



2<sup>nd</sup> Term 2022-2023

Course Code & Title:	SPAN 3100 SPECIAL TOPICS IN SPANISH ¡Vámonos de viaje!: situaciones . Let's go on a trip! (situations).	
Language of Instruction: Spanish /English	Units: 3	



### Course Description

This course is designed to give general ideas and exposure to situations that may arise daily when visiting a Spanish speaking country. Students will be able to expand their cultural knowledge about what the Hispanic world has to offer while planning a short- or long-term visit. This course will be a good opportunity to expand their previous knowledge of the language, making use of it in several scenarios. They will be able to understand not only the language but the cultural notes behind.

Classroom activities may include interactive multimedia dialogues, videos, role-plays, reading and group discussion. Students will be able to reflect on the similarities and differences with their own culture and be prepared to react in various situations when interacting with the Hispanic culture.

**Prerequisite: SPAN 3000 or SPAN 3050 or equivalent competence**

### Learning Outcomes

After taking this course, students are expected to:

- identify possible situations that may arise when visiting a Spanish speaking country.
- be able to participate and express their needs and thoughts in specific situations covered in this course.
- expand and personalize their proficiency in the language: listening, reading, speaking, writing, making use of it in everyday situations.
- become aware of the cultural diversities in Spanish speaking countries and be able to reflect on one's own background whilst discovering the identity of another.

### Course Content:

LESSON	TOPICS	STRATEGIES
<b>Unit 1. Punto de partida.</b> <i>Introduction of the course.</i> <i>Starting point.</i>	<ul style="list-style-type: none"> <li>- Introductions and expectations.</li> <li>- Kind of traveler we are.</li> <li>- Memorable trips.</li> </ul>	<ul style="list-style-type: none"> <li>• Connectors and information structurers.</li> <li>• Talk about events and dates in the past.</li> <li>• Opinions about traveling experiences in the past</li> <li>• Direct object pronouns revision</li> <li>• Past tenses revision (present perfect, simple past, imperfect)</li> <li>-Presentation of a memorable/ special trip.</li> </ul>
<b>Unit 2</b>  <b>SOMOS VIAJEROS</b> <i>We are travelers</i>	<ul style="list-style-type: none"> <li>- Leisure and shows.</li> <li>- Gastronomic experiences</li> <li>- Latin-American dishes and culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Leisure activities: vocabulary and structures.</li> <li>• Duties, obligations and prohibitions. Imperatives negative and affirmative.</li> <li>-Elaborate a list of Hispanic social behaviour and etiquette in public places (using the impersonal form).</li> <li>• Recommendations and descriptions of dishes and drinks</li> <li>• In a restaurant: assess a menu, ask for food, express appreciation towards different dishes or complain.</li> <li>• Video in groups preparing a dish.</li> </ul>

<p><b>Unit 3</b></p> <p><b>A preparar el equipaje/ Get your bags ready</b></p>	<ul style="list-style-type: none"> <li>- Itineraries.</li> <li>- Latin-American characteristics.</li> <li>- Latin America and you.</li> </ul>	<ul style="list-style-type: none"> <li>• Planning a trip to a Latin-American country considering important facts, geography, weather, places of interest, best time to visit, important festivals, gastronomy, accommodation, and some traveling advises. <a href="#">Presenting the information in a website</a>, *wix.com is a recommended tool.</li> <li>• Periphrasis, connectors in the speech, expressions with subjunctive</li> <li>• Simple future: regular and irregular verbs vs use the simple present to express future.</li> </ul> <p>Debate, reflections and opinions of the importance, challenges and future of Latin America.</p>
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Learning Activities									
Interactive classwork[1] (hr)		Group presentation (hr)		Written task (hr)		Web-based teaching (hr)		Homework / Self-study (hr)	
in /	out class	in /	out class	in /	out class	in /	out class	in /	out class
3	0.5	0.75	2	2	1		1		1.5
M	M	M	M	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 in class, interaction, and homework	Continuous assessment. This includes oral expression tasks and class participation through individual or group work and homework. (Questionnaire, role play, etc.)	15%
Unit 1. In-class presentation	Oral presentation in small groups. Unit 1	20%
Unit 2. Video	Presentation of a recipe that students have previously prepared at home. Duration: 3-5 minutes.	20%
Unit 3. Website project	A website of a Hispanic country, considering important information before visiting. Wix.com is a recommended tool.	25%
Debate and closure	A self-reflection and debate of present and future challenges	20%

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.

## 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>

## Learning Resources

### Course Materials

Handouts and PowerPoints provided by your instructor.

### IT Resources

All IT resources needed will be posted on Blackboard.

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

### Readings & Library Resources

- **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.
- Blanco, Jiménez, Valero, Villar (2018). **Turismo 1 y 2**. Editorial SGL
- Schmidt-Cruz, C. & Sedwick, F. (2001) **Conversation in Spanish points of departure** 6th ed. Boston : Heinle & Heinle c2001 **UL PC4121 .S42 2001**
- Ventura Fuentes 1868-1923A **trip to Latin America** (in very simple Spanish with conversation and composition exercises and **vocabulary** 1866-1944. New York : H. Holt and Co. c1917 Online access

## Schedule (Subject to changes):

Week	Date	No Class Days	Assignments	Content
Week 1	10 Jan			<i>Introduction</i>
Week 2	17 Jan			<i>Unit 1</i>
Week 3	24 Jan	<i>CHINESE NEW YEAR (21-27 Jan)</i>		
Week 4	31 Jan			<i>Unit 1</i>
Week 5	7 Feb			<i>Unit 1</i>
Week 6	14 Feb		<b>PRESENTATION</b>	
Week 7	21 Feb			<i>Unit 2</i>
Week 8	28 Feb			<i>Unit 2</i>
Week 9	7 Mar	<i>READING WEEK (6-11 Mar)</i>		
Week 10	14 Mar			<i>Unit 2</i>
Week 11	21 Mar		<b>VIDEO</b>	
Week 12	28 Mar			<i>Unit 3</i>
Week 13	4 Apr			<i>Unit 3</i>
Week 14	11 Apr			<i>Unit 3</i>
Week 15	18 Apr		<b>DEBATE &amp; WEBSITE</b>	

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

Class	Time	Classroom	No of weeks	Teacher	Email
SPAN 3100	TU 10:30-13:15	LHC G01	13	MISS Verónica Jeanette CONSTANTINO CASTILLO	<a href="mailto:jeancocoa@gmail.com">jeancocoa@gmail.com</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: 1.20-2.20 pm</i> <i>or gladly by appointment via Zoom</i>
General Office	3943 9836	lin@cuhk.edu.hk	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.