

# LSPA 251/495—LANGUAGE AND CULTURE FOR EDUCATION ABROAD

Colorado State University  
Department of Foreign Languages and Literatures

## TEXTOS PARA LA CLASE - INFORMACIÓN DEL INSTRUCTOR

### Materials:

- All materials on Canvas
- Bilingual Dictionary or access to [www.wordreference.com](http://www.wordreference.com)



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Office Hours: 12:00-2:30 TR until October 17th - via Skype (Blue Jeans or Zoom), email, phone or by appt. Office in Clark C115

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## OBJECTIVES

The course proposes to guide students to:

- Begin to develop "novice high to intermediate low" communicative oral skills in the target language, including grammatical accuracy, appropriate intonation, suitable vocabulary and discourse devices for expressing opinions or when giving presentations.
- Work on developing communicative writing skills in the target language, including clarity of ideas, grammatical accuracy and appropriate vocabulary, adequate elaboration of ideas through a variety of sentence structures and vocabulary, and logical flow of ideas through the use of discourse organizational devices.
- Increased sensitivity to and appreciation of cultural and linguistic differences.

### 1. Build Self-Awareness:

- Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

### 2. Examine Perspectives:

- Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

### 3. Develop a Central Message:

- Develop a central message using the content and supporting materials.

### 4. Address Language:

- Employ language that enhances the presentation.
- Incorporate language that is appropriate to the audience.

### 5. Execute Delivery:

- Demonstrate performance skills (posture, gesture, eye contact, and vocal expressiveness) to share content with/present content to a particular audience for a specific occasion and purpose.

## “THE 5 C’S:

**National Standards for Foreign Language learning. Communication** is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. Through the study of other languages, students gain a knowledge and understanding of the **cultures** that use that language and, in fact, cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. Learning languages provides **connections** to additional bodies of knowledge that may be unavailable to the monolingual English speaker. Through **comparisons** and contrasts with the language being studied,

students develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world. Together, these elements enable the student of languages to participate in multilingual **communities** at home and around the world in a variety of contexts and in culturally appropriate ways. **“Knowing how, when, and why to say what to whom”** All the linguistic and social knowledge required for effective human-to-human interaction is encompassed in those ten words. Formerly, most teaching in foreign language classrooms concentrated on the how (grammar) to say what (vocabulary). While these components of language are indeed cru-

cial, the current organizing principle for foreign language study is communication, which also highlights the why, the whom, and the when. So, while grammar and vocabulary are essential tools for communication, it is the acquisition of the ability to communicate in meaningful and appropriate ways with users of other languages that is the ultimate goal of today’s foreign language classroom.”

[http://www.actfl.org/sites/default/files/pdfs/public/StandardsforFLLexecsumm\\_rev.pdf](http://www.actfl.org/sites/default/files/pdfs/public/StandardsforFLLexecsumm_rev.pdf)

## SPEAKING

Speakers at the Intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Intermediate level speakers can ask

*“The limits of my language are the limits of my world.”*

— [Ludwig Wittgenstein](#)

simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentences to strings of sentences, moving from sentence-level discourse to paragraph-level discourse. Intermediate-level

speakers are understood by interlocutors who are accustomed to dealing with non-native learners of the language in all three communicative modes: Interpersonal, Interpretive, and Presentational.

## WRITING

Writers at the Intermediate level are characterized by the ability to meet practical writing needs, such as simple messages and letters, and requests for information. In addition, they can ask and respond to simple questions in writing. These writers can create with the language and communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest

and social needs. They write primarily in present time. At this level, writers use basic vocabulary and structures to express meaning that is comprehensible to those accustomed to the writing of non-natives.

### 10 REASONS WHY LEARNING A FOREIGN LANGUAGE IS IMPORTANT!



#### Learning a language...

1. ... improves your grasp of English.
2. ... enhances your confidence.
3. ... gives you a wider understanding of world affairs.
4. ... widens your career / job options.
5. ... improves international relations.
6. ... makes travelling easier and more enjoyable.
7. ... connects the world and promotes peace.
8. ... helps you make friends in new countries.
9. ... shows you are open minded and tolerant.
10. ... boosts brain power.

