

# SPAN 1313 - Spanish Language Studies I – FA24

Online - Asynchronous

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Office Hours: Thursdays, 10:30am – 12:30pm

[Zoom link](#)

## A. COURSE DESCRIPTION AND OBJECTIVES

### 1. Overview

This is a beginning-level Spanish is designed for students who grew up in an environment where Spanish was spoken frequently and are oftentimes capable of understanding spoken Spanish, so this course will build upon students' prior knowledge and skills to expand their ability to communicate in a wide variety of contexts. Some students have had very little exposure to the language and enter the class to develop beginning-level skills. The course is inclusive of bilingual and second language learners of Spanish. This course employs a multifaceted approach that foment the development of the four skills of listening, speaking, reading, and writing. By the semester's end, students will be able to comprehend, speak, read, and write the language, building on student's previous knowledge and contact at home and in the community. In this class, students gain cultural competency and develop a critical understanding of their linguistic and cultural background. These goals are best achieved through using Spanish as the primary language of communication in the classroom, consistent attendance, daily pre-class preparation, and active in-class participation.

Student Learning Outcomes (on syllabi and for assessment)

1. Interpersonal Communication: Students can engage in exchanges in culturally appropriate ways using understandable pronunciation on familiar topics using contextualized words, phrases, common idiomatic expressions, and simple sentences.
2. Written expression: Students can write an essay/poem/story/creative sketch/lyric in the target language that describes a past/present/future (fictional) event to the reader.
3. Interpretive listening: Students can understand familiar questions and statements from simple sentences in conversations.
4. Interpretive reading: Students can identify the topic and some isolated facts from simple sentences in informational and fictional texts.
5. Critical cultural and language awareness: Students can recognize and explain some of the issues facing bilingual communities in accordance to the instructor's expertise and articulation with subsequent courses.

Communicative Functions to cover:

1. Identify attitudes towards language and their underlying ideologies, and the history of Spanish language.
2. Identify and recognize grammar structures of the language (reflexive verb constructions, present verbs, and impersonal and passive constructions with "se," number and gender of nouns)
3. describe how language is used to create and maintain structures of power in society
4. Differentiate language variation in the Spanish speaking world and specifically Spanish in the U.S.
5. Recognize linguistic resources in their community and throughout the world.

## B. COURSE MATERIALS

Books required:

Español en los Estados Unidos: Una aproximación histórica y comparativa del español estadounidense by Foulis and Rodriguez. This is an open access ebook (free access) and you can download it here:

## C. COURSE POLICIES

### 1. Course Prerequisite

Spanish 1313 is a beginner course designed for students who have had no formal Spanish courses in the past **AND** have placed into this course level via the Spanish placement exam.

### 2. More on Placement Testing and the

Students wishing to enroll in Spanish must take the A&M-SA Spanish Placement Exam (SASPE) for appropriate placement.

### 3. Attendance

Attendance and participation are mandatory. You must come to class every week and you must be ready to participate actively in class discussion as well as small group activities. Attendance factors into your participation grade.

- You are allowed two “grace” absence, which cannot be taken on a day when you are scheduled to make a presentation or a report. For each subsequent absence 2% will be deducted from your final grade.
- Missed work can only be made up if you have valid documentation. Legitimate excused absences include the following: verifiable confining illness, serious verifiable family emergencies, subpoenas, jury duty, and military service. It is your responsibility to notify the instructor of any excused absences as far in advance as possible. Work must be made up in a timely manner (e.g. before the next scheduled evaluation).
- Documentation for excused absences must be presented as soon as possible. No documentation will be accepted after the last day of regularly scheduled classes.

### 4. Class participation

This course is conducted in Spanish. Students are expected to participate (group discussions and assignments) in Spanish. This is a class for YOU to feel confident producing the Spanish you may have heard before as you were growing up. Taking risks in Spanish is crucial for you to build up your oral skills. The use of Spanish is expected in every activity in the class with the instructor and classmates. You are expected to attend all classes, read the material before class, and participate actively in classroom activities. You will be expected to participate in class activities and discussions, to continue to improve your speaking fluency. A grading rubric for oral participation will be provided. Keep in mind that if you are absent, you will receive no participation points for that day.

