

ENGL 1302 - English Composition II

Fall 2024 Syllabus, Section 111, CRN 15397

Instructor Information

Oscar E. Martinez II

Email: oscar.matinez@tamiu.edu

Office: Online (blackboard)

Office Hours:

By appointment

Times and Location

MW 4:25pm-5:45pm in Pellegrino Hall 107

Course Description

This course offers a continuation of the expository and analytical writing skills developed in English 1301 and introduces the principles of argumentation and more extensive interpretation of selected readings. Students will again be engaged in all steps of the writing process, generating argumentative essays based on thoughtful analysis and discussion of reading assignments. In addition, students will be guided through the steps of more sophisticated research writing techniques, information literacy skills, and evaluation of primary and secondary sources, culminating in a series of essay length research projects. To earn credit, this course must be completed with a "C" or better. Prerequisite: ENGL 1301.

Humanities Department, College of Arts & Sciences

Program Learning Outcomes

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

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):

1. *Apply* genre-specific, academic writing techniques. (PLO 1)
2. *Recognize*, *critique*, *defend*, and *apply* rhetorical choices in writing situations. (PLO 1)

3. Effectively *apply* conventions of Standard American Academic English, including word choice, formality, grammar and mechanics, MLA formatting, and essay format. **(PLO 2)**
4. Expertly *apply* a process of writing from invention, drafting, revising, editing, and proofreading. **(PLO 3)**
5. Ethically *collaborate* through such writing processes as peer-review, constructive self-critique, or teamwork. **(PLO 3)**
6. *Compose* written work that reflects on connections between writing situations encountered in College Composition I, College Composition II, and beyond. **(PLO 4)**
7. *Apply* various research methods or techniques in order to *synthesize* multiple sources of information as a means of engaging with an ongoing academic conversation. **(PLO 4)**
8. *Engage* a variety of technologies in order to *locate* sources and write across multiple media for specific audiences and purposes. **(PLO 5)**
9. *Evaluate* and *critique* scholarly, scientific, and popular sources in order to determine reliability and to capably integrate sources with one's own ideas. **(PLO 5)**

Important Dates

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

Textbooks

Group	Title	Author	ISBN
Required	Everyone's an Author (4th Edition)	Andrea Lunsford	

Grading Criteria

[Enter Grading Criteria here. You may provide this information using the table below, and/or using bullet points/lists and/or in paragraph form.

- **To edit the table**, double click on it.
- **To remove the table**, click on it and press **DELETE**.

Please don't forget to remove these instructions.]

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

Open Boilerplate

ASSIGNMENT	VALUE
Homework + assignments	15%
ACE + Attendance	5%
Annotated Bibliography	10%
Literature Review Essay	10%
Position Essay	10%
Reflection Essay (AB)	10%
Reflection Essay (LR)	10%
Reflection Essay (PE)	10%



Final Portfolio	35%
Total	100%

Schedule of Topics and Assignments

Day	Date	Agenda/Topic	Reading(s)	Due
Mon	8/26	In class: Introduction to the course and each other. Go over the syllabus and complete the syllabus acknowledgement		
Wed	8/28	In class: Complete Chapter 26 Reading Quiz Go over Annotated Bibliography prompt + rubric Begin "Research Invention" worksheet	Read Chapter 26	
Mon	9/2	In class: Complete Chapter 22 Reading Quiz Get research topic approved by professor Begin looking for + reading sources for annotated bibliography Begin the "Annotated Bibliography Invention" worksheet	Read Chapter 22 of Lunsford Read "Reading Journal Articles" & "How to Recognize Peer-Reviewed (Refereed) Journals" from the links that are posted on Blackboard	
Wed	9/4	In class: Complete Chapter 25 Reading Quiz Continue the "Annotated Bibliography Invention" worksheet Begin work on Annotated Bibliography first draft Sign up for group conference times	Read Chapter 25 of Lunsford	Annotated Bibliography First Draft due to Turnitin on Blackboard by Friday 11:59pm.
Mon	9/9	No class: Group Conferences Meet in pre-determined meeting place at the time of your conference. To receive full credit for this conference you will need to do the following: Post your draft to your group's discussion board page (before the conference) Download, read, and annotate all your group members' drafts before re-uploading your marked up version of their drafts (before the conference) Have 5 questions prepared to ask during the discussion (before the conference) Come to the group conference As soon as possible after your conference, you should make the changes we discussed and implement the ideas that you had while we met. Trust me, your essay will be so much better (and easier to write) if you take an hour to do this.		



