



2<sup>nd</sup> Term 2025-2026

<b>Course code &amp; Title:</b>	SPAN3100A - Special topics in Spanish: Meeting people in Spanish
<b>Language of instruction:</b> Spanish/English	<b>Units:</b> 3



### Course description

This course aims to help students succeed in starting and developing informal first conversations with native Spanish-speaking peers, a common situation during exchanges or leisure travel in Spanish-speaking countries. The course uses naturalistic real-world learning materials, primarily consisting of real audio or video-recorded conversations accompanied by transcriptions. The linguistic content covers conversation topics and vocabulary relevant to university students, grammar, and phonetics. Additionally, the course guides students in understanding the social and cultural norms of oral interaction among Spanish speakers. The teaching methodology promotes self-learning, complemented by explicit instruction and practice in class. While the course is primarily taught in Spanish, explanations will be supplemented with English when necessary.

**Prerequisite:** SPAN3000 or SPAN3050 or equivalent.

### Learning outcomes

After completing the course, the student will:

- Accurately use the most frequent vocabulary of Spanish-speaker university students.
- Understand common conversational phenomena and use the setting-appropriate structures in oral communication in Spanish
- Adopt the appropriate strategies to solve communication problems and difficulties in conversations in Spanish.
- Actively participate in conversations by managing and proposing conversation topics.
- Share his/her personal experiences and react to others' by actively participating in and listening to the conversation.
- Deepen his/her understanding of Spanish and Hispanic culture by intensive practice with real conversations.

Course syllabus		
Unit	Topics	Contents
Unit 1.	The Spanish-speaking world	<ul style="list-style-type: none"> <li>• Differences between real conversations in Spanish and textbook conversations: commonly occurring phenomena in conversations (restart, false start, overlapping, echo, repetition, etc.).</li> <li>• Conversation transcription symbols.</li> <li>• Describing and/or exemplifying situations, actions and objects when missing the appropriate word/s: useful vocabulary and grammar structures (relative clauses).</li> </ul>
Unit 2.	Studying at the university (I)	<ul style="list-style-type: none"> <li>• Understanding and interpreting a speaking turn in a real conversation by analyzing the reaction to it (next-turn proof procedure).</li> <li>• Discourse completion task as a way to practice the conversation structure.</li> <li>• Use of subject pronouns and other personal focus markers in the conversation.</li> </ul>
Unit 3.	Studying at the university (II)	<ul style="list-style-type: none"> <li>• Conversational tag questions (confirmatory tags).</li> <li>• Conversation structure (I): <ul style="list-style-type: none"> <li>○ Silences along the conversation and the turn-constructive unit.</li> <li>○ Actions and reactions (for example, reacting to a self-introduction).</li> </ul> </li> <li>• Questions in conversations (I): <ul style="list-style-type: none"> <li>○ Types of questions.</li> <li>○ Yes or no answer questions: subtypes, intonation, and ways to extend the answer.</li> </ul> </li> </ul>
Unit 4.	Travelling	<ul style="list-style-type: none"> <li>• Conversation structure (II): Conversational sequences, types, and functions.</li> <li>• Conversation structure (III): <ul style="list-style-type: none"> <li>○ The self-presentation sequence, a commonly repeated pattern in the first conversations.</li> <li>○ Keeping a balanced two-speaker conversation with active participation and listening.</li> </ul> </li> <li>• Deciding on the topic to speak about and structures for changing the topic (digression).</li> </ul>
Unit 5.	University students' free time	<ul style="list-style-type: none"> <li>• Questions in conversations (II): <ul style="list-style-type: none"> <li>○ Question words and word order in open questions (wh-questions).</li> <li>○ Open questions with a preposition.</li> <li>○ Intonation of open questions.</li> </ul> </li> <li>• Telling a short story in the past tense: using <i>pretérito indefinido</i> and <i>pretérito imperfecto</i>.</li> <li>• Longer speaking turns: their functions (telling short stories and descriptions) and their intonation.</li> <li>• Following a short story and expressing interest (backchanneling).</li> </ul>
<p><b>Cultural contents:</b> Spanish-speaking exchange students in CUHK and other UGC-funded universities in Hong Kong, as well as Spanish-speaking professionals living and working in Hong Kong, are the people whose conversations have been audio- or video-recorded and transcribed as teaching materials. Their real life contexts, visions, and opinions are reflected naturally in the materials.</p>		

Course components							
Teaching mode							
100% on-site face-to-face interactive classwork.							
Learning activities							
Interactive classwork (hr) [1]		Extra-curricular activities (hr)		Web-based teaching (hr)		Homework / Self-study (hr)	
In class	Out class	In class	Out class	In class	Out class	In class	Out class
6							10
M							M

M = Mandatory / O = Optional

[1] interactive classwork focuses on student-centered activities such as pair work, group work, role-playing, and student-teacher interaction.