### 5. Technology Use

In general, the use of laptops, tablets, and cell phones for personal use during class, is not allowed. Exceptions will be made when talking about discussion posts in class or accessing BLACKBOARD for course materials. Please turn off and put away these devices during class lectures, discussions, and exams. These devices can be distracting to you and others in the class and can prevent you from focusing on course content and participating in class discussions.

### 6. Assignment Due Dates

Due dates are firm. Work is due at the beginning of each class period (unless specified otherwise) and late work will not be accepted. Coursework turned in late will receive zero points for the assignment. We will make exceptions for university-excused absences and unavoidable circumstances (e.g., deaths, personal/family illness and emergencies) with written verification. All assignments need to be uploaded onto BLACKBOARD.

### 7. Make-up Exams and Presentations

If you are not in class on the scheduled day to take an exam or to participate in the group presentation you will receive a score of zero. Make-up exams and presentations will be arranged for university-excused or unavoidable circumstances (e.g., deaths, personal/family illness, and emergencies), but only with written verification. Proper documentation must be submitted within 72 hours of your absence. I also ask that you inform us of these types of situations at least 24 hours in advance.

### 8. BLACKBOARD/E-mail

There is a BLACKBOARD site for this course where readings will be posted, along with grades and other course information and assignments. It is your responsibility to check BLACKBOARD regularly for announcements and updates. You are also responsible for all information that is sent to your TEXAS A&M email account regarding the course, and you should check this information regularly. E-mail is the easiest and quickest way to get in touch with your instructors, and we will do our best to respond to your emails within 24 hours.

### 9. Academic Misconduct

It is the responsibility of the Committee/Office on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct. For additional information, see the Code of Student Conduct

<https://www.tamusa.edu/student-rights-and-responsibilities/student-conduct.html>

In this course, academic misconduct is constituted by using any online automatic translators, such as Google Translate, or automatic translator on SpanishDict.com, among others, or receiving help in composition or exams from others. We encourage students to visit the Writing, Language, and Digital Literacy Center for writing and language support and to use resources such as <https://www.wordreference.com/> for sentence level and grammatical checks on essays and projects. However, these resources must not be used on exams or quizzes unless it is explicitly permitted by the instructor. If you are unsure about using a resource, please ask your instructor. You will receive a zero on the assignment turned in using any of the resources listed above (or similar ones) the first time. On the second offense will receive a zero and you will be reported to the office of academic misconduct. The sanctions for the misconduct can include a failing grade in this course and suspension or expulsion from the university.

### \*. Student Life Disability Services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may

request that you register with The Office of Disability Support Services (DSS). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. DSS contact information: <https://www.tamusa.edu/disability-support-services/>

## GRADING PROCEDURES

### 1. Grading Scale

		C	70-79
A	90-100	D	60-69
B	80-89	F	Below 59

### 2. Final Grade: Components and Weighting

Grade Components	Weighting	Percentage
Class participation	100	10%
Oral Presentation	50	5%
Digital story-telling Project (Poem)	100	10%
Midterm exam	100	10%
Final Exam	100	10%
Homework	300	30%
Projects (7)	250	25%
<b>TOTAL</b>	<b>1000</b>	<b>100%</b>

### 3. Course Assignments & Expectations

#### A. General Assignment Expectations

You are expected to turn in all assignments by the due date established by the instructor to receive credit. No late work will be accepted for ANY reason. You cannot email assignments to the instructor. You should turn in written assignments in a Word document or PDF format. Students are expected to complete written assignments to the best of their ability in Spanish without translating directly from English (with the use of online translators). Please contact your instructor if you have any concerns regarding this matter.

