



## Course Syllabus

### SPA 102 AD – OL Elementary Spanish II

4 Credit hours

#### I. COURSE DESCRIPTION

A continuation of SPA 101. Includes oral practice and covers preterite, imperfect, and present subjunctive tenses as well as double object pronouns. 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. ACADEMIC MISSION

Oral Roberts University’s academic mission is to transform students by the power of the Holy Spirit into whole, competent servant-leaders through liberal arts and professional education that is fully Christian. Within a Spirit-filled healing community, administration, faculty, and staff love and serve students by helping them grow in knowledge, skills, wisdom, character, and spirit.

Student transformation is measured through the evaluation of student expression of University learning outcomes as demonstrated through accompanying proficiencies and capacities.

<i>Spiritually alive</i>	Biblical knowledge; sensitivity to the Holy Spirit; evangelistic capability; ethical behavior
<i>Intellectually alert</i>	Critical thinking; information literacy; global and historical perspectives; aesthetic appreciation; intellectual creativity
<i>Physically disciplined</i>	Healthy lifestyle; physically active lifestyle
<i>Socially adept</i>	Communication skills; interpersonal skills; appreciation of cultural and linguistic differences; responsible citizenship; leadership capacity
<i>Professionally competent</i>	Discipline-specific proficiencies listed under Program Outcomes.

The last page of this syllabus, “COURSE INVENTORY for ORU’s Course Objectives,” indicates how this course supports ORU’s academic mission and ORU’s whole-person approach to learning outcomes through its [ePortfolio system](#).

### III. 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.

### IV. COURSE OBJECTIVES

#### **After successfully completing this course, I should be able to:**

- A Terminal Objectives  
Upon successful completion of this course, through class lectures, class participation, videos, as well as language laboratory, online learning, and Activity Pak 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. 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 competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following competencies: Subject Competencies (SC)

This course is designed to help students meet subject competencies:

### SC1: Listening

- a. Understands main ideas and supporting details of oral presentations and conversations (e.g., prepared speeches, news broadcasts, interviews, short lectures).
- b. Understands spontaneous speech on a variety of basic topics.
- c. Comprehends sustained conversation or narrative of general topics.

### SC2: Speaking

- a. Initiates, sustains, and closes a general conversation.
- b. Narrates and describes events, objects and activities with supporting details.
- c. Participates in spontaneous, face-to-face conversation involving more complicated skills and social situations, such as elaborating, apologizing, debating.
- d. Displays some ability to support opinions, explain in detail, and make assumptions.
- e. Uses varied strategies, such as paraphrasing or restating, to facilitate communication in the language being studied.

### SC3: Reading

- a. Reads authentic (from the culture of the language studied) materials, such as selected short stories, poetry and other literary works, articles, personal correspondence and simple technical material written for the general reader.
- b. Comprehends facts in authentic (from the culture of the language studied) texts and materials and makes appropriate inferences.
- c. Comprehends authentic (from the culture of the language studied) communications via various media and technology.

### SC4: Writing

- a. Communicates by writing simple facts and ideas.
- b. Expresses narratives and descriptions of a factual nature.
- c. Writes professional and social correspondence.

### SC5: Culture

- a. Is knowledgeable about the products of the culture of the language being taught.
- b. Is knowledgeable about practices of the culture of the language being taught

- c. Is able to compare and contrast local culture and cultures of the language being taught.
- SC6: Second language acquisition  
Is knowledgeable about first language development and its relation to second language learning

## V. TEXTBOOK AND OTHER LEARNING RESOURCES

Textbook(s) and materials for the course are listed using standard [citation style](#) (APA, MLA, Chicago, Turabian, etc.). Since other styles may be used in disciplines other than the one used in this course or school, the [ORU Citing and Documenting Sources](#) pages offer a collection of styles students may choose from. This course asks that students be consistent in whatever style they use throughout the course.

The ORU Bookstore carries print as well as eTexts of assigned textbooks.  
<http://www.bkstr.com/oralrobertsstore/home>

### Required Materials

#### Textbook:

*Jarvis Como Se Dice* (24 month iLRN access card) 11<sup>th</sup> ed. 2018. [ISBN 9781337104678] **OR**  
*Jarvis Como Se Dice* (Loose pages) (w/ 24 months iLRN access card) 11<sup>th</sup> ed. 2018. [ISBN 9781337598804]

#### Other required materials:

*Spanish Vocabulary*, Barcharts, [ISBN 9781572225503]

*Spanish Verbs*, Barcharts, [ISBN 9781572228122]

### Optional Materials

#### Textbooks:

None

#### Other:

None

## VI. POLICIES AND PROCEDURES

### A. University Policies and Procedures

1. **Participation:** Participation in each online class through discussion forums, assignments, and all other course activities is mandatory at Oral Roberts University. This counts as your attendance in the course. Excessive absences can reduce a student's grade or deny credit for the course.
2. **Plagiarism:** The ORU Catalog explicitly addresses the issue of plagiarism. Make sure you know [ORU's policy on plagiarism](#) and [what is considered plagiarism](#).
3. **Privacy:** By law, students are entitled to privacy regarding their records. The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended and available in the [ORU University Catalog](#), sets forth requirements designed to protect the privacy of student education records. The law governs access to records maintained by educational institutions and the release of information from those records.

