

## 课程详述

### COURSE SPECIFICATION

以下课程信息可能根据实际授课需要或在课程优化之后产生变动。如对课程有任何疑问，请联系授课教师。

The course information as follows may be subject to change, either during the session because of unforeseen circumstances, or following review of the course at the end of the session. Queries about the course should be directed to the course instructor.

1.	课程名称 <b>Course Title</b>	基础西班牙语（进阶） <b>Upper Elementary Spanish</b>
2.	授课院系 <b>Originating Department</b>	语言中心 Center for Language Education
3.	课程编号 <b>Course Code</b>	CLE055
4.	课程学分 <b>Credit Value</b>	2
5.	课程类别 <b>Course Type</b>	通识选修课程 General Education (GE) Elective Courses
6.	授课学期 <b>Semester</b>	春季 Spring / 夏季 Summer / 秋季 Fall
7.	授课语言 <b>Teaching Language</b>	西班牙语 Spanish
8.	授课教师、所属学系、联系方式（如属团队授课，请列明其他授课教师） <b>Instructor(s), Affiliation &amp; Contact</b> (For team teaching, please list all instructors)	Miguel Martinez
9.	实验员/助教、所属学系、联系方式 <b>Tutor/TA(s), Contact</b>	无 NA
10.	选课人数限额(可不填) <b>Maximum Enrolment (Optional)</b>	TBA

11. 授课方式 Delivery Method	讲授 Lectures	习题/辅导/讨论 Tutorials	实验/实习 Lab/Practical	其它(请具体注明) Other (Please specify)	总学时 Total
学时数 Credit Hours	32	0	0	0	32
12. 先修课程、其它学习要求 Pre-requisites or Other Academic Requirements	Students who have completed "CLE048 Elementary Spanish" or have some previous knowledge of elementary Spanish.				
13. 后续课程、其它学习规划 Courses for which this course is a pre-requisite	NA				
14. 其它要求修读本课程的学系 Cross-listing Dept.	NA				

### 教学大纲及教学日历 SYLLABUS

15. 教学目标 Course Objectives

This course aims to consolidate the Spanish skills that students have acquired in Elementary Spanish and further develop their written, listening, reading and speaking skills. This course will also enhance students' knowledge about the culture, history and geography of the Spanish-speaking world.

16. 预达学习成果 Learning Outcomes

By the end of the course, students will communicate through sentences and frequently used expressions related to topics such as personal and family information, shopping, employment, etc. Students will be able to communicate through simple and routine methods that require the direct exchange of information on familiar and matters, such as backgrounds and likes and dislikes. More specifically, students completing the Upper Elementary Spanish course will be able to:

- ✓ Describe people and places.
- ✓ Introduce family members.
- ✓ Express activity preferences.
- ✓ Talk about family celebrations.
- ✓ Talk about health and illness and give relevant advice.

17. 课程内容及教学日历 (如授课语言以英文为主, 则课程内容介绍可以用英文; 如团队教学或模块教学, 教学日历须注明主讲人)

**Course Contents (in Parts/Chapters/Sections/Weeks. Please notify name of instructor for course section(s), if this is a team teaching or module course.)**

Standards Alignment	Unit Concepts/ Grammar content	Essential Questions/ Learning Targets	Assessments
<b>Module 3.1: Un día normal</b> Timeline : 4 weeks (Week 1-4)			
<b>1.1 Interpersonal Communication-</b> *Students can express themselves in relation to habitual actions, professional activities and family members.	<b>Concepts:</b> Professions and work places. Family members. Daily routines.  Days of the week. Classroom expressions. Differences between countries.	<b>Essential Questions:</b> What do you do?  What do people from other cultures do on a daily basis?  <b>Learning Targets:</b> *Students will be able to introduce their family and	<b>Suggested Summative Assessments</b> *Vocabulary quizzes *Oral Presentations.



