

# SYLLABUS

## !BIENVENIDOS A NUESTRA AVENTURA!

### SPANISH IN *Salamanca, Spain*, WLAC

Spanish 3 (5 units)

Spring 2015



**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 Final Written Grade	50%
University Assigned Final Oral Grade	40%
(Attendance and Film debate)	<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 Kindergarden 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:

<b>Unidad 1</b> ..... 9			
<b>Funciones comunicativas</b> <ul style="list-style-type: none"> <li>• Expresar cortesía</li> <li>• Contar y describir anécdotas sobre usos y costumbres</li> <li>• Dar instrucciones y consejos para desenvolverse en otros países y culturas</li> </ul>	<b>Contenidos gramaticales</b> <ul style="list-style-type: none"> <li>• Revisión de tiempos del modo indicativo</li> </ul>	<b>Contenidos léxicos</b> <ul style="list-style-type: none"> <li>• Léxico relacionado con las relaciones sociales</li> </ul>	<b>Contenidos culturales</b> <ul style="list-style-type: none"> <li>• El Rastro en Madrid</li> <li>• El regateo</li> <li>• Fórmulas de cortesía en España</li> <li>• Costumbres españolas</li> <li>• Cultura gestual</li> </ul>
<b>Unidad 2</b> ..... 19			
<b>Funciones comunicativas</b> <ul style="list-style-type: none"> <li>• Hablar del pasado. Situar una acción anterior a otra en el pasado</li> <li>• Controlar la comunicación: repetir, preguntar, dudar, resumir, etc.</li> <li>• Expresar y provocar curiosidad</li> </ul>	<b>Contenidos gramaticales</b> <ul style="list-style-type: none"> <li>• Revisión de pasados</li> <li>• Pretérito pluscuamperfecto de indicativo: morfología y usos</li> <li>• Expresiones de curiosidad y sorpresa</li> <li>• Expresiones de tiempo</li> </ul>	<b>Contenidos léxicos</b> <ul style="list-style-type: none"> <li>• Experiencias personales</li> <li>• Biografías</li> <li>• Anécdotas</li> <li>• Sueños y pesadillas</li> </ul>	<b>Contenidos culturales</b> <ul style="list-style-type: none"> <li>• Cristóbal Colón</li> <li>• Literatura: Juan José Millás</li> <li>• Biografía de Enrique Granados</li> <li>• Argentina: los desaparecidos</li> </ul>
<b>Unidad 3</b> ..... 29			
<b>Funciones comunicativas</b> <ul style="list-style-type: none"> <li>• Conceder permiso</li> <li>• Convencer, atraer la atención y animar a la acción. Persuadir</li> <li>• Dar instrucciones</li> <li>• Dar consejos, recomendaciones y soluciones</li> <li>• Dar órdenes</li> <li>• Ofrecer algo</li> <li>• Mostrar desacuerdo</li> </ul>	<b>Contenidos gramaticales</b> <ul style="list-style-type: none"> <li>• Imperativo negativo regular e irregular</li> <li>• Imperativo + pronombres</li> <li>• Imperativos fossilizados:                             <ul style="list-style-type: none"> <li>– Venga</li> <li>– Vamos</li> <li>– Mira</li> </ul> </li> </ul>	<b>Contenidos léxicos</b> <ul style="list-style-type: none"> <li>• En el gimnasio</li> <li>• Léxico del cuerpo: verbos de movimiento corporal</li> </ul>	<b>Contenidos culturales</b> <ul style="list-style-type: none"> <li>• El Feng Shui</li> <li>• Literatura: Juan Ramón Jiménez</li> <li>• <i>La bilirubina</i> de Juan Luis Guerra</li> <li>• Español de América: uso del imperativo</li> </ul>

