

Course Title: Spanish III

Course Code: SPA1302

Year of Study: Recommended Study Year: 2–4 (Year 2 students have first priority; remaining places may be taken by Year 3–4 and then Year 1 students) Priority to Students of SPA1202.

Number of Credits / Term: 3

Mode of Tuition: 3 hours of language tutorial per week (communicative, small-group class)

Class Contact Hours: 3 hours per week (1.5 hours × 2 sessions) for 14 weeks

Category in Programme: Free Elective

Pre-requisite: Normally SPA1202 Spanish II (or equivalent upper-A1 level)

Restriction: Nil

Course Description

Spanish III is the third course in the Lingnan Spanish sequence and is intended for students who have completed SPA1202 Spanish II or an equivalent upper-A1 level (CEFR). It completes the A1 syllabus of *Nos vemos hoy 1* (Units 9–12) and consolidates students' ability to handle everyday situations with more detail and fluency. Learners talk about clothing and weather, housing and neighbourhoods, routines and household tasks, and short routes, and describe what people are doing using *estar + gerundio*. The course follows a communicative, task-based approach and includes a final integrated project to prepare students for progression towards A2.

Aims

The principal aims of this course are to:

- Consolidate and extend students' ability to understand and produce Spanish in everyday situations with more detail and fluency.
- Develop control of upper-A1 structures such as comparison, reflexive verbs in richer contexts, direct object of person, demonstratives and *estar + gerundio*.
- Enable students to describe clothing, routines, processes, climate and housing, and to give simple advice and recommendations.
- Strengthen listening and reading skills through slightly longer and more information-rich texts.
- Foster learner autonomy and reflective strategies through a final project that integrates the content of Units 9–12.
- Bring students to a solid completion of CEFR A1 by the end of the three-course sequence.

Learning Outcomes

By the end of the course, students will be able to:

LO1 – Language comprehension

- Understand short, simple spoken and written texts related to clothing and weather, housing and neighbourhoods, everyday routines and short routes/walks, when language is articulated clearly and not too fast.

LO2 – Oral interaction

- Participate in simple spoken exchanges to talk about clothes and preferences, describe where and how they live, explain basic routines and household tasks, and describe what people are doing “right now” using *estar* + gerundio, with generally intelligible pronunciation.

LO3 – Writing and basic accuracy

- Produce short, simple written texts (e.g. descriptions of clothes, housing and routines, short messages giving advice or comparing options) using core vocabulary from Units 9–11 and the key grammatical structures (comparatives, reflexive verbs, *hay/estar*, demonstratives, *estar* + gerundio).

LO4 – Culture and learning strategies

- Demonstrate awareness of selected cultural aspects related to routes and pilgrimage, housing and shared flats, and climate differences in the Spanish-speaking world, and apply learning strategies (drafting, revising and checking their own work, responsible use of digital/AI tools) to consolidate their A1 level and prepare for further study.

Indicative Content

(Aligned with *Nos vemos hoy 1* Units 9–12.)

Unit 9 – Caminando (Weeks 1–3)

- Communicative content: talking about clothes and colours; talking about materials; pointing to and identifying objects; describing a daily routine or a process (e.g. getting ready, preparing for a walk); giving simple advice; comparing things (places, clothes, routes); talking about weather and climate.

- Grammar: comparison (*más/menos ... que, tan ... como*; simple superlatives); reflexive verbs (review and extension); verb *conocer* in the present; direct object of person (*a* + person); demonstratives (e.g. *este/esta, ese/esa, aquel/aquella*); *estar* + *gerundio* with some irregular gerunds.
- Vocabulary: clothing and footwear; colours; materials (e.g. *de algodón, de lana, de cuero*); weather and climate expressions (seasons, *hace frío, hace calor, llueve*, etc.).
- Culture/strategies: Camino de Santiago and Camino Inca; long-distance walking culture; strategies for giving advice and packing for different climates.

Unit 10 – Housing and Home Life (Weeks 4–6)

- Communicative content: describing a house/flat and different rooms; talking about furniture and objects in the home; saying where things are; talking about household routines and chores; expressing simple housing preferences (city vs. countryside, alone vs. shared flat).
- Grammar: further use of *hay* / *estar* for location; prepositions of place (*en, encima de, debajo de, delante de, detrás de, entre, al lado de*, etc.); consolidation of *tener que* / *necesitar* in home contexts; possessives and demonstratives revisited in the home context.
- Vocabulary: parts of the house; furniture and household objects; basic household tasks (cleaning, cooking, shopping, tidying, etc.); basic renting vocabulary.
- Culture/strategies: types of housing and shared flats in Spain and Latin America; basic renting practices and vocabulary (*alquilar, piso compartido, habitación*).

