

ENGL 2311 - Technical Communication-WIN

Fall 2024 Syllabus, Section 101, CRN 14188

Instructor Information

Mario Acosta, M.A. & B.A. in English Philology

Mr.

Email: mario.acosta@tamiu.edu

Office Hours:

By appointment via Microsoft Teams

Times and Location

MWF 9:40am-10:35am in Academic Innovation Center 203

Course Description

This course focuses upon the analysis and application of oral, written, and visual communication principles and practices, including strategies for interpersonal communication, effective teamwork, public speaking, and technical writing. Participants will develop written, oral, and visual components of technical communication, which include specialized processes, methods, and/or specialized knowledge sets belonging to any number of disciplines, including, but not limited to, social sciences, applied or industrial sciences, mass media, and engineering. Students will practice individual and collaborative composing processes in the creation of ethical and effective communication. Prerequisite: Satisfactory completion of ENGL 1302 with a grade of "C" or better or equivalent course, or satisfactory completion of ENGL 1301 with a grade of "C" or better or equivalent course if enrolled in a baccalaureate program with the School of Engineering.

Humanities Department, College of Arts & Sciences

WIN-Designation

This course is designated as a writing-intensive (WIN) course. In this course, writing will not only be the subject of study, but it will also serve as a method of learning. Students will learn how communication in written, oral, and visual forms change according to purpose and genre. Brainstorming, drafting, revising, and peer-workshopping are integrated into the course curriculum and are the required components of this writing-intensive course. The final Research Paper is the designated assignment for WIN assessment.

Program Learning Outcomes

[Enter Program Learning Outcomes here. If there are none, you can REMOVE this section by clicking on the eyeball. **Please don't forget to remove these instructions.**]

Student Learning Outcomes

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. *Apply* genre-specific, professional writing techniques. (PLO 1)
2. *Recognize* and *apply* appropriate rhetorical means in varying writing situations. (PLO 1)
3. Effectively *apply* conventions of Standard American Academic English, including word choice, formality, grammar and mechanics, and APA formatting. (PLO 2)

4. Expertly *apply* a process of writing, from invention to drafting, revising, editing, and proofreading. (PLO 3)
5. Ethically *collaborate* through such writing processes as peer-review or other teamwork activities. (PLO 3)
6. Compose written work that reflects connections between writing situations encountered in Technical Communication, other writing-intensive courses, and the workforce. (PLO 4)
7. Apply various and appropriate research methods or techniques in order to synthesize multiple sources of information as a means of effectively communicating in professional settings. (PLO 5)
8. Engage a variety of technologies and media for specific audiences and purposes. (PLO 5)

Important Dates

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

Textbooks

Group	Title	Author	ISBN
Required	Technical Communication, 13th edition.	Mike Markel and Stuart A. Selber	ISBN:978-1-319-24500-9

Grading Criteria

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

Open Boilerplate

ASSIGNMENT	Weight
Exercise and Activities	15%
1 Professional Correspondence Unit	20%
1.1 Scenario Description	6%
1.2 Email	7%
1.3 Memo	7%
2 Instructions and Process Description Unit Total	20%
2.1 Instructions	10%
2.2 Process Description	10%
3 Experiment-Based Research Unit Total	25%
3.1 Experiment Proposal	5%
3.2 Annotated Bibliography	5%
3.3 IMRaD Report	15%
4 Oral Presentation Unit Total	20%
4.1 Digital Presentation	10%
4.2 PowerPoint	10%
Course Total	100%

Daily Schedule of Assignments

Day	Date	Agenda/Topic	Reading(s)	Due
Mon	8/26	Week 1: Introduction to Technical Writing	Introduction to the course and each other/ discuss chapter 1 "What is Technical Communication"	
Wed	8/28	Unit 1 Audience, Purpose, and Genre	1. Read Markel and Stuart "Chapter 3: "Writing Technical Documents"/class discussion	
Fri	8/30	Unit 1 Audience, Purpose, and Genre	1. Read Markel and Stuart "Chapter 2: Understanding Ethical and Legal Consideration" 2. Complete the CH 02 READING QUIZ Your homework materials are due to Blackboard before class begins.	
Mon	9/2	Unit 1 Peer Review and Work Shop/Final Draft	1. Read Markel and Stuart "Chapter 5: "Analyzing Your Audience and Purpose" and Chapter 10 "Writing Correct and Effective Sentences" for in class discussion 2. Read the Essay 1 Assignment Prompt	
Wed	9/4		1. Read the Essay 1 Assignment Prompt and complete the Project Management Worksheet 2. Read Markel and Stuart "Chapter 14: "Corresponding in Print and Online" 3. Complete the CH 10 READING Quiz Your homework materials are due to Blackboard before class begins.	
Fri	9/6		1. Decide on the to a professional scenario text that you will write about for Essay 1- Memo and Email and bring it to class for approval (physical document or virtual).	
Mon	9/9	Unit 1 Peer Review and Work Shop/Final Draft	1. Read Markel and Stuart "Chapter 4: "Writing Collaboratively" for in class discussion 2. Review Student Examples of Correspondence Writing (Memo and Email) 3. First Draft of Email and Meme/ Completion Peer Review of Professional Correspondence Bring with you any questions you have about First Draft1 1 and be prepared to take notes on answers and advice during your conference with me As soon as possible after your conference, you should make the changes we discussed and implement the ideas that you had while we met; your essay will be so much better (and easier to write) if you take an hour to do this Your homework materials are due to Blackboard before class begins.	



