

INSTRUCTOR: Nelson Hernández

Span 1313 001 T,R 09:30 am- 10:45 am Business Library Hall 156
Span 1313 003 T,R 11:00 am- 12:15 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.

Calendly: <https://calendly.com/nelson7hernandez/15min>

EMAIL: 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).

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

Spanish 1313 is a beginner course designed for students who have had no formal Spanish courses in the past.

2. More on Placement Testing

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

Required Materials Information:

Textbook required:

1. 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: <https://ohiostate.pressbooks.pub/spanishintheus/>

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

*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."

2. *Asina is How We Talk: A collection of Tejano poetry written en la lengua de la gente.* Edited by Eddie Vega

Check Blackboard for the other required materials.

Course Description

This beginning-level Spanish is designed for true beginners (meaning you have never studied Spanish before) and for 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. 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.

Learning Outcomes

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 with the instructor's expertise and articulation with subsequent courses.

In addition students will:

1. Apply grammar rules, reading strategies, and speaking techniques to achieve a beginning level of comprehension of spoken and written Spanish.
2. Demonstrate the acquisition of Level 1 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.

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 48 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 will remove you from the class after

the **third unexcused** absence. 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 will 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.

• **EXCESSIVE ABSENCES:** If you accumulate 3 unexcused absences or more, 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 without losing points for lateness 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.****

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.

Assignments and Evaluation

Course Grade

Homework	30%
Attendance/Participation	10%
Proyectos	20

Midterm	10
Final exam	20%
Oral Presentation	5%
Digital story-telling Project (Poem)	5%
FINAL GRADE	100%

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%

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 instructor must be notified in advance of any anticipated absences. The student will be held responsible for any short and long-term assignments and pre-announced quizzes or exams.

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.*

Homework (Three types of homework)

Homework type 1: **Lectura** assignments will be assigned weekly and are due on Sundays before 11:59 PM. Your instructor will post the Lectura homework along with instructions and due dates on BLACKBOARD. For these regular tareas the late penalty is 20% per late day.

Homework type 2: **Grammar** assignments will be assigned weekly and are due on Sundays before 11:59 PM. For these regular tareas the late penalty is 20% per late day. These will supplement the grammar found in our course's syllabus and textbook: <https://ohiostate.pressbooks.pub/spanishintheus/>

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.

Homework type 3: **Audio reflections**

There will be some audio reflections of 1-2 minutes long due throughout the semester; your instructor will post the instructions and due dates on BLACKBOARD. These reflections ask you to think about the week's content and what you are learning and would like to learn more. Through your audio recording you will improve your speaking skills. The late penalty is 20% per late day.

Proyectos

At the end of every chapter there will be a project assigned. The late penalty is 20% per late day.

Oral Presentations

You will have an oral presentation in Spanish relevant to the class content and as an expansion of what is explored in class. Your instructor will provide detailed instructions towards the end of the semester. Your presentation will include visuals only. The late penalty is 20% per late day.

Digital Story-Telling Project

For this project, you will audio-record and narrate your original poem in Spanish / Spanglish. For your digital story, you will add visuals that connect to the poem and add background music (sound-only, no lyrics). You will introduce the poem and it's theme ("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 10-20 images (do not repeat images) that should appear as you narrate the poem. It must be at least 2 minutes long. See Blackboard for more information. The late penalty is 20% per late day.

Midterm and Final exams

There will be a midterm exam and a final exam. The final exam will be cumulative. Make-up exams cannot be administered without a documented excuse. 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. Make-up midterm exams cannot be administered after two days of their initial scheduled date.

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.

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.

Notes on classroom behavior:

Your behavior in class must comply with all institutional and building policies. **Do not use phones or personal devices during class unless requested by the instructor.** At times your professor will dictate the class seating arrangement in order to facilitate pair and group activities or testing arrangements. You must follow your professor's instructions as quickly and efficiently as possible in order to facilitate the collaboration necessary for in-class activities. Failure to comply with any of these rules and best practices will result in a penalization of your participation grade and/or you will be dropped from the course.

