



3rd Term 2019-2020

Course Code & Title:	SPAN3051	
	SUMMER INTENSIVE SPANISH: ADVANCED LEVEL	
Language of Instruction: Spanish/English	Units: 6	

Course Description

¡Hola, otra vez, amigos! Bienvenidos a SPAN3051 Summer Intensive Spanish: Advanced level. After a hard-working Intermediate level we are now ready to proceed further into the study of Spanish language. For most of you, this intensive course will be the last one in the series of the Spanish Studies Programme that have led you to the Minor in Spanish Studies. It continues to provide training in spoken and written Spanish, oral practice through class interaction and essential grammatical structures. In this course, we will combine practical-oriented tasks with grammar-focused interactive activities. Creativity and team-work will be once more fundamental aspects of our lessons as we expect students to achieve higher outcomes. In the design of this course we have seriously considered your feedback, comments and suggestions from previous courses. Contributions from students are always an integral part of this course.

Learning Outcomes

After taking this course, students are expected to: a) understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

- **Listening:** Can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.
- **Reading:** Can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
- **Spoken interaction:** Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. Can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
- **Spoken production:** Can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
- **Writing:** Can write short, simple notes and messages relating to matters in areas of immediate needs. Can write a very simple personal letter, for example thanking someone for something.

Course Content: The course will cover 8 units of the textbook ¡Nos vemos! 2

Lesson	Speech Acts	Grammar	Culture
Unit 5 LO QUIERO TODO <i>I want it all</i>	<ul style="list-style-type: none"> - To go shopping: <ul style="list-style-type: none"> ✓ Describe and buying clothes. ✓ Talk about shopping habits. - To express the beginning, the continuation or the ending of an action. 	<ul style="list-style-type: none"> - Indefinite pronouns. - Direct and indirect objects: Review. - The use of <i>¿Qué ?/ ¿Cuál?</i> - Phrasal verbs: <i>empezar a, dejar de, seguir+ gerundio.</i> 	<ul style="list-style-type: none"> - El Rastro. (Madrid) - Peret. - Semana Santa en Sevilla.
Unit 6 ¡QUÉ AMABLE! <i>How nice!</i>	<ul style="list-style-type: none"> - Congratulations. - Invitations: to accept or reject. - Presents: to give and to thank. - Introducing a third person. 	<ul style="list-style-type: none"> - Imperative: affirmative. - Direct and indirect objects: Position. - The use of <i>ir/ venir y llevar/ traer.</i> - The use of <i>grande, bueno, malo.</i> - The suffix <i>-ísimo.</i> 	<ul style="list-style-type: none"> - Cultural differences on invitations. - El Velorio de la Cruz de Mayo. (Venezuela)
Unit 7 VAMOS AL PARQUE <i>Let's go to the park</i>	<ul style="list-style-type: none"> - To organize a trip. - To express happiness and disappointment. - To talk on the phone. - To talk about environmental protection. 	<ul style="list-style-type: none"> - Imperative: negative. - Demonstrative pronouns: <i>este, ese, aquel.</i> - <i>Aquí, ahí, allí.</i> - Possessive pronouns. 	<ul style="list-style-type: none"> - Doñana National Park. - "El Parque del amor" in Lima. - La noche de San Juan
Unit 8 MIRADOR <i>Review</i>	<ul style="list-style-type: none"> - Cultural similarities and differences. - Self-evaluation. - Learning to learn 		
Unit 9 PROYECTOS CON FUTURO <i>Projects with future</i>	<ul style="list-style-type: none"> - To do predictions - To describe future projects - To express need - To express hypothesis - To make comparisons 	<ul style="list-style-type: none"> - The future - The use of SER y ESTAR - The use of ESTAR with adjectives - Comparisons of equality: <i>tan and tanto/-a/-os/-as</i> 	<ul style="list-style-type: none"> - The system child and youth Orchestras in Venezuela - Gustavo Dudamel: The Director of the Orchestra - Social compromise in Spain - La Verbena de la Paloma

