



Course Code & Title:	SPANISH LANGUAGE: SPAN 2000A Spanish II	
Language of Instruction: Spanish /English	Units: 3	

Course Description

Building on the knowledge acquired in SPAN1000, this course aims to further develop students' ability to communicate in Spanish in various everyday situations. It also seeks to give students a taste of Spanish culture and invites them to explore cultural differences. Through intensive practice students will develop more confidence in interacting in Spanish while further expanding and solidifying their understanding of the basic grammar and pronunciation patterns. Supported by audiovisual aids, students will receive intensive practice in spoken and written Spanish through interactive class work, homework and online exercises. Students will further develop their abilities in the four Spanish language skills (listening, speaking, reading and writing). (Not for students who have taken SPAN2050 2. Prerequisite: SPAN1000 or equivalent competence).

Learning Outcomes

- Upon completion of the course, the student should be able to understand and use the language to satisfy needs of a concrete type, talk about himself/herself or communicate in very simple and routine tasks.
- Listening: Can understand familiar everyday expressions and simple sentences aimed at the satisfaction of needs of a concrete type.
  - Reading: Can understand the meaning of words and simple sentences with the help of the context, being able to differentiate the functions and relation amongst the different words of a Spanish sentence.
  - Spoken interaction: Can interact in a simple way provided that the other person talks slowly and clearly and is prepared to help.
  - Spoken production: Can use simple phrases and sentences related to areas of most immediate relevance and engage in simple and direct exchanges of information on familiar and routine matters.
  - Writing: Can write a small piece of information related to areas of most immediate relevance

**Course Content:** the course will cover 4 lessons of the textbook *¡Nos vemos! 1*

Lesson	Speech Acts	Grammar	Culture
<b>Chapter 5</b> <i>Es hora de comer</i> (It's time to eat)	<ul style="list-style-type: none"> <li>- Measurements, weights and prices</li> <li>- Asking for food</li> <li>- Ordering in a bar</li> <li>- Buying food</li> <li>- Expressing preferences</li> <li>- The time</li> </ul>	<ul style="list-style-type: none"> <li>- Irregular verbs: <b>querer, preferir, poder, probar...</b></li> <li>- Quantities</li> <li>- Direct object pronouns</li> <li>- <b>SE</b> impersonal</li> <li>- Numbers from 100 to...</li> <li>- Frequency: <b>muchas veces, pocas veces...</b></li> </ul>	<ul style="list-style-type: none"> <li>- Bars in Spain</li> <li>- Tapas &amp; Spanish food</li> <li>- Nicaragua, Costa Rica &amp; Panama</li> </ul>
<b>Chapter 6</b> <i>Por la ciudad</i> (Around the city)	<ul style="list-style-type: none"> <li>- Describing a city</li> <li>- Asking and giving directions</li> <li>- Requesting information at the tourist office</li> <li>- Ways of transportation</li> <li>- Days of the week</li> <li>- Names of shops</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Hay vs. está</b></li> <li>- Present form of <b>ir</b></li> <li>- Prepositions of place</li> <li>- Verbs with <b>e&gt;i</b> stem change</li> <li>- <b>Tener que+</b> infinitive</li> </ul>	<ul style="list-style-type: none"> <li>- Seville &amp; Bogotá</li> <li>- The Gold Museum</li> <li>- Colombia</li> </ul>

<b>Chapter 7</b> <i>El placer de viajar</i> (The pleasure of travelling)	<ul style="list-style-type: none"> <li>- Making a reservation in a hotel</li> <li>- Expressing preferences</li> <li>- Showing agreement and disagreement</li> <li>- Writing a postcard</li> <li>- Talking about experiences</li> <li>- Presenting a complaint.</li> <li>- Apologizing</li> </ul>	<ul style="list-style-type: none"> <li>- Verbs with an irregular 1<sup>st</sup> person</li> <li>- <b>También, tampoco</b></li> <li>- Indirect object pronouns</li> <li>- Present perfect</li> <li>- Irregular participles</li> <li>- The use of <b>muy</b> and <b>mucho</b></li> </ul>	<ul style="list-style-type: none"> <li>- Mallorca</li> <li>- Cuba</li> <li>- A formal complaint</li> <li>- Ecuador</li> </ul>
<b>Chapter 8</b> <i>Mirador</i> (Review)	<ul style="list-style-type: none"> <li>- Cultural similarities and differences.</li> <li>- Self-evaluation: Theory and practice.</li> <li>- Learning to study.</li> <li>- Talk and play.</li> </ul>		

