

ENGL 1301 - English Composition I

Fall 2024 Syllabus, Section 180, CRN 14386

Instructor Information

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Office Hours:
Please reach out via email.

Times and Location

Does Not Meet Face-to-Face

Course Description

The goal of this course is to develop students' expository and analytical writing skills by guiding them through the multiple stages of the writing process and by creating an awareness of authorial voice, audience, purpose, and occasion. Students will also employ critical thinking and reading skills in the evaluation of selected readings designed to further emphasize the writing process. This course will provide an introduction to writing the documented essay, to acquiring information literacy skills, and to evaluating both printed and electronic sources. To earn credit, this course must be completed with a "C" or better. Prerequisite: Completion of Texas Success Initiative (TSI) Writing requirements, English 1301 or appropriate level developmental course sequence.

Humanities Department, College of Arts & Sciences

Additional Course Information

MLA Documentation Style

This course will use MLA format for all essays, writing assignments, and Blackboard posts. See Blackboard for a sample of the MLA format. You will hand in all your drafts of the unit essays and reflection essays via TurnItIn on Blackboard.

Homework, Discussions, and Peer Reviews

Throughout the semester, you will be reading a variety of materials, discussing various angles associated with the readings and your development as a writer. You will also participate in peer review sessions for each of the three major essays in the course; you will read and review the work of other students in the class and provide feedback, and you will receive feedback to your work from other students. Homework, discussions, and peer reviews will be posted to the designated locations in the Bb course site.

Academic Center for Excellence (ACE)

You must attend the Academic Center for Excellence, also known as ACE, (online or in person) at least twice during the semester, for a *minimum* of 30 minutes each session, to seek writing consultation on designated assigned writings in this course. You will receive credit once you have submitted a "Writing Center" attendance form to your professor. From the total 5% of this grade requirement:

- You will receive 50% if your first visit focuses on the second essay and the visit occurs prior to the second essay's final draft deadline.
- You will receive 50% if a second visit focuses on the third essay and the visit occurs prior to the third essay's final draft deadline.
- You will receive 0% credit for making both visits during finals week or for never visiting throughout the semester.

Major Essays

Three major essays are required for ENGL1301: genre analysis, visual analysis, and rhetorical analysis. The projects in this course will require you to work in certain genres, but they also allow you to choose your own topics and positions. Details about each major essay will be provided in the Bb course site.

Reflective Essays

This course is designed to encourage you to reflect continually on your writing processes and to revise your projects in light of your reflections. Your instructor will assess these reflective assignments and will assign each one a grade. Your reflections must respond to all the questions posed, and provide details, examples, and specifics for each question. Reflections should be taken as a serious component of the course. A successful reflection engages the author and the audience (your instructor) in a discussion of how you see your writing progressing, where you struggle, etc. Reflections that are vague will not be successful. For example, simply stating, "I learned a lot about my writing this unit," will not suffice as a discussion. Rather, this statement (and others like it) provide no information and result in unsuccessful reflection essays. You will write three reflective essays this semester—one for each major essay. Details about each reflective essay will be provided in the Bb course site.

Portfolio

For the final project in ENGL1301, you will create a Bb portfolio that showcases the writing you completed in the course. Your portfolio will include the three major essays, an additional revision to one of the three major essays, the three reflection essays, any discussions/activities that impacted your writing during the semester, and an additional reflective essay that informs readers of your overall learning in ENGL1301. Details about the portfolio needs will be provided in the Bb course site.

Program Learning Outcomes

As one class in the First-Year Writing Program, students' successful completion of this course will contribute to their overall ability to:

1. Critically *analyze* and *evaluate* the audience, purpose, and genre of a writing situation or written piece.
2. *Recognize* and *apply* the writing elements of format, structure, and grammar in a written piece.
3. *Demonstrate* an effective writing process that includes drafting, revising, editing, and respectful and ethical collaboration.
4. *Apply* reflective writing practices across different writing tasks and genres.
5. *Develop* writing-related technological skills that allow them to *locate*, *engage*, and *evaluate* writing activities and artifacts in various genres and across media formats.

Student Learning Outcomes

Upon successful completion of this course, students will be able to do the following relative to the First-Year Writing Program's Program Learning Outcomes (PLOs):

- *Respond* appropriately to the needs of various audiences and writing situations through the use of various genres, context, and content. **(PLO 1)**
- *Recognize*, *critique*, and *defend* the rhetorical choices in writing situations. **(PLO 1)**
- *Apply* conventions of Standard American Academic English including word choice, formality, grammar and mechanics, MLA formatting, and essay format. **(PLO 2)**
- Effectively *apply* a process of writing from invention, drafting, revising, editing, and proofreading. **(PLO 3)**
- Ethically *collaborate* in the writing process with peers through peer-review, constructive self-critique, and teamwork. **(PLO 3)**
- *Compose* written work that reflects on the writing process, *articulates* how writing skills transfer across contexts, and *identifies* the writer's strengths and weaknesses. **(PLO 4)**
- *Engage* a variety of technologies in order to *locate* sources and write across various media for specific audiences and purposes. **(PLO 5)**

Important Dates

Visit the Academic Calendar ([tamui.edu](https://www.tamui.edu)) (<https://www.tamui.edu/academiccalendar/>) page to view the term's important dates.

