

SPANISH 004 SERVICE LEARNING**WEEKLY SYLLABUS**

DAILY HOMEWORK will be assigned from the following sources:

- A) Blackboard: *Grammar tutorial y Practice exercises*
- B) Quia *Activities*
- C) *Activities Manual* (audio resources are in iTunes GWU)
- D) *Gente en acción* Video and activities (in iTunes GWU)
- E) *Documentales* (chapters are in iTunes GWU)
- F) Oral Tasks (with iPod o Digital Voice Recorder and iTunes GWU)
- G) Service-Learning: Poetry, Community Projects

WEEK 1, January 14-18

Gente, Lección 19: *Gente de negocios* (Panamá) Days 1 and 2

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| ◆Communic. goals: | <ul style="list-style-type: none"> • Learn how to talk about the future • Learn how to obtain information about, and evaluate businesses and services • Learn how to evaluate proposals and suggestions • Learn some idiomatic expressions in colloquial Spanish |
| ◆Vocabulary goals: | <ul style="list-style-type: none"> • Learn words related to business, products, services, and economy |
| ◆Grammar goals: | <ul style="list-style-type: none"> • Learn the form and uses of the future tense (regular and irregular verbs) • Learn cualquier (+ noun); todo/a/os/as (+ article + noun) • Learn the use of relative pronouns + que + Subjunctive • Review the use of direct and indirect object pronouns (se + lo/la/los/las) • Review expressions of quantity • Review impersonal expressions (se, tú, uno) |
| ◆Reading goals: | <ul style="list-style-type: none"> • Reading essays |
| ◆Writing goals: | <ul style="list-style-type: none"> • The essay: thesis and development • Connectors and referent words to write essays |
| ◆Cultural goals: | <ul style="list-style-type: none"> • Learn about Panama, its businesses and economy. Compare it to our own country. • Reflect about the importance of the Panama canal in the history, economy, and society of the country. |
| ◆S-L goals: | <ul style="list-style-type: none"> • On our way to our service projects |
| (Spring): | <ul style="list-style-type: none"> • Reflection and celebration of SERVICE. Martin Luther King week of remembrance. |
| (Fall): | <ul style="list-style-type: none"> • Celebration of service opportunities. September's GW Service Fair participation. |
| 8 Poética: | <ul style="list-style-type: none"> • Indigenous poetry. Kunas and Chibchas. |

WEEK 2, January 21-25 (Monday: Martin Luther King holiday)**Gente, Lección 19:** *Gente de negocios* (Panamá) Days 3 and 4**WEEK 3, January 28 – February 1****Gente, Lección 19:** *Gente de negocios* (Panamá) Days 5, 6 and 7
GROUP TASK: Create your own social business in partnership with a developing community and share your project with the other groups in class**Oral Task 1**

Talking about the future and business

Based on Professor Yunus Commonwealth 2003 Lecture about the UN Millenium Goal to reduce poverty in half by the year 2015

Composition 1

Social Business, following the example of the Grameen Bank in Bangladesh

WEEK 4, February 4-8**Monday 4: Written Exam I (Lección 19)****Gente, Lección 19:** *Gente de negocios* (Panamá) Day 8

Research on Panamá

WEEK 5, February 11-15**Gente, Lección 20:** *Gente que opina* (Guatemala) Days 1, 2 and 3

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| ◆Communic. goals: | <ul style="list-style-type: none"> • Learn to talk about the future • Learn to express opinions and doubt about future events • Learn to debate issues and justify opinions with arguments • Learn to express agreement and disagreement |
| ◆Vocabulary goals: | <ul style="list-style-type: none"> • Learn words related to social groups, environment, technology, and current affairs |
| ◆Grammar goals: | <ul style="list-style-type: none"> • Learn Noun clauses + Indicative/Subjunctive (opinion/doubt) • Learn Time clauses: Cuando + Subjunctive • Verbal constructions: continuar/seguir + gerund; dejar de + Infinitive; ya no + verb • Review and expand Present Subjunctive: forms and uses |
| ◆Reading goals: | <ul style="list-style-type: none"> • Reading argumentative texts |
| ◆Writing goals: | <ul style="list-style-type: none"> • Writing argumentative texts • Connectors to write argumentative texts |
| ◆Cultural goals: | <ul style="list-style-type: none"> • Learn about the cultural richness of Guatemala. Compare to our own country/culture • Reflect about diversity in Guatemala, indigenous rights, and the indigenous movement |

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| ◆S-L goals: | • Reflecting on Leadership |
| (Spring) | • Workshop presentation: Service-Learning and Leadership. GW Leadership Symposium. Catalyst for Change: Breaking the Mold of Traditional Leadership. |
| (Fall) | • S-L Circle during OCS Education Week. Students organize an informational evening and visit other Spanish classes inviting their peers to attend and participate. |
| 8 Poética: | • Miguel Hernández: Viento del pueblo ~ The wind of the people. Mayan: Popol Vuh |

