

Syllabus for
SPA 102—Elementary Spanish II
4 Credit hours
Summer 2014

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.

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

Lab fee: \$40.

This course is a continuation of Elementary Spanish I and is designed for the beginning language student. The ability to speak a language is an acquired skill that may be improved through practice, much as a musician perfects his or her ability by diligent and regular training. To achieve this purpose, Spanish will be used in the classroom at all times insofar as possible.

II. COURSE GOALS

- A. Spanish 101, 102, and 203 courses represent three progressive stages of a sequence of language and culture. 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 our students for Christian service and career purposes.
- B. The specific contribution of this sequence of courses to the general education of the foreign language student 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 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 effective 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 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.

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

- A. Required Textbooks

Jarvis/Lebreo *¿Cómo se dice?, 10th ed.* (text+iLrn), Boston: Heinle Cenage, 2013. ISBN 978-1-133-2922-3-4.

Jarvis/Lebreo, *¿Cómo se dice?, 10th 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. **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.
- 2. **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 department. Very few incompletes are granted.
- 3. **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. 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. Any test taken late incurs a \$15 late-test fee. These responsibilities assist the student in professional development.
 - 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 all other absences. In cases where these absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence. 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.

4. **Attendance**—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 for absences such as illness, personal business, and emergency. The student may consider this “sick leave.” If a student has absences in excess of this number, the earned grade for the course may be affected. A student who leaves class before dismissal may be marked absent. Extended illnesses are handled on an individual basis and require verification from a doctor.
5. **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:
 - a. 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.
 - b. 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.
 - c. Obtain information covered during an absence. All work must be completed as scheduled.
 - d. 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.
6. **Extra Credit**—Students should not expect extra credit to help raise a grade.
7. **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. 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. Photocopies of sources must be turned in with research papers. Flagrant cheating results in an F for the course.
8. **Whole Person Assessment**
 - a. **Compliance**—To be listed as “compliant” the student must correctly submit electronically the artifact for assessment. “Noncompliant” means the student has either not submitted or incorrectly submitted the artifact electronically. 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 WPA. If there is a problem, the student may receive notification by the professor/assessor through the student’s ORU email address.
 - b. **Requirements**—The WPA requirements for this class are listed in the General Education Whole Person Assessment Handbook.

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. The student has a Workbook assignment for each chapter. The student should allow about two hours per week 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. The same final will be given to all students and it will count 15-18% of the grade.
A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: 0-
 - d. Special assignments are required on both 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 and conversation table 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 6% is given for participation in a language club, conversation table, and/or foreign language church. Specific details will be given by the instructor.
4. **The Language and Cultural 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 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>
1	Repaso/Orientation
2	Cap. 7; T. OLC
3	Cap. 7; T. AP
4	Cap. 8; T. OLC
5	Cap. 8; T. AP Culture Insert: Semana Santa, flamenco
6	Cap. 9; T. OLC
7	Cap. 9; T. AP Capitals S. America

8	Cap. 10; T. OLC
9	Cap 10; T. AP, In-class comp. Repaso
10	Midterm Cap. 11; T. OLC
11	Cap. 11; T. AP
12	Cap. 12; T. OLC
13	Cap. 12; T. AP Culture Insert: Incas
14	Cap. 13; T. OLC Culture Insert: El Greco, Velázquez, etc., La Corrida de Toros
15	Cap. 13; Repaso Final T. AP (Extra Credit)

Course Inventory for ORU's Student Learning Outcomes

Elementary Spanish II - SPA 102 Summer 2014

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)