# LISTENING

At the Intermediate level, listeners can understand information conveyed in simple, sentence-length speech on familiar or everyday topics. They are generally able to comprehend one utterance at a time while engaged in face-to-face conversations or in routine listening tasks such as understanding highly contextualized messages, straightforward announcements, or simple instructions and directions. Listeners rely heavily on redundancy,

restatement, paraphrasing, and contextual clues.



## MODULE TASKS

**Tasks** - There will be 3 tasks during the semester—one after each Module. Please see the course calendar to note the dates of these. These tasks will assess your proficiency using the grammatical structures, and vocabulary to perform the communicative function focused on in the Module. The real life based tasks will also include listening and/or reading comprehension activities to determine your understanding of cultural content.

**Module 1:** This will work on description of people, places and things through the use of key verbs

and adjectives. The final task will be an email correspondence.

**Module 2:** This will work on giving information, asking and giving directions and providing instructions through the use of modal verbs and interrogatives. The final task will be asking for directions and giving instructions regarding laundry.

**Module 3:** This will be a cumulative task-based activity that will show how well you are able to use and apply the material covered during the session. The final task will be interviewing and presenting the information gathered.

# EXPRESIÓN

**Oral Practice.** All three modes of oral expression (Interpersonal, Interpretive, and Presentational) will be evaluated through formative and summative assignments through the use of activities that may include, but are not limited to: presentations, group discussions using Bongo, debates, and Interviews. Please consult the oral expression proficiency rubric(s) in Canvas.

**Written Expression:** Your writing will be evaluated in through formative and summative assignments such as online discussions, questions over the literature and culture that incorporate: Grammar, Vocabulary, Literature and Culture. The primary area of evaluation is based on your submissions of the real-life, task-based writing for each Module. Examples of these are journal/blog entries, emails, letters, speeches, summaries, responses to readings, and reflections. Through the scaffold-

# READING

At the Intermediate level, readers can understand information conveyed in simple, predictable, loosely connected texts. Readers rely heavily on contextual clues. They can most easily understand information if the format of the text is familiar, such as in an email, train schedule, film review, a weather report or a social network posting.

Please consult ACTFL's proficiency guidelines for more information:

<http://www.actfl.org/sites/default/>

## Evaluación:

Oral Formative	20%
Oral Summative	20%
Written Formative	20%
Written Summative	20%
Assignments & Participation	20%

*"La lengua es la piel del alma  
Language is the skin of the soul."  
- Fernando Lázaro Carreter*

ing of the grammar, literature and culture in each task based module, you will learn to compare your own attitudes and behaviors with those of other groups. The nature of each of the tasks for the modules will lead you to examine diverse perspectives as you interview and gather information that will allow you to create a message for a particular audience about what you have learned in the process through the use of a second language. Rubrics used for evaluation of written materials are in Canvas.

# TAREAS

To earn an **A** in this course (**93 or more**), all required and recommended work must be completed in an exceptional manner. The points accumulated in the above areas will be totaled and the percentage will determine the final grade as follows:

<p><b>A: 93 or more;</b>  <b>A-: 90-92.99;</b>  <b>B+: 87-89.99;</b>  <b>B: 83-86.99;</b>  <b>B-: 80-82.99;</b>  <b>C+: 77-79.99;</b>  <b>C: 73-76.99;</b>  <b>D: 60-72.99;</b>  <b>F: &lt;60</b></p>
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Please note that a C is 73-76 and a D is 60-72.

**Make-up Policy:**

Absences will be excused only in the case of verifiable illness or other legitimate emergency (**with** supporting documentation). **Assignments will not be accepted after the due date and no make-ups will be allowed for quizzes or exams if the absence is not excused.**

**Miscellaneous:**

It is the student’s responsibility to read the syllabus and remain abreast of any change. If you have questions over the material being covered ask **immediately**, don’t wait until the end of the semester.

