

Syllabus for  
**SPA 204—Intermediate Spanish II**  
3 Credit hours  
Fall 2017

## I. COURSE DESCRIPTION

Grammar review with emphasis on spoken Spanish. Covers most activities listed in the ACTFL intermediate high competencies.

Prerequisite: SPA 203 with a grade of “C” or higher or demonstrated proficiency.

Lab fee: None

This course is designed for the student who already has a good knowledge of Spanish. Having successfully completed 203, the student should be able to express himself or herself fairly well in Spanish and have a firm grasp of the grammatical structures.

## II. COURSE GOALS

The goal of Spanish 204 is to review the majority of grammar points covered in the Beginning and Intermediate I courses. The course encourages as much oral practice as possible by encouraging the student to converse with the teacher and with other students frequently and by providing opportunities for active student participation.

## III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

### A. Terminal Objectives

Upon satisfactory completion of this course, the student will be able to do the following:

1. Exhibit control of all grammatical structures and vocabulary covered in the grammar workbook through proper use in classroom participation, written assignments and testing.
2. Express himself or herself in Spanish, orally and in writing, forming his or her own sentences rather than purely memorizing.
3. Use idiomatic expressions encountered in the reading correctly.
4. Research certain topics in the culture text and present this study to the class orally in Spanish.
5. Perform most activities listed in the NCSSFL-ACTFL intermediate mid-level competencies as follow:
  - a. Participate in conversations on familiar topics using sentences and series of sentences, handle short social interactions in everyday situations by asking and answering a variety of questions, and usually say what he or she wants about him or herself and everyday life.
  - b. Make presentations on a wide variety of familiar topics using connected sentences.
  - c. Write on a wide variety of familiar topics using connected sentences.
  - d. Understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies and understand the main idea in conversations that are overheard.
  - e. Understand the main idea of texts related to everyday life and personal interests or studies.

**B. Objectives for Students in Teacher Preparation Programs**

The Teacher Preparation Program meets the five goal areas of the World-Readiness Standards for Learning Languages as outlined by the National Standards in Foreign Language Education. These five areas and their corresponding standards are as follows:

1. Communication: Communicate in Languages Other Than English
  - Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.
  - Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2. Cultures: Gain Knowledge and Understanding of Other Cultures:
  - Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
  - Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3. Connections: Connect with Other Disciplines and Acquire Information
  - Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.
  - Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
4. Comparisons: Develop Insight into the Nature of Language and Culture
  - Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
  - Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
5. Communities: Participate in Multilingual Communities at Home & Around the World
  - Standard 5.1 Students use the language both within and beyond the school setting.
  - Standard 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

**IV. TEXTBOOK:**

(Minimum format required: MySpanishLab + eText –no hard copy text):

Zayas-Bazán, Eduardo, Susan M. Bacon, and Dulce M. García. *Conexiones: Comunicación y cultura*. 5th ed. Boston: Pearson, 2014. ISBN: 9780205898534  
*or*

(Recommended: MySpanishLab + eText + hard copy text):

Zayas-Bazán, Eduardo, Susan M. Bacon, and Dulce M. García. *Conexiones: Comunicación y cultura*. 5th ed. Boston: Pearson, 2014. ISBN: 9780205950355

**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. **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**—As stated in the university policy section of this syllabus, 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 English and Modern Languages Department. Very few incompletes are granted.
7. **Whole Person Assessment**—If this course requires an ePortfolio assignment, it is listed in the next section (“Course Policies and Procedures”) and explained in the English and Modern Languages Department ePortfolio/WPA Handbook at <http://eportfolio.oru.edu>. Students need to comply as indicated in this syllabus, by the instructor, and in the WPA Handbooks.

