

Syllabus for
SPA 101—Elementary Spanish I
5 Credit hours
Summer (3) 2010

I. COURSE DESCRIPTION

A course for those desiring to begin a second language. Covers intensive oral work, grammar, and composition. (This course does not count toward the bachelor of arts language requirement, a minor, or major, but can be used for elective credit.)

Prerequisite: None

Lab fee: \$40.

Elementary Spanish is designed for the beginning language student. The ability to speak a language is an acquired skill which may be improved through practice, much as a musician perfects his or her ability by diligent and regular training.

II. COURSE GOALS

- A. Spanish 101, 102 and 203 courses represent three progressive stages of a sequence of language and culture learning. Therefore, the purpose of each is the same. That purpose within the general education framework of ORU is to initiate and intensify the interest and concern of all foreign language students for Christian service and career purposes.
- B. The specific contribution of this sequence of courses to the general education of the student is precisely 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 a part of the problem" as they face the ever-increasing globalization and interdependency of cultures everywhere.
- C. The primary objective of the course is to allow the student to develop the proper habits of Spanish intonation, rhythm, stress and pronunciation, and vocabulary. This is accomplished by oral repetition of the teacher's voice in the classroom and of the voices of native speakers on tape and CD ROM in the language laboratory. This will impart, in direct proportion to the amount of effort on the part of the student, reasonable fluency so that the student can communicate with ease at normal speed within the scope of the basic working vocabulary. The student will be required to master the grammatical syntax covered in the first half of the text, being able to use them equally well in the four basic skills: listening, speaking, reading, and writing.
- D. Course goals are accomplished by focusing on three distinct learning processes and enable the student to do the following:
 - 1. 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. In short, this means developing an attitude of hearing their questions rather than imposing our answers. This is done with cultural elements incorporated into the language curriculum.
 - 2. Study themselves as the foreign culture sees them in order to ascertain what answer or solution they may be able to suggest in a Christian service or career position that could enable the foreign culture to solve its own social and

- economic problems.
3. Communicate in the target language. The first two goals are facilitated as communication takes place in the culture's own language. Thus, the language itself becomes the most efficient tool for achieving the first two stated purposes, enabling our graduates not simply to go "to every person's world," but to go "into every person's world."

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Terminal Objectives

Upon successful completion of the course, through class lectures, class participation, quizzes, videos, as well as language laboratory, online learning, and Activity Pak exercises, the student will be able to do the following:

1. Exhibit aural comprehension through response to questions.
2. Use control of grammatical structures covered in the text material through oral classroom participation, through written assignments and through testing.
3. Exhibit comprehension of reading through participation in class discussion and through testing over content of material assigned.
4. Express in writing Spanish through test exercises and controlled compositions.
5. Speak in his or her 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.

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.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Materials

Textbooks

Knorre, Dorwick, Pérez, Glass, Villarreal. Puntos de partida, 8th Edition. Boston: McGraw-Hill, 2009. ISBN: 0073534420

Knorre, Dorwick, Pérez, Glass, Villarreal. Puntos de partida, Workbook, 8th Edition. Boston: McGraw-Hill, 2009. ISBN: 0073325589

Foerster, Sharon, Miller, Jean. Supplementary Material for Puntos de partida, 8th Edition. Boston: McGraw-Hill, 2008. ISBN: 0073388971

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 Procedure

1. **Minimum grade** – It is recommended that a minimum grade of “C” be achieved in this course before the next level is taken.

2. **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.

3. **Tardies** – Tardies are an inconvenience to class members and to professors; therefore, three tardies equal one unexcused absence.

4. **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

5. **Late Work**

a. The student is responsible for obtaining class assignments and material covered during an absence. All work must 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.

b. Each instructor has his or her own late-work policy that is given to students at the beginning of a course. Instructors use their own judgment in accepting late work resulting from absences. In unanticipated absences, such as sickness or family crises, the instructor should be notified as soon as possible and agreement reached on due dates and possible penalties.

6. **Attendance** – Because unavoidable circumstances can prevent perfect attendance, each student is allowed unexcused absences equal to the number of times per week a class meets. After this, the student loses one percent of the semester average per absence. With an unexcused absence, tests can be made up within a week but will incur a \$15.00 late fee paid to the English and Modern Languages Department and a 10% grade cut. Extended illnesses are handled on an individual basis and require verification from a doctor.

7. **Administratively Excused Absences** -- Only absences that are required by approved University activities are given administrative excuses. Students who must miss for University sponsored activities must 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.
8. **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 plagiarized paper will result in an F for the paper. Flagrant cheating will result in an F for the course.
9. **Whole Person Assessment Compliance** - The WPA handbook explains the English and Modern Languages Department policy concerning WPA compliance. The handbook can be accessed by choosing Department Resources from ORU's Whole Person Assessment website.

C Course Policies and Procedures

1. **Evaluation Procedures**
 - a. Each chapter will have a vocabulary quiz, a test, and video work. There also is a mid-term exam.
 - b. Workbook assignments must be turned in regularly for each chapter. The student should allow about two hours per chapter for this.
 - c. Grades are determined by a cumulative system of points earned during the semester. The procedure will be clarified by the individual teacher during class orientation. There will be a subjective grade given by the teacher determined by class participation and attendance. This is the deciding factor for someone on the borderline. The points are then converted by grades:
A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: 0-59%.
 - d. Special assignments include those done in the Activity Pack and the Online Learning Center.
2. **Whole Person Assessment Requirements**
There are no WPA requirements for this course.
3. **Other Policies and/or Procedures**
Whereas participation in a language club is not mandatory, the student is encouraged to attend in order to improve his or her knowledge of the target culture. Extra credit up to 4% is given for participation in a language club, and/or foreign language church. Specific details will be given by the instructor.
4. **The Language and Culture Center (LRC 232B & C)** is a valuable resource for developing foreign language proficiency.
 - a. The instructor will announce in advance when the regular class session (“lab day”) will be held in the Center.
 - b. The student can work on their technology assignments in the Culture Center or do them on his or her own time.
 - c. An extra 5 hours need to be spent by the student per semester, on his or her own time, watching videos or using the computers as directed by the instructor. These hours must be verified by the lab assistant and the professor will give due dates for these hours and lists of resources available at the beginning of the semester.

VI. COURSE CALENDAR

Cap. = capítulo; T. = tecnología OLC=Online Learning Center AP=Activity Pak

| <u>DAY</u> | <u>ASSIGNMENT</u> |
|------------|--|
| Intro & 1 | Orientation/Ante Todo T. OLC (Ante) |
| 2 | Ante Todo Capitals – Central America T.AP (Ante) |
| 3 | Cap. 1; T. OLC |
| 4 | Cap. 1; T. AP |
| 5 | Cap. 2 ; T. OLC |
| 6 | Cap. 2; T. AP Culture Insert: los aztecas |
| 7 | Cap. 3; T. OLC |
| 8 | Cap. 3; T.AP Culture Insert: los mayas |
| 9 | Cap 4; T. OLC |
| 10 | Cap. 4; T. AP Repaso |
| 11 | MIDTERM Cap. 5; T. OLC |
| 12 | Cap. 5; In-class comp., T. AP |
| 13 | Cap. 6; T. OLC |
| 14 | Cap. 6; T. AP |
| 15 | Cap. 6; Repaso Final |

Course Inventory for ORU's Student Learning Outcomes
Elementary Spanish I - SPA 101
Summer (3) 2010

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 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 |

(Revised 9/15/06)