POINT 1902 LOMA
NAZARENE UNIVERSITY

Literature, Journalism, Writing and Language

SPA 1001-10 Elementary Spanish

3 Units

Fall 2026

Meeting days/times: MWF 2:55 pm – 3:50 pm

Meeting location: Bond Academic Center BAC 104

Final Exam: DECEMBER 16, 2026, 10:30am-1:00pm

Course Information	Specifics for the Course
Instructor title and name:	Dr. Carmen De Leon
Phone:	(915) 926-9463
Email:	cdeleon@pointloma.edu
Office location and hours:	BAC 126 9:30 am-10:45 am 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.

General Education 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

Catalog description: An introductory course emphasizing 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. Letter grade.

This section of Elementary Spanish I uses Tu Mundo (McGraw-Hill) and the Connect platform, and follows a communicative-method approach: students prepare vocabulary and grammar at home through Connect (LearnSmart), and class time is dedicated almost entirely to real communication — speaking, listening, and cultural exchange — rather than lecture. The course follows a group of fifteen "amigos sin fronteras," each from a different Spanish-speaking country, providing an ongoing cultural and comparative lens throughout the semester.

Program and Course Learning Outcomes

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

- Speak (application) at the mid to high novice level using (application) basic formulaic and memorized materials within the student's own experience. (PLO 3)

- Recognize (comprehension, knowledge) basic connected discourse that uses (application) vocabulary and grammar within your own experience. (PLO 2,5)

• Write (application, knowledge) discrete sentences as well as simple connected paragraphs using memorized vocabulary and grammar structures. (PLO 1,5)

• Read (application) cultural texts that employ familiar vocabulary and cognates as well as learned grammatical structures. (PLO 4)

• Demonstrate (application, knowledge) comprehension of basic cultural mores and patterns of living of the target culture(s) studied. (PLO 4,6)

General Education Learning Outcomes

This course fulfills the General Education requirement under the category of Seeking Cultural Perspectives.

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

• Assessment: Cumulative oral and written unit evaluations; cultural reflection activities tied to each of the featured Spanish-speaking countries.

Required Texts and Recommended Study Resources

Students are responsible for having the required course textbooks prior to the first day of class.

All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

• Andrade, M., Egasse, J., Muñoz, E. M., & Cabrera-Puche, M. J. Tu Mundo: Español sin fronteras, current edition. McGraw-Hill. (Accessed online through Connect.)

• Connect access (McGraw-Hill) — required for LearnSmart adaptive practice, video, and homework submission. [Course/section code to be provided in Canvas.]

Assessment and Grading

Grades will be based on the following (points/weights are illustrative — adjust to your preference):

Component	% of Grade
Connect homework (LearnSmart, adaptive practice)	10%
Class participation & oral practice	10%
Quizzes	10%
Chapter/unit cumulative evaluations (oral + written, Cap. 1-2, 3-4, 5-6, 7)	25%
Talk Abroad Assignments (3)	15%
Cultural Assignments	20%
Final exam (cumulative, Cap. 1-7)	10%

Grades will be based on the following:

Sample Standard Grade Scale Based on Percentages

A	B	C	D	F
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 SPA 1001, 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 [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. 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 Spanish, and I will support you throughout your learning in this course.

General Course Concerns

If you have a concern related to the content or structure of this course, please bring your concern(s) to me (the instructor) in a timely manner, so that we have the opportunity to discuss your thoughts and work together toward a solution.

Incompletes and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due — including Connect assignments and those posted in Canvas. Homework is deducted 10% per day late. Quizzes and exams can only be completed outside the posted schedule for Provost-approved circumstances (such as PLNU athletics). 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 distance education outside 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 Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

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. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. Please consult the Academic Honesty Policy in the University Catalog for definitions of kinds of academic dishonesty and for further policy information.

PLNU Academic Behavior Policy

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to these behavioral standards may be subject to disciplinary action, including removal from class or further university sanctions. For a full definition of disruptive behavior, response procedures, and the appeal process, please consult the Academic Behavior Policy in the University Catalog.

PLNU Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro, GrammarlyGo, Perplexity, etc.) to generate ideas, as a learning tool, or in some cases generate portions of work you will submit. I will specify in individual assignments what constitutes appropriate use of AI for that assignment. Please use this Purdue resource to guide your citations when using AI.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related

accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center, by email or phone at 619-849-2533. Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines approved accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their approved accommodations in that particular course. Accommodations are not retroactive; as such, clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability-related need should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. In accordance with ADA, accommodations cannot constitute a fundamental alteration to course outcomes; therefore, planning ahead is vital in establishing appropriate accommodations for equal access to this course. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC eligibility process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

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.

If you (or someone you know) has experienced other forms of discrimination, you can find more information on reporting and resources via the Nondiscrimination and Anti-harassment Policy.

