



## SPAN 3302 WRITING FOR WIDE AUDIENCES

**DAY/TIME:** Miércoles de 5:30-7:15pm  
**Writing-Intentional Course**

**PROFESSOR:** Dr. Hilda Velásquez

**EMAIL:** hvelasquez@tamusa.edu

**OFFICE HOURS:** (For virtual appointments on weekdays, please email two time slots that work best for you).

College of Arts and Humanities

**PREREQUISITE:** SPAN 2312

**REQUIRED MATERIALS:** *Conversaciones escritas, 3rd Edition.*

(Additional materials will be available on Blackboard)

### COURSE DESCRIPTION

This course will help students to learn how to write in Spanish for Spanish audiences outside academic disciplines. Students will work on producing autobiographical and ethnographical essays, film reviews, and opinion columns that are clear and compelling to a wide range of readers. The course covers basic lessons in Spanish grammar and spelling, the Latina/o/e experience in the United States, aspects of Latin American and Spanish culture, as well as an introduction to Hispanic literature in the United States.

### Objectives:

- Compose texts using most common genre conventions to communicate with non-specialized audiences in Spanish.
- Improve Spanish grammar and vocabulary.
- Improve writing skill in Spanish by collaborating with peers, by providing reviews and evaluations and by incorporating classmates' reviews and evaluations.
- Analyze and understand differences and similarities in written genres produced in the Hispanic world.
- Connect student' personal and professional interests with a larger community of Spanish speakers within and outside the US.

### Learning Goals

- Students will develop critical thinking.
- Students will develop the ability to articulate personal and communal experiences using Spanish language.
- Students will be able to articulate their critical opinions on issues and problematics addressed in class using Spanish language.
- Students will enter in a dialogue with Spanish speaking communities.

### C. COURSE POLICIES

#### 1. 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 writing and communicating with Spanish audiences. ‘Writing is rewriting’ and in Spanish it is crucial for you to draft and review and correct your writing to build up your writing 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.

**Grammar exercises:** All students must complete the assigned reading and grammar Tareas by the date indicated in the course schedule. These Tareas will be reviewed on the textbook website VHL Central.

**Compositions (3):** Each student will write three compositions. The compositions must be written clearly, concisely, and demonstrate a good use of the Spanish language. The required format is MLA, with 12-point *New Time Romans* font and double spacing. For each composition students should follow these steps:

#### **1. Brainstorming:**

Students are expected to brainstorm ideas for each composition during class sessions and create an outline.

#### **2. First Draft:**

Students should bring a printed copy of their first version for review by a peer, utilizing the assigned handout. Peers will provide feedback using the assigned handout during the review hour.

#### **3. Second Version: Blackboard Submission**

Based on their first version and their peer’s feedback, students will write a second version. The second version of your “composición” will be submitted on Blackboard by the scheduled deadline. The submission should include the peer review handout’s picture. Each second version submission will be graded based on completion, taking into account the appropriate length and incorporation of peer suggestions.

### **Instructors Feedback**

The instructor will review the second versions, offering corrections and suggestions through Blackboard. Students are expected to address and incorporate this feedback into their work before submitting the final version on the scheduled day.

#### **4. Final Version: Blackboard Submission:**

On each assigned day, students are required to upload their final composition to Blackboard. Each submission will be evaluated based on genre conventions and individual requirements discussed during class for each composition. It is essential that students adhere to the guidelines provided.

**Autobiographical Essay** (2-3 pages). Students will develop a first-person autobiographical essay. The essay can explore the history of relatives, recount personal experiences with Spanish language, or relationships with countries of origin or family etc. Students can also focus on aspects of their identities.

**Opinion Column**. Develop an opinion column of 400-500 words for the local press on a topic of interest to the community. The grade, however, does not depend on whether the composition is published or not but on its good development of ideas and clear and correct expression in Spanish.

**3) Ethnographic Study**. Develop a 3–4-page ethnographic study in which the student interview a Hispanic/Latino member of the family or community. The student should choose one aspect of their experience, such as:

- An important moment in their life
- A time when they overcame a challenge
- Traditions

It is essential to schedule an appointment with the person you will interview, prepare a list of questions, and record the conversation. You will also submit a transcription of this interview

#### **OJO:**

It is necessary to properly document and credit the use of secondary and reference sources, indicating the author, source, and page. Pay attention to academic integrity standards (see University Catalog). Any violation of this code will be reported to university authorities and will result in a severe penalty.

