

## **INSTRUCTOR: Nelson Hernández**

Span 1315 001 T,R 12:30 pm - 1:45 pm Business Library Hall 156

Span 1315 002 T,R 2:00 pm - 3:15 pm Business Library Hall 156

**August 25, 2025 - December 12, 2025**

**(Attendance is required)**

**OFFICE HOURS:** To schedule a virtual meeting with me via Zoom: Mondays and Wednesdays 4:00 pm-5:00 pm. If needed, we can set up a Zoom appointment at a mutually convenient time, or we can meet in person after my last class session on Tuesdays and Thursdays at 3:15 pm.

**EMAIL:** [nhernandez1@tamusa.edu](mailto:nhernandez1@tamusa.edu)

I check my email regularly. Please feel free to email me at any time, and I will respond as soon as I see it (usually within a few hours, but no later than 48 hours). If needed, we can also set up a Zoom appointment at a mutually convenient time.

Do not use Blackboard to send emails, use your TAMUSA email system (outlook).

**Always include the course name, number, and section in your emails. This helps me locate you more quickly in Blackboard and provide assistance faster. Emails without this information will not receive a reply.**

**Department offering the course:** College of Arts and Humanities

### **1. Course Prerequisite**

**Pre-requisites:** 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 (SASPE).

### **2. More on Placement Testing**

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

## **COURSE MATERIALS**

· All course materials, course notes, and readings will be presented to students in Blackboard.

### **Textbooks required:**

**ebook *Mi idioma, mi comunidad: español para bilingües* by Foulis and Alex.** This is an open access ebook (free access) and you can download it here:

([https://ohiostate.pressbooks.pub/idiomacomunidad/?fbclid=IwAR396MW3zgwobp9KHVUJaFMlQSi1UgTpma\\_VoP3UabwXfsjfjv9cA\\_sBWQ](https://ohiostate.pressbooks.pub/idiomacomunidad/?fbclid=IwAR396MW3zgwobp9KHVUJaFMlQSi1UgTpma_VoP3UabwXfsjfjv9cA_sBWQ)).

You are expected to review all chapter material and complete the Lecturas (readings), which contain the core information for each chapter.

*Pelo bueno* por Yolanda Arroyo Pizarro (Will be provided in Blackboard.)

\*An open education resource as defined by SB810, is "Open educational resource means a teaching, learning, or research resource that is in the public domain or has been released under an intellectual property license that permits the free use and repurposing of the resource by any person. The term may include full course curricula, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge."

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- Other resources
  - Microphone and camera access
  - <https://spark.adobe.com>
  - <https://www.wordreference.com>
  - <https://www.linguee.com>

Check Blackboard for any other required materials.

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### Course Description

This beginning-level Spanish is designed for true beginners (meaning you have never studied Spanish before) and for those students who grew up in an environment where Spanish was spoken frequently and are oftentimes capable of understanding spoken Spanish. 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 end of the semester, students will be able to comprehend the basics of, speaking, reading, and writing the language. In this class, students will also gain cultural competency and develop a critical understanding of the Spanish language linguistics and historical background.

### Learning Outcomes

#### **Student Learning Outcomes (on syllabi and for assessment)**

1. Interpersonal Communication: Students can exchange information on a wide variety of familiar topics in which the students use appropriate vocabulary to describe their daily lives and narrate events in the past with some degree of ease and confidence. Students will record a podcast.
2. Written expression: Students can write an essay/news articles/opinion pieces in the target language, and that effectively conveys a series of past events to the reader that may include recent and distant past.
3. Interpretive listening: Students can identify the main idea and key information in short straightforward conversations, different media outlets, and podcasts.
4. Interpretive reading: Students can understand the main idea and key information in short straightforward informational and fictional texts.
5. Critical cultural and language awareness: Students can recognize and explain some of the issues facing bilingual communities in accordance with the instructor's expertise and articulation with previous and subsequent courses.

