



**The University of Jordan**

**Accreditation & Quality Assurance Center**

**COURSE Syllabus**

1	Course title	Spanish for Beginners 1
2	Course number	1504103
3	Credit hours (theory, practical)	3
	Contact hours (theory, practical)	3
4	Prerequisites/corequisites	None
5	Program title	Spanish-English
6	Program code	2201, 2202, 2203, 2204
7	Awarding institution	The University of Jordan
8	Faculty	Foreign Languages
9	Department	European Languages
10	Level of course	All years
11	Year of study and semester (s)	All semesters
12	Final Qualification	BA in Foreign Languages except Spanish or in Tourism.
13	Other department (s) involved in teaching the course	None
14	Language of Instruction	Arabic and Spanish
15	Date of production/revision	2015

**16. Course Coordinator:**

*Office numbers, office hours, phone numbers, and email addresses should be listed.*

**17. Other instructors:**

*Office numbers, office hours, phone numbers, and email addresses should be listed.*

**18. Course Description:**

In combination with Spanish for Beginners (2) and (3), this course introduces students to the basics of Spanish language and Spanish culture. The aim of the course is to develop communication skills in everyday life and simple situations. The course proposes a full competence in communication strategies and not only a linear assimilation of grammatical knowledge.

**19. Course aims and outcomes:**

**A- Aims:**

This Course targets students with no prior knowledge of the Spanish language and aims at:

1. Gradually introducing and developing all main four skills : reading, writing, speaking and listening of the Spanish language.
2. Using the above mentioned skills through situations and contexts of the daily life as authentically as possible.
3. Acquainting them with typical scenes of the Spanish speaking countries ` culture.

**B- Intended Learning Outcomes (ILOs):** Upon successful completion of this course students will be able to ...

**A) Knowledge and understanding (Students should)**

- A1) introduce themselves appropriately  
 A2) recognize numbers and use them in relevant situations  
 A3) name the surrounding objects  
 A4) be able to shop for food, order in a restaurant, express likes or dislikes  
 A5) tell about leisure activities, write a simple postcard, and make appointments  
 A6) describe persons, houses, furniture, neighbours

**B) Subject Specific Skills (Students should)**

- B1) be able to recognize native Spanish speakers from others during listening texts or authentic situations.  
 B2) be able to response to simple questions relating to such audio scenes (authentic and/or synthetic)

**C) Transferable skills (Students should)**

- C1) be able to construct a grammatically correct sentence using the basics given in the course  
 C2) make use of the gained vocabulary to speak in authentic situations  
 C3) get used to working in pairs and/or groups to achieve certain tasks

**20. Topic Outline and Schedule:**

Topic	Week	Instructor	Achieved ILOs	Evaluation Methods	Reference
<u>Leccion 1+2</u>		Dr. Ahlam Sbaihat	<u>Grammar</u> : personal pronouns, conjugation of the regular and irregular verbs : ser, estar & introduction to the conjugation of regular verbs according to a general rule The grammatical	Beformentioned	Mentioned in this paper

			gender: adjectives of nationality, interrogative: Donde? Que?. <u>Contents</u> : self introduction and introduction of others in matters of name, work, age, origin, etc...		
<u>Leccion 3+4</u>		=	<u>Grammar</u> : present singular of the verbs : trabajar, estudiar, vivir y tener. The noun: grammatical gender. Indefinite articles : un, una, definite articles, demonstrative pronouns, the 2 pronunos : tu and usted. <u>Contents</u> : introduce some one, to ask and respond about the profession, etc....		
<u>Leccion 5+6</u>		=	<u>Grammar</u> : gender and number of the name in spanish, possessive articles en singular and plural, particles of interrogation : quien?, cuantos(as)?, como?, conjugation of the verb to have in Spanish, the demonstratives in Spanish, the use of the verb : <i>haber</i> , the use of the indefinite articles : <i>un, una, unos, unas</i> . <u>Contents</u> : The family and its members, how to give a physical and psychological description of the people, the numbers,		

			to express the existence of something.		
<u>Lecciones 7+8</u>		=	Grammar: the uses of the verbs : <i>ser &amp; estar</i> , the participle of interrogation : <i>por que?</i> , preposition and adverbs of place. <u>Contents</u> : describe a population: geographic situation, numbers of the habitants, relevant aspects, describe a house, describe a room.		
<u>Lecciones 9 + 10</u>		=	Grammar: the particles : <i>un – uno</i> , affirmative imperative, singular, prepositions: <i>a, de, por</i> , verbs : <i>gustar &amp; encantar</i> , forms and syntaxes, pronouns of direct object, adverbs : <i>tambien, tampoco, si, no</i> . <u>Contents</u> : ask about the existence and situation of public places.		

## 21. Teaching Methods and Assignments:

Development of ILOs is promoted through the following teaching and learning methods:

Development of ILOs is promoted through the following teaching and learning methods:

- Lecture by lecturer.
- Class discussion conducted by lecturer.
- Discussion groups conducted by selected group students.
- Small groups such as task oriented, discussion, Socratic.
- Reading assignments in internet.
- Vocabulary drills
- Homeworks

2 quizzes, midterm and final exams

## 22. Evaluation Methods and Course Requirements:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Be selective and patient. Don't bombard learners with a huge list of questions.

Be creative. By create an evaluation activity that is itself engaging and enjoyable! Like numbers in Latin and their relation to literature.

Be clear about whether I want something scientific and flawless, or whether I want something approximate but nonetheless informative and useful.

Be balanced. I can monitor results over time. Make a variation in process teaching in class by asking the different questions and by try combining a standardised element that allows to make comparisons over time, with a random or changing element which allows you to get feedback.

Be human. Traditional evaluation methods tend to dehumanise the process, partly due to a mistaken belief in what is and what isn't 'scientifically' respectable.

Design an extension of this programme, Draw a life line with this course on it. Predict how lecturer will see this course next week, next month, next year, 10 years time. Assess the progress on each course/individual objective. Assess the value of each element of the programme. Things that shouldn't be changed on this course

## 23. Course Policies:

A- Attendance policies:

Upon the university regulations

B- Absences from exams and handing in assignments on time:

Upon the university regulations

C- Health and safety procedures:

Do not belong to this department

D- Honesty policy regarding cheating, plagiarism, misbehaviour:

Upon the university regulations

E- Grading policy:

12 points (Project or presentation) + 8 (participation or quiz) + 30 Midterm + 50 final= total 100

F- Available university services that support achievement in the course:

Internet and Library

**24. Required equipment:**

Internet

**25. References:**

A- Required book (s), assigned reading and audio-visuals:  
Homeworks at Websites

B- Recommended books, materials, and media:

**26. Additional information:**

Name of Course Coordinator: -----Signature: ----- Date: -----

Head of curriculum committee/Department: ----- Signature: -----

Head of Department: ----- Signature: -----

Head of curriculum committee/Faculty: ----- Signature: -----

Dean: ----- -Signature: -----

Copy to:  
Head of Department  
Assistant Dean for Quality Assurance  
Course File