

	Department of Literature, Journalism, Writing & Languages SPA1002, sec 7: Elementary Spanish 4 units
Spring 2024	

Meeting days: MTWR	Instructor: Prof. Paula Cronovich, PhD
Meeting times: 12:25-1:20pm	Phone: 619.849.2389
Meeting location MT*WR: BAC151 T*: Ryan library lab 215	Email: <a href="mailto:pcronovi@pointloma.edu">pcronovi@pointloma.edu</a>
Final Exam: Wed. May 1, 10:30a.m.-1:00p.m	Office location and hours: BAC 109 MTR 1:30-2:30, W 11:00-12:00, and by appt.

### PLNU Mission

#### To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

#### Foundational Explorations Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

### COURSE DESCRIPTION

Welcome to the Elementary Spanish sequence. This course is one of the components of the General Education Program at Point Loma Nazarene University, under the category

of Seeking Cultural Perspectives. By including this course in a common educational experience for undergraduates, the faculty supports the survey of human endeavors from a historical, cultural, linguistic and philosophical perspective, including developing critical appreciation of human expression--both artistic and literary. This course emphasizes four basic skills: aural comprehension, speaking, reading, and writing. Also noted is the cultural and historical background of the areas where the language is spoken. Participation and active use of the language is emphasized in the classroom.

## **COURSE FORMAT**

This course will be taught in person on campus. Students are expected to attend all class sessions on location. It is imperative you arrive on time, so please make arrangements to ensure this. All class materials, assignments, and lectures can be found on Canvas and on [vhlcentral.com](http://vhlcentral.com). Please, bring your laptop to every class session, in order to access class assignments, quizzes and exams; iPads and other tablets do not work for quizzes and exams. Paper copies **will not** be provided. If students are unable to attend a class they will lose the points for the assignments. If you have an excused absence, you must communicate with the professor immediately.

## **COURSE LEARNING OUTCOMES**

*By the end of the 1001-1002 sequence, students will be able to:*

1. Speak (application) at the mid to high novice level using (application) basic formulaic and memorized materials within the student's own experience. **(PLO 3)**
2. Recognize (comprehension, knowledge) basic connected discourse that uses (application) vocabulary and grammar within the student's own experience. **(PLO 2,5)**
3. Write (application, knowledge) discrete sentences as well as simple connected paragraphs using memorized vocabulary and grammar structures. **(PLO 1,5)**
4. Read (application) cultural texts that employ familiar vocabulary and cognates as well as learned grammatical structures. **(PLO 4)**
5. Demonstrate (application, knowledge) comprehension of basic cultural mores and patterns of living of the target culture(s) studied. **(PLO 4,6)**

## **FOUNDATIONAL EXPLORATION LEARNING OUTCOME:**

*FELO 2c. Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.*

The FELO2C is assessed in the Cultural Assignments (outlined below), and students will respond in-depth to 5 different events and assignments with investigative research as well as personal reflection. The signature assignment is a summative response, in English, on the final exam, which is scored using a common rubric.

## REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

- *Portales ebook plus supersite.*

<https://vistahigherlearning.com/school/pointloma>Links to an external site.

- *TalkAbroad*, 1 conversation purchased through the bookstore or [TalkAbroad](#)Links to an external site.
- Daily access to reliable internet, laptop, web-cam and microphone. Please contact PLNU IT support at [student-tech-request@pointloma.edu](mailto:student-tech-request@pointloma.edu) if you need assistance.
- **Tutorial Services** provides a range of academic support for all undergraduate students. The services offered include: Tutoring sessions with faculty-recommended PLNU tutors, online Live Help, department Review Sessions, and Academic Coaching program. For more information about the Tutorial Center's services and available resources, please check our website or email us:
  - [tutorialservices@pointloma.edu](mailto:tutorialservices@pointloma.edu)
  - <https://www.pointloma.edu/offices/tutorial-service>

## COURSE REQUIREMENTS

1. Active participation in each class. Active participation is defined to include the following: group work, completing in-class activities and sharing, oral participation, and completion of daily assignments.
2. Completion of required readings, homework in the *Portales* textbook, all written, oral, recorded, video, and web assignments.
3. Successful completion of written and oral examinations.

