



Department of Literature, Journalism, Writing & Languages

SPA1001 Elementary Spanish 2 Section 9

4 units-*Spring 2025*

Meeting days/times -MTWF 1:30 pm – 2:25 pm

Meeting Location- MTF-Bond Academic Center (BAC) 104

Wednesday Ryan Library 215

<b>Instructor title and name:</b>	Carmen De Leon, Ph.D., Professor of Spanish
<b>Phone:</b>	(619) 849-2289
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<b>Office location and hours:</b>	BAC 117- OFFICE HOURS BY APPOINTMENT MTWF 2:30 P.M-2:50 P.M.
<b>FINAL EXAM</b>	MAY 9, 2025 10:30 am- 1:00 pm

### 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 Program and 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 Explorations Learning Outcomes**

- 1) Link to FE (formerly GE) courses and corresponding FELO's:  
<https://assessment.pointloma.edu/academic-assessment/general-education/assessment-plan/>
- 2) <FE Learning Outcome(s) here>
- 3) <Signature Assignment(s) here>

## Required Texts and Recommended Study Resources

- *Portales ebook plus supersite.*

<https://vistahigherlearning.com/school/pointloma>

- *Talkabroad*, 1 conversation purchased through the bookstore or [TalkAbroad](#)
  - Link to the student instruction manual. If students have questions they should contact the support team via chat on their homepage! [Student Instruction Manual](#)
- **Access to reliable internet, 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.**

## 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 37.5 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%
-Canvas Assignments, Partner Activities/Class Participation (attendance), TalkAbroad;	10%
-Quizzes	5%
-Cultural Assignments	20%
-Exams	35%
-Final Exam	10%
TOTAL	100%

Grades will be based on the following Sample 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.

### **COURSE REQUIREMENTS**

1. Active participation in each class. Active participation is defined to include the following: in-class group work, writing, reading, and sharing, oral participation, and completion of daily assignments.
2. Completion of required readings; written, oral, lab, 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 a test given after every chapter during the term. It will be necessary for students to do a thorough review before each test 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 and on [vhcentral.com](http://vhcentral.com) under "Vocabulary Tools." 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> 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. This is especially important if you need to use the feature on [vhlcentral.com](http://vhlcentral.com) “Ask your Instructor” for any questions on the homework. All assigned homework throughout will be **due on day noted per assignment**. This work **will not be accepted for late credit**. Further assignments and Discussions will be 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.”

## **Talk-Abroad**

In addition, each student will be required to conduct one 30-minute conversation through Talk-Abroad.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.

**The Language Laboratory** is used for classroom instruction. We will meet once a week in the Lab and will do a variety of exercises, see cultural material, etc. Check your schedule for meeting days.

## **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. 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 [class name], 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 [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 students 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 drop date or, after that date, receive an “F” grade.

### **Course Modality Definitions**

- 1. In-Person:** Course meetings are face-to-face with no more than 25% online delivery.
- 2. Online:** Coursework is completed 100% online and asynchronously.
- 3. Online Synchronous:** Coursework is completed 100% online with required weekly online class meetings.
- 4. Hybrid:** Courses that meet face-to-face with required online components.

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.

### **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.

### **Use of Technology**

**Note:** Only for Online or Hybrid course. In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the *Technology and System Requirements* information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

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

#### **COURSE SCHEDULE AND ASSIGNMENTS**

#### **Spring 2025 Calendar (Calendario)**

##### **WEEK 1**

##### **JANUARY (Enero)**

##### **UNIT 1- UNIDAD 1**

- M 13 Introduction (Introducción)
- T 14 Lesson 8 Vocabulary (Lección 8 vocabulario La Comida)
- W 15 Lesson 8 Vocabulary (Lección 8 vocabulario La Comida)
- Lesson 8.1 Preterit of Stem Changing Verbs (Lección 8.1 verbos de cambio de raíz en el pretérito)
- F 17 8.2 Double Object Pronouns (Lección 8.2 pronombres doble objeto)

##### **WEEK 2**

- M 20 MARTIN LUTHER KING JR. DAY (NO CLASS)
- T 21 8.2 Double Object Pronouns (Lección 8.2 pronombres doble objeto)
- W 22 Lesson 9 Vocabulary Holidays (Lección 9 vocabulario Las Fiestas)
- F 24 **IN CLASS CULTURAL ASSIGNMENT #1 (ACTIVIDAD CULTURAL #1)**

##### **WEEK 3**

- M 27 **QUIZ DE VOCABULARIO LECCIÓN 8 y 9**

- T 28 Lesson 9.1 Irregular Preterits (Lección 9.1 verbos irregulares en el pretérito)
- W 29 Lesson 9.2 Verbs that change meaning in the preterit (Lección 9.2 verbos que cambian de significado en el pretérito)
- F 31 Review for exam (Repaso para examen)

#### **WEEK 4**

#### **FEBRUARY (Febrero)**

- **M 3 EXAM UNIT 1- EXAMEN UNIDAD 1**

#### **UNIT 2- UNIDAD 2**

- T 4 Lesson 10 (Lección 10 vocabulario En el consultorio)
- W 5 Lesson 10.1 The imperfect (Lección 10.1 el imperfect)
- F 7 Lesson 10.2 The preterite and the imperfect (Lección 10.2 el pretérito y el imperfecto)