#### B. Homework / Tarea

Homework will be assigned weekly and will be due on Sundays before 11:59PM. Your instructor will post the homework packet along with instructions and due dates on BLACKBOARD. No late homework will be accepted. You will turn in the homework packets as Word or PDF files on each designated assignment on BLACKBOARD. Any other document format will not be accepted.

#### C. Oral Presentation

You will have a short oral presentation in Spanish relevant to the class content and as an expansion of what was explored in class. Your instructor will provide detailed instructions towards the end of the semester. Your presentation will include visuals only. You cannot read from PowerPoints slides or bring notes. It's strongly recommended that you visit your instructor's office hours or the tutoring room to practice.

#### D. Digital Story-Telling Project

For this project, you will produce short movie narrating your poem in Spanish (Proyecto VII). For your digital story, you will add visuals that connect to the poem and add background music (sound-only, no lyrics). You should introduce the poem and it's them ("Este poema es de la autora Laurie Ann Guerrero, se titula XYZ, y se trata de...XYZ"), you will then recite the poem (pay attention to tone, intonation, pauses, etc.). You should include 6-10 images (do not repeat images) that should appear as you narrate the poem.

### E. Participation

You are expected to have read the materials before coming to class and actively participate in class discussions and activities. You will be evaluated daily. (Please note: This is not merely an attendance grade, but rather a global assessment of the quality of your participation in class activities. You are expected to contribute to all group activities and class discussions.)

### F. Midterm and Final exams

There will be 2 exams and a final exam (3 total). The final exam will be accumulative. Make-up exams cannot be administered without a documented excuse and without authorization from the HL program leader. Students should contact the instructor before the date of the exam in case of a time conflict. If an emergency happens the day of the exam, you need to contact the instructor or, if unavailable, the department immediately to make the necessary arrangements before the next class period. Make-up exams cannot be administered after two days of their initial scheduled date.

### Tutoring and Additional Support

Your instructor will upload your weekly study guides, readings and other supplemental materials via BLACKBOARD modules. Additionally, your instructor will provide study guide packets pertaining to the grammar material studied in class (by the end of the week each week) through BLACKBOARD. You are always encouraged to take notes and meet with your classmates outside of class to study. If you have questions or need additional support outside of class, your instructor will hold office hours every week. If you are unable to attend office hours, please email your instructor as soon as possible to schedule an appointment. You may also visit the tutoring room in **Classroom Hall 304**, please check online schedule.

### Note: Course Syllabus

The information contained in this course syllabus, except for grades and course policies, may be subject to change with reasonable advanced notice, as deemed appropriate by the instructor.

Course Calendar			
Fecha	Punto gramatical	Tema de clase	Tarea (Tasks and homework for submission)
<b>Week One</b> August 26 - 30	Nouns, gender, number, and adjectives (nombres, artículos y	<i>Guide to Intercomprehension</i> by <b>Claudia Holguín</b>	<b>Tarea 1:</b>  Vocabulario. A. Lectura: "¿El Español de o en los Estados Unidos?"

	adjetivos)	<b>Mendoza, University of California Riverside</b>  Spanish Morphology	Preguntas de comprensión y discusión: 1-4  B. Vocabulario. Sustantivos, verbos y adjetivos.
<b>Week Two</b>  September 2-6  Labor Day Holiday – September 2 <sup>nd</sup>	ser y estar adjetivos	Los alfabetos <a href="#">ELS01: Alfabetos ilegales, alfabetos imaginados - Google Docs</a> C. Acentuación Listen to the following sentences and write in the box whether it is el vs él.  Asina is How We Talk: A collection of Tejano poetry written en la lengua de la gente Poem: Preface and “Y empieza la cumbia”	<b>Tarea 2</b> Introducción: B. Extensión: B1, preguntas (1-4), Mi español es... B. 2. “The struggles of being bilingual” scribe tu propia experiencia o una anécdota con los idiomas.  <b>Proyecto de introducción: Paso 1 y 2</b>
<b>Week Three</b>  September 9 – 13	Present tense.  Interrogative words  relative words	Capítulo I: El español como fuente de conexión La carta Canción “La carta” by Alex Rivera Preguntas	<b>Tarea 3</b> <b>Capítulo I</b> Vocabulario útil A Lectura: Preguntas B Cartas de Jesusita: Preguntas
<b>Week Four</b>  September 16 – 20	Present tense (regular)  Verb gustar	Asina is How We Talk: A collection of Tejano poetry written en la lengua de la gente Poem: “Taco City USA” Verb gustar ejercicios  B. Reglas básicas de acentuación.	<b>Tarea 4</b> Tarea 4: Verbo gustar Actividad 2 Escucha y practica los audios: "Describe what you like to do" Actividad 3 Dictado  <b>Capítulo 1: Proyecto I</b> Paso 1 y 2
<b>Week Five</b>	Present	Los medios sociales digitales	<b>Tarea 5</b>