Classroom Etiquette

Students have an obligation to their classmates and instructor to behave in such a manner as to enhance the learning environment. Please do not engage in behavior which disrupts class or otherwise detracts from the ability of your fellow students to learn. Such behaviors include arriving at class late, leaving before class is dismissed, speaking or whispering while others are participating or during instruction, reading or sending text messages in class, doing the work for other classes, selfies, cell-phones ringing, social media, surfing the web, etc.

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/>

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. 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, 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 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.

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, 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; 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 (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)

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.

Acceptable vs. Unacceptable AI Use

☑ 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.

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>

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

Course Calendar

Note: This course calendar is subject to change based on the needs of the class.

Schedule			
Fecha	Punto gramatical	Tema	Tarea (Tasks and homework for submission)
Week One Aug 25 - Aug 31	Nouns, gender, number, definite and indefinite articles ser y estar	<i>Guide to Intercomprehension</i> by Claudia Holguín Mendoza, University of California Riverside Spanish Morphology	LEE Y ESTUDIA: The Lecturas, see Blackboard before the Tarea. ENTREGA: The grammar work is due on Tuesday. (Nouns, gender, number, definite and indefinite articles.) Ser and estar. (Lecturas) are due on Tuesday. ----- • Audio reflection 1 (Friday) See Blackboard for any other assigned work.
Week Two Sep 1-7	adjetivos	Los alfabetos ELS01: Alfabetos ilegales, alfabetos imaginados - Google Docs 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”	LEE Y ESTUDIA: The Lecturas, see Blackboard before the Tarea. ENTREGA: The Sunday before. The grammar work (Adjectives). Tarea 2. ----- Friday: Proyecto due.

<p>Week Three</p> <p>Sep 8-14</p>	<p>Present tense (regular)</p> <p>Verb gustar</p>	<p>Capítulo I:</p> <p>El español como fuente de conexión</p> <p>La carta</p> <p>Canción</p> <p>“La carta” by Alex Rivera</p> <p>Preguntas</p>	<p>LEE Y ESTUDIA: The Lecturas, see Blackboard before the Tarea.</p> <p>ENTREGA: The Sunday before.</p> <p>The grammar work Present tense (regular), Gustar and the readings</p> <p>Lectura</p> <p>=====</p> <p>Due on Friday</p> <p>• Audio reflection 2</p>
<p>Week Four</p> <p>Sep 15-21</p>	<p>Interrogative words</p> <p>relative words</p>	<p>Capítulo I:</p> <p>El español como fuente de Asina is How We Talk: A collection of Tejano poetry written en la lengua de la gente</p> <p>Poem: “Taco City USA”</p> <p>Verb gustar ejercicios</p> <p>B. Reglas básicas de acentuación.</p>	<p>LEE Y ESTUDIA: The Lecturas, see Blackboard before the Tarea.</p> <p>ENTREGA: The Sunday before.</p> <p>The grammar work Interrogative words</p> <p>-----</p> <p>Due on Thursday</p> <p>Proyecto 1</p> <p>-----</p> <p>Due on Friday</p> <p>Due on Sunday: Oral Presentation</p>

<p>Week Five</p> <p>Sep 22-28</p>	<p>Present tense (irregular I)</p>	<p>Capítulo II: Los medios sociales digitales</p> <p>Ejemplos de medios nativos digitales en América Latina</p>	<p>LEE Y ESTUDIA: The Lecturas, see Blackboard before the Tarea.</p> <p>ENTREGA: The Sunday before.</p> <p>Assigned grammar irregular present tense verbs.</p> <p>Lectura</p> <p>Due on Friday</p> <p>• Audio reflection 3</p>
<p>Week Six</p> <p>Sep 29-Oct 5</p>	<p>Present tense (irregular II)</p>	<p>Los medios sociales y el activismo feminista en América Latina</p> <p>página de Facebook de la campaña gráfica #VivasNosQueremos</p> <p>https://www.facebook.com/mujeresgrabando/photos.</p>	<p>LEE Y ESTUDIA: The Lecturas, see Blackboard before the Tarea.</p> <p>ENTREGA: The Sunday before.</p> <p>Assigned grammar irregular present tense verbs.</p> <p>Lectura</p> <p>-----</p> <p>Due on Friday</p> <p>Proyecto 2</p>

<p>Week Seven</p> <p>Oct 6-12</p>	<p>Prepositions</p> <p>Places in the city.</p> <p>Ir to go verb</p>	<p>Capítulo III: El español en lugares públicos</p> <p>Actividad B: Una carta</p> <p>B. Extensión: 1 y 2</p>	<p>LEE Y ESTUDIA: The Lecturas, see Blackboard before the Tarea.</p> <p>ENTREGA: The Sunday before.</p> <p>Assigned grammar prepositions of location. Ir to go verb.</p> <p>Lectura</p> <p>-----</p> <p>Due on Friday</p> <p>Audio reflection 4</p> <p>MIDTERM EXAM</p>
<p>Week Eight</p> <p>Oct 13-19</p>	<p>Present Progressive</p> <p>Verbs like gustar</p>	<p>A. "Mi barrio no se vende" A 1, A2</p>	<p>LEE Y ESTUDIA: The Lecturas, see Blackboard before the Tarea.</p> <p>ENTREGA: The Sunday before.</p> <p>Assigned grammar present progressive. Verbs like gustar.</p> <p>Tarea 9</p> <p>-----</p> <p>Due on Friday</p> <p>Proyecto 3</p>
<p>Week Nine</p> <p>Oct 20-26</p>	<p>Past tense I (preterite regular)</p> <p>Formal Commands</p>	<p>IV. LENGUAS EN CONTACTO</p> <p>Capítulo IV.</p> <p>A. Vocabulario (41. Y 4.2)</p> <p>B. Lectura: "La diversidad del español actual"</p> <p>Práctica de Lectura.</p> <p>Actividad 4.3, y 4.4</p> <p>https://acceso.ku.edu/gramatica/unidad2/preterito.shtml</p>	<p>LEE Y ESTUDIA: The Lecturas, see Blackboard before the Tarea.</p> <p>ENTREGA: The Sunday before.</p> <p>Assigned grammar preterite regular tense. Formal commands.</p> <p>Lectura</p> <p>-----</p> <p>Due on Thursday</p> <p>Audio reflection 5.</p>

		<p>El español y el inglés (Parte 2)</p> <p>Después de leer</p> <p>Comprensión y discusión 4.5 y 4.6</p>	<p>Due on Friday</p> <p>Digital story-telling Project (Poem)</p>
<p>Week Ten</p> <p>Oct 27 - Nov 2</p>	<p>El pretérito (irregular)</p> <p>Informal commands</p>	<p>IV. LENGUAS EN CONTACTO</p> <p>Capítulo IV.</p> <p>A. Vocabulario (41. Y 4.2)</p> <p>B. Lectura: “La diversidad del español actual”</p> <p>Práctica de Lectura.</p> <p>Actividad 4.3, y 4.4</p> <p>https://acceso.ku.edu/gramatica/unidad2/preterito.shtml</p> <p>El español y el inglés (Parte 2)</p> <p>Después de leer</p> <p>Comprensión y discusión 4.5 y 4.6</p>	<p>LEE Y ESTUDIA: The Lecturas, see Blackboard before the Tarea.</p> <p>ENTREGA: The Sunday before.</p> <p>Assigned grammar preterite irregular tense. Informal commands.</p> <p>Lectura</p> <p>-----</p> <p>Due on Friday</p> <p>Proyecto 4</p>
<p>Week Eleven</p> <p>Nov 3-9</p>	<p>The imperfect tense</p> <p>Five common uses of “SE.”</p>	<p>Capítulo V: Las comidas indígenas</p> <p>A. Lectura: Las tres hermanas y la herencia ancestral de las comunidades originarias de las Américas.</p> <p>Vocabulario Actividad: 5.1, 5.2 y 5.3</p> <p>Actividad 5.5</p>	<p>LEE Y ESTUDIA: The Lecturas, see Blackboard before the Tarea.</p> <p>ENTREGA: The Sunday before.</p> <p>Assigned grammar, the imperfect tense. Uses of “SE”.</p> <p>Lectura</p> <p>-----</p> <p>Due on Friday</p> <p>Audio reflection 6</p>

<p>Week Twelve</p> <p>Nov 10-16</p>	<p>Reflexive verbs</p> <p>Direct object pronouns</p>	<p>B. Lectura: Los tamales a través de Centroamérica y América del Sur.</p> <p>Después de leer</p> <p>B. Extensión: Truly Texas Mexican</p> <p>El se impersonal</p>	<p>LEE Y ESTUDIA: The Lecturas, see Blackboard before the Tarea.</p> <p>ENTREGA: The Sunday before.</p> <p>Assigned grammar reflexive verbs. Direct object pronouns.</p> <p>Lectura</p> <p>-----</p> <p>Due on Friday</p> <p>Proyecto 5 (Written Poem)</p>
<p>Week Thirteen</p> <p>Nov 17-23</p>	<p>Present perfect</p> <p>Indirect object pronouns</p>	<p>Capítulo VI: Las comunidades afrolatinas</p> <p>Vocabulario: Actividad 6.1. Sustantivos, verbos y adjetivos.</p> <p>LECTURA: B. Lectura: Los intelectuales afrolatinos y su legado cultural en las sociedades del mundo hispano.</p> <p>Actividad 6.2 y 6.3</p> <p>Presente perfecto: Actividad 6.4</p> <p>Video “Jamaica y Tamarindo”</p> <p>Comprensión y discusión</p> <p>ELS07: Gramática intuitiva - Google Docs</p> <p><i>Asina is How We Talk: A collection of Tejano poetry written en la lengua de la gente</i></p> <p><i>Poem: “Tex-Mex code switching”</i></p>	<p>LEE Y ESTUDIA: The Lecturas, see Blackboard before the Tarea.</p> <p>ENTREGA: The Sunday before.</p> <p>Assigned grammar present perfect. Indirect object pronouns.</p> <p>Tarea 13</p> <p>-----</p> <p>Due on Friday</p> <p>Proyecto 6</p> <p>Audio reflection 7</p>

<p>Week Fourteen</p> <p>Nov 24-30</p>	<p>Present perfect</p>	<p>VII. EL TRANSLINGÜAJE EN LA EXPRESIÓN CREATIVA</p> <p>Vocabulario: 7.1</p> <p>Lecturas: B.1, B.2 y B.3</p> <p>7.2. Después de leer</p>	<p>LEE Y ESTUDIA: The Lecturas, see Blackboard before the Tarea.</p> <p>ENTREGA: The Sunday before.</p> <p>Assigned Lectura activity.</p> <p>-----</p> <p>Due on Wednesday</p> <p>Proyecto 7 (Poem)</p>
<p>Nov 26-29</p>	<p>Thursday-Saturday</p>	<p>Thanksgiving Holiday - No classes</p>	
<p>Week Fifteen</p> <p>Dec 1-4</p> <p>Thursday 4: Last day of classes.</p>	<p>Future tense</p> <p>Contrasting the preterite and imperfect</p>	<p>VIII. EL ESPAÑOL Y MI CARRERA PROFESIONAL</p> <p>Vocabulario 8.1 Lectura B.2: el acceso a servicios en el propio lenguaje como determinante de la salud</p> <p>Después de leer: 1-5</p> <p><i>Asina is How We Talk: A collection of Tejano poetry written en la lengua de la gente</i></p> <p><i>Poem: "Don't let them treat you like toast"</i></p>	<p>LEE Y ESTUDIA: The Lecturas, see Blackboard before the Tarea.</p> <p>ENTREGA: The Sunday before.</p> <p>Assigned grammar future tense. Contrasting the preterite and imperfect.</p> <p>Tarea 15</p> <p>-----</p> <p>-----</p> <p>Due on Thursday</p> <p>Proyecto 8</p>
<p>Week Sixteen</p> <p>Dec 6-12</p>	<p>Final Exam</p> <p>SPN 1 Section 01 TBD /</p> <p>SPN 1 Section 03 TBD /</p>		

FINAL EXAM INFORMATION

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