



## Course Syllabus

### SPA 102 ADV — Elementary Spanish II

4 Credit hours

#### I. COURSE DESCRIPTION

A continuation of SPA 101. Includes oral practice and covers preterite, imperfect, and present subjunctive tenses as well as double object pronouns. Covers most activities listed in the ACTFL novice high competencies.

**Prerequisite:** SPA 101 with a grade of "C" or higher or demonstrated proficiency.

#### II. ACADEMIC MISSION

Oral Roberts University's academic mission is to transform students by the power of the Holy Spirit into whole, competent servant-leaders through liberal arts and professional education that is fully Christian. Within a Spirit-filled healing community, administration, faculty, and staff love and serve students by helping them grow in knowledge, skills, wisdom, character, and spirit. Student transformation is measured through the evaluation of student expression of University learning outcomes as demonstrated through the following outcomes.

- 1 Spiritual Integrity
- 2 Personal Resilience
- 3 Intellectual Pursuit
- 4 Global Engagement
- 5 Bold Vision

The last page of this syllabus, "COURSE INVENTORY for ORU's Course Objectives," indicates how this course supports ORU's academic mission and ORU's whole-person approach to learning outcomes.

#### III. PROGRAM OUTCOMES

This course supports the program outcomes of General Education. An ORU graduate must acquire a skill set that enables him or her to successfully perform integrative tasks, including the following Program Outcomes this course supports, marked below in **the bold text**, and with an asterisk (\*).

1. *Core Literacy*. Demonstrate a breadth of knowledge essential to a Spirit-empowered, classical liberal arts education through effective communication.
2. ***Intercultural Knowledge and Engagement. Engage diverse cultures by integrating a Christian worldview with intercultural and historical knowledge.\****
3. *Lifelong Wellness*. Demonstrate knowledge and skills that promote healthy lifestyle choices to develop spiritual, mental, physical, and social wholeness.
4. ***Global Issues, Problem-Solving, Critical Thinking, and Creativity. Demonstrate problem-solving using critical thinking, creativity, collaboration, and ethical reasoning to address global issues.\****

#### IV. 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.

#### V. COURSE OBJECTIVES

Each Course Objective notes the level of Bloom’s Taxonomy (BL) at which it will be measured.

**After successfully completing this course, I should be able to:**

- 1. Demonstrate target cultural understandings and compare cultures through the perspectives, products, and practices of those cultures. (BL3, PO4)
- 2. Perform most activities listed in the ACTFL intermediate-low level competencies, specifically those listed below:
  - a. Converse in the target language using common vocabulary, phrases, and topics, such as discussing hobbies, school, professions, family structures, and daily routine (BL3, PO4)
  - b. Respond in complete sentences in French in present tense and present continuous (BL3, PO4)
  - c. Express oneself in written and spoken Spanish at the at the intermediate-low level. (BL3, PO4)
  - d. Use essential grammatical structures. (BL3, PO4)

#### V. TEXTBOOK AND OTHER LEARNING RESOURCES

Before you purchase your required textbook(s), click on the ORU Bookstore link to verify whether digital texts are provided as part of your Follett ACCESS course fee. <http://www.bkstr.com/oralrobertsstore/home>

##### Required Materials

###### Textbook:

Hershberger, R. , Navey, D., & Borrás, A. (2019). *Plazas. Lugar De Encuentros*, 5<sup>th</sup> ed. MindTap Spanish, 4 terms (24 months) Printed Access Card for Plazas, Enhanced. ISBN: 9781337570770.

**This course uses courseware, so you cannot opt-out of the ACCESS program.**

Please, check the following link to see how to: [How to access your eText and interactive eText.mp4](#)

*NOTE: You will also use this text for LSPA 102 and LSPA 203*

**Other required materials:** None

## Optional Materials

**Textbooks:** None

## VI. POLICIES AND PROCEDURES

### A. University Policies and Procedures

#### 1. Plagiarism:

- a. The ORU Catalog explicitly addresses the issue of plagiarism. Make sure you know ORU's policy on plagiarism and what is considered plagiarism. While the use of apps or internet sources to find words or expressions is allowed, using Google Translate, Spanishdict.com, DeepL.com, or any other automated translation generator to translate sentences or paragraphs is considered plagiarism, that is, passing off someone else's work as if it were your own.
- b. Using text generated by an artificial intelligence program as your own (e.g., entering a prompt into an A.I. tool such as ChatGPT and copy/pasting the exact output into your paper) is also considered plagiarism.

2. **Privacy:** By law, students are entitled to privacy regarding their records. The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended and available in the ORU University Catalog, sets forth requirements designed to protect the privacy of student education records. The law governs access to records maintained by educational institutions and the release of information from those records.