Textbooks

Group	Title	Author	ISBN
	Everyone's an Author. 4th edition.	Lunsford, Andrea, et al.	Interactive e-book

Other Course Materials

Additional materials and readings will be available on Bb

Grading Criteria

GRADE	PERCENTAGE
A	90-100
B	80-89.9
C	70-79.9
D	60-69.9
F	Below 60

Methods of Evaluation & Weight Distribution

ASSIGNMENT	VALUE
Homework Discussion Board Forums, Other Activities: Throughout the semester, you will participate in Blackboard (Bb) discussion board forums and other homework activities, including instructor conferences and peer review sessions. When working within the discussion board forums, you will respond to the questions and tasks posted to by your course instructor prior to 11:59 p.m. on Thursdays. And, when required, you'll offer at least two follow-up responses or reviews to the posts of others in the class by the corresponding Sundays at 11:59 p.m. Each of your responses to the discussion board forum topics, and to the contributions of other students in the class, should be thoughtful and insightful and 150+ words in content length. NOTE: Comments such as "I agree" or "good point" or other brief replies of no substance will not count towards your weekly post total.	15%
Academic Center for Excellence (ACE) Attendance: Twice in the semester, you will make an appointment with ACE (online appointments are available) to seek writing consultation on designated projects in this course. You will receive grade credit for this requirement by submitting a "writing center" attendance form from ACE to your ENGL1301 professor for each of the two sessions. To receive grade credit for each of the two required consultation sessions, you must attend/complete one ACE appointment prior to the submission of the second essay's final draft and one ACE appointment prior to the submission of the third essay's final draft. Each ACE consultation must focus on a different essay in the course.	5%
Essay #1 Genre Analysis (750 – 900 words): Choose a written genre that is used by a specific community and describe, illustrate, and expose your interpretations of how and why the members of this community use the written genre as they do. Use the genre itself as evidence for your interpretations of this genre's use. A detailed written description of this assignment will be provided by the instructor on the course Bb site.	10%

Reflection Essay #1 (300 – 400 words): Review your work on Essay #1 5% using the questions the questions provided in our course site. Write a critical self-reflection essay that describes how your writing is progressing, where it continues to struggle, your plan to address ongoing writing challenges, and so forth. A detailed written description of this assignment will be provided by the instructor on the course Bb site.

Essay #2 Visual Analysis (850 – 1000 words): Choose one visual text and 10% analyze the meaning the text creates. Use the visual text as evidence for your interpretations. A detailed written description of this assignment will be provided by the instructor on the course Bb site.

Reflection Essay #2 (300 – 400 words): Review your work on Essay #2 5% using the questions the questions provided in our course site. Write a critical self-reflection essay that describes how your writing is progressing, where it continues to struggle, your plan to address ongoing writing challenges, and so forth. A detailed written description of this assignment will be provided by the instructor on the course Bb site.

Essay #3 Rhetorical Analysis (1000 – 1200 words): Choose an 10% argumentative piece from a peer-reviewed journal and evaluate its appeal to the community for which the argument is presented. Use the peer-reviewed article as evidence for your analysis. A detailed written description of this assignment will be provided by the instructor on the course Bb site.

Reflection Essay #3 (300 – 400 words): Review your work on Essay #3 5% using the questions the questions provided in our course site. Write a critical self-reflection essay that describes how your writing is progressing, where it continues to struggle, your plan to address ongoing writing challenges, and so forth. A detailed written description of this assignment will be provided by the instructor on the course Bb site.

Portfolio: Complete and submit parts A, B, and C. A detailed written 35% description of each part of the portfolio assignment will be provided by the instructor on the course Bb site.

Requirement A: Revision of Major Essays: Revise and edit one of the three major essays you developed for ENGL1301 this semester using feedback received from the course instructor, other students, and your own analysis of revision/editing needs.

Requirement B: Website Development and Content: Create a Bb Portfolio that showcases writing you completed in ENGL1301. Ensure the portfolio provides visitors with drafts of your major essays, your reflection essays, your new course-reflection essay, and all other course activities/discussions that impacted your writing abilities throughout the semester. A detailed list of required items will be provided by the instructor on the course Bb site.

