

Syllabus for
SPA 301 Spanish Phonetics and Conversation
3 Credit hours
Fall 2022

Coronavirus: All faculty members and students are expected to be face-to-face in the classroom except under conditions provided in the ORU Coronavirus Response Plan, which can be found at <https://oru.edu/campus-health/>.

I. COURSE DESCRIPTION

Instruction in advanced conversation for proficiency with practical phonetics and drills for improvement of students' aural-oral skills. Focuses on particular problem areas for English speakers. Covers most activities listed in the ACTFL intermediate high competencies.

Prerequisite: SPA 204 or equivalent.

Lab fee: None

This course attempts to combine several areas: an introduction to phonetics and phonemics, an analysis of Spanish phonology, and, most important of all, a manual of oral drills for English speakers seeking to improve their own oral reproduction of Spanish sounds. Comparison is made with English phonology for the purpose of identifying problem areas for native speakers of English in the study of Spanish.

II. STUDENT LEARNING OUTCOMES FOR THIS COURSE

Terminal Objectives

As a result of successful completion of this course, through class lectures, subsequent discussion, and class drills, the student will be able to do the following:

1. Express his or her basic understanding of the nature and meaning of language in general in its composition and use in interaction between people.
2. Reproduce the phonemes in Spanish and associate these with their graphic representation.
3. Identify Spanish phonemes by point and manner of articulation.
4. Compare and contrast English and Spanish sounds (phonemes) which are special problems for native speakers of English as they learn Spanish.
5. Transcribe dictated material phonetically and phonemically to demonstrate ability to distinguish phonemic differences and record these differences graphically.
6. Improve basic language skills through class lectures, discussion and drills conducted entirely in Spanish, as well as through a devotional period at the beginning of each period.
7. Present oral reports to the class in Spanish over assigned materials.
8. Perform most activities listed in the NCSFFL-ACTFL intermediate high competencies as follow:
 - a. Participate with ease and confidence in conversations on familiar topics, usually talk about events and experiences in various time frames, usually describe people, places, and things, and handle social interactions in everyday situations, sometimes even when there is an unexpected complication.

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- b. Make presentations in a generally organized way on school, work, and community topics, and on topics researched, make presentations on some events and experiences in various time frames.
- c. Write on topics related to school, work, and community in a generally organized way, write some simple paragraphs about events and experiences in various time frames.
- d. Easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies, usually understand a few details of what is overheard in conversations, even when something unexpected is expressed, sometimes follow what is heard about events and experiences in various time frames.
- e. Easily understand the main idea of texts related to everyday life, personal interests, and studies, sometimes follow stories and descriptions about events and experiences in various time frames.

III. ASSOCIATED PROGRAMS

This course meets degree completion requirements for the Translation and Interpreting program.

- A. Outcome 1 – Student integrates his or her faith into learning experience and demonstrates concepts that constitute a Christian worldview.
- B. Outcome 2 – Student demonstrates developing target language proficiency or better in the four modes of communication.
- C. Outcome 3 – Student demonstrates awareness, sensitivity, and respect for the history, beliefs, social forms, language, and traits of different ethnic, religious, and social groups.
- D. Outcome 4 – Student is able to think critically, analyze source and target language linguistic structures, synthesize information and evaluate information critically.

IV. UNIVERSITY OUTCOMES

This course aligns with the following University Outcomes as indicated on the last page.

- A. Spiritual Integrity
- B. Intellectual Pursuit
- C. Global Engagement

III. TEXTBOOK

Stokes, Jeffery D. *¡Qué bien suena! Mastering Spanish Phonetics and Phonology*. Boston: Houghton Mifflin Company, 2005. ISBN-13: 9780618235001

IV. POLICIES AND PROCEDURES

- A. University Policies and Procedures
 - 1. 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.
2. 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.
 3. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements.
 - 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**—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 School of Liberal Arts. 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”). Students need to comply as indicated in this syllabus and/or by the instructor.

C. Course Policies and Procedures

1. **Evaluation Procedures**
 - a. Course work is evaluated weekly. Speaking assignments and communications are also evaluated weekly
 - b. WPA compliance (0% or minus 10% for noncompliance).
 - c. Final grades are given according to the following scale:
A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: 0-59%.
 - d. **Minimum grade** – A minimum grade of “C” be achieved in this course before the next level is taken.
 - e. **Extra Credit**—Students should not expect extra credit to help raise a grade. Extra credit may not apply to raise a grade from a “D” to a “C” if the cumulative score is lower than a 68% before extra credit points are added.
2. **Whole Person Assessment Requirements**
 - a. This course addresses the EML Department’s Spanish program outcome #2, **Communicating with Others in the Target Language**.
 - b. The WPA assignment consists of a conversation/interview assignment. Students upload the audio file to drobox folder on D2L labeled *WPA-SPA-Conversation/Interview assignment*.
 - c. Artifacts not submitted electronically or incorrectly submitted receive a zero for that assignment.

V. COURSE CALENDAR

Week "0"	Syllabus; Intro to course
Week 1	Chapter 1 Chapter 2
Week 2	Chapter 2 Chapter 3
Week 3	Chapter 3 Chapter 4
Week 4	Chapter 4, Chapter 5
Week 5	Chapter 5; Review for first exam Exam 1; Chapter 6
Week 6	Chapter 6, 7 Chapter 7, 8
Week 7	Chapter 8, Review for exam on accentuation Chapter 9, 10
Week 8	Chapter 10, 11 Chapter 11, 12
Week 9	Chapter 13 Chapter 14
Week 10	Chapter 15, 16 Chapter 16, 17
Week 11	Chapter 17, 18 Chapter 18, 19
Week 12	Chapter 19, 20 Chapter 20, 21
Week 13	Chapter 21, 22 Chapter 22, Review for final exam
Week 14	Final Exam

Primary Program: B.A. Translation and Interpreting
SPA 301 Phonetics and Conversation
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This course contributes to the University and program 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.

OUTCOMES	Significant Contribution	Moderate Contribution	Minimal Contribution
Spiritual Integrity			
SPA Outcome 1: Student integrates his or her faith into learning experience and demonstrates concepts that constitute a Christian worldview.			X

Personal Resilience

Intellectual Pursuit			
SPA Outcome 2: Student demonstrates developing target language proficiency or better in the four modes of communication.	X		
SPA Outcome 4: Student is able to think critically, analyze source and target language linguistic structures, synthesize information and evaluate information critically.	X		

Global Engagement			
SPA Outcome 3: Student demonstrates awareness, sensitivity, and respect for the history, beliefs, social forms, language, and traits of different ethnic, religious, and social groups.	X		

Bold Vision

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