Assessment type		
Task nature	Description	Weight
Class participation	Punctuality and active participation in class activities (continuous assessment).	10%
Homework & Self-study	Regular activities and homework that encourage the students' self-learning through vocabulary and grammar worksheets.	25%
In-class assignment	Short assignment including vocabulary, theoretical concepts, and reading comprehension & interpretation of conversation transcriptions*.	15%
Final written exam	Including vocabulary, theoretical concepts, and reading comprehension & interpretation of conversation transcriptions*.	25%
Final oral exam	Oral interaction task of two students with prior preparation time, followed by a reflection of the task completed*.	25%

\*A detailed rubric will be provided by the teacher before each of the assignments.

#### Notes to students:

- Students are required to arrive at every lesson on time. Failure to do so will lead to a deduction of marks, which will be reflected on the assessment on "Participation in class".
- After the e-add/drop period, you are required to attend a minimum of 75% of the lessons. Should you miss more than 25% of the lessons after the e-add/drop period, you will not be eligible to earn a passing grade for the course.
- Treat the requirement of 75% of attendance as the minimum but not the maximum: Your performance and success in the course will largely depend on your attendance and punctuality.
- If you are unable to attend a lesson, catch up the lesson content and homework you missed by yourself as soon as possible, but not later than the ensuing lesson.
- If you miss the submission of any assignment, or are absent from a test or an exam without officially submitting a justification to the course teacher, the submission of the assignment or the assessment component concerned will not be rescheduled.

Assessment rubrics				
General grade descriptors				
A	B	C	D	F
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.	Good performance on all learning outcomes. Can understand and predominantly 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.	Satisfactory performance on most of the learning outcomes. Can partially understand and predominantly 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.	Barely satisfactory performance on several learning outcomes. Can rarely understand and predominantly 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.	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.

Learning resources
<b>Required reading and course materials</b>
Worksheets, handouts and lesson slides (PPT presentations) to be provided by the teacher in e-copies (through Blackboard) or in hard copies (in the classroom).
<b>IT resources</b>
<ul style="list-style-type: none"> <li>• <b>Centro Virtual Cervantes (CVC). Recursos para estudiantes de español.</b> It is dedicated to students on the <i>Instituto Cervantes</i> website, the Spanish Government public institution that promotes the teaching and learning of Spanish around the world: <a href="https://cvc.cervantes.es/estudiantes.htm">https://cvc.cervantes.es/estudiantes.htm</a></li> <li>• <b>Páginas de ayuda para estudiantes de español</b> of the Bowdoin College (Brunswick, Maine, USA). It is a concise outline for the grammar structures taught at the intermediate and advanced levels: <a href="https://learn.bowdoin.edu/spanish-grammar/newgr/index.html">https://learn.bowdoin.edu/spanish-grammar/newgr/index.html</a></li> <li>• <b>ProfedeEle.</b> It is a webpage with Spanish self-learning resources -vocabulary, grammar, orthographics, culture, and more- offering graded content under the Common European Framework of Reference for Languages (CEFR): <a href="https://www.profedeele.es/">https://www.profedeele.es/</a></li> <li>• <b>CU eLearning System:</b> <a href="https://www.edtech.cuhk.edu.hk/">https://www.edtech.cuhk.edu.hk/</a></li> </ul>

## Learning resources (continued)

### Recommended readings & Library resources

- Aguirre, C. (2019). *Gramática y enseñanza de español. Los aspectos gramaticales más relevantes del aprendizaje de español* (1a ed.). Habla con Eñe, S.L. Chapters 27 (*Los marcadores del discurso*) and 28 (*los marcadores conversacionales*).
- Ainciburu, M. C., & Santana, M. E. (2022). *Estrategias para la adquisición del léxico* (1a ed.). Grupo Anaya S.A.
- Barcroft, J., & Muñoz-Basols, J. (Eds.). (2022). *Spanish vocabulary learning in meaning-oriented instruction*. Routledge, Taylor & Francis Group.
- Dörnyei, Z., & Thurrell, S. (1992). *Conversation and dialogues in action*. Prentice Hall.
- González Hermoso, A., & Romero Dueñas, C. (2002). *Fonética, entonación y ortografía* (1a ed.). Edelsa Grupo Didascalía, S.A.
- Ishihara, N., & Cohen, A. D. (2022). *Teaching and learning pragmatics. Where language and culture meet* (2<sup>nd</sup> ed.). Routledge, Taylor & Francis Group.
- Martí Sánchez, M., & Fernández Gómiz, S. (2013). *Los marcadores discursivos (colección: Temas de español. Gramática)*.ial Edinumen.
- Martínez Carrillo, M. C. (2021). *Conversar en español. Un enfoque desde el análisis de la conversación*. Peter Lang GmbH.
- Nicolás Martínez, C., & Hernández Toribio, M. I. (2015). *Del oído al habla* (1a ed.). Ediciones OCTAEDRO, S.L.
- Robles Ávila, S. (2021). *Pragmática. Estrategias para comunicar* (1a ed.). Grupo Anaya, S.A.
- Robles Ávila, S., Montero Curiel, M. L., & Dell'Olmo Robles, S. (2021). *Pragmática inicial A1/A2. Estrategias para una comunicación eficaz*. (1a ed.). Grupo Anaya, S.A.
- Roever, C. (2022). *Teaching and testing second language pragmatics and interaction. A practical guide*. Routledge, Taylor & Francis Group.
- Ruiz Fajardo, G. (2023). *Interacción oral y conversación. Enseñanza y aprendizaje* (1a ed.). Grupo Anaya S.A.
- Svennevig, J. (1999). *Getting acquainted in conversation: a study of initial interactions*. John Benjamins B.V.

