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| ***ÇAĞ UNIVERSITY***  ***FACULTY OF ECONOMICS AND ADMINISTRATIVE SCIENCES*** | | | | | | | | | | | | | | | | | | | | | | | |
| **Code** | | | | **Course Title** | | | | | | | | | | | | **Credit** | | | | | **ECTS** | | |
| **FLS 302** | | | | Spanish VI | | | | | | | | | | | | 3 (3+0) | | | | | **3** | | |
| **Prerequisites** | | | | | | | | FLS 101 / FLS 102 / FLS 201 / FLS 202 / FLS 301 | | | | | | | | | | | | | | | |
| **Language of Instruction** | | | | | | | | Spanish | | | | **Mode of Delivery** | | | | | | **Face to face** | | | | | |
| **Type and Level of Course** | | | | | | | | Elective/3.Year Spring Semester / EQF Level 6 | | | | | | | | | | | | | | | |
| **Lecturers** | | | | | **Name(s)** | | | | | | Lecture Hours | | | | | | Office Hours | | | | **Contacts** | | |
| **Course Coordinator** | | | | | Instructor Eda Baykam | | | | | | Thur 10.50-12.10 | | | | | | 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 | describe experiences, feelings and events in detail | | | | | | | | | | | | | | | | | 1 | | | **5** |
| 2 | recognize the main points of clear standard input on familiar matters | | | | | | | | | | | | | | | | | 1 | | | **5** |
| 3 | rewrite simple personal letters on everyday topics | | | | | | | | | | | | | | | | | 1 | | | **5** |
| 4 | evaluate in face-to-face conversation on topics that are familiar or of personal interest | | | | | | | | | | | | | | | | | 1 | | | **5** |
| 5 | use a series of phrases and sentences to describe in simple terms familiar matters | | | | | | | | | | | | | | | | | 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** | El Presente Continuo(El Gerundio) (Los verbos regulares) | | | | | | | | | | | | Workbook activities | | | | | | Exercises, elicitation of grammar | | | | |
| **2** | El Presente Continuo (Los verbos irregulares y Los verbos reflexivos) | | | | | | | | | | | | Workbook activities | | | | | | Exercises, elicitation of grammar | | | | |
| **3** | Hacer diálogos utilizando el presnte continuo | | | | | | | | | | | | Worksheet | | | | | | Exercises | | | | |
| **4** | Utlizar El complemento directo-Indirecto con el presente continuo | | | | | | | | | | | | Workbook activities | | | | | | Exercises, elicitation of grammar | | | | |
| **5** | Los marcadores temporales del Presente Continuo | | | | | | | | | | | | Workbook activities | | | | | | Elicitation of grammar, speaking | | | | |
| **6** | Los meses, los años y los horóscopos | | | | | | | | | | | | Workbook activities | | | | | | Elicitation of grammar, speaking | | | | |
| **7** | Hablar de las actividades y lugares de ocio | | | | | | | | | | | | Workbook activities | | | | | | Plenary conversation, group activities, listening, reading, writing | | | | |
| **8** | Las preposiciones | | | | | | | | | | | | Workbook activities | | | | | | Elicitation of grammar | | | | |
| **9** | Traducción | | | | | | | | | | | | Worksheet | | | | | | Exercises | | | | |
| **10** | Ir+a+Vinf (el Futuro) (Los verbos regulares e ırregulares) | | | | | | | | | | | | Workbook activities | | | | | | Elicitation of grammar, exercises | | | | |
| **11** | Ir+a+Vinf con los verbos reflexivos y los marcadores temporales | | | | | | | | | | | | Workbook activities | | | | | | Elicitation of grammar, exercises | | | | |
| **12** | Expresar intenciones o planes para el futuro | | | | | | | | | | | | Workbook activities | | | | | | Plenary conversation, group activities, listening, reading, writing | | | | |
| **13** | Fórmulas de la conversación telefónica | | | | | | | | | | | | Workbook activities | | | | | | Plenary conversation,  group activities,  listening, reading, writing | | | | |
| **14** | Revisión de los tiempos | | | | | | | | | | | | Worksheet | | | | | | 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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