Wed	9/11	No class: Group Conferences Meet in pre-determined meeting place at the time of your conference. To receive full credit for this conference you will need to do the following: Post your draft to your group's discussion board page (before the conference) Download, read, and annotate all your group members' drafts before re-uploading your marked up version of their drafts (before the conference) Have 5 questions prepared to ask during the discussion (before the conference) Come to the group conference As soon as possible after your conference, you should make the changes we discussed and implement the ideas that you had while we met. Trust me, your essay will be so much better (and easier to write) if you take an hour to do this.		
Mon	9/16	Before class: Make sure that your draft is posted to the Peer Feedback Workshop discussion board in Blackboard. In class: Read your peer's work and respond to the questions in the "Peer Review Editing" worksheet Complete "Working with peer review feedback" worksheet		
Wed	9/18	In class: Complete Chapter 10 Reading Quiz Read Annotated Bib Reflection Prompt Continue work on Annotated Bib final draft and/or Annotated Bib Reflection	Read Chapter 10 of Lunsford	Annotated Bibliography Final Draft due to Turnitin on Blackboard by Friday 11:59pm. Annotated Bibliography Reflection Essay due to Turnitin on Blackboard by Sunday 11:59pm.
Mon	9/23	In class: Complete Chapter 24 Reading Quiz Go over Literature Review Prompt + Rubric Begin "Lit Review Project Management" worksheet	Read Chapter 24 of Lunsford	
Wed	9/25	In class: Complete Chapter 27 Reading Quiz Begin "Lit Review Synthesis" worksheet	Read Chapter 27 of Lunsford	
Mon	9/30	In class: Complete Chapter 28 Reading Quiz Finish "Lit review Synthesis" worksheet Begin Lit Review first draft (Collect quotes for Lit Review and create the "Works Cited" page of the Literature Review)	Read Chapter 28 of Lunsford	
Wed	10/2	In class: Complete Chapter 29 Reading Quiz Continue on literature review first draft Sign up for group conference times	Read Chapter 29 of Lunsford	Literature Review First Draft due to Turnitin on Blackboard by Friday 11:59pm.



Mon	10/7	No class: Group Conferences Meet in pre-determined meeting place at the time of your conference. To receive full credit for this conference you will need to do the following: Post your draft to your group's discussion board page (before the conference) Download, read, and annotate all your group members' drafts before re-uploading your marked up version of their drafts (before the conference) Have 5 questions prepared to ask during the discussion (before the conference) Come to the group conference As soon as possible after your conference, you should make the changes we discussed and implement the ideas that you had while we met. Trust me, your essay will be so much better (and easier to write) if you take an hour to do this.	
Wed	10/9	No class: Group Conferences Meet in pre-determined meeting place at the time of your conference. To receive full credit for this conference you will need to do the following: Post your draft to your group's discussion board page (before the conference) Download, read, and annotate all your group members' drafts before re-uploading your marked up version of their drafts (before the conference) Have 5 questions prepared to ask during the discussion (before the conference) Come to the group conference As soon as possible after your conference, you should make the changes we discussed and implement the ideas that you had while we met. Trust me, your essay will be so much better (and easier to write) if you take an hour to do this.	
Mon	10/14	Before class: Make sure that your draft is posted to the Peer Feedback Workshop discussion board in Blackboard. In class: Read your peer's work and respond to the questions in the "Peer Review Editing" worksheet Complete "Working with peer review feedback" worksheet	
Wed	10/16	In class: Read Literature Review Reflection Prompt Continue work on Literature Review final draft and/or Literature Review Reflection	Literature Review Final Draft due to Turnitin on Blackboard by Friday 11:59pm. Literature Review Reflection due to Turnitin on Blackboard by Sunday 11:59pm. First Writing Center visit must be dated on or before October 20th . Submit your visit summary form to the drop box on Blackboard.
Mon	10/21	In class: Complete Chapter 13 Reading Quiz Read Researched Position Essay Prompt + Rubric Begin "Researched Position Invention" worksheet	Read Chapter 13 of Lunsford



