

Syllabus for
SPA 102—Elementary Spanish II
4 Credit hours
Fall 2018

I. COURSE DESCRIPTION

A continuation of SPA 101 with emphasis on the culture(s) of the Spanish-speaking world. Includes oral practice and covers preterit, imperfect, and present subjunctive tenses. Covers most activities listed in the ACTFL novice high competencies.

Prerequisite: SPA 101 with a grade of “C” or higher or demonstrated proficiency.

Lab fee: \$40.

II. COURSE GOALS

- A. This elementary language course is designed to help the student develop communicative competence and oral proficiency in Spanish, with proficiency defined as the ability to communicate specific messages in particular situations for a given purpose. This course provides the student opportunities for practical use of Spanish in real life situations and the vocabulary and grammar necessary to accomplish this goal.
- B. The specific contribution of elementary and intermediate foreign language courses to the general education of ORU students is to give them the practical tool for entering into foreign cultures for Christian service or career purposes. By acquiring another language, ORU students can become “a part of the answer” and **not** “part of the problem” as they face the ever-increasing globalization and interdependency of cultures everywhere and go “**into** every person’s world,” not just go **to** every person’s world.
- C. Language and culture are intertwined, and in learning a foreign language, students also learn from and about the foreign culture by studying how the people view themselves and their society in terms of history, politics, religion, and economic and social structures. One goal of the language courses is to develop an attitude of hearing a society’s questions rather than assuming Americans have all the answers.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

- A. Terminal Objectives
Upon successful completion of this course, through class lectures, class participation, videos, as well as language laboratory, online learning, and iLrn Heinle Learning Center exercises, the student will be able to do the following:
 - 1. Use aural comprehension through response to questions.
 - 2. Exhibit a control of grammatical structures covered in the text material through oral classroom participation, written assignments, and testing.
 - 3. Exhibit comprehension of reading through participation in class discussion and testing over content of material assigned.
 - 4. Express in writing Spanish through test exercises and controlled compositions.
 - 5. Express in own words the cultural content of the course assimilated through text material and the professor's lectures.
 - 6. Use and exhibit knowledge of Spanish vocabulary.
 - 7. Demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.

8. Perform most activities listed in the ACTFL novice high competencies.
 - a. Communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language, and usually handle short social interactions in everyday situations by asking and answering simple questions.
 - b. Present basic information on familiar topics using language with phrases and simple sentences that have been practiced.
 - c. Write short messages and notes on familiar topics related to everyday life.
 - d. Often understand words, phrases, and simple sentences related to everyday life, and recognize pieces of information and sometimes understand the main topic of what is being said.
 - e. Understand familiar words, phrases, and sentences within short and simple texts related to everyday life, and sometimes understand the main idea of what has been read.

B. Objectives for Students in Teacher Preparation Programs

The Teacher Preparation Program meets the five goal areas of the World-Readiness Standards for Learning Languages as outlined by the National Standards in Foreign Language Education. These five areas and their corresponding standards are as follows:

1. Communication: Communicate in Languages Other Than English
 - Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.
 - Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2. Cultures: Gain Knowledge and Understanding of Other Cultures:
 - Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
 - Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3. Connections: Connect with Other Disciplines and Acquire Information
 - Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.
 - Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
4. Comparisons: Develop Insight into the Nature of Language and Culture
 - Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
5. Communities: Participate in Multilingual Communities at Home & Around the World
 - Standard 5.1 Students use the language both within and beyond the school setting.
 - Standard 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Textbooks
Jarvis/Lebrede *¿Cómo se dice?*, 11th ed. (text+iLrn), Boston: Heinle Cenage, 2013. ISBN 978-1-133-2922-3-4.
Jarvis/Lebrede, *¿Cómo se dice?*, 11th ed. (just iLrn), Boston: Heinle Cenage, 2013. ISBN 978-1-111-7699-0-1.
- B. Other
Spanish Vocabulary, Barchart, ISBN 1572225505.
Spanish Verbs Barchard, ISBN 9781572228122/

V. POLICIES AND PROCEDURES

- A. University Policies and Procedures
 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
 3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.
By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
 4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
 5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.

- a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
- b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

1. **Class Assignments**

- a. Students need to come to class with the appropriate textbooks, course materials, and other supplies as designated by the professor.
- b. Professors may refuse to accept an assignment if it has inappropriate content, does not meet the assignment's criteria (e.g., not typed, incorrectly documented), is incomplete, is suspected of plagiarism, or is turned in too late.

2. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, excessive tardies may adversely affect the semester grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.

3. **Late Work**

- a. The student is responsible for obtaining class assignments and material covered during an absence, and all work is expected to be completed as scheduled. Late work may result in a lower grade. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Computer or printer malfunction does not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it proofread, edited, and printed prior to the instructor's due date. These responsibilities assist the student in professional development.
- b. Any test taken late (except if the absence is administratively excused) incurs the ORU late exam fee (\$15), which must be paid before the late test can be taken.
- c. Assignments missed because of administratively excused absences are accepted with no penalty. Generally, assignments missed from an excused absence, such as sickness or family crises, can be made up and the instructor should be notified as soon as possible to reach an agreement on due dates and possible penalties. Each instructor has his or her own late-work policy that is given to students at the beginning of a course, so a teacher may decide that work missed because of an unexcused absence cannot be made up. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence.

4. **Attendance**

- a. **Excused and Unexcused Absences**—As stated in the university policy section of this syllabus, class attendance is mandatory, but because unavoidable circumstances can prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets.

