



3rd Term Summer 2022-2023

<b>Course Code &amp; Title:</b>	<b>SPAN 2050 A SPANISH I &amp; II</b>
<b>Language of Instruction:</b> Spanish/English	<b>Units:</b> 6

**Course Description**

This course invites students without prior knowledge of Spanish to explore the basic features of the Spanish language. Supported by audiovisual aids, students will receive intensive practice in spoken and written Spanish through interactive class work, homework and online exercises. They will become familiar with the basic concepts of Spanish grammar and learn how to interact in simple everyday situations.

**Learning Outcomes**

By the end of the course, students should be able to deal with some simple daily situations in Spanish such as:

- greeting somebody and exchanging basic personal information (the name, the place of residence, the nationality, the belongings, the phone number, the email, the birthday, and the age)
- talking about the reasons for learning Spanish, the family, and the occupations.
- expressing likes and dislikes
- describing people
- understanding very simple texts, videos and audios introducing people.
- filling in forms with personal details
- identifying native speakers' origins by 'seseo' and 'ceceo' sibilant pronunciation differences (Castilian Spanish vs. Andalusian, Canary Island and Latin American Spanish).
- talking about food.
- describing a dish and its ingredients.
- ordering in a restaurant.
- buying food in the market.
- describing a city and its main sites.
- asking for and giving directions.
- requesting tourist information.
- making travel reservations.
- talking about their experiences while on vacation.
- lodging a complaint.

**Course Content**

Lesson	Communication	Vocabulary	Grammar	Culture
<b>Chapter 1 VIAJE AL ESPAÑOL A journey into the Spanish language</b>	Greetings and farewells. Asking someone's name. Introducing oneself and reacting to others. Asking for the meaning. The numbers from 0 to 10 Saying the reasons for learning Spanish.	Names and surnames. Greetings and farewells. The letters. Words from Latin, Arabic, indigenous American and English origins. Languages. Countries. Reasons for studying Spanish.	Pronunciation. Definite article. Grammatical gender and number of nouns. Personal pronouns. Forms of treatment: tú / usted. Regular verbs ending into -ar.	Celebrities of the Hispanic World. The origin of words. Video 1: I introduce myself. Panamericana: From North to South.

<p><b>Chapter 2</b> <b>PRIMEROS CONTACTOS</b> <i>First contacts</i></p>	<p>Spelling. Introducing oneself. Asking about physical and psychological states and reacting. Greetings and farewells. Talking about the place of origin. Asking about personal details and answering. Asking about the profession, place of work and answering. Denying a claim.</p>	<p>The alphabet. Greetings and farewells. Professions. Workplaces. Special characters (at, dash, hyphen...)</p>	<p>Indefinite article Grammatical gender of professions. Negation. Regular verbs ending in -er, -ir. Verbs tener and ser in present simple.</p>	<p>Video 2: Latin celebrities Panamericana: México.</p>
<p><b>Chapter 3</b> <b>ME GUSTA MI GENTE</b> <i>I like my people</i></p>	<p>Talking about the family. Describing a person: physical appearance, character and marital status. Asking and answering about likes and dislikes. Saying the date. Asking and answering about the birthday.</p>	<p>Family and personal relationships. Physical features. Character adjectives. Personal likes. Numbers up to 100. Months of the year.</p>	<p>Possessive adjectives. Grammatical gender and number of adjectives. Interrogative pronouns. Gusta(-n).</p>	<p>Famous families: Cruz and Bardem. Chocolates Valor. Video 3: This is my family. Panamericana: Guatemala.</p>
<p><b>Chapter 4</b> <b>MIRADOR</b> <i>Review</i></p>	<p>We talk about culture: personal relationships. We get to know each other. Learning how to learn. Treatment of errors.</p>			
<p><b>Chapter 5</b> <b>COMER CON GUSTO</b> <i>Eat with pleasure</i></p>	<p>Buying food. Asking for the price. Talking about quantities and packaging. Ordering something in a bar. Asking information about food. Referring to something previously mentioned. Asking and saying the time. The moment of the day and time. Expressing frequency.</p>	<p>The ingredients. Quantities and measurements. Packaging.</p>	<p>Direct object pronouns. Impersonal SE. Numbers from 100. Verbs with change in vowels (e =&gt; ie, o =&gt; ue). The time (Es la una / Son las dos).</p>	<p>Tapas. Lunch menus. Bars in Spain and timing. Video 4: Felipe's Recipes. Panamericana: Costa Rica.</p>
<p><b>Chapter 6</b> <b>POR LA CIUDAD</b> <i>Around the city</i></p>	<p>Discovering a city. Asking and giving directions. Requesting information. Expressing a need. Showing the way. Ordinal numbers. Expressing how to go to a place.</p>	<p>Parts of the city. The monuments. Activities in the city. Ways of transportation. Shops and establishments.</p>	<p>Hay Está(n) Prepositions of place Use of the prepositions of a and en Contraction of the article The irregular verbs ser, ir, estar, seguir</p>	<p>Seville. Bogotá. Video 5: ¿Dónde hay una farmacia? Panamericana: Colombia.</p>
<p><b>Chapter 7</b> <b>EL PLACER DE VIAJAR</b> <i>The pleasure of travelling</i></p>	<p>Making a reservation in a hotel. Asking information. Expressing agreement and disagreement: A mí también, A mí tampoco, (Pues) A mí sí, (Pues) A mí tampoco. Expressions of frequency. Tense markers. Approaching someone to claim, apologise and accept apologies.</p>	<p>Types of accommodation and services. Leisure and tourism. Claims.</p>	<p>Indirect object pronouns. Mucho/a/os/as, muy, mucho Irregular verbs with -g- in 1st person. También, tampoco. Present perfect. Irregular participles.</p>	<p>Mallorca. Cuba. Video 6: This place is a dream. Panamericana: Ecuador.</p>
<p><b>Chapter 8</b> <b>MIRADOR</b> <i>Review</i></p>	<p>We talk about culture: personal relationships. We get to know each other. Learning how to learn. Treatment of errors.</p>			
<p><b>Other activities</b></p>	<p><b>To be confirmed by your teacher:</b></p> <ol style="list-style-type: none"> <li>1. <i>The Spanish Film Festival</i></li> <li>2. <i>The piñata workshop</i></li> <li>3. <i>The Spanish Student Award</i></li> </ol>			