#### Communicative Functions to cover

- expressing concern for other people's welfare
- expressing joy at another's success (or disappointment at another's misfortune)
- extending and accepting invitations / refusing invitations politely or making alternative arrangements
- indicating agreement or disagreement
- sharing and asking about others' wishes, hopes, desires, problems, beliefs, thoughts, opinions, etc.
- discouraging someone from pursuing a course of action

**In addition students will:**

1. Apply grammar rules, reading strategies, and speaking techniques to achieve an intermediate level of comprehension of spoken and written Spanish.
2. Demonstrate the acquisition of intermediate proficiency of Spanish in listening, reading, speaking, and writing as described in the guidance of the Interagency Language Roundtable (ILR), and Novice-high level as outlined by the American Council of Teaching Foreign Language (ACTFL).
3. Produce written Spanish to meet practical needs as well as creative expression.

**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 tense 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.

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## Course Assignments And Policies

### Course Expectations & Policies

In order for any course to be successful, it is important that there are clearly communicated expectations. Below I have outlined what I expect of you and what you can expect of me. These expectations should serve as a guide for how to succeed in this course.

**Students are expected to take initiative in all aspects of this class. You are also expected to come prepared by completing assignments by their due dates. Doing so will facilitate your participation in group activities.**

**Course Modality:** Face-to-Face (In-person)

**1. Attendance and Participation:** Students are expected to attend all scheduled class sessions and participate actively in class discussions and activities. Regular attendance is crucial for success in this course. Students will be dropped for exceeding two (2) unexcused absences. Students are required to keep track of their absences and for

completing the assigned work. (You will be dropped from this course if you do not attend the first week of classes, show a lack of effort and initiative, or fail to complete the required work during the first week.)

**After the 1st week, you will be dropped from this course if you stop attending classes, accessing Blackboard and do not complete the work. If 1 week has passed and you haven't completed any work, communicate with me immediately to provide reasons and documentation for your lack of initiative, otherwise, you will be dropped.**

**2. Time Management:** Success in this face-to-face course requires effective time management. Students should plan their study time around scheduled class sessions, prepare for assignments and projects in advance, and adhere to the course schedule. Procrastination can negatively impact your performance and overall success in the course.

**3. Self-Motivation and Discipline:** Face-to-face learning still demands self-motivation and discipline. Students need to stay engaged, keep up with class materials, and be proactive in their studies. Although there is more direct supervision compared to online settings, students should remain focused and seek help when needed.

**4. Communication:** Effective communication is key in a face-to-face course. Students should actively engage in classroom group activities and utilize appropriate channels for questions or concerns, such as during office hours or through direct communication with the instructor. Timely and respectful communication contributes to a positive classroom environment.

**5. Technological Proficiency:** While face-to-face courses may not rely as heavily on technology, students are still expected to be proficient with any required tools or online platforms used for assignments or course materials. Basic computer skills and access to necessary technology are important.

**6. Academic Integrity:** Students must uphold principles of academic integrity by submitting their own work, properly citing sources, and avoiding plagiarism. Academic honesty is crucial, and any breaches may result in disciplinary actions.

**7. Proactive Problem-Solving:** Students should address any issues promptly by seeking assistance from the instructor or relevant support services. If technical problems arise that affect course participation or assignment submission, students should act quickly to resolve these issues.

**8. Adaptability and Flexibility:** Students should be prepared for any changes in the course schedule or assignments. Flexibility and the ability to adapt to modifications made by the instructor are important for successfully navigating the course.

## **BLACKBOARD/Email**

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.

### **Attendance/Participation**

Students are assigned points every week for attendance and participation. As class begins, attendance will be taken. If you arrive after attendance has been recorded, request to sign the roster after class—this is your responsibility. You will be marked absent if you arrive more than 10 minutes late or if you leave early.

**Attendance** You are expected to attend all scheduled classes. If for any unforeseen reason I must cancel class, you will be notified via announcement in Blackboard. Likewise, if you will be absent from class, have the courtesy to write to me in the timeliest manner possible. I will formally notify you if you accrue more than **two unexcused** absences, and we may remove you from the class after **third unexcused** absences. If you establish a habit of arriving late, I will formally notify you and request correction. **Your attendance and participation grade will be affected every time that you are absent.**

**\*If you reach 3 unexcused absences, you may be dropped from the class. \***  
**Proper documentation is needed for excused absences.**

It is the student's own responsibility to make-up for any missed class-time in order to keep pace with the course.

