



Department of Literature, Journalism, Writing and Languages

SPA 1002: Elementary Spanish

Community Classroom

4 Units

Spring 2025

	Meeting days: M Th	Instructor title and name: Prof. Jacque Mitchell
	Meeting times: 3:15-5:05	Phone: 619-849-2419
	Meeting location: Mid City Church of the Nazarene	E-mail: jmitchel@pointloma.edu
	Final Exam: 5/09/25 (10:30-1:00)	Office location and hours: BAC MW 1:00-2:00 or 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 becomes an expression of faith. Being of Wesleyan heritage, we aspire 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

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 at City Heights. 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. Please, bring your laptop to every class session, in order to access class assignments, 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 students complete as group work in class. If you have an excused absence, you must communicate with the professor immediately.

PROGRAM AND COURSE LEARNING OUTCOMES

By the end of the 101-102 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)**

General Education Learning Outcomes

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

The *signature assignment* that assesses your learning for the complex issues faced by diverse groups in the Spanish-speaking world, inside and outside the United States, is the cultural component of this class (5 assignments throughout the semester/ your culture portfolio). You will be attending events, completing assignments, reflecting on your own cultural background and how you may compare or contrast to the situations and cultures studied. Deeper reflection is encouraged by allowing these responses to be recorded in English instead of in Spanish. In all these assignments, you will be delving deeper into the human experience, as opposed to studying cultural production devoid of its people (such as food, music, or sports). Throughout this semester, as well as in the last sequence (Spa1001), you will complete this work, worth 20% of your overall grade, and provide a culminating reflection at the end of the course, as part of the final exam.

Link to GE courses and corresponding GELO's: <https://assessment.pointloma.edu/academic-assessment/general-education/assessment-plan/>

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

- *Portales 2.0 ebook plus supersite.*
- <https://vistahigherlearning.com/store/school/pointloma>
Talkabroad, 1 conversation purchased through the bookstore or Talkabroad.com
- **Daily access to reliable internet, web-cam and microphone.** Please contact PLNU IT support at student-tech-request@pointloma.edu if you need assistance.

COURSE REQUIREMENTS

1. Active participation in each class. Active participation is defined to include the following: group work, journal writing 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 four-chapter exams 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. 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 on-line 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 "Ask your Instructor" for any questions on the homework. All assigned homework throughout will be **due on the 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.

All Community Classroom students are required to read a common book. This semester we will be viewing at least one film together instead. This is a required component of the course. Further assignment details will be provided in class and on Canvas.

Community Dinners and/or Talks

These dinners are an integral part of the Community Classroom experience and all students are **required** to attend **both**. A catered meal from around the neighborhood is usually provided. Dinners/Talks begin at 5:00-6:45 p.m. In addition to having a meal together, we hear from members of the City Heights community as they share their faith journeys with us and discuss topics from our common theme. The dinners will take place, as follows: **Monday, February 10, and Monday, April 7.**

Community Engagement/Service

Community Classroom courses are conducted at the Mid City Church of the Nazarene in City Heights where the classroom experience is enhanced by all the community has to offer. Expect to walk around the city, and interact with the community as much as it is possible. All students are expected to participate in our community interactions.

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, to better communicate and understand your “neighbor.” These assignments are weighted heavily, please take them seriously, and do your best work.

Talkabroad

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

		930= A	730= C
Homework	200	900= A-	700= C-
Quizzes	100	880= B+	680= D+
Community Dinners/ Common Film/Culture/Talk-Abroad	300	830= B	630= D
Exams	300	800= B-	600= D-
Final	100	780= C+	599 & Below = F
Total 1000			

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.

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 Spanish 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 racism and gender discrimination, linguistic advantages and disadvantages, immigration and other government policies. 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, in particular our cultural element, 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 racism and gender discrimination, linguistic advantages and disadvantages, immigration and other government policies. 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 cultural studies, and I will support you throughout your learning in this course.

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 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 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 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.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

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. 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 or find a list of campus pastors at pointloma.edu/title-ix.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

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 the appropriate grade for their work and participation.

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 this course, you'll need to have a laptop with a camera. You will be taking tests and quizzes on Canvas through Honorlock. Please make sure all the appropriate software and elements needed to take exams and quizzes are ready prior to each quiz and exam. The minimum technology and system requirements are listed here: [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources please contact student-tech-request@pointloma.edu.

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

COURSE SCHEDULE AND ASSIGNMENTS

Spring 2025 Calendario

enero

Week 1 (Unit 1: The Past)

13 Introducción y repaso and Cap. 8.1 Pret.

16 Cap. 8.1

Week 2

20 Martin Luther King Jr. Day

23 8.2 Prueba de vocabulario (Lec. 8)

Week 3

27 8.2

30 9.1

Week 4

febrero

3 9.1 Prueba de vocabulario (Lec. 9)

6 Cap. 9.2 Verbs that change in meaning and 10.1 Imperfect
Culture 1

Week 5

10 Cap. 10. 1 Imperfect (**Community Dinner 1 5:00 pm**)

13 Cap. 10.2 Pret. & Imp.

Prueba de vocabulario (Lec. 10)

Week 6

17 Cap. 10.2 Pret. & Imp.

20 Exam 1: The past

Week 7

(Unit 2: The Subjunctive)

24 Introduction to the Subjunctive

27 12.3 The Present Subjunctive
Culture 2

Week 8

marzo

3 12.4 The present subjunctive with verbs of influence.

6 Cap. 13.1 The subjunctive with verbs of emotion.
Prueba de Vocabulario (Lec. 12)

Spring Break Week March 10-14

Week 9

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

20 Cap. 16.1 The Future

Week 10

24 Cap. 13.3 The subjunctive with conjunctions.
Prueba de vocabulario (Lec. 13)

27 Cap. 14.1 The subjunctive in adjective clauses

Week 11

31 **Examen 2**

(Unit 3: The Commands)

abril

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

Culture 3

Week 12 Schedule TalkAbroad Conversation

- 7 Cap. 14.2 Nosotros commands (**Community Dinner 2 5:00 pm**)
- 10 Cap. 11.1 Familiar commands. **Prueba de Vocabulario (Lec. 14)**

Week 13

14 Familiar Commands

17 **Easter Recess**

Week 14

21 **Easter Recess**

24 Cap. 11.1 familiar commands
TalkAbroad Conversation (**due**)

Week 15

28 Cap. 11.1, and review 14.2

mayo

1 **Examen 3 & Final Review/ Culture 5**

Week 16

Finals Week: May 5-May 9

Final Exam: Friday, May 9 from 10:30a.m. to 1:00 p.m. This is a Departmental final and cannot be taken at any other time. No exceptions!