Learning Activities							
Interactive classwork[1] (hr) in / out class		Extra-curricular activities (hr) in / out class		Web-based teaching (hr) in / out class		Homework / Self-study (hr) in / out class	
3	0.5		1.5		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
<b>Participation in class and homework</b>	Punctuality, active participation in class activities and regular homework. Continuous assessment.	<b>10%</b>
<b>Written Quiz</b>	Task covering grammar, vocabulary, reading comprehension, and writing.	<b>20%</b>
<b>Video Task</b>	A self-introduction video, details 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> oral production about a randomly generated topic (2-5 minutes). <i>Interaction:</i> dialogue in pairs about a randomly assigned topic (2-5 minutes).	<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:**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
<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

Course Materials	
1.	Lloret Ivorra et al. (2021). <b>Nos Vemos Hoy 1: Edición para estudiantes. (New textbook edition)</b> Barcelona: Difusión.
2.	Lloret Ivorra et al. (2021). <b>Nos Vemos Hoy 1: Cuaderno de ejercicios. (New workbook edition)</b> Barcelona: Difusión.
3.	Handouts and PowerPoints provided by your lecturer.
<b>Note: Textbooks are available at The Commercial Press Bookstore, on CUHK campus.</b>	
IT Resources	
1.	<b>Herramientas de español</b> <a href="http://www.bowdoin.edu/~eyepes/newgr/ats/">http://www.bowdoin.edu/~eyepes/newgr/ats/</a> Enrique Yepes - Spanish Grammar Online Advanced Spanish Book is a concise outline of essential grammar structures.
2.	<b>CU eLearning System</b> <a href="http://www.cuhk.edu.hk/eLearning/elearn/">http://www.cuhk.edu.hk/eLearning/elearn/</a>
Readings & Library Resources	
1.	<b>Complete Spanish grammar (2004)</b> [electronic resource <b>AVAILABLE AT CUHK ULS</b> ] / Gilda Nissenberg. New York: McGraw-Hill.
2.	<b>Modern Spanish grammar (2003)</b> [electronic resource <b>AVAILABLE AT CUHK ULS</b> ] a practical guide / Juan Kattán-Ibarra and Christopher J. Pountain. London: Routledge
3.	<b>Graded readings</b> 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):

	15 May	16 May	17 May	18 May	19 May
1		Chapter 1		Chapter 1	
	22 May	23 May	24 May	25 May	26 May
2	Chapter 1	Chapter 1	Chapter 1	Chapter 2	<b>BUDDHA'S BIRTHDAY PUBLIC HOLIDAY</b>
	29 May	30 May	31 May	1 June	2 June
3	Chapter 2	Chapter 2 <b>Writing quiz</b>	Chapter 2	Chapter 3	Chapter 3
	5 June	6 June	7 June	8 June	9 June
4	Chapter 3	Chapter 3	Chapter 3 & Chapter 5	Chapter 5	Chapter 5 <b>Video task submission</b>
	12 June	13 June	14 June	15 June	16 June
5	Chapter 5	Chapter 5 & Chapter 6	Chapter 6	Chapter 6	Chapter 6
	19 June	20 June	21 June	22 June	23 June
6	Chapter 7	Chapter 7	Chapter 7	<b>DRAGON BOAT FESTIVAL PUBLIC HOLIDAY</b>	Chapter 7 Review

	26 June	27 June	28 June	<b>END OF SUMMER SESSION</b>
7	Chapter 7 Review	<b>Final quiz Review</b>	<b>ORAL TEST</b>	

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

Class	Time	Classroom	No of weeks	Teacher	Email
<b>SPAN 2050 A</b>	16/ 05/2022, 18/05/2022 9:30-12:15	Wu Ho Man Yuen Bldg 301	7	Mr. Jorge Martin HERNANDEZ CALVILLO	<a href="mailto:jorgemartinhernandezcalvillo@cuhk.edu.hk">jorgemartinhernandezcalvillo@cuhk.edu.hk</a>
	22/05/2022 - 28/06/2022 Monday to Friday 9:30-12-15				

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

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>Gladly by appointment via Zoom</i>
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.