### Learning Activities

Interactive classwork[1] (hr) in / out class		Extra-curricular activities (hr) in / out class		Web-based teaching (hr) in / out class		Homework / Self-study (hr) in / out class	
3			1.5		1		3
M			M		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
<b>Participation in class and homework</b>	Active participation in class activities and regular homework. Punctuality. Continuous assessment.	20%
<b>Writing Task 1</b>	Reading comprehension and writing task.	15%
<b>Oral presentations</b>	Work in pairs, make a presentation about a city from Spain or Latino America.	20%
<b>Writing Task 2</b>	Reading comprehension, listening and writing task.	25%
<b>Oral test</b>	Production: answer questions asked by the teacher related to Unit 5 to Unit 7. Interaction: 2 to 3 minutes of dialogue in pairs about a topic assigned at random.	20%

### GRADE DESCRIPTORS

A	B	C	D	F
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.	Good performance on all learning outcomes. Can understand and predominantly 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 predominantly appropriately.	Satisfactory performance on the majority of learning outcomes. Can partially understand and predominantly 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 describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need partially appropriately.	Barely satisfactory performance on a number of learning outcomes. Can rarely understand and predominantly appropriately use sentences and frequently used expressions related to areas of most immediate relevance. Can hardly communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in very simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.	Unsatisfactory performance on 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.

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.

Learning Resources	
Course Materials	
1.	Lloret Ivorra et al. (2010). ¡Nos vemos! 1: <i>Libro del alumno &amp; Cuaderno de ejercicios</i> (Textbook & Workbook), Barcelona: Difusión.
2.	Handouts and PowerPoints provided by your instructor. <i>Textbooks are available at The Commercial Press bookstore, on CUHK campus.</i>
IT Resources	
1.	CU eLearning System <a href="http://www.cuhk.edu.hk/eLearning/elearn/">http://www.cuhk.edu.hk/eLearning/elearn/</a>
Readings & Library Resources	
1.	Complete Spanish grammar (2004) [electronic resource AVAILABLE AT CUHK ULS] / Gilda Nissenberg. New York: McGraw-Hill.
2.	Modern Spanish grammar (2003) [electronic resource AVAILABLE AT CUHK ULS] a practical guide / Juan Kattán-Ibarra and Christopher J. Pountain. London: Routledge.
3.	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.].

Week	Date	No Class Days	Assignments	Content
Week 1	11 <sup>th</sup> - 15 <sup>th</sup> January			Introduction
Week 2	18 <sup>th</sup> - 22 <sup>nd</sup> January			Unit 1
Week 3	25 <sup>th</sup> - 29 <sup>th</sup> January			Unit 1
Week 4	1 <sup>st</sup> - 5 <sup>th</sup> February			Unit 1
Week 5	8 <sup>th</sup> – 12 <sup>th</sup> February	Lunar New Year Vacation (11 <sup>th</sup> – 12 <sup>th</sup> )		Unit 2
Week 6	15 <sup>th</sup> - 19 <sup>th</sup> February	Lunar New Year Vacation (15 <sup>th</sup> -17 <sup>th</sup> )		Unit 2
Week 7	22 <sup>nd</sup> - 26 <sup>th</sup> February		Writing Task I	Unit 2
Week 8	1 <sup>st</sup> – 5 <sup>th</sup> March			Unit 2
Week 9	8 <sup>th</sup> – 12 <sup>th</sup> March			Unit 3
Week 10	15 <sup>th</sup> – 19 <sup>th</sup> March		Oral presentations	
Week 11	22 <sup>nd</sup> - 26 <sup>th</sup> March			Unit 3
Week 12	29 <sup>th</sup> Marc– 2 <sup>nd</sup> April	Reading week (29 <sup>th</sup> -1 <sup>st</sup> ) & P. H. (2 <sup>nd</sup> -3 <sup>rd</sup> )		
Week 13	5 <sup>th</sup> – 9 <sup>th</sup> April	P. H (5 <sup>th</sup> , 6 <sup>th</sup> ) & Reading Week (7 <sup>th</sup> )		
Week 14	12 <sup>th</sup> - 16 <sup>th</sup> April			Unit 3
Week 15	19 <sup>th</sup> – 23 <sup>rd</sup> April		Writing Task II & Oral exam	

