Texas State University
Part-Time Faculty Excellence in Teaching Award
Nomination Form

Name  Mr. Antonio Alfau  Net ID  aa35
Department  Modern Languages  College  Liberal Arts
Current TXST teaching appointment FTE%  50%
Number of long semesters of TXST teaching at 50% or more FTE  10

Brief statement (100 – 150 words) of why the nominee is deserving of this award: I believe that for several reasons, Mr. Alfau is deserving of consideration for this award. For example, not only has he had consistently strong student evaluations, but many students have acknowledged him as having made a positive contribution to their academic careers. While acknowledging that his classes can be demanding, many of Mr. Alfau’s student evaluations have simultaneously made reference to his great enthusiasm, to the great degree of care reflected in his teaching, and to his evident concern that his students do well. The portrait that emerges from these different sources is that of an instructor who is fully committed to his students’ learning, and to positively motivating them to do their very best work.
Narrative response to each of the four teaching practice prompts:

1. What are your personal strengths as a teacher?

   I believe that my personal strengths as a teacher fundamentally lie in my ability to create and maintain a sense of trust with my students. By this, I mean that I try to foster a classroom atmosphere that remains focused on learning and in which students feel safe making mistakes. To do this, I remain friendly and approachable and strive to make class a lively and fun experience; yet my students know that my focus is always on learning. I explain the course material clearly, but also ascertain students’ comprehension by providing them with meaningful yet fun opportunities to use what they’ve learned. I believe that an additional aspect of my creating and maintaining trust lies in my way of reacting to events and circumstances during class time. For example, I will not “call out” a student whom I observe texting during class, but will instead make eye contact with the student and discretely gesture that it is time to return to the lesson. Another example involves my knowing my students’ level of understanding of a given lesson, and varying accordingly the ways in which I elicit their participation. Even if a class is generally animated and entertaining, some students will always be more willing to participate than others. Since I believe that practicing Spanish in class helps promote the formal learning of the language, I make a point of finding contextually appropriate ways through which I can involve all students in my classroom activities. For me, teaching is very much a performance; my goal, however, is not to entertain (though if this happens, then so much the better), but to actively create conditions under which my students will be more likely to engage with the course material, and subsequently learn it.

2. How has your teaching changed since you began teaching and what have you done to improve it?

   When I began teaching Spanish at Texas State, I perhaps naively assumed that all students in my classroom would be similar in terms of their readiness to learn Spanish in a university classroom setting. I have since realized however that while some of my students had previously developed good study habits, many others had not. What this has meant for me is that a “one size fits all” approach to materials selection, lesson planning, etc. does not work, and that in order for me to be maximally effective as a teacher, I have had to learn how to more quickly discern my students’ varying abilities and find ways of reaching them all. My background and training in anthropology has served me well this way, more generally in its focus on formally studying human culture and more specifically in its tradition of eliciting natural speech through oral interviews. Through simply asking my students questions in Spanish about their studies, their likes and dislikes, their families, etc. and though being an active and engaged conversational partner in those moments, I have become able to more accurately and more rapidly judge their relative abilities in Spanish while learning something about their previous educational experiences. I have for instance learned that many of my students have been the first members of their families to seek out higher education, and that many of them had never been shown how to effectively study a formal academic subject. Thus, my teaching has changed over time in that I no longer only teach Spanish; I also teach my students how to formally study Spanish. In so doing, I believe that I am giving them a much-needed skill that will help them meet with success in all their classes.
3. Give an example of a teaching challenge you have encountered and explain how you’ve dealt with it.

