

**City University of Hong Kong  
Course Syllabus**

**offered by Chan Feng Men-ling Chan Shuk-lin Language Centre  
with effect from Semester A 2020/21**

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**Part I Course Overview**

<b>Course Title:</b>	Spanish 4
<b>Course Code:</b>	LC3604
<b>Course Duration:</b>	1 semester
<b>Credit Units:</b>	3
<b>Level:</b>	B3
<b>Proposed Area:</b> <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
<b>Medium of Instruction:</b>	Spanish supplemented by English
<b>Medium of Assessment:</b>	Spanish supplemented by English
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	LC3603/LT3603/CLA3603/CLA2603 Spanish 3
<b>Precursors:</b> <i>(Course Code and Title)</i>	Nil
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	LT3604/CLA3604/ EN2864 Spanish 4
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	Nil

## Part II Course Details

### 1. Abstract

This course is designed to help students expand their knowledge of Spanish to start level A2 of proficiency and enable them to communicate in a broader variety of contexts, like going shopping food and dining out or planning a trip, as well as talking about their past experiences, places they have visited or biographies of people. This course also introduces two of the past tenses: the simple past and the present continuous.

### 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.	Talk in Spanish with a fair degree of accuracy in terms of grammar and pronunciation corresponding to lower A2 of the Common European Framework of Reference for Languages.		✓	✓	✓
2.	Produce written messages in Spanish on lower level A2 of the Common European Framework of Reference for Languages.		✓		✓
3.	Read and understand texts and messages in Spanish on lower level A2 of the Common European Framework of Reference for Languages.		✓		✓
4.	Listen and understand texts and messages in Spanish on lower level A2 of the Common European Framework of Reference for Languages.		✓		✓
5.	Learn the present perfect, simple past and present continuous.		✓	✓	✓

\* 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	4	5		
1	Role play, pair work, group work, oral exercises.	x			x	x		
2	Reading comprehension exercises, individual, pair or in group.			x		x		
3	Writing exercises, individual or in group.		x	x		x		
4	Listening comprehension exercises.				x	x		
5	Practice of Spanish pronunciation and controlled conversations.					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%								
2 Spanish written tests, each test includes listening and reading comprehension and writing		x	x	x	x		30% each	Individual assessment
Oral test	x			x	x		30%	Individual assessment
In class participation	x	x	x	x	x		10%	
Examination: _____ % (duration: , if applicable)								

\* The weightings should add up to 100%.

100%
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## 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)
Written tests 1 and 2	Spanish communication skills (oral communication) on lower to medium Level A2 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.
Oral test	Spanish communication skills (oral communication) lower to medium Level A2 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.	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**

Shopping for clothes, recent past events, personal past experiences, planning your holidays, writing a postcard, apologies and excuses, birthday party.

**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, Libro del Alumno A2, Editorial SM, Madrid, 2011
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**2.2 Additional Readings**

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

1.	<i>Collins Spanish Dictionary and Grammar, London, (2017)</i>
2.	<i>Gramática de uso del español B1-B2, Editorial SM, Madrid, 2008</i>
3.	<i>Español Moderno II 现代西班牙语 (第二册) 董燕生, 刘建, Beijing, 2006</i>