Requirement C: Course Reflection Essay (2000 – 2500 words): Write a course reflection essay that walks your instructor and your general-public audience through your learning process in ENGL1301, detailing revisions you made to the selected major essay, why you made each revision, and also detailing rhetorical choices you made when creating your portfolio.

Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
8/26	Course Introduction; Using Bb; Introduction to College Writing; Thinking Rhetorically; Engaging Respectfully with Others; Intellectual Property & Academic Integrity	Lunsford: pp. xxxiii-xxxviii; chapters 1 & 2 Instructor Perspective	Discussion Board: Post initial contributions by Thursday; post follow-up contributions to the posts of two others in the class by Sunday.



9/2	Meeting Expectations of Academic Writing; Reading Rhetorically; Steps in Process Writing	Read Lunsford: chapters 5, 6, & 7 Instructor Perspective "Rhetorical Situations and Their Constituents"	Discussion Board: Post initial contributions by Thursday; post follow-up contributions to the posts of two others in the class by Sunday.
9/9	Communities and Their Communication; Mixing Languages and Dialects; Essay Structure & Parts; Tips for Participating in Peer Review	Read Lunsford: chapters 33 and 34 Instructor Perspectives "Helping Students Overcome Writer's Block" "Shitty First Drafts" OWL Perdue Presentation on "peer review"	Discussion Board: Post initial contributions by Thursday; post follow-up contributions to the posts of two others in the class by Sunday. Advanced Draft Essay #1: Post a complete and advanced draft of your Essay #1 to the designated location in the course Discussion Board for next week's Peer Review by Sunday.
9/16	Strategies for Revision & Editing; Peer Review	Strategies for Revision & Editing; Peer Review Essay #1 Reflection Essay	Peer Review: Read the two essay drafts assigned to you. Reflect on the drafts and provide insightful feedback to each of the two students' drafts using the worksheets provided in our Bb course site for this activity. Post your completed Peer Review worksheets by Thursday. Final Draft Essay #1: Submit the final draft of your Essay #1 to the designated location in our Bb site by Sunday. Submit Reflection Essay #1: Submit your Reflection Essay #1 to the designated location in our Bb site by Sunday.
9/23	Rhetorical Situations; Annotating, Summarizing, & Responding; Writing Analytically; Visual Analysis; 3rd person POV; Thesis Statements	Read Lunsford: chapter 3 chapter 15 Instructor Perspectives "Writers on Writing: OK, You're Not Shakespeare"	Instructor Conference: Post a draft of your Essay #2 to the designated location in the course Discussion Board site if you would like instructor feedback; include 3 questions you have about your essay and identify the specific section or requirement on which you'd like feedback by Thursday.
9/30	Writing Processes; Managing the Writing Process; MLA Overview	Read Lunsford: chapters 7 & 8 Instructor Perspective	Instructor Conference: If you were not yet ready to post a draft of your Essay #2 to the designated location in the course Discussion Board site last week for instructor feedback, here's another opportunity; include 3 questions you have about your essay and identify the specific section or requirement on which you'd like feedback by Thursday.
10/7	Writing Style; Audience Needs; Tracking Revisions; 10 Writing Strategies; Tips for Participating in Peer Review	Read Lunsford: chapter 32 Instructor Perspectives "Writers on Writing: Directions, Read, Write, Rewrite..." OWL Perdue Presentation on "peer review"	Discussion Board: Post initial contributions by Thursday; post follow-up contributions to the posts of two others in the class by Sunday. Advanced Draft Essay #2: Post a complete and advanced draft of your Essay #2 to the designated location in the course Discussion Board for next week's Peer Review by Sunday.