Wed	9/11		1. First Draft of Email and Memo/ Completion Peer Review of Professional Correspondence 2. Complete the CH 04 READING QUIZ Bring with you any questions you have about First Draft1 1 and be prepared to take notes on answers and advice during your conference with me As soon as possible after your conference, you should make the changes we discussed and implement the ideas that you had while we met; your essay will be so much better (and easier to write) if you take an hour to do this Your homework materials are due to Blackboard before class begins.
Fri	9/13		1. Final Drafts of Unit 1 Correspondence
Mon	9/16	Unit 2 Document Design	Monday, 16th 1. Read Markel and Stuart "Chapter 11: "Designing Print and Online Documents" for in class discussion 2. Complete Chapter 11 Reading Quiz 3. Review Completed Final Drafts of Unit 1 Memo and Email in class for discussion and constructive criticism Wednesday, 18th 1. Read Markel and Stuart "Chapter 12: "Creating Graphs" for in class discussion 2. Complete Chapter 12 Reading Quiz 3. Submission and review of two Exercises (students choice) from Chapter 12 Friday, 20th 1. Submission and review of two Exercises (students choice from five exercises) from Chapter 12 2. Class feedback and group constructive criticism 3. Highlight collaborative efforts in writing Your homework materials are due to Blackboard before class begins.
Wed	9/18		Refer to September 16th
Fri	9/20		Refer to September 16th
Mon	9/23	Unit 2 Giving Instructions	1. Read Markel and Stuart "Chapter 20: "Giving Instructions" for in class discussion; however, given length of chapter it will be discussed on Sep 25th and 27th as well. 2. Review and explanation of Instructions & Process Description Student Examples
Wed	9/25		1. Read Markel and Stuart "Chapter 20: "Giving Instructions" for in class discussion 2. Complete Exercises from Chapter 20 (student choice of 3) 3. Read the Essay 2 Assignment Prompt and complete the Project Management Worksheet (confirm your professional scenario for instructions and descriptions with me before beginning your Unit 2 Writing Assignment) Your homework materials are due to Blackboard before class begins.



Fri	9/27		Writer's Workshop: Peer Review 1. Read Markel and Stuart "Chapter 20: "Giving Instructions" for in class discussion 2. Complete Exercises from Chapter 20 (student choice of 3) 3. Students will be randomly paired to peer review the completed exercises of other students via Blackboard Discussion. (parameters will be explained when assignment is available) 4. Complete Chapter 20 READING QUIZ Your homework materials are due to Blackboard before class begins.
Mon	9/30	Unit 2 Peer Review and Appendix Part B	1. Read Markel and Stuart "Appendix Part B" for in class discussion – APA Area only 2. Complete Appendix Part B READING QUIZ Peer Review Discussion is due to TurnItIn on Blackboard by 11:59pm
Wed	10/2		1. Discussion on how to form and walk someone through a task 2. Discussion, Explanation, and Demonstration of APA guidelines
Fri	10/4		1. Peer review and or a trip to the writing center/ACE for feedback of Draft 1 of Unit 2 Writing Assignment. (submit evidence of the peer review and or a receipt from the writing center for confirmation of critique by third party) 2. In class workshop to work on revision of Draft 1 of Unit 2 Writing Assignment Your evidence of materials are due to Blackboard before class begins.
Mon	10/7	Unit 2 Describing a Process	1. Read Markel and Stuart "Chapter 19: "Giving Instructions" for in class discussion 2. Watch Video on Instructions and Process Descriptions Your homework materials are due to Blackboard before class begins.
Wed	10/9		1. Continue with Markel and Stuart "Chapter 19: "Giving Instructions" for in class discussion 2. Complete the CH 19 READING QUIZ Your homework materials are due to Blackboard before class begins
Fri	10/11		1. Peer review and or a trip to the writing center/ACE for feedback of Draft 2 of Unit 2 Writing Assignment. (submit evidence of the peer review and or a receipt from the writing center for confirmation of critique by third party to black board) 2. In class revision and editing for Final Draft of Unit 2 Writing Assignment due on Oct. 18th at 11:59 PM Your homework materials are due to Blackboard before class begins.