	<p><b>Grammar content:</b></p> <ul style="list-style-type: none"> <li>* Gender and number of the family members.</li> <li>* Possessive pronouns.</li> <li>* Reflexive verbs.</li> <li>* Correct use of “Al and del”.</li> <li>* Frequency words.</li> <li>* Use of the article “the” with days of the week.</li> <li>* Regular verbs and irregular verbs.</li> </ul>	<p>their occupations.</p> <p>* Students will be able to talk about their daily routines.</p>	
<b>Standards Alignment</b>	<b>Unit Concepts/ Grammar content</b>	<b>Essential Questions/ Learning Targets</b>	<b>Assessments</b>
<p><b>Module 3.2: Un día de fiesta</b> <b>Timeline : 3 weeks (Week 5-7)</b></p>			
<p><b>1.1 Interpersonal Communication-</b> *Students talk about and discuss family celebrations and traditions. They also talk about social events in different countries.</p> <p><b>1.2 Interpretive Communication</b> Students prepare and present posters about celebrations in China and 2 other countries.</p>	<p><b>Concepts:</b> Months of the year. Seasons. Popular celebrations during a year. Birthdays and holidays.</p> <p><b>Grammar content:</b> *Frequency expressions. * Verb: Soler *”Hacer” with expressions of time *object pronouns</p>	<p><b>Essential Questions:</b> What do you celebrate in your country?  What do you do on your birthday?</p> <p><b>Learning Targets:</b> *Students will be able to talk about the traditions and celebrations in China, Spain and Latin American countries.  *Present information about traditional food and celebrations in different countries.</p>	<p><b>Suggested Summative Assessments</b> *Vocabulary quizzes *Written Presentation *Assessment</p>
<p><b>Expectations – At the end of the module 3.1. and 3.2 The students will be able to:</b></p>			
<b>Speaking</b>			
<b>Oral and written interaction</b>	<ul style="list-style-type: none"> <li>-Participate in everyday conversations in Spanish.</li> <li>- Formulate questions and answers regarding more complex topics.</li> <li>- Participate in both written and oral activities designed to incorporate new vocabulary and grammar.</li> </ul>		
<b>Oral expression</b>	<p>Use phrases and expressions to describe a regular day.</p>		



Standards Alignment	Unit Concepts/ Grammar content	Essential Questions/ Learning Targets	Assessments
<b>Module 4.1: Lo normal</b> <b>Timeline : 4 weeks (Week 8-11)</b>			
<p><b>1.1 Interpersonal Communication</b>            *Students talk about likes and dislikes. Ask for and give opinions. Discuss items and their price and quality.</p> <p><b>1.2 Interpretive Communication</b>            Students comprehend short written messages about topics such as clothes and food. They can also comprehend key ideas during oral narrative.</p>	<p><b>Concepts:</b>            *Vocabulary related to food, clothes.            *Imperative sentences.            *Numbers from 100 to 5000            * Types of currency            * Like, prefer, dislike, love, hate.</p> <p><b>Grammar content:</b>            * WH question How many - How much?            *Frequency expressions: "X times a day. Y times a week".            *Puedes + Infinitive form            *Imperative form of (Tú)            *Comparatives.</p>	<p><b>Essential Questions:</b>            How much is it?             How many?             Could you...             What do you need?</p> <p><b>Learning Targets:</b>            *Students will be able to give commands, ask for a product and ask about its price and quality.             *Talk about goods, such as clothes, that they like, prefer, or dislike.</p>	<p><b>Suggested Summative Assessments</b>            *Vocabulary quizzes            *Oral Presentation            *Assessment</p>
Standards Alignment	Unit Concepts/ Grammar content	Essential Questions/ Learning Targets	Assessments
<b>Module 4.2: ¿Qué me pasa doctor?</b> <b>Timeline : 4 weeks (Week 12-15)</b>			
<p><b>1.2 Interpersonal Communication</b>            *Students discuss ways to stay fit and healthy. Students are able to talk about daily routines &amp; personal care and give related suggestions.</p> <p><b>1.2 Interpretive Communication</b>            Students comprehend short written messages about health and personal care. They also comprehend main ideas through oral narratives.</p>	<p><b>Concepts:</b>            Vocabulary related to parts of the body, illnesses and staying healthy.            Healthy and unhealthy habits.            Recommendations and suggestions.</p> <p><b>Grammar content:</b>            *Verb "Doler"            *Imperative form: affirmative and negative.            *Cuando/si +Simple present tense.            *Must, should and have to.</p>	<p><b>Essential Questions:</b>            What's the matter?             How do you feel?             What do you need to do?             You should...</p> <p><b>Learning Targets:</b>            *Students will be able to identify parts of the body.            *Talk about healthy and unhealthy habits and provide related suggestions.             *Name common illnesses.</p>	<p><b>Suggested Summative Assessments</b>            *Vocabulary quizzes            *Oral Presentation            *Assessment            *Final test</p>
<p><b>Expectations – At the end of the module 4.1. and 4.2 The students will be able to:</b></p>			
<p><b>Speaking</b></p>			

