




2nd Term 2020-2021

Course Code & Title:	SPAN3002 A & B SPANISH VI	
Language of Instruction: English	Units: 3	

Course Description

This course focuses on the further development of communication skills in Spanish with emphasis on the expression of personal views and the training of argumentative strategies. It will also engage students in critical reflections on various aspects of life in Spanish-speaking countries and their own social environment. Students will be guided to analyse various types of data to support their views. They will learn how to express their wishes and aspirations using the appropriate registers.

Learning Outcomes

By the end of the course, students should be able **a) to understand sentences and frequently used expressions related to areas of most immediate relevance, b) to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters, and c) to describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.** More specifically in:

- **Listening:** they can understand sentences 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, etc*). They can catch the main point in short, clear, simple messages and announcements.
- **Reading:** they can read very short simple texts. They can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables. They can understand short simple personal letters.
- **Spoken interaction:** they can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. They can handle very short social exchanges, even though they cannot usually understand enough to keep the conversation without help.
- **Spoken production:** they can use a series of phrases and sentences to describe in simple terms their family and other people, the living conditions, their educational background and present or their most recent job.
- **Writing:** they can write short, simple notes and messages related to matters in areas of immediate needs. They can write a very simple personal letter, for example, for thanking someone for something.

Course Content: *The course will cover 4 units of the textbook ¡Nos vemos! 2*

UNITS	Communicative situations	Grammar	Culture
10. Muy informados <i>Very well informed</i>	<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 uses of the prepositions "por" and "para" 	<ul style="list-style-type: none"> - The Media in Spain - "Las fiestas de la vendimia" in La Rioja
11. ¡Buen trabajo! <i>Good job!</i>	<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 their professional career history 	<ul style="list-style-type: none"> - The Past Perfect - ESTAR + participle - Percentages, quantities and ordinal numbers 	<ul style="list-style-type: none"> - Statistics: The Spanish satisfaction with their jobs - "El Día de los Muertos" in Mexico (Mexican Halloween)

9. Proyectos con futuro <i>Projects with future</i>	<ul style="list-style-type: none"> - To make predictions - To describe future projects - To express needs - To express hypotheses - To make comparisons 	<ul style="list-style-type: none"> - The future - The uses of <i>SER</i> and <i>ESTAR</i> - The use of <i>ESTAR</i> with <i>adjectives</i> - Comparisons of equality: "<i>tan</i>" and "<i>tanto/-a/-os/-as</i>" 	<ul style="list-style-type: none"> - The system of child and youth orchestras in Venezuela - Gustavo Dudamel: The Director of the Orchestra - Social compromise in Spain - "<i>La Verbena de la Paloma</i>" (Madrid)
12. Mirador <i>Review</i>	<ul style="list-style-type: none"> - Cultural similarities and differences - Self-evaluation - An image as an oral expression activity - Learning to learn 		

Learning activities							
Interactive classwork [1]		Extra-curricular activities		Web-based teaching		Homework / Self-study	
(hr)		(hr)		(hr)		(hr)	
in /	out class	in /	out class	in /	out class	in /	out class
3			0.5		1		1.5
M			O		M		M

M = Mandatory / **O** = Optional

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

Assessment scheme		
Task nature	Description	Weight
Participation in class and homework	Punctuality, active participation in class activities and regular homework. Continuous assessment.	10%
Video Presentation about the use of the media	3-4 minute video presentation.	20%
Writing Task	In Zoom class written task at the end of Unit 11. The topic will be provided by the teacher.	20%
Final quiz: Unidades 9 & 11	In Zoom class quiz covering grammar, vocabulary, reading comprehension, listening and writing.	25%
Final oral test	<i>Production:</i> 2 to 3 minutes about a topic assigned at random. <i>Interaction:</i> 3 to 4 minutes of a dialogue/a debate in pairs about an assigned topic.	25%

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.

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 for students

Course materials:

- Textbook & Workbook: *¡Nos vemos! 2 DIFUSIÓN* (Available in Commercial Press University Bookstore).
- Extra materials provided by the teacher and available on Blackboard.

Readings & references:

1. **Collins Spanish Dictionary and Grammar** (2004), Collins. Or any other Spanish-English-Spanish dictionary.
2. **Complete Spanish grammar (2004)** [electronic resource **AVAILABLE AT CUHK ULS**] / Gilda Nissenberg. New York: McGraw-Hill.
3. **Herramientas de español** <http://www.bowdoin.edu/~eyepes/newgr/ats/> Enrique Yepes Spanish Grammar Online Advanced Spanish Book is a concise outline of essential grammar structures.
4. **Modern Spanish grammar (2003)** [electronic resource **AVAILABLE AT CUHK ULS**] **a practical guide** / Juan Kattán-Ibarra & Christopher J. Pountain. London: Routledge.
5. **CU Learning System** <https://elearn.cuhk.edu.hk/webapps/portal/frameset.jsp>
6. **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.].

Schedule (Subject to changes):

Week	Date	No Class Days	Assignments	Content
Week 1	11-15 Jan			Unit 10
Week 2	18-22 Jan			Unit 10
Week 3	25-29 Jan			Unit 10
Week 4	1-5 Feb			Units 10 & 11
Week 5	8-12 Feb	From 11th February to 17th February Lunar New Year Vacation		Unit 11
Week 6	15-19 Feb			Unit 11
Week 7	22-26 Feb		Video Task online submission 26th February	Unit 11
Week 8	1-5 Mar			Units 11& 9
Week 9	8-12 Mar			Unit 9
Week 10	15-19 Mar		Writing task	Unit 9
Week 11	22-26 Mar			Unit 9/ Review
Week 12	29 Mar-2 Apr	From 29th March to 1st April and 7th April Reading Week. 2nd, 3rd and 6th April Easter. 5^h April Ching Ming Festival		
Week 13	5- 9 Apr			Unit 9/Review
Week 14	12-16 Apr		Final quiz	Review
Week 15	19-23 Apr		Final oral test	

Class sections and teachers' contact details:

Class	Time	Classroom	No of weeks	Teacher	Email
SPAN 3002A	Thu 10:30 - 14:15	Zoom	13	Miss Verónica CONSTANTINO CASTILLO	jeancocoa@gmail.com
SPAN 3002B	Tu 14:30 - 17:15	Zoom	12	Dr. Leticia VICENTE-RASOAMALALA	lvicente@cuhk.edu.hk

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

Contact	Telephone	Email	Office
Dr. Leticia VICENTE-RASOAMALALA (Course Coordinator)	3943 1678	lvicente@cuhk.edu.hk	Office Hours: <i>Tuesday:</i> 1.20-2.20 pm or gladly by appointment via Zoom
General Office	39439836	lin@cuhk.edu.hk	Rm G17, KKL Building Office Hours: <i>Monday to Thursday:</i> 8:45am to 1:00pm and 2:00pm to 5:30pm <i>Friday:</i> 8:45am to 1:00pm and 2:00pm to 5:45pm

Academic Honesty and Plagiarism
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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.