

## COLLEGEWIDE COURSE SYLLABUS

<b>Campus:</b>	<b>Jack F. Owens</b>
<b>Department:</b>	<b>Language</b>
<b>Course Number and Title:</b>	<b>SPA 137 – Spanish Communication II</b>
<b>Instructor Name:</b>	<b>Elba Quiles</b>
<b>Telephone:</b>	<b>856 – 5400 x 5524</b>
<b>E-mail:</b>	<b>equiles@dtcc.edu</b>
<b>Prerequisites:</b>	<b>SPA 136 Spanish Communication I</b>
<b>Course Hours and Credits:</b>	<b>4 Credits 4 Hours Class</b>

**Course Description:** Students develop ability to describe events in the past and future. Communicative ability is expanded to include a greater variety of social interactions. Emphasis is given to developing listening comprehension skills needed for communication with Spanish speakers.

**Text:** TEMAS. Cubillos, Jorge H. Heinle & Heinle Publishers, 2000. (textbook)  
TEMAS. Cuaderno de ejercicios y manual de laboratorio. Shook, David and Andy Noverr Heinle & Heinle Publishers, 2000. (workbook)

**Method of Instruction:** Campus classroom and Language Lab

### COLLEGEWIDE CORE COURSE PERFORMATIVE OBJECTIVES

#### Students will:

1. Engage in simple conversations in Spanish, asking and answering questions on topic related to life in the community as well as personal questions. (CCC 1, 3)
2. Understand and interpret spoken and written Spanish on topics which relate to everyday interactions within the community as well as to personal interactions. Use periodical and Web based articles as well as video sources. (CCC1, 3)

3. Present information, concepts or ideas to listeners or readers on topics which reflect their ability to communicate on topics additional to those describing their own immediate interests. (CCC 1)
4. Demonstrate an awareness of the practices and perspectives of Hispanic cultures. (CCC 3)

**Core Objectives were adapted from the *Standards For Foreign Language Learning In the 21<sup>st</sup> Century* (1999), “Standards for Learning Spanish”**  
**MEASURABLE PERFORMANCE OBJECTIVES**

**Communication Objectives:**

1. Engage in simple conversations in Spanish, asking and answering questions on topic related to life in the community as well as personal questions. (CCC 1, 3)
2. Understand and interpret spoken and written Spanish on topics which relate to everyday interactions within the community as well as to personal interactions. Use periodical and Web based articles as well as video sources. (CCC1, 3)
3. Present information, concepts or ideas to listeners or readers on topics which reflect their ability to communicate on topics additional to those describing their own immediate interests. (CCC 1)
  - *Follow and give directions.*
  - *Tell what was happening when another event occurred.*
  - *Tell what used to happen.*
  - *List members of the extended family, (relatives).*
  - *Describe the weather, now and at a time in the past.*
  - *Express change of condition of state, eg. To become tired.*
  - *Name parts of the house and 10 major appliances.*
  - *Describe personality traits.*
  - *Describe future plans.*
  - *Name 13 parts of the body*
  - *Name 3 health problems.*
  - *Name 5 expressions used by a doctor.*
  - *Say what people want others to do.*
  - *Name 12 places/buildings usually found in cities and 15 types of shops.*
  - *Express feelings (it's a shame...; it's strange...; I'm afraid.)*

- *Name common geographical terms, for example, island, mountain, etc.*
- *Give formal and informal commands.*
- *Name common occupations and professions.*
- *Express hopes.*
- *Make suggestions/give advice.*
- *Extract information in readings and videos from popular culture*

### **Grammar Objectives:**

1. Engage in simple conversations in Spanish, asking and answering questions on topic related to life in the community as well as personal questions. (CCC 1, 3)
  2. Understand and interpret spoken and written Spanish on topics which relate to everyday interactions within the community as well as to personal interactions. Use periodical and Web based articles as well as video sources. (CCC1, 3)
  3. Present information, concepts or ideas to listeners or readers on topics which reflect their ability to communicate on topics additional to those describing their own immediate interests. (CCC 1)
- *Use preterit tense to describe a wide variety of actions in the past.*
  - *Formulate imperfect tense verbs.*
  - *Formulate present progressive tense verbs.*
  - *Use pronouns something, nothing.*
  - *Formulate expressions with “tener”*
  - *Distinguish between preterit and imperfect past tenses.*
  - *Formulate comparative and superlative forms of adjectives.*
  - *Formulate present subjunctive verbs*
    - to express what people want others to do.*
    - to express emotion.*
    - to express actions projected for the future.*
    - to express doubt or insistence.*
  - *Formulate Usted and tú commands.*
  - *Formulate present perfect tense verbs.*

- *Use relative pronouns: que, quien, lo que.*

### **Cultural Objectives:**

4. Demonstrate an awareness of the practices and perspectives of Hispanic cultures.  
(CCC 3)
- *Distinguish between Spain, Central America, South America, and the Caribbean.*
  - *Discuss and analyze various Hispanic patterns of behavior or interaction.*

### **Evaluation Criteria:**

Students must meet all competencies listed above with a minimum of 75% accuracy. Students will be evaluated in reading, writing, listening, and speaking. **Students must pass each and every test with at least 75%.**

### **College Grading Scale:**

A = 92-100  
B = 83-91  
C = 75-82  
R = 0-74

**Students should refer to the Student Handbook for information on Academic Standing Policy, Academic Honesty Policy and policies relevant to their academic progress.**