<b><u>Oral interaction</u></b>	-Understand oral communication in the target language Effectively communicate in the target language in various scenarios.  -Effectively analyze and articulate sound opinions on a variety of complex concepts.
<b><u>Oral expression</u></b>	-Use more elaborated phrases and expressions to describe everyday situations.  -Express concepts and ideas in a variety of forms.
<b><u>Reading comprehension</u></b>	- Understand selected written materials on various topics.  - Read paragraphs and identify specific information.  - Read and comprehend short stories and poems.
<b><u>Writing</u></b>	- Complete exercises related to family and healthcare information.  - Respond to statements or questions in Spanish.  - Write simple letters to friends/colleagues.
<b><u>2 hours per week, total 16 weeks</u></b>	

18. 教材及其它参考资料 Textbook and Supplementary Readings

**Book:** NUEVO SUEÑA 1 - A1+A2 《新版走遍西班牙（1）》学生用书及练习册  
**Editorial:** ANAYA ELE  
**Author:** Alvarez Martinez, Maria Angeles  
  
**Publisher:** 外语教学与研究出版社  
  
**ISBN:** 9789900331520

课程评估 ASSESSMENT

19. 评估形式 Type of Assessment	评估时间 Time	占考试总成绩百分比 % of final score	违纪处罚 Penalty	备注 Notes
出勤 Attendance		10%		
课堂表现 Class Performance		20%		
小测验 Quiz				
课程项目 Projects				
平时作业 Assignments		20%		
期中考试 Mid-Term Test		20%		
期末考试 Final Exam		30%		随堂测验 In-class test
期末报告 Final Presentation				

其它（可根据需要  
改写以上评估方  
式）  
Others (The  
above may be  
modified as  
necessary)

--	--	--	--

20. 记分方式 **GRADING SYSTEM**

- A. 十三级等级制 **Letter Grading**  
 B. 二级记分制（通过/不通过） **Pass/Fail Grading**

**课程审批 REVIEW AND APPROVAL**

21. 本课程设置已经过以下责任人/委员会审议通过  
**This Course has been approved by the following person or committee of authority**

语言中心 Center for Language Education

以上课程信息可能根据实际授课需要或在课程优化之后产生变动。如对课程有任何疑问，请联系授课教师。

The course information as follows may be subject to change, either during the session because of unforeseen circumstances, or following review of the course at the end of the session. Queries about the course should be directed to the course instructor.

**CLE Attendance Policy**

**Attendance:**

- Attendance is required for the course. This means you should come to every class.
- Absences are counted starting from **the first day of Week 4 (after the add/drop period)**.
- **From Week 4 onward**, you are required to attend all classes.
- Each unexcused absence after the course add/drop period will result in the loss of 2% off your Class Participation for each absence.
- 4 or more unexcused absences will result in failure of the course.

Absence Number	Consequence
1	2% deduction from Class Participation
2	4% (in total) deduction from Class Participation
3	6% (in total) deduction from Class Participation
4	Failure of the course

### **Arriving Late to Class:**

Students should arrive to class on time. One late arrival equals  $\frac{1}{4}$  absence. Thus, being late four times results in one absence. Late arrival includes the beginning of class and returning from breaks.

A late arrival means you arrive within the first 20 minutes. If you are more than 20 minutes late for class on any day, you will automatically be counted as absent for the day.

Leaving early for more than 20 minutes will also be counted as absent for the day.

If you know in advance that you are going to be late for class, please communicate with the instructor beforehand so that they are aware of your circumstance.

### **Excused Absences:**

Absences due to illness, attendance at university approved activities, and family or other emergencies can be considered as excused absences upon approval. In order for them to be excused, valid written documentation (or online application in e-hall) must be provided to your instructor for his/her approval.

### **What to do if you need to be absent:**

You should follow the *SUSTech Regulations on Student Leave*. You are responsible for any missed content, assignments, and homework (regardless of whether the absence is excused or unexcused). When you are aware that you will be absent, you should apply for leave in advance following the university regulations and email your instructor immediately to ask for the missed work.