Unit 11 – City, Routes and Actions in Progress (Weeks 7–9)

- Communicative content: describing what people are doing at the moment (in a house, street, city, etc.); describing a short route or “day walking” combining places, weather, clothes and actions; giving more detailed advice about what to do, where to go and what to wear; talking about short projects or plans in progress.
- Grammar: consolidation of *estar* + *gerundio* with a wider range of verbs; review and extension of comparatives and simple superlatives; mixed practice with reflexive verbs, direct objects, demonstratives and prepositions of place.
- Vocabulary: actions in progress (working, walking, eating, reading, etc.); city places revisited in dynamic scenes; further route vocabulary (e.g. *subir, bajar, cruzar, seguir todo recto*).
- Culture/strategies: everyday life scenes in Spanish-speaking cities (photos, short texts, videos); extension of Camino themes to “a day on the route”.

Unit 12 – Mirador (Weeks 10–13)

- Communicative content: integrated revision of Units 9–11 through tasks combining description, comparison, advice and ongoing actions; short spoken and written tasks summing up A1 content.

- Grammar and vocabulary: consolidation of structures from Units 9–11 (*estar + gerundio*, comparatives, reflexives, demonstratives, *hay/estar*, prepositions of place) and core lexical fields (clothes, weather, housing, routes, routines).
- Culture/strategies: error-therapy activities; reflection on learning strategies; preparation and rehearsal for the final project, oral assessment and final written exam.

Note: Week 14 will be scheduled for Oral and Final Tests.

Teaching Method

The course uses the same communicative, task-based and student-centred framework as SPA1102 Spanish I and SPA1202 Spanish II. Students work individually, in pairs and in small groups on role-plays, information-gap activities, picture-based tasks, short projects and integrated skills activities.

Special attention is given to pronunciation, fluency, strategy training and error correction to support a stable A1 level, with class size normally capped at about 20 students to allow for interactive work.

Maximum class size: approximately 20 students to support interaction and speaking practice.

Measurement of Learning Outcomes

Student learning outcomes will be assessed in the following ways:

Learning Outcome	Class participation & continuous work (10%)	Mid-term written test (20%)	Final project – “Walking, Living and Dressing in My World” (15%)	Listening assessment (10%)	Oral assessment (20%)	Final written exam (25%)
LO1 – Language comprehension	✓	✓		✓		✓
LO2 – Oral interaction	✓		✓		✓	
LO3 – Writing and basic accuracy	✓	✓	✓			✓
LO4 – Culture and learning strategies	✓	✓	✓	✓	✓	✓

Assessment

Assessment is 100% by continuous assessment and follows the University grading system (A–F). Components are:

1. Class participation & continuous work – 10%
2. Mid-term written test (Units 9–10) – 20%
3. Final project (video: “Walking, Living and Dressing in My World”) – 15%
4. Listening assessment – 10%
5. Oral (speaking) assessment – 20%
6. Final written exam (Units 9–11 + review) – 25%

Overall percentage grades are converted to letter grades using the standard University scale (A = 88–100%, ... F = 39% or below).

Required / Essential Readings

- Student’s Book: *Nos vemos hoy 1* (Difusión) – Units 9–12.

Recommended / Supplementary Readings

- Workbook: *Nos vemos hoy 1 – Cuaderno de ejercicios* (Units 9–12).
- Campus Difusión resources (if available).
- Online dictionaries and reference tools (RAE, SpanishDict, WordReference, Forvo).
- Short videos, blogs and other materials selected by the instructor (e.g. Camino de Santiago, housing and city life).

Important Notes

(1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.

(2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations and Course Work. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.

(3) Students are required to submit the documents for the final project using Turnitin.

