



SYLLABUS

SUMMER 2010

SPANISH FOR TEACHERS I-II

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 concepts, language, and vocabulary in Spanish that is 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 students' 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 read, write and translate directions, worksheets and notes.
- 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

It will include articles from the internet, SEP Journals, Seelye, H. Ned. *Teaching Culture. Strategies for Intercultural Communication*. National Textbook Company, 1997. Lynch, Eleanor W and Marci J. Hanson. *Developing Cross-Cultural Competence*. Paul H. Brookes Publishing. 1998.

GRADING PROCEDURE

Attendance and participation	30%
Reflection log	30%
Oral presentation	40%

Attendance, Preparation and Participation

Students are expected to attend daily. Punctuality is part of attendance. Students should read the course material ahead of time, and come prepared to participate in class discussion.

Reflection Log

Students should keep a log in which they will write, thoroughly and deeply, their daily reflections on the topics covered in class as well as on observations outside the classroom that might bring new light and understanding to the subject. The log will be turned in every Thursday and may be used as a resource for class discussion. (Depending upon the students' level of Spanish, the log can be written in English?)

Oral Presentation

Students will prepare and give an oral presentation showing/explaining how they would use in the classroom what they have learned in this course. (Presentation can be done in English?)

WEEK #1:

1) THE CLASSROOM

- Items that the teacher and the students use in the classroom.
- Items that make up the whole structure of the classroom.
- Common language used in the everyday interaction between the teacher and the students in the classroom:
 - Giving instructions.
 - Asking for and answering clarification questions, etc.

Task

Ss will read, analyze, and translate instructions from a Mexican syllabus.

2) AROUND CAMPUS

- People: personnel, faculty, etc.
- Campus facilities: library, laboratory, etc.

Culture

Different words, different connotations for the word “teacher”: maestro/a, professor/a, profe, miss, etc.

Activity

Students walk around the campus and write down, in English, the name of items or places they don't know in Spanish. They will also visit the different Departments.

3) TIME

- The days of the week
- The months
- The seasons
- The clock

Culture: The concept, value, and flexibility of time in Latin America.

4) A TYPICAL DAY AT SCHOOL

- What a typical school day is in Mexico

5) ROUND TABLE DISCUSSION

Invite a teacher from different levels: primaria, secundaria, and preparatoria to come and talk to the students about a typical day at a Mexican school.

Task

Ss compare the daily school agenda in Mexico and USA. Ss write a mock agenda for a school day.

WEEK #2

1) SCHOOL SUBJECTS

- Geography: countries, nationalities, languages, and natural phenomena.
- Writing: syllable, word, sentence, paragraph, punctuation, etc.

2) EDUCATION LEVELS & MAJORS

- Kinder garden, elementary school, etc.
- Psychology, chemistry, etc

3) THE BODY

- Parts of the body.
- Name of most common ailments.
- Language used to express symptoms. Ex: I have a headache, my leg hurts, etc.

4) FEELINGS & EMOTIONS

- Vocabulary words that express feelings and emotions.
- Proxemics
- Physical contact
- Friendship
- Facial and body gestures
- Non-verbal language

Culture: How Latin Americans express their feelings and emotions.

5) Ss will visit a ludoteca and a bookstore.

Task

Ss, in their everyday life in Morelia, observe people's social behavior in different settings (home, street, public transportation, public places, etc) and share their findings in the classroom.

Ss will read some real life stories that evidence the importance of learning about and understanding the Latin American culture.

WEEK #3

1) THE FAMILY

- Family members and bonds.

Culture: Latin America: a family-oriented culture.

- Relationship between: parents and children, children and older people.
- Ways to show respect.
- How the household is integrated and organized.
- Children and old people at home.

Activities:

Ss watch a movie that shows family values and relationships.

Ss read a children story that depicts the meaning of the family in Latin American culture.

2) COMMUNICATING WITH THE STUDENT'S FAMILY

- Complaining about bad behavior
- Praising
- Notifying sickness
- Notifying absences
- Calling for a meeting

Task

Practicing reading, writing, and translating brief notes.