   One teaching challenge that I have encountered is possibly a result of Texas State’s having a foreign language requirement. While I believe that knowledge of a foreign language and its cultures constitutes a necessary part of a liberal arts education, the fact is that my courses are sometimes taken by students who have no particular motivation to study Spanish (or any modern language, for that matter) and who are enrolled simply to satisfy a degree requirement. The challenge then is to turn such students into active, engaged learners of Spanish. One way that I have surmounted this challenge is through openly acknowledging good performance by all my students. My intention in doing this is to convey that learning Spanish is indeed possible and that it can be personally rewarding to do so, and that I am thrilled when I see that one of my students has done the hard work needed to learn some aspect of my native language. For this reason, upon a student’s giving a correct answer or using a targeted form correctly, I will immediately give a sign of approval (e.g., a high-five, two thumbs up, etc.) accompanied with a wide smile and a positive verbal assessment (e.g., ¡Excelente!). After class, I also make a point of emailing brief congratulatory messages to students who have performed well. My primary intention here is to both congratulate, and to encourage similar future performance. I also know that students talk, and that word of this may reach the less intrinsically motivated students. Additionally, I try to show that all my students (and not just the motivated ones) are important to me through memorizing their names very early on in the semester. I believe that these and other similar efforts have helped motivate all my students to do their very best.

4. Please give examples of innovative assignments and course design components that promote active learning and/or engagement.

   By working with my students and helping them engage with preselected newspaper or website articles, short movie clips, etc. from different parts of the Spanish-speaking world and on topics that they are either interested in or already familiar with, I have had great success in promoting the active learning of Spanish. This is true not only for their contextual learning of vocabulary concerning, for instance, current events within the US, but is also true for their learning to use Spanish to talk about those events. I have had similar success through introducing students to elements of Mexican culture, for instance short clips from telenovelas. Unaided, most students would be challenged by such an exercise. However, if I first provide students in Spanish with the basic story background and plot of a given telenova and if the excerpt from the soap opera features vocabulary and grammar that are already familiar to them, I have found that students can understand a great deal of what is going on, and sometimes even notice and ask about formal aspects of both pronunciation and vocabulary (again, in Spanish). Moreover, and again with sufficient prior preparation on my part, students can do this without English subtitles. Finally, while writing on a chalk board may not seem innovative, I have found that narrating my writing and rewriting (e.g., when replacing full noun phrases with pronouns, etc.) of key elements of Spanish morphosyntax can also promote active learning and engagement. In moments following a student’s clarification question, attention is invariably focused on any phrase or clause that I write on the board. I believe that then making changes to it in order to illustrate my answer (i.e., narrating my changes to what I had written) provides students with an ideally contextualized focus on linguistic form.
TEXAS STATE VITA

I. Academic/Professional Background

A. Name: Antonio Alfau  Title: Lecturer

B. Educational Background

<table>
<thead>
<tr>
<th>Degree</th>
<th>Year</th>
<th>University</th>
<th>Major</th>
<th>Thesis/Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA</td>
<td>1995</td>
<td>University of Texas at Austin</td>
<td>Sociology</td>
<td>Thesis</td>
</tr>
<tr>
<td>BA</td>
<td>1981</td>
<td>Universidad Autónoma de Santo Domingo, Dominican Republic</td>
<td>Sociology</td>
<td>Thesis</td>
</tr>
<tr>
<td>ABD</td>
<td>2010</td>
<td>University of Texas at Austin</td>
<td>Spanish and Portuguese</td>
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C. University Experience

<table>
<thead>
<tr>
<th>Position</th>
<th>University</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Lecturer</td>
<td>Texas State University</td>
<td>2008-present</td>
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</table>

D. Relevant Professional Experience

<table>
<thead>
<tr>
<th>Position</th>
<th>Entity</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Assistant II</td>
<td>Harry Ransom Research Center</td>
<td>1988-2007</td>
</tr>
<tr>
<td>Social Sciences Teacher Assistant</td>
<td>Colegio Universitario-Universidad Autónoma de Santo Domingo, Dominican Republic</td>
<td>1978-1980</td>
</tr>
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II. TEACHING

B. Courses Taught:
   Spanish 1410
   Spanish 1420
   Spanish 2310
   Spanish 2320
Syllabus (M/W)
Spanish 1420-271
SPRING SEMESTER
Texas State University-San Marcos
Department of Modern Languages

