

Syllabus for  
**SPA 301—Spanish Phonetics and Conversation**  
3 Credit hours  
Fall 2001

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.

Prerequisite: SPA 204 or equivalent.

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. COURSE OBJECTIVES

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.

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. 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 Textbook

Rodríguez-Castellano, Juan, y Lorenzo Rodríguez-Castellano. Ejercicios De Pronunciación Española. NY: Charles Scribner's Sons, 1965.

#### 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 Procedures

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 results in an F for the paper. Flagrant cheating results in an F for the course.

C. Course Policies and Procedures

Evaluation Procedures—In class oral presentations are evaluated weekly. Speaking

assignments and communications are also evaluated weekly

## VI. COURSE CALENDAR

- Semana 1 Introducción al curso y conversación sobre los puntos y los modos de articulación de las consonantes. Entrega del cassette (prosa y poesía).
- Semana 2 Las consonantes bilabiales  
Las consonantes dentales. Discusión de la ortografía y las palabras agudas, llanas y esdrújulas.  
Tema personal
- Semana 3 Las consonantes interdentes  
Las consonantes alveolares. Primera conversación en clase  
"La selección de una carrera y los estudios apropiados"
- Semana 4 Las consonantes palatales  
Las consonantes velares  
Las vocales y los diptongos  
Segunda conversación en clase "El plan personal después de graduarse."  
Tema personal
- Semana 5 Primer examen sobre el punto y modo de pronunciación de todas las consonantes y vocales  
Transcripción fonética para el viernes  
Tercera conversación en clase "Pecador y cristiano" y "Médico y cliente"
- Semana 6 Práctica del vocabulario y lectura para entregar una presentación oral el viernes.  
Tema personal.
- Semana 7 Entonación positiva, X negativa, y interrogativa  
Cuarta conversación en clase "Un episodio muy triste de la juventud"  
Prueba de vocabulario
- Semana 8 Conversación en clase—"actividades de vocaciones."  
Prueba de vocabulario  
Tema personal
- Semana 9 Conversación de "Las noticias del periódico de esta semana."  
Tema personal
- Semana 10 Informes personales
- Semana 11 Práctica del drama.  
Práctica del drama.  
Conversación "El dinero y la política."  
Tema personal

Semana 12 Informes personales

Semana 13 Conversación: a escoger

- a. mi familia
- b. mi compañero (a) de cuarto
- c. si necesito ir al médico en un hospital
- d. si hago un viaje-mis planes son . . .
- e. necesito ir de compras
- f. voy a un restaurante extranjero

Semana 14 Prueba de vocabulario

Entrevistas personales sobre (a) planes de carrera (b) los estudios (c) problemas de juventud.

Semana 15 Repaso del curso

Entrega del cassette  
(Prosa y poesía)  
Informes orales.

Semana 16 Los exámenes finales

## VII. ASSESSMENT SUMMARY

Dr. B. Silvers

Name of Instructor

SPA 301

Course No.

Spanish Phonetics & Conversation

Title of Course

Modern Language Department

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

Oral communication with correct pronunciation of the vowels and consonants including proper intonations, patterns, and grammar and vocabulary usage.

Reflect understanding of social and cultural customs of various Hispanic cultures through class activities.

Demonstrate an ability to verbally express ideas and facts based on vocabulary and idioms in the Spanish language.

### COURSE GOALS

Oral drills and conversations as well as presentations to correct Spanish grammar and vocabulary.

Discussion of a wide variety of current social and cultural events in the target language.

Self evaluation and practice to improve pronunciation skills individually in groups and with native speaker models.

### ASSESSMENT OF COURSE GOALS

#### STIMULI:

Oral and written quizzes and exams

Students fill out a peer evaluation form based on pronunciation, grammar, content, and general presentation of topics.

#### CRITERIA:

Students should be able to express their ideas at the National Standards level of proficiency at the Advanced level. (See ACTFL Guidelines.)