

# **Instructor: Nelson Hernández**

## **COURSE: SPAN 2313-001**

Span 2313 002 T,R 12:30 pm - 1:45 pm Senator Frank L. Madla 206

**January 20, 2025 - May 12, 2026**  
**(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 1:45 pm.

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

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

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

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

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

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

**Pre-requisites:** Placement test SASPE

### **1. Course Prerequisite**

Spanish 2313 is an intermediate level course designed for students who are bilingual and/or have taken SPAN 1313 and SPAN 1315 at A&M-San Antonio. The course is inclusive of bilingual and second language learners of Spanish. The course focuses on developing grammatical, conversational, and listening skills in a positive and culturally relevant setting. Prerequisite: Placement by exam or departmental approval, or successful completion of SPAN 1315.

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

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

## **COURSE MATERIALS**

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

- Hernández Yanina. and José Esteban Hernández. 2020. *Reflexiones sobre nuestra lengua: Manual de discusión y reflexión*. <https://reflexionessobrenuestralengua.pressbooks.com/>. Open Education Resource (free access)\*.

- Other resources

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

\*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."

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

Check Blackboard for any other required materials as readings.

### Course Description

This intermediate-level is a third semester course designed for intermediate students (meaning you have studied Spanish before) and for those students who have been raised in a Spanish-speaking environment and speak, or understand, some Spanish as a result of hearing it in the home, and in the community by family, friends, and neighbors. The course is inclusive of bilingual and second language learners of Spanish. Students in this course will continue to develop their ability to narrate events in the past and will be able to describe hypothetical situations. Students will also develop their ability to express wishes, desires, and necessities. This course focuses on the cultural capital and linguistic knowledge brought to the class by the heritage language students. By examining social justice topics, culture, and multimedia production from and about the Spanish-speaking world, students will use the Spanish language to reflect on and produce multimedia content that links and contextualizes learners' home, families, and communities' stories within the US and global society. In this way, students will enhance not only their linguistic skills but their media literacy and critical thinking as well. This course will help the student build confidence in their Spanish abilities and expand the language use in the areas of writing, reading, oral production and listening comprehension. The course will also explore the diverse identities and experiences of Spanish-Speaking groups in the United States and student's home and community culture, while raising students' critical language awareness of speech and Spanish language variations in different contexts.

### Learning Outcomes

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

1. Interpersonal Communication: Students can exchange information on a wide variety of familiar topics in which the students use appropriate vocabulary to describe their daily lives and narrate events in the past with some degree of ease and confidence. Students will record a podcast.
2. Written expression: Students can write an essay/news articles/opinion pieces in the target language, and that effectively conveys a series of past events to the reader that may include recent and distant past.
3. Interpretive listening: Students can identify the main idea and key information in short straightforward conversations, different media outlets, and podcasts.

4. Interpretive reading: Students can understand the main idea and key information in short straightforward informational and fictional texts.
5. Critical cultural and language awareness: Students can recognize and explain some of the issues facing bilingual communities in accordance with the instructor's expertise and articulation with previous and subsequent courses.

#### Communicative Functions to cover

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

#### In addition students will:

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

#### Communicative Functions to cover.

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

---

## 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 the readings and assignments by their due dates. Doing so will facilitate your participation in group activities.**

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

**1. Attendance and Participation:** Students are expected to attend all scheduled class sessions and participate actively in class discussions and activities. Regular attendance is crucial for success in this course. Students will be dropped for exceeding two (2) unexcused absences. Students are required to keep track of their absences and for completing the assigned work. (You will be dropped from this course if you do not attend the first week of classes, show a lack of effort and initiative, or fail to complete the required work during the first week.)

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

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

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

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

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

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

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

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

## **BLACKBOARD/Email**

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

### **Attendance/Participation**

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

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

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

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

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

-----

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

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

Missed work can only be made up if you have valid documentation. Legitimate excused absences include the following: verifiable confining illness, serious verifiable family emergencies, subpoenas, jury duty, and military service. It is your responsibility to notify the instructor of any excused absences as far in advance as possible. Work must be made up in a timely manner (e.g. before the next scheduled evaluation).

