

Syllabus for  
**SPA 301—Spanish Phonetics and Conversation**  
3 Credit hours  
Fall 2010

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.

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. COURSE GOALS

The purpose of this course is to provide students with an understanding of the history of the Spanish language, its vowels and consonants and their pronunciation patterns as well as a better understanding of the phonetic, phonological and intonation patterns.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. 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.

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 Material

##### Textbook

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

#### 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. **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 results in an F for the paper. Flagrant cheating results in an F for the course.

9. **Whole Person Assessment Compliance** - The Whole Person Assessment handbook explains the English and Modern Languages Department policy concerning WPA compliance. The handbook can be accessed by choosing Department Resources from ORU's WPA website.

C. Course Policies and Procedures

1. **Evaluation Procedures**

- a. In class oral presentations are 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%.

2. **Whole Person Assessment Requirements**

- a. As stated in the English and Modern Languages Department WPA Handbook, the following competency applies to this course or the student must consult with the professor: **(6) Question and Response**
- b. To be "compliant" the student will have correctly submitted electronically the artifact for assessment. To be "noncompliant" the student has either not submitted or incorrectly submitted the artifact electronically. Noncompliance will result in one letter grade reduction of the final grade

for the course.

- c. It is the student's responsibility to ensure that he or she is in compliance. Compliance is verified by checking for the assessment results in the student's ePortfolio. If there is a problem, the student may receive notification by the professor/assessor through the student's **ORU email address**.

## VI. COURSE CALENDAR

Semana 1 Introducción al curso.  
Capítulo introductorio

Semana 2 Capítulo 1  
Capítulo 2

Semana 3 Capítulo 3  
Capítulo 4

Semana 4 Capítulo 5  
Capítulo 6

Semana 5 Capítulo 7  
Capítulo 8

Semana 6 Review  
Exam 1

Semana 7 Capítulo 9  
Capítulo 10

Semana 8 Capítulo 11  
Capítulo 12

Semana 9 Capítulo 13  
Capítulo 14

Semana 10 Capítulo 15  
Capítulo 16

Semana 11 Capítulo 17  
Capítulo 18

Semana 12 Capítulo 19  
Capítulo 20

Semana 13 Capítulo 21  
Capítulo 22

Semana 14 Capítulo 23  
Capítulo 24

Semana 15 Repaso

## Course Inventory for ORU's Student Learning Outcomes

### (Spanish Phonetics and Conversation - SPA 301) (Fall 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
<b>1</b>	<b>Outcome #1 – Spiritually Alive</b> Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit				X
1C	Evangelistic capability				X
1D	Ethical behavior				X
<b>2</b>	<b>Outcome #2 – Intellectually Alert</b> Proficiencies/Capacities				
2A	Critical thinking			X	
2B	Analytical problem solving			X	
2C	Global & historical perspectives				X
2D	Aesthetic appreciation				X
2E	Intellectual creativity			X	
<b>3</b>	<b>Outcome #3 – Physically Disciplined</b> Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
<b>4</b>	<b>Outcome #4 – Socially Adept</b> 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)