

SPANISH 003 SERVICE LEARNING**WEEKLY SYLLABUS**

DAILY HOMEWORK will be assigned from the following sources:

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

WEEK 1, January 14-18

Gente, Lección 15: *Gente que lo pasa bien* (España) Days 1 and 2

- ◆ **Communic. goals:**
 - Learn to talk about entertainment and cultural products.
 - Learn how to plan activities for entertainment.
 - Learn how to extend, accept, and reject invitations and proposals.
 - Interacting in social contexts: verbal courtesy
- ◆ **Vocabulary goals:**
 - Learn words related to leisure, movies and television, and arts and entertainment.
- ◆ **Grammar goals:**
 - Review and expand the uses of the Conditional tense.
 - Review and expand verbs like *gustar*.
 - Learn the use of the verb *ser* to express time and place of events.
 - Learn form and use of superlative form of adjectives
 - Learn how to use the verb *quedar*.
 - Review expressions of frequency and habit
- ◆ **Reading goals:**
 - Review of reading strategies I
- ◆ **Writing goals:**
 - Review of writing strategies: editing written work for content and organization.
 - Connectors to achieve cohesion and coherence of texts.
- ◆ **Cultural goals:**
 - Learn about Spain's culture and society: its cultural practices and manifestations, cultural offer of some cities. Compare it to your own culture and society.
 - Learn about arts in Spain
- ◆ **S-L goals**
 - On our way to our community projects.
 - (Spring): • Reflection and celebration of SERVICE. Martin Luther King week of remembrance.
 - (Fall): • Celebration of service opportunities. September's GW Service Fair participation.
- 8 **Poética:**
 - G^a Lorca: "Poesía es lo imposible hecho posible" ~ The impossible made possible.
 - Walt Whitman: "Brethren and lovers" ~ Hermanos y amantes

WEEK 2, January 21-25 (Monday: Martin Luther King holiday)

Gente, Lección 15: *Gente que lo pasa bien* (España) Days 3 and 4
OCS (Office of Community Service) and other community partners class visit to explain students about areas of service and collaboration

WEEK 3, January 28 – February 1

Gente, Chapter 15: *Gente que lo pasa bien* (España) Days 5, 6 and 7
GROUP TASK I: Planning a weekend in a Spanish city

WEEK 4, February 4-8**Monday 4, Written Exam 1 (Lección 15)****Oral Task 1**

Talking about your interests in community projects

Composition 1

Describing the S-L program at GW to a friend at another university or a previous High School teacher interested in service. First impressions of Washington DC. Service opportunities.

Mar adentro: Chapters 1-3

Gente, Lección 16: *Gente sana* (Costa Rica) Day 1

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| ◆ Communic. goals: | <ul style="list-style-type: none"> • Learn to give advice and recommendations • Learn to talk about physical and mental health • Common expressions used in conversational Spanish |
| ◆ Vocabulary goals: | <ul style="list-style-type: none"> • Learn words related to wellness and illness, accidents, medicine, body parts. |
| ◆ Grammar goals: | <ul style="list-style-type: none"> • Learn the use of the Impersonal form tú. • Review and expand Imperative (command) forms • Learn the use of conjunctions of contrast and causality • Learn adverbs ending in <i>-mente</i> |
| ◆ Reading goals: | <ul style="list-style-type: none"> • Review of reading strategies II |
| ◆ Writing goals: | <ul style="list-style-type: none"> • Review of writing strategies: editing grammar in written work (forms and uses). • Expository writing I: connectors for adding, and sequencing ideas, summarizing, and concluding. |
| ◆ Cultural goals: | <ul style="list-style-type: none"> • Learn about Costa Rica's diversity and richness of its natural spaces. • Reflect on the importance of health and environment in Costa Rica. • Establish comparisons with your own culture/country |
| ◆ S-L goals:
(Spring)
(Fall) | <ul style="list-style-type: none"> • Our class as a community. The caring and well being of each other. • Our own physical and mental capabilities at their best. Risk management. • S-L Circle during OCS Education Week. Students organize an informational evening and visit other Spanish classes inviting their peers to attend. |

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| <p>8 Poética:</p> | <ul style="list-style-type: none"> • Indigenous poetry. Pampas: “Yo pasé por todas las tierras, compañero” ~ I have been everywhere, my friend. |
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<p>WEEK 5, February 11-15</p>

Gente, Chapter 16: *Gente sana* (Costa Rica) Days 2, 3 and 4

<p>WEEK 6, February 18-22 (Monday: Presidents Day holiday)</p>

Gente, Chapter 16: *Gente sana* (Costa Rica) Days 5, 6 and 7
GROUP TASK II: Creating a health related campaign

Oral Task 2

<p>WEEK 7, February 25-29</p>

Wednesday 27: Written Exam 2 (Lección 16)

