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| ***ÇAĞ UNIVERSITY***  ***FACULTY OF ECONOMICS AND ADMINISTRATIVE SCIENCES*** | | | | | | | | | | | | | | | | | | | | | | | |
| **Code** | | | | **Course Title** | | | | | | | | | | | | **Credit** | | | | | **ECTS** | | |
| **FLS 401** | | | | Spanish VII | | | | | | | | | | | | 3 (3+0) | | | | | **3** | | |
| **Prerequisites** | | | | | | | | FLS 101 / FLS 102 / FLS 201 / FLS 202 / FLS 301 /FLS 302 | | | | | | | | | | | | | | | |
| **Language of Instruction** | | | | | | | | Spanish | | | | **Mode of Delivery** | | | | | | **Face to face** | | | | | |
| **Type and Level of Course** | | | | | | | | Elective/4.Year Fall Semester / EQF Level 6 | | | | | | | | | | | | | | | |
| **Lecturers** | | | | | **Name(s)** | | | | | | Lecture Hours | | | | | | Office Hours | | | | **Contacts** | | |
| **Course Coordinator** | | | | | Instructor Eda Baykam | | | | | | Fri. 10.30 -12.50 | | | | | | Mon. 10.00 - 12.00 | | | | **edabaykam@cag.edu.tr** | | |
| **Course Objective** | | | | | **The primary aim of this level is to teach a comprehensive Spanish. At the same time the aim is to help students develop themselves in this field so that students can paraphrase the same topic and it helps them make their own sentences and express what they want to mean exactly.** | | | | | | | | | | | | | | | | | | |
| **Learning Outcomes of the Course** | |  | Students will be able to | | | | | | | | | | | | | | | | | **Relationship** | | | |
| Prog. Output | | | **Net Effect** |
| 1 | comprehend the main points of clear standard speech on familiar matters | | | | | | | | | | | | | | | | | 1 | | | **5** |
| 2 | connect phrases in a simple way in order to describe experiences and events | | | | | | | | | | | | | | | | | 1 | | | **5** |
| 3 | comprehend texts that consist mainly of high frequency everyday or job-related language | | | | | | | | | | | | | | | | | 1 | | | **5** |
| 4 | recognize the descriptions of events, feelings and wishes in personal letters | | | | | | | | | | | | | | | | | 1 | | | **5** |
| 5 | write simple personal letters describing experiences and impressions | | | | | | | | | | | | | | | | | 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** | | | | | |  | | | | |
| **1** | La revisión del Presente Simple, Presente Continuo y El futuro | | | | | | | | | | | | Workbook activities | | | | | | Exercises | | | | |
| **2** | El Pretérito Perfecto (Los verbos regulares) | | | | | | | | | | | | Workbook activities | | | | | | Elicitation of grammar and vocabulary, exercises | | | | |
| **3** | El Pretérito Perfecto (los verbos irregulares) | | | | | | | | | | | | Workbook activities | | | | | | Elicitation of grammar and vocabulary, exercises | | | | |
| **4** | El Pretérito Perfecto (los verbos Reflexivos)y los marcadores temporales | | | | | | | | | | | | Workbook activities | | | | | | Elicitation of grammar and vocabulary  Exercises | | | | |
| **5** | Hablar de hechos pasados utilizando el Preterito Perfecto | | | | | | | | | | | | Workbook activities | | | | | | listening, speaking, plenary conversations., group activities | | | | |
| **6** | Hacer preguntas y responder con “alguna vez,nunca,muchas veces,ya,todavia no...etc „ | | | | | | | | | | | | Workbook activities | | | | | | Elicitation of grammar | | | | |
| **7** | Aceptar excusas,hacer frases con “es que... „ | | | | | | | | | | | | Workbook activities | | | | | | listening, speaking, plenary conversations., group activities | | | | |
| **8** | Nuevas palabras como el continente,el lago, la sierra, la montaña, la isla....etc. | | | | | | | | | | | | Workbook activities | | | | | | Speaking, listening and reading | | | | |
| **9** | La revisión para los examenes | | | | | | | | | | | | Worksheet | | | | | | Exercises | | | | |
| **10** | Traducción | | | | | | | | | | | | Worksheet | | | | | | Exercises | | | | |
| **11** | Las expresiones de sorpresa, decepción y aburrimiento | | | | | | | | | | | | Workbook activities | | | | | | listening, speaking, plenary conversations., group activities | | | | |
| **12** | Expresar probabilidad duda o incertidumbre | | | | | | | | | | | | Workbook activities | | | | | | listening, speaking,  plenary conversations.,  group activities | | | | |
| **13** | Revisión | | | | | | | | | | | | Worksheet | | | | | | exercises | | | | |
| **14** | Ver una Película corta | | | | | | | | | | | |  | | | | | | Listening and watching | | | | |
| **REFERENCES** | | | | | | | | | | | | | | | | | | | | | | | |
| **Textbook** | | | | | | EDELSA – ESPANOL LENGUA EXTRANJERA NUEVO VEN – 1 ISBN 84-7711-832-9 | | | | | | | | | | | | | | | | | |
| **Related links** | | | | | |  | | | | | | | | | | | | | | | | | |
| **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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