



Literature, Journalism, Writing and Languages

SPA4085 Senior Seminar in Spanish

3 units

Spring 2025

Meeting days/times Th 3:00pm-5:30pm

Meeting location: Fellowship Hall, MidCity Nazarene Church in City Heights, off campus.

Final Exam: May 1, 2025 5:00-7:30pm

INFORMATION	SPECIFICS FOR THE COURSE
Instructor title and name:	Paula Cronovich, PhD
Phone:	(619) 849-2389
Email:	pcronovi@pointloma.edu or paulacronovich@pointloma.edu
Office location and hours:	BAC 109. 11am-12pm MWRF 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.

Letter grade.

Prerequisite(s): SPA 3000, SPA 3002, and Senior standing.

Program and Course Learning Outcomes

By the end of the course, the student 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 his/her perspective on cultural interconnections through engagement with local, national or international communities.

-Students can refer to this [Executive Summary of the ACTFL Standards for Foreign Language Learning](#).

Required Texts and Recommended Study Resources

Each student will evaluate from his/her own interests and will choose the most pertinent readings according to his/her future career plans. These selections will then need to be approved by the Professor for legitimacy, value and purpose. We will discuss more about the readings in class, and we will come to an agreement on these.

1. Access to social media (Instagram or others of interest), Spanish language news
2. Early access to the library and Interlibrary loan for all the individual research needs

Recommended: A good Spanish/English Dictionary (i.e. Larousse, Oxford or Harper Collins).

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.

Assessment and Grading

Grades will be based on the following:

Professional Portfolio with narrative reflections	30%
Final Exams- Oral Proficiency	10%
In-class Essay	10%
Final Presentation	20%
Final Paper	20%
Participation	10%

Evaluation: The Final grade will be determined according to the standard grade scale, below.

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 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 include immigration policy, environmental justice, feminism and feminist theory, critical race theory and/or systemic racism. 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 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 include immigration policy, environmental justice, feminism and feminist theory, critical race theory and/or systemic racism.. 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.

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 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. 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, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) *only 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.

MLA Style Center: Citing Generative AI

APA Style: How to Cite ChatGPT

Chicago Manual of Style: Citing Content Developed or Generated by 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 (EAC@pointloma.edu or 619-849-2486). 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 allowed accommodations. The EAC makes accommodations available to professors at the student's request.

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. Accommodations are not retroactive so 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 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. 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 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 special 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) 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 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.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: writingcenter@pointloma.edu

Assignments At-A-Glance

Signature Assignments with CLO and PLO areas of focus:

1. Written Communication/ Critical Thinking

Academic writing assignment as required for the portfolio, as well as for the research paper: literature or film analysis or critique. There will also be a timed in-class writing assignment/ final essay.

2. Oral Communication

ACTFL Oral Proficiency Interview, to be scheduled with Prof. Mitchell via e-mail: jmitchel@pointloma.edu

3. Quantitative Reasoning

An in-class, timed essay will be used to evaluate students' quantitative reasoning. 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. Without preparation materials ahead of time, students will analyze a text with graphs, statistics and arguments on a relevant topic and answer essay prompts in order to show how they can interpret and analyze information.

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 (20 minutes of presentation and 5 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.

4. Informational Literacy/ Oral Communication

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 (20 minutes of presentation and 5 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.

Professional Portfolio Requirements:

1. Professional – 2 curriculum vitae/ résumé in English and Spanish
2. Academic – Samples of the student’s best work. This should include three written pieces:
 - a. Research paper: Literary/film critique
 - b. Research paper: Literary/film critique
 - c. Cultural essay: research paper that addresses a cultural contribution/critique/analysis.
3. Service – A reflective piece that includes a summary of either current or previous service.
4. 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

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)

Final Presentation

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 (20 minutes of presentation and 5 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.

Final Research Paper

Students complete a research paper, the same topic as the final presentation. They use academic sources and MLA formatting throughout, with Works Cited and proofreading. The paper should be their own work, reflect an in-depth study and contribution to the topic, and display grammatical accuracy. Students will make use of the library resources and guidance, in particular with the selection and comprehensive study of literature on their subject. 10-12 pages Times New Roman, with 10-12 academic sources, minimum.

Participation

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.

The following section does not pertain to our course, since we will not be using pre-set, required textbooks.

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 materials.

*For more information about **LomaBooks**, please go: [HERE](#)*