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. 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 or consult the list of campus pastors.

If you (or someone you know) has experienced other forms of discrimination or bias, you can find more information on reporting and resources via the Nondiscrimination and Anti-harassment Policy.

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.

PLNU Course Modality Definitions*

1. Online Courses: These are courses with class meetings where all instruction and interaction are fully online.
    a. Synchronous Courses: At least one class meeting takes place at a designated time.
    b. Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

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. More information on credit hours can be found in the Academic Policies in the University Catalog.

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

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.

Walk-ins are welcome, but we recommend making an appointment in advance. 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.

- Appointment Calendar
- Website
- Email

LomaBooks Instructions for Students⍟:

Note: For courses using materials available through LomaBooks

For both digital and print materials, please add these student instructions to your syllabus and Canvas Course. Prior to the start of class, the PLNU Bookstore will also be sharing student instructions in a standalone email on how to access their content.

This course is part of our course material delivery program, **LomaBooks**. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your **LomaBooks** materials.

Assignments At-A-Glance / Course Schedule

Schedule: Monday, Wednesday, Friday, 2:55–3:50 pm | Fall 2026: Aug. 31 – Dec. 11 | 41 class sessions + Final Exam week (Dec. 14-18)

All vocabulary and explicit grammar (Infórmate) are assigned as Connect/LearnSmart preparation before each class session; class time is dedicated to communicative, task-based practice. This schedule is illustrative and may be adjusted as the semester progresses.

Course Schedule

#	Date	Chapter	Assessments / Notes
1	Mon 8/31	Cap. 1	
2	Wed 9/2	Cap. 1	
3	Fri 9/4	Cap. 1	*Cultural Assignment #1 assigned*
—	***Mon 9/7***	***Labor Day — no class***	
4	Wed 9/9	Cap. 1	
5	Fri 9/11	Cap. 1	
6	Mon 9/14	Cap. 2	*Vocabulary Quiz — Cap. 1*

#	Date	Chapter	Assessments / Notes
7	Wed 9/16	Cap. 2	
8	Fri 9/18	Cap. 2	
9	Mon 9/21	Cap. 2	
10	Wed 9/23	Cap. 2	*Evaluation Cap. 1-2*
11	Fri 9/25	Cap. 3	*Vocabulary Quiz — Cap. 2*
12	Mon 9/28	Cap. 3	
13	Wed 9/30	Cap. 3	*TalkAbroad #1 due*
14	Fri 10/2	Cap. 3	
15	Mon 10/5	Cap. 3	*Cultural Assignment #1 due*
16	Wed 10/7	Cap. 3	
17	Fri 10/9	Cap. 4	*Vocabulary Quiz — Cap. 3*

#	Date	Chapter	Assessments / Notes
18	Mon 10/12	Cap. 4	*Cultural Assignment #2 assigned*
19	Wed 10/14	Cap. 4	
20	Fri 10/16	Cap. 4	
21	Mon 10/19	Cap. 4	
22	Wed 10/21	Cap. 4	*Evaluation Cap. 3-4*
—	***Thu-Fri 10/22-23***	***Fall Break — no class***	
23	Mon 10/26	Cap. 5	*Vocabulary Quiz — Cap. 4*
24	Wed 10/28	Cap. 5	
25	Fri 10/30	Cap. 5	*TalkAbroad #2 due*
26	Mon 11/2	Cap. 5	

#	Date	Chapter	Assessments / Notes
27	Wed 11/4	Cap. 5	
28	Fri 11/6	Cap. 5	*Cultural Assignment #2 due*
29	Mon 11/9	Cap. 6	*Vocabulary Quiz — Cap. 5*
30	Wed 11/11	Cap. 6	
31	Fri 11/13	Cap. 6	*Cultural Assignment #3 assigned*
32	Mon 11/16	Cap. 6	
33	Wed 11/18	Cap. 6	
34	Fri 11/20	Cap. 6	*Evaluation Cap. 5-6*
35	Mon 11/23	Cap. 7	*Vocabulary Quiz — Cap. 6*
—	***Wed-Fri 11/25-27***	***Thanksgiving Recess — no class***	

#	Date	Chapter	Assessments / Notes
36	Mon 11/30	Cap. 7	
37	Wed 12/2	Cap. 7	
38	Fri 12/4	Cap. 7	*TalkAbroad #3 due*
39	Mon 12/7	Cap. 7	*Cultural Assignment #3 due*
40	Wed 12/9	Cap. 7	*Evaluation Cap. 7*
41	***Fri 12/11***	***Course review / wrap-up***	Vocabulary Quiz — Cap. 7
—	***Wed 12/16***	***FINAL EXAM (cumulative, Cap. 1-7)***	10:30 am-1:00 pm