10/14	Analyzing and Constructing Arguments; Editing Strategies; Peer Review	Read Lunsford: read chapter 19 review chapter 35 Reread and review descriptions for Essay #2 and Reflection Essay #2 Instructor Perspectives	Peer Review: Read the two essay drafts assigned to you. Reflect on the drafts and provide insightful feedback to each of the two students' drafts using the worksheets provided in our Bb course site for this activity. Post your completed Peer Review worksheets by Thursday. Submit ACE Form: Submit the signed "writing center" attendance form for work completed on Essay #2. Final Draft Essay #2: Submit the final draft of your Essay #2 to the designated location in our Bb site by Sunday.
10/21	Rhetorical Analysis; Choosing Genres; Quoting, Paraphrasing; Summarizing; Using Sources to Support Ideas; Library Resources	Read Lunsford: chapter 12; chapter 14 (pay particular attention to section on visual analysis); chapter 28 Instructor Perspectives "Composing a Rhetorical Analysis"	Library Packet: Submit the Library Packet assignment to the designated location in our Bb site by Sunday
10/28	Structuring Arguments; Classical Model of Argumentation; MLA In-text Citations & Works Cited Page Listings	Instructor Perspective "Structuring Arguments" Reread Essay #3 description and other related materials	Instructor Conference: Post the required information from your Essay #3 to the designated location in the course Discussion Board site if you would like instructor feedback; include 3 questions you have about your essay and identify the specific section or requirement on which you'd like feedback by Thursday.
11/4	Persuasive Appeals; Tips for Participating in Peer Review	Instructor Perspectives OWL Purdue Presentation on "peer review"	Advanced Draft Essay #3: Post a complete and advanced draft of your Essay #3 to the designated location in the course Discussion Board for next week's Peer Review by Sunday.
11/11	Fallacies of Argument; Peer Review	Read Lunsford: chapters 33 and 34; Reread Essay #3 description and read Reflection Essay #3 description Instructor Perspectives "Fallacies of Argument" Review the following: OWL Purdue Self-editing Workshop OWL Purdue Proofreading Workshop	Peer Review: Read the two essay drafts assigned to you. Reflect on the drafts and provide insightful feedback to each of the two students' drafts using the worksheets provided in our Bb course site for this activity. Post your completed Peer Review worksheets by Thursday. Submit ACE Form: Submit the signed "writing center" attendance form for work completed on Essay #3. Final Draft Essay #3: Submit the final draft of your Essay #3 to the designated location in our Bb site by Sunday. Submit Reflection Essay #3: Submit your Reflection Essay #3 to the designated location in our Bb site by Sunday.
11/18	Purpose of Portfolios; Assembling a Portfolio	Lunsford e-textbook, read the following: locate and read the bonus e-book chapter "Assembling a Portfolio" "Assembling Writing Portfolios"	Discussion Board: Post contributions by Thursday.

11/25	Portfolio Development; Peer Review	Reread the published assignment description for the final version of the Portfolio project. Read the MLA information to ensure proper MLA documentation style is used in your work.	Post Website: Post an advanced draft of your Portfolio to the designated location in the course Discussion Board by Thursday for peer review. Peer Review: Analyze at least two Portfolios posted to the discussion board by others in the class. Reflect on the portfolios and provide insightful feedback to each of the two students' drafts, specifically describing what is working well and why, and what might benefit from another round of revision and why. Post both Peer Reviews by Monday, Dec. 2.
12/2	Course Review & End Final Portfolio Deadline Dec. 5		Continue to develop and revise Portfolio materials and presentation for final draft submission. Submit Final Portfolio Website: Submit the final draft of your Portfolio to the designated location in our Bb site by Wednesday, Dec. 5
12/9	Portfolio Assessment		Review Portfolio Assessment

Core Curriculum Learning Outcomes

Core-Curriculum Learning Outcomes (CCLOs)

- **Critical Thinking Skills:** includes creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information. (SLOs #2, 6, 7)
- **Communication Skills:** includes effective written, oral, and visual communication. (SLOs #1, 2, 3, 4, 6, 7)
- **Teamwork:** includes the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. (SLO #5)
- **Personal Responsibility:** includes the ability to connect choices, actions, and consequences to ethical decision making. (SLO #2, 4, 5, 6)

University/College Policies

Please see the University Policies below.

COVID-19 Related Policies

If you have tested positive for COVID-19, please refer to the Student Handbook, Appendix A (Attendance Rule) for instructions.

Required Class Attendance

Students are expected to attend every class in person (or virtually, if the class is online) and to complete all assignments. If you cannot attend class, it is your responsibility to communicate absences with your professors. The faculty member will decide if your excuse is valid and thus may provide lecture materials of the class. According to University policy, acceptable reasons for an absence, which cannot affect a student's grade, include:

- Participation in an authorized University activity.
- Death or major illness in a student's immediate family.
- Illness of a dependent family member.
- Participation in legal proceedings or administrative procedures that require a student's presence.
- Religious holy day.
- Illness that is too severe or contagious for the student to attend class.
- Required participation in military duties.
- Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

Students are responsible for providing satisfactory evidence to faculty members within seven calendar days of their absence and return to class. They must substantiate the reason for the absence. If the absence is excused, faculty members must either provide students with the opportunity to make up the exam or other work missed, or provide a satisfactory alternative to complete the exam or other work missed within 30 calendar days from the

date of absence. Students who miss class due to a University-sponsored activity are responsible for identifying their absences to their instructors with as much advance notice as possible.

Classroom Behavior (applies to online or Face-to-Face Classes)

TAMU encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs, but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The University will always tolerate different, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the professor to be disruptive, they will be subject to appropriate disciplinary action (please refer to Student Handbook Article 4).

