

## Syllabus of Spanish 2

Course Title: Spanish 2	Compulsory/Elective: Elective
Course English Title: Spanish 2	
Total Hours/Weekly Hours/Credits: 64/4/4	Hours of experiment: 16
Prerequisite Courses: none	
Time: Weeks 1-16, Wednesday and Friday Periods 1-2	Classroom: 6B403
Class and Grades of Students: 2019 English Class 1&2	
College Responsible for the Course: College of Literature and Media	
Name/Title of Instructor: Dr. Elias Wielander/Professor	
Time, Place and Methods to Answer Students' Questions: Student contact and questions are always encouraged in class, before class and after class or by Wechat. Individual appointments and office hours can be arranged at a time mutually convenient for students and teacher.	
Methods of Assessment: Open-book Exam ( ); Closed-book Exam ( √ ); Paper ( ); Others ( )	
Textbook: sueno book A1,A2	
Reference: None	
Course Introduction: Basic introduction to spoken Spanish to advanced English major students. Through direct instruction, lecture, modeling, pair, group work activities, and musical activities, students will be given opportunities to practice their Spanish skills and to develop new skills to get a higher level Spanish.	
<p>Course Objectives:</p> <p>1. Formats to bolster student confidence in basic Spanish language utilization. This communication includes advanced level conversation and grammar. Furthermore, to encourage students to seek fun and exciting ways to improve their Spanish language and cultural understanding.</p> <p>2. Students will receive a basic introduction to fundamental situational spoken Spanish skills in this course through pair and small group work, guided /</p>	<p>本课程与学生核心能力培养之间的关联(授课对象为理工科专业学生的课程填写此栏)：</p> <p><input type="checkbox"/>核心能力 1.</p> <p><input type="checkbox"/>核心能力 2.</p> <p><input type="checkbox"/>核心能力 3.</p> <p><input type="checkbox"/>核心能力 4.</p> <p><input type="checkbox"/>核心能力 5.</p>

<p>modeled instruction, and class activities. Activities may include dialogues, role play, presentations, and quizzes. Using Basic Spanish as the foundation, students will be challenged to both learn and use the new curriculum.</p> <p>3.To give a higher-level integrated survey of all advanced level speaking skills. This includes an emphasis on practical skills that will have a direct impact on students’ academic, professional, and personal lives. There are opportunities for peer-based assessment. 4. 4.This course is focused on developing students’ self-confidence in their speaking abilities and on fostering enthusiasm for using Spanish. This self-confidence will serve as a solid foundation for continued study at DGUT and into their professional lives. These skills may provide competitive advantages on the labor market.</p>					<p>☐核心能力 6.</p> <p>☐核心能力 7.</p> <p>☐核心能力 8.</p>		
Planning of Theoretical Teaching							
Weeks	Teaching Themes	Lecturer	Hours	Key and difficult points, ideological input	Modes of Instruction	Methods of Instruction	Assignments
1	Introductions and review	Elias	4	<p>Course introduction; Start taking on advanced Spanish language skills.</p> <p>Professional teaching method to make students more confident in oral Spanish speaking and increase their writing ability. Students need to be able to think independently to write important ideas in Spanish.</p>	Offline	<p>P P T ;</p> <p>Lecture;</p> <p>team- conversations</p>	<p>Create groups;</p> <p>Prepare for phrasal verb presentations</p> <p>Book page unit 1 (Review)</p>

2	Unit 1 Start conversations	Elias	4	<p>Vocabularies and Grammar about the special Grammar solutions about different verbs constellation in Spanish . - A R verbs. Special grammar problems with infinitive verbs like “to be”: ésta ,éste ,éstos and éstas. All students need to understand how to use this special Spanish grammar cases in different daily situations.</p> <p><b>Ideological Input:</b> Farmers should be the backbone of our society. China and Spain have a lot in common and have provided a high value for farmers as well. We should be thinking every day about the value of our farmers on a global scale. They deliver stable, high-quality food.</p>	Offline	<p>P P T ;</p> <p>Lecture;</p> <p>team- conversations</p>	Page 1, Book 3 Grammar part
4	Unit 2 : Verbs with ER and IR	Elias	4	<p>Class practice on theme activity, pair &amp; small group spoken work on Unit 3 and Grammar verbs with Verbs ending in “-er” and “-ir.” Students need to understand the specific different grammar problems in Spanish language and need to explain the differences between English and Spanish.</p>	Offline	<p>PPT ;</p> <p>Lecture;</p> <p>team- conversations</p>	Book Page 31-33
5	Unit 7 Food	Elias	4	<p>Class practice on theme activity, pair &amp; small group spoken work on Unit 7; Food vocabulary; grocery/restaurant role-play. Students need to talk individually about different food in Spanish and delivery the different ways to buy food in the</p>	Offline	<p>PPT ;</p> <p>Lecture;</p> <p>team- conversations</p>	<p>Pg.28-29 Activity 1-B, 1-C, 2A Pg. 110-115 Self Study (All)</p>

