

Syllabus for
SPA 102 Elementary Spanish II
4 Credit hours
Fall 2021

Coronavirus: All faculty members and students are expected to be face-to-face in the classroom except under conditions provided in the ORU Fall 2020 Coronavirus Response Plan, which can be found at <https://oru.edu/campus-health/>

I. COURSE DESCRIPTION

A continuation of SPA 101 with emphasis on the culture(s) of the Spanish-speaking world. Includes oral practice and covers preterit, imperfect, and present subjunctive tenses. Covers most activities listed in the ACTFL novice high competencies.
Prerequisite: SPA 101 with a grade of "C" or higher or demonstrated proficiency.
Lab fee: \$40.

II. COURSE GOALS

- A. This elementary language course is designed to help the student develop communicative competence and oral proficiency in Spanish, with proficiency defined as the ability to communicate specific messages in particular situations for a given purpose. This course provides the student opportunities for practical use of Spanish in real life situations and the vocabulary and grammar necessary to accomplish this goal.
- B. The specific contribution of elementary and intermediate foreign language courses to the general education of ORU students 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 "part of the problem" as they face the ever-increasing globalization and interdependency of cultures everywhere and go **"into** every person's world," not just go **to** every person's world.
- C. Language and culture are intertwined, and in learning a foreign language, students also 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. One goal of the language courses is to develop an attitude of hearing a society's questions rather than assuming Americans have all the answers.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

Terminal Objectives

Upon successful completion of this course, through class lectures, class participation, videos, as well as language laboratory, online learning, and iLrn Heinle Learning Center 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.
7. Demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.
8. Perform most activities listed in the ACTFL novice high competencies.
 - a. Communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language, and usually handle short social interactions in everyday situations by asking and answering simple questions.
 - b. Present basic information on familiar topics using language with phrases and simple sentences that have been practiced.
 - c. Write short messages and notes on familiar topics related to everyday life.
 - d. Often understand words, phrases, and simple sentences related to everyday life, and recognize pieces of information and sometimes understand the main topic of what is being said.
 - e. Understand familiar words, phrases, and sentences within short and simple texts related to everyday life, and sometimes understand the main idea of what has been read.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Textbooks

Dorwick, Thalia, Ana Maria Perez-Girones, and Anne Becher. Connect for *Puntos de Partida*, 11th ed. McGraw-Hill, 2020. ISBN: 9781264303540.

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
2. 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.
- 3. 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.
- 4. 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 English and Modern Languages Department. 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. **Grades**

- a. A minimum grade of “C” is required in this course before the next level (SPA 204) can be taken.
- b. Grading scale:
A=90-100% B=80-89% C=70-79% D=60-69% F=59% and below
- c. Grades are posted on D2L.

2. **Evaluation Procedures**

Class Participation	20%
Quizzes and written assignments;	
Language Lab and Cultural Center:	20%
Two Essays	10%
Chapter Exams	30%
Final exam	20%
WPA	0%- (noncompliance -10%)

a. **Class Participation (20%):**

- (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. Participation is graded based on the following:

A: Student is very well-prepared, volunteers readily, never uses English without permission.

B: Student is well-prepared, volunteers, and rarely/never uses English without permission.

C: Student is somewhat prepared, volunteers occasionally, sometimes uses English without permission.

D: Student is marginally prepared, participates only when called on, or uses English frequently without permission.

F: Student detracts from the discussion, does not participate, refuses to speak Spanish, or is not prepared.

- (2) Participation is graded every day on D2L. Students can check their participation grades there at any time during the semester.

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 will be assigned computer-graded activities in Connect, the textbook's online workbook. Each Capítulo is worth 15 points, based on the percentage earned in assigned activities. Students may attempt each assignment three times.
- (3) Students are required to spend a minimum of three 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 D2L for due dates. Time spent in the LLCC is worth 30 points. Students may do up to 2 extra hours for extra credit (5 pts. per extra hour).

