




2nd Term 2022-2023

<b>Course Code &amp; Title:</b>	<b>SPAN3002 B SPANISH VI</b>	
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

Upon completion of the course, the student should be able to deal with daily situations in Spanish such as:

- talking about the media, information technology basic vocabulary, their educational and professional backgrounds, and their future projects.
- finding specific, predictable information in work advertisements, programming schedules, and NGO prospectuses.
- discussing about movies, social media, labour conditions and social projects.
- writing employment related letters, a Curriculum Vitae and a simple action plan.
- expressing agreement, disagreement, and doubts, simultaneous actions, comparisons, talking about real or ideal projects.
- understanding audios and videos about the media, work environments and projects by catching the main points.

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

UNITS	Communicative situations	Vocabulary	Grammar	Culture
<b>9. Proyectos con futuro</b>  <i>Projects with future</i>	<ul style="list-style-type: none"> <li>- To talk about character and abilities</li> <li>- To talk about social commitment</li> <li>- To talk about the future</li> <li>- To express emotions and experiences</li> </ul>	<ul style="list-style-type: none"> <li>- Social initiatives</li> <li>- Personal qualities</li> <li>- The music and the musical instruments</li> <li>- Emotions</li> </ul>	<ul style="list-style-type: none"> <li>-The uses of “ser” and “estar”</li> <li>-Comparisons of equality: verb + tanto and tanto/a/os/as + noun</li> <li>- The regular and the irregular future</li> <li>- The uses of the future tense</li> <li>- To express hypothesis</li> <li>- To express needs</li> </ul>	<ul style="list-style-type: none"> <li>- Social initiatives and NGO</li> <li>- The Venezuelan social project “El Sistema”</li> <li>- Gustavo Dudamel and the music in Venezuela</li> <li>- VIDEO 7: A model project</li> <li>- PARTYING: La Verbena de la Paloma</li> </ul>

<b>10. La tecnología y yo</b>  <i>The technology and me</i>	-To talk about audio-visual services - Frequency markers - To express agreement, disagreement and doubt - To talk about IT - To describe a process - To indicate simultaneity of several actions	-Electronic devices and Internet - Daily activities - TV programmes	-The uses of “mismo” as an adjective, an intensifier and a pronoun - The uses of “para” y “por” - The regular and irregular conditional - The uses of the conditional tense	-Mobile phone use -Audio-visual content platforms - VIDEO 8: A love’s song - PARTYING: La vendimia
<b>11. ¡Buen trabajo!</b>  <i>Good job!</i>	-To describe working conditions -To talk about roles and activities at work -To describe labour conditions - To express skills and qualities - To write a job application - To express data: percentages, fractions and ordinal numbers	- Professions - Job offers - Internships	-The participle with Past Perfect - The participle of “estar” - Past plusquamperfect	-The labour world - VIDEO 9: Do you like your job? - PARTYING: Día de los Muertos
<b>12. Mirador</b>  <i>Review</i>	We talk about culture: at work - Now we know - Mistakes´ therapy - An image that makes you speak - Learning how to learn			

Learning activities							
Interactive classwork [1] (hr)		Extra-curricular activities (hr)		Web-based teaching (hr)		Homework / Self-study (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
<b>Participation in class and homework</b>	Punctuality, active participation in class activities and regular homework. Continuous assessment.	<b>10%</b>
<b>Video Presentation about the use of the media</b>	3-4 minute video presentation.	<b>20%</b>
<b>Written Task</b>	In class written task at the end of Unit 11. The topic will be provided by the teacher.	<b>20%</b>
<b>Final quiz</b>	Quiz covering grammar, vocabulary, reading comprehension, listening and writing.	<b>25%</b>
<b>Final oral test</b>	<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.	<b>25%</b>

**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
<b>General</b>	<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 Hoy 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
<b>Week 1</b>	9-13 Jan			<b>Unit 9</b>
<b>Week 2</b>	16-20 Jan			<b>Unit 9</b>
<b>Week 3</b>	23-27 Jan	<b>From 23<sup>rd</sup> to 27<sup>th</sup> January Lunar New Year Vacation</b>		<b>No class</b>
<b>Week 4</b>	30 Jan – 3 Feb			<b>Unit 9</b>
<b>Week 5</b>	6-10 Feb			<b>Units 9 &amp; 10</b>
<b>Week 6</b>	13-17 Feb			<b>Unit 10</b>
<b>Week 7</b>	20-24 Feb			<b>Unit 10</b>
<b>Week 8</b>	27 Feb – 3 Mar		<b>Video Task online submission 3<sup>rd</sup> March</b>	<b>Units 10 &amp; 11</b>
<b>Week 9</b>	6-10 Mar	<b>Reading week</b>		<b>No class</b>
<b>Week 10</b>	13-17 Mar			<b>Unit 11</b>
<b>Week 11</b>	20-24 Mar			<b>Unit 11</b>
<b>Week 12</b>	27-31 Mar		<b>Writing task</b>	<b>Unit 11</b>
<b>Week 13</b>	3-7 Apr	<b>Wednesday 5<sup>th</sup> April Ching Ming Festival and Friday 7<sup>th</sup> April Good Friday</b>		<b>Unit 11/ Review</b>
<b>Week 14</b>	10-14 Apr	<b>Monday 10<sup>th</sup> April Easter Monday</b>	<b>Final quiz</b>	<b>Review oral</b>
<b>Week 15</b>	17-21 Apr		<b>Final oral test</b>	

#### Class sections and teachers' contact details:

Class	Time	Classroom	No of weeks	Teacher	Email
SPAN 3002B	Tu 14:30 - 17:15	Chen Kou Bun Bldg 706B	12	Dr. Leticia VICENTE-RASOAMALALA	<a href="mailto:lvicente@cuhk.edu.hk">lvicente@cuhk.edu.hk</a>

**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	<a href="mailto:lvicente@cuhk.edu.hk">lvicente@cuhk.edu.hk</a>	<b>Office Hours:</b> <i>Tuesday:</i> 1.20-2.20 pm or gladly by appointment <b>via Zoom</b>
General Office	39439836	<a href="mailto:lin@cuhk.edu.hk">lin@cuhk.edu.hk</a>	Rm G17, KKL Building <b>Office Hours:</b> <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**

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.