SPA102/1102 Spanish I

Course Title : Spanish I  
Course Code : SPA102/ SPA1102  
Year of Study : 2, 3 & 4 in priority (open to Year 1)  
Number of Credits/ Term : 3  
Mode of Tuition : Tutorial  
Number of Sections : TBC  
Teaching Hours per week : 3 hours per week  
Total Teaching Hours : 42 hours  
Category in Programme : Elective (free)  
Pre-requisite : Nil  
Co-requisite : Nil  
Exclusions : Nil  
Exemption Requirements : n/a  
Recommended : Nil  
Restriction : Nil  

Course Description
The course focuses on introducing students to a third language and culture with a view to preparing them to enter the global workplace. The emphasis is on providing students with an enjoyable, stimulating and interactive learning experience by creating opportunities for them to discover the new culture and practice using the language. Furthermore, the course encourages students to learn Spanish more independently by completing an ePortfolio.

The course has been developed with students’ instrumental motivation in mind and is aiming to give them a foundation to prepare for an internationally recognised Spanish examination (i.e. Diplomas de Español como Lengua Extranjera–DELE).

Note: SPA102 students enrol in this course to gain credits. They are therefore very motivated to learn this new language and expect to get as much help as possible with their studies to get a good grade. So, although SPA102 is similar in content to the equivalent non credit-bearing course SPA101, students in this course will be more challenged with continuous assessment assignments such as the e-Portfolio independent learning project and also, with homework. This is to enable SPA102 students to gain broader exposure and a more comprehensive understanding of the language.
Aims
The main aims of this course are to:

- provide you with the language tools necessary to communicate both orally and in writing at an beginner level in Spanish
- develop your confidence in your ability to communicate in a new language and maintain your interest by providing varied, engaging and interactive activities
- increase your awareness of the global workplace through the introduction of a new culture
- get you to experience Spanish culture through music and videos
- develop your independent learning skills through the use of an ePortfolio

Intended Learning Outcomes
Upon successful completion of the SPA102/1102 course, you will:

- be able to recognise essential linguistic features of Spanish in texts and use them accurately orally and in writing
- be able to pronounce accurately
- be able to communicate orally in everyday social exchanges, displaying an appropriate cultural awareness
- talk or write about topics related to home, family, friends, objects, routine, hobbies, etc.
- have developed a vocabulary level sufficient to discuss the above topics
- have developed your self-study skills, thus ensuring better progress whilst learning Spanish and establishing effective learning habits (see below for further details)

Indicative Content
Activities will be varied and will have cultural as well as language discovery aspects. Topics will follow the recommendations of the European Council for the learning, teaching and evaluation of European languages, also reflected in the chosen course main teaching material Gente. These content areas will include:

- Vocabulary to greet others, talk about one’s family, talk about leisure and about likes and dislikes
- The Spanish present tense and other key basic syntax to talk about the areas mentioned above
- Reading texts to develop reading skills and encourage students to use Easy Readers
- Spanish syntax in various written and spoken forms
- The use of videos and listening materials to enhance students’ listening skills
- The use of role plays to develop students’ confidence in speaking
- An introduction to the cultural differences in the Spanish-speaking world
Teaching Method
A large part of the classroom material is presented in the form of practical activities and exercises through which students will learn to understand and speak Spanish in a very interactive way.

Measurement of Learning Outcomes
Student learning outcomes will be assessed in a variety of ways:

- The final exam will test your understanding of grammar, vocabulary, listening, speaking (including pronunciation skills), reading and writing.
- You will demonstrate your learning and study habits outside the classroom through the use of an e-Portfolio. You will upload tasks in speaking, listening, grammar and vocabulary onto your e-Portfolio at regular intervals. The Introduction to Self-Study module will also help you to consolidate what you have learned in class and to get further exposure to the new language.

