, and it would be a shame to come back knowing little more than when you left.

GRADING STANDARDS:

University Assigned Written Exam grade	50%
Instructor of Record Final Grade	40%
(Attendance and Film debate)	10%
	<u>10%</u>
	=100%

- For our tour to Segovia and La Granja, bring at least 15€ for the entrance to museums, monuments and cathedrals not included in the cost of the trip and also bring your "lunch".
- If you can, bring a passport size picture for your ID card for the Pontifical University of Salamanca, you will save time for yourself.
- Remember to **be careful with alcohol. "Drinking much alcohol explains, but does not justify and you pay for the consequences."**

ABOUT YOUR INSTRUCTOR:



Josefina Oregel Culton is a native of Mexico, born in Mexico City, but into a family with its roots in the State of Jalisco. She attended [Universidad Motolinía](#) from Kindergarten to High School. She graduated from the [National Autonomous University of Mexico \(UNAM\)](#), with a licenciatura (Lic). She served as Head of the Office of International Affairs of the [Colegio Nacional de Educación Profesional Técnica \(CONALEP\)](#) prior to coming to the US, where she earned an A.A. from Harbor College, B.A. from California State University, Dominguez Hills and her M.A. from Cal State, Long Beach. She has taught at the Universidad Motolinía in Mexico City, CSUDH, CSULB, El Camino College and Harbor College, has been a full-time instructor at [WLAC](#) since 1994. Mrs. Culton has studied different languages: French, German, Russian, Modern Greek and Japanese.

Tentative Schedule June-July

First Week:

Unidad 1 9

Contenidos funcionales	Contenidos gramaticales	Contenidos léxicos	Contenidos culturales
<ul style="list-style-type: none"> • Contrastar y comparar informaciones • Organizar el discurso y ampliar información • Expresar opinión, acuerdo y desacuerdo 	<ul style="list-style-type: none"> • Revisión del presente de indicativo • Nexos de coherencia y cohesión textual: <i>y, pero, es decir, en primer lugar</i> • Oraciones de relativo: <i>que, donde</i> 	<ul style="list-style-type: none"> • Ocio: vivir la noche • Expresiones de la jerga juvenil • La televisión y la radio 	<ul style="list-style-type: none"> • El ocio en España • Los medios de comunicación en España: la radio y la televisión • Literatura: Mario Benedetti

Unidad 2 23

Contenidos funcionales	Contenidos gramaticales	Contenidos léxicos	Contenidos culturales
<ul style="list-style-type: none"> • Identificar, definir y describir personas, objetos y lugares • Localizar personas, objetos y lugares • Agradecer (por escrito) • Presentar a otro • Saludar, responder al saludo y despedirse. Poner excusas • Manifestar cómo se encuentra uno • Mostrar desacuerdo • Hablar por teléfono 	<ul style="list-style-type: none"> • Contraste <i>ser/estar</i> • Verbos de movimiento con preposición (<i>a, de, en</i>) <ul style="list-style-type: none"> – <i>ir/venir</i> – <i>irse/llegar</i> • Complemento directo de persona; preposición <i>a</i> 	<ul style="list-style-type: none"> • Léxico de las relaciones sociales 	<ul style="list-style-type: none"> • El saludo en España. Despedirse a la española • Comunicación no verbal: gestos relacionados con el saludo • Literatura: Lope de Vega • Los “asustaniños” en el mundo hispano

Unidad 3 35

Contenidos funcionales	Contenidos gramaticales	Contenidos léxicos	Contenidos culturales
<ul style="list-style-type: none"> • Narrar acciones en pasado 	<ul style="list-style-type: none"> • Pretérito indefinido: morfología (formas regulares e irregulares) y usos • <i>Volver + a + infinitivo</i> • Marcadores temporales 	<ul style="list-style-type: none"> • Los viajes • Las vacaciones 	<ul style="list-style-type: none"> • Turismo en Cuba • La inmigración en España • Literatura: Gonzalo Torrente Ballester

Second Week:

Unidad 4 47

Contenidos funcionales	Contenidos gramaticales	Contenidos léxicos	Contenidos culturales
<ul style="list-style-type: none"> • Describir o narrar acciones en pasado • Describir experiencias o situaciones personales y el número de veces que se ha hecho algo • Valorar una acción 	<ul style="list-style-type: none"> • Pretérito perfecto: morfología y usos en España e Hispanoamérica • Marcadores temporales • Pronombres y adjetivos indefinidos • Pronombre neutro: <i>lo</i> • Pronombres de objeto indirecto • Doble construcción: objeto directo/objeto indirecto 	<ul style="list-style-type: none"> • Experiencias personales de ocio y tiempo libre • Sucesos 	<ul style="list-style-type: none"> • Literatura: Antonio Machado