September 23 – 27	tense (irregular I)	Ejemplos de medios nativos digitales en América Latina	Capítulo II: Vocabulario útil Lectura Los medios sociales digitales Después de leer Quiz Después de leer: 1,2 y 3
<b>Week Six</b> September 30 – October 4	Present tense (irregular II)	Los medios sociales y el activismo feminista en América Latina página de Facebook de la campaña gráfica #VivasNosQueremos <a href="https://www.facebook.com/mujeresgrabando/photos">https://www.facebook.com/mujeresgrabando/photos</a> . <b>Exam Review</b>	<b>Tarea 6</b> A. Actividad: preliminares: 1, 2 B. Actividad <b>Proyecto 2 (Pasos 1-4)</b>
<b>Week Seven</b> October 7 – 11	Orthography Present tense (regular and irregular verbs)  Places in the city	<b>Exam I Midterm Exam</b>  Capítulo III: El español en lugares públicos Actividad B: Una carta B. Extensión: 1 y 2	<b>Tarea 7</b> Vocabulario útil. Lectura Capítulo III Actividad A: Como describir y dar direcciones
<b>Week Eight</b> October 14 – 18	Past tense I (preterite regular)	A. “Mi barrio no se vende” A 1, A2	<b>Proyecto III, Paso 1 y 2</b>  <b>Tarea 8</b> Lectura Capítulo III Como describir y dar direcciones: Actividad 3.3. Cómo describir lugares y dar direcciones Actividad 3.4 Una carta <a href="#">2. Lectura – Español en los Estados Unidos</a>
<b>Week Nine</b> October 21 – 25	El pretérito (irregular)	IV. LENGUAS EN CONTACTO  Capítulo IV.	<b>Tarea 9</b> Después de leer Actividad 4.7 <a href="https://ohiostate.pressbooks.pub/spanishintheus/chapter/lectura-4/">https://ohiostate.pressbooks.pub/spanishintheus/chapter/lectura-4/</a>



