

Syllabus for  
**SPA 101—Elementary Spanish I**  
4 Credit hours  
Spring 2001

I. COURSE DESCRIPTION

A course for those desiring to begin a second language. Covers intensive oral work, grammar, and composition. (This course does not count toward the bachelor of arts language requirement, a minor, or major, but can be used for elective credit.)

Prerequisite: None

Lab fee: \$30.00

Elementary Spanish is designed for the beginning language student. The ability to speak a language is an acquired skill which may be improved through practice much as a musician perfects the student's ability by diligent and regular training.

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 foreign language students for Christian service and career purposes.
- B. The specific contribution of this sequence of courses to the general education of the students is precisely 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 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 taped voices of native speakers 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:
  1. To 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. To 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. To 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 efficient 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. COURSE OBJECTIVES

#### A. Terminal Objectives

Upon successful completion of the course, through class lectures, class participation, quizzes, videos, and language laboratory exercises, the student will be able to do the following:

1. Exhibit aural comprehension through response to questions.
2. Use control of grammatical structures covered in the text material through oral classroom participation, through written assignments and through testing.
3. Exhibit comprehension of reading through participation in class discussion and through testing over content of material assigned.
4. Express in **writing** Spanish through test exercises and controlled compositions.
5. Speak in his or her own words the cultural content of the course assimilated through text material and the professor's lectures.

#### B. Objectives for students in Teacher Preparation Programs

The Course Goals for the Teacher Preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following competencies:

1. 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.
2. 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.
3. 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.
- 4. Writing
  - a. Communicates by writing simple facts and ideas.
  - b. Expresses narratives and descriptions of a factual nature.
  - c. Writes professional and social correspondence.
- 5. 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.
- 6. Second language acquisition  
Is knowledgeable about first language development and its relation to second language learning.

#### IV. TEXTBOOKS

##### Required Textbooks

Jarvis, Lebrede, Mena. ¿Cómo se dice . . . ? 6th Edition. Boston: D.C. Heath, 1998.

Jarvis, Lebrede, Mena ¿Cómo se dice . . . ? Workbook, 6th Edition. Boston: D.C. Heath, 1998.

#### V. POLICIES AND PROCEDURES

##### A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University.
2. Double cuts will be assessed for absences immediately preceding or following holidays.
3. Excessive absences can reduce a student's grade or deny credit for the course.
4. Students taking a late exam because of an unauthorized absence will be charged a late exam fee.
5. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software.
6. 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.

##### B. Department Policies and Procedure

1. **Minimum grade** – A minimum grade of “C” must be achieved in this course before the next level may be taken.
2. **Tardies** – Tardies are an inconvenience to class members and to professors; therefore, three tardies equal one unexcused absence.
3. **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 Modern Language Department.
4. **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.
5. **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 \$10.00 late fee paid to the Modern Language Department and a 10% grade cut. Extended illnesses are handled on an individual basis and require verification from a doctor.
  6. **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.
  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. A plagiarized paper will result in an F for the paper. Flagrant cheating will result in an F for the course.

#### C Course Policies and Procedures

1. A minimum of two hours per week is required in the laboratory for each student outside the classroom to listen to language tapes. The language tapes afford each student a tireless private tutor to help him or her in this course.
2. A quiz is given on each lesson, on culture material, and on each video. There also is a mid-term exam over several lessons.
3. Lab assignments and self-tests must be turned in regularly.
4. Grades are determined by a cumulative system of points earned during the semester. (Any variation from this procedure will be clarified by the individual teacher during class orientation.)
  - 25% Unit tests
  - 15% Mid-term
  - 20% Lab/video work
  - 20% Class participation, attendance, pop quizzes
  - 20% Final Exam
5. Special assignments include video and laboratory assignments, self-tests, and "Check your Progresses."
6. The Language and Culture Center (LRC 232B & C) is a valuable resource for developing foreign language proficiency. The successful completion of the course requires at least eight hours of study each week in addition to Language Lab requirements.
  - a. The instructor will announce in advance when the regular class session will be held in the Center.
  - b. Students may be required to individually complete lab assignments as designated by the instructor during the Center's open hours.
  - c. Special assignments include video and laboratory assignments.