Academic Integrity and Student Misconduct. For all the assignments for this course, the Code of Student Conduct of Texas A&M, San Antonio is in effect. Academic misconduct is defined as: Any activity that tends to compromise the academic integrity of the university or subvert the educational process. Examples of academic misconduct include, but are not limited to:

1. Violation of course rules as contained in the course syllabus or other information provided to the student; violation of program regulations as established by departmental committees and made available to students.
2. Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas.
3. Submitting substantially the same work to satisfy requirements for one course that has been submitted in satisfaction of requirements for another course, without permission of the instructor of the course for which the work is being submitted.
4. For an extended version of these examples please refer to [http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)

#### **No Use of Generative AI Permitted**

SPA 3302 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.

To avoid plagiarism, students must make sure that they:

1. Always cite their sources (following the MLA format).
2. Read the guidelines for written assignments more than once.
3. If in doubt consult with your professor.

### **DIVISIÓN DE LA NOTA FINAL**

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|---------------------------------------------------------------------------------|-------------|
| <b>Participación</b>                                                            | <b>150</b>  |
| <b>Tareas</b>                                                                   | <b>300</b>  |
| <b>Ensayo autobiográfico</b><br>First submission (50)<br>Final submission (150) | <b>200</b>  |
| <b>Columna de opinión</b><br>First submission (50)<br>Final submission (100)    | <b>150</b>  |
| <b>Ensayo etnográfico</b><br>First submission (50)<br>Final submission (150)    | <b>200</b>  |
| <b>Total Puntos</b>                                                             | <b>1000</b> |

## COURSE CALENDAR

| FECH<br>A                                                                          | CAP                           | In-CLASS ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Tareas (Submit Before class time)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Semana<br>1<br>20 al<br>25 de<br>enero<br>Clase<br>21 de<br>enero                  | CAPÍTULO 1:<br>La Inmigración | 1) Introducción al curso<br>2) Lectura 1: Metas de la conversaciones escritas<br>3) El corrector de ortografía                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 1) <b>Lectura 2:</b> La inmigración (Completa los ejercicios 1, 2, 3 y 4 de “Antes de Leer”, y los ejercicios 1 y 2 de “Después de Leer”) <b>Fecha de entrega: 27 de enero en Blackboard</b><br>2) <b>Lectura 3:</b> Cómplices de los indocumentados (Completa los ejercicios 1, 2, 3 y 4 de “Antes de Leer”, y los ejercicios 1, 2 y 3 de “Después de Leer”) <b>Fecha de entrega: 27 de enero en Blackboard</b>                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Semana<br>2<br>26 de<br>enero<br>al 1 de<br>febrero<br><br>Clase<br>28 de<br>enero |                               | 1) <b>Revisión de lecturas:</b><br>a) Lectura 2: La inmigración<br>b) Lectura 3: Cómplices de los indocumentados<br>c) En clase: Lectura 2, Después de leer 3 y 4<br>d) En clase: Lectura 3, Después de leer 4 y 5<br>2) <b>Gramática:</b><br>a) La acentuación (Ch 1/p 29)<br>b) Más sobre la acentuación y la ortografía (Ch 2/p 51)<br>c) Formas verbales con acentos (Ch 3/p 95)<br>3) <b>Enfoque de redacción:</b>                                                                                                                                                                                                                                       | 1) <b>Entrando a la conversación 1:</b><br>a) Jorge Ramos o el DACA (Escribe una carta a Jorge Ramos.)<br>2) <b>Gramática y uso:</b><br>a) <b>Acentuación:</b> Completar los siguientes ejercicios: 1, 2, 3 & 4/p 31; 1 & 2/p 52; 1 & 2/p96)<br>b) <b>Repaso palabras de transición:</b> Leer información sobre “Las palabras de transición” en el capítulo 4, pág. 142/ Revisar otros materiales dados por la maestra.<br>3) <b>Enfoque de la redacción 2:</b><br>a) <b>La tesis de un ensayo argumentativo:</b> Lee la información “La tesis de un ensayo argumentativo” y contesta la sección No. 1 de análisis, pág. 19)<br>b) <b>Las citas bibliográficas:</b> Lee la información “Las citas y las referencias bibliográficas” y contesta los ejercicios 1, 2, 3 y 4/ pág. 28)<br><b>FECHA DE ENTREGA: 3 DE FEBRERO EN BLACKBOARD</b> |
| Semana<br>3<br>2 al 08<br>de<br>febrero<br><br>Clase 4<br>de<br>febrero            |                               | 1) <b>Revisión de lecturas/ entrando a la conversación:</b> Jorge Ramos o el DACA.<br>2) <b>Gramática:</b><br>a) Las palabras de transición (Ch. 4/p 142)<br>3) <b>Enfoque de redacción:</b><br>a) La tesis de un ensayo argumentativo<br>b) Las citas bibliográficas<br>4) <b>Columna de Opinión</b><br>a) ¿Cómo se escribe una Columna de Opinión?<br>5) <b>Preparación de tu Bosquejo:</b><br>a) <b>Prepara una lista de posibles temas</b><br>b) <b>Reflexiona sobre tu lista</b><br>c) <b>Elige uno o dos</b><br>d) <b>Prepara un bosquejo para la columna de opinión</b><br><b>**es indispensable traer tu laptop durante los talleres (workshops).</b> | 1) <b>Gramática:</b><br>a. Completa los ejercicios sobre Las palabras de transición, capítulo 4, pág. 142 y otros ejercicios dados por la maestra.<br>2) <b>Enfoque de la redacción 2:</b><br>c) <b>La tesis de un ensayo argumentativo:</b> Contesta los ejercicios de la sección No.1 de análisis, pág. 19.<br>d) <b>Las citas bibliográficas:</b> Contesta los ejercicios 1, 2, 3 y 4/ pág. 28)<br><b>FECHA DE ENTREGA: 10 DE FEBRERO EN BLACKBOARD</b><br><br>3) <b>“Columna de Opinión”:</b> Upload to Blackboard the first version of your “columna de opinion” to Blackboard by February 11 before class and bring a printed copy to class in February 11.                                                                                                                                                                          |