Extenuating circumstances: If you experience a serious illness, hospitalization, death in the family, or another serious family emergency, you must notify me. In such cases, you will be allowed to make up assignments without a late penalty, and your absences will be excused.

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• **EXCESSIVE ABSENCES:** If you accumulate above 2 unexcused absences, one (1) percentage point per unexcused absence will be deducted from your FINAL GRADE calculation. For example, if you were to miss a total of five (5) classes during the semester (2 unexcused plus another 3 unexcused), your final grade would be reduced by three (3) points.

• To have your absences excused, you must provide your instructor with official documentation of the reason for your missing class (e.g. extended hospitalization, medical emergency, religious functions, etc.) Documentation must be provided within two (2) class days after you return to class. You will have no opportunity to get any excess absences excused at the end of the semester.

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).

**\*\* Your attendance and participation grade will be affected every time that you're absent. Notice that points will be lost from both the final grade and the attendance and participation grade.\*\***

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### **More on Attendance and Participation**

Active participation from you is essential for your own learning and for the development of the class. Therefore, you will have to attend and participate in class.

You must get actively involved in what is being done and show your instructor that you are well prepared for class. Your instructor will keep a record of your attendance and participation, and he will provide you with an attendance and participation grade on Blackboard. The following guidelines are used to evaluate your participation.

#### **The criteria used to evaluate your IN-CLASS PERFORMANCE are as follows:**

The "A / A-" student generally demonstrates most of the following:

- 1) shows initiative to contribute to class discussions
- 2) initiates and maintains interaction with fellow students and the instructor
- 3) actively contributes to and/or leads group activities
- 4) **almost never resorts to English** as a "crutch" during in-class peer-to-peer activities
- 5) **asks questions in Spanish** to clarify when he does not understand
- 6) actively participates in/contributes to the Repaso sessions.
- 7) is consistently prepared with homework assignments for the day
- 8) is always respectful to peers and instructor

The "B+ / B / B-" student generally demonstrates most of the following:

- 1) shows willingness to participate.
- 2) cooperates fully in discussions and group activities although may not necessarily be the leader.
- 3) answers readily when called upon.
- 4) elaborates somewhat on answers.
- 5) occasionally resorts to English during in-class activities with peers
- 6) occasionally participates in/contributes to the Repaso sessions.
- 7) is usually prepared with homework assignments for the day
- 8) is always respectful to peers and instructor.

The C+ / C" student generally demonstrates most of the following:

- 1) participates more passively than actively.
- 2) tends to use English especially in small group activities.
- 3) gives slightly more than one word answers.
- 4) rarely participates in/contributes to the Repaso sessions.
- 5) is sometimes prepared with homework assignments for the day
- 6) is always respectful to peers and instructor.

The "C- / D" student generally demonstrates most of the following:

- 1) participates grudgingly.
- 2) speaks mostly English in discussions and small group activities.
- 3) generally does not cooperate in group activities.
- 4) almost never participates in/contributes to the Repaso sessions.
- 5) is often unprepared with homework assignments for the day
- 6) is occasionally disrespectful to peers and instructor.

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## Grading Scale

### Assignments and Evaluation

#### Course Grade

Grade Components	Weighting
Unit projects	20% .
Oral Presentation (Personal Mural Proyecto 7)	5%
Digital story-telling Project	5%
Exams	30% .
Interview	5 %
Homework (Textbook's lecturas & activities)	20%
Attendance/Participation	15%
<b>TOTAL</b>	<b>100%</b>

The following scale will be used in assigning grades (unless stated otherwise):

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

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## BLACKBOARD/Email

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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 48 hours.

## Technology Requirements

- Basic computer skills.
- Run the [Blackboard Browser Check](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/Browser_Checker) ([https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support/Browser\\_Checker](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/Browser_Checker)).
- Download and install all required plugins.
- **Google Chrome Browser must be used when taking quizzes and exams.**

## Tech Support

- Review the [Blackboard Learn help information](https://help.blackboard.com/Learn/Student) – (<https://help.blackboard.com/Learn/Student>).

