

DELAWARE TECHNICAL & COMMUNITY COLLEGE  
COLLEGEWIDE COURSE SYLLABUS

<b>Campus:</b>	Owens	
<b>Department:</b>	Language	
<b>Course Number and Title:</b>	SPA 133 - Using Beginning Spanish	
<b>Instructor Name:</b>		<b>Telephone:</b>
<b>E-mail:</b>	@dtcc.edu	
<b>Pre-requisites:</b>	None	
<b>Co-requisites:</b>	None	
<b>Course Hours and Credits:</b>	3 Credits 3 Hours	
<b>Course Description:</b>	This beginning level language course introduces students to the Spanish Language, its pronunciation, simple grammatical structures, and vocabulary. Emphasis is on oral, grammatical and writing skills to support communication between professionals and clients.	
<b>Text:</b>	<u>Sol y viento</u> , Van Patten, Leaser, Keating, Román-Mendoza. Mc Graw-Hill, 2005	
<b>Method of Instruction:</b>	Campus classroom. Language Lab	

**COLLEGEWIDE CORE COURSE PERFORMANCE OBJECTIVES**

The student will be able to:

1. Recognize and produce the basic sounds and language patterns of the Spanish language. (CCC 1)
2. Describe and apply basic structural rules of Spanish. (CCC 1)
3. Engage in basic exchanges of information in Spanish. (CCC 1, 3)
4. Demonstrate an awareness of some practices and perspectives of Hispanic cultures. (CCC 3, 4, 8)

**MEASURABLE PERFORMANCE OBJECTIVES**

1. Recognize and produce the basic sounds and language patterns of the Spanish language.

*1.1 Identify and reproduce the Spanish vowel sounds: a, e, i, o, u, (y).*

*1.2 Identify and reproduce Spanish consonant sounds:*

*b, c, ch, d, f, g, h, j, k, l, ll, m, n, ñ, p, q, r, s, t, v, w, x, z.*

*1.3 Use basic parts of speech such as nouns, pronouns, articles, adjectives, and adverbs with correct agreement and word order.*

2. Describe and apply basic structural rules of Spanish.

- 2.1 *Use subject pronouns and object pronouns.*
- 2.2 *Express possession/ownership, using adjectives or prepositional phrases.*
- 2.3 *Formulate affirmative and negative statements in the present tense of regular, selected stem-changing, and selected irregular verbs.*
- 2.4 *Formulate present tense questions.*
- 2.5 *Differentiate basic uses of the verbs ser and estar.*
- 2.6 *Express future with 'Going to'.*
- 2.7 *Use gustar to express likes and dislikes.*

3. Engage in basic exchanges of information in Spanish.

- 3.1 *Express greetings, farewells, and daily formulaic expression.*
- 3.2 *Describe daily routine.*
- 3.3 *Ask and say how much articles cost.*
- 3.4 *Tell time and date.*
- 3.5 *List family relationships.*
- 3.5 *Describe actions in progress and future plans.*
- 3.6 *Make simple physical and character descriptions of people.*
- 3.7 *Make comparisons of 2 or more people, places or things.*
- 3.8 *Communicate simple banking needs.*
- 3.9 *Describe basic health problems.*

4. Demonstrate an awareness of practices and perspectives of Hispanic Cultures.

- 4.1 *Describe common norms regarding titles, first and last names.*
- 4.2 *Explain the Hispanic concept of family and list family members.*
- 4.3 *Distinguish between formal and informal address in various types of Spanish language exchanges.*
- 4.4 *Distinguish between Mexico, the Caribbean, Spain, Central America and South America.*

## **EVALUATION CRITERIA**

Students will demonstrate proficiency on all measurable performance objectives at least to the 75% level. Evaluation will consist of four tests. Students must pass each and every test with at least 75%.

### **College Grading System**

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

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