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

**\*If a student is absent when a password for an exam is provided during the class session, and it is an unexcused absence, the student can contact the instructor to obtain access but will lose 30 points from the exam.\***

---

### **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.

---

## Grading Scale

### Assignments and Evaluation

#### Course Grade

<b>Attendance/Participation</b>	<b>15%</b>
<b>Reflexiones</b>	<b>20%</b>
<b>Midterm exams (2 total)</b>	<b>20</b>
<b>Autobiografía Digital</b>	<b>15%</b>
<b>Manual de práctica, tareas</b>	<b>20%</b>
<b>Pruebas</b>	<b>10%</b>
<b>FINAL GRADE</b>	<b>100%</b>

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

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

---

## 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.

## Technology Requirements

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

## Tech Support

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

## Make-up Exams and Presentations

Make-up exams and presentations will be arranged for university-excused or unavoidable circumstances (e.g., deaths, personal/family illness, and emergencies), but *only* with written verification. Proper documentation must be submitted within 72 hours of your absence. I also ask that you inform us of these types of situations at least 24 hours in advance, whenever possible.

---

## 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 by your instructor. 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.

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

**Manual de práctica, Tareas (20%):** There will be various assignments about the studied grammar vocabulary, spelling topics, readings, and culture presented on each unit. Gramática, ortografía, vocabulario, and Lecturas are some of the topics found under each unit module. There will also be several other homework assignments

some of these include discussion film (videos) assignments, creative writing assignments, and Blackboard assignments. Due on Sundays.

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

**Pruebas (Quizzes) (10%):** At the discretion of the instructor, there will be quizzes to measure comprehension of the materials being discussed in the course such as culture, readings, vocabulary, spelling, grammar, etc. The specific dates for these quizzes are not stipulated in syllabus, but, in advance, will be indicated in Blackboard.

**Exámenes (20%):** There will be two major tests that will include the material covered in each unit: Manual de discusión y reflexión and Manual de práctica. Exam dates as specified in the calendar.

**Reflexiones (20%):** *Reflexiones* entries will be submitted as specified in the calendar, they are found and the end of each *unidad*. It is important to do these written assignments on your own. The help of a dictionary is essential. Once your instructor grades the first *Reflexiones* entry, look over any comments or suggestions (content, spelling, punctuation, or grammar) that will improve your writing. These corrections should reflect in future entries, since failing to do so may result in a lower grade, compared to initial entries. Each *Reflexiones* entry will be graded as follows: content and originality (40%), sentence structure (20%), spelling and punctuation (20%), grammar (20%). The instructor may opt to give further instructions. The entries should be in Spanish mainly, but a limited use of English is acceptable (translanguaging) (see Blackboard for more information.). All entries should include a title and your personal information, and every paragraph will contain a main sentence, and supporting evidence. *Reflexiones* entries should be one paragraph long (**150-200 words**), computer-written assignments, using double space, Times new Roman and size 12 font, and include one-inch margins.

**Autobiografía Digital (15%):** The final project component of the course will be a digital autobiography with 3 main parts: preparing the script, presenting a preliminary version, and final version. Plan ahead and keep on track! The instructor will provide additional guidelines over the course of the semester. The final version of the Autobiografía digital should be turned in as a link to the instructor in Blackboard. (See Blackboard for more information.)

If you chose to do a PSA (Public Service Announcement), you will still need to prepare a script (or a pitch), present your preliminary version, and final version, but you have two choices: create a **PSA info graphic** (which you present to the class) or a **PSA video**. The topic for the PSA has to be related to topics discussed in the classroom, and you want to inform and persuade your audience using facts and convincing reasons to back up your claims. (See Blackboard for more information.)

Be aware that some documents take time to be uploaded and sent electronically, therefore, plan ahead and send the project with plenty of time.

---

**Tutoring and Additional Support**

Your instructor will upload your weekly study guides, readings and other supplemental materials via BLACKBOARD modules. To supplement the grammar of our textbook, your instructor will provide extra grammar notes in Blackboard. You are always encouraged to take notes and meet with your classmates outside of class to study. If you have questions or need additional support outside of class, you can schedule an appointment with your instructor. You may also visit the tutoring room in **Classroom Hall 304**, please check the online schedule that will be provided by your instructor.

### **Academic Misconduct**

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

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

In this course, academic misconduct is constituted by receiving help in exams from others. We encourage students to visit the Writing, Language, and Digital Literacy Center for writing and language support and to use resources such as <https://www.wordreference.com/> for sentence level and grammatical checks on essays and projects. However, these resources must not be used on exams or quizzes unless it is explicitly permitted by the instructor. If you are unsure about using a resource, please ask your instructor.

### **\*. Student Life Disability Services**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with The Office of Disability Support Services (DSS). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. DSS contact information:

<https://www.tamusa.edu/disability-support-services/>

---

# **Texas A&M University San Antonio Important Policies and Resources**



# TEXAS A&M UNIVERSITY SAN ANTONIO

## University Email Policy and Course Communications

All correspondence between professors and students must occur via university email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at [helpdesk@tamusa.edu](mailto:helpdesk@tamusa.edu) or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

## 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 in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us at the website 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 academic accommodation with Disability Support Services and their instructors as soon as possible.