**Homework will be made up of Discussions on the Discussion Page, online quizzes, Voice Thread Assignments**

**Note: Use of Translators “or any assistance without talking to your instructor is strictly prohibited. ASK if in doubt!!**

For every assignment you are expected to prepare 2 hours out of class.

## ACADEMIC INTEGRITY— TAKE IT SERIOUSLY

This course will follow the Academic Integrity Policy of the [Colorado State University General Catalog](#) and the [Student Conduct Code](#), which defines academic dishonesty as: “Article III: Prohibited Conduct A. Rules and Regulations Any student or student organization that commits or attempts to commit the following misconduct is subject to disciplinary sanction. 1. Academic misconduct including, but not limited to: cheating, plagiarism, unauthorized possession or disposition of academic materials, falsification, or facilitation of acts of misconduct. Plagiarism includes the copying of language, structure, images, ideas, or thoughts of others and is related only to work submitted for credit. Disciplinary action will not be taken for academic work in draft form. Specific procedures for cases of academic misconduct are also described in the Academic Integrity Policy in the General Catalog, the Graduate Student Bulletin, the Faculty Manual and the Honor Code of the Professional Veterinary School, as applicable.”

In addition, plagiarism in the language classroom includes the use of translators and unauthorized help from peers and native speakers. You may not submit work from a prior class (self-plagiarism).

Academic dishonesty will be subject to disciplinary action. At a minimum, violations will result in a grading penalty in this course and a written report to the Office of Conflict Resolution and Student Conduct Services (student will also receive a copy).

You will be given the opportunity to use the following HONOR PLEDGE on selected assignments in the class:

"I give my word of honor that I have neither given nor received any unauthorized assistance on this assignment." Signed \_\_\_\_\_ (This pledge should be written at the bottom of all assignments, quizzes, exercises, essays and/or exams for the class.)

\*NOTE: A student’s decision to forego signing the honor pledge shall not be used as evidence of academic misconduct and shall not negatively impact a student’s grade.

Academic Integrity Resources:

How to avoid plagiarism: <http://writing.colostate.edu/guides/teaching/plagiarism/>

How to cite your work: <http://writing.colostate.edu/guides/>

Ask if you have doubts!!!

<b>Communication:</b> Students communicate in a target language on familiar topics for a variety of purposes.	<b>Interpretive Mode: Listening/Reading</b> Students comprehend verbal/signed or written language from authentic and other sources.	<b>Interpersonal Mode: Speaking</b> Students engage in conversations to provide and obtain information and to express ideas, feelings and opinions.	<b>Presentational Mode: Writing /Speaking</b> Students write or speak to present information and ideas to an audience.	<b>Communication Topics:</b> This guideline to topics supports the Second Language Standards and does not necessarily prescribe the sequence of instruction.
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As students learn to communicate in a target language, they will continually expand their knowledge of cultures; to apply their understanding to make cultural comparisons; to use their skills outside the classroom to connect to other communities and disciplines.