(4) To enhance students' understanding of plagiarism, a mini-course "Online Tutorial on Plagiarism Awareness" is available on [https://pla.ln.edu.hk\](https://pla.ln.edu.hk/)

(5) Students must adhere to the University's guidelines and practices when using Generative Artificial Intelligence (AI) tools. The official documents "Guidelines for Using GAI Tools at Lingnan University" and "Best Practices for Ethical and Responsible Use of GAI Tools in Course Assessments" can be found [here](https://www.ln.edu.hk/tlc/generative-artificial-intelligence/gai-guidelines-best-practices): <https://www.ln.edu.hk/tlc/generative-artificial-intelligence/gai-guidelines-best-practices>.

Use of Generative AI

At CEAL we adopt a forward thinking and pragmatic approach to the use of Generative AI by students.

Each assessment will carry guidelines about what type of AI use is acceptable. If you cannot find these, or if they are unclear, please ask your teacher.

If there is a question over the inappropriate use of GenAI ("authorship") we will carry out an investigation. If you are found to, on the balance of probabilities, have used Gen AI inappropriately, you will be asked to rewrite and resubmit. There will also be a cap on your grade

More information can be found at:  [CEAL Gen AI Policy for students.pdf](#)

Appendix 1 – SPA1302 Assessment Rubrics

A1. Rubrics for Assessment 1: Class Participation & Continuous Work (10%)

Criterion	Excellent (A)	Good (B)	Fair (C)	Pass (D)	Failure (F)
Attendance (4%)	Attends at least 90% of classes. 4 points	Attends 80–89% of classes. 3 points	Attends 70–79% of classes. 2 points	Attends 60–69% of classes. 1 point	Attends less than 60% of classes. 0 points
Punctuality (2%)	0–1 late arrivals (more than 10 minutes after the start of class). 2 points	2–3 late arrivals. 1.5 points	4–5 late arrivals. 1 point	6–7 late arrivals. 0.5 points	8 or more late arrivals. 0 points
Class participation & use of Spanish (4%)	Actively participates in most lessons, volunteers comments, and frequently uses Spanish during pair/group and whole-class activities. 4 points	Participates regularly, especially when prompted; contributes in group work and often attempts to use Spanish. 3 points	Participates occasionally; tends to be quiet but responds when called; uses some Spanish but often L1/English. 2 points	Rarely participates; minimal contribution to pair/group tasks; very limited use of Spanish. 1 point	Almost never participates; no meaningful engagement in activities; virtually no use of Spanish. 0 points

A2. Mid-term and Final Exam – Writing Sections (SPA1302) 20%

(Each criteria weight a maximum of 5 points)

Criterion	Excellent (A)	Good (B)	Fair (C)	Pass (D)	Failure (F)
Task completion & coherence (1 to 5)	Fully addresses all parts of the task; ideas are clear and logically ordered in simple short paragraphs. 5 points	Addresses most parts of the task; minor omissions; ideas generally clear and ordered. 4 points	Partially addresses the task; ideas sometimes unclear or disconnected. 3 points	Task largely incomplete or off-topic; text very short or difficult to follow. 2 point	Does not address the task or text is too short/unclear to be assessed. 1 points
Grammar & sentence structure (1 to 5)	Very simple structures mostly correct; errors do not impede understanding. 5 points	Frequent errors but message is generally understandable. 4 points	Many errors that sometimes impede understanding; limited control of structures. 3 points	Very frequent errors that often block communication or show lack of basic control. 2 point	Errors are pervasive; communication fails or shows almost no control of forms. 1 points
Vocabulary range & appropriacy (1 to 5)	Appropriate basic vocabulary for the topic with some variation; little repetition. 5 points	Generally appropriate vocabulary; some repetition; occasional English/L1. 4 points	Very limited range; frequent repetition; several uses of English/L1. 3 points	Extremely limited vocabulary; heavy reliance on English/L1; meaning often unclear. 2 point	Vocabulary does not allow basic communication; message largely unintelligible. 1 points
Spelling & punctuation (1 to 5)	Mostly correct spelling and punctuation; occasional minor errors. 5 points	Some errors but overall meaning remains clear. 4 points	Frequent errors; reader sometimes has difficulty understanding. 3 points	Many errors; text is hard to read and understand. 2 point	Systematic errors make the text unreadable or incomprehensible. 1 points

A3. Final Project – “Walking, Living and Dressing in My World” (15%)