TAMU Honor Code: Plagiarism and Cheating

As a TAMU student, you are bound by the TAMU Honor Code to conduct yourself ethically in all your activities as a TAMU student and to report violations of the Honor Code. Please read carefully the Student Handbook Article 7 and Article 10 available at <https://www.tamui.edu/scce/studenthandbook.shtml> (<https://www.tamui.edu/scce/studenthandbook.shtml/>).

We are committed to strict enforcement of the Honor Code. Violations of the Honor Code tend to involve claiming work that is not one's own, most commonly plagiarism in written assignments and any form of cheating on exams and other types of assignments.

Plagiarism is the presentation of someone else's work as your own. It occurs when you:

1. Borrow someone else's facts, ideas, or opinions and put them entirely in your own words. You must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism.
2. Borrow someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism.
3. Present someone else's paper or exam (stolen, borrowed, or bought) as your own. You have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2020, seventh edition of the Manual of The American Psychological Association (APA):

"Plagiarism is the act of presenting the words, idea, or images of another as your own; it denies authors or creators of content the credit they are due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship" (p. 254). This same principle applies to the illicit use of AI.

Plagiarism: Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications (p. 11). For guidance on proper documentation, consult the Academic Success Center or a recommended guide to documentation and research such as the Manual of the APA or the MLA Handbook for Writers of Research Papers. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting a final draft.

TAMU has penalties for plagiarism and cheating.

- **Penalties for Plagiarism:** Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade; the instructor must still report the offense to the Honor Council. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse. For repeat offenders in undergraduate courses or for an offender in any graduate course, the penalty for plagiarism is likely to include suspension or expulsion from the university.
 - *Caution:* Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that "it was only a draft" will not be accepted.
 - *Caution:* Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.
- **Penalties for Cheating:** Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a "zero" for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to

the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an “F” in the course, and the matter should be referred to the Honor Council. Additional penalties, including suspension or expulsion from the university may be imposed. Under no circumstances should a student who deserves an “F” in the course be allowed to withdraw from the course with a “W”

- **Caution:** Chat groups that start off as “study groups” can easily devolve into “cheating groups.” Be very careful not to join or remain any chat group if it begins to discuss specific information about exams or assignments that are meant to require individual work. If you are a member of such a group and it begins to cheat, you will be held responsible along with all the other members of the group. The TAMIU Honor Code requires that you report any such instances of cheating.
- **Student Right of Appeal:** Faculty will notify students immediately via the student’s TAMIU e-mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member’s charge of academic dishonesty by notifying the TAMIU Honor Council of their intent to appeal as long as the notification of appeal comes within 10 business days of the faculty member’s e-mail message to the student and/or the Office of Student Conduct and Community Engagement. The Student Handbook provides more details.

Use of Work in Two or More Courses

You may not submit work completed in one course for a grade in a second course unless you receive explicit permission to do so by the instructor of the second course. In general, you should get credit for a work product only once.

AI Policies

Your instructor will provide you with their personal policy on the use of AI in the classroom setting and associated coursework.

TAMIU E-Mail and SafeZone

Personal Announcements sent to students through TAMIU E-mail (tamiu.edu or dusty email) are the official means of communicating course and university business with students and faculty –not the U.S. Mail and no other e-mail addresses. Students and faculty must check their TAMIU e-mail accounts regularly, if not daily. Not having seen an important TAMIU e-mail or message from a faculty member, chair, or dean is not accepted as an excuse for failure to take important action.

Students, faculty, and staff are encouraged to download the SafeZone app, which is a free mobile app for all University faculty, staff, and students. SafeZone allows you to: report safety concerns (24/7), get connected with mental health professionals, activate location sharing with authorities, and anonymously report incidents. Go to <https://www.tamiu.edu/adminis/police/safezone/index.shtml> for more information.

Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment. Copyright laws do not allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such as article from a journal or a chapter from a book for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are violating the law.

Students with Disabilities

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student’s responsibility to register with the Office of Student Counseling and Disability Services located in Student Center 126. This office will contact the faculty member to recommend specific, reasonable accommodations. Faculty are prohibited from making accommodations based solely on communications from students. They may make accommodations only when provided documentation by the Student Counseling and Disability Services office.

Student Attendance and Leave of Absence (LOA) Policy

As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA’s for students, including pregnant/parenting students, in accordance with the Attendance Rule (Section 3.07) and the Student LOA Rule (Section 3.08), which includes the “Leave of Absence Request” form. Both rules can be found in the TAMIU Student Handbook (URL: <http://www.tamiu.edu/studentaffairs/StudentHandbook1.shtml> (<http://www.tamiu.edu/studentaffairs/StudentHandbook1.shtml/>)).