Assessment
The assessment is 25% by continuous assessment and 75% by final examination. It will follow the regular grading system, i.e. grades A to F. Components of the two modes of assessment include:

Final Exam 75%
- Listening
- Grammar/Vocabulary
- Reading
- Writing - Click here for details of the Marking Scheme
- Speaking* (25%) - Click here for details of the Marking Scheme

Continuous Assessment
1. Speaking * 25%
2. Self-Study ** 25%

* An oral exchange with the teacher around the topics covered so far
** The Self-Study module will require the use of an electronic portfolio which students will be requested to build according to clear and specific guidelines. For this module, students will be expected to independently use online materials as well as the library catalogue in French to include various language exercises (vocabulary, grammar, reading, writing, etc.) in their ePortfolio. Training on how to use the ePortfolio platform will be provided and it is students’ responsibility to attend training sessions.
Self-Study

- Introduction:
  - Introduction to self-access learning
- To organize your ePortfolio
  - Overall composite checklist
- Tasks: (depending on language – check the type of tasks before)
  - Grammar
  - Speaking
  - Listening
  - Vocabulary
  - Reflection
- Marking Scheme

“Students shall be aware of the University regulations about dishonest practice in course work and the possible consequences as stipulated in the Regulations Governing University Examinations.”

Required/Essential Readings
Nil

Recommended/Supplementary Readings

References


Online references
City University of Hong Kong Press:
http://www.cityu.edu.hk/cityu/dpt-admin/upress.htm

Source of Resources in Spanish :
http://www.difusion.com/ele/inicio/

Spanish Chamber of Commerce in Hong Kong :
http://www.spanish-chamber.com.hk/

Spanish drama video for self-access learning:
<table>
<thead>
<tr>
<th>Week</th>
<th>Communication objectives</th>
<th>Linguistic objectives</th>
<th>Cultural Awareness</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-6</td>
<td>- Greetings&lt;br&gt;-Introducing oneself&lt;br&gt;-Asking and giving basic personal information: name, nationality, origin, age, address and phone numbers&lt;br&gt;-Describing and talking about oneself, the family and friends: marital status, hobbies, studies, occupation, personality and character</td>
<td>- Sounds and spelling&lt;br&gt;- Pronunciation, stress and intonation of Spanish.&lt;br&gt;- Gender (masculine/feminine) and number (singular/plural)&lt;br&gt;- Colours&lt;br&gt;- The article and demonstratives.&lt;br&gt;- Nouns and adjectives gender and number agreement&lt;br&gt;- Numbers in Spanish (0-10)&lt;br&gt;- Regular verbs in the Present Tense.&lt;br&gt;- Personal pronouns.&lt;br&gt;- Some irregular verbs&lt;br&gt;- Spanish numbers (11-100)&lt;br&gt;- More on adjectives&lt;br&gt;- Vocabulary: family, hobbies, personality, character...&lt;br&gt;- Revision</td>
<td>Introduction to a variety of Spanish speaking countries; focus on key cultural aspects:</td>
<td>- Spain&lt;br&gt;- México&lt;br&gt;- Argentina&lt;br&gt;- Bolivia&lt;br&gt;- Cuba</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td><strong>Mid-term cultural activity:</strong>&lt;br&gt;- Movie</td>
<td></td>
</tr>
<tr>
<td>8-11</td>
<td>- Describing your city.&lt;br&gt;- Talking about likes and dislikes.&lt;br&gt;- Talking about where something or someone is.&lt;br&gt;- Talking about leisure&lt;br&gt;- Expressing possession</td>
<td>- Review weeks 1&lt;br&gt;- More irregular verbs&lt;br&gt;- Prepositions&lt;br&gt;- Possessive adjectives&lt;br&gt;- Adverbs (time, place, manner)&lt;br&gt;- More irregular verbs&lt;br&gt;- Ser vs. Estar (to Be)&lt;br&gt;- Back to front verbs: gustar, interesan, encantar...&lt;br&gt;- Use of conjunctions&lt;br&gt;- Indefinites: Mucho, poco......&lt;br&gt;- Qué vs. Cuál&lt;br&gt;- Verbs followed by an infinitive&lt;br&gt;- Hay&lt;br&gt;- Vocabulary: the city, transportation.</td>
<td>Introduction to a variety of Spanish speaking countries; focus on key cultural aspects:</td>
<td>- Chile&lt;br&gt;- Costa Rica&lt;br&gt;- Guatemala&lt;br&gt;- Perú&lt;br&gt;- Belize</td>
</tr>
<tr>
<td></td>
<td>Reading a text in Spanish</td>
<td>Venezuela</td>
<td>Submission of: Self-Study ePortfolio</td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>---------------------------</td>
<td>-----------</td>
<td>-------------------------------------</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Revision</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Last week of term</td>
<td></td>
<td>Final examination</td>
<td></td>
</tr>
</tbody>
</table>