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| <p>Semana 4<br/>9 al 15 de febrero</p> <p>Clase 11 de febrero</p>      |                                                            | <p>1) Revisión de lecturas:</p> <p>2) Repaso de gramática: Preguntas, dudas y demás</p> <p>3) Peer review workshop: bring a printed copy of your column de opinion, 400-500 words</p> <p><b>**es indispensable traer tu laptop durante los talleres.</b></p>                                                                                                                                                                                                  | <p>1) <b>Make sure you bring a printed copy of your “Columna de Opinión” to participate in the Peer review workshop to class on February 11. Also, don’t forget to upload to Blackboard the first version of your “columna de opinion” by 5:00 pm February 11.</b></p> <p>2) <b>Presentación:</b> Prepara una presentación de 5 minutos sobre tu columna de opinión para compartir tus ideas y opiniones sobre el tema elegido. Puedes usar Power Point, Canva, etc. para incluir imágenes y enriquecer visualmente tu exposición.</p> <p>3) Esta presentación se hará en persona en la clase del 28 de febrero (Semana 5)</p> <p>4) <b>Lectura 2:</b> Encuentros y desencuentros: De Guillermo a William: Completa los ejercicios: Nombres -1, 2, 3 y 4- y Vocabulario de “Antes de Leer”. Y los ejercicios 1, 2 &amp; 3 de “Después de leer”.</p>                                                                                                                        |
| <p>Semana 5<br/>16 al 22 de febrero</p> <p>Clase 18 de febrero</p>     | <p><b>CAPÍTULO 2:</b><br/>Las Identidades Latinas</p>      | <p>1) <b>PRESENTACIONES:</b> Presentaciones de la “Columna de Opinión”</p> <p>2) <b>Revisión de lecturas:</b></p> <p>a) Lectura 2: Encuentros y desencuentros: De Guillermo a William.</p>                                                                                                                                                                                                                                                                    | <p>1) <b>Lectura 3:</b> ¿Mejorar la raza?: Completa los ejercicios: 1, 2, 3 y 4 de “Antes de Leer”. Y los ejercicios 1, 2, 3, 4, 5 &amp; 6 de “Después de leer”.</p> <p>2) <b>Enfoque de redacción 1 &amp; 2:</b></p> <p>a) El “Se dice”: Completar ejercicios 1, 2 &amp; 3 (pags. 49 y 50)</p> <p>b) Los resúmenes: Completar ejercicios 1 &amp; 2 (pag. 78)</p> <p><b>FECHA DE ENTREGA: 24 DE FEBRERO</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Semana 6<br/>23 de feb al 1 de marzo</p> <p>Clase 25 de febrero</p> | <p><b>CAPÍTULO 2:</b><br/>Las Identidades Latinas</p>      | <p>1) <b>Revisión de lecturas:</b></p> <ul style="list-style-type: none"> <li>Lectura 3: ¿Mejorar la raza?</li> </ul> <p>2) <b>Gramática y uso:</b></p> <ul style="list-style-type: none"> <li>ha vs a (Cap. 2/ p 63)</li> <li>Los artículos definidos (Cap. 4/p 133)</li> </ul> <p>3) <b>Enfoque de redacción:</b></p> <ul style="list-style-type: none"> <li>El “se dice”</li> <li>Los resúmenes</li> </ul>                                                 | <p>1) <b>Gramática y uso:</b></p> <p>a) <b>“ha vs. a”:</b> Completa los ejercicios sobre y sobre los artículos definidos. (Cap. 3)</p> <p>b) <b>Los artículos definidos:</b> Completa los ejercicios en Blackboard. (Cap. 4/pg. 133)</p> <p>c) <b>Usos Informales del español:</b> Completa la actividad 2 (Cap. 3/ pg. 111)</p> <p>2) <b>Enfoque de redacción 1 &amp; 2 (Cap. 3):</b></p> <p>a) El Título: Lee el contenido de la lectura sobre el título y responde a la pregunta(s) de “Análisis” (pág. 93)</p> <p>b) La introducción: Lee el contenido de la lectura sobre la Introducción y contesta las preguntas 1 &amp; 2.</p> <p>3) <b>Lectura 3 Proud of the Purple (Cap. 3):</b> Completa los ejercicios: 1, 2 &amp; 3 de “Antes de Leer”. Y los ejercicios 1, 2, 3, 4, 5, 6 &amp; 7 de “Después de leer”.</p> <p>4) <b>Entrando a la conversación: Leer</b> “Mi autobiografía lingüística” (Cap. 3/pg. 117-118)</p> <p><b>FECHA DE ENTREGA: 4 DE MARZO</b></p> |
| <p>Semana 7<br/>2 al 8 de marzo</p> <p>Clase 4 de marzo</p>            | <p><b>CAPÍTULO 3:</b><br/>Cuestiones de lengua Latinas</p> | <p>1) <b>Revisión de lecturas:</b></p> <p>a) Lectura 3: Proud of the Purple: La variación Lingüística</p> <p>b) Lectura 2: Hambre de memoria *</p> <p>2) <b>Gramática y uso:</b></p> <p>a) Usos informales del español</p> <p>3) <b>Enfoque de redacción:</b></p> <p>a) El título</p> <p>b) La Introducción</p> <p>4) <b>Entrando a la conversación:</b> “Mi autobiografía lingüística” (Cap. 3/pg. 117-118)</p> <p>5) <b>Preparación de tu bosquejo:</b></p> | <p>1) <b>Lectura 2 (Cap. 4):</b> Luchar por los quince: Completa los ejercicios: Nombres -1, 2 &amp; 3 de “Antes de Leer”. Y los ejercicios 1, 2, 3, 4 &amp; 5 de “Después de leer”.</p> <p>2) <b>Gramática y uso:</b></p> <p>3) <b>Enfoque de la redacción 2:</b></p> <p>a) <b>Las Falacias Lógicas:</b> Lee la información sobre “Las Falacias Lógicas” y contesta los ejercicios 1, 2 &amp; 3/pág. 132)</p> <p>b) <b>La Conclusión:</b> Lee la información sobre como escribir conclusiones y contesta los ejercicios 1 &amp; 2/ pág.141).</p> <p>4) <b>Entrando a la conversación: Leer</b> “Mi autobiografía lingüística” (Cap. 3/pg. 117-118)*</p>                                                                                                                                                                                                                                                                                                                   |