### Second Week:

<b>Unidad 4</b> ..... 41			
<b>Funciones comunicativas</b> <ul style="list-style-type: none"> <li>• Expresar deseos</li> <li>• Reaccionar ante un deseo</li> <li>• Animar a alguien</li> </ul>	<b>Contenidos gramaticales</b> <ul style="list-style-type: none"> <li>• Presente de subjuntivo: morfología, regular e irregular                             <ul style="list-style-type: none"> <li>– Ojalá</li> <li>– Espero que</li> <li>– Deseo que</li> <li>– Quiero que</li> </ul> </li> </ul>	<b>Contenidos léxicos</b> <ul style="list-style-type: none"> <li>• Los estudios</li> </ul>	<b>Contenidos culturales</b> <ul style="list-style-type: none"> <li>• La universidad española</li> <li>• El sistema educativo en España</li> <li>• Literatura: Juan Ramón Jiménez</li> </ul>

<p><b>Funciones comunicativas</b></p> <ul style="list-style-type: none"> <li>• Expresar probabilidad en el presente, en el pasado y en el futuro</li> <li>• Lamentarse</li> <li>• Responder con seguridad</li> <li>• Negar/afirmar con decisión</li> <li>• Expresar extrañeza</li> <li>• Expresar preocupación</li> <li>• Tranquilizar</li> </ul>	<p><b>Contenidos gramaticales</b></p> <ul style="list-style-type: none"> <li>• Futuro perfecto: morfología y uso</li> <li>• Contraste futuro perfecto, futuro imperfecto y condicional simple</li> <li>• Usos del participio pasado</li> <li>• Marcadores de probabilidad: <i>a lo mejor, quizá</i>, etc.</li> <li>• <i>¡Por qué + condicional!</i></li> <li>• <i>Tener que</i> (imperfecto) + infinitivo compuesto</li> </ul>	<p><b>Contenidos léxicos</b></p> <ul style="list-style-type: none"> <li>• La educación</li> </ul>	<p><b>Contenidos culturales</b></p> <ul style="list-style-type: none"> <li>• Las vacaciones escolares en España y Cuba</li> <li>• Literatura: Julio Cortázar</li> </ul>
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<p><b>Funciones comunicativas</b></p> <ul style="list-style-type: none"> <li>• Expresar probabilidad</li> <li>• Indicar la existencia de algo o de alguien</li> </ul>	<p><b>Contenidos gramaticales</b></p> <ul style="list-style-type: none"> <li>• <i>Quizás + subjuntivo</i></li> <li>• <i>A lo mejor + indicativo</i></li> <li>• Adjetivos y pronombres indefinidos (revisión)</li> </ul>	<p><b>Contenidos léxicos</b></p> <ul style="list-style-type: none"> <li>• Léxico relacionado con la literatura y el cine</li> </ul>	<p><b>Contenidos culturales</b></p> <ul style="list-style-type: none"> <li>• Los misterios del cine</li> <li>• <i>Crónica de una muerte anunciada</i> de Gabriel García Márquez</li> <li>• La interpretación de los sueños</li> <li>• Las supersticiones</li> </ul>
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Third Week:

<p><b>Funciones comunicativas</b></p> <ul style="list-style-type: none"> <li>• Valorar y opinar</li> <li>• Destacar o dar importancia a algo</li> <li>• Expresar acuerdo y desacuerdo</li> <li>• Organizar nuestras palabras: argumentar</li> </ul>	<p><b>Contenidos gramaticales</b></p> <ul style="list-style-type: none"> <li>• Verbos y fórmulas de opinión tipo:             <ul style="list-style-type: none"> <li>– <i>me parece/es + adjetivo + que + subjuntivo</i></li> <li>– <i>me parece/está + adverbio + que + subjuntivo</i></li> <li>– <i>es un/una + sustantivo + que + subjuntivo</i></li> <li>– <i>es cierto/evidente + que + indicativo</i></li> <li>– <i>está claro + que + indicativo</i></li> </ul> </li> <li>• Estructura: <i>lo más/menos + adjetivo + es</i></li> <li>• Argumentación: organizadores del discurso</li> <li>• Pronombres sujeto: función enfática</li> </ul>	<p><b>Contenidos léxicos</b></p> <ul style="list-style-type: none"> <li>• La ecología</li> </ul>	<p><b>Contenidos culturales</b></p> <ul style="list-style-type: none"> <li>• Contraste de expresiones: español de España y español de América</li> <li>• <i>La mujer de agua</i> de Carmen Rigalt</li> </ul>
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<p><b>Funciones comunicativas</b></p> <ul style="list-style-type: none"> <li>• Describir y definir</li> <li>• Identificar objetos, lugares y personas y dar información secundaria</li> <li>• Pedir información sobre si sabe algo o conoce algo/a alguien</li> <li>• Pedir (algo) especificando</li> </ul>	<p><b>Contenidos gramaticales</b></p> <ul style="list-style-type: none"> <li>• <i>Ser y estar</i>: Usos (revisión)</li> <li>• Oraciones de relativo. Contraste indicativo/subjuntivo</li> <li>• Antecedente conocido/desconocido</li> </ul>	<p><b>Contenidos léxicos</b></p> <ul style="list-style-type: none"> <li>• Léxico de descripción</li> <li>• La moda</li> </ul>	<p><b>Contenidos culturales</b></p> <ul style="list-style-type: none"> <li>• La Pasarela Cibeles, Madrid</li> <li>• La Pasarela Gaudí, Barcelona</li> <li>• El Quetzal</li> <li>• Panamá, Guatemala, Nicaragua, Costa Rica</li> <li>• Mónica Molina, actriz y cantante española</li> </ul>
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**Funciones comunicativas**

- Relacionar dos momentos en el tiempo
- Expresar el momento en que ocurre una acción
- Fijar el momento futuro

**Contenidos gramaticales**

- *Después de/antes de* + infinitivo
- *Cuando/después de que/hasta que* + indicativo/subjuntivo
- *Antes de que* + subjuntivo
- Otros nexos temporales

**Contenidos léxicos**

- Léxico relacionado con las etapas de la vida

**Contenidos culturales**

- Las Edades del Hombre
- *Resistiré* de El Dúo Dinámico
- El I Ching
- *La sonrisa etrusca* de José Luis Sampedro

**Fourth Week:**

**Funciones comunicativas**

- Explicar el motivo o la causa de una acción
- Explicar la verdadera causa de algo negando otra explicación
- Justificar una opinión negando otra anterior
- Dar explicaciones o disculparse por algo
- Expresar fastidio y resignación
- Lamentarse de algo
- Tranquilizar y consolar a alguien

**Contenidos gramaticales**

- Conjunciones causales: *porque, a causa de (que), debido a (que), ya que, dado que, puesto que, como, por, no porque..., sino porque, no es que... sino que...*

**Contenidos léxicos**

- Manías y costumbres
- Mensaje, telegrama, correo electrónico, carta informal y nota

**Contenidos culturales**

- *Lituma en los Andes* de Mario Vargas Llosa
- El mundo laboral en España

**Funciones comunicativas**

- Expresar consecuencia y finalidad
- Presentar una reclamación por escrito (carta formal)
- Argumentar

**Contenidos gramaticales**

- Conectores de la argumentación
- Consecuencia: *por eso, por lo tanto, así que, de ahí que, tan... que*
- Finalidad: *para que, a que, a fin de que*

**Contenidos léxicos**

- Salud y estética

**Contenidos culturales**

- El Balneario de Archena, Murcia

**Funciones comunicativas**

- Expresar deseo
- Expresar extrañeza
- Expresar gratitud. Reaccionar ante el agradecimiento
- Ofrecer ayuda, un servicio o una idea
- Felicitar
- Pedir disculpas
- Rechazar una invitación o un ofrecimiento

**Contenidos gramaticales**

- Pretérito perfecto de subjuntivo: morfología y uso
- *¿Querer + que + subjuntivo?*
- *¡Qué raro/me extraña/te agradezco + que + presente/pretérito perfecto de subjuntivo!*
- *Gracias por + infinitivo simple/compuesto*

**Contenidos léxicos**

- Las compras

**Contenidos culturales**

- Comercio justo
- La peonza
- Formas y fórmulas de cortesía