WEEK 6, February 18-22 (Monday: Presidents Day holiday)

Gente, Lección 20: *Gente que opina* (Guatemala) Days 4 and 5
GROUP TASK: Prepare an action plan for our GW Leadership Symposium workshop

WEEK 7, February 25-29

Gente, Lección 20: *Gente que opina* (Guatemala) Days 6 and 7

Documentary: Part 1 (*When the mountains tremble*, Guatemala)

Oral Task 2

WEEK 8, March 3-7

Monday 3: Written Exam 2 (Lección 20)

ORAL EXAM

Gente, Lección 20: *Gente que opina* (Guatemala) Day 8

Documentary, Part 2 (*When the mountains tremble*, Guatemala)

WEEK 9, March 10-14

Gente, Lección 21: *Gente con sentimientos* (Ecuador) Days 1, 2 and 3

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| ◆Communic. goals: | • Learn how to express feelings and emotions |
| | • Learn how to talk about personal relationships |
| | • learn how to describe people's personalities and changes |
| | • Learn how to give advice |
| | • Learn some idiomatic expressions used in colloquial Spanish |
| ◆Vocabulary goals: | • Learn words related to personality, feelings and emotions, personal relationships |

◆ Grammar goals:	<ul style="list-style-type: none"> • Learn Noun clauses + Indicative/Subjunctive (feelings, emotions, advice and value judgments) • Learn “change” verbs ponerse, hacerse, volverse + adjective • Learn the contrast poco/ un poco • Review of ser + Adjective (personality) • Review of estar + Adjective (emotional states, conditions) • Review of si/cuando + Indicative
◆ Reading goals:	<ul style="list-style-type: none"> • Reading argumentative texts of cause and effect
◆ Writing goals:	<ul style="list-style-type: none"> • Writing argumentative texts of cause and effect • Connectors for persuasive writing: cause and effect
◆ Cultural goals:	<ul style="list-style-type: none"> • Learn about Ecuador’s cultural diversity • Establish comparisons and contrasts
◆ S-L goals: (Spring) (Fall)	<ul style="list-style-type: none"> • Responsibility. Our actions, decisions and consequences • University Hunger Summit • Hunger and Homelessness week (OCS). The Hunger Banquet. Poetry slam
8 Poética:	<ul style="list-style-type: none"> • César Vallejo: Masa ~ Mass. Artists Oswaldo Guayasamín and Pablo Picasso.

SPRING BREAK

WEEK 10, March 24-28

Gente, Lección 21: *Gente con sentimientos* (Ecuador) Days 4, 5 and 6
GROUP TASK: Learn about each other in our small group experience; acknowledge each other’s personality, likes, dislikes, hopes, dreams, circumstances.

Composition 2

The importance of community in my university experience. In preparation for the CoRAL Conference

Oral Task 3

WEEK 11, March 31 – April 4

Gente, Lección 21: *Gente con sentimientos* (Ecuador) Days 7 and 8

Documentary (Ecuador)

WEEK 12, April 7-11

Monday 7: Written Exam (Lección 21)

Gente, Lección 22: *Gente y mensajes* (El español en otros países) Days 1 and 2

- ◆ **Communic. goals:**
 - Learn how to refer the words of others (information, requests, and proposals)
 - Learn how to make requests and grant permission
 - Learn how to ask someone to do something
- ◆ **Vocabulary goals:**
 - Learn words related to correspondence and messages
- ◆ **Grammar goals:**
 - Learn Indirect speech: Indicative / Subjunctive
 - Learn possessive adjectives and pronouns
 - Review the Conditional tense: form and uses
 - Review the Command forms and uses
- ◆ **Reading goals:**
 - Reading argumentative texts of comparison and contrast
- ◆ **Writing goals:**
 - Writing argumentative texts of comparison and contrast
 - Connectors for persuasive writing: comparison and contrast
- ◆ **Cultural goals:**
 - Learn about other countries where Spanish is spoken
 - Reflect about bilingualism and multilingualism in countries where Spanish is spoken, including the US
 - Reflect about less-spoken languages and their future.
 - Reflect about the future of the Spanish language.
- ◆ **S-L goals:**
 - Hispanic people we have met this semester.
 - CoRAL Network Conference presentation at UDC
- 8 **Poética:**
 - Pedro Casaldáliga: El corazón lleno de nombres ~ The heart full of names
 - Poética21: La palabra en acción ~ Word in Action

WEEK 13, April 14-18

Gente, Lección 22: *Gente y mensajes* (El español en otros países) Days 3, 4 and 5
 GROUP TASK: Have a contest about our cultural knowledge of Spanish-speaking countries

Oral Task 4

WEEK 14, April 21-25

Gente, Lección 22: *Gente y mensajes* (El español en otros países) Days 6, 7 and 8

WEEK 15, April 28-30

GROUP ORAL PRESENTATIONS



SHARING AND CELEBRATING TOGETHER