Mar adentro: Chapters 4-6

Gente, Chapter 17: *Gente que inventa* (Uruguay) Day 1

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| <p>◆ Communic. goals:</p> | <ul style="list-style-type: none"> • Learn how to describe objects (shapes, materials, parts, uses, properties) • Learn how to give opinions • Common expressions used in conversational Spanish II |
| <p>◆ Vocabulary goals:</p> | <ul style="list-style-type: none"> • Learn words related to science and technology, shapes and materials, musical instruments, and objects of daily use. |
| <p>◆ Grammar goals:</p> | <ul style="list-style-type: none"> • Review and expand the Impersonal form <i>se</i>. • Review and expand Direct and Indirect Object pronouns • Review and expand relative pronouns with preposition • Learn form and use of the Present Subjunctive • Learn how to use the prepositions <i>con</i> and <i>para</i> |
| <p>◆ Reading goals:</p> | <ul style="list-style-type: none"> • The description |
| <p>◆ Writing goals:</p> | <ul style="list-style-type: none"> • Review of writing strategies: editing vocabulary in written work (forms and uses). • Expository writing II: connectors for giving examples, restating ideas, generalizing, and specifying. |
| <p>◆ Cultural goals:</p> | <ul style="list-style-type: none"> • Learn about Uruguay's culture: artistic and musical traditions. • Reflect on the contributions of Uruguay and the Hispanic world in general to innovation and science. • Establish comparisons with your own culture/country |

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| ◆S-L goals: | • Creativity at the service of others. |
| (Spring) | • GW Leadership Symposium (Feb. 29). Catalyst for Change: Breaking the Mold of Traditional Leadership. |
| (Fall) | • Hunger and Homelessness week (OCS). The Hunger Banquet. Poetry slam |
| 8 Poética: | • Miguel Hernández: Nanas de la cebolla ~ Lullaby of the onion |

WEEK 8, March 3-7

Gente, Chapter 17: *Gente que inventa* (Uruguay) Days 2, 3 and 4

Oral Task 3**WEEK 9, March 10-14**

Gente, Chapter 17: *Gente que inventa* (Uruguay) Days 5, 6 and 7
GROUP TASK III: Designing the home of the future.

SPRING BREAK**WEEK 10, March 24-28**

Mar adentro: Chapters 7-9

ORAL EXAM**Wednesday 26: Written Exam 3 (Lección 17)****WEEK 11, March 31 – April 4**

Gente, Chapter 18: *Gente que cuenta* (Bolivia) Days 1, 2 and 3

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| ◆Communic. goals: | <ul style="list-style-type: none"> • Learn to ask questions about past events. • Learn to talk about past events and circumstances surrounding them. • Learn to talk about past events prior to other past events. • Learn to situate events in time, and telling approximate time. • Common expressions used in conversational Spanish III |
| ◆Vocabulary goals: | <ul style="list-style-type: none"> • Learn words related to literature, narrative and short story, and emotional states. |
| ◆Grammar goals: | <ul style="list-style-type: none"> • Review and expand the uses of Imperfect tense. • Review and expand the contrast between Imperfect and Preterit. • Review and expand interrogative clauses • Review and expand times expressions • Learn the form and uses of the Pluperfect tense. • Learn <i>estar</i> + gerund (Imperfect / Preterit) • Learn the contrast <i>no ... pero / no ... sino</i> |

◆ Reading goals:	• The narration
◆ Writing goals:	• Review of writing strategies: writing a narrative. • Expository writing II: connectors of time used in narratives.
◆ Cultural goals:	• Learn about some key episodes of Bolivia's past. • Learn and reflect about the social and cultural reality of Bolivia through an example of its narrative. • Establish comparisons with your own culture/country
◆ S-L goals:	• The “other”. Learning and understanding from different perspectives. • Senior Prom at GW. CoRAL Network Conference at UDC
8 Poética:	• Reflections on our movie <i>Mar adentro</i> and our poetic voice echoing this inspiring true story.

WEEK 12, April 7-11*Mar adentro*: Chapters 10-12

Gente, Chapter 18: *Gente que cuenta* (Bolivia) Days 4 and 5
GROUP TASK I: Writing the end of a mystery narrative.

Composition 2

A personal story of immigration

Oral Task 4**WEEK 13, April 14-18**

Gente, Chapter 18: *Gente que cuenta* (Bolivia) Days 6, 7 and 8

WEEK 14, 21-25 de abril*Mar adentro*: Chapters 13-16

Gente, Chapter 18: *Gente que cuenta* (Bolivia) Días 9 y 10

WEEK 15, 28-30 de abril**GROUP ORAL PRESENTATIONS****SHARING AND CELEBRATING TOGETHER**