

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 nose-y (*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"> • Pedir y dar consejo • Pedir o exigir formalmente • Constatar la realidad y emitir juicios de valor 	<ul style="list-style-type: none"> • Pretérito imperfecto de subjuntivo: morfología • Contraste presente/imperfecto de subjuntivo • Correspondencia de tiempos indicativo/subjuntivo • Oraciones impersonales con indicativo/subjuntivo 	<ul style="list-style-type: none"> • La salud • Prevenciones sanitarias para viajar 	<ul style="list-style-type: none"> • Arquitectura modernista catalana • El sistema sanitario español • Colombia • Literatura: Pío Baroja

Unidad 2 21

Contenidos funcionales	Contenidos gramaticales	Contenidos léxicos	Contenidos culturales
<ul style="list-style-type: none"> • El discurso referido en pasado • Reproducir una conversación • Expresar sorpresa, incredulidad e indiferencia • Transmitir y resumir una información 	<ul style="list-style-type: none"> • El estilo indirecto • Correlación de tiempos 	<ul style="list-style-type: none"> • Nuevos medios de comunicación: foro, chat, correo electrónico y SMS 	<ul style="list-style-type: none"> • Nuevas tecnologías en la educación: la escuela del futuro • Usos de la telefonía móvil en el contexto sociocultural en España

Unidad 3 35

Contenidos funcionales	Contenidos gramaticales	Contenidos léxicos	Contenidos culturales
<ul style="list-style-type: none"> • Identificar y describir objetos, lugares y personas • Dar información secundaria • Hablar de algo resaltándolo y hacer objeciones • Pedir información sobre si se sabe o conoce algo/a alguien 	<ul style="list-style-type: none"> • Oraciones adjetivas o de relativo: contraste indicativo/subjuntivo (antecedente conocido y desconocido) • Pronombres y adverbios relativos (con preposición) 	<ul style="list-style-type: none"> • Ocio y tiempo libre • Léxico para realizar una subasta 	<ul style="list-style-type: none"> • Literatura: Ramón Gómez de la Serna • El ocio de los jóvenes españoles • El voluntariado y las ONG

Second Week:

Unidad 4 49

Contenidos funcionales	Contenidos gramaticales	Contenidos léxicos	Contenidos culturales
<ul style="list-style-type: none"> • Hablar del desarrollo de las acciones • Valorar algo cuantificando 	<ul style="list-style-type: none"> • Perífrasis de infinitivo, gerundio y participio • Verbos de cambio: <i>ponerse, volverse, convertirse, hacerse, llegar a ser, quedarse/acabar y terminar/acabar</i> • Acepciones de "dejar" 	<ul style="list-style-type: none"> • Léxico relacionado con el cine 	<ul style="list-style-type: none"> • El cine español • El director de cine español Pedro Almodóvar

<p>Contenidos funcionales</p> <ul style="list-style-type: none"> • Dar una opinión argumentando a favor o en contra por escrito y oralmente • Expresar acuerdo, acuerdo parcial y desacuerdo en un registro formal e informal • Narrar una historia o anécdota • Hablar de trayectorias vitales 	<p>Contenidos gramaticales</p> <ul style="list-style-type: none"> • Conectores de la argumentación • Revisión: usos de pasados 	<p>Contenidos léxicos</p> <ul style="list-style-type: none"> • Léxico relacionado con la música • Léxico relacionado con la pintura 	<p>Contenidos culturales</p> <ul style="list-style-type: none"> • El problema de la piratería musical en España • Música latina. Celia Cruz, Ricardo Arjona y Shakira • La zarzuela • El cubismo: Pablo Ruiz Picasso y Juan Gris • Literatura: Federico García Lorca
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<p>Contenidos funcionales</p> <ul style="list-style-type: none"> • Expresar hipótesis en el pasado • Expresar condiciones posibles y poco probables en el presente y en el futuro • Expresar condiciones irrealas en el pasado 	<p>Contenidos gramaticales</p> <ul style="list-style-type: none"> • Pretérito imperfecto de subjuntivo • Revisión del imperativo • Estructuras condicionales: <ul style="list-style-type: none"> – <i>Si</i> + presente + presente de indicativo/futuro simple/imperativo – <i>Si</i> + imperfecto de subjuntivo + condicional simple – <i>Si</i> + pretérito pluscuamperfecto de subjuntivo + condicional compuesto o pretérito pluscuamperfecto de subjuntivo – <i>De</i> + infinitivo compuesto + condicional compuesto 	<p>Contenidos léxicos</p> <ul style="list-style-type: none"> • Léxico relacionado con la historia • Textos formales: administrativos, jurídicos 	<p>Contenidos culturales</p> <ul style="list-style-type: none"> • Historia de España: II República, Guerra Civil, Posguerra • Exilio • Biografías de Miguel Hernández, Camilo José Cela, Rafael Alberti y José Antonio Primo de Rivera • Literatura: Gabriel García Márquez y Jorge Luis Borges
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Third Week:

<p>Contenidos funcionales</p> <ul style="list-style-type: none"> • Definir y describir • Valorar acciones, estados, objetos y hechos • Juzgar 	<p>Contenidos gramaticales</p> <ul style="list-style-type: none"> • Usos de <i>ser</i> y <i>estar</i> (repaso) • La voz pasiva: <i>ser</i> y <i>estar</i> • <i>Ser, estar</i> + adjetivo (cambio de significado o matiz) • <i>Ser</i> + <i>bueno, malo</i> • <i>Estar</i> + <i>bien, bueno, mal, malo</i> • Expresiones descriptivas con <i>ser</i> y <i>estar</i> 	<p>Contenidos léxicos</p> <ul style="list-style-type: none"> • Léxico relacionado con el arte • Léxico para la descripción crítica y valoración 	<p>Contenidos culturales</p> <ul style="list-style-type: none"> • El Museo Guggenheim de Bilbao • Eduardo Chillida • Frida Kahlo y Diego Rivera
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<p>Contenidos funcionales</p> <ul style="list-style-type: none"> • Hablar de apariencias y parecidos • Valorar una información y dar opiniones • Hacer comparaciones o establecer diferencias • Describir a través de comparaciones imaginarias 	<p>Contenidos gramaticales</p> <ul style="list-style-type: none"> • Verbo <i>parecer(se)</i> • Grados de comparación: comparativo de superioridad, inferioridad e igualdad; superlativo absoluto y relativo; la desigualdad • Oraciones comparativas contrastivas • Expresiones comparativas: <ul style="list-style-type: none"> – <i>Es lo mismo que...</i> – <i>Muy diferente a/de...</i> – <i>No se parece en nada a...</i> – <i>No tiene nada que ver con...</i> • <i>Como si/ni que</i> + imperfecto/pluscuamperfecto de subjuntivo 	<p>Contenidos léxicos</p> <ul style="list-style-type: none"> • Léxico relacionado con la familia y las relaciones personales • Léxico relacionado con la fiesta de carnaval 	<p>Contenidos culturales</p> <ul style="list-style-type: none"> • Literatura: Antonio Skármeta, Almudena Grandes • <i>La familia de Pascual Duarte</i>, de Camilo José Cela • Estereotipos sobre lo hispano • La familia actual en Hispanoamérica • Los carnavales de Cádiz y Santo Domingo
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<p>Contenidos funcionales</p> <ul style="list-style-type: none"> • Hablar sobre los demás, expresar indiferencia o desentendimiento, aclarar o matizar, expresar una opinión con mayor o menor implicación • Destacar aspectos del carácter 	<p>Contenidos gramaticales</p> <ul style="list-style-type: none"> • Estructuras intensificadoras y atenuadoras para hablar de otros y para opinar • Impersonalidad • Verbo <i>ser</i> con adjetivos de descripción: matices y diferencias 	<p>Contenidos léxicos</p> <ul style="list-style-type: none"> • Adjetivos de carácter • La fama 	<p>Contenidos culturales</p> <ul style="list-style-type: none"> • Los refranes en español • Puerto Rico: el <i>spanglish</i> • El valor de las palabras malsonantes en España
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Fourth Week:

<p>Contenidos funcionales</p> <ul style="list-style-type: none"> • Expresar sentimientos, gustos, emociones • Rectificar una información 	<p>Contenidos gramaticales</p> <ul style="list-style-type: none"> • Revisión de pronombres relativos • Concordancia verbal: modos indicativo y subjuntivo 	<p>Contenidos léxicos</p> <ul style="list-style-type: none"> • La gastronomía y los sentidos 	<p>Contenidos culturales</p> <ul style="list-style-type: none"> • Gastronomía española. La matanza del cerdo en España • Literatura: Isabel Allende, Lucía Etxebarria, Manuel Vicent • <i>La colmena</i> de Camilo José Cela
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<p>Contenidos funcionales</p> <ul style="list-style-type: none"> • Contrastar opiniones • Opinar teniendo en cuenta si la información es conocida o desconocida por el interlocutor • Intentar convencer a alguien • Exponer las razones de algo • Dar la razón a alguien • Decir a alguien que está equivocado • Decir a alguien que está en lo cierto 	<p>Contenidos gramaticales</p> <ul style="list-style-type: none"> • Oraciones subordinadas concesivas: <i>aunque</i> con indicativo y con subjuntivo • Estructuras reduplicativas con subjuntivo 	<p>Contenidos léxicos</p> <ul style="list-style-type: none"> • Léxico relacionado con los deportes 	<p>Contenidos culturales</p> <ul style="list-style-type: none"> • Bolivia
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