

Syllabus for
SPA 204—Intermediate Spanish II
3 Credit hours
Spring 2000

I. COURSE DESCRIPTION

Intensive practical conversational workshop.
Prerequisite: SPA 203.

- A. This course is designed for students who already have a good knowledge of Spanish. Having successfully completed 203, the student should be able to express himself fairly well in Spanish and have a firm grasp of the grammatical structures. Throughout the course **oral expression is emphasized** with a thorough study of vocabulary useful in everyday conversation. Words often confused, idiomatic expressions and a review of major grammatical points are also learned. All lecture and discussion is done in Spanish. Class participation is emphasized.
- B. A highlight of the course is the cultural emphasis. A survey of Spanish history, art and literature is made, which emphasizes the most significant events and facts. Oral reports in Spanish will be given by each student on cultural or historical topics of interest.
- C. The successful completion of the course requires about nine hours of study weekly (three hours of class instruction and six hours of individual preparation). In addition, students will spend three hours during the semester in the cultural center to listen to Spanish videos or work with the CD-ROM.

II. COURSE GOALS

The goal of Spanish 204 is to continue the Hispanic acculturation of ORU students. A reader covers all literary, cultural and historic details about Spain. The students learn specific information and facts regarding the peoples and history of Spain from their beginning up to the present time. All information is discussed in Spanish; thus adding a conversational practice at the same time.

III. COURSE OBJECTIVES

- A. Objectives
 - To satisfactorily complete the requirements for this course, the student must 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 own sentences rather than purely memorizing.
 - 3. use idiomatic expressions encountered in the reading correctly.
 - 4. discuss the history, art and literature as found in the readers.
 - 5. research a certain topic of interest in the culture text and present this study to the class orally in Spanish.
 - 6. use dictation to express the differences in aural phonemics.

- 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

- A. Cirre, J. F. and M. M. Cirre. España y los españoles, 4th ed. New York: Holt, Rinehart and Winston, 1981.
- B. Nassi, Robert J. and Bernard Bernstein. Spanish Workbook, Book Z. New York: Amsco College Publications, 1977.

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.

- B. Department Policies and Procedures
 1. The student will need to prepare the assigned chapters before class. An **Oral Report Informe** will be required of about four to five minutes. The topics are listed in the Calendar Format and are related to material studied in the Culture text. Extra research needs to be done for this report. The rest of the class should prepare questions on the theme. These reports cannot be read. Only one index card (3 x 5) may be used.
 2. Dictations will be given occasionally to test oral comprehension.

- C. Course Policies and Procedures
 1. The grade is determined by a cumulative system of points earned during the semester.

Grammar exams (3)	33%
Culture exams	28%
Oral Report	7%
Class work including dictations & lab hrs.	10%
Final exam	22%
 2. Grading Scale
 90% = A; 80% = B; 70% = C; 60% = D; below 60% = F

VI. COURSE CALENDAR

G. = Gramática (Amsco); C. = Cultura (Cirre); cap. = capítulo

Semana

1. Introducción al curso, práctica oral, música.
 G. - cap. 1,2,4,5
2. C. - "Los primeros tiempos" (cap. 1)
 G. - cap. 6, 7, 8, 9, 10
3. C. - "Los romanos y visigodos" (cap. 2)
 INFORME: - Séneca (filósofo romano)
 G. - cap. 11, 12, 13, 14, 15, repaso
4. G. - **Examen #1**
 - cap. 16, 17, 23, 24
 INFORMES: - La Alhambra (palacio árabe en Granada)
 - Maimónides (filósofo judío-árabe)
5. C. - **Quiz #1** (cap. 1 & 2); Dictado
 - "Los árabes" (cap. 3)
6. C. - "La Edad Media" (cap. 4) (note - omit cap. 5)
 INFORME: - El Cid (héroe de la Reconquista)
 G. - p. 224, 233, 295, 302, repaso

- 7 C. - **Quiz #2** (cap. 3 & 4); Dictado
 C. - “La Edad Media: la cultura y el arte” (cap. 6)
 INFORME: - **La Celestina** (novela como Romeo y Julieta)
 G. - **Examen #2**
 INFORMES: - Los Reyes Católicos (Fernando e Isabela)
 - Carlos V
 - Colón
- 8 C. - “El Renacimiento” (cap. 7)
 - “Grandeza y decadencia” (cap. 8)
 C. - **Quiz #3** (cap. 6,7,8); Dictado
 - “Exploraciones” (cap. 9); “Reforma y Contrarreforma” (cap. 10)
 INFORMES: - La Inquisición
 - El Greco (pintor)
- 9 C. - “El Siglo de Oro: la vida” (cap. 11)
 - “Siglo de oro: la cultura” (cap. 12)
 INFORMES: - Velázquez (pintor)
 - las novelas picarescas (novelas como “Oliver Twist”)
 - Cervantes
 - el Quijote
- 10 C. - **Quiz #4** (cap. 9, 10, 11, 12)
 G. - II - cap. 2, 3, 4, 8, 9, 10
- 11 C. - “El Siglo XVII: los Borbones” (cap. 13)
 - “Vida y cultura” (cap. 14)
 INFORME: - Goya (pintor)
 C. - “Principios del siglo XIX” (cap. 15); “Fernando VII” (cap. 16)
- 12 C. - **Quiz #5** (cap. 13, 14, 15, 16); Dictado
 G. - II - cap. 22; p. 263, 298, 305, repaso
 C. - “El período romántico” (cap. 17)
 INFORME: - Bécquer (poeta romántico)
- 13 G. - **Examen #3**
 C. - “De 1868 a 1898” (cap. 18 & 19)
 INFORME: - Galdós (escritor realista como Dickens)
 C. - **Quiz #6** (cap. 17, 18, 19); Dictado
- 14 C. - “La guerra de Cuba” (cap.20)
 - “La generación de ‘98” (cap. 21)
 INFORMES: - Miguel de Unamuno (filósofo existencialista)
 - Jacinto Benavente (dramaturgo)
 C. - “La dictadura” (cap. 22)
- 15 C. - “La Guerra Civil” (cap. 23)
 INFORMES: - La Guerra Civil
 - Federico García Lorca (escritor surrealista)
 C. - “La Posguerra” (cap. 24); un breve resumen de la historia, literatura y arte hasta hoy
 día, incluyendo un discurso sobre la religión (p. 167) y la educación (p. 170).
 INFORMES: - Dalí (pintor surrealista)
 - Picasso (pintor cubista)
 Repaso Final (handouts; véase Amsco 322-239)
- 16 EXÁMENES FINALES

VII. ASSESSMENT SUMMARY

William R. Walker
Name of Instructor

SPA 204
Course No.

Intermediate Spanish II
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—a review of Spanish grammar

Oral and written mastery

Cultural and Geographical orientation—learning in—particular the history of Spain.

Motivation to continue developing language skills.

ASSESSMENT OF COURSE GOALS

STIMULI:
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