## Make-up Exams and Presentations

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, whenever possible.

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## General Assignment Expectations

You are expected to turn in all assignments by the due date established by the instructor to receive credit.. You cannot email assignments to the instructor. You will submit your assignments following the steps provided in the instructions. Students are expected to complete written assignments to the best of their ability in Spanish. Please contact your instructor if you have any concerns regarding this matter.

As with any extracurricular activity, the key function to succeed is practice, practice, practice. In this course, the student will be asked to work on assignments that will help build the student's comprehension of the Spanish language. Late assignments **will have a late penalty of 20% per day**. Make-up work is credited as **per school policy**. Keeping work caught up is vital to learning. The student will be held responsible for any short and long-term assignments, quizzes, exams, etc.

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## Unit Projects (Proyectos)

There will be a weekly community project due throughout the semester; your instructor will post the instructions and due dates on BLACKBOARD. These projects will involve participation in the community requiring the use of Spanish or an exploration of language opportunities in local or regional contexts. Through your projects you will improve your writing and speaking skills, you will write reflections or create videos. A link to a Google Doc will be provided. There you will find the Proyectos and their respective information and instructions.

## Oral Presentation (Personal Mural Project 7)

For this project, you will audio-record and narrate a poem in Spanish about yourself based on the information that you provided on your Proyecto 7. **It must be your original poem**, you will add visuals that connect to the poem and add soft background music (sound-only, no lyrics). You will introduce the poem and its theme ("Este poema es mi poema, se titula XYZ, y se trata de...XYZ"), you will then recite the poem (pay attention to tone, intonation,

pauses, etc.). You will include 6-10 images (do not repeat images) that should appear as you narrate the poem. The poem must be at least 2 minutes long.

## Digital Story-Telling Project

For this capstone project, you will audio-record two Spanish speaking persons (preferably your grandparents or someone in your grandparents' generation) and create a digital story (in PowerPoint, GoogleSlide, Canva, iMovie or movie maker) containing their testimony regarding an important issue. Your instructor will provide detailed information, a list of topics to choose from, a due date and rubric regarding this project. You will include your own introduction and a final reflection as part of your digital story.

## Interview with instructor

One informal oral interview will be conducted during the semester outside of class time. Students will be required to meet with the instructor one-on-one to converse briefly about their background and experience with Spanish. This meeting is a graded assignment and cannot be made up. Your instructor will give further details during the first week of class. It can be completed face-to-face or via Zoom.

## Midterm and final Exams

There will be 2 exams and a final exam (3 total). The final exam will be cumulative. 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 the 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.

## Homework (Three types of homework)

The late penalty is 20% per late day.

Homework type 1: **Actividades** will be assigned weekly and will be due on Sundays before 11:59 PM. You will complete these and screenshot your grade when a 100% is earned. A screenshot per finished activity must be submitted in Blackboard to earn full credit. You can paste your screenshots to an MS Word or PDF files or Google Doc then submit them in Blackboard. **Make sure the screenshot shows your completed work and grade earned.** Your instructor will post this type of homework along with instructions and due dates on BLACKBOARD.

Any other grammar activities assigned will supplement the grammar found in our course's syllabus and textbook:

[https://ohiostate.pressbooks.pub/idiomacomunidad/?fbclid=IwAR396MW3zwgwobp9KHVUJaFMlQSi1UgTpma\\_VoP3UabwXfsjfv9cA\\_sBWQ](https://ohiostate.pressbooks.pub/idiomacomunidad/?fbclid=IwAR396MW3zwgwobp9KHVUJaFMlQSi1UgTpma_VoP3UabwXfsjfv9cA_sBWQ)

It is expected that students review and complete the assigned **Actividades** (grammar and vocabulary exercises) on time. These are found under the Tareas of each week. These will cover the vocabulary and grammar of each week.

Homework type 2: **Audio activities**, you will be asked to record and provide information in Spanish and submit it on Blackboard. Your instructor will post this type of homework along with instructions and due dates on BLACKBOARD. Due on Fridays.

Homework type 3: **Lecturas** (Readings), you are expected to complete the assigned weekly readings. You will find the reading assignments in Blackboard under each week. Due on Sundays.

Additionally, you must review all chapter material and complete the Lecturas (readings), which contain the core information for each chapter. The Lecturas are located on Blackboard before the Tareas section, and are also available in our textbook.

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## **Tutoring and Additional Support**

Your instructor will upload your weekly study guides, readings and other supplemental materials via BLACKBOARD modules. To supplement the grammar of our textbook, your instructor will provide extra grammar notes in 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, you can schedule an appointment with your instructor. You may also visit the tutoring room in **Classroom Hall 304**, please check the online schedule that will be provided by your instructor.

## **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 receiving help in 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.

## **\*. 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/>

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## IMPORTANT POLICIES AND RESOURCES

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at [dss@tamusa.edu](mailto:dss@tamusa.edu). Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services as soon as possible.

Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu), calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are **free and confidential** (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit <http://tamusa.edu/studentcounseling>

***Crisis support is available 24/7 by calling the SCC at 210-784-1331.***

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification system. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>. More information about Emergency Operations Plan and the Emergency Action Plan can be found [here](#).

Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that

any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Office Hours: All faculty with teaching assignments should include regularly scheduled office hours on each syllabus in addition to "by appointment." Please review your appointment letter for the number of weekly office hours you are expected to set. Regularly scheduled office hours should also be posted outside your office door (where applicable).

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots’ Casa building, room 202, or to contact the Office of Military Affairs with any questions at [military.va@tamusa.edu](mailto:military.va@tamusa.edu) or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided with an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student’s GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as “F” grades and will impact the student’s GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe

they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or [titleix@tamusa.edu](mailto:titleix@tamusa.edu).

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator ( [titleix@tamusa.edu](mailto:titleix@tamusa.edu), 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable modifications to pregnant students as would be provided to a student with temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status ([titleix@tamusa.edu](mailto:titleix@tamusa.edu); 210-784-2061; CAB 439K). Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Young Jaguars: can support parenting students with daycare who meet this criteria: Must be enrolled in classes at TAMUSA in the current semester. Must be Pell eligible or a single parent. They serve children ages 3 to 12-years-old. Children must be enrolled in Pre-K-3 through 6th grade. [youngjaguars@tamusa.edu](mailto:youngjaguars@tamusa.edu) (210) 784-2636

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

### *Students' Rights*

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin,

religion, sex, disability, age, sexual orientation, gender identity, gender expression, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.

3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university students' rules shall be assured a fundamentally fair process.

### *Students' Responsibilities*

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).

## Artificial Intelligence (AI)

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### **Use of Generative AI Permitted Within Guidelines**

Use of artificial intelligence (AI) tools, including ChatGPT, is permitted in this course for students who wish to use them. To adhere to our scholarly values, students must cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Artificial Intelligence (AI) tools may be used in this class **only for research and guidance purposes** (for example, to help brainstorm ideas, find resources, or clarify concepts). However, you **may not**

**copy and paste AI-generated text and submit it as your own work.** Submitting AI-produced content as your own will be treated as plagiarism and may be considered an academic honesty violation per the TAMUSA Student Code of Conduct and the Academic Integrity Disciplinary and Appeal Process Procedure.

The goal of this course is to help you develop your Spanish communication skills, and that purpose is defeated if AI is doing the work for you. Your own ideas, writing, and practice are far more valuable than a computer's output.

Faculty reserve the right to use AI detection software to identify instances of AI-generated writing in student submissions. Findings are binding and subject to student code of conduct, academic dishonesty, and plagiarism policies in the course.

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## Acceptable vs. Unacceptable AI Use

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### ☒ Acceptable uses of AI:

- Asking AI to explain Spanish grammar rules or vocabulary.
- Using AI to brainstorm cultural topics to research.
- Asking for guidance on how to structure an outline or organize ideas.

### ☐ Unacceptable uses of AI:

- Copying and pasting AI-generated paragraphs into your assignments.
- Submitting AI-written essays, discussions, or blog posts as your own.
- Relying on AI to complete your work instead of practicing your own Spanish skills.

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### Important Dates: Fall 2025 Regular 16-Week Session

August 25	First day of class
September 1	Labor Day Holiday – No classes
September 10	Census Date
November 14	Last day to drop with an automatic “W”
November 25	Last day to withdraw from the University
November 26	Study Day – No classes
November 27-29	Thanksgiving Holiday – No classes
December 4	Last day of classes
December 5	Study Day – No classes
December 6-12	Final exams
December 16	Commencement

*The complete academic calendar is available online: <https://www.tamusa.edu/academics/academic-calendar/index.html>*

## Course Syllabus

**Note: The syllabus and course calendar are subject to change based on the needs of the course.**

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## Course Calendar

Date	Grammar point	Project	Weekly Homework & Audio Recordings
<b>Week One</b>	Repaso: Nouns, gender, number, definite and indefinite articles (Introducción)		Estudia y completa las actividades del
<b>Aug 25-31</b>			Introducción: Capítulo de Introducción
			Leer: ¿Por qué es importante la representación latina en el Midwest? (Introducción)
			Ver: Video gramatical - Sustantivo, Número, Género y Artículos (Introducción)
			Completar: Actividades A, B y C (Introducción)
			See Blackboard for any other assigned work.
			Grabar: Audio week 1

<b>Week Two</b>	Repaso: ser y estar		Capítulo 1 - Latin@s en mi universidad
Sep 1-7	Reflexive verbs	Proyecto 1: Latinos/as famosos en Texas due on /	
	impersonal and passive constructions with “se” (Capítulo 1)		Leer: Latin@s en mi universidad (Capítulo 1 - Lectura)
			Ver: Video Gramatical – Se, Ser y Estar
			Completar: Actividad C – Un centro Latino estudiantil (Lectura) y Actividades A, B y D (Multimedia)
<b>Week Three</b>	Verbs like gustar (Capítulo 2)		Capítulo 2
Sep 8-14		Proyecto 2: Los barrios latin@s en mi ciudad /	Estudia y completa las actividades del capítulo 2
			Leer: Extracto de “(Re)constructing Latinidades: The Challenge of Latino Studies”, por Frances R. Aparicio (Capítulo 2 – Lectura)

	Repaso: Present tense (regular and irregular)		
			Ver: La Historia de La Villita (Capítulo 2 – Multimedia)
			Completar: Después de mirar (Capítulo 2 – Multimedia)
			Ver: Video Gramatical – Verbos como gustar (Capítulo 3 – Multimedia)
			Grabar: Audio week 3 (Blackboard)
<b>Week Four</b>	Formal Commands.	Proyecto 3: Festivales latinos en mi región Due /	Capítulo 3
Sep 15-21			Estudia y completa las actividades del capítulo 4
			Leer: El orgullo étnico amplificado en los festivales latinos del Midwest (Capítulo 3 – Lectura)

			Completar: Actividades A y B (Multimedia) Actividades A y B (Vocabulario – Lectura)
<b>Week Five</b>	Formal commands (Capítulo 3)	Proyecto 4: El uso del español en mi familia due /	Capítulo 4
Sep 22-28	Informal commands (Capítulo 4)		Estudia y completa las actividades del capítulo 4
			Leer: Lectura (Capítulo 4 – Lectura)
			Escuchar: Latin@ Stories Podcast – Dichos (Capítulo 4 – Multimedia)
			Ver: Video Gramatical- mandatos informales (Capítulo 4 – Multimedia)

			Completar: Antes de escuchar, mientras escuchas y Actividades A, B (Multimedia)
<b>Week Six</b>	Formal commands (Capítulo 3)	Capítulo 4	
Sep 29- Oct 5	Informal commands (Capítulo 4)		Exam Review, Exam I
	Reflexive Verbs		
			Leer: Belonging and Accents: Salvadoran Diaspora in Mexico and the U.S. (Capítulo 4 – Multimedia)
			Completar: Extensión #1 (Capítulo 4 – Multimedia) y Repaso 1 (Blackboard)
<b>Week Seven</b>	Pronombres de objeto directo e indirecto (Capítulo 5)	Proyecto 5: El uso del español en la comunidad	Capítulo 5
Oct 6-12	Presente progresivo		Estudia y completa las actividades del capítulo 5
			Leer: El uso del español en la comunidad (Capítulo 5 – Lectura) y Pelos De Bueno (Blackboard)