This allowance is intended for illness, personal business, and emergency. Work missed because of an excused absence (e.g., illness, family emergency) can be made up; however, it is up to the teacher's discretion whether or not to accept work missed due to an unexcused absence (e.g., oversleeping, skipping class). If a student exceeds this number of absences, the student may lose points due to late work or for excessive absences, which may affect the semester grade. Extended illnesses are handled on an individual basis and require verification from a doctor.

- b. **Administratively Excused Absences**—Only absences that are required by approved University activities are given administrative excuses. Students who must miss class for University-sponsored activities must follow these procedures:
 - (1) Inform the professor before the event and make arrangement for the work to be submitted prior to the absence or at a mutually agreed upon deadline.
 - (2) Present an administrative excuse form with appropriate signatures when he or she returns to class. Doctors' or nurses' notes, or letters from groups sponsoring mission trips or activities do not qualify a student for an administratively excused absence.
 - (3) Obtain information covered during an absence. All work must be completed as scheduled.
 - (4) Not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
- 5. **Plagiarism**—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments.
 - a. Students must document all sources and ideas that are not their own original information by following correct MLA (Modern Language Association) documentation procedures. Failure to do this produces a plagiarized paper, which results in an F for the paper. Flagrant cheating results in an F for the course.
 - b. Students may be asked to submit their assignments to Turnitin.com (an online anti-plagiarism program) or have their work submitted to D2L, which also submits work to Turnitin.com.
- 6. **Incompletes**—As stated in the University catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the English and Modern Languages Department. Very few incompletes are granted.
- 7. **Whole Person Assessment**—If this course requires a WPA assignment, it is listed in the next section ("Course Policies and Procedures") and explained in the WPA Handbook. Students need to comply as indicated in this syllabus, by the instructor, and in the WPA Handbook.

C Course Policies and Procedures

1. **Grades**

The final grade is based on the following requirements:

- a. Assignments, quizzes, exams, attendance and participation in class and other assigned activities.

- b. A minimum grade of “C” is required in this course before the next level (SPA 203) can be taken.
- c. Students should not expect extra credit to help raise a grade.

2. **Grading Scale**

A=90-100% B=80-89% C=70-79% D=60-69% F=59% and below

3. **Evaluation Procedures**

- a. Grades are determined by a cumulative system of points earned during the semester. The procedure is clarified by the individual teacher during class orientation. Each chapter has a vocabulary quiz, a test, and video work. There also is a midterm and final exam.
- b. Workbook assignments must be turned in regularly for each chapter. The student should allow about two hours per chapter for this.
- c. A subjective grade is given by the teacher, as determined by class participation and attendance. This is the deciding factor for someone on the borderline.
- d. Special assignments include those done in the iLrn Heinle Learning Center and the Online Learning Center.
- e. Students are required to participate in at least two events (on or off campus) related to Hispanic culture. This may include attending a Hispanic church service, attending a Hispanic cultural event in the community, or another activity as approved by the instructor.

4. **Extra Credit**

- a. Extra credit cannot raise a grade from a "D" to a "C" if the cumulative score is lower than a 68% before extra credit points are added.
- b. Students may earn up to 2% extra credit in the course by participating in activities or events related to the Spanish language or Hispanic culture beyond the cultural requirement as stated in 3e above.

5. **The Language Lab and Cultural Center (LLCC).**

- a. The LLCC, located in LRC 232B & C, is a valuable resource for developing foreign language proficiency and provides media resources as well as knowledgeable peer tutors for conversing in the target language.
- b. The student needs to spend an extra 5 hours outside of class time in target language conversation and other activities as directed by the instructor. The LLCC deadlines are posted in the LLCC and on D2L.

Language 101/102/203 courses	
3 hours	Target Language conversation
2 hours	Activities based on teacher's instructions.
5 hours	TOTAL

- c. The student must log in his or her LLCC hours and activities on VISION before the deadline.

6. **Whole Person Assessment Requirements**

- a. Students write a composition in Spanish, according to the instructions in the WPA General Education Handbook. The composition serves as the WPA artifact for the student's general education ePortfolio.
- b. Students must upload the composition for Outcome 4C (Socially Adept—Appreciation of Cultural and Linguistic Differences) on Chalk & Wire.
- c. It is the student's responsibility to ensure that he or she is “in compliance,” meaning that the artifact has successfully been uploaded. Compliance is verified by checking for the assessment results in the

student's WPA. If there is a problem, the student may receive notification by the professor/assessor through the student's ORU email address

- d. Not electronically submitted or incorrectly submitting the artifact results in a zero for that assignment.

VI. COURSE CALENDAR

Cap. = capítulo;

<u>WEEK</u>	<u>ASSIGNMENT</u>
1	Repaso/Orientation
2	Cap. 7
3	Cap. 7
4	Cap. 8
5	Cap. 8
6	Cap. 9
7	Cap. 9 Capitals S. America
8	Repaso; Mid-term
9	Cap 10
10	Cap. 10
11	In class composition; Cap. 11
12	Cap. 11 : Culture Insert: Incas
13	Cap. 12
14	Cap. 12
15	WPA Assignment; Repaso final

Course Inventory for ORU's Student Learning Outcomes

SPA 102—Elementary Spanish II Fall 2018

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical literacy			X	
1B	Spiritual Formation			X	
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking, creativity, and aesthetics			X	
2B	Global & historical perspectives		X		
2C	Information literacy				X
2D	Knowledge of the physical and natural world			X	
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Ethical reasoning and behavior			X	
4B	Intercultural knowledge and engagement	X			
4C	Written and Oral Communication	X			
4D	Leadership capacity				X

(Revised 10/30/2017)