<p>Unit 10 MUY INFORMADOS <i>Very well informed</i></p>	<ul style="list-style-type: none"> - To talk about media - To give one's view about TV programs - To express agreement, disagreement and doubt - To describe a process - To indicate simultaneity of several actions 	<ul style="list-style-type: none"> - Vocabulary: TV programs - The conditional - Vocabulary: The computer and Internet - The use of "mismo" - The use of the propositions "por" and "para". 	<ul style="list-style-type: none"> - The Media in Spain - Las fiestas de la vendimia in La Rioja
<p>Unit 11 ¡Buen trabajo! <i>Good job!</i></p>	<ul style="list-style-type: none"> - To describe labour conditions - Duties in a work position - To talk about the ideal job - To write a letter to apply for a job - To talk about our professional career history 	<ul style="list-style-type: none"> - The Past Perfect - ESTAR + participle - Percentage, quantities and ordinal numbers 	<ul style="list-style-type: none"> - Statistics: The Spanish satisfactions with their jobs - El Día de los Muertos in Mexico (Mexican
<p>Unit 12 MIRADOR <i>Review</i></p>	<ul style="list-style-type: none"> - Cultural similarities and differences - Self-evaluation - An image as an oral expression activity - Learning to learn 		
<p>Activities</p>	<p>Spanish Film Festival: Students must attend one of the screenings and submit the activity to the teacher. Other activities: Best Spanish student award & Latin Dances Workshop TBC</p>		

Learning Activities			
Interactive classwork[1]	Extra-curricular activities	Web-based teaching	Homework / Self-study
(hr) in / out class	(hr) in / out class	(hr) in / out class	(hr) in / out class
3	0.5	1	3
M	O	M	M

M = Mandatory / O = Optional

[1] Interactive classwork focuses on student-centered activities as pair work, group work, role-playing and student-teacher interaction.

Assessment Scheme		
Task nature	Description	Weight
Participation in class and homework	Active participation in class activities and regular homework. Continuous assessment.	20%
Writing Task 1 Units 5 + 6	Instructions will be given by the teacher	20%
Writing Task 2: Units 7 + 9	Instructions will be given by the teacher	20%
Individual Video Task: Units 10 + 11	Instructions will be given by the teacher	20%
Spoken production and interaction	<u>Production</u> : 4 to 6 minutes about a topic assigned at random. <u>Interaction</u> : 6 to 8 minutes of dialogue in pairs about a topic assigned at random	20%

Notes:

- **You are required to arrive on time.**
- You are required to attend at least 75% of the class. Treat 75% attendance as the minimum, not the maximum.
- The success of your own learning will highly depend on your attendance.
- **Should you miss more than 25% of the class, you will automatically fail the course.**
- **If you miss any assignment without any justified reason, the assignment will be not rescheduled.**
- If you are unable to attend, get informed about what content and homework you missed and make it up yourself

Academic Honesty and Plagiarism
<p>Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at http://www.cuhk.edu.hk/policy/academichonesty/ .</p> <p>With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign the declaration.</p> <p>For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.</p>

General Grade Descriptors:

	A	B	C	D	F
General	<p>Outstanding performance in all learning outcomes and meeting all specified assessment requirements. Can fully understand and appropriately use sentences and frequently used expressions related to areas of most immediate relevance. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters in a competent way. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need appropriately.</p>	<p>Good performance in all learning outcomes. Can understand and mostly appropriately use sentences and frequently used expressions related to areas of most immediate relevance. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters in a suitable way. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need mostly appropriately.</p>	<p>Satisfactory performance in the majority of learning outcomes. Can partially understand and partially appropriately use sentences and frequently used expressions related to areas of most immediate relevance. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters in a basic way. Can partially appropriately describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p>	<p>Barely satisfactory performance in a number of learning outcomes. Can rarely understand and appropriately use sentences and frequently used expressions related to areas of most immediate relevance. Can barely communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can occasionally describe in very simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p>	<p>Unsatisfactory performance in a number of learning outcomes and/or failure to meet specified assessment requirements. Cannot understand and use sentences and frequently used expressions related to areas of most immediate relevance. Cannot communicate in routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Cannot describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p>