		<p>A. Vocabulario (41. Y 4.2)</p> <p>B. Lectura: “La diversidad del español actual”</p> <p>Práctica de Lectura. Actividad 4.3, y 4.4</p> <p><a href="https://acceso.ku.edu/gramatica/unidad2/preterito.shtml">https://acceso.ku.edu/gramatica/unidad2/preterito.shtml</a></p> <p>El español y el inglés (Parte 2) Después de leer Comprensión y discusión 4.5 y 4.6</p>	<p><b>3. Videos, podcasts, ¡y más!</b> <a href="https://ohiostate.pressbooks.pub/spanishintheus/chapter/videos-podcasts-y-mas-4/">https://ohiostate.pressbooks.pub/spanishintheus/chapter/videos-podcasts-y-mas-4/</a></p> <p>A. Los acentos y el humor: Solo hay una manera de hablar en español A. 1 Falso o verdadero B. Extensión 2: Actividad B.1. Resumen y diálogo.</p>
<p><b>Week Ten</b> October 28 – November 1</p>	Imperfecto	<p>A. Lectura: Las tres hermanas y la herencia ancestral de las comunidades originarias de las Américas. Vocabulario Actividad: 5.1, 5.2 y 5.3 Actividad 5.5</p>	<p><b>Tarea 10</b> Capítulo V 3. Videos, podcasts, ¡y más! <a href="https://ohiostate.pressbooks.pub/spanishintheus/chapter/videos-podcasts-y-mas-5/">https://ohiostate.pressbooks.pub/spanishintheus/chapter/videos-podcasts-y-mas-5/</a> A. La nixtamalización. Actividades: A.1 y A.2</p> <p><b>Proyecto IV:</b> Pasos 1-3 En grupos <a href="https://ohiostate.pressbooks.pub/spanishintheus/chapter/proyecto-4/">https://ohiostate.pressbooks.pub/spanishintheus/chapter/proyecto-4/</a></p>
<p><b>Week Eleven</b> November 4 – 8</p>	El se impersonal	<p>B. Lectura: Los tamales a través de Centroamérica y América del Sur. Después de leer B. Extensión: Truly Texas Mexican El se impersonal</p>	<p><b>Tarea 11</b> <b>A.3 Traduce las oraciones al inglés.</b> A.4 Una receta simple usando se impersonal. (four sentences minimum)</p> <p><b>Proyecto V: Paso 1 y 2</b></p>
<p><b>Week Twelve</b> November 11 – 15</p>	Present perfect	<p>Capítulo VI: Las comunidades afrolatinas Vocabulario: Actividad 6.1. Sustantivos, verbos y adjetivos. LECTURA: B. Lectura: Los intelectuales afrolatinos y su legado cultural en las sociedades del mundo hispano. Actividad 6.2 y 6.3</p>	<p><b>Tarea 12</b> B. Extensión: Palenques y Quilombos 6:5 Falso o Verdadero <a href="https://ohiostate.pressbooks.pub/spanishintheus/chapter/lectura-6/">https://ohiostate.pressbooks.pub/spanishintheus/chapter/lectura-6/</a></p>

		<p>Presente perfecto: Actividad 6.4</p> <p>Video “Jamaica y Tamarindo” Comprensión y discusión</p>	<p><b>Proyecto VI:</b> Galería de autores afrolatinos. Paso 1 y 2 <a href="https://ohiostate.pressbooks.pub/spanishintheus/chapter/proyecto-6/">https://ohiostate.pressbooks.pub/spanishintheus/chapter/proyecto-6/</a></p>
<p><b>Week Thirteen</b> November 18 – 22</p>	<p>Present perfect</p>	<p>VII. EL TRANSLenguAJE EN LA EXPRESIÓN CREATIVA Vocabulario: 7.1 Lecturas: B.1, B.2 y B.3 7.2. Después de leer</p>	<p><b>Tarea 13</b> VII. El translenguaje en la expresión creativa: Actividad 7.3 y 7.4</p> <p><b>Proyecto VII:</b> Paso 1, 2 y 3 <a href="https://ohiostate.pressbooks.pub/spanishintheus/chapter/proyecto-7/">https://ohiostate.pressbooks.pub/spanishintheus/chapter/proyecto-7/</a></p>
<p><b>Week Fourteen</b> November 25 – 29</p>	<p>Future</p>	<p><b>Presentación oral</b> (Proyecto VI autores afrolatinos)</p> <p>VIII. EL ESPAÑOL Y MI CARRERA PROFESIONAL Vocabulario 8.1 Lectura B.2: el acceso a servicios en el propio lenguaje como determinante de la salud Después de leer: 1-5</p>	<p><b>Tarea 14</b> Lectura A <a href="https://ohiostate.pressbooks.pub/spanishintheus/chapter/lectura-8/">https://ohiostate.pressbooks.pub/spanishintheus/chapter/lectura-8/</a> El mercado de trabajo para los bilingües. Actividad 8.2: ¡Practica a ser intérprete y traductor! Actividad 8.3 La interpretación</p>
<p><b>Week Sixteen</b> December 2 – 6</p>		<p><b>Digital Story-Telling Project</b> For this project, you will produce a short movie narrating your poem in Spanish (Proyecto VII)</p>	