### Tests & Quizzes

Since language learning is a skill, it will be imperative to ensure the necessary proficiency is attained. To this end, there will be four unit exams given during the term. It will be necessary for students to do a thorough review before each of these, since the material is cumulative. All exams and quizzes are scheduled on the calendar. Vocabulary knowledge is extremely important. The more vocabulary you know, the more you will be able to say. Quizzes require students to memorize the vocabulary list from each lesson. This most complete list can be found on the last page of the lesson. Be sure to look up any **pages referred** in the last box of the vocabulary such as Expresiones útiles. The standard for knowledge in a foreign language is correct spelling; therefore, words must be spelled perfectly for credit. All vocabulary and structures used on assessments must be from your lessons. Structures and vocabulary from outside your lessons **will not** receive credit. **Please refrain from using Spanish dictionaries, Google translate, or**

**any other assistance on assessments as this is considered academic dishonesty. It is imperative you take these at the scheduled times.** Please maintain clear and timely communication with your professor regarding any unforeseen emergencies you may have.

## **Homework**

In order to provide consistent input and practice, regular daily homework will be assigned online and can be found at your Portales website <http://vhlcentral.com> [Links to an external site.](#) You will need to follow the instructions and enroll in the appropriate course. Assignments are due by **11:59 p.m. PST** on the date due, so please give yourself enough time to complete these before your clock runs out. All assigned homework throughout will be **due on day noted per assignment and will be deducted 10% per day if it is late.** Extra practice and grammar explanations are available in the *Portales* [vhlcentral.com](http://vhlcentral.com) site. Further assignments and Discussions are assigned through Canvas. Please read all instructions carefully, and be aware of due dates.

## **Cultural Assignments**

This grouping of assignments is designed to help you better understand the diversity and complexity of cultures of those who speak Spanish. By examining the cultural production of Hispanic voices, you will gain insight into their customs, experiences and worldview. These assignments will give you an opportunity to think more deeply about the global world and your role in it as you strive to learn another language, in order to better communicate and understand your “neighbor.” Topics may include such intersections as race, gender, socioeconomic status, citizenship or immigration status, and faith. These assignments are weighted heavily, please take them seriously, and do your best work.

## **TalkAbroad.com**

In addition, each student will be required to conduct one 30 minute conversation through Talkabroad.com. There is a \$15 charge for a 30 minute conversation. This is part of your course materials. This conversation must be scheduled 36 hours in advance. Please schedule your conversation on time for the due date.

## **COURSE CREDIT HOUR INFORMATION**

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 4 unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 10 participation hours per credit hour on their coursework. For this course, students will spend an estimated 150 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

## ASSESSMENT AND GRADING

Homework	20%
TalkAbroad	5%
Quizzes	10%
Cultural Assignments	20%
Exams	35%
Final	10%
	<b>Total 100</b>

## CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In SPA 1002, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

## TRIGGER WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In SPA 1002, we will cover a variety of topics, some of which you may find triggering. These topics include identity, race, immigration, poverty, and many other social issues associated with the Spanish speaking world. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This

may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

## **FINAL EXAMINATION POLICY**

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

## **PLNU COPYRIGHT POLICY**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

## **PLNU ACADEMIC HONESTY POLICY**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

## **PLNU ACADEMIC ACCOMMODATIONS POLICY**

Pursuant to Section 504 of the Rehabilitation Act and other applicable laws, PLNU prohibits discrimination and harassment against a qualified individual with a disability. While all students are expected to meet the minimum standards for completion of each course as established by the instructor, students with disabilities may request academic adjustments, modifications or auxiliary aids/services. The PLNU Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2533), is the point of contact for disability issues for all PLNU undergraduate and graduate students, including students enrolled at the Mission Valley Campus and College of Extended Learning students enrolled in PLNU courses at Community College satellite campuses. Current and prospective students seeking an accommodation must follow the reasonable accommodation procedures which may be found on the [EAC website](#).

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that

course. PLNU highly recommends that EAC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that EAC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

## **PLNU ATTENDANCE AND PARTICIPATION POLICY**

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted. Excused absences are those necessitated by certain university-sponsored activities and approved in writing by the Provost of the university. A student who misses 20% or more of the total classes does not meet the course requirements and will be dropped from the course or receive an **F** as a final grade in the course.