#### 3. Whole Person Assessment Requirements:

- a. Specify which, if any, Whole Person Assessment requirements there are for this course.  
SPA 102 Project 6: Cultural Essay ¥

### B. School and/or Department Policies and Procedures

1. **Participation:** Participation in each online class through discussion forums, assignments, and all other course activities count as your attendance in the course. Lack of participation can reduce a student's grade or deny credit for the course.

#### 2. Class Assignments

- a. Students need to have 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.

#### 3. Late Work

- a. The student is responsible for obtaining class assignments and materials, and all work is expected to be completed as scheduled. The professor may not accept late work, or it may result in a lower grade. Computer or Internet malfunctions do not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it completed, edited, and proofread prior to the instructor's due date. These responsibilities assist the student in professional development.
- b. Generally, assignments missed from a serious 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. Instructors use their own judgment in accepting late work.

#### 4. Incompletes

On rare occasions, the grade of "I" may be given for work that is incomplete at the time grades are given. It is given only after the instructor and the department chair or college dean approve a petition submitted by the student that his or her work is incomplete for good cause. Good cause typically consists of a catastrophic event in which the student is prevented from completing the course requirements. It is the responsibility of the student to initiate the petition through <http://petitions.oru.edu>, make up any incomplete work, and ask the instructor to submit a grade change to the registrar. If the work is not completed by the end of the subsequent session, the incomplete will automatically convert to an "F." For

graduating seniors, the degree will be awarded in the term that the student completes his or her course work, not the final term of enrollment.

**5. Citations**

Textbook(s) and materials for the course are listed using standard citation style (APA, MLA, Chicago, Turabian, etc.). Since other styles may be used in disciplines other than the one used in this course or school, the ORU Citing and Documenting Sources pages offer a collection of styles students may choose from. This course asks that students be consistent in whatever style they use throughout the course.

**A. Online Programs Policies and Procedures**

- 1. Communicating with your Instructor:** All email communication between students and faculty will be through their ORU.edu emails.
- 2. Learning Community:** Online learning community is established through active participation in the threaded weekly discussions. The mutual exchange of ideas, information, and experiences is an essential part of the learning process, and students are encouraged to use the discussion forum as virtual classroom platform.
- 3. ADA and Students with Disabilities:**
  - Click here ( <http://www.brightspace.com/about/accessibility/> ) to view Desire2Learn's "Accessibility Resources for Students with Disabilities."
  - Students requiring Disability Services from ORU, please click here: <https://goo.gl/QGoK4x>
  - Desire2Learn (D2L) Accessibility Guidelines and Checklist: <https://goo.gl/Ck4RwY>
  - D2L Accessibility Policy: <https://www.d2l.com/accessibility/>
- 4. Useful Links for Online Students:**
  - Student Learning Glossary
  - Library: <http://library.oru.edu>.
  - D2L Helpdesk: [d2lhelp@oru.edu](mailto:d2lhelp@oru.edu)
  - I.T. Student Helpdesk: [studenthelpdesk@oru.edu](mailto:studenthelpdesk@oru.edu)
  - Netiquette and Online Discussions: <https://goo.gl/f744AY>
  - Contact the University: please fill out this online form. Please first contact your instructor for assistance with any matter specific to the course.

**B. Course Policies and Procedures**

- 1. Evaluation Procedures:** The final grade will be based on forum discussions, homework, quizzes, and a final exam. The weight of each item is included in the Course Calendar. Extra credit items are offered in this course. See *Extra Credit* section below.

% Grade	Category
1%	MeetUp 1
26%	Written Forums (F1,2a,3a,4,5a,6)
18%	Video Forums (F2b,3b,5b)
24%	MindTap Activities (Unis 1-6)
15%	Quizzes (Q1,2,3,4,5)
6%	Project 6
10%	Quiz 7 (Final Written Exam)

**2. Grading Scale:**

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

**3. Other Policies and/or Procedures**

- **Written Forum:** A significant discrepancy between the proficiency level of writing of a forum post and other coursework (MindTap activities, quizzes, and videos) may indicate to the instructor use of translation apps. If use of translation apps is

suspected, the instructor may ask the student to rewrite the forum. Partial credit will be granted for a rewrite. Failing to rewrite the forum will result in a zero.

- **Extra Credit** – No extra credit available.

## VIII. COURSE CALENDAR

The Course Calendar shows the specific learning activities and assessments for this course, along with their respective grade weights. The far-right column lists the Course Objectives (CO) that support the corresponding Assessment in column 2. Further descriptions for activities and assessments are in their respective Units in D2L. When applicable, ¥ Indicates this is a Whole Person Assessment item. † indicates this is a faith integration item tracked by the program.

The Course Calendar shows the specific learning activities and assessments for this course, along with their respective grade weights. The far-right column lists the Course Objectives (CO) that support the corresponding Assessment in column 2. **\*\*\*This Advantage course is structured in 7 Units. Each Unit lasts 2 Units, or 14 days. Unless otherwise noted, the Projects and Quizzes are due on Day 14, at the end of each Unit, while the Forums are due at the end of Day 7 or the end of Unit 1.\*\*\*** Further descriptions for activities and assessments are in their respective Units in D2L. † indicates this is a faith integration item tracked by the program.

