



EFFECTIVE: SEPTEMBER 2002

CURRICULUM GUIDELINES

A: Division: **INSTRUCTIONAL** Date: **November 28, 2001**
B: Department/ **LANGUAGE, LITERATURE AND** New Course Revision
 Program Area: **PERFORMING ARTS**
 If Revision, Section(s) Revised: **A, B, F, G, M, P, Q, R**
 Date Last Revised: **June 10, 1994**

C: MODL 151 D: BASIC SPANISH 1 E: 3

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: This course is designed for students with little or no knowledge of Spanish. It is aimed at developing basic oral and written communicative skills through the study of vocabulary, grammar and culture. Spanish is spoken in class as much as possible.		
G: Allocation of Contact Hours to Types of Instruction/Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Seminar/Lab Number of Contact Hours: (per week / semester for each descriptor) Seminar: 4 hrs/week Lab: 1 hr/week Number of Weeks per Semester: 14	H: Course Prerequisites: NONE	
	I: Course Corequisites: NONE	
	J: Course for which this Course is a Prerequisite: MODL 152	
	K: Maximum Class Size: 22	
L: PLEASE INDICATE: <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: Requested <input type="checkbox"/> Granted <input checked="" type="checkbox"/> SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)		

M: Course Objectives/Learning Outcomes

Students are expected to demonstrate proficiency in Spanish (present and immediate future tenses only) at the basic level in:

1. Aural comprehension of simple discourse
2. Reading comprehension of simplified texts
3. Speech delivery: extend greetings, express likes, dislikes, preferences and desires, ask questions and give replies
4. Written expression: simple sentences and short dialogues

N: Course Content

1. Basic syntactic structures
2. Basic lexicon
3. The phonological system of Spanish
4. Cultural aspects of the Spanish-speaking world

O: Methods of Instruction

The functional and communicative approach is used. Class activities include: presentation of material by the instructor, practice in pairs and small groups, and listening and audio-visual based activities.

Conversation labs in small groups with a Native Language Assistant.

P: Textbooks and Materials to be Purchased by Students

Terrell et al. Dos Mundos, 5th edition. McGraw-Hill, 2001

Accompanying workbook and CDs/cassettes.

Q: Means of Assessment

The evaluation system includes continuous testing to assess mastery at each step and a comprehensive final exam to assess proficiency at the end of the course.

Exams test listening, speaking, reading, writing and cultural knowledge.

The minimum mark required to pass the course is a P in both the written and oral components. The minimum mark required to continue with this language is a C in both the written and oral components.

Continuous written evaluation (exercises, written chapter tests, paragraph writing)	35%
Continuous oral evaluation (oral test at mid-semester, conversation lab, class participation)	25%
Attendance and preparation	10%
Oral Final Exam (aural comprehension, oral expression)	15%
Written Final Exam (Grammar, vocabulary, composition)	<u>15%</u>
	100%

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

Yes, if student is registered in a higher level Spanish course at Douglas College.

 Course Designer(s)

 Education Council/Curriculum Committee Representative

 Dean/Director

 Registrar