Learning Resources
Course Materials
Textbook & Workbook: <i>¡Nos vemos! 2 DIFUSIÓN</i> (Available in Commercial Press University Bookstore). Extra material provided by teacher and available on Blackboard. <i>Textbooks are available at The Commercial Press bookstore, on CUHK campus.</i>
IT Resources
Blackboard
Readings & Library Resources
<ol style="list-style-type: none"> Collins Spanish Dictionary and Grammar (2004), Collins. Or any other Spanish-English-Spanish dictionary. Complete Spanish grammar (2004) [electronic resource AVAILABLE AT CUHK ULS] / Gilda Nissenberg. New York: McGraw-Hill. Modern Spanish grammar (2003) [electronic resource AVAILABLE AT CUHK ULS] a practical guide / Juan Kattán-Ibarra & Christopher J. Pountain. London: Routledge. CU Learning System https://elearn.cuhk.edu.hk/webapps/portal/frameset.jsp Graded readings CU libraries have little books in Spanish that are adjusted to your reading levels (in Spanish we call them "lecturas graduadas"). Some e-books, downloadable via Internet that you can print or read comfortably in your computer, PDA, etc. The level varies from collection to collection, but initially you can try "nivel 1" (level 1) and progressively upgrade to another reading level if you feel you can manage it. To do a library search in ULS, type "lecturas graduadas" + "nivel 1" or "nivel 2" (+ "electronic"), etc.].

Feedback for Evaluation
Our language programme highly values students' feedback and comments and is happy to use them for reflection on our teaching and improvement. Students are very welcome to provide comments and feedback on the course any time to their course teacher or the course level coordinator through email or in personal conversation. In addition, students' feedbacks will be collected in the middle of the term through an open-end questionnaire and the teacher will discuss the feedbacks in class and make improvements if necessary. The course will also follow the university's course evaluation exercise at the end of the term, and students' feedbacks will be used for future course planning and teaching.

Class sections and teachers' contact details:

Class	Time	Classroom	No of weeks	Teacher	Email
SPAN 3051	9:30-12:30	-----	7	Ms María Cecilia BEDOYA GARCÍA MONTERO	wicco@netvigator.com

For further information and inquiries, you are welcome to contact the course level coordinator:

Contact	Telephone	Email	Office
Dr. Leticia VICENTE-RASOAMALALA	3943 1678	lvicente@cuhk.edu.hk	Office hours in Zoom: Wednesday: 13.30-14.30 or gladly by appointment
General Office	3943 7110	lin@cuhk.edu.hk	G17, K.K. Leung Building

SEMANA 1	Lunes 25 MAYO	Martes 26 MAYO	Miércoles 27 MAYO	Jueves 28 MAYO	Viernes 29 MAYO
	REVIEW + CHAPTER 5		CHAPTER 5		
SEMANA 2	Lunes 1 JUNIO	Martes 2 JUNIO	Miércoles 3 JUNIO	Jueves 4 JUNIO	Viernes 5 JUNIO
	CHAPTER 5	CHAPTER 5	CHAPTERS 5 & 6	CHAPTER 6	CHAPTER 6
SEMANA 3	Lunes 8 JUNIO	Martes 9 JUNIO	Miércoles 10 JUNIO	Jueves 11 JUNIO	Viernes 12 JUNIO
	CHAPTER 6	CHAPTER 6+7	CHAPTER 7	CHAPTER 7	WRITING TASK 1 (5-6) CHAPTER 7
SEMANA 4	Lunes 15 JUNIO	Martes 16 JUNIO	Miércoles 17 JUNIO	Jueves 18 JUNIO	Viernes 19 JUNIO
	CHAPTER 7	CHAPTER 9	CHAPTER 9	CHAPTER 9	CHAPTERS 9+ 10
SEMANA 5	Lunes 22 JUNIO	Martes 23 JUNIO	Miércoles 24 JUNIO	Jueves 25 JUNIO	Viernes 26 JUNIO
	CHAPTER 10	CHAPTER 10	CHAPTER 10	<u>PUBLIC HOLIDAY</u>	WRITING TASK 2 2 (7-9) CHAPTERS 10+11
SEMANA 6	Lunes 29 JUNIO	Martes 30 JUNIO	Miércoles 1 JULIO	Jueves 2 JULIO	Viernes 3 JULIO
	CHAPTER 11	CHAPTER 11	<u>PUBLIC HOLIDAY</u>	CHAPTER 11 Oral workshop	<ul style="list-style-type: none"> ◆ Repaso. ◆ Dudas y preguntas.
SEMANA 7	Lunes 6 JULIO	Martes 7 JULIO	Miércoles 8 JULIO		
	VIDEO TASK DEADLINE <ul style="list-style-type: none"> ◆ Repaso. ◆ Dudas y preguntas. 	<ul style="list-style-type: none"> ◆ Repaso. ◆ Dudas y preguntas. 	ORAL TEST		