### Student Can:

<b>Proficiency Stage 1</b> Approximates ACTFL Novice-Low <b>Students communicate on a limited range of familiar topics in everyday situations.</b>	understand a few words/signs, phrases, everyday expressions and simple statements.	use memorized words and phrases, in limited interactions.	write or say characters/letters, basic high frequency words and memorized phrases.	<b>Greetings &amp; Farewells</b> <b>Parts of the Body</b> <b>Numbers</b> <b>Colors</b> <b>Introductions</b> <b>Alphabet</b> <b>Family &amp; Pets</b> <b>Self Description</b> <b>Calendar &amp; Time</b> <b>Classroom Objects</b> <b>Shapes</b> <b>Clothing</b> <b>Food</b> <b>Home</b> <b>Friends &amp; People</b> <b>Leisure Activities</b> <b>School</b> <b>Seasons and weather</b> <b>Community</b> <b>Daily routine</b> <b>Stores/shopping</b> <b>Geography</b> <b>Transportation</b> <b>Health</b> <b>Occupations</b> <b>Celebrations</b> <b>Travel</b> <b>Vacation</b> <b>Environment</b>
<b>L***105</b> Approximates ACTFL Novice-Mid <b>Students communicate on a limited range of familiar topics in everyday situations.</b>	obtain some discrete information from simple texts or presentations.	use memorized phrases, sentences and questions to express ideas or obtain information	write or say from memory some high frequency words, phrases and simple sentences.	
<b>L***107</b> Approximates ACTFL Novice-High <b>Students communicate on familiar topics in everyday situations.</b>	identify main ideas and some significant details from short simple texts, presentations and narrations.	use memorized and some original sentences and questions to perform simple communicative tasks..	present basic information and simple messages. Communication includes original questions and sentences relying on memorized material.	
<b>L**200</b> Approximates ACTFL Intermediate-Low <b>Students communicate on an expanding range of familiar topics in everyday situations.</b>	identify main idea and some supporting details from simple texts, presentations and narrations.	use original sentences and questions to exchange ideas and to obtain and provide information.	present information with some attempt to engage the audience. Communication includes original sentences and questions.	
<b>L***201</b> Approximates ACTFL Intermediate-Mid <b>Students communicate on a wide range of familiar topics in everyday situations</b>	identify main ideas and supporting details from simple texts , presentations and narrations. May identify discrete information from more complicated materials.	use original language, strings of sentences and connected discourse to exchange ideas and to obtain and provide information. Students can demonstrate emerging ability to communicate in a variety of time frames.	present information in a clear and organized manner with an attempt to engage the audience. Communication includes original sentences and strings of sentences and shows emerging ability to narrate and describe in different time-frames.	
<b>L***201-300+ up to 400</b> Approximates ACTFL Intermediate-High <b>Students communicate on a wide range of topics in both familiar and unfamiliar situations.</b>	identify main ideas and supporting details from longer and more complicated texts, presentations and narrations.	narrate and describe in present and past tenses, recognize a variety of time frames most of the time and can often handle a situation with a complication	present information in a cohesive manner while maintaining the attention of the audience. Communication includes narration and description with good control of present and past time frames.	

## SCHEDULE

The course will follow the schedule listed below. However, **the instructor reserves the right to make modifications in the assignments, dates or other work as necessary.**

<i>Módulo 1</i>	Week 1	Intro & Begin Vocabulary & Introductions; Describing people, animals & places lugares; Ser, Estar and Haber, Telling Time Meeting People
	Week 2	Recycle through previous week's lessons Ser, Estar y Haber—Presente de Indicativo Task 1
<i>Módulo 2:</i> "	Week 3	Readings on Culture and History of BCS Exploring Baja California Sur Interrogatives Comparison and Contrast Asking and giving directions Indirect Objects
	Week 4	Readings on Culture and History of BCS Modal Verbs Direct Objects Expressions of time with "Hacer"
<i>Módulo 3</i>	Week 5	Readings on culture and history of BCS Present Perfect Acabar de and Después to Interrogatives Task 2
	Week 6	Readings on culture and history of BCS Gustar pattern verbs Preterit and Imperfect
	Week 7	Readings on culture and history of BCS More preterit and imperfect practice
	Week 8	Review grammar concepts and prepare for Task 3 Task 3



### Guía comunitaria:

- Estar presente, ser abiert@, honest@ y auténtic@
- Hablar de experiencia personal: usar frases de "yo" para compartir pensamientos y sentimientos
- Escuchar activamente y con respeto
- Compartir el tiempo: animar a que otros participen
- Mostrar una actitud y deseo de aprender de sí mism@ y de otr@s
- Ser abiert@ a perspectivas nuevas y diferentes
- Respetar y mantener la confidencialidad—lo que se compartimos aquí, se queda aquí, lo que aprendemos aquí se lleva de aquí
- Ser consciente del impacto de la identidad en nuestras discusiones—se permite un 're-hacer' (do-over)
- Confiar que el diálogo nos va a llevar a una comprensión más profunda
- Ser atent@