#### C. Course Policies and Procedures

1. Grading scale:  
A=90-100% B=80-89% C=70-79% D=60-69% F=59% and below
  2. Grades are posted on D2L.
  3. **Evaluation Procedures**

Class Participation	15%
Quizzes, written work, LLCC	20%
Two Essays	10%
Oral Exam	10%
Exams (4)	30%
Final exam	15%
WPA	0% - (noncompliance -10%)
- a. **Class Participation (15%):**
- (1) ORU policy states that regular class attendance is required. The participation grade includes a combination of the student’s ability (mastery of grammar and vocabulary, as well as fluency and pronunciation), and overall effort (leadership and **active** participation). To this end, students participate in a variety of impromptu small-group activities, and answer questions in class. Students are expected to speak in Spanish **as much as possible** during class time.

- (2) About every two weeks, or six class sessions, students receive a 20-point evaluation of their class participation. At the end of the semester, these bi-weekly grades are totaled to determine the overall participation grade.
  - (3) Each voluntary (unexcused) absence reduces the bi-weekly participation grade by 1.5 points.
- b. **Quizzes and written assignments; Language Lab and Cultural Center (20%):**
- (1) Quizzes and in-class work are assigned periodically in order to assess students' progress. Some quizzes/assignments are not announced beforehand. Quizzes and in-class assignments typically are worth 10-20 points. **These assignments cannot be made up in the case of voluntary tardies/absences.**
  - (2) For each Capítulo covered in the course, students are assigned computer-graded activities in My Spanish Lab, the textbook's online workbook. Each Capítulo is worth 20 points, based on grades earned on activities assigned for that chapter.
  - (3) Students are required to spend a minimum of five hours in the Language Lab and Cultural Center (located in LRC 232B & C) over the course of the semester. This time may be spent as outlined below, or completing other activities as directed by the lab assistant. See the course calendar for due dates. Time spent in the LLCC is worth 50 points (5 hours x 10 points per hour = 20 points). Students have the option to complete up to two additional hours for extra credit.

**NOTE:** Doing homework and activities from the *Conexiones* curriculum, including My Spanish Lab, do not count toward required LLCC hours. Watching Hollywood movies in Spanish also does not count.

Language 101/102/203 courses	
1 hour	Interactive: websites, CD-ROMs (Rosetta Stone), board games
1 hour	Read/listen: magazines, books, CDs
1 hour	Watch (educational): cultural, language, or documentary DVDs
2 hours	Conversational practice with lab assistant.
<b>5 hours</b>	<b>TOTAL</b>

Because culture and language are so tightly connected, students are required to attend two cultural activities during the semester. Some options include the following: Spanish Club, attending a Spanish-language church service, etc. For each activity, students hand in a double spaced, one-page written description of the event (see dates on Course Calendar). The written descriptions should be in Spanish, and are worth 20 points each. Only Spanish Club may be repeated.

- c. **Essays (10%):** Students write two essays of approximately 1-1.5 pages

- each.
- d. **Oral Exam (10%):** Toward the end of the semester, students take an oral exam in the professor's office, outside of class time. Students speak in pairs for 4-6 minutes, using vocabulary and grammar covered during the semester.
  - e. **Exams (30%):** Students take a total of four 100-point exams (see Course Calendar for dates).
  - f. **Final exam (15%):** The final exam is cumulative. Per university policy, no early final exams are given.
  - g. **Whole Person Assessment Requirements (0 / -10%)**
    - (1) As stated in the English and Modern Languages Department ePortfolio/WPA Handbook, the following competency applies to this course: **Outcome 2: Global and Historical Competency.**
    - (2) Failure to submit the artifact correctly and on time results in a one letter grade deduction for the semester grade (-10%).
    - (3) It is the student's responsibility to ensure that he or she is "in compliance," meaning that the artifact has successfully been uploaded. 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**.

#### 4. Classroom Policies:

- a. The course syllabus and other important documents/announcements are available on D2L. Students should check D2L daily for updates. The syllabus is also available at: <http://syllabi.oru.edu> .
- b. Students are responsible for checking their ORU email account daily in order to receive announcements and updates about the course.
- c. Work cannot be made up in the case of unexcused absences. In case of administrative or excused absences, **it is the student's responsibility** to inform the professor as soon as possible so that arrangements can be made for any missed work.
- d. All electronic devices should be silenced during class time. Students should use electronic devices only for class-related activities during class.
- e. Food and drink are not allowed in class.
- f. All work handed in should be typed, double-spaced, with standard font and margins. It should also have the following information single-spaced in the upper left corner: student name, class and section, date, and assignment. Also, please fasten pages with a **stapler**, not a paperclip (nor by folding corners back).