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|--------------------------------------------------------------------------------|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                |                                                             | <ul style="list-style-type: none"> <li>a) Repasar “mi autobiografía lingüística” (Cap. 3/pg. 117-118)</li> <li>b) Prepara un bosquejo para el ensayo autobiográfico.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>5) <b>“Ensayo Autobiográfico”</b>. Upload to Blackboard the first version of your “columna de opinion” to Blackboard by <b>March 18</b> before class and bring a printed copy to class in <b>March 18</b>.</p> <p><b>FECHA DE ENTREGA: 17 DE MARZO</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>9 al 14</b>                                                                 | <b>SPRING BREAK</b>                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Semana 8</b><br/>16 al 22 de marzo</p> <p>Clase 18 de marzo</p>          | <p><b>CAPÍTULO 4:</b><br/>El mundo laboral y el natural</p> | <ul style="list-style-type: none"> <li>1) <b>Revisión de lecturas:</b> <ul style="list-style-type: none"> <li>a) Lectura 2: Luchar por los quince</li> <li>b) Lectura 4: La regla de oro y las tres responsabilidades corporativas*</li> </ul> </li> <li>2) <b>Gramática y uso:</b></li> <li>3) <b>Enfoque de redacción:</b> <ul style="list-style-type: none"> <li>a) Las falacias lógicas.</li> <li>b) La Conclusión</li> </ul> </li> <li>4) <b>Entrando a la conversación:</b> “Mi autobiografía lingüística” (Cap. 3/pg. 117-118)</li> <li>5) <b>Peer review workshop:</b> bring a printed copy of your “<b>ensayo autobiográfico</b>” (Online video)</li> <li>6) <u>Workshop on MLA Style*</u></li> </ul> | <ul style="list-style-type: none"> <li>1) <b>Presentación:</b> Prepara una presentación de entre 5-7 minutos sobre tu “ensayo autobiográfico”. Puedes usar Power Point, Canva, etc. para incluir imágenes y enriquecer visualmente tu exposición.</li> <li>2) Esta presentación se hará en persona en la clase del <b>25 de marzo (Semana 9)</b></li> <li>3) Upload the Final version of your autobiographical essay to Blackboard by <b>March 25<sup>th</sup> @ 11:59 pm</b></li> </ul> <p><b>FECHA DE ENTREGA: 25 DE MARZO</b></p>                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Semana 9</b><br/>23 al 29 de marzo</p> <p>Clase 25 de marzo</p>          | <p><b>PRESENTACIONES:</b><br/>ENSAYO AUTOBIOGRÁFICO</p>     | <ul style="list-style-type: none"> <li>1) <b>PRESENTACIONES:</b> Presentaciones del “Ensayo Autobiográfico”</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>1) <b>Lecturas Capítulo 5:</b> <ul style="list-style-type: none"> <li>a) <b>Lectura 1 Divididos por la Tecnología:</b> Completa los ejercicios: Nombres -1, 2 &amp; 3 de “Antes de Leer”, y los ejercicios 1, 2, 3 &amp; 4 de “Después de leer”.</li> <li>b) <b>Lectura 2 Cuando desinforman y engañan deliberadamente:</b> Completa el ejercicio 1 de “Antes de Leer”, y los ejercicios 1, 2, 3, 4 &amp; 5 de “Después de leer”.</li> </ul> </li> <li>2) <b>Enfoque de la redacción 2:</b> <ul style="list-style-type: none"> <li>a) <b>Las Imágenes:</b> Lee la información sobre “Las imágenes” y contesta los ejercicios 1 &amp; 2/pág.169)</li> <li>b) <b>Las Oraciones Complejas I:</b> Lee la información sobre las oraciones complejas y contesta el ejercicio 1/ pág.182).</li> </ul> </li> </ul> <p><b>FECHA DE ENTREGA: 1 DE ABRIL</b></p> |
| <p><b>Semana 10</b><br/>30 de marzo al 5 de abril</p> <p>Clase 01 de abril</p> | <p><b>CAPÍTULO 5:</b><br/>La Tecnología</p>                 | <ul style="list-style-type: none"> <li>1) <b>Revisión de lecturas:</b> <ul style="list-style-type: none"> <li>a. Lectura 1: Divididos por la tecnología</li> </ul> </li> <li>2) Lectura 3: Cuando desinforman y engañan deliberadamente</li> <li>3) <b>Gramática y uso:</b> <ul style="list-style-type: none"> <li>a. el verbo haber</li> <li>b. sino, pero y sino que</li> </ul> </li> <li>4) <b>Enfoque de redacción:</b> <ul style="list-style-type: none"> <li>a. Las imágenes</li> <li>b. Oraciones Complejas I</li> </ul> </li> </ul>                                                                                                                                                                    | <ul style="list-style-type: none"> <li>1) <b>Gramática y uso:</b> <ul style="list-style-type: none"> <li>a) <b>El verbo Haber:</b> Completa los ejercicios 1 &amp; 2 (pg. 172)</li> <li>b) <b>Sino, Pero y Sino que:</b> Completa los ejercicios 1, 2 &amp; 3 (pg. 184).</li> </ul> </li> <li>2) <b>Lecturas Capítulo 6:</b> <ul style="list-style-type: none"> <li>a) <b>Lectura 1 Sólo la sociedad crea el género:</b> Completa los ejercicios1, 2, 3 &amp; 4 de “Antes de Leer”, y los ejercicios 1, 2, 3, 4 &amp; 5 de “Después de leer”.</li> <li>b) <b>Lectura 2 Los juguetes y las películas: Herramientas para la imaginación infantil y adulta:</b> Completa los ejercicios 1, 2, 3 &amp; 4 de “Antes de Leer”, y los ejercicios 1, 2, 3, 4, 5 &amp; 6 de “Después de leer”.</li> </ul> </li> <li>3) <b>Enfoque de la redacción 2:</b></li> </ul>                                   |



