

LC2601: SPANISH 1

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Spanish 1

Subject Code

LC - CFML CSL Language Centre

Course Number

2601

Academic Unit

CFML CSL Language Centre (LC)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

Other Languages

Other Languages for Medium of Instruction

Spanish supplemented by English

Medium of Assessment

Other Languages

Other Languages for Medium of Assessment

Spanish supplemented by English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

LT2601/CLA2601/EN2861 Spanish 1

Exclusive Courses

LC2606/LT2606/CLA2606 Intensive Spanish 1 and 2

Part II Course Details

Abstract

This course aims to introduce Spanish to students with no previous knowledge of the language and to introduce some key cultural features of the Spanish speaking world. By the end of the course, students should have become proficient in the basics of Spanish pronunciation so that Spanish speakers around the world can understand them. Also, students should be able to communicate simple messages in Spanish and describe their immediate surroundings. By the end of the course students should have reached Level A1.1 of the Common European Framework of References for Languages (CEFR).

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Demonstrate the ability to comprehend and orally communicate simple messages in Spanish with a fair degree of grammatical and pronunciation accuracy corresponding to Level A1.1 of the Common European Framework of Reference (CEFR).		x	x	x
2	Write coherent text in Spanish using lexicogrammatical choices corresponding to Level A1.1 of the CEFR.		x	x	x
3	Demonstrate an appropriate reading ability to comprehend texts and messages in Spanish corresponding to Level A1.1 of the CEFR.		x	x	x
4	Demonstrate an appropriate listening ability to comprehend messages, short conversations and descriptions in Spanish corresponding to Level A1.1 of the CEFR.		x	x	x
5	Use the Spanish present tense with grammatical correctness in speech and writing (common regular, irregular and reflexive verbs) at Level A1.1 of the CEFR.		x	x	x

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1		Students will engage in semi-guided oral interactions and interact with peers and teacher.	1, 3, 4, 5	
2		Students will develop reading comprehension strategies appropriate to the task, such as identifying keywords, deducing the meaning of unfamiliar vocabulary, and using inference skills to understand the information and produce accurate and cohesive answers.	1, 2, 3	
3		Students will engage in writing simple texts with peers and reflect on effective strategies to express ideas using vocabulary and lexico-grammar structures acquired in the course.	2, 3, 5	
4		Students will do focused activities to develop listening skills to a) identify information relevant to the task; b) produce adequate answers to questions.	1, 2, 3, 4, 5	
5		Students will complete exercises focused on the acquisition of new vocabulary and the development of lexico-grammatical competence.	1, 2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Written Test 1 (based on the first half of the course)	2, 3, 4, 5	35	-	No
2	Oral Test	1, 2, 4, 5	20	-	No
3	Written Test 2 (based on the second half of the course)	2, 3, 4, 5	35	-	No

4	Participation/In-class activities	1, 2, 3, 4, 5	10	Refer to assessment task instructions to be provided by the course instructor for parameters of use	Yes
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Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. & 3. Written tests 1 and 2

Criterion

Demonstrating communication skills in the target language (reading, writing, listening) at Level A1.1 of the Common European Framework of Reference for Languages (CEFR)

Excellent (A+, A, A-)

The student is able to communicate clearly and accurately (listening, reading and writing) with very few minor mistakes. The student's pronunciation, orthography, accuracy and listening/reading comprehension of the target language at Level A1.1 of the CEFR are excellent overall.

Good (B+, B, B-)

The student is able to communicate clearly and accurately (listening, reading and writing) most of the time. There are a few mistakes, which do not impede communication. The student's pronunciation, orthography, accuracy and listening/reading comprehension of the target language at Level A1.1 of the CEFR are good overall.

Fair (C+, C, C-)

The student is able to communicate clearly and accurately (listening, reading and writing) some of the time. Mistakes sometimes impede communication. The student's pronunciation, orthography, accuracy and listening/reading comprehension of the target language at Level A1.1 of the CEFR are adequate overall.

Marginal (D)

The student is unable to communicate clearly and accurately (listening, reading and writing) most of the time. Mistakes often impede communication. The student's pronunciation, orthography, accuracy and listening/reading comprehension of the target language at Level A1.1 of the CEFR are marginal overall.

Failure (F)

The student fails to communicate clearly and accurately (listening, reading and writing). The student's pronunciation, orthography, accuracy and listening/reading comprehension of the target language at Level A1.1 of the CEFR are weak overall.

Assessment Task

2. Oral Test

Criterion

Demonstrating communication skills in the target language (listening and speaking) at Level A1.1 of the CEFR.

Excellent (A+, A, A-)

The student is able to communicate clearly and accurately (listening and speaking) with very few minor mistakes. The student's pronunciation, accuracy and listening comprehension of the target language at Level A1.1 of the CEFR are excellent overall.

Good (B+, B, B-)

The student is able to communicate clearly and accurately (listening and speaking) most of the time. A few mistakes do not impede communication. The student's pronunciation, lexico-grammatical accuracy and listening comprehension of the target language at Level A1.1 of the CEFR are good overall.

Fair (C+, C, C-)

The student is able to communicate clearly and accurately (listening and speaking) some of the time. Mistakes sometimes impede communication. The student's pronunciation, lexico-grammatical accuracy and listening comprehension of the target language at Level A1.1 of the CEFR are adequate overall.

Marginal (D)

The student is unable to communicate clearly and accurately (listening and speaking) most of the time. Mistakes often impede communication. The student's pronunciation, lexico-grammatical accuracy and listening comprehension of the target language at Level A1.1 of the CEFR are marginal overall.

Failure (F)

The student fails to communicate clearly and accurately (listening and speaking). The student's pronunciation, lexico-grammatical accuracy and listening comprehension of the target language at Level A1.1 of the CEFR are weak overall.

Assessment Task

4. Participation/In-class activities

Criterion

Contributing to class activities; displaying collegiality and participation in pair work; being prepared for lessons and arriving on time.

Excellent (A+, A, A-)

The student participates extremely actively in discussions, activities, and asking questions; is highly responsive to the instructor's questions; leads peers to participate and always comes to class prepared.

Good (B+, B, B-)

The student participates actively in discussions, activities, and asking questions; is responsive to the instructor's questions; shows initiative to interact with peers and usually comes to class prepared.

Fair (C+, C, C-)

The student participates regularly in discussions, activities, and asking questions; offers answers mostly after being called upon; interacts with peers and occasionally comes to class prepared.

Marginal (D)

The student participates passively and shows almost no initiative to interact with peers and the instructor; barely responds when asked questions by the instructor; is absent from class frequently.

Failure (F)

The student participates extremely passively and shows no initiative to interact with peers and the instructor; always remains almost silent, ignores questions, activities, and discussions frequently; is absent from class very frequently.

Part III Other Information

Keyword Syllabus

Basic forms of introduction including talking about oneself; the Spanish alphabet; asking for the meaning of things; pronunciation rules; standard greetings; gender and number agreement; the Spanish articles; talking about people, professions and nationalities; describing the family; describing people, ordering in a restaurant; the numbers from 0 to 100; the Spanish verb system; the Spanish present tense (regular verbs, SER, ESTAR, TENER).

Reading List

Compulsory Readings

Title	
1	Borobio, V., ELE Actual libro del alumno A1, Editorial SM, Madrid 2010.

Additional Readings

Title	
1	Collins Spanish Dictionary and Grammar (2004)
2	Gramática de uso del español A1-A2, Editorial SM, Madrid
3	Español moderno I 现代西班牙语 （第一册）董燕生，刘建