#### **WEEK 5**

- M 10 Lesson 10.2 The preterite and the imperfect (Lección 10.2 el pretérito y el imperfecto)
- **T 11 QUIZ DE VOCABULARIO LECCIÓN 10**
- W 12 Lesson 10.3 Accidental SE (Lección 10.3 SE accidental)
- F 14 Lesson 10.4 Adverbs (Lección 10.4 adverbios)

#### **WEEK 6**

- M 17 Lesson 11.2 POR y PARA (Lección 11.2 POR y PARA)
- T 18 Lesson 11.2 POR y PARA (Lección 11.2 POR y PARA)
- W 19 Review for the exam (repaso para el examen)
- **F 21 EXAM UNIT 2 WITH -EXAMEN UNIDAD 2  
CULTURAL ASSIGNMENT #1 DUE DATE**

#### **WEEK 7**

#### **UNIT 3- UNIDAD 3**

- M 24 Cultural lesson- **CULTURAL ASSIGNMENT #2** (Lección cultural- #2)  
**CULTURAL ASSIGNMENT #3 ASSIGNED**
- T 25 Lesson 12 Vocabulary “La Vivienda” (Lección 12 vocabulario la vivienda)
- W 26 Lesson 11.1 Familiar Commands (Lección 11.1 mandatos familiares o informales)
- **F 28 QUIZ DE VOCABULARIO LECCIÓN 12**

## **MARCH (Marzo)**

### **WEEK 8**

- M 3 Lesson 12.2 Formal Commands (Lección 12.2 mandatos formales)
- T 4 Lesson 12.2 Formal Commands (Lección 12.2 mandatos formales)
- W 5 Lesson 14.2 “Nosotros commands” (Lección 14.2 mandatos con nosotros)
- F 7 Lesson 16.1 Future (Lección 16.1 futuro)

**CULTURAL ASSIGNMENT # 3 DUE DATE**

- **MARCH 10-14 SPRING BREAK**

### **WEEK 9**

- M 17 Review for exam (Repaso para el examen)
- T 18 **EXAM UNIT 3 WITH -EXAMEN UNIDAD 3**  
**CULTURAL ASSIGNMENT #4 ASSIGNED**

### **UNIT 4- UNIDAD 4**

- W 19 Lesson 11.4 Stressed Possessive Adjectives and Pronouns (Lección 11.4 adjetivos y pronombres posesivos)
- F 21 Lesson 13 vocabulary Nature (Lección 13 vocabulario La Naturaleza)

### **WEEK 10**

- M 24 Lesson 12.3 The present subjunctive (Lección 12.3 el subjuntivo)
- T 25 Lesson 12.4 The present subjunctive with verbs of will and influence (Lección 12.4 el subjuntivo con verbos de influencia)
- W 26 **QUIZ DE VOCABULARIO LECCIÓN 13**
- F 28 Lesson 12.4 The present subjunctive with verbs of will and influence (Lección 12.4 el subjuntivo con verbos de influencia)

### **WEEK 11**

- M 31 Lesson 13.1 The subjunctive with verbs of emotions (Lección 13.1 el subjuntivo con verbos de emoción)

## **APRIL (Abril)**

- T 1 Lesson 13.2 The subjunctive with verbs of doubt, disbelief, and denial (Lección 13.2 el subjuntivo con verbos negación)
- W 2 Lesson 14 vocabulary The City (Lección 14 vocabulario La ciudad)  
**CULTURAL ASSIGNMENT #4 DUE DATE**
- F 4 Lesson 14 vocabulary The City (Lección 14 vocabulario La ciudad)  
**CULTURAL ASSIGNMENT #5 ASSIGNED**

### **WEEK 12**

- M 7 **QUIZ DE VOCABULARIO LECCIÓN 14**
- T 8 Lesson 13.4 The subjunctive with conjunctions (Lección 13.4 el subjuntivo con conjunciones)
- W 9 Lesson 13.4 The subjunctive with conjunctions (Lección 13.4 el subjuntivo con conjunciones)
- F 11 Lesson 14.1 The subjunctive with adjective clauses (Lección 14.1 el subjuntivo con clausulas adjetivales)

### **WEEK 13**

- M 14 Lesson 14.1 The subjunctive with adjective clauses (Lección 14.1 el subjuntivo con clausulas adjetivales)
- T 15 Lesson 17.1 The Conditional (Lección 17.1 el condicional)
- W 16 Lesson 17.1 The Conditional (Lección 17.1 el condicional)
- **APRIL 17-21 EASTER RECESS (NO CLASS)**

### **WEEK 14**

- T 22 Lesson 17 vocabulary Health (Lección 17 vocabulario El bienestar)  
**TALKABROAD DUE DATE**
- W 23 Review for Exam Unit 4- Repaso examen unidad 4
- F 25 **EXAM UNIT 4 WITH -EXAMEN UNIDAD 4**

### **WEEK 15**

- M 28 Review for the subjunctive (Repaso del subjuntivo)
- T 29 PRESENTACIONES ORALES -**CULTURAL ASSIGNMENT #5**
- W 30 PRESENTACIONES ORALES - **CULTURAL ASSIGNMENT #5**

## **MAY (Mayo)**

- F 2 **REPASO EXAMEN FINAL (REVIEW FINAL EXAM)**