

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Linguistics and Translation**

**with effect from Semester B 2018/19**

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**Part I Course Overview**

**Course Title:** Spanish 1

**Course Code:** LT2601

**Course Duration:** 1 semester

**Credit Units:** 3

**Level:** B2

**Proposed Area:**  
*(for GE courses only)*

Arts and Humanities  
 Study of Societies, Social and Business Organisations  
 Science and Technology

**Medium of Instruction:** Spanish supplemented by English

**Medium of Assessment:** Spanish supplemented by English

**Prerequisites:**  
*(Course Code and Title)* Nil

**Precursors:**  
*(Course Code and Title)* Nil

**Equivalent Courses:**  
*(Course Code and Title)* CLA2601/EN2861 Spanish 1

**Exclusive Courses:**  
*(Course Code and Title)* LT2606/CLA2606 Intensive Spanish 1 and 2

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

This course is designed to introduce Spanish to students with no previous knowledge of the language and to introduce some key cultural features of the Spanish speaking world. At the end of the course, students should be able to have mastered the basics of Spanish pronunciation so that they can be understood by Spanish speakers around the world. Also, students should be able to communicate simple messages in Spanish and to describe their immediate surroundings.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

| No. | CILOs <sup>#</sup>   | Weighting*<br>(if applicable) | Discovery-enriched curriculum related learning outcomes (please tick where appropriate) |    |    |
|-----|--|-------------------------------|---|----|----|
|     |  |                               | A1  | A2 | A3 |
| 1.  | Communicate in Spanish at a survival level (level A1.1 of the Common European Framework of Reference for languages) by producing and understanding simple utterances with the command of a vocabulary of around 250 words. |                               |   | ✓  | ✓  |
| 2.  | Master the basics of Spanish pronunciation.  |                               | ✓   | ✓  | ✓  |
| 3.  | To understand some basic features of Spanish grammar: simple sentences, conjugation of regular verbs, common irregular verbs.  |                               | ✓   | ✓  | ✓  |

\* If weighting is assigned to CILOs, they should add up to 100%.

100%

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

| TLA | Brief Description   | CILO No. |   |   |  |  |  | Hours/week (if applicable) |
|-----|---|----------|---|---|--|--|--|----------------------------|
|     |   | 1        | 2 | 3 |  |  |  |                            |
|     | Role play, pair work, group work oral exercises.                                  | x        | x | x |  |  |  | Integrated                 |
|     | Reading comprehension exercises, writing exercises, individual, pair or in group. | x        |   | x |  |  |  |                            |
|     | Listening comprehension exercises.  | x        |   | x |  |  |  |                            |
|     | Practise of Spanish pronunciation and controlled conversations.                   | x        | x | x |  |  |  |                            |

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

| Assessment Tasks/Activities   | CILO No. |   |   |  |  |  | Weighting* | Remarks               |
|---|----------|---|---|--|--|--|------------|-----------------------|
|   | 1        | 2 | 3 |  |  |  |            |                       |
| Continuous Assessment: <u>100%</u>  |          |   |   |  |  |  |            |                       |
| 2 Spanish written tests corresponding to block 1 and block 2 of the course. | x        | x | x |  |  |  | 35% each   | Individual assessment |
| Oral test   |          |   |   |  |  |  | 20%        | Individual assessment |
| In class participation.   | x        | x | x |  |  |  | 10%        |                       |
| Examination: _____% (duration: _____, if applicable)                        |          |   |   |  |  |  |            |                       |
| * The weightings should add up to 100%.                                     |          |   |   |  |  |  | 100%       |                       |

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

| Assessment Task        | Criterion  | Excellent<br>(A+, A, A-)  | Good<br>(B+, B, B-)  | Fair<br>(C+, C, C-)   | Marginal<br>(D)   | Failure<br>(F)  |
|------------------------|--|---|--|---|---|---|
| Written tests 1 and 2  | Spanish communication skills (reading, writing, listening) on lower Level A1 of the Common European Framework of Reference for languages | Student is able to communicate clearly and accurately (listening, reading and writing) with very few minor mistakes. His/her pronunciation, orthography, accuracy and listening/reading comprehension of Spanish are excellent overall. | Student is able to communicate clearly and accurately (listening, reading and writing) most of the time. A few mistakes do not impair communication. His/her pronunciation, orthography, accuracy and listening/reading comprehension of Spanish are good overall. | Student is able to communicate clearly and accurately (listening, reading and writing) some of the time. Mistakes sometimes impair communication. His/her pronunciation, orthography, accuracy and listening/reading comprehension of Spanish are adequate overall. | Student is not able to communicate clearly and accurately (listening, reading and writing) most of the time. Mistakes often impair communication. His/her pronunciation, orthography, accuracy and listening/reading comprehension of Spanish are marginal overall. | Student fails to communicate clearly and accurately (listening, reading and writing). His/her pronunciation, orthography, accuracy and listening/reading comprehension of Spanish are weak overall. |
| Oral test              | Spanish communication skills (oral communication) on lower Level A1 of the Common European Framework of Reference for languages          | Student is able to communicate clearly and accurately (listening and speaking) with very few minor mistakes. His/her pronunciation, accuracy and listening comprehension of Spanish are excellent overall.                              | Student is able to communicate clearly and accurately (listening and speaking) most of the time. A few mistakes do not impair communication. His/her pronunciation, accuracy and listening comprehension of Spanish are good overall.                              | Student is able to communicate clearly and accurately (listening and speaking) some of the time. Mistakes sometimes impair communication. His/her pronunciation, accuracy and listening comprehension of Spanish are adequate overall.                              | Student is not able to communicate clearly and accurately (listening and speaking) most of the time. Mistakes often impair communication. His/her pronunciation, accuracy and listening comprehension of Spanish are marginal overall.                              | Student fails to communicate clearly and accurately (listening and speaking). His/her pronunciation, accuracy and listening comprehension of Spanish are weak overall.                              |
| In class participation | Participation as observed in class.  | Student participation is excellent.   | Participation is good at best.   | Participation is adequate at best.  | Participation is marginal.  | Participation is weak.  |

**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

*(An indication of the key topics of the course.)*

Basic forms of introduction, talking about oneself, the Spanish alphabet, asking for the meaning of things, pronunciation rules, common greetings, gender and number agreement, the Spanish articles, talking about people, professions and nationalities, describing the family, describing people, describing a house, the numbers from 0 to 100, the Spanish verb system, the present tense with regular verbs, the verbs SER, ESTAR.

**2. Reading List**

**2.1 Compulsory Readings**

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

|    |   |
|----|---|
| 1. | BOROBIO, Virgilio, ELE Actual Libro del alumno A1, Editorial SM, Madrid 2010. |
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**2.2 Additional Readings**

*(Additional references for students to learn to expand their knowledge about the subject.)*

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|----|--|
| 1. | <i>Collins Spanish Dictionary and Grammar (2004)</i>             |
| 2. | <i>Gramática de uso del español A1-A2</i> , Editorial SM, Madrid |
| 3. | <i>Español Moderno I 现代西班牙语 (第一册)</i> 董燕生, 刘建                    |