<table>
<thead>
<tr>
<th>Instructor: Antonio Alfau</th>
<th>Office: CEN 128</th>
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</thead>
<tbody>
<tr>
<td>Email: <a href="mailto:aa35@txstate.edu">aa35@txstate.edu</a></td>
<td>Office hours: MW 2:00-3:00PM</td>
</tr>
<tr>
<td>Phone: 245-2496</td>
<td>MySpanishLab Course ID: CRSCDV4-640338</td>
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**COURSE DESCRIPTION AND OBJECTIVES:** Spanish 1420 is not only designed to introduce students to the Spanish language and Hispanic cultures, it aims to develop students’ skills in communication across ethnic, cultural, ideological, and national boundaries. Students will develop the four different language skills: speaking, listening, reading, and they will expand their ability to communicate satisfactorily in the target language in everyday practical situations as well as acquire the basic necessary skills for effective reading and writing in Spanish. The course requires regular classroom participation plus a minimum of two hours of outside preparation (listening, writing, reading, culture, grammar study) for every contact hour. Spanish 1420 is the second course of a four-course sequence (1410, 1420, 2310, and 2320) which leads to the fulfillment of the foreign language requirement.

**REQUIRED TEXTS:**
- ¡Arriba! MySpanishLab account for online workbook and activities access.

**HIGHLY RECOMMENDED:**
- A good full-sized bilingual Spanish-English dictionary.

**GRADES:** Final grades will be calculated as follows:

<table>
<thead>
<tr>
<th>ORAL COMPONENT</th>
<th>30%</th>
<th>WRITTEN COMPONENT</th>
<th>70%</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>20%</td>
<td>Two Compositions</td>
<td>10%</td>
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<tr>
<td>Group Oral Presentation</td>
<td>10%</td>
<td>3 Tests</td>
<td>30%</td>
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<tr>
<td></td>
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<td>Final Exam</td>
<td>15%</td>
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<td></td>
<td></td>
<td>Quizzes</td>
<td>5%</td>
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<tr>
<td></td>
<td></td>
<td>MySpanishLab Homework</td>
<td>10%</td>
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</tbody>
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**GRADING SCALE:**

90 - 100 = A  
80 - 89.9 = B  
70 - 79.9 = C  
60 - 69.9 = D  
0 - 59.9 = F
**COURSE POLICIES:** This class will be conducted entirely in Spanish and will emphasize the learning of the target language for real-world purposes. Since this is a student-centered class, students will be doing many paired and group activities in which they are expected to proactively participate in Spanish.

**ATTENDANCE:** Regular class attendance is required and essential for successfully completing the course. With the exception of days scheduled for tests, oral presentations, and compositions, you may miss three class sessions in a three day-a-week class and two sessions in a two-day-a-week course. These allotted absences should be used wisely. For any additional absences students will be required to provide legitimate and official documentation to support their petition to excuse them. Documentation must show appropriate circumstances or reasons for missing class and must clearly contain date and time coinciding with those of the class in question. Each petition to excuse an absence is judged on an individual basis by your instructor. Also important to note is that each day you are absent you will automatically receive a zero ("0") in participation for that day (Class Participation). **For every unexcused absence** after the number allowed, two percentage points will be deducted from the cumulative grade. Two late arrivals will equal one unexcused absence. Arriving to class 15+ min. late or leaving 5+ min before class is dismissed is potentially equal to an unexcused absence. A total of nine absences (seven in a two-day a week class) will result in an automatic “F” as a final grade. **Attendance Policy Exceptions:** All holidays or special events observed by organized religions, absences pre-approved by the Dean of Students (or dean’s designee), and activities related academically or athletically to Texas State University will be admissible. In each of the aforementioned cases, students must inform their instructors well in advance of each absence, and students have the burden of proof that these are indeed excusable absences.