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|                                                                     |                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>a) <b>Las Palabras Precisas:</b> Lee la información sobre “Las palabras precisas” y contesta el ejercicio 1/pág.198)</p> <p>b) <b>Las Oraciones Complejas II:</b> Lee la información sobre las oraciones complejas y contesta el ejercicio 1/ pág. 208).</p> <p><b>FECHA DE ENTREGA: 8 DE ABRIL</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>Semana 11<br/>6 al 12 de abril</p> <p>Clase 8 de abril</p>       | <p><b>CAPÍTULO 6:</b><br/>Lo biológico y lo social del género</p> | <p>1) <b>Revisión de lecturas:</b><br/>a. Lectura 1: Sólo la sociedad crea el género<br/>b. Lectura 2: Los juguetes y las películas: Herramientas para la imaginación infantil y adulta*</p> <p>2) <b>Gramática y uso:</b><br/>a. Las preposiciones<br/>b. Las oraciones hipotéticas</p> <p>3) <b>Enfoque de redacción:</b><br/>a. Las palabras precisas<br/>b. Las Oraciones Complejas II</p> <p>4) <b>Prepara un bosquejo para el ensayo etnográfico</b></p>                                                                                                        | <p>1) <b>Gramática y uso:</b><br/>a) <b>Preposiciones:</b> Completa el ejercicio1 (pg. 207)<br/>b) <b>Las oraciones hipotéticas:</b> Completa los ejercicios 1 &amp; 2 (pg. 209).</p> <p>2) <b>Lecturas Capítulo 7:</b><br/>a) <b>Lectura 2 El acceso de salud : La barrera del idioma:</b> Completa los ejercicios1, 2, 3 &amp; 4 de “Antes de Leer”, y los ejercicios 1, 2, 3, 4 &amp; 5 de “Después de leer”.</p> <p>3) <b>Enfoque de la redacción 2:</b><br/>a) <b>El Público:</b> Lee la información sobre “el público” y contesta el ejercicio 1/pág. 235)<br/>b) <b>El “¿Y el qué?”:</b> Lee la información y contesta el ejercicio 1/ pág. 257).</p> <p>4) <b>“Ensayo Etnográfico”.</b> Upload to Blackboard the first version of your “columna de opinion” to Blackboard by <b>April 15</b> before class and bring a printed copy to class in <b>April 15.</b></p> <p><b>FECHA DE ENTREGA: 14 DE ABRIL</b></p> |
| <p>Semana 12<br/>Del 13 al 19 de abril</p> <p>Clase 15 de abril</p> | <p><b>CAPÍTULO 7:</b><br/>El bienestar Individual y Social</p>    | <p>1) <b>Revisión de lecturas:</b><br/>a. Lectura 2: El acceso de salud: La barrera del idioma.</p> <p>2) <b>Gramática y uso:</b><br/>a. El verbo gustar y similares<br/>b. Los refranes y dichos</p> <p>3) <b>Enfoque de redacción:</b><br/>a. El público<br/>b. El “¿y qué?”</p> <p>4) <b>Peer review workshop:</b> bring a printed copy of your “ensayo etnográfico” (Online video)</p> <p>5) <b>Traer a clase el primer bosquejo para el ensayo etnográfico y sesión de revisión (copia impresa) **es indispensable traer tu laptop durante los talleres.</b></p> | <p>1) <b>Gramática y uso:</b><br/>a. <b>El verbo Gustar y similares:</b> Completa los ejercicios 1, 2 &amp; 3 (pgs. 236-237)<br/>b. <b>Los refranes y dichos:</b> Completa los ejercicios 1, 2 &amp; 3 (pg. 249).</p> <p>2) <b>Lecturas Capítulo 8: Leer</b><br/>a. Lectura 1: Primera Comunión<br/>b. Lectura 2: Odisea del Norte.<br/>c. Lectura 3: El súper<br/>d. Lectura 4: Paletitas de guayaba</p> <p>3) <b>Enfoque de la redacción 1:</b><br/>a. Elementos básicos del análisis literario: Lee la información y contesta los ejercicios 1, 2 &amp; 3/ págs. 281-282)</p> <p>4) <b>Upload the first version of your ethnographic essay to Blackboard by April 21<sup>st</sup> @ 11:59 pm and bring a copy to class on April 22<sup>nd</sup></b></p> <p><b>FECHA DE ENTREGA: 21 DE ABRIL</b></p>                                                                                                                  |



