

Department of Literature, Journalism and Modern Languages

PROGRAM LEARNING OUTCOMES (PLOs)

FRENCH, ROMANCE LANGUAGES, SPANISH

Students who complete the program 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. Interpret target language texts 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.

FRENCH, ROMANCE LANGUAGES, SPANISH (Bloom's Taxonomy Indicated)

Students who complete the program will be able to:

7. Write (**Synthesis**) essays without significant errors of grammar, spelling, or vocabulary usage that would impede comprehension by a native speaker.
8. Comprehend (**Comprehension**) the main idea and most details of connected oral discourse by a native speaker on a variety of topics.
9. Converse (**Synthesis**) in a participatory fashion with a native speaker using a variety of language strategies to convey meaning.
10. Interpret (**Application**) target language texts according to their cultural, literary, and/or linguistic content.
11. Display (**Application**) knowledge of the nature and structure of language.
12. Discuss (**Evaluation**) the influence of their own perspective on cultural interconnections through engagement with local, national, or international communities.

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| <p>BLOOM'S TAXONOMY</p> |
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| <p>Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation</p> |
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Point Loma Nazarene University
Department of Literature, Journalism and Modern Languages
SPA 485 Syllabus
Spring 2013

Professor: Dr. Scott M. Bennett

Telephone: (619) 849-2947

Email: scottbennett@pointloma.edu

Office: Bond Academic Center, Room 120

Office Hours: By appointment and hours posted on door

Class Meeting Time: Tuesdays 11:00 a.m.-11:50 a.m. BAC 156

SPA 485 SENIOR SEMINAR IN SPANISH (1 Unit)

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.

Required Texts:

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.

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

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 (ACTFL¹ 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.

¹ American Council on the Teaching of Foreign Languages

Attendance: According to the University Catalog, attendance is a requirement for each class. There are no excused absences, except those allowed by the Provost of the university. Therefore, it is required to be in class, and to participate in class discussions. Students will be deducted **10 points** from the participation grade for each absence. If the student is absent 4 or more days, the Professor may fail the student.

Readings and Assignments: Students must prepare readings and assignments prior to class. Students will then be able to comment or ask questions regarding the assignments in class.

Academic Accommodations/Tutorials

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, students requesting academic accommodations must file documentation with the Disability Resource Center (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student’s instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities (ADA) Act of 1990, and ADA Amendments Act of 2008, all of which prohibit discrimination against students with disabilities and guarantee all qualified students equal access to and benefits of PLNU programs and activities.

Academic Honesty Policy

The Department of Literature, Journalism, and Modern Languages deems intellectual and academic integrity to be critical to academic success and personal development; therefore, any unethical practice will be detrimental to the student’s academic record and moral character. Students who present the work of others, which includes but is not limited to borrowing another student’s work, buying a paper, or using the thoughts or ideas of others as if their own (using information in a paper without citation), commit plagiarism. Students will be held accountable for plagiarized material whether the material was plagiarized intentionally or unintentionally. Plagiarized work will result in a failing grade for the assignment and possibly for the course. In either event, a written report will be filed with the department chair and area dean. The dean will review the report and submit it to the provost and the vice president for student development. It will then be placed in the student’s academic file.

NOTE: It is the student’s responsibility to maintain his/her class schedule. Should the need arise to drop this course (personal emergencies, poor performance, etc.), the student has the responsibility to follow through (provided the drop date meets the stated calendar deadline established by the university), not the instructor. Simply ceasing to attend this course or failing to follow through to arrange for a change of registration (drop/add) may easily result in a grade of F on the official transcript.

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| Evaluation: The Final grade will be determined according to the following scale: | |
| Exams and Final | 200 points |
| Professional Portfolio with narrative reflections | 300 points |
| Oral Presentations (2) | 50 points each |
| Essays/ Compositions(2) | 50 points each |
| Participation | 200 points |
| Final Presentation | 200 points |

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| Scale: |
| A 930-1000 |
| A- 900-929 |
| B+ 880-899 |
| B 830-879 |
| B- 800-829 |
| C+ 780-799 |
| C 730-779 |
| C- 700-729 |
| D+ 680-699 |
| D 630-679 |
| D- 600-629 |
| F 600-or below |

| Signature Assignments DQP | |
|---------------------------------------|---|
| 1. (3.1) Specialized Knowledge | |
| | Academic writing assignment as required for the portfolio: research paper, literature or film analysis or critique |
| 2. Intellectual Skills | |
| | Each student will develop a research a 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. |
| 3. Applied Learning | |
| | Each student will develop a research a 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. |
| 4. Civic Learning | |
| | As part of the Final Examination, students will write an in class essay on the topic of Immigration in the U.S. Students will address the complexity of the issue according to insights gained from their academic, community and personal experiences regarding the topic. |

1. Professional Portfolio Requirements: (300 points)

A “reflective narrative piece” must accompany each entry.

CONTENT

- a. Professional – *curriculum vitae* “*résumé*” in English and Spanish
“Reflective Narrative”– A “cover letter” that accompanies and introduces the C.V.
- b. Academic – Samples of the student’s best work.
This should include three or four written pieces: Research paper, critical essay or composition. One of these must be written during this course.
“Reflective Narrative Piece”– In order to gain a better understanding and a greater capacity for critical reflection, students must write an introductory piece for their sample work. I.e. What is the goal of this essay?, What has been learned?, How has it increased the student’s capacity to think critically?
- c. Service – A reflective piece that includes a summary of either current or previous service.
“Reflective Narrative Piece”— an evaluation and analysis of the experience taking into consideration multiple cultural perspectives.
- d. Cultural Connections– A written reflection of the student’s Study Abroad Experience: include perspectives on intercultural connections and international communities. 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.
“Reflective Narrative Piece”- A reflective piece interpreting this experience. **This is a required piece.**

Note: The Portfolio must include **4 Reflective Narrative pieces**, but more may be included.