Wed	10/23	In class: Do "Argumentative Thesis Activity" from the link that is posted on Blackboard Create thesis statements for Research Position Essay Begin Thesis Invention Worksheet	Read "Developing Strong Thesis Statements" from the link that is posted on Blackboard	
Mon	10/28	In class: Complete Chapter 19 Reading Quiz Begin "Counter Sources" worksheet	Read Chapter 19 of Lunsford	
Wed	10/30	In class: Complete Chapter 20 Reading Quiz Complete "Counter Sources" worksheet Begin work on Research Position Essay first draft	Read Chapter 20 of Lunsford	Research Position Essay First draft due to Trunitin on Blackboard by Friday 11:59PM
Mon	11/4	No class: Group Conferences Meet in pre-determined meeting place at the time of your conference. To receive full credit for this conference you will need to do the following: Post your draft to your group's discussion board page (before the conference) Download, read, and annotate all your group members' drafts before re-uploading your marked up version of their drafts (before the conference) Have 5 questions prepared to ask during the discussion (before the conference) Come to the group conference As soon as possible after your conference, you should make the changes we discussed and implement the ideas that you had while we met. Trust me, your essay will be so much better (and easier to write) if you take an hour to do this.		
Wed	11/6	No class: Group Conferences Meet in pre-determined meeting place at the time of your conference. To receive full credit for this conference you will need to do the following: Post your draft to your group's discussion board page (before the conference) Download, read, and annotate all your group members' drafts before re-uploading your marked up version of their drafts (before the conference) Have 5 questions prepared to ask during the discussion (before the conference) Come to the group conference As soon as possible after your conference, you should make the changes we discussed and implement the ideas that you had while we met. Trust me, your essay will be so much better (and easier to write) if you take an hour to do this.		
Mon	11/11	In class: Read your peer's work and respond to the questions in the "Peer Review Editing" worksheet Complete "Working with peer review feedback" worksheet		
Wed	11/13	In class: Continue work on Research Position Essay final draft and/or begin work on Research Position Essay Reflection		Research Position Essay Final draft due to Trunitin on Blackboard by Friday 11:59PM Research Position Essay Reflection due to Trunitin on Blackboard by Sunday 11:59PM
Mon	11/18	In class: Begin work on final portfolio	Read, "Assembling Writing Portfolios" by Karen Mauk that is posted on Blackboard.	

Wed 11/20 In class: Complete Chapter 39 Reading Quiz Read Chapter 39 of Lunsford
Continue work on the final portfolio

Mon 11/25 Work Day

Wed 11/27 Work Day

Second Writing Center visit must be dated on or before December 1st. Submit your visit summary form to the drop box on Blackboard.

Mon 12/2 This is the last day of class! Yay! You made it!

Core Curriculum Learning Outcomes

[REMOVE the Core-Curriculum Learning Outcomes which do NOT apply to this course. **Please don't forget to remove these instructions.**]

Core-Curriculum Learning Outcomes:

1. **Critical Thinking Skills (CT)** - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. **Communication Skills (COM)** - effective development, interpretation and expression of ideas through written, oral and visual communication
3. **Empirical and Quantitative Skills (EQS)** - manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. **Teamwork (TW)** - ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. **Social Responsibility (SR)** - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
6. **Personal Responsibility (PR)** - ability to connect choices, actions and consequences to ethical decision-making

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)

TAMIU 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>)).

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.