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|-------------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Semana 13<br>Del 20 al 26 de abril<br><br>Clase 22 de abril | CAPÍTULO 8:<br>La literatura latina en Estados Unidos | 1) <b>Enfoque de redacción:</b><br>a. Elementos básicos del análisis literario<br>2) <b>Revisión de lecturas:</b><br>a. Lectura 1: Primera Comunión<br>b. Lectura 2: Odisea del Norte.<br>c. Lectura 3: El súper<br>d. Lectura 4: Paletitas de guayaba<br>3) <b>Gramática y uso:</b><br>a. La Voz Pasiva<br>b. Los pronombres relativos<br>4) <b>Edición de <u>la versión final del ensayo etnográfico (Peer review, video)</u></b> | 1) <b>Gramática y uso:</b><br>a. <b>La voz pasiva:</b> Completa los ejercicios 1 & 2 (pg. 269)<br>b. <b>Los pronombres relativos:</b> Completa los ejercicios 1, 2 & 3 (pg. 284).<br>2) Upload the final version of your ethnographic essay to Blackboard by April 29 <sup>th</sup> @ 11:59 pm and bring a copy to class on April 29 <sup>th</sup> |
| Semana 14<br>Del 27 al 3 de mayo<br>Clase 29 de abril       | Presentación del ensayo etnográfico en clase          |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                    |
| Semana 15<br>del 4 al 10 de mayo<br>Clase 6 de Mayo         | Presentación del ensayo etnográfico en clase          |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                    |
| Week 15 del 4 al 10 de mayo<br>FINAL EXAM Wednesday, May 6  |                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                    |
| Week 16<br>Del 11 al 12 de mayo                             |                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                    |