**MAKE UP WORK:** Makeup work is generally not accepted. Only in legitimate and extenuating circumstances will makeup work be approved. It is always a good idea to timely communicate your difficulties with your instructor. No make-ups are permitted for online homework or for quizzes since these are posted well in advance on your syllabus and on MSL.

**CLASS PARTICIPATION** (20%): Participation grades are given for your performance. Merely attending class or showing potential or effort alone are not sufficient to adequately satisfy oral proficiency, especially because these are already expected of you each and every class. Participation includes your contribution in Spanish in regular class sessions and active participation (in Spanish) in pair and/or small-group activities. Your proficiency will be assessed every day. If you are physically in class but are not prepared and/or do not participate, it will have significant consequences in your participation grade.

**CLASS PARTICIPATION EVALUATION CRITERIA**
Students must try to express themselves in Spanish at all times during class, particularly when communicating with the instructor and in group activities with your peers. If an attempt is unsuccessful then they must ask permission in Spanish to speak English. If the assigned activity is completed before the rest of the class, the group is still expected to continue the use of Spanish. The following descriptions outline how each student will be evaluated in participation, which revolves around 1) how much Spanish is used, 2) how well Spanish is used, 3) class preparation, 4) collaboration and leadership in pair and group activities, and 5) appropriate
responsiveness and attitude towards the class, peers, and instructor:

100 points: A+ to A- student: (EXCELLENT)
   1) initiates and maintains interaction with students and instructor from the moment s/he walks into the classroom, 2) shows leadership in group activities, 3) always uses Spanish in discussions and group activities, 4) asks questions only in Spanish, 5) is always prepared and demonstrates a minimum of errors, and 6) attempts to use complete sentences with connectors, conjunctions; always elaborates on answers

90 points: B+ student: (VERY GOOD)
   1) maintains interaction with students and instructor, 2) almost always uses Spanish in class and always asks permission before using English when absolutely necessary, 3) is always prepared for class, 4) has few errors, and 5) voluntarily elaborates on answers with connected sentences

80 points: B student: (GOOD)
   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 and has few errors, 4) elaborates somewhat on answers; gives more than three-word answers, and 5) only occasionally resorts to English after asking permission in Spanish

70 points: C student: (AVERAGE)
   1) participates more passively than actively, 2) tends to use English, especially in small-group activities, 3) gives one to three-word answers, and 4) is frequently not well prepared

60 points: D student: (POOR)
   1) participates grudgingly, 2) speaks mostly English in discussions and small group activities, 3) generally does not cooperate in group activities, and 4) has many errors, makes no effort to correct

0-50 points: F student: (FAILURE)
   1) unable to answer when called upon in class; obviously unprepared, 2) is disruptive, prevents other students from hearing, etc., 3) rarely participates in class activities, 4) is disrespectful of other students, instructor or cultural materials, 5) shows a negative attitude, refuses to answer questions, constantly speaks in English, almost never uses Spanish, and 6) uses cell phone or is texting during class.

0 points: if absent
   1) Not in class

GROUP ORAL PRESENTATION (10%): A group oral presentation will be scheduled during the last two/three days of classes [see calendar]. It will be a short 6-8 minute skit created and performed in groups/pairs. Each pair/group must create a skit. Your instructor will assign topics to avoid repetition. This presentation will take place in your regularly scheduled classroom, and it must be interactive, i.e., involve the rest of the class in the presentation. A skit is not a reading, it is a performance and students must have rehearsed enough so that they do not simply read their presentations. Please be aware that if a student reads the presentation this will significantly lower your grade by as much as 50%.

COMPOSITIONS (10%): There will be two in-class compositions. For each composition there will be a maximum of 30 minutes allowed for completion, even if you are late. Topics will be
assigned the class before the composition date so the students can prepare an outline. However, no outlines or any other aids are permitted during the composition. On the day of the composition your instructor may also choose specific grammatical structures from previous chapters for you to include in your composition. Your job is to prepare for every possibility. Topics will be relevant to the grammar structures and culture covered in class. Each essay must be well organized: title, introduction, body, and conclusion. The length of each composition will be announced in the topic page distributed by the instructor in advance.

**Tests** (30%): There are three tests: Test One covers Chapters 7 & 8; Test Two covers Chapters 9 & 10, and Test Three covers Chapters 11 & 12. Each test will contain materials from the textbook *¡Arriba!*, the online workbook and activities, and materials covered in class sessions. Each test will include listening, vocabulary, grammar, reading, writing, and cultural material. None of the tests will be curved or dropped. Students are encouraged to see their instructors early during the semester if they encounter any difficulties in class.

**Final Exam** (15%): The Final Exam is comprehensive, therefore, it includes chapters 7-13. It will contain materials from the textbook *¡Arriba!*, the online workbook and activities, and materials covered in class sessions. The format of the final includes listening, vocabulary, grammar, reading, writing, and cultural material. No make-ups for the final exam are permitted unless there are legitimate emergencies and the students show proper documentation. See “Make-up Work” section. The final exam date and time will follow the Texas State University Final Exam Schedule.

**MySpanishLab** (10%): Homework and quizzes will be from the MySpanishLab site. The due dates for both are included in the course calendar. Late submissions of MSL assignments are generally not permitted.

**Quizzes** (5%): There will be on-line quizzes for chapters 7, 9, and 11. The date for each quiz is marked on your syllabus calendar and on your MSL calendar. Please note the following: You have ONE attempt to complete the quiz. Only take the quiz when you are ready to complete it all the way through; do not leave it idling. You are also advised to take the quiz in a place that has a reliable internet connection (i.e. University computer labs). Wireless connections are not recommended. Warning: On-line quizzes cannot be made-up. You have a 12-hour window on the day of the quiz within which you must complete it. No Exceptions. Simply stating that the internet did not function or that the system is not letting you log on again is not a valid excuse.

**Honor Code**: The instructor and the Program Director will initiate an academic dishonesty case against students suspected of cheating, plagiarizing, or aiding others in dishonest academic behavior. Students are responsible for reading and understanding the Honor Code UPPS No. 07.10.01. Examples of academic dishonesty include, but are not limited to, plagiarism, cheating, and aiding and abetting dishonesty. Any work which is submitted for a grade must be 100% the
student's own work. Please refer to the following electronic site:
http://www.txstate.edu/effective/upps/upps-07-10-01.html

**DISABILITY SERVICES**: Students with disabilities are encouraged to communicate them to their professors as soon as possible, and contact the Office of Disabilities to make arrangements. Follow this link: http://www.ods.txstate.edu/

**Tips for success in this class:**

- Come prepared to class by studying assigned readings and completing homework before respective lessons.
- Communicate in the target language and perform the activities assigned by your instructor during class. Follow instructions carefully.
- Do your homework diligently and on a regular basis, and submit it on time.
- Check TRACS for postings and updates regularly.
- Always double check your work for agreement (subject-verb, noun-adj., number/gender, etc.).
- Please seek help early in the semester if you need clarification, or need guidance.
- Do not use cell phones or any other electronic devices during class or when taking an exam. Do not eat or drink in class. Be courteous and considerate of others.
| Miércoles 1/18/12 | Primer día de clase. Hola, ¿qué tal?: Vocabulario pp. 224-225 | **Tarea**
Arriba: Estudiar vocabulario pp. 222-225 y 237; Irregular Preterit Verbs pp. 229; 241 |
|------------------|-------------------------------------------------------------|----------------------------------------------------------------------------------|
| **Lunes 1/23/12** | **Capítulo 7**: El Caribe: Estructura: Irregular verbs Preterit (II) pp. 229-231; Irregular verbs Preterit (III) | **Tarea**
Repasar: Arriba pp.125-126 (Direct Objects); Arriba pp.195-196 (Indirect Objects);
Estudiar: Arriba: pp. 244-246 (Double Objects) |
| **Miércoles 1/25/12** | **Capítulo 7**: Estructura: Double Object pronouns | **Tarea**
Arriba: estudiar pp. 231-233; Cultura pp. 248-249; 251-252 |
| **Lunes 1/30/12** | **Capítulo 7**: Estructura: Indefinite and negative expressions pp. 231-233; Cultura/escritura | **Tarea**
Arriba: estudiar pp. 256-259; pp. 262-263 |
| **Miércoles 2/1/12** | **Capítulo 8**: El Reino Inca: vocabulario, Imperfect pp. 256-259; 262 | **Tarea**
Arriba: estudiar pp. 262-263; pp. 266-267 |
| **Lunes 2/6/12** | **Capítulo 8**: Estructuras: Imperfect pp. 262-266; Ordinal numbers pp.266-267 | **Tarea**
Arriba: estudiar pp.270-271 (vocab); pp.274-276(Pret.vs.Imp.) |
| **Miércoles 2/8/12** | **Capítulo 8**: Estructura: Preterit vs. Imperfect | **Tarea**
Arriba: estudiar pp.278-279; pp. 282-286 (Cultura) |
| **Lunes 2/13/12** | **Capítulo 8**: “Se” impersonal y pasivo; Cultura/escritura; repaso Pret vs. Imp. pp. ; or pp. | **Tarea**
Arriba: estudiar para el examen |
| **Miércoles 2/15/12** | **Examen 1** (Capítulos 7 y 8) | **Tarea**
Arriba: estudiar pp. 292-295; pp. 298-299 (por/para) |
| **Lunes 2/20/12** | **Capítulo 9**:ColombiaVenezuela: Vocab. pp. 294-297; Por/Para pp.298-301 | **Tarea**
Arriba: estudiar pp. 302(-mente); pp. 306-307 (vocab.); pp. 311-313(PresentSubjunctive) |
| **Miércoles 2/22/12** | **Capítulo 9**:Estructuras: The Present Subjunctive pp. 311-314 | **Tarea**
Arriba: estudiar pp.314-315 |
| **Lunes 2/27/12** | **Capítulo 9**: Estructuras: Pres. Subjunctive to express volition | **Tarea**
Arriba: estudiar pp. 320-324 |
| Lunes 3/12/12 | **Descanso de primavera** |
| Miércoles 3/14/12 | **Descanso de primavera** |
| Miércoles 3/21/12 | Capítulo 10: Subjunctive-doubt/denial pp. 347-350; Cultura pp. 352-355 |
| Lunes 3/26/12 | Examen 2 (Capítulos 9 y 10) |
| Miércoles 4/4/12 | Capítulo 11: Estructura: The Subjunctive and Indicative/Adverbial conjunctions |
| Lunes 4/9/12 | Capítulo 12: Los hispanos en EE.UU.: Vocab.; Future; Conditional. |
| Lunes 4/16/12 | Capítulo 12/13: Vocab. Estructura: Imperfect Subjunctive | **Tarea**
Arriba: estudiar pp. 459 (Si Clauses)
*Preparar presentaciones en grupo*

| Miércoles 4/18/12 | Capítulo 12/13: Sí clauses pp. 459-461
Explicación: presentaciones en grupo | **Tarea**
Repasar cláusulas de “si”

| Lunes 4/23/12 | Examen 3 (capítulos 11 y 12) | **Tarea:** Practicar las presentaciones

| Miércoles 4/25/12 | Presentaciones orales en grupo / Repaso |

| Lunes 4/30/12 | Presentaciones orales en grupo / Repaso |

**FINAL EXAM**  Wednesday, May 2, 5:00-7:00PM
July 3, 2014

Antonio Alfa
Modern Languages
Texas State University

Dear Antonio:

As part of the Graduating Student Recognition of Campus Support program, an e-mail celebrating the success of our recent graduates was sent late last semester. They were congratulated on their accomplishments and were asked to name any faculty or staff member(s) that they felt contributed significantly to their success and development.

Congratulations! You were named by the following graduate as a person at Texas State University who made a contribution to their academic career:

Victoria Galindo’s Comment:

Professor Alfa was an incredible educator. He welcomed our class with a friendly smile every single day and continuously extended a helping hand to his students. In all honesty, Antonio Alfa was probably the best professor I had a class with at Texas State. He could honestly teach with just a chalk and chalkboard because he explained everything so clearly and effectively. I would really appreciate if Professor Alfa received an outstanding recognition. He certainly deserves it!

There is always a sense of accomplishment in knowing that your efforts during the past year have dramatically influenced the lives of one or more graduates. Throughout the year, you have given your time and talent to many students. It is dedicated individuals such as you that make a real difference in our student’s academic and personal development. It is my pleasure to be able to thank you on behalf of the student(s) whose life/lives you have touched. The students appreciate it, and we in the Retention Management and Planning Office offer our thanks for helping make Texas State “The Rising Star of Texas”!

Sincerely,

[Signature]

Dr. Jennifer A. Beck
Director, Retention Management & Planning

cc: Dr. Joanne H. Smith,
Vice President for Student Affairs
October 2, 2008

Antonio Alfa
Modern Languages Department
Texas State University-San Marcos

Dear Antonio:

As part of the Graduating Student Recognition of Campus Support program, an e-mail celebrating the success of our recent May 2008 graduates was sent late last semester. They were congratulated on their accomplishments and were asked to name any faculty or staff member(s) that they felt contributed significantly to their success and development.

Congratulations! You were named by the following graduate as a person at Texas State University-San Marcos who made a contribution to their academic career:

Amber M Ferguson’s Comment:

Thanks so much for being you. Do not change for anyone at all, you are a wonderful person, with so much talent. Your personality lightens up the room as soon as you enter it. I will never forget your class nor you. When you make it big as a bass player don’t forget about me I will be out trying to make it in the entertainment industry!

There is always a sense of accomplishment in knowing that your efforts during the past year have dramatically influenced the lives of one or more graduates. Throughout the year, you have given your time and talent to many students. It is dedicated individuals such as you that make a real difference in our student’s academic and personal development. It is my pleasure to be able to thank you on behalf of the student(s) whose life/lives you have touched. The students appreciate it, and we in the Vice President for Student Affairs Office offer our thanks for helping make Texas State “The Rising Star of Texas”!

Sincerely,

[Signature]

Ms. Jennifer A. Beck
Director, Retention Management & Planning

cc: Dr. Joanne H. Smith,
Vice President for Student Affairs
February 24, 2012

Antonio Alfau  
Modern Languages  
128 Centennial Hall  
Texas State University-San Marcos

Dear Antonio:

As part of the Graduating Student Recognition of Campus Support program, an e-mail celebrating the success of our recent December 2011 graduates was sent late last semester. They were congratulated on their accomplishments and were asked to name any faculty or staff member(s) that they felt contributed significantly to their success and development.

Congratulations! You were named by the following graduate as a person at Texas State University-San Marcos who made a contribution to their academic career:

Nathan Salazar’s comment:

Gracias por todo Senor Alfau. I can't thank you enough for your mentorship and guidance in helping me attain a formal education here at Texas State University.

There is always a sense of accomplishment in knowing that your efforts during the past year have dramatically influenced the lives of one or more graduates. Throughout the year, you have given your time and talent to many students. It is dedicated individuals such as you that make a real difference in our student’s academic and personal development. It is my pleasure to be able to thank you on behalf of the student(s) whose life/lives you have touched. The students appreciate it, and we in the Vice President for Student Affairs Office offer our thanks for helping make Texas State “The Rising Star of Texas”!

Sincerely,

[Signature]

Jennifer A. Beck, PhD
Director, Retention Management & Planning

cc: Dr. Joanne H. Smith,
Vice President for Student Affairs