#### 5. Tutoring:

Students who are struggling in this class should get help sooner rather than later. Students are always welcome to consult with the professor, but getting a tutor may also be helpful.

- a. The Language Lab and Cultural Center has tutors.
- b. Tutors are also available through the Academic Peer Advisor program.

- c. All subscribers to D2L have access to free tutors 24/7 through Smarthinking.
  - d. Use of tutors: Private tutors can give help with areas where the student is struggling, but cannot offer specific suggestions on assignments that are turned in for a grade, such as the Essays. Unauthorized assistance on course assignments is covered by university and the departmental guidelines on plagiarism and academic honesty.

## **VI. COURSE CALENDAR**

**N.B. → All dates are tentative, and may be adjusted as needed.**

Semana	Día	Actividades en clase:
1	11 de en.	Introducción al curso; Conocernos
	13 de en.	CPrelim
2	16 de en.	<b>CPrelim; Prueba, Vocab CPrelim</b>
	18 de en.	CPrelim
	20 de en.	C1
3	23 de en.	<b>DÍA DE MLK: NO HAY CLASE</b>
	25 de en.	<b>C1; Prueba, Vocab C1</b>
	27 de en.	C1
4	30 de en.	C2
	01 de feb.	<b>C2; Prueba, Vocab C2</b>
	03 de feb.	C2
5	06 de feb.	<b>EXAMEN 1—Cprelim, C1, C2</b>
	08 de feb.	C3
	10 de feb.	<b>C3; Prueba, Vocab C3</b>
6	13 de feb.	<b>C3; Ensayo 1</b>
	15 de feb.	C4
	17 de feb.	<b>C4; Prueba, Vocab C4</b>
7	20 de feb.	<b>C4 ; 2 horas en LLCC</b>
	22 de feb.	<b>EXAMEN 2—C3, C4</b>
	24 de feb.	C5
8	22 de feb.	<b>C5; Prueba, Vocab C5</b>
	27 de feb.	C5
	01 de mar.	C6
9	03 de mar.	<b>C6; Prueba, Vocab C6</b>
	06 de mar.	C6
	08 de mar.	<b>EXAMEN 3—C5, C6</b>
10	10 de mar.	C7
	9 de mar.	<b>C7; Prueba, Vocab C7</b>
	11 de mar.	C7
X	13-17 de mar.	VACACIONES DE PRIMAVERA: NO HAY CLASE
11	20 de mar.	<b>C8; Prueba, Vocab C8</b> <span style="float: right;"><b>(22 de mar = 2 horas en LLCC)</b></span>
	22 de mar.	<b>C8; Ensayo 2</b>
	24 de mar.	VIERNES SANTO: NO HAY CLASE
12	27 de mar.	C8
	29 de mar.	<b>EXAMEN 4—C7, C8</b>
	31 de abr.	C9
13	02 de abr.	<b>C9; ; Prueba, Vocab C 9; EXÁMENES ORALES</b> <b>(5 de abr = 1 hora en LLCC)</b>
	05 de abr.	<b>C9; EXÁMENES ORALES</b>
	07 de abr.	<b>C10; EXAMENES ORALES</b>

14	10 de abr.	C10; <b>Prueba, Vocab C10</b>
	12 de abr.	CONFERENCIA PROFESIONAL
	14 de abr.	Viernes Santo – No hay clase
15	17 de abr.	C10
	19 de abr.	TBA
	21 de abr.	Repaso para el Examen Final <b>(optativo: 2 horas extra en LLCC)</b>

Information on the day and time of the Final Exam is made available later in the semester.

## Course Inventory for ORU's Student Learning Outcomes

### SPA 204—Intermediate Spanish II Fall 2017

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.

<b>OUTCOMES &amp; Proficiencies/Capacities</b>		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)