

Syllabus for  
**SPA 301—Spanish Phonetics and Conversation**  
3 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

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. Covers most activities listed in the ACTFL intermediate high competencies.

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.
8. Perform most activities listed in the NCSFFL-ACTFL intermediate high competencies as follow:

- a. Participate with ease and confidence in conversations on familiar topics, usually talk about events and experiences in various time frames, usually describe people, places, and things, and handle social interactions in everyday situations, sometimes even when there is an unexpected complication.
- b. Make presentations in a generally organized way on school, work, and community topics, and on topics researched, make presentations on some events and experiences in various time frames.
- c. Write on topics related to school, work, and community in a generally organized way, write some simple paragraphs about events and experiences in various time frames.
- d. Easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies, usually understand a few details of what is overheard in conversations, even when something unexpected is expressed, sometimes follow what is heard about events and experiences in various time frames.
- e. Easily understand the main idea of texts related to everyday life, personal interests, and studies, sometimes follow stories and descriptions about events and experiences in various time frames.

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

The Teacher Preparation Program meets the five goal areas of the Oklahoma Standards for World Languages, which are based on ACTFL's World-Readiness Standards. These five areas and their corresponding standards are as follows:

- 1. Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
  - Standard 1.1 Interpretive Communication
  - Standard 1.2 Interpersonal Communication
  - Standard 1.3 Presentational Communication
- 2. Culture: Interact with Cultural Competence and Understanding
  - Standard 2.1 Relating Cultural Practices to Perspectives
  - Standard 2.2 Relating Cultural Products to Perspectives
- 3. Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations
  - Standard 3.1 Making Connections
  - Standard 3.2 Acquiring Information and Diverse Perspectives
- 4. Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence
  - Standard 4.1 Language Comparisons
  - Standard 4.2 Cultural Comparisons
- 5. Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world
  - Standard 5.1 Schools and Global Communities
  - Standard 5.2 Lifelong Learning

#### IV. 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. 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.



- e **Extra Credit**—Students should not expect extra credit to help raise a grade. 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.
- 2. **Whole Person Assessment Requirements**
  - a. This course addresses the EML Department's Spanish program outcome #2, **Communicating with Others in the Target Language**.
  - b. The WPA assignment consists of a conversation/interview assignment. Students upload the audio file to drobox folder on D2L labeled *WPA-SPA-Conversation/Interview assignment*.
  - c. Artifacts not submitted electronically or incorrectly submitted receive a zero for that assignment.

## VI. COURSE CALENDAR

Week "0"	Syllabus; Intro to course
Week 1	Chapter 1 Chapter 2
Week 2	Chapter 2 Chapter 3
Week 3	Chapter 3 Chapter 4
Week 4	Chapter 4, Chapter 5
Week 5	Chapter 5; Review for first exam Exam 1; Chapter 6
Week 6	Chapter 6, 7 Chapter 7, 8
Week 7	Chapter 8, Review for exam on accentuation Chapter 9, 10
Week 8	Chapter 10, 11 Chapter 11, 12
Week 9	Chapter 13 Chapter 14
Week 10	Chapter 15, 16 Chapter 16, 17
Week 11	Chapter 17, 18 Chapter 18, 19
Week 12	Chapter 19, 20 Chapter 20, 21
Week 13	Chapter 21, 22 Chapter 22, Review for final exam
Week 14	Final exam

## Course Inventory for ORU's Student Learning Outcomes

### SPA 301—Spanish Phonetics and Conversation 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
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<b>1</b>	<b>Outcome #1 – Spiritually Alive</b> Proficiencies/Capacities				
1A	Biblical literacy				X
1B	Spiritual Formation				X

<b>2</b>	<b>Outcome #2 – Intellectually Alert</b> 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

<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	Ethical reasoning and behavior			X	
4B	Intercultural knowledge and engagement	X			
4C	Written and Oral Communication	X			
4D	Leadership capacity			X	

(Revised 9/15/06)