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Fall 2024 Syllabus, Section , CRN

Instructor Information

Anna Cieslicka

Professor

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Office: AIC 342

Office Hours:

