
SPAN 2321-001
Conversational Spanish

College of Arts and Humanities
Department of Language, Literature, and Arts

DAY/TIME Classroom Hall 219, W (5:30-8:15 PM)

PROFESSOR: Dra. Hilda Velásquez

EMAIL: hvelasquez@tamusa.edu

PHONE:

OFFICE HOURS: send an email with two of your most convenient times.

Course Description

Spanish 2321 Spanish Conversation is an advanced course focused on conversation for the health professions that aimed at enhancing students' communication skills in Spanish. In addition to enhance communication skills with a focus on medical terminology, students in the course will practice reading, listening comprehension, writing, and learn and practice navigating cultural interactions in clinical settings. Grammar points will be reviewed as needed, based on class discussions and texts.

Required Materials:

In-class activities:

E-book: *Culture, Health, and Food in Latin America* (2017) by Carmen Jany and Maria Mayberry, State University, San Bernardino

Available at

<https://scholarworks.lib.csusb.edu/cgi/viewcontent.cgi?article=1003&context=worldlang-publications#page=40.10>

Readings and Homework:

E-book: *Para vivir con salud: Leyendo la salud y la literatura* (2021) by Kathryn Joy McKnight and Jill Kuhnheim. Available at <https://opentext.ku.edu/paravivir/>

Course Assignments & Expectations

General Assignment Expectations

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

SPAN 2321-001 Conversational Spanish assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. **Students should not have another person/entity do the writing of any portion of an assignment for them**, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. **Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.**

E-MAIL

Email is the easiest and quickest way to get in touch with your instructors, and we will do our best to respond to your messages within 24 hours. To ensure effective communication, please use your Texas A&M email when contacting Dr. Rodriguez

(yrodriguezs@tamusa.edu). **If you send emails through Blackboard, do not expect a prompt response, as all communication will be conducted through TAMUSA email.**

You are also responsible for all information that is sent to your TEXAS A&M-SA email account regarding the course, and you should check this information regularly.

Attendance

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

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

Class participation

This course is conducted in Spanish. Students are expected to participate (group discussions and assignments) in Spanish. This is a class for YOU to feel confident producing the Spanish you may have heard before as you were growing up. Taking risks in Spanish is crucial for you to build up your oral skills. The use of Spanish is expected in every activity in the class with the instructor and classmates. You are expected to attend all classes, read the material before class, and participate actively in classroom activities. You will be expected to participate in class activities and discussions, to continue to improve your speaking fluency. A grading rubric for oral participation will be provided.

Keep in mind that if you are absent, you will receive no participation points for that day.

Homework (10 Submissions on Perusall)

For this class, all readings- homework are available on Perusall, the social e-reader platform developed at Harvard University. All readings are mandatory and autonomous. Students are responsible for answering the questions that complement the assigned readings on time. Perusall will provide your homework grade by allowing your instructor to see your answers and your engagement with the posted materials (see the Course Calendar for exact submission dates). You will be held to the university's ethical standards and code of conduct.

Discussion (TEDx Talks Workshops & Debates)

Students will watch and analyze 5 TEDx Talks, then engage in debates on the topics addressed by answering guided questions and interacting with their peers' opinions be that through the use of Padlet platform or in-class debates.

THE FINAL PROJECT: My TEDx Talk, (400 points). Focusing on developing their presentation and public speaking skills while applying language standards, students will present a TEDx talk in Spanish.

Midterm Project: Professional Essay (1500 words / 3-4 pages): (400 pts.)

Students will develop an essay in which they critically explain a topic or issue related to their field of study in Spanish. Students can choose to answer the question "Why do I care?" or identify and present one of the most relevant problems in their profession. This essay counts for 150 points. The professional essay will become the script for the final project, a TEDx talk.

Presentation: One Oral presentation (250 pts)

Students will investigate one topic from the book and prepare an oral presentation to explain their finds to the class.

Weekly reflections (450-500 words): (220 pts)

Students will write a weekly reflection (11 in total) to talk about the topic or topics that resulted more interesting each week.

DIVISIÓN DE LA NOTA FINAL

DIVISIÓN		GRADING SCALE	
Participación	130	A	1600-1700
10 Perusall Readings or tareas (30 pts. each)	300	B	1599-1400
1 Midterm Project Professional Essay (complete first version) & presentation	300/100	C	1399- 1200
1 Presentation (Investigation & Presentation)	250	D	1199-1000
Weekly reflections (11) (20 pts. each)	220	F	Below 999
5 Discussions, TEDx Talks Workshops & Debates			
1 In-class TEDx Talk (Presentación final with visuals)	400		
Total	1700		

Conversational Spanish - SPAN 2321-001

Dr. Hilda Velásquez

Course Calendar

Week Dates	Readings & Homework Perusal	In-Class Activities E-book Culture, Health, and Food in Latin America https://scholarworks.lib.csusb.edu/cgi/viewcontent.cgi?article=1003&context=worldlang-publications#page=40.10	Homework Due date
Week 1 Aug. 24–28 Class Aug 26	Lectura 1: Libro <i>Para vivir con salud: "Interculturalidad y salud"</i> (pp. 17–26), José Alejandro Almaguer González et al. (Aug. 30) Reflection Week ONE (Aug 31)	Introduction to course methodology and syllabus Introduction to course themes and expectations	MARTES Sep. 1 Lectura 2 & Reflexión WEEK 2 MIÉRCOLES Sep 2 NO Presentación
Week 2 Aug. 31–Sept. 4 Class Sept 2	Lectura 2: "La enfermera de Emilia" Pardo Bazán (questions from <i>Para vivir con salud</i>) (Sep. 8) Reflection Week TWO (Sept. 8)	Introduction to course methodology and syllabus Introduction to course themes and expectations Nota Cultural 1: Los valores culturales de los latinoamericanos (p. 2) 1.2 Preguntas de comprensión (p. 5) 1.3 Análisis y discusión (p. 5) https://www.gob.mx/cms/uploads/attachment/file/380452/Libro_InterculturalidadSalud.pdf https://www.scielo.org.mx/pdf/liminar/v18n1/1665-8027-liminar-18-01-00112.pdf	MARTES Sep. 6 Lectura 2 & Reflexión WEEK 2 MIÉRCOLES Sep. 7 NO Presentación
Week 3 Sep 7–11 Class Sep 9	Lectura 3: Artículo: <i>La salud pública y la política del lenguaje en Texas durante las primeras décadas del siglo XX</i>, — Glenn A. Martínez (Sep. 14) Reflection Week THREE (Sept. 14)	Lecturas: 1.4 <i>Lectura breve: Factores a considerar en la primera consulta con un paciente latino</i> (p. 6) 1.6 <i>El método GREET</i> (p. 7) Estudio de Caso 1: Fernando José Santana Rodríguez (p. 8) 1.8 Preguntas de comprensión (p. 9) 1.9 Análisis y discusión (p. 9)	MARTES Sep. 15 Lectura 3 & Reflexión WEEK 3 MIÉRCOLES Sep. 16 NO Presentación
Week 4 Sept. 14–18 Class Sep. 16	Lectura 4: Libro <i>Para vivir con salud: "La enfermera de Emilia"</i> Pardo Bazán (Sep. 21) Reflection Week FOUR (Sept. 20) Presentación No. 1: Machismo/Mujeres: 2.14 Presentación (p. 31).	Reading comprehension and discussion: Nota Cultural 1: El machismo y el marianismo (p. 22) 2.2 Comprensión (p. 24) Nota Cultural 2: El machismo y la identidad de género (p. 27) 2.11 Comprensión (p. 30) 2.12 Análisis y discusión (p. 31) 2.13 Investigación (p. 31) Estudio de caso 2: Guadalupe Campos (32) 2.16 Análisis y discusión (33)	MARTES Sep 22 Lectura 4 & Reflexión WEEK 4 MIÉRCOLES Sep. 23 NO Presentación
Week 5 Sept. 21–25		Presentación No. 1 Machismo/Mujeres: 2.14 Presentación (p. 31).	



Week Dates	Readings & Homework Perusal	In-Class Activities E-book Culture, Health, and Food in Latin America https://scholarworks.lib.csusb.edu/cgi/viewcontent.cgi?article=1003&context=worldlang-publications#page=40.10	Homework Due date
Class Sep. 23	Lectura 5: Libro <i>Me llamo Rigoberta Menchú y así me nació la conciencia</i> — Rigoberta Menchú: “<i>Ceremonias del nacimiento</i>” (Guatemala, 1983), (pp. 27–49) (Sep.28) Reflection Week FIVE (Sept. 27)	Nota Cultural 1: La emigración y la salud (p. 36) 3.2 Comprensión 3.3 Análisis y discusión (p. 37) Estudio de caso 1: Jordan Rivera (p. 38) 3.7 Análisis y discusión - TEDx Talk “La selección latinoamericana de cerebros” - Charla: análisis y discusión	MARTES Sep 29 Lectura 5 & Reflexión WEEK 5 MIÉRCOLES Sep 30 Presentación No. 1
Week 6 Sept. 28– Oct. 2 Class Sep. 30	Lectura 6: “Kambó, el polémico veneno que se usa en Sudamérica como medicina para curarlo todo” (Oct 5). Reflection Week SIX (Oct. 5) Presentación No. 2: <i>Migración y salud</i>: 3.16 Presentación (p. 47)	TEDx Talk: El impacto del marketing en los medicamentos que tomamos - Charla: análisis y discusión Estudio de caso 2: Emanuel Lara (p. 43) 3.2 Comprensión 3.3 Análisis y discusión (p. 45) 3.15 Investigación (p. 46)	MARTES Oct 6 Lectura 6 & Reflexión WEEK 6 MIÉRCOLES Oct 7 Presentación No. 2
Week 7 Oct. 5–9 Class Oct. 7 MIDTERMS	NOT READING/HOMEWORK FOR WEEK 8 Ensayo 1 Draft: 1st. DRAFT due on Oct. 12 (bring it to class) (Time to prepare your Ensayo Professional).(Workshop) Reflection Week SEVEN (Oct. 11) Presentación No. 3: <i>Chamanes</i> (p72)	Presentación No. 2: Migración y salud: 3.16 Presentación (p. 47) Nota Cultural 2: Definiciones tradicionales de “salud” y “enfermedad” en México (p. 69) 5.11 Comprensión 5.12 Análisis y discusión 5.13 / 5.14 Investigación: Chamán (p. 72) Introduction to Ensayo professional	• MARTES Oct 13 Reflexión WEEK 7 & Ensayo Draft MIÉRCOLES Oct 14 Ensayo WORKSHOP NO presentación
Week 8 Oct. 12–16 Class Oct.14 MIDTERMS	NOT READING/HOMEWORK FOR WEEK 9 Ensayo 1 Review: Time to Revise and edit your Ensayo professional IN CLASS Reflection Week EIGHT (Oct.19) PRESENTACIÓN Ensayo: Round table: Mi ensayo professional.	Presentación No. 3: Chamanes (p72) Estudio de caso 2: Mónica Sánchez (p. 73) 5.16 Comprensión 5.17 Análisis y discusión (pp. 75–76) 5.20 Investigación: La medicina tradicional en Estados Unidos (p. 78) Ensayo profesional Workshop / Editing workshop	• MARTES 20 Reflexión WEEK 8 MIÉRCOLES Oct 21 Presentación ENSAYO (round table)
Week 9 Oct. 19–23 Class Oct. 21	Lectura 7: “Solo vine a hablar por teléfono” —	TEDx Talk: ¿Puede la cocina cambiar el mundo? - Charla: análisis y discusión	MARTES Oct 27 Lectura 7 & Reflexión WEEK 9



Week Dates	Readings & Homework Perusal	In-Class Activities E-book Culture, Health, and Food in Latin America https://scholarworks.lib.csusb.edu/cgi/viewcontent.cgi?article=1003&context=worldlang-publications#page=40.10	Homework Due date
	Gabriel García Márquez (Oct. 25) • Reflection Week NINE (Oct. 26) • Presentación No. 4: La medicina tradicional en Estados Unidos (p. 78) •	• Round table: Mi ensayo profesional (Presentation)	MIÉRCOLES Oct 28 Presentación No. 4
Week 10 Oct. 26–30 Class Oct. 28	• Lectura 8: “Valium 10” (México, 1973) — Rosario Castellanos (Nov. 2nd) • Reflection Week TEN (Nov. 2nd) • Presentación No. 5: Salud Mental 6.19 Presentación (p. 90)	• Presentación No. 4: La medicina tradicional en Estados Unidos (p. 78) • Nota Cultural 1: La comunidad latina y la salud mental (p. 81) 6.2 Comprensión 6.3 Análisis y discusión • Estudio de caso 1: Miguel Nava (p. 83) 6.6 Comprensión 6.7 Análisis y discusión	• MARTES Lectura 8 & Reflexión WEEK 10 MIÉRCOLES Presentación No. 5
Week 11 Nov. 2–6 Class Nov. 4	• Lectura 9: “Vieja” — Gabriela Mistral (Nov. 9) • Reflection Week ELEVEN (Nov. 9) • Presentación No. 6: El envejecimiento 9.13 Presentación (p. 129) •	• Presentación No. 5: Salud Mental 6.19 Presentación (p. 90) • Estudio de caso 2: Leonardo Guzmán (pp. 88–89) 6.16 Comprensión 6.17 Análisis y discusión 6.18 Investigación • TEDx Talk: Para entender el autismo, no quites la mirada - Charla: análisis y discusión	MARTES Nov 10 Lectura 9 & Reflexión WEEK 11 MIÉRCOLES Nov. 11 Presentación No. 6
Week 12 Nov. 9–13 Class Nov. 11	• Lectura 10: “La salud de los enfermos” — Julio Cortázar (Nov. 16) • Reflection Week TWELVE (Nov. 16)	• Presentación No. 6: El envejecimiento 9.13 Presentación (p. 129) • Los hispanos y el envejecimiento (p. 123) 9.3 Análisis y discusión (p. 124) • Nota Cultural 2: El envejecimiento y la soledad (p. 127) 9.10 Comprensión 9.11 Análisis y discusión (p. 129) 9.12 Investigación (p. 129)	MARTES Nov 17 Lectura 10 & Reflexión WEEK 12 MIÉRCOLES Nov. 18 NO Presentación No.
Week 13 Nov. 16–20 Class Nov. 18	• Lectura 11: “Palliative Care for Latino Patients and their Families: Whenever We Prayed, She Wept.” — Smith, Alexander et al. (Extra Credit) (Nov. 24)	• Discussion of familismo • Estudio de caso 2: Beatriz Guerrero (pp. 130–131) • TEDx Talk: Humanizar los cuidados intensivos • Charla: análisis y discusión	MARTES Nov 24 Lectura 11 & Reflexión WEEK 13 MIÉRCOLES Nov 25 NO CLASES
Week 14 Nov. 23–27	• Thanksgiving Nov. 23–27	• Prepare Mi propio TEDx Talk. • Review course materials and prepare for the final examination.	MIÉRCOLES Dec. 2 TEDx Talk PRESENTATION
Week 15 30– Dec. 4 Class Dec 2	• Present Mi propio TEDx Talk.	• FINAL PRESENTATIONS: Mi TEDx Talk	MIÉRCOLES Dec. 9 EXAM



<i>Week Dates</i>	<i>Readings & Homework Perusall</i>	<i>In-Class Activities</i> <i>E-book Culture, Health, and Food in Latin America</i> https://scholarworks.lib.csusb.edu/cgi/viewcontent.cgi?article=1003&context=worldlang-publications#page=40.10	<i>Homework Due date</i>
<i>Week 16</i> <i>Dec. 7-12</i>	• FINAL EXAMS		

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/DisabilitySupport-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.

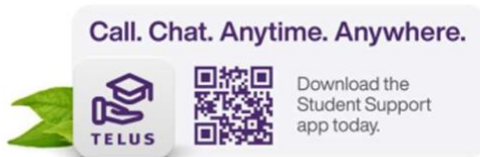
Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the 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. 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: <https://www.tamusa.edu/about-us/emergency-management/>

Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. NonEmergency (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/StudentRights-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/academicintegrity.html>).

- 1) Syllabus must include course descriptions that match descriptions from the catalog
- 2) Syllabus must include student learning outcomes (SLOs) and SLOs must be consistent across multiple sections of the same course
- 3) Syllabus must include detailed schedule (including specific page numbers for readings for particular days, grading scale, assessment system)

Here is a link to our catalog, where you can access course descriptions to go on your syllabus: <https://catalog.tamusa.edu/undergraduate/arts-sciences/language-literature-arts/#coursestext>

<https://catalog.tamusa.edu/undergraduate/arts-sciences/language-literature-arts/#coursestext>