



Literature, Journalism, Writing, Languages, Environmental Studies

## **SPA4085 Senior Seminar in Spanish**

3 units

*Spring 2024*

**Meeting days: M 2:55-5pm plus volunteer hours**

**Meeting location: Bond Academic Center 102**

**Final Exam: Friday, 5/3/2024 1:30 – 4:00 pm**

<b>INFORMATION</b>	<b>SPECIFICS FOR THE COURSE</b>
<b>Instructor title and name:</b>	Paula Cronovich, PhD. Professor of Spanish and Co-Chair LJWL
<b>Phone:</b>	(619)849-2389
<b>Email:</b>	pcronovi@pointloma.edu
<b>Office location and hours:</b>	BAC109, MTWR 11am-12pm and by appointment

### **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.

### **Course Description:**

A course designed to reflect upon and to integrate issues of culture, civilization, language, and literatures of the Spanish-speaking world. Research is conducted to see how areas such as cultural contrasts, linguistic and lexical variations, and political and artistic realities have influenced modern literary pieces. Completion of a portfolio and a summative evaluation of language skills will be required.

## Course Learning Outcomes

By the end of the course, you will be able to:

1. Create a written portfolio that exhibits written skill levels at the advanced low level (ACTFL standards);
2. Analyze literary pieces from a variety of perspectives;
3. Converse in Spanish at the advanced low level (ACTFL);
4. Exhibit reading comprehension at the advanced low level (ACTFL);
5. Discuss and write about the influence of your perspective on cultural interconnections through engagement with local, national or international communities.

## Program Learning Outcomes

Students who complete the program in Spanish will be able to:

1. Write essays without significant errors of grammar, spelling, or vocabulary usage that would impede comprehension by a native speaker.
2. Comprehend the main idea and most details of connected oral discourse by a native speaker on a variety of topics.
3. Converse in a participatory fashion with a native speaker using a variety of language strategies to convey meaning.
4. Analyze and interpret target language texts and data sets according to their cultural, literary, and/or linguistic content.
5. Display knowledge of the nature and structure of language.
6. Discuss the influence of their own perspective on cultural interconnections through engagement with local, national, or international communities.

## Signature Assignments

### 1. Written Communication/ Critical Thinking **PLO 1,4**

Academic writing assignments as required for the portfolio, as well as the research paper. There will also be a timed in-class writing assignment.

### 2. Oral Communication **PLO 2,3**

- ACTFL Oral Proficiency in-person Interview
- Final oral presentation to audience (30 minutes of presentation and 15 minutes for questions and comments)

### 3. Quantitative Reasoning **PLO 4**

You will be given a prompt for the in-class essay, and you will assess the data in order to craft a narrative response &/or argument. This exercise will test your ability to accurately interpret data and apply it within the context of a topic that affects the Hispanic population.

#### 4. Informational Literacy/ Oral Communication **PLO 1,4,6**

You will develop a research project that highlights aspects of a particular area of interest. As an act of completion for the semester, you will present a final oral presentation based on your final paper. Throughout the semester, you will prepare a written and visual presentation that evaluates sources studied. You are expected to demonstrate advanced Spanish Oral skills and advanced research capabilities.

#### **Required Texts and Recommended Study Resources**

1. Library training session in order to build your own bibliography, MLA style. 10 academic sources needed for your own research topic.
2. Career Services session in order to build your own professional portfolio, including English and Spanish C.V., LinkedIn, Handshake or other profile

#### **Assessment and Grading**

Grades will be based on the following:

Professional Portfolio with narrative reflections	35%
Final Exams- Oral Proficiency	15%
In-class Essay	10%
Final Presentation	30%
Participation	10%

#### **Standard Grade Scale Based on Percentages**

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

#### **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 [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized

to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

### **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 SPA4085, 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 could include a wide range of things, since you will be listening to and giving feedback to your classmates' chosen research topic. 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 Spanish and culture, 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 SPA4085, we will cover a variety of topics, some of which you may find triggering. These topics could include a wide range of things, since you will be listening to and giving feedback to your classmates' chosen research topic. 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.

### **Incompletes and Late Assignments**

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

### **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 you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

### **State Authorization**

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

### **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.

### **Artificial Intelligence (AI) Policy**

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

### **PLNU Academic Accommodations Policy**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will

issue an academic accommodation plan (“AP”) to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student’s responsibility to make the first contact with the EAC.

## **Language and Belonging**

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

## **Sexual Misconduct and Discrimination**

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

## **PLNU Attendance and Participation Policy**

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

### **Asynchronous Attendance/Participation Definition**

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

### **Loma Writing Center**

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you’re in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

### **Assignments At-A-Glance**

Professional Portfolio Requirements: (35%)

Professional – 2 curriculum vitae/ résumé in English and Spanish; professional profiles set up online (LinkedIn, Handshake, etc)

Academic – Samples of the student’s best work.

This should include three written pieces: Research paper and/or Literary/film critique (2), Cultural essay (1).

Service – A reflective piece that includes a summary of either current or previous service.

Cultural Connections – A written reflection of the student’s Study Abroad Experience: include perspectives on intercultural connections and international communities, how the culture differs from one’s own and what was learned. Students may also comment on interdisciplinary activities, trips,

hobbies and any other activity related to the Hispanic world according to his/her individual experience during his/her stay abroad.

#### Summative Exams, written and oral (15%)

In order to determine competency levels, there will be an exit interview. The results of this will provide a point of reference for the student and the Department. The determined competency level will provide insight into how and where the student will be able to function in the target language, how much each student needs to improve. It will also allow the Department to evaluate how well the program is working and if it is fulfilling its goals. In addition, the University will give an exit exam of its own to each student enrolled in this course.

-Oral Proficiency Interview (Interview to determine oral level of competency)

#### In-class Essay (10%)

This essay will require students to respond to a prompt in-class and demonstrate their argument, organization of ideas and thoughts, and sophisticated writing style. Students are provided with a prompt and will be given time to assess the information and data, in order to show how they can understand and interpret data in order to craft an argument. (Quantitative Reasoning)

#### Final Presentation (30%)

Each student will develop a research project that highlights aspects of a particular area of interest. As an act of completion for the semester, students will present a final oral presentation (30 minutes of presentation and 15 minutes for questions and comments from the public). Throughout the semester, students will prepare a written and visual presentation that evaluates sources studied. Each student is expected to demonstrate his fluent Spanish Oral skills and his/her advanced research capabilities. The presentations will take place at a public event celebrating this accomplishment.

#### Participation (10%)

Students are expected to come to class prepared, engage with one another for editing and critique, work on revisions throughout the semester, and participate in a learning community of respect and collegiality.