NOTE: Doing homework and activities from the *Puntos* Curriculum, including Connect activities, do not count toward required LLCC hours. Watching Hollywood movies in Spanish also does not count.

	Language 101/102/203 courses
30 mts	Interactive: websites, CD-ROMs (Rosetta Stone), board games
30 mts	Read/listen: magazines, books, CDs
1 hour	Watch (educational): cultural, language, or documentary DVDs (NOT Hollywood movies)
1 hour	Conversational practice with lab assistant.
5 hours	TOTAL

~~Because culture and language are so tightly connected, students are required to attend one cultural activity 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 English, and are worth 20 points each. Students may do a 2nd activity for an additional 10 points of extra credit. The following are a few options, if students elect to attend a Spanish-language church service.~~

Iglesia Hispana Victory	Iglesia Centro de Vida
10811 E 41st	Zoppelt
Sun 9/11:30am, Th/Sat 7pm	Sun 11am

- c. **Essays (10%):** Students write two essays of 75-100 words each. The second essay is also the Whole Person Assessment artifact (see below).
 - d. **Exams (30%):** Students take a total of four 100-point exams (see D2L for dates).
 - e. **Final exam (20%):** The final exam is cumulative. Per university policy, no early final exams are given.
 - f. **Whole Person Assessment Requirements (0 / -10%)**
 - (1). As stated in the General Education Handbook, the following competency applies to this course: 4B, Intercultural Knowledge and Engagement.
 - (2). For the WPA assignment, students write a composition in Spanish according to directions given by the instructor. Students upload the composition to the dropbox folder on D2L labeled *WPA-GEN-Cultural Essay*. 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**.
3. **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. **After the fourth unexcused absence, each subsequent absence reduces a student's overall semester grade by 2%.**
 - 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. Leaving class to get a drink, etc. counts as a tardy.
 - g. 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).
4. **Tutoring:**
- a. 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.
- b. The Language Lab and Cultural Center has tutors.
- c. Tutors are also available through the Academic Peer Advisor program.
- d. All subscribers to D2L have access to free tutors 24/7 through Smarthinking.
- e. Use of tutors: Private tutors can give help with areas where the student is struggling, but cannot offer specific suggestions on assignments that are be turned in for a grade, such as the Essays. Unauthorized assistance on course assignments is covered by university and the departmental guidelines on plagiarism.

VI. COURSE CALENDAR—**The following dates are tentative, and subject to change. See the D2L calendar for the most current information on homework, exams, etc.**

Semana	Día	Actividades en clase:
1	26 de ag	Introducción y repaso
	27 de ag	CAP. 7
2	30 de ag	CAP. 7
	31 de ag	CAP. 7
	1ero de sep	CAP. 7
	2 de sep	CAP. 7
3	6 de sep	LABOR DAY—NO HAY CLASE
	7 de sep	CAP. 7
	8 de sep	CAP. 7
	9 de sep	CAP. 7
4	13 de sep	CAP. 7
	14 de sep	REPASO
	15 de sep	EXAMEN: CAP. 7
	16 de sep	CAP. 8
5	20 de sep	CAP. 8
	21 de sep	CAP. 8
	22 de sep	CAP. 8
	23 de sep	CAP. 8
6	27 de sep	CAP. 8
	28 de sep	REPASO
	29 de sep	EXAMEN: CAP. 8
	30 de sep	CAP. 9
7	4 de oct	CAP. 9
	5 de oct	CAP. 9
	6 de oct	CAP. 9 ; ENSAYO 1
	7 de oct	CAP. 9
X	11-15 de oct	FALL BREAK—NO HAY CLASE
8	18 de oct	CAP. 9
	19 de oct	CAP. 9
	20 de oct	REPASO
	21 de oct	EXAMEN: CAP. 9
9	25 de oct	CAP. 10
	26 de oct	CAP. 10

