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| ***ÇAĞ UNIVERSITY******FACULTY OF ECONOMICS AND ADMINISTRATIVE SCIENCES*** |
| **Code** | **Course Title** | **Credit** | **ECTS** |
| **FLS 201** | Spanish III | 3 (3-0-0) | **3** |
| **Prerequisites** | **FLS 101 / FLS 102** |
| **Language of Instruction** | Spanish | **Mode of Delivery**  | **Face to face** |
| **Type and Level of Course** | Elective/2.Year. Fall Semester / EQF Level 6 |
| **Lecturers** | **Name(s)**  | Lecture Hours | Office Hours | **Contacts** |
| **Course Coordinator** | Instructor Eda Baykam | Tue13:25 – 15:45 | Mon. 10.00 - 12.00 | **edabaykam@cag.edu.tr** |
| **Course Objective**  | The objectives of this course are to improve learners’ Spanish knowledge in general, to support their basic Spanish with more advanced grammar and vocabulary by enabling them authentic texts and exercises. |
| **Learning Outcomes of the Course** |  | Students will be able to | **Relationship** |
| Prog. Output | **Net Effect** |
| 1 | Recognize phrases and expressions related to immediate needs | 1 | **5** |
| 2 | Recognize the topic of discussion when people speak slowly and clearly | 1  | **5** |
| 3 | Recognize what is said clearly,slowly and directly in simple everyday conversation | 1 | **5** |
| 4 | Express themselves in areas of immediate need by asking and answering simple questions | 1 | **5** |
| 5 | Summarize short, simple notes and messages relating to matters of everyday life | 1 | **5** |
| **Course Description: This course is a second foreign language for young adult learners of second grade. In this course, students are encouraged to express themselves in Spanish in a motivating classroom environment. In such a learning environment, it is intended to maximize student involvement and learning by letting students use their own experiences and opinions. The most significance about the course is that it brings the real life situations into the classroom setting in order to prepare them for experiencing the usage of Spanish. This course presets essential Spanish vocabulary, authentic reading texts, dialogues to improve students’ reading and listening skills.** |
| **Course Contents:( Weekly Lecture Plan )** |
| **Weeks** | **Topics** | **Preparation** | **Teaching Methods** |
| **1** | Los verbos irregulares que terminan en -Ar | Workbook activities | Elicitation of grammar and vocabulary, listening,writing, speaking,reading, exercises |
| **2** | Los verbos irregulares que terminan en -Er | Workbook activities | Listening, writing, speakingExercises, elicitation of grammar and vocabulary |
| *3* | *Los verbos que terminan en -Ir* | Workbook activities | Listening, writing, speakingExercises, elicitation of grammar and vocabulary |
| **4** | Preguntar y decir la hora,decir la hora de las actividades | Workbook activities | Elicitation of grammar and vocabulary, exercises |
| **5** | La diferencia entre Estar y Hay | Workbook activities | Exercises |
| **6** | Al y del, los números del 20 al 1000 | Workbook activities | Analyzing the structures, exercises |
| **7** | Los verbos irregulares | Workbook activities | Elicitation of grammar and vocabulary, exercises |
| **8** | os miembros de la familia,hablar de la familia utulızando los adjetivos posesivos | Workbook activities | Elicitation of grammar and vocabulary, exercises |
| **9** | Hablar de las acciónes diarios y pasatiempos utilizando los verbos regulares,irregulares y reflexivos | Workbook activities | Elicitation of grammar and vocabulary, exercises and dialogs |
| **10** | Tener+que+Vinf | Workbook activities | Elicitation of grammar and vocabulary and exercises |
| **11** | Utilizar los verbos querer y preferir | Workbook activities | Exercises |
| **12** | Los nterrogativos(Dónde,Cómo,qué,cuándo..) | Workbook activities | Exercises, listening,writing,speakingand games |
| **13** | Los diálogos generales | Workbook activities | Exercises Listening,writing, speaking, role plays and games |
| **14** | Revisión | Workbook activities | Exercises |
| **REFERENCES** |
| **Textbook** | **EDELSA – ESPANOL LENGUA EXTRANJERA NUEVO VEN – 1 ISBN 84-7711-832-9** |
| **Related links** |  |
| **Course Notes** | **-** |
| **Recommended Reading** | **ESPANOL 2000 , NIVEL INICIAL (LIBRO DEL ALUMNO), SGEL, MADRID , CUMBRE -SGEL- ISBN 84-7143-511-X, SPANISH GRAMMER-HILL PUBLISHING COMPANY, ISBN 0-07-0554-37-4** |
| **Material Sharing** | **Worksheets** |
| **ASSESSMENT METHODS** |
| **Activities** | **Number** | **Effect** | **Notes** |
| **Midterm Exam** | **1** | **40%** |  |
| ***Effect of The Activities*** |  | **40%** |  |
| ***Effect of The Final Exam*** |  | **60%** |  |
| **ECTS TABLE** |
| **Contents** | **Number** | **Hours** | **Total** |
| **Hours in Classroom**  | **14** | **3** | **42** |
| **Hours out Classroom** | **14** | **3** | **42** |
| **Midterm Exam** | **1** | **5** | **5** |
| **Final Exam** | **1** | **11** | **11** |
| **Total****Total / 30****ECTS Credit** | **100** |
| **=100/30=3.3** |
| **3** |
| **RECENT PERFORMANCE** |
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