## **SPIRITUAL CARE**

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#).

## **USE OF TECHNOLOGY**

In order to be successful in assessments for this class, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. All students must have a laptop that they bring to class, in particular for quizzes and tests, which may be administered in-person using Honorlock. iPads and other tablets do not work with this system.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your classwork. For vhl, TalkAbroad, Honorlock, Canvas or other issues, students are to seek technology support. The professor is not a resource for technical issues.

# Assignments At-A-Glance

## COURSE SCHEDULE AND ASSIGNMENTS

SPA 1002, Spring 2024

enero

### Week 1 (Unit 1)

8 Introducción y repaso

9 Cap. 8.1 Pretérito

10 Cap. 8.1

11 Cap. 8.1

### Week 2

15 *Martin Luther King Jr. Day*

16 8.1, 8.2 Double object pronouns

17 8.2 Double object pronouns. **Prueba de vocabulario (Lec. 8)**

18 8.2

### Week 3

22 **Examen 1: Lección 8**

23 9.1 Irregular preterites

24 9.1

25 9.1

### Week 4

29 9.1

### Culture 1

30 **Prueba de vocabulario (Lec. 9), 9.2 Verbs that change meaning**

Febrero

31 Cap. 9.2 Verbs that change meaning

1 Cap. 10.1 Imperfect

### Week 5

5 10. 1 Imperfect

6 10.2 Pret. & Imp.

7 10.2 Pret. & Imp.

**Prueba de vocabulario (Lec. 10)**

8 10.2 Pret. & Imp.

**Week 6**

12 10.2 Pret. & Imp.

**Culture 2**

13 10.2 Pret. & Imp.

14 10.2 Pret. & Imp.

15 **Examen 2, el pasado (lecciones 9-10)**

**Week 7**

19 Introduction to the Subjunctive

20 12.3 The Present Subjunctive

21 12.3 The Present Subjunctive

22 12.4 The present subjunctive with verbs of influence.

**Week 8**

26 12.4 The present subjunctive with verbs of influence. **Culture 3**

27 Cap. 13.1 The subjunctive with verbs of emotion.

28 Cap. 13.1 The subjunctive with verbs of emotion.

**Prueba de Vocabulario (Lec. 12)**

29 Cap. 13.2 The subjunctive with doubt, disbelief, and denial.

**Spring Break Week March 4-8**

**Week 9 (Unit 3)**

11 Cap. 13.2 The subjunctive with doubt, disbelief, and denial.

12 Cap. 13.2

13 Cap. 16.1 The Future

14 Cap. 16.1

## **Week 10**

18 Cap. 13.3 The subjunctive with conjunctions.

### **Prueba de vocabulario (Lec. 13)**

19 Cap. 13.3

20 Cap. 14.1

21 Cap. 14.1 The subjunctive in adjective clauses

## **Week 11**

25 **Culture 4**

26 Subjunctive Review

27 **Examen 3 lec. 12-13 Subjuntivo, futuro**

28 **Easter Recess**

abril

## **Week 12**

1 **Easter Recess**

### **(Unit 4)**

2 Cap. 12. 2 Formal (usted/ustedes) commands

### **Schedule TalkAbroad Conversation**

3 Cap. 14.2 Nosotros commands

4 Cap. 14.2 Nosotros commands

## **Week 13**

8 Cap. 12.2/14.2

9 Cap. 11.1 Familiar commands.

10 Cap. 11.1 Familiar commands.

11 Cap. 11.1 Familiar commands.

## **Week 14**

15 Commands

16 Cap. 11.1 Familiar commands.

**TalkAbroad Conversation (due)**

17 Cap. 11.1 familiar commands **Prueba de Vocabulario (Lec. 14)**

18 Cap. 11.1

### **Week 15**

22 Cap. 11.1, and review 14.2

23 Repaso

24 **Examen 4 Mandatos de tú, Ud., Uds., nosotros (commands)**

25 Final Review/ **Culture 5**

### **Week 16**

Finals Week: April 29-May 3

**Final Exam: Wednesday May 1 from 10:30a.m. to 1:00 p.m. This is a Departmental final and cannot be taken at any other time. No exceptions!**