**4. Whole Person Assessment Requirements:**

- a. Specify which, if any, Whole Person Assessment requirements there are for this course.  
None

**B. School and/or Department Policies and Procedures**

**1. Class Assignments**

- a. Students need to have 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. Late Work**

- a. The student is responsible for obtaining class assignments and materials, and all work is expected to be completed as scheduled. The professor may not accept late work, or it may result in a lower grade. Computer or Internet malfunctions do not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it completed, edited, and proofread prior to the instructor's due date. These responsibilities assist the student in professional development.
- b. Generally, assignments missed from a serious 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. Instructors use their own judgment in accepting late work.

**3. Incompletes**

On rare occasions, the grade of "I" may be given for work that is incomplete at the time grades are given. It is given only after the instructor and the department chair or college dean approve a petition submitted by the student that his or her work is incomplete for good cause. Good cause typically consists of a catastrophic event in which the student is prevented from completing the course requirements. It is the responsibility of the student to initiate the petition through <http://petitions.oru.edu>, make up any incomplete work, and ask the instructor to submit a grade change to the registrar. If the work is not completed by the end of the subsequent session, the incomplete will automatically convert to an "F." For graduating seniors, the degree will be awarded in the term that the student completes his or her course work, not the final term of enrollment.

**C. Online Programs Policies and Procedures**

- 1. Communicating with your Instructor:** All email communication between students and faculty will be through their ORU.edu emails.
- 2. Learning Community:** Online learning community is established through active participation in the threaded weekly discussions. The mutual exchange of ideas, information, and experiences is an essential part of the learning process, and students are encouraged to use the discussion forum as virtual classroom platform.
- 3. ADA and Students with Disabilities:**
- Click here ( <http://www.brightspace.com/about/accessibility/> ) to view Desire2Learn's "Accessibility Resources for Students with Disabilities."
  - Students requiring Disability Services from ORU, please click here: <https://goo.gl/QGoK4x>
  - Desire2Learn (D2L) Accessibility Guidelines and Checklist: <https://goo.gl/Ck4RwY>
  - D2L Accessibility Policy: <https://www.d2l.com/accessibility/>
- 4. Useful Links for Online Students:**
- [Student Learning Glossary](#)
  - Library: <http://library.oru.edu>.
  - D2L Helpdesk: [d2lhelp@oru.edu](mailto:d2lhelp@oru.edu)

- I.T. Student Helpdesk: [studenthelpdesk@oru.edu](mailto:studenthelpdesk@oru.edu)
- [Netiquette and Online Discussions](https://goo.gl/f744AY): <https://goo.gl/f744AY>
- Contact the University: please [fill out this online form](#). Please first contact your instructor for assistance with any matter specific to the course.

#### D. Course Policies and Procedures

1. **Evaluation Procedures:** The final grade will be based on forum discussions, projects, and a final exam. The weight of each item is included in the Course Calendar. Extra credit items are not offered in this course

Points	Category
30	Forum Discussions
120	Textbook Exercises
50	Projects
700	Exams
100	Final Exam

2. **Grading Scale:**

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

3. **Other Policies and/or Procedures**

None

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. Participation in a language club and conversation table is not mandatory; however, students are encouraged to attend in order to improve knowledge of the target culture. Extra credit up to 4% is given for participation in a language club, conversation table, and/or foreign language church or Bible study.

## VII. COURSE CALENDAR

The Course Calendar shows the specific learning activities and assessments for this course. \*\*\*This Advantage course is structured in 7 Units. Each Unit lasts 2 weeks, or 14 days. The Projects and Quizzes are due on Day 14, at the end of each Unit, while the Forums are due at the end of Day 7 or the end of week 1.\*\*\* Further descriptions for activities and assessments are in their respective weeks in D2L. When applicable, ¥ Indicates this is a Whole Person Assessment item that is also submitted to the E-Portfolio system. † indicates this is a faith integration item tracked by the program.

Cap. = capítulo;

<u>UNIT</u>	<u>ASSIGNMENT</u>
Unit 1:	¿Cómo se dice? Chapter 7 (pp. 194-223) iLrn Activities Chapter 7 Exam
Unit 2:	¿Cómo se dice? Chapter 8 (pp. 224-251) iLrn Activities Self Test for Chapter 8 and Study Guide Chapter 8 Exam
Unit 3:	¿Cómo se dice? Chapter 9 (pp. 252-281) iLrn Activities Chapter 9 Exam Oral Midterm Exam
Unit 4:	¿Cómo se dice? Chapter 10 (pp. 282-309) iLrn Activities Chapter 10 Exam
Unit 5:	¿Cómo se dice? Chapter 11 (pp. 310-335) iLrn Activities Chapter 11 Exam
Unit 6:	¿Cómo se dice? Chapter 12 (pp. 336-361) iLrn Activities Chapter 12 Exam
Unit 7:	Review Chapters 7-12 Oral Final Exam

## VIII. COURSE INVENTORY

For ORU's Course Objectives

### SPA 102 AD - OL

This course contributes to the ORU course objectives 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.

1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit				X
1C	Evangelistic capability				X
1D	Ethical behavior				X
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking			X	
2B	Analytical problem solving			X	
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation			X	
2E	Intellectual creativity	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	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship				X
4E	Leadership capacity				X

© 2018 Oral Roberts University, All Rights Reserved.

This syllabus is subject to change without notice up until the first day of the semester.

Oral Roberts University | 7777 S. Lewis Avenue, Tulsa, OK 74171

E-mail: [online@oru.edu](mailto:online@oru.edu) | Web site: <http://www.oru.edu>