Mon 10/14 : Unit 2 Peer Reviews and APA – Unit 2 Final Draft
 Conferences & Peer Review Workshop 1. Monday - Submit your Essay 2 Draft 2 to the Turnitin link on Blackboard before your assigned conference time with me. Bring with you any questions you have about Essay 2 and be prepared to take notes on answers and advice during your conference with me • 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. 2. Wednesday – Same as Monday 3. Friday – Submission of Final Draft of Unit 2 Writing Assignment by 11:59 PM 4. Reflection Essay on Unit 2 Writing Assignment Due by October 23rd by 11:59 PM

Wed 10/16 Refer to October 14th

Fri 10/18 Refer to October 14th

Mon 10/21 Unit 2: Research Design
 1. Read Markel and Stuart "Chapter 6: "Researching Your Subject" for in class discussion 2. Read Johnson-Sheehan "Chapter 10" – linked on Blackboard

Wed 10/23
 1. Read Markel and Stuart "Chapter 9: "Emphasizing Important Information" for in class discussion 2. Complete CHAPTER 6 and 9 READING QUIZ 3. Discussion and explanation of Unit 3 Writing Assignment; possible selections for Unit 3 Writing Assignment must be confirmed with Mr. Acosta by October 25th by 11:59 PM. Your homework materials are due to Blackboard before class begins.

Fri 10/25
 1. Selection and construction of research methods will be explained; a review of Chapter 6 to enhance and clarify the process of researching. 2. Reflection Essay of Unit 2 Writing Assignment due by 11:59 PM Your homework materials are due to Blackboard before class begins.

Mon 10/28 Unit 2: Conducting Research
 1. Read Markel and Stuart "Chapter 8: "Communicating Persuasively" and Review Chapter 9 for in class discussion 2. Complete CHAPTER 8 READING QUIZ 3. Examples of Annotated Bibliographies to be reviewed and discussed in class

Wed 10/30
 1. Review of Appendix Part B – APA Part Only 2. Examples of Annotated Bibliographies to be reviewed and discussed in class 3. Assistance in generating Annotated Bib.; and reviewing a handout to assist in researching (available on Blackboard after class)



Fri	11/1		1. Workshop discussing randomly selected, submitted Annotated Bibs., in class collaboration and assistance to generate constructive feedback. 2. Rough Draft of Annotated Bibliography due by 11:59 PM 3. Peer Review in form of Black Board Discussion of Annotated Bib. Draft due by November 6th by 11:59 PM Your homework materials are due to Blackboard before class begins
Mon	11/4	Unit 3 Conferences/Peer Review and Workshop – Annotated Bib. Due	Conferences & Peer Review Workshop 1. Monday, Wednesday, and Friday – Workshop/Conferences to be held. • 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. 2. Wednesday – Peer Review of Annotated Bib. Due by 11:59 PM 3. Friday – Final Draft of Annotated Bib, Due by 11:59 PM
Wed	11/6		Refer to November 4th
Fri	11/8		Refer to November 4th
Mon	11/11	Unit 3 Writing Workshop/Peer Review	Writer’s Workshop: Editing and Proofreading Workshop 1. Monday, Wednesday, and Friday – Workshop/Conferences to be held. • 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. • Discussion of Final Project at begging of each class this week: requirements, example and Peer Review
Wed	11/13		Refer to November 11th
Fri	11/15		Refer to November 11th
Mon	11/18	Unit 3 Proof Reading and Editing	1. Peer Review Questionnaire of Unit 3 Writing Assignment will Due Wednesday the 18th by 11:59 PM 2. SUBMIT FINAL DRAFT of Unit 3 Writing by Wednesday Nov 20th 11:59 PM
Wed	11/20	No Class	
Fri	11/22	No Class	
Mon	11/25	Unit 3: Oral and Digital Presentations	1. Read Markel and Stuart "Chapter 21: “Making Oral Presentations” and Review Appendix B for in class discussion 2. Review Final Oral Presentation/Digital Presentation assignment and rubric
Wed	11/27		1. Go over Good and Bad PowerPoints 2. Review or continue Chapter 21 3. COMPLETE CHAPTER 21 READING QUIZ 4. Review Final Oral Presentation/Digital Presentation assignment and rubric Your homework materials are due to Blackboard before class begins

Fri	11/29		1. Confirm Final Oral Presentation Topic (it is the same topic as your Unit 3 Writing Assignment) 2. Highlight key points in Public speaking such as intonation, speed, tone, body language, and audience interaction 3. Assist students with and go over examples of previous presentations.
Mon	12/2	Unit 4 Editing and Prof Reading	1. Monday, Wednesday, and Friday – Workshop/Conferences to be held. • 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. • Moreover, reviews of critical chapters regarding presenting oral and digital content will be covered to assist in final submissions.
Wed	12/4		Refer to December 2nd
Fri	12/6		Refer to December 2nd
Mon	12/9	Finals Week Final Exam Day: TBA	PowerPoint and Digital Presentation due on date and time of final exam
Wed	12/11	Finals Week	

Core Curriculum Learning Outcomes

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)

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.tamiau.edu/studentaffairs/StudentHandbook1.shtml> (<http://www.tamiau.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@tamiau.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.tamiau.edu/reportit> (<https://www.tamiau.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@tamiau.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.tamiau.edu/scce/studenthandbook.shtml> (<https://www.tamiau.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@tamiau.edu, 956.326.2857, via the anonymous electronic reporting website, ReportIt, at <https://www.tamiau.edu/reportit> (<https://www.tamiau.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.