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| ***ÇAĞ UNIVERSITY******FACULTY OF ECONOMICS AND ADMINISTRATIVE SCIENCES*** |
| **Code** | **Course Title** | **Credit** | **ECTS** |
| **FLS 304**  | SPANISH II | 3 (3+0) | **3** |
| **Prerequisites** | **Spanish FLS 303** |
| **Language of Instruction** | Spanish | **Mode of Delivery**  | **Face to face** |
| **Type and Level of Course** | Elective/1.Year Spring Semester / EQF Level 6 |
| **Lecturers** | **Name(s)**  | Lecture Hours | Office Hours | **Contacts** |
| **Course Coordinator** | Instructor Ayse  | Mon 09:45-12:20 | Mon. 10.00 - 12.00 | **aysealtinkilic@cag.edu.tr** |
| **Course Objective**  | **This is an introduction course to find the basics in written and spoken Spanish. This course aims to develop students' Spanish as a foreign language in general. More specifically, It aims to acquire students Spanish language knowledge of grammar and vocabulary in interesting and up-to-date contexts, to improve students’ receptive (reading and listening) skills by the help of the texts and audio scripts from the text book and from the related sources, to enable students to produce the previously acquired language in related situations both in the form of speaking and writing.** |
| **Learning Outcomes of the Course** |  | Students will be able to | **Relationship** |
| Prog. Output | **Net Effect** |
| 1 | use familiar everyday expressions and very basic phrases | 1 | **5** |
| 2 | recognize sentences and frequently used expressions related to areas of most immediate relevance | 1 | **5** |
| 3 | ask questions and instructions addressed carefully and slowly | 1 | **5** |
| 4 | Express themselves in a simple way if the other person talks slowly and clearly | 1 | **5** |
| 5 | use simple phrases and sentences to describe where they live and people they know | 1 | **5** |
| **Course Description: 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** |
| **1** | Los verbos que terminan en -Ar,-Er y -Ir y la preposición -A | Workbook activities | Elicitation of grammar, vocabularylistening, writing, speaking,readingand exercises |
| **2** | El verbo ESTAR, y los días de la semana | Workbook activities | Elicitation of grammar, vocabularylistening, writing, speaking,readingand exercises |
| **3** | El estado de ánimo(los adjetivos que utilizan con el verbo ESTAR) | Workbook activities | Elicitation of grammar, vocabularylistening, writing, speaking,readingand exercises |
| **4** | La diferencia entre SER y ESTAR | Workbook activities | Elicitation of grammar, vocabularylistening, writing, speaking,readingand exercises |
| **5** | Localizar objetos,describir vivienda con Estar y ser | Workbook activities | Elicitation of grammar, vocabularylistening, writing, speaking,readingand exercises |
| **6** | Los adjetivos para describir la física o el carácter de una persona | Workbook activities | Analyzing the structures and exercises |
| **7** | El verbo TENER | Workbook activities | Elicitation of grammer and exercises |
| **8** | Tener hambre,Tener sed,Tener … años..etc | Workbook activities | Elicitation of grammer and exercises |
| **9** | Utilizar los adjetivos posesivos con el verbo Tener | Workbook activities | Elicitation of grammer and exercises |
| **10** | Preguntar y decir el número de teléfono y el telefono de los lugares importantes(ambulancia,policia..etc) | Workbook activities | Elicitation of grammer, exercises and dialogs |
| **11** | El verbo Hay | Workbook activities | Elicitation of grammer, exercises  listening,writing, reading and speaking |
| **12** | La diferencia entre Estar y Hay | Workbook activities | Elicitation of grammer, exercises  listening,writing and speaking |
| **13** | Revisión | Workbook activities | Exercises, writing, speaking, making dialogs, games and songs |
| **14** | Revisión | Workbook activities | Exercises, writing, speaking, making dialogs, games and songs |
| **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** |
| **RECENT PERFORMANCE** |
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