	27 de oct	CAP. 10
	28 de oct	CAP. 10
10	1ero de nov	CAP. 10
	2 de nov	CAP. 10
	3 de nov	CAP. 10
	4 de nov	CAP. 10
11	8 de nov	REPASO
	9 de nov	EXAMEN: CAP. 10
	10 de nov	CAP. 11
	11 de nov	CAP. 11
12	15 de nov	CAP. 11
	16 de nov	CAP. 11
	17 de nov	CAP. 11
	18 de nov	CAP. 11
13	22 de nov	CAP. 12 ; ENSAYO 2
	23 de nov	CAP. 12
	24 de nov	THANKSGIVING—NO HAY CLASE
	25 de nov	CAP. 12
14	29 de nov	CAP. 12
	30 de nov	CAP. 12
	1ero de dic	CAP. 12
	2 de dic	LAST DAY OF CLASS: REPASO, PRÁCTICA PARA EL EXAMEN FINAL

THE FINAL EXAM SCHEDULE WILL BE POSTED BY THE REGISTRAR LATER IN THE SEMESTER.

Course Inventory for ORU's Student Learning Outcomes

SPA 102 Elementary Spanish II Fall 2021

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.

For information on the ORU Student Learning Outcomes, please see
<http://www.oru.edu/academics/resources/whole-person-assessment.php>.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive				
	Proficiencies/Capacities				
1A	Biblical literacy			X	
1B	Spiritual Formation			X	
2	Outcome #2 – Intellectually Alert				
	Proficiencies/Capacities				
2A	Critical thinking, creativity, and aesthetics			X	
2B	Global & historical perspectives		X		
2C	Information literacy				X
2D	Knowledge of the physical and natural world			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	Ethical reasoning and behavior			X	
4B	Intercultural knowledge and engagement	X			
4C	Written and Oral Communication	X			
4D	Leadership capacity				X

(Revised 07/28/2019)

GO Designation Rubric

	4.0 Exemplary	3.0 Competent	2.0 Acceptable	1.0 Unacceptable	0.0 Not Attempted
Intercultural Engagement	Evidence of an intentional interaction with individual(s) from a different cultural background with a comparative analysis of the various and diverse viewpoints experienced.	Evidence of an intentional interaction with individual(s) from a different cultural background with summary of the various and diverse viewpoints experienced.	Evidence of an intentional interaction with individual(s) from a different cultural background with an intent to understand various diverse viewpoints.	Minimal evidence of engagement with individual(s) from a different cultural background resulting in an enhancement of conflicting viewpoints.	No evidence of engagement with individual(s) from a different cultural background with intent to understand various diverse viewpoints.
Cross-Cultural Communication	Evidence of cross-cultural communication with a compare and contrast analysis of the two cultures.	Evidence of cross-cultural communication skills with a summary of the novel experience(s).	Evidence of cross-cultural communication .	Evidence of cross-cultural communication resulting in conflict.	No attempt made at cross-cultural communication .
Global Perspectives	Evidence of global perspective using clear, accurate and relevant examples in a comparative analysis of a different global perspective on a cultural issue(s).	Evidence of a global perspective based on a compare and contrast analysis of examples from one or more cultural issues.	Evidence of a global perspective describing examples from one or more cultural issues.	Evidence of a lack of global perspective, through nationalistic expression.	No evidence of cultural sensitivity, effective global perspectives, and global citizenship.
Transformative Experience	Evidence in a compare and contrast analysis of the student previous paradigm, thinking, belief or feeling toward another culture(s) and the new student experience in alignment with the ORU vision and mission.	Evidence that summarizes the student's paradigm shift or change in thinking, belief or feeling toward another culture(s) in alignment with the ORU vision and mission.	Evidence that the student experienced a paradigm shift or change in thinking, belief or feeling toward another culture(s) in alignment with the ORU vision and mission.	Evidence that the student experienced a paradigm shift or change in thinking, belief or feeling toward another culture(s) away from the ORU vision and mission.	No attempt made to experience a paradigm shift or change in thinking, belief or feeling toward another culture(s).