2. Summative Exams and Final (200 points)

In order to determine competency levels, there will be several exit exams. The results of these exams will provide a point of reference for the student and the Department. The determined competency level will not be used for grading, but 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.

- a. SAT II Subject Test in Spanish

- b. *Oral Proficiency Interview* (Interview to determine oral level of competency)
- a. Final Exam – This exam will require students to synthesize material covered in this course, as well as demonstrate knowledge acquired throughout the program.
 - b. The Exam will include:
 - Writing
 - Knowledge of Culture
 - Reading Comprehension and analysis

3. Final Presentation (100 points)

Each student will develop a research a 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.

2. Oral Presentations, Compositions (200 points)

- a. Students will give oral presentations on related topics, summaries or analyses of journal articles. It is necessary to read these articles and all readings carefully before presenting. The presentations may cover the historical context, lexicon, ethics, culture and literary technique. The student may prepare an outline.
- b. Two short written compositions/essays are required. These must be written formally using MLA style, and must contain a Works Cited page. Each essay should be a minimum of two pages.

Point Loma Nazarene University
Department of Literature, Journalism and Modern Languages
SPA 485 Assignments
Spring 2013

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ACTFL Proficiency Guidelines – Writing (Revised 2001)
ASSESSMENT CRITERIA CHART

| Proficiency Level | Tasks and Functions | Context/Content | Text Type | Accuracy |
|-------------------|--|---|--|--|
| Superior | <p>Can write most correspondence (memos, letters, summaries, reports)</p> <p>Can write in detail and explain complex matters, state opinions, present supporting arguments and compose hypotheses and conjectures.</p> | <p>Most formal and informal settings.</p> <p><i>Practical, professional and social topics treated both concretely and abstractly.</i></p> | <p>Writes a clearly organized and articulated text that can extend from several paragraphs to pages.</p> | <p>Demonstrates no patterned errors in basic structures, vocabulary, punctuation, or spelling. Some occasional errors may occur, particularly in low-frequency structures, which rarely disturb the native reader.</p> |
| Advanced | <p>Can write informal and some routine formal correspondence and reports that require simple narratives, descriptions, and summaries of a factual nature.</p> <p>Can narrate and describe in major time frames, at times uses paraphrase and elaboration to provide clarity.</p> | <p>Informal settings and some routine formal settings on familiar topics.</p> <p><i>Topics of personal and general interest.</i></p> | <p>Writes a connected, cohesive text of at least a paragraph in length. Can extend to two or more paragraphs in length on familiar topics.</p> | <p>Expresses meaning that is comprehensible to those unaccustomed to the writing of non-natives, primarily through generic vocabulary, with good control of the most frequently used basic structures and punctuation.</p> |
| Intermediate | <p>Can meet practical writing needs, i.e., notes, simple messages, and requests for information. Can ask and respond to straightforward questions.</p> | <p>Routine informal settings and limited tasks involving the exchange of simple information</p> <p><i>Predictable, familiar topics related to self and daily routines and activities.</i></p> | <p>Writes a loosely connected text made up of a collection of primarily discrete sentences that may or may not be presented in the semblance of a paragraph.</p> | <p>Expresses meaning through vocabulary and basic structures that is comprehensible to those accustomed to the writing of non-natives.</p> |
| Novice | <p>Can write words, lists and notes and limited formulaic information to communicate the most basic information</p> | <p>The most common informal settings.</p> <p><i>Most common aspects of self and daily life.</i></p> | <p>Words, lists, phrases and some limited formulaic information.</p> | <p>May be difficult to comprehend, even for readers accustomed to dealing with non-native writers.</p> |

Specialized Knowledge

| | 1 | 2 | 3 | 4 |
|----------|----------|----------|----------|----------|
| Tasks | 3.3 | 3 | 3.6 | 4 |
| Context | 3.3 | 3 | 4 | 4 |
| Text | 3.3 | 3 | 4 | 4 |
| Accuracy | 3 | 3 | 3.3 | 4 |
| Average | 3.225 | 3 | 3.725 | 4 |

Oral Presentation

| | 1 | 2 | 3 | 4 |
|----------|----------|----------|----------|----------|
| Tasks | 3.6 | 3 | 3.6 | 4 |
| Context | 3.6 | 3 | 4 | 4 |
| Text | 3.6 | 3 | 4 | 4 |
| Accuracy | 3.3 | 3 | 3.6 | 4 |
| Average | 3.525 | 3 | 3.8 | 4 |

Written Communication

| | 1 | 2 | 3 | 4 |
|----------|----------|----------|----------|----------|
| Tasks | 4 | 3 | 4 | 4 |
| Context | 4 | 3 | 4 | 4 |
| Text | 4 | 3 | 4 | 4 |
| Accuracy | 3.3 | 2.6 | 4 | 4 |
| Average | 3.825 | 2.9 | 4 | 4 |

ACTFL
 Conversion
 ACTFL
 Conversion
 ACTFL
 Conversion

| NOVICE | INTERMEDIATE | ADVANCED | SUPERIOR |
|-----------|--------------|----------|-------------|
| LOW= 50% | LOW=65% | LOW=80% | 95% &HIGHER |
| 1 | 2 | 3 | 4 |
| MID=55% | MID=70% | MID=85% | |
| 1.3 | 2.3 | 3.3 | |
| HIGH= 60% | HIGH=75% | HIGH=90% | |
| 1.6 | 2.6 | 3.6 | |