



Study abroad.

## SYLLABUS

SUMMER 2010

### SPANISH FOR TEACHERS III - IV

**Instructor: Universidad Latina De América Faculty**

**Contact Hrs: 20**

**Language of Instruction: English**

**MORELIA, MEXICO**

#### **Course Description:**

A 20 hour introduction to the study of school related concept language and vocabulary in Spanish that are most probable to be used in the American school system by children of Hispanic background. Special attention will be paid to some of the most common cultural implications that might arise in this particular setting and that may impede the communication and understanding between American teachers and their Hispanic students as well as with the student's family.

#### **Course Objectives:**

- To become familiar with Spanish school-related concepts, themes and vocabulary.
- To carry on basic school related communication interaction with the students and their family.
- To write and translate directions, worksheets, note and letters.
- To get familiar with the most common cultural implications that might present themselves in the relationship between the students and the students' family.

#### **Course Readings/Topics/Bibliography:**

**Reading Packet** – (includes articles from Internet articles, Teaching Culture (Strategies for Intercultural Communication) H. Ned Seelye, National Newspaper articles, SEP journals, etc)

#### **Method of Evaluation (grading):**

- **Attendance, preparation and homework (15%)** – Daily attendance is required, punctuality is part of attendance; active participation in the discussions and homework ready to be turned in.
- **Reflection Essays- (45%)** – Reflection essays will be written in Spanish, students will write a daily report of the day's presentation, with an expression of how it will be used in their classroom.
- **Final Oral Presentation – (40%) – (15 minutes)** An oral presentation in Spanish on how they will be adapting a specific activity in their classroom. How are you going to integrate what you have observed or acquired into your own classroom or school.

#### **Week 1 – THE MEXICAN SCHOOLS**

##### **Describe the classroom and the school.**

- Description words in Spanish
- Cognates
- People in schools, (principal, office clerk, librarian, counselor, head teacher, etc)
- Education levels (primaria, secundaria, Bachillerato (preparatoria, media-superior, superior, bachelor's degree, master's degree, doctorate etc.

### **School activities**

- Subjects (geography, history, social science etc.)
- School schedule (marking period, monthly exams, extra exam, semester exam, recess, lunchtime, study period, library period.etc.)
- The bell/buzzard used to announce change of class period, entrance, end of school day, emergencies.
- Discuss emergency exits. (fire drills, bomb threats etc)

### **Round table discussion.**

- Invite a teacher from different levels, (primaria, secundaria and preparatoria) to come and talk with the students about a typical day in each school.

### **Curriculum**

- Get copies of the free school books given out by the SEP for primaria and secundaria.
- Discuss and talk about school curriculum, exams, marking periods, evaluations at the different levels.

## **WEEK 2 – SCHOOL RELATED ACTIVITIES**

### **Children’s stories**

- Visit the Ludoteca (which one?) on General Anaya in Chapultepec Sur
- List of most popular children’s stories.
- Visit Libreria Hidalgo (get an appointment and have someone from the Libreria talk about what is most popular in readers, stories etc available for teachers)
- Watch videos in Spanish for different grade levels. (get an idea of videos available also at the Libreria.
- Read bilingual books and determine what kinds of lessons they could do with it  
Write a summary of the book Talk about elements of writing, e.g. plot, characters

### **Writing in Spanish**

- Write a formal letter (to parents introducing themselves, telling about their family and preparation to become a teacher, like an autobiography)
- Write a newsletter (telling parents about school events and explaining homework.
- Reading newspaper/internet articles about education and schools in Mexico; discussions; interviewing home-stay family about their education, etc.

### **Meetings**

- Parent teacher meetings. (writing a notice about it, then act out a meeting.)

## **WEEK 3 – MEXICAN CULTURE**

### **Culture**

- Talk about different situations in education, (educacion vs educar)
- Public education vs private education
- La Maestra/El maestro El Profe, (Title used for addressing a person)
- Names (first, middle, last, nicknames: Maria del Rosario Villanueva Gonzales = Chayo.)
- Family bonds
- Festivities and celebrations. (quiceañeras, bodas, fiestas del pueblo, dia de tu santo, dia de cumpleaños, Las Mañanitas, etc)