

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Linguistics and Translation  
with effect from Semester B 2018 /19**

---

---

**Part I Course Overview**

**Course Title:** Spanish 2

**Course Code:** LT2602

**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) LT2601/CLA2601 Spanish 1

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

**Equivalent Courses:**  
(Course Code and Title) CLA2602/EN2862 Spanish 2

**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 help beginning students to communicate in basic Spanish and to introduce some key cultural features of the Spanish speaking world. Upon completing this course, students should be able to read, listen, write and speak about their city and neighborhood and about their daily life and leisure activities in Spanish and be able to read aloud short texts with an accurate pronunciation.

### 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* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Produce simple oral messages in Spanish with a fair degree of accuracy in terms of grammar and pronunciation.		✓	✓	✓
2.	Produce written messages in Spanish corresponding to an intermediate level of A1 of the Common European Framework of Reference for Languages.		✓		✓
3.	Read and understand texts and messages in Spanish corresponding to an intermediate level A1 of the Common European Framework of Reference for Languages.		✓		✓
4.	Listen and understand texts and messages in Spanish corresponding to an intermediate level of A1 of the Common European Framework of Reference for Languages		✓		✓
5.	Master the present tense in Spanish: Regular, common irregular and reflexive verbs.		✓	✓	✓
		100%			

\* If weighting is assigned to CILOs, they should add up to 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	4	5		
1	Role play, pair work, group work oral exercises.	x		x	x	x		
2	Reading comprehension exercises, individual, pair or in group.		x	x		x		
3	Writing exercises, individual and in group.		x	x		x		
4	Listening comprehension exercises.					x		
5	Practice of Spanish pronunciation and controlled conversations.	x	x	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	4	5			
Continuous Assessment: 100%								
Two Spanish written tests corresponding to block 1 and block 2 of the course.		x	x	x			35% each	Individual assessment
Oral test	x			x	x		20%	Individual assessment
In class participation.	x	x	x	x	x		10%	
Examination: _____% (duration: _____, if applicable)								
							100%	

\* The weightings should add up to 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 (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
<b>Written tests 1 and 2</b>	Spanish communication skills (reading, writing, listening) on intermediate Level A1 of the Common European Framework of Reference for languages	Student is able to communicate clearly and accurately (reading, writing, listening) with very few minor mistakes. His/her orthography, accuracy and listening/reading comprehension of Spanish are excellent overall.	Student is able to communicate clearly and accurately (reading, writing, listening) ( ) most of the time. A few mistakes do not impair communication. His/her orthography, accuracy and listening/reading comprehension of Spanish are good overall.	Student is able to communicate clearly and accurately (reading, writing, listening) some of the time. Mistakes sometimes impair communication. His/her orthography, accuracy and listening/reading comprehension of Spanish are adequate overall.	Student is not able to communicate clearly and accurately (reading, writing, listening) most of the time. Mistakes often impair communication. His/her orthography, accuracy and listening/reading comprehension of Spanish are marginal overall.	Student fails to communicate clearly and accurately (reading, writing, listening) . His/her orthography, accuracy and listening/reading comprehension of Spanish are weak overall.
<b>3. Oral test</b>	Spanish communication skills (oral communication) on intermediate 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	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	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.

			Spanish are good overall.	adequate overall.		
<b>4. In class participation</b>	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.)*

Revision of basic contents from Spanish 1; talking about places, cities and neighborhoods; daily routine; leisure time activities; the weather; the time, days of the week and months of the year; likes and dislikes; the present tense with regular, irregular and reflexive verbs; frequency adverbs.

**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.
----	---

**2.2 Additional Readings**

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

1.	<i>Collins Spanish Dictionary and Grammar</i> , London, 2017
2.	<i>Gramática de uso del español A1-A2</i> , Editorial SM, Madrid, 2008
3.	<i>Español Moderno I 现代西班牙语 (第一册)</i> 董燕生, 刘建, Beijing, 2006