Class sections and teachers’ contact details:

Class	Time	Classroom	No of weeks	Teacher	Email
SPAN 2000A	Mon 2.30 pm – 5.15 pm	ZOOM Meeting	12	Miss Andrea FERNANDEZ CIENFUEGOS	<a href="mailto:afcienfuegos@cuhk.edu.hk">afcienfuegos@cuhk.edu.hk</a>
SPAN 2000B	Tue 10.30 am – 1.15 pm	ZOOM Meeting	12	Miss Verónica J. CONSTANTINO CASTILLO	<a href="mailto:jeancocoa@gmail.com">jeancocoa@gmail.com</a>

<b>SPAN 2000C</b>	Wed 2.30 pm – 5.15 pm	ZOOM Meeting	12	Mr. Jorge Martin HERNANDEZ CALVILLO	<a href="mailto:holajorge28@yahoo.ca">holajorge28@yahoo.ca</a>
<b>SPAN 2000D</b>	Wed 9.30 am – 12.15 pm	ZOOM Meeting	12	Miss María Dolores REAL BOTIJA	<a href="mailto:lolarealbotija@cuhk.edu.hk">lolarealbotija@cuhk.edu.hk</a>
<b>SPAN 2000E</b>	Tue 1.30 pm – 2.15 pm Thu 10.30 am – 12.15 pm	ZOOM Meeting	13	Miss María Dolores REAL BOTIJA	<a href="mailto:lolarealbotija@cuhk.edu.hk">lolarealbotija@cuhk.edu.hk</a>
<b>SPAN 2000F</b>	Thu 2.30 pm – 5.15 pm	ZOOM Meeting	13	Miss María Dolores REAL BOTIJA	<a href="mailto:lolarealbotija@cuhk.edu.hk">lolarealbotija@cuhk.edu.hk</a>
<b>SPAN 2000G</b>	Tue 2.30 pm – 5.15 pm	ZOOM Meeting	12	Mr. Salvador Gerardo MORALES VENEGAS	<a href="mailto:hongkongerar@hotmail.com">hongkongerar@hotmail.com</a>
<b>SPAN 2000I</b>	Fri 8.30 am – 11.15 am	ZOOM Meeting	13	Mr. CHAN Tsz Pan Billy	<a href="mailto:profe.billy@gmail.com">profe.billy@gmail.com</a>
<b>SPAN 2000J</b>	Wed 10.30 am – 1.15 pm	ZOOM Meeting	12	Miss Andrea FERNANDEZ CIENFUEGOS	<a href="mailto:afcienfuegos@cuhk.edu.hk">afcienfuegos@cuhk.edu.hk</a>

For further information and inquiries, you are welcome to contact:

Contact	Telephone	Email	Office
MISS María Dolores REAL BOTIJA	3943 1770	<a href="mailto:lolarealbotija@cuhk.edu.hk">lolarealbotija@cuhk.edu.hk</a>	G33, K.K. Leung Building Office Hours: <i>Monday: 1.30-2.30 pm or gladly by appointment</i>
General Office	3943 9836	<a href="mailto:lin@cuhk.edu.hk">lin@cuhk.edu.hk</a>	Rm G17, KKL Building Office Hours: <u>Monday to Thursday:</u> 8:45am to 1:00pm and 2:00pm to 5:30pm <u>Friday:</u> 8:45am to 1:00pm and 2:00pm to 5:45pm

#### Academic Honesty and Plagiarism

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/>. 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. 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.

#### 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.