Unit 1	La Salud	Hours	Weight	CO
	Read/View/Listen	6.2		--
	MeetUp 1: Let's Start Well	1	1%	2
	MindTap Unit 1	9	4%	1,2
	Forum 1: Mi Informe de Salud	4	4%	2
	Quiz 1: La Salud (Chapter 5)	1	3%	1,2
Unit 2	¿Quieres Comer?	Hours	Weight	CO
	Read/View/Listen	6.2	--	--
	MindTap Unit 2	9	4%	1,2
	Forum 2a: Reseña Gastronómica (Written)	3	4%	2
	Forum 2b: Reseña Gastronómica (MindTap Video)	3	6%	2
	Quiz 2: ¿Quieres Comer? (Chapter 6)	1	3%	1,2
Unit 3	De Compras	Hours	Weight	CO
	Read/View/Listen	6.2	--	--
	MindTap Unit 3	9	4%	1,2
	Forum 3a: Mi Página Web Personal (Written)	3	4%	2
	Forum 3b: Mi Página Web Personal (MindTap Video)	3	6%	2
	Quiz 3: De Compras (Chapter 7)	1	3%	1,2
Unit 4	Fiestas y Vacaciones	Hours	Weight	CO
	Read/View/Listen	6.2	--	--
	MindTap Unit 4	10	4%	1,2
	Forum 4: Mi Última Fiesta	4	4%	2
	Quiz 4: Fiestas y Vacaciones (Chapter 8)	1	3%	1,2
Unit 5	De Viaje por el Caribe	Hours	Weight	CO
	Read/View/Listen	6.2	--	--
	MindTap Unit 5	9	4%	1,2
	Forum 5a: Direcciones a Mi Casa (Written)	3	4%	2
	Forum 5b: Direcciones a Mi Casa (MindTap Video)	3	6%	2
	Quiz 5: De Viaje por el Caribe (Chapter 9)	1	3%	1,2
Unit 6	Review	Hours	Weight	CO
	Read/View/Listen	8.2	--	--
	Forum 6: Todo Sobre Mí	6	6%	1,2
	WPA-GEN-OL-Cultural Essay (LSPA 102P6)	6	6%	2
Unit 7	Finals	Hours	Weight	CO
	Read/View/Listen	10.2	--	--
	MindTap Unit 7 (Review Unit)	6	4%	1
	Quiz 7: Chapters 5-9 (Final Written Exam)	2	10%	1,2

<b>Course Total</b>	Total estimated hours based upon an average of 21 hours per Unit for 7 Units	147.2	100%	
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## IX. COURSE INVENTORY

### SPA 102 ADV — Elementary Spanish II

This inventory indicates the extent to which this Course's Objectives contribute to the Outcomes of its degree Program, and ultimately to one or more of ORU's University Outcomes (in grey 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.

OUTCOMES	Significant	Moderate	Minimal
<b>1. Spiritual Integrity</b>			
<b>2. Personal Resilience</b>			
<b>3. Intellectual Pursuit</b>			
Program Outcome 2: <i>Intercultural Knowledge and Engagement</i> . Engage diverse cultures by integrating a Christian worldview with intercultural and historical knowledge.	X		
<ul style="list-style-type: none"> <li>• Course Objective 1: Demonstrate target cultural understandings and compare cultures through the perspectives, products, and practices of those cultures</li> </ul>	X		
<ul style="list-style-type: none"> <li>• Course Objective 2: Perform most activities listed in the ACTFL intermediate-low level competencies, specifically those listed below: <ul style="list-style-type: none"> <li>a. Converse in the target language using common vocabulary, phrases, and topics, such as discussing hobbies, school, professions, family structures, and daily routine</li> <li>b. Respond in complete sentences in Spanish in present tense and present continuous</li> <li>c. Express oneself in written and spoken Spanish at the intermediate-low level.</li> <li>d. Use essential grammatical structures.</li> </ul> </li> </ul>	X		
<b>4. Global Engagement</b>			
Program Outcome 4: <i>Global Issues, Problem-Solving, Critical Thinking, and Creativity</i> . Demonstrate problem-solving using critical thinking, creativity, collaboration, and ethical reasoning to address global issues	X		
<ul style="list-style-type: none"> <li>• Course Objective 2: Perform most activities listed in the ACTFL intermediate-low level competencies, specifically those listed below: <ul style="list-style-type: none"> <li>a. Converse in the target language using common vocabulary, phrases, and topics, such as discussing hobbies, school, professions, family structures, and daily routine</li> </ul> </li> </ul>	X		
<b>5. Bold Vision</b>			

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This syllabus is subject to change without notice up until the first day of the semester.

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