Course schedule (subject to changes)				
Week	Date	No class days	Assignments	Contents
Week 1	Jan 5 to 11			Unit 1
Week 2	Jan 12 to 18			
Week 3	Jan 19 to 25			Unit 2
Week 4	Jan 26 to Feb 1			
Week 5	Feb 2 to 8			Unit 3
Week 6	Feb 9 to 15			
Week 7	Feb 16 to 22	<b>Monday, 16<sup>th</sup> Feb to Sunday, 22<sup>nd</sup> Feb:</b> Lunar New Year vacation		(no class on Wed.)
Week 8	Feb 23 to Mar 1		<b>In-class assignment</b>	-
Week 9	Mar 2 to 8	<b>Monday, 2<sup>nd</sup> Mar to Saturday, 7<sup>th</sup> March:</b> Reading Week	-	(no class on Wed.)
Week 10	Mar 9 to 15			Unit 4
Week 11	Mar 16 to 22			
Week 12	Mar 23 to 29			Unit 5
Week 13	Mar 30 to Apr 5	<b>Fri 3<sup>rd</sup> Apr:</b> Good Friday		
Week 14	Apr 6 to 11	<b>Mon, 6<sup>th</sup> April:</b> the day following Ching Ming Festival <b>Tue, 7<sup>th</sup> April:</b> the day following Easter Monday	<b>Final written exam</b>	-
Week 15	Apr 13 to 19		<b>Final oral exam</b>	-

Class section and teacher's contact details					
Class	Time	Classroom	No. of weeks	Teacher	Email
SPAN3100A	Wed. 10:30 am to 1:15 pm	LSK_308	13	Dr. Antonio Ramon GARCÍA SUSPERREGUI	<a href="mailto:antoniorgarciasusperregui@cuhk.edu.hk">antoniorgarciasusperregui@cuhk.edu.hk</a>

For further information and inquiries			
Contact	Telephone	Email	Office: Department of Linguistics and Modern Languages (LIN)
Dr. Antonio Ramon GARCÍA SUSPERREGUI	3943 3217	<a href="mailto:antoniorgarciasusperregui@cuhk.edu.hk">antoniorgarciasusperregui@cuhk.edu.hk</a>	Room G31, Leung Kau Kui Building. Face-to-face or Zoom meeting gladly by appointment (email).
LIN General Office	3943 9836	<a href="mailto:lin@cuhk.edu.hk">lin@cuhk.edu.hk</a>	Room G17, Leung Kau Kui Building. Office hours: Mon to Thu: 8:45 am - 1:00 pm & 2:00 - 5:30 pm Fri: 8:45 am - 1:00 pm & 2:00 - 5:45 pm.

### Details of course website

CUHK Blackboard: <https://blackboard.cuhk.edu.hk>.

### 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' feedback will be collected in the middle of the term through an open-end questionnaire and the teacher will discuss the feedback 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' feedback will be used for future course planning and teaching.

### 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.

In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.

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.

Students are fully aware that their work may be investigated by AI content detection software to determine originality. Students are fully aware of the AI approach(es) adopted in the course. In the case where some AI tools are allowed, students have made proper acknowledgment and citations as suggested by the course teacher.

Assignments without a properly signed declaration will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

### **Academic honesty and plagiarism (continued)**

The copyright of the teaching materials, including lecture notes, assignments and examination questions, etc., produced by staff members/ teachers of The Chinese University of Hong Kong (CUHK) belongs to CUHK. Students may download the teaching materials produced by the staff members/ teachers from the Learning Management Systems, e.g. Blackboard, adopted by CUHK for their own educational use, but shall not distribute/ share/ copy the materials to a third-party without seeking prior permission from the staff members/ teachers concerned.

### **Use of generative Artificial Intelligence (AI) tools in teaching, learning and assessment**

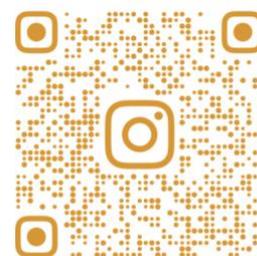
#### **All use of AI tools is prohibited.**

In any kind of learning activity or assessment that will be counted towards the final course grades (or used for evaluating attainment of the desired learning outcomes), students are not allowed to submit work which is produced with the collaboration of or supported by the use of any AI tools (e.g. ChatGPT).

Improper/unauthorized use of AI tools in learning activities and assessments will constitute acts of academic dishonesty and will be handled according to the University's Procedures for Handling Cases of Academic Dishonesty.

In case of queries, students should seek advice from the course teacher.

For more non-academic information about our Spanish Programme at CUHK, please join us on Instagram:



@ELECAFELITO