## Academic Learning Center

All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. 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. Online tutoring is also available for after hours and weekend assistance.

While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

Day of the Week	Appointments Available	Walk-in Tutoring (no appointment needed)
Monday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Tuesday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Wednesday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Thursday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Friday	8:00 AM – 5:00 PM	11:00 AM – 4:00 PM

## **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, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

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 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.

The [TELUS Student Support App](#) provides a variety of mental health resources to include 24/7/365 support for in the moment distress, crisis support, 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 the [Jag E Alert System website](#). You can access more information about [Emergency Operations Plan and the Emergency Action Plan on our website](#). 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 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.

## **Jaguar Writing, Language, and Digital Composing Center (WLDCC)**

The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing tutors work with students to develop reading skills, prepare oral presentations, 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 e-portfolios, class presentations, or other digital multimedia projects.

The Writing Center offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the Writing Center in JagWire under the **Student Services tab**. Click on **Writing, Language, and Digital Composing Center** to make your appointment. Students wanting to work in real time with a tutor can schedule an **Online Appointment**. Students wishing to receive asynchronous, written feedback from a tutor can schedule an **e-Tutoring appointment**. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on the [Writing Center's website](#). The Writing Center can also be reached by emailing: writingcenter@tamus.edu.

## 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 report for support](#). Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. The [General's Store is a food pantry](#) that is available on campus as well.

## 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@tamus.edu](mailto:military.va@tamus.edu) or (210)784-1397.

## Religious Observances

Texas A&M University-San Antonio recognizes the wide variety 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, based on 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@tamus.edu](mailto:titleix@tamus.edu). Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university. If you have experienced any form of sex 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@tamus.edu](mailto:titleix@tamus.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 accommodation for pregnant students as it would be provided to a student with a temporary medical condition that is 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@tamus.edu](mailto:titleix@tamus.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 if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. For more information, please contact Young Jaguars at [youngjaguars@tamus.edu](mailto:youngjaguars@tamus.edu) or call (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, 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.

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](#) or visit the resources available in the [OSRR website](#).

## **Important Spring 2026 Dates**

<b>Dates</b>	<b>Event</b>
January 13	Tuition and Fee Payments deadline
January 19	Marting Luther King Jr. Day – No Classes
January 20	First Day of Class
February 4	Census Date
March 6-23	Midterm grading period

March 9-14	Spring Break
April 3	Study Day – No classes
April 17	Last day to drop with an automatic withdrawal
May 1	Last day to drop a course or withdraw from the university
May 4	Last Day of Classes
May 5	Study Day – No classes
May 6-12	Final Exams
May 19	Commencement

The complete [Academic Calendar](#) as available on our website.

## 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.

---

*The complete academic calendar is available online:*

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

**Note: This syllabus is 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.

## Calendar of Activities:

<b>Dates</b>	<b>Material covered</b>	<b>Assignments due:</b>
Semana 1  <b>Jan 19-25</b>	<ul style="list-style-type: none"> <li>● Introducción al curso</li> <li>● Diagnóstico</li> </ul>	<p>Haz un video en español presentándote.</p> <p>Discusión: A conocernos</p> <p>Presentación</p> <p>Tarea de Orientación</p>
Semana 2  <b>Jan 26- Feb 1</b>	<p><b>Unidad 1: Para empezar</b></p> <ul style="list-style-type: none"> <li>· Manual de discusión y reflexión</li> <li>○ Preparación</li> <li>○ ¿Yo estudiante de herencia?</li> <li>○ Para ver el video: La familia</li> </ul>	<p>Manual de práctica</p> <ul style="list-style-type: none"> <li>● I. La ortografía</li> <li>● II. El vocabulario</li> </ul> <p><b>(Due the Sunday before.)</b></p>
Semana 3  <b>Feb 2-8</b>	<ul style="list-style-type: none"> <li>· Manual de discusión y reflexión</li> <li>○ Preparación para la lectura: Mareo escolar</li> <li>○ Lectura: Mareo escolar</li> </ul>	<p>Manual de práctica</p> <ul style="list-style-type: none"> <li>· III. Acentuación ortográfica (La sílaba)</li> </ul>
Semana 4  <b>Feb 9-15</b>	<ul style="list-style-type: none"> <li>· Manual de discusión y reflexión</li> <li>○ Lectura: Yo me llamo Antonio</li> </ul>	<p>Manual de práctica</p> <ul style="list-style-type: none"> <li>· IV. La gramática.</li> </ul> <p>Reflexión 1</p>
Semana 5  <b>Feb 16-22</b>	<p><b>Unidad 2: Así hablamos los bilingües</b></p> <ul style="list-style-type: none"> <li>· Manual de discusión y reflexión</li> <li>○ Preparación</li> <li>○ Así hablamos los bilingües</li> <li>○ Para ver el video: opinión sobre “Spanglish”</li> </ul>	<p>Manual de práctica 2</p> <ul style="list-style-type: none"> <li>· I. La ortografía</li> <li>· II. El vocabulario y ortografía</li> </ul>
Semana 6  <b>Feb 23- Mar 1</b>	<ul style="list-style-type: none"> <li>· Hablantes del español en los Estados Unidos,</li> <li><b>Actividad I (EN BLACBOARD)</b></li> </ul>	<p>Manual de práctica 2</p> <ul style="list-style-type: none"> <li>· C. ¡A escribir!</li> <li>· III. La acentuación escrita</li> </ul>
Semana 7  <b>Mar 2-8</b>	<ul style="list-style-type: none"> <li>· Manual de discusión y reflexión</li> <li>○ Preparación de las lecturas de Sagel y Laviera</li> <li>○ Lectura: El osito, Ya mero y La vecina</li> </ul>	<p>Manual de práctica 2</p> <ul style="list-style-type: none"> <li>· IV. La gramática</li> <li>· V. Lectura</li> </ul>

