



2nd Term 2020-2021

Course Code & Title:	SPANISH CONVERSATION	SPAN 3021	SPANISH CUHK
Language of Instruction: Spanish/English	Units: 3		

Course Description

This course aims to enhance students' oral communication skills in Spanish. Through selected student-oriented stimuli and topics related to social issues and contemporary affairs, students will practice the expression and exchange of personal views and ideas. Classroom activities may include in-class activities such as dialogue, role-play, narration, speech, group discussion, debate and multimedia activities. Emphasis will be placed on oral practice and an interactive learning environment with a view to helping students build confidence and develop fluency in using the language, to speak spontaneously in social interaction and acquire conversational techniques commonly used in a Spanish-speaking environment. Lively oral practice and an interactive learning environment will help students to build language confidence and fluency, to react spontaneously in social interaction and acquire conversational techniques commonly used in a Spanish-speaking environment. Students will be requested to revise or do previous activities before the class to promote independent learning, peer interaction and collaboration skills.

Prerequisite: SPAN 3000 or SPAN 3050 or equivalent competence.

Learning Outcomes

This course is designed to help the student strengthen and expand conversational skills. The student will: - Improve the ability to engage in oral discussion on basic themes and to respond appropriately in context-specific conversational settings. - Expand and personalize the active vocabulary knowledge in common areas of conversation. - Improve listening comprehension skills and further the ability to understand spoken language.

Course Content:

Lesson	Topics	Oral strategies
Unit 1 SOMOS ESTUDIANTES <i>We are students</i>	<ul style="list-style-type: none"> - Time management and study time. Procrastination - University in Spanish speaking countries. - Education and future: innovative projects 	<ul style="list-style-type: none"> - Connectors and information structurers. - Pronunciation I - Intonation I
Unit 2 ESTAMOS CONECTADOS <i>We are connected</i>	<ul style="list-style-type: none"> - Personal relationships in social networks. - Image, advertising and media. - Innovative services. 	<ul style="list-style-type: none"> - Start, interrupt and finish the speech. - React to someone's speech and active listening. - Non-verbal communication - Pronunciation II - Intonation II
Unit 3 NOS CUIDAMOS <i>We care</i>	<ul style="list-style-type: none"> - As we have changed. - Community care. - The challenge of climate change. 	<ul style="list-style-type: none"> - Turn of the speech. - React to someone's speech and active listening II - Verbal courtesy. - Pronunciation III - Intonation III

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		1.5		3	
M	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	Punctuality, active participation in class activities and regular homework. Continuous assessment.	10 %
Unit 1 Oral presentation	Oral presentation in the classroom in groups (3 students). Topic provided by the teacher, related with Unit 1.	25 %
Unit 2 Video: Role play	Video: Role play of a daily situation performed by the students (3-4 students)	25 %
Unit 3 Debate	Students will participate in a debate about a provided topic in groups (5 students)	25 %
Reflection Paper	Writing Task: personal reflection on the course and your personal learning process (300 words).	15 %

GRADE DESCRIPTORS

A	B	C	D	F
<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 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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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 are unable to attend, get informed about what content and homework you missed and make it up yourself.

Learning Resources

Course Materials

1. Handouts and PowerPoints provided by your instructor.

IT Resources

1. **CU eLearning System** <http://www.cuhk.edu.hk/eLearning/elearn/>

Readings & Library Resources

1. **Speaking Spanish, a conversation guide** / by Carl A. Tyre and Annemarie B. Tyre Carl Allen Tyre 1903- Annemarie Bodensieck Tyre New York: H. Holt 1944 UL PC4121.T9
2. **Conversation in Spanish points of departure** Cynthia Schmidt-Cruz Frank Sedwick 6th ed. Boston: Heinle & Heinle c2001 UL PC4121 .S42 2001
3. **A trip to Latin America** (in very simple Spanish with conversation and composition exercises and vocabulary Ventura Fuentes 1868-1923. Victor E François (Victor Emmanuel), 1866-1944. New York: H. Holt and Co. c1917 Online access
4. **Open door to Spanish: a conversation course for beginners Level 1.**, Margarita Madrigal, 3rd ed Upper Saddle River, N.J.: Pearson/Prentice Hall c2004 UL PC4121 .M24 2004
5. **Hoy hablamos de...: temas, actividades, tareas para las clases de conversación.** Javier Leal Caballero Caballero, Javier Leal, Madrid : Edinumen 2013 UL Oversize PC4121 .C33 2013

Schedule (Subject to change):

Week	Date	No Class Days	Assignments	Content
Week 1	12 th January			Introduction
Week 2	19 th January			Unit 1
Week 3	26 th January			Unit 1
Week 4	2 nd February			Unit 1
Week 5	9 th February		<i>Oral presentations</i>	
Week 6	16 th February	Lunar New Year Vacation		
Week 7	23 rd February			Unit 2
Week 8	2 nd March			Unit 2
Week 9	9 th March			Unit 2
Week 10	16 th March		<i>Video : Role Play</i>	Unit 3
Week 11	23 rd March			Unit 3
Week 12	30 th March	Reading week		
Week 13	6 th April	Easter		
Week 14	13 th April			Unit 3
Week 15	20 th April		Debate & Reflection Paper	

Class sections and teachers' contact details:

Class	Time	Classroom	No. of weeks	Teacher	Email
SPAN 3001 C	Tue 10.30 – 1.15	Online Zoom Meeting	12	MISS María Dolores REAL BOTIJA	lolarealbotija@cuhk.edu.hk

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

Contact	Telephone	Email	Office
MISS María Dolores REAL BOTIJA	3943 1770	lolarealbotija@cuhk.edu.hk	G33, K.K. Leung Building Office Hours: <i>Wednesday: 12.30 pm – 1.30 pm</i> <i>or gladly by appointment</i>
General Office	3943 9836	lin@cuhk.edu.hk	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.