Criterion (Total 15%)	Excellent (A)	Good (B)	Fair (C)	Pass (D)	Failure (F)
Task fulfilment & content (0–5)	All required elements included (clothes & weather, housing & routines, walking route & actions, comparisons, reflection); content is clear and coherent.	Most elements included; minor omissions; overall structure is clear.	Some elements missing or underdeveloped; organisation is uneven.	Task largely incomplete, off-topic, or too short; hard to follow.	Task requirements essentially not met; product cannot be evaluated meaningfully.
Language accuracy (grammar & vocab. 0–4)	Very simple structures mostly correct (present, reflexives, comparisons, demonstratives, <i>estar + gerundio</i>); errors are minor and do not block understanding.	Frequent errors but message remains understandable; vocabulary generally appropriate.	Many errors that sometimes impede understanding; limited vocabulary range.	Errors often impede understanding; language suggests over-reliance on translation/AI.	Errors are so frequent that communication breaks down almost completely.
Pronunciation & intelligibility (0–2)	Pronunciation generally clear; occasional mispronunciations do not affect comprehension.	Some pronunciation problems; requires some effort but is still understandable.	Frequent pronunciation problems; often difficult to understand.	Very hard to understand; large parts of the recording are unintelligible.	Recording is largely unintelligible or missing.
Creativity & engagement (0–2)	Personal, original content with clear effort; visuals, locations and editing make the video engaging for the audience.	Some personalisation and creativity; mostly functional, with some engaging elements.	Limited personalisation; product feels quite generic or textbook-like.	Minimal effort; content appears generic, copied, or not genuinely produced by students.	No evidence of personal contribution or serious work.
Collaboration & academic integrity (0–2)	Partners share speaking time fairly; AI use log is complete and shows responsible, limited use of tools.	Slight imbalance in participation or partially detailed AI use log.	Noticeable imbalance (one partner dominates) or vague AI use description.	Serious imbalance or clear signs of undeclared AI use or academic misconduct.	Clear academic misconduct or project not produced by the students.

A4. Oral (Speaking) Assessment (SPA1302 – 20%)

Criterion (Total 20%)	Excellent (A)	Good (B)	Satisfactory (C)	Needs improvement (D)	Failure (F)
Task fulfilment & interaction (0–5)	Answers all prompts; provides relevant information; can ask/answer simple questions with minimal support (clothes, weather, housing, routines, routes, advice).	Answers most prompts; sometimes needs repetition or prompting.	Gives short or incomplete answers; interaction is limited.	Often unable to answer; interaction frequently breaks down.	Unable to maintain even basic interaction or to respond to simple prompts.
Fluency (0–4)	Speaks in short sentences with some natural pauses; communication flows reasonably well.	Noticeable pauses and hesitations but manages to express basic ideas.	Frequent pauses and self-corrections; speech is fragmented.	Very limited production; long silences; cannot sustain basic communication.	Produces almost no intelligible language.
Pronunciation & intelligibility(0–4)	Pronunciation generally clear; occasional errors do not impede understanding.	Some pronunciation problems; listener sometimes needs extra effort.	Frequent pronunciation problems; occasionally difficult to understand.	Pronunciation seriously hinders comprehension.	Pronunciation makes understanding virtually impossible.
Grammar accuracy (0–3)	Very simple grammar largely correct; errors do not hinder communication.	Frequent errors but overall meaning stays clear.	Many errors; sometimes hinder understanding.	Errors often block communication; little control of basic forms.	Almost no control of basic forms; communication fails.
Vocabulary & range (0–4)	Uses appropriate basic vocabulary for all required topics (clothes, weather, housing, routines, routes, advice); some variation and attempts at new words.	Generally appropriate vocabulary; some repetition; occasional English/L1.	Very limited range; heavy repetition; several uses of English/L1.	Extremely limited vocabulary; relies heavily on English/L1; communication breaks.	Vocabulary too limited to communicate basic ideas.

Appendix 2 – Grading

Grading

Your work on this course will be assessed to the following standards:

Grade	Standard	Percentage	Grade Points
A	Excellent	88% < 100%	4.00
A-		80% < 88%	3.67
B+	Good	75% < 80%	3.33
B		70% < 75%	3.00
B-		65% < 70%	2.67
C+	Fair	60% < 65%	2.33
C		55% < 60%	2.00
C-		50% < 55%	1.67
D+	Pass	45% < 50%	1.33
D		40% < 45%	1.00
F	Failure	<40%	0.00