				supermarket. There will be spontaneous questioning to challenge their preparedness.			
7	la casa	Elias	4	Students need to talk individually about different household stuff in Spanish and delivery the different ways to describe the household stuff. There will be spontaneous questioning to challenge their preparedness.	Offline	PPT ; Lecture; team- conversations	Pg.30-35 Activity 1-B, 1-C, 2A Pg. 116-119 Self -Study (All)
8	Mid-term exam	Elias	4	Book knowledge Unit 1 to Unit 5	Offline	exam	
10	N u e v o Año	Elias	4	This unit talk about the special festival times in Spanish culture. Special focusing on Christmas, Valentine's Day, San Fermin, Reyes Magos, Papa Noel, El Dia de los inocentes ” .  Language learning includes also to learn the culture background from a country.	Offline	PPT ; Lecture; team- conversations	Pg.39-42 Activity 1-B, 1-C, 2A Pg. 125-128 Self -Study (All)
11	el dia de feistivas	Elias	4	Grammar: Students need to talk individually about different festivity in Spanish and delivery the different ways to use the Spanish words for months.  There will be spontaneous questioning to challenge their preparedness. (enero, febrero,	Offline	PPT ; Lecture; team- conversations	Pg.43-46 Activity 1-B, 1-C, 2A Pg. 129-132 Self -Study (All)

				marzo, abril, mayo, junio, julio, agosto, Septiembre, octubre, diciembre)			
12	futuro tiempo	Elias	2	<p><b>Ideological Input:</b></p> <p>(Environmentalism highlights the importance of protecting the environment from existential threats like population growth and climate change. It has become more and more popular as a governing ideology through the worldwide new green thinking movement worldwide. China and Spain doing a lot in the last years to become both a “green country”)</p> <p>Students need to understand how to use this special Spanish future tense and use it in different cases in daily situations. This unit talk about dreams and personal wishes.</p> <p>Grammar challenging to use the FUTUR tense</p> <p>-arao, -aras, -ara, -aramos, -arais, -aran</p>	Offline	PPT ; Lecture; team- conversations	Pg.47-49 Activity 1-B, 1-C, 2A Pg. 133-135 Self -Study (All)
13	salud	Elias	4	<p>Students need to understand how to use this special Spanish grammar cases in different daily situations. This unit talk about health and how you can keep healthy.</p>	Offline	PPT ; Lecture; team- conversations	Pg.36-38 Activity 1-B, 1-C, 2A Pg. 120-124 Self -Study

				G r a m m a r e challenging to use the PAST tense -aba, -abas, -aba, -abamos, -abais, -aban			(All)
15	Preparation	Elias	4	Review and discuss open questions	Offline	Conversation	
16	Final Exam	Elias	4	Book Unit 1-10	Offline		
Total			48				
<b>Planning of Experimental Teaching</b>							
<b>Weeks</b>	<b>Projects</b>	<b>Lecturer</b>	<b>Hours</b>	<b>Key and difficult points, ideological input</b>	<b>Types (Verification/Comprehensive/Design</b>	<b>Methods of Teaching</b>	
3	Presentations	Elias	4	Students need to prepare PPT about Spanish greeting conversations.	Design	Offline	
6	Presentations	Elias	4	Students need to prepare PPT about Spanish food culture.	Design	Offline	
9	Presentations	Elias	4	Students need to prepare PPT about Spanish heritage spots.	Design	Offline	
14	Presentations	Elias	4	Students need to prepare PPT about Spanish artists and literature.	Design	Offline	
Total			16				
<b>Assessment and Ratio</b>							
<b>Activities</b>				<b>Criteria</b>			<b>Ratio</b>
Attendance and participation				-Participation on discussion of the assigned reading will be logged and evaluated each week -Questions on the background information will be encouraged and recorded each week			10% +15%

Mid-term exam	The midterm exam will account for 15% of the overall grade	15%
Homework	Based on the quality and scores	15%
Final exam	Book knowledge	45%
<b>Date of Writing the syllabus: February 22, 2022</b>		
系（部）审查意见：（Appraisal comments from the department）：  同意		
系（部）主任签名：(Signature of the Dean): 龙晶晶		
日期 Date: 2022 Year 年 2 Month 月 24 Day 日		