			Ver: Videos Gramaticales – Objetos directos e indirectos (Capítulo 5 – Multimedia)
		Exam review, Midterm Exam	Completar: Después de leer (Capítulo 5 – Lectura), Actividades A y B (Capítulo 5 – Multimedia)
			Grabar: Audio 3 (Blackboard)
<b>Week Eight</b> Oct 13-19			Capítulo 5
<b>Week Nine</b> Oct 20-26	El pretérito (Capítulo 6) (regular/irregula)		Capítulo 6
			Estudia y completa las actividades del capítulo 6
		Proyecto 6: Latin@s en el mapa	Leer: Lectura (Capítulo 6 – Lectura)
			Ver: Video Gramatical – El pretérito (Capítulo 6 – Multimedia)

			Completar: Después de leer y Extensión #2 (Capítulo 6 – Lectura) y Actividades A y B (Capítulo 6 – Multimedia)
<b>Week Ten</b> Oct 27-Nov 2			Capítulo 6
<b>Week Eleven</b> Nov 3-9	El pretérito e imperfecto (Capítulo 7)		Capítulo 7
		Proyecto 7: Cartografía de historia personal y familiar.	Estudia y completa las actividades del capítulo 7
			Leer: Recuperación del Legado Latino/Hispano de los Estados Unidos (Capítulo 7 – Lectura)
			Ver: Video Gramatical – El pretérito y el imperfecto (Capítulo 7 – Multimedia)
			Completar: Actividad A, B, C y D (Capítulo 7 – Multimedia) y Después de leer (Capítulo 7 – Lectura)
			Esuchar: Latin@ Stories Podcast – Family Stories (5) La transición a America (Capítulo 7 – Multimedia)
			Completar: Extensión #2 (Capítulo 7 – Lectura) y Después de escuchar (Capítulo 7 – Multimedia)

<b>Week Twelve</b> Nov 10-16		Capítulo 8	
		Estudia y completa las actividades del capítulo 8	
		Leer: Vidas Digitales (Capítulo 8 – Lectura)  <b>Digital Story Telling</b>	
		Ver: Video Gramatical – El participio y el presente perfecto (Capítulo 8 – Multimedia)	
<b>Week Thirteen</b> Nov 17-23	The past participle The present perfect (Capítulo 8)	Completar: Actividades A, B (Capítulo 8 – Multimedia) y Después de leer (Capítulo 8 – Lectura)	
<b>Week Fourten</b> Nov 24-30	Subjunctive mood (Capítulo 8)	Capítulo 8	Leer/Ver: El huracán María en Puerto Rico (Capítulo 8 – Multimedia)
			Ver: Video Gramatical – El subjuntivo (Capítulo 8 – Multimedia)
			Completar: Actividades D y E (Capítulo 8 – Multimedia) y Después de mirar (Capítulo 8 – Multimedia)
<b>Nov 26-29</b>	<b>Thursday-Saturday</b>	<b>Thanksgiving Holiday - No classes</b>	
<b>Week Fifteen</b>	Conditional and future (Reflexión)		Oral Presentation (Personal Mural Proyecto 7)

Dec 1-4  <i>Thursday 4:</i> Last day of classes.		Proyecto 8: Vidas digitales	Ver: Video Gramatical – El futuro y el condicional (Reflexión)  Completar: Actividades A, B y C (Reflexión)
			Digital Story-Telling Project
			Final Presentations
<b>Week Sixteen</b>  <b>Dec 6-12</b>  Final Exam Date TBD		<b>Final Exam TBD</b>  /	

### FINAL EXAM INFORMATION

<https://www.tamusa.edu/academics/academic-calendar/index.html>

Final Exam Schedule