Semana 8		
Mar 9-14	<b>Spring Break</b>	
Semana 9 Mar 16--22	<ul style="list-style-type: none"> <li>· Manual de discusión y reflexión <ul style="list-style-type: none"> <li>○ Lectura: Poemas de Tato Laviera</li> </ul> </li> </ul>	Reflexión 2
	<i>Examen 1 (Unidad 1-2)</i>	
Semana 10 Mar 23--29	<p><b>Unidad 3: Seguimos andando</b></p> <ul style="list-style-type: none"> <li>· Manual de discusión y reflexión <ul style="list-style-type: none"> <li>○ Preparación</li> <li>○ Las lenguas y los préstamos</li> </ul> </li> </ul>	Manual de práctica 3 <ul style="list-style-type: none"> <li>● I. La ortografía</li> <li>· II. La acentuación escrita</li> </ul>
Semana 11 Mar 30- Apr 5	<ul style="list-style-type: none"> <li>· Manual de discusión y reflexión <ul style="list-style-type: none"> <li>○ Para ver el video: Decidiendo una especialidad</li> </ul> </li> </ul> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <b>Spanglish en el salon de classes: translenguando, Actividad 3, (EN BLACKBOARD)</b> </div>	Manual de práctica 3 <ul style="list-style-type: none"> <li>· III. El vocabulario</li> <li>· IV. La gramática</li> </ul>
Semana 12 Apr 6-12	<ul style="list-style-type: none"> <li>· Manual de discusión y reflexión <ul style="list-style-type: none"> <li>○ Preparación para la lectura: Memorias de mi viaje</li> <li>○ Lectura: Memorias de mi viaje</li> </ul> </li> </ul>	Reflexión 3 Autobiografía: Guión
Semana 13 Apr 13-19	<p><b>Unidad 4: Poco a poco vamos llegando</b></p> <ul style="list-style-type: none"> <li>· Manual de discusión y reflexión <ul style="list-style-type: none"> <li>○ Preparación</li> <li>○ Los Estados Unidos y sus migraciones</li> </ul> </li> </ul>	Manual de práctica 4 <ul style="list-style-type: none"> <li>· La ortografía.</li> <li>· II. Gramática y ortografía</li> </ul>
Semana 14 PSA Apr 20-26	<p>Manual de discusión y reflexión</p> <ul style="list-style-type: none"> <li>○ Preparación de la lectura de Naranjas</li> <li>○ Lectura: Naranjas</li> </ul>	Manual de práctica 4 <ul style="list-style-type: none"> <li>· III. La acentuación escrita</li> <li>· IV. El vocabulario.</li> </ul> Autobiografía: Versión Final
Semana 15 Apr 27- May 3	<p>Identidades interseccionales, <b>Actividad 1, Paso 2 y 3 // Actividad 2, Paso 5 (EN BLACKBOARD)</b></p>	Reflexión 4
	<p>Manual de discusión y reflexión</p> <ul style="list-style-type: none"> <li>○ Preparación de la lectura de En busca de Bernabé</li> <li>○ Lectura: En busca de Bernabé</li> </ul>	Autobiografía o PSA: Versión final
<i>Monday 4: Last day of classes.</i>	<i>Examen 2 (Unidad 3-4)</i> <i>Presentación final</i>	

Semana 16 <b>May 6-12</b>		
Final Exam Date TBD		

### **FINAL EXAM INFORMATION**

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