- d. An extra 5 hours need to be spent by the student, on his or her own time, watching videos or using the CD ROM as directed by the instructor. (These hours must be verified by the lab assistant.)
7. 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 4% is given for participation in a language club, and/or foreign language church or Bible study.

## VI. COURSE CALENDAR

<u>WEEK</u>	<u>ASSIGNMENT</u>
1 & 2	Introduction: Oral Drilling; Appendix A Lección Preliminar: Lab (Prelim) Lección 1: Capitals of South America; Lab (1)
3 & 4	Quiz 1; Así somos (1); Lección 2; Lab (2); Check Progress (1&2); Quiz (Lec. 2)
5 & 6	<b>History Insert #1</b> (Panorama 1): Columbus, Legends, Explorers Lección 3: Lab (3); Self-Test (1-3); Así somos (3); Quiz (Lec. 3)
7 & 8	Lección 4: Lab (4); Check Progress (3&4); Quiz (Lec. 4) <b>History Insert #2</b> (Panorama 2): Altamira, iberos, romanos, árabes, Reconquista, El Cid, Reyes Católicos, Siglo de Oro, Cervantes; Teleinforme (2)
9 & 10	Quiz (Culture) Lección 5: Lab (5); Así somos (5); Quiz (Lec. 5) Repaso
11 & 12	Exam (1-5) Lección 6: Lab (6); Check Progress (5 & 6); Self-Test (4-6); Quiz (Lec. 6) <b>History Insert #3</b> (Panorama 3): Spain: government, food, painters, flamenco, San Fermin, jai-alai, Corrida.
13 & 14	Teleinforme (3); Lección 7; Lab (7); Así somos (7); Quiz (Lec. 7)
15	<b>History Insert #4</b> (Panorama 4): Aztecs, Mexico, Diego Rivera, Julio Iglesias; Teleinforme (4); Quiz (Culture); Repaso Final

VII. ASSESSMENT SUMMARY

D. Farnsworth  
 Dr. D. Helland  
 N. Lee

Dr. B. Silvers  
 Name of Instructor

SPA 101  
 Course No.

Elementary Spanish I  
 Title of Course

Modern Language  
 Name of Department

MISSION

The lifestyle at ORU is rooted in the word "Wholeness." ORU seeks to educate the whole person, with balanced emphasis placed on the development of mind, spirit, and body.

GENERAL OUTCOMES

1. Spiritual Development
2. Physical Development
3. Communication
4. Analysis
5. Problem Solving
6. Valuing in Decision-making
7. Social Interaction
8. Global Perspectives
9. Effective Citizenship
10. Aesthetic Responsiveness

MAJOR OUTCOMES

Communications -- listening, speaking, reading, writing, proficiency in accordance with national standards.

- aural comprehension
- master grammatical structures
- reading comprehension
- writing ability
- cultural content
- knowledge of vocabulary

\*With each level building on the previous one and going into more depth.

Global Perspectives and Analysis—History, Cultures, Religion(s) of the respective countries.

Social Interaction—effective citizenship

COURSE GOALS

Vocabulary memorization

Grammar tools

Oral and written mastery

Cultural and geographical orientation

Motivation to continue developing language skills

ASSESSMENT OF COURSE GOALS

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- Language Lab
- Cultural Center
- Vocabulary Quizzes
- Chapter tests, mid-term
- Final Exam
- Language Clubs
- Community cultural activities
- Videos
- Text materials
- Workbook and lab assignments
- Homework

CRITERIA

National levels for corresponding courses.

- 90%—100 % = A
- 80%— 89% = B
- 70%— 79% = C
- 60%— 69% = D
- 59% & below = F