Las fechas y contenido de este calendario está sujeto a cambios.



## IMPORTANT POLICIES AND RESOURCES

**Academic Accommodations for Persons 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, please contact Disability Support Services in the Central Academic Building, Suite 210, or at (210) 784-1335 or visit <https://www.tamusa.edu/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 and their instructors 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/or 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 Modular C, Room 166 (Rear entrance). 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.

**Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').** For more information and self-help resources, please visit [www.tamusa.edu/studentcounseling](http://www.tamusa.edu/studentcounseling)

**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/campus-information/safety/university-police-department/documents/emergency-operations-plan.pdf> and <https://www.tamusa.edu/about-us/campus-information/safety/university-police-department/documents/emergency-action-plan.pdf>

Download the SafeZone App 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 the first week of class. Any student receiving federal financial aid who does not attend 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://bit.ly/WLDCCenter>.

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 contact the Dean of Students (DOS@tamusa.edu) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots’ Casa in-person 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 an opportunity to make up any examination, study, or 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, equality of 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 within our state, nation, and world. All decisions and actions involving students and employees should 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, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

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, 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 or sexual violence, or other related 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 reasonable accommodations to pregnant students that would be provided to a student with a temporary medical condition and 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.

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, 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 student 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, University Catalog and to comply with them, as well as 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 an environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notification.

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. Behaviors that infringe 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](#).