<p>Contenidos funcionales</p> <ul style="list-style-type: none"> • Hablar de hechos históricos • Informar del tiempo que separa dos acciones pasadas • Hablar de la vida de alguien • Pedir y dar información sobre el currículum vitae • Contar anécdotas 	<p>Contenidos gramaticales</p> <ul style="list-style-type: none"> • Pretérito indefinido: formas irregulares (3.ª singular y plural: e>i, o>u, i>y) • Marcadores temporales: <i>al cabo de/a los/después de</i> • Contraste pretérito perfecto/pretérito indefinido 	<p>Contenidos léxicos</p> <ul style="list-style-type: none"> • Hechos históricos • El currículum vitae 	<p>Contenidos culturales</p> <ul style="list-style-type: none"> • Biografías: Miguel de Cervantes, Pablo Ruiz Picasso, Isabel Allende, Francisco de Goya y Lucientes, Pilar Miró • La "Nova Trova Cubana" y Silvio Rodríguez • Literatura: Lucía Etxebarria • Pintura: Francisco de Goya y Lucientes
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<p>Contenidos funcionales</p> <ul style="list-style-type: none"> • Disculparse • Expresar decepción o desilusión. Lamentarse • Hacer cumplidos y responder • Expresar sorpresa y entusiasmo • Expresar aburrimiento • Decir que no se puede hacer algo • Recordar a otros que hay algo que hacer y comprobar si alguien se ha acordado de hacer algo • Transmitir información • Expresar obligación 	<p>Contenidos gramaticales</p> <ul style="list-style-type: none"> • ¡Qué + sustantivo + <i>tan/más</i> + adjetivo! • Apócope del adjetivo: <i>bueno, malo, primero, tercero, grande</i> • Comparativos • Superlativos • El estilo indirecto 	<p>Contenidos léxicos</p> <ul style="list-style-type: none"> • Acontecimientos sociales: la boda • Los cumplidos 	<p>Contenidos culturales</p> <ul style="list-style-type: none"> • La interacción en España • La ceremonia de la boda en España • Los gitanos en España • La boda gitana • Literatura: Federico García Lorca
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Third Week:

<p>Contenidos funcionales</p> <ul style="list-style-type: none"> • Descripción de hábitos y costumbres en pasado • Descripción de personas, animales y objetos en pasado • Hablar de las circunstancias en las que se desarrolló un acontecimiento 	<p>Contenidos gramaticales</p> <ul style="list-style-type: none"> • Pretérito imperfecto: morfología y usos • Contraste presente/pretérito imperfecto • Marcadores temporales: <i>antes/ahora</i> • <i>Soler</i> + infinitivo • Adverbios y expresiones de frecuencia 	<p>Contenidos léxicos</p> <ul style="list-style-type: none"> • La casa: el trabajo doméstico • La escuela • Etapas históricas • Inventos y descubrimientos 	<p>Contenidos culturales</p> <ul style="list-style-type: none"> • El desempeño de las labores domésticas en la España actual • La escuela española de mediados del siglo XX • Literatura: Pablo Neruda, Ana María Matute • Civilizaciones relacionadas con el mundo hispano: mayas, íberos, aztecas y griegos
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<p>Contenidos funcionales</p> <ul style="list-style-type: none"> • Hablar del pasado • Relacionar dos momentos del pasado • Hablar de la duración de una acción en el pasado 	<p>Contenidos gramaticales</p> <ul style="list-style-type: none"> • Contraste pretérito indefinido/pretérito perfecto/pretérito imperfecto • <i>Antes de/después de/hace/desde hace/verbo durar/durante</i> 	<p>Contenidos léxicos</p> <ul style="list-style-type: none"> • La Historia • Introducción al lenguaje político 	<p>Contenidos culturales</p> <ul style="list-style-type: none"> • Historia contemporánea de España: la dictadura franquista y la transición • Literatura: Max Aub
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Contenidos funcionales

- Narrar en un periodo de tiempo terminado y no terminado
- Describir las circunstancias de los hechos del pasado
- Hablar de la primera vez que hiciste algo

Contenidos gramaticales

- Contraste pretérito indefinido/pretérito perfecto/pretérito imperfecto
- *Estar* (imperfecto) + gerundio

Contenidos léxicos

- Las noticias, la prensa
- Los cuentos

Contenidos culturales

- Literatura: Rafael Sánchez Ferlosio, José Agustín Goytisolo

Fourth Week:

Contenidos funcionales

- Hacer conjeturas
- Hablar de algo sin precisar
- Hacer promesas
- Justificarnos
- Hablar de acciones futuras que dependen de una condición
- Hacer predicciones

Contenidos gramaticales

- Futuro imperfecto: morfología y usos
- Expresiones de tiempo futuro
- *Es que*
- *Si* + presente de indicativo + futuro imperfecto

Contenidos léxicos

- La publicidad
- Léxico relacionado con la ciudad y un nuevo medio de transporte

Contenidos culturales

- La baraja española
- Literatura: Isabel Allende
- Chile

Contenidos funcionales

- Hacer conjeturas en pasado
- Dar consejos y sugerencias
- Referirnos al futuro respecto al pasado
- Expresar cortesía

Contenidos gramaticales

- Condicional simple: morfología y usos

Contenidos léxicos

- El consultorio
- La farmacia

Contenidos culturales

- Literatura: Fernando del Paso, Don Juan Manuel

Contenidos funcionales

- Pedir y conceder permiso
- Expresar prohibición
- Dar consejos o recomendaciones
- Dar órdenes o instrucciones
- Expresar deseos o peticiones
- Invitar u ofrecer

Contenidos gramaticales

- Imperativo afirmativo
- Imperativo negativo
- Morfología del presente de subjuntivo
- Introducción a los usos del subjuntivo

Contenidos léxicos

- Las tareas domésticas
- La vida familiar: normas de convivencia
- Aprender un idioma

Contenidos culturales

- Literatura: Ricardo León
- Paseo musical por el mundo hispano