Pregnant and Parenting Students

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted an absence for as long as the student’s physician deems the absence medically necessary. It is a violation of Title IX to ask for documentation relative to the pregnant/parenting student’s status beyond what would be required for other

medical conditions. If a student would like to file a complaint for discrimination due to his or her pregnant/parenting status, please contact the TAMIU Title IX Coordinator (Lorissa M. Cortez, 5201 University Boulevard, KLM 159B, Laredo, TX 78041, TitleIX@tamiu.edu, 956.326.2857) and/or the Office of Civil Rights (Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600). You can also report it on TAMIU's anonymous electronic reporting site: <https://www.tamiu.edu/reportit> (<https://www.tamiu.edu/reportit/>).

TAMIU advises a pregnant/parenting student to notify their professor once the student is aware that accommodations for such will be necessary. It is recommended that the student and professor develop a reasonable plan for the student's completion of missed coursework or assignments. The Office of Equal Opportunity and Diversity (Lorissa M. Cortez, lorissam.cortez@tamiu.edu) can assist the student and professor in working out the reasonable accommodations. For other questions or concerns regarding Title IX compliance related to pregnant/parenting students at the University, contact the Title IX Coordinator. In the event that a student will need a leave of absence for a substantial period of time, TAMIU urges the student to consider a Leave of Absence (LOA) as outlined in the TAMIU Student Handbook. As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule and the Student LOA Rule. Both rules can be found in the TAMIU Student Handbook (<https://www.tamiu.edu/scce/studenthandbook.shtml> (<https://www.tamiu.edu/scce/studenthandbook.shtml/>)).

Anti-Discrimination/Title IX

TAMIU does not discriminate or permit harassment against any individual on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation or gender identity in admissions, educational programs, or employment. If you would like to file a complaint relative to Title IX or any civil rights violation, please contact the TAMIU Director of Equal Opportunity and Diversity/Title IX Coordinator, Lorissa M. Cortez, 5201 University Boulevard, Killam Library 159B, Laredo, TX 78041, TitleIX@tamiu.edu, 956.326.2857, via the anonymous electronic reporting website, ReportIt, at <https://www.tamiu.edu/reportit> (<https://www.tamiu.edu/reportit/>), and/or the Office of Civil Rights (Dallas Office), U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600.

Incompletes

Students who are unable to complete a course should withdraw from the course before the final date for withdrawal and receive a "W." To qualify for an "incomplete" and thus have the opportunity to complete the course at a later date, a student must meet the following criteria:

1. The student must have completed 90% of the course work assigned before the final date for withdrawing from a course with a "W", and the student must be passing the course;
2. The student cannot complete the course because an accident, an illness, or a traumatic personal or family event occurred after the final date for withdrawal from a course;
3. The student must sign an "Incomplete Grade Contract" and secure signatures of approval from the professor and the college dean.
4. The student must agree to complete the missing course work before the end of the next long semester; failure to meet this deadline will cause the "I" to automatically be converted to an "F"; extensions to this deadline may be granted by the dean of the college. This is the general policy regarding the circumstances under which an "incomplete" may be granted, but under exceptional circumstances, a student may receive an incomplete who does not meet all of the criteria above if the faculty member, department chair, and dean recommend it.

WIN Contracts

The Department of Biology and Chemistry does not permit WIN contracts. For other departments within the college, WIN Contracts are offered only under exceptional circumstances and are limited to graduating seniors. Only courses offered by full-time TAMIU faculty or TAMIU instructors are eligible to be contracted for the WIN requirement. However, a WIN contract for a course taught by an adjunct may be approved, with special permission from the department chair and dean. Students must seek approval before beginning any work for the WIN Contract. No student will contract more than one course per semester. Summer WIN Contracts must continue through both summer sessions.

Student Responsibility for Dropping a Course

It is the responsibility of the student to drop the course before the final date for withdrawal from a course. Faculty members, in fact, may not drop a student from a course without getting the approval of their department chair and dean.

Independent Study Course

Independent Study (IS) courses are offered only under exceptional circumstances. Required courses intended to build academic skills may not be taken as IS (e.g., clinical supervision and internships). No student will take more than one IS course per semester. Moreover, IS courses are limited to seniors and graduate students. Summer IS course must continue through both summer sessions.

Grade Changes & Appeals

Faculty are authorized to change final grades only when they have committed a computational error or an error in recording a grade, and they must receive the approval of their department chairs and the dean to change the grade. As part of that approval, they must attach a detailed explanation of the reason for the mistake. Only in rare cases would another reason be entertained as legitimate for a grade change. A student who is unhappy with

his or her grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that they have been graded unfairly, they have the right to appeal the grade using a grade appeal process in the Student Handbook and in the Faculty Handbook.

Final Examination

All courses in all colleges must include a comprehensive exam or performance and be given on the date and time specified by the Academic Calendar and the Final Exam schedule published by the Registrar's Office. In the College of Arts & Sciences all final exams must contain a written component. The written component should comprise at least 20% of the final exam grade. Exceptions to this policy must receive the approval of the department chair and the dean at the beginning of the semester.

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it. The Telus app is available to download directly from TELUS (tamiu.edu) (<https://www.tamiu.edu/counseling/telus/>) or from the Apple App Store and Google Play.

Distance Education Courses

Online Courses and On-Campus Meetings

Texas Administrative Code (TAC), Title 19, Part 1, Chapter 2, Subchapter J, Section 2.202 ([https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage/?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=2&rl=202](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=2&rl=202)), defines distance education as the formal educational process that occurs when students and instructors are not in the same physical setting for the majority (more than 50%) of instruction. Distance education includes hybrid and 100% online courses and programs as defined by the Texas Higher Education Coordinating Board (THECB):

- **Hybrid Course** - A distance education course in which more than 50 percent but less than 100 percent of instructional activity takes place when the student(s) and instructor(s) are in separate physical locations.
- **100-Percent Online Course** - A distance education course in which 100 percent of instructional activity takes place when the student(s) and instructor(s) are in separate physical locations. **Requirements for on-campus or in-person orientation, testing, academic support services, internships/fieldwork, or other non-instructional activities do not exclude a course from this category.**

In this online course, be sure to confirm what in-person meetings may be required of you (if applicable).

Assignment Submission Policy

This in a 100% online class, and you are expected to attend each week (see COAS policies in next section), complete all assignments, engage in class discussions, and post/submit materials by published deadlines. A late submission of a course assignment or discussion post is not accepted for grading purposes in ENGL1301 unless there has been a documented emergency or approved reason and an arrangement for a late submission has been made with the course instructor in advance of its published deadline.

All major assignments in this course are analyzed by TurnItIn (an Internet-based service that analyzes originality in written submissions) and the course instructor to ensure students have submitted **original** work for **all** assignments in **this** class during **this** term and to ensure submitted work complies with TAMUI's academic integrity expectations.

In addition, please note that students may NOT use/reuse or "recycle" a paper or project submitted in another class for any assignment in this course. This includes students who may be retaking this same course for a different grade—that is to say students may not resubmit papers from the previous class. Students who want to rework a similar topic from another course, and do so in a substantially different way, should consult with the instructor prior to moving forward with a topic/project. Please review TAMIU's Academic Integrity Policy at the end of this syllabus and visit the University's website for more information.

When your assignment has been graded, you will be able to view the grade and feedback in your course Bb site.

Participation/Discussion Board

Specific requirements for each Discussion Board forum and class activity will be providing in the course Bb site. When working within the course Discussion Board forums, you are expected to review online postings on a regular basis even after you have posted minimum required postings. Please treat your classmates and the instructor with the utmost respect. Inappropriate posts will be removed immediately. The instructor reserves the right to penalize students for repeated violations of the participation policy (and/or Academic Integrity Policy) within a course. In the discussion board and in class, high quality contributions advance class discussions and do not simply summarize the material that was assigned. Quality contributions consider not only the instructor's questions and your insights on assigned readings, but also your classmates' contributions. Please be mindful that the Discussion Board is a space for academic exchanges. As a result, students are accountable for using proper and exacting punctuation, spelling, and grammar. In addition, you may be required to reference all outside sources in correct citation format.

Attendance

You are expected to attend all weeks of our online class and be an active participant in all lectures, class discussions, and group activities. Each week in this course begins on Monday, and there are a variety of deadlines posted throughout each week. Attendance will be taken each week based on Bb reports of participation and on successful attainment of submission deadlines. If you cannot attend class, it is your responsibility to communicate absences with your professor. The faculty member will decide if your excuse is valid.

According to University policy, acceptable reasons for an absence (physical or virtual), which cannot affect a student's grade, include:

- Participation in an authorized University activity.
- Death or major illness in a student's immediate family.
- Illness of a dependent family member.
- Participation in legal proceedings or administrative procedures that require a student's presence.
- Religious holy day.
- Illness that is too severe or contagious for the student to attend class.
- Required participation in military duties.
- Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

Students are responsible for providing satisfactory evidence to faculty members within seven calendar days of their absence and return to class. They must substantiate the reason for absence. If the absence is excused, faculty members must either provide students with the opportunity to make up the exam or other work missed or provide a satisfactory alternative to complete the exam or other work missed within 30 calendar days from the date of absence. Students who miss class due to a University-sponsored activity are responsible for identifying their absences to their instructors with as much advance notice as possible. The right to view recorded class meetings depends upon receiving an excused absence from the faculty member teaching the class.

Communication

Please send all course-related questions and correspondence to the designated Bb Discussion Board forum locations, and all private-matter issues to the instructor's TAMIU email.

Grading/Evaluation Standards

Students must pass this course with a "C" (70%) or higher to receive credit for the course. Anyone receiving a D or F must retake the course until at least a "C" is earned. While individual course assignments may be graded using letters or numbers equating to A, B, C, D, and F, final course grades will be assigned based on the information provided in the syllabus chart concerning final grades.

Course Communication Guidelines (Netiquette)

There are course expectations concerning etiquette or how we should treat each other online. We must consider these values as we communicate with one another. Visit **Instructional Technology and Distance Education Services' web page on Netiquette** (<http://www.tamtu.edu/distance/students/netiquette.shtml/>) for further instruction.

Accommodations/Accessibility Policy

Texas A&M International University seeks to provide reasonable accommodation for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to register with the Director of Student Counseling and to contact the faculty member in a timely fashion to arrange for suitable accommodation. For more information, contact the online at **Office of Disability Services for Students (DSS)**, via phone at 956.326.3086 or by visiting the staff at the Student Center, room 118. A link to the Disabilities Services for Students site has also been included under the "Resources" tab inside the course.

Student Support Resources

The University wishes to have all students succeed in their courses. To provide support to our students, an array of services in the areas of technology support, academic support, student support, and accessibility support may be found at the University. For more information, visit the Instructional Technology and Distance Education Services page on **University Resources and Support Services**.

Computer/Technology Requirements

When participating in distance education courses, it is vital to consider the technology involved in order to have a successful course. Online students will need regular access to a personal computer that runs on a broadband Internet connection.

It is recommended that you meet the technical requirements listed on the Instructional Technology and Distance Education Services' webpage when using the learning management system (LMS) of the University.

NOTE: Instructional Technology and Distance Education Services may check out available webcams to students on a first-come, first-served basis. To check out a webcam, please stop by Killam Library, Room 259, and request an available webcam.

Additional Software. TAMIU Students may access online versions of additional software through their Dusty Office 365 account at <https://dusty.tamui.edu/>. This site also provides students access to download the Microsoft suite for educational use. **See instructions for downloading the Microsoft Office suite.**

Note: Students, if you do not own the required hardware or software or do not have access to the Internet, it will be highly challenging for you to make any progress in this class. However, my goal is to assist you in finding solutions and guide you appropriately most of the required materials can either be found free of charge at TAMIU's library, classrooms, and available computer labs. **Visit Media Services' web page on the availability of on-campus computer labs.** In addition, you may also purchase any of these items at any electronic store.

Learning Management System (Blackboard)

Students are provided with an orientation (*eLearning (Blackboard) Student Orientation*) and access to guides on how to use the Blackboard LMS. Guides may be available at **Instructional Technology and Distance Education Services' Student eLearning Tutorial Videos page** or by contacting the eLearning team at elarning@tamui.edu.

Minimum Technical Skills Expected

When participating in distance education courses, it is vital to consider the technology involved in order to have a successful course. Students in distance education should have knowledge of basic computer and Internet skills, as mentioned on the **Instructional Technology and Distance Education Services' webpage**.

Technical Support Services

Because of the nature of distance education courses, the Office of Information Technology (OIT) computing and information services are vital to the success of online students. This webpage covers contact information for Distance Education Services (Blackboard Support), the OIT Help Desk, and E-mail support: **Technical Support Services**.

Course Evaluation

At the end of this course, students are encouraged to complete a course evaluation that will be distributed to them via email and through a course link.

Turnitin Policy Or Other Types of Assignments in Other Systems

All major assignments in this course are analyzed by TurnItIn (an Internet-based service that analyzes originality in written submissions) and the course instructor to ensure students have submitted **original** work for **all** assignments in **this** class during **this** term and to ensure submitted work complies with TAMUI's academic integrity expectations.

In addition, please note that students may NOT use/reuse or "recycle" a paper or project submitted in another class for any assignment in this course. This includes students who may be retaking this same course for a different grade—that is to say students may not resubmit papers from the previous class. Students who want to rework a similar topic from another course, and do so in a substantially different way, should consult with the instructor prior to moving forward with a topic/project. Please review TAMIU's Academic Integrity Policy at the end of this syllabus and visit the University's website for more information.

Accessibility and Privacy Statements on Course Technologies

At Texas A&M International University, we believe that all students should have equal technology opportunities in the classroom. These technologies/sites may also require user data, such as the creation of a username and password. You may find the accessibility and privacy policies of the technologies used in this class on the following pages: **Accessibility Statements and Privacy Statements**.

Syllabus Subject to Change

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.