



1st Term 2022-2023

Course Code & Title:	<p align="center">SPECIAL TOPICS IN SPANISH SPAN 3100 Sabores y tradiciones Hispánicas Hispanic Flavours and Traditions</p>
Language of Instruction: Spanish	Units: 3



Course Description

This course aims at furthering students' understanding of selected area(s) of Spanish language, literature or culture. Topics will vary from year to year. Offerings with different subtitles can be taken up for credit, up to a maximum of two times. *Hispanic Flavours and Traditions* offers a broad introduction to the Hispanic gastronomy and their culinary traditions. It incorporates the cultural component as a reinforcement tool for learning and understanding a new language through topics related to cultural identity and celebrations. Classroom activities may include face to face and interactive multimedia dialogues, role-plays, narrations, speeches and group discussions. Face to face oral practice and an interactive learning environment will help students to know about the cultural components and traditions of selected Hispanics countries and build Spanish as a Foreign Language learner confidence and fluency. It attempts that students reflect on the similarities and differences among Hispanic and Chinese cultures regarding eating habits and traditions.

Note: this course will be taught in Spanish.

Prerequisite: SPAN 3000 or SPAN 3050 or equivalent competence.

Learning Outcomes

This course is designed to help the student strengthen and expand their knowledge about Hispanic cultural countries, develop interactive skills to interact and behave appropriately in social Hispanic events using Spanish language. By the end of this course students should:

- Improve the ability to engage in oral discussion on basic themes around Hispanic cultural traditions and celebrations and respond appropriately in context-specific conversational settings according to the Hispanic social etiquette conventions.
- Be able to participate in Hispanic food celebrations according to Spanish social rules
- Describe different dishes and give his/her opinion about them
- Describe and prepare Hispanic famous dishes
- Expand and personalize the active vocabulary knowledge in common areas of conversation.
- Improve listening comprehension skills and further the ability to understand spoken language.
- Be able to reflect on his or her own cultural traditions and compare them to the Hispanic ones

Course Content:

TOPICS	Communicative Acts	Grammar	Culture
Topic 1 <i>Cultural traditions and celebrations</i>	-Introduce yourself, talk about your habits and cultural identity. -Describe your routine and compare it with classmates' routine, find similarities and differences. -Compare Hong Kong cultural celebrations and habits with Hispanic ones.	-Present tense. -Reflexives verbs + pronouns. -Frequency adverbs. -Adjectives. -Vocabulary of food. -Impersonal form. -Comparative forms.	<ul style="list-style-type: none"> • Culinary habits and traditions in Hong Kong versus culinary traditions and celebrations in Spain and Latin America.
Topic 2 At restaurants and bars	-Classify types of food and ingredients. -Express likes and dislikes about tastes and food. -Elaborate a list of Hispanic social behaviour and etiquette in a restaurant (using the impersonal form). -In a restaurant: assess a menu, ask for food, express appreciation towards different dishes, or complain if something does not meet your expectations.	-Verb "gustar" (to like). -Irregular verbs: "Querer" and "preferir". -Superlative forms. -Adjective describing food according to textures, smells, colours and tastes. -Pronouns and position of Direct	<ul style="list-style-type: none"> • Hispanic bars and restaurants. • Latin American and Spanish special dishes. • Local ingredients. • Habits.

	-Elaborate your favourite menu compositions, and make a role play with your group. -Produce a video of yourself giving indications about how to prepare your favourite dish. -Use media tools: "Padlet" or a fb group account, to share all the students recipes.	& Indirect object. -Use of "Qué" & "Cuál" -Connectors (y, pero, sin embargo, etc.). -Demonstrative pronouns "este, ese, aquel". - Imperative form to give instructions to prepare a recipe.	
Topic 3 Hispanic Gastronomic Culture "Sabores del mundo"	By groups: -Preparation of a questionnaire for interviewing Hispanic guests (a Spanish functionary, Chef, teacher ...) - Attend the guest presentations and interview them. -Research on a Hispanic country: Traditions, climate, geography, gastronomy and cultural expressions to prepare a presentation, promoting the country. -Present your project to the class. -Evaluate classmates' presentations and express your opinion about it. -Class debate about Hispanic cultural diversity. - Discuss with classmates what you have learned, and write your self-reflection about your own learning process regarding Hispanic Culture and traditions.	-Adjectives to describe a country. -Adjectives to describe and value food (suffix "ísimo".) -Interrogative words -Modal verbs: "querer, poder, tener que, hay que + I.V." -Relative sentences. -Structure of different writing forms (articles, letters, interviews, etc). -Past tense. -Critical discussions & writing composition of what you have learn	<ul style="list-style-type: none"> A glimpse about selected Hispanic countries: Spain, Mexico, Peru, Argentina and their famous recipes. Examples of culture, in the past and present, similarities and differences with the Chinese culture.

Learning Activities					
Interactive classwork[1] (hr) in / out class		Extra-curricular activities (hr) in / out class		Web-based teaching (hr) in / out class	
3	0.5		1		1.5
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
Participation and oral interaction	Continuous assessment. This includes oral expression tasks and class participation through individual or group work and homework. (questionnaire, interview, role play, etc.)	20%
Video	Presentation of a Hispanic recipe that students have previously prepared at home. Duration: 3 to 5 minutes.	25%
Final Assessment & Oral Presentation	Research, prepare and expose about a selected Hispanic country, through a PPT presentation. Highlighting on the important factors on that Country for a foreign student.	30%
Portfolio of the course	Self-reflection and analysis of your learning process and knowledge acquired during the <i>Hispanic Flavours and Traditions</i> course	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 are unable to attend, get informed about what content and homework you missed and make it up yourself.

Learning Resources	
Course Materials	
Handouts and specific worksheet designed for each lesson and topic will be given to students.	
IT Resources	
1. 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.	
2. CU eLearning System http://www.cuhk.edu.hk/eLearning/elearn/	
Readings & Library Resources	
<ul style="list-style-type: none"> Albert, M.A. & Ardanaz, F. (2002) Hispanoamérica ayer y hoy, Madrid, editorial SGEL Barros García, P. (1998) Lengua y cultura en la enseñanza de lenguas: La formación intercultural de los profesores de ELE, editorial Martínez Gonzales et al. Cortés, M. (2003) Guía de usos y costumbres de España, Madrid editorial Edelsa. Mora, C. (2007) España ayer y hoy, editorial SGL. Quesada, S. (2001) Costumbres e Imágenes de América Latina A1-A2 Madrid, editorial Edelsa. Romero, D. (2012) Saberes y comportamientos culturales Editorial EDINUMEN Gables, C. (1996) Speak Spanish [electronic resource] Expert Software (Firm) FL : Expert Software c1996 UC CDROM PC4112.7 .S74 1996 Rosset, R (1996) Conversation guide-- Spanish [electronic resource] NetLibrary, Inc.1st ed. Irún España : Editorial Stanley Online access Schmidt-Cruz, C. & Sedwick, F. (2001) Conversation in Spanish points of departure 6th ed. Boston : Heinle & Heinle c2001 UL PC4121 .S42 2001 	

Schedule (Subject to changes):

Week	Date	No Class Days	Assignments	Content
Week 1	5 th Sep	Inauguration Ceremony a.m. classes suspended until 13:30	<i>Introduction to the course</i>	Topic 1
Week 2	12 th Sep	Second day following Chinese Mid-term Autumn Festival		
Week 3	19 th Sep			
Week 4	26 th Sep			
Week 5	3 th Oct	4 th Chung Yeung festival		
Week 6	10 th Oct			Topic 2
Week 7	17 th Oct			
Week 8	24 th Oct			
Week 9	31 st Oct			
Week 10	7 th Nov		<i>Submission of videos</i>	Topic 3
Week 11	14 th Nov			
Week 12	21 th Nov			
Week 13	28 th Nov		<i>Final Presentation Submission Self-Reflection</i>	

Class sections and teachers' contact details:

Class	Time	Classroom	No. of weeks	Teacher	Email
SPAN 3100	Mon 2.30pm-5.15pm	UCC 206	12	Miss María Cecilia BEDOYA G.M.	wicco@netvigator.com

For further information and inquiries you are welcome to contact:

Contact	Telephone	Email	Office
Dr. Leticia VICENTE-RASOAMALALA (Course Coordinator)	3943 1678	lvicente@cuhk.edu.hk	Office Hours: <i>Tuesday: 1.20-2.20 pm</i> <i>Rm G27 , KKL Building</i> or via Zoom <i>gladly by appointment</i>
General Office	3943 9836	lin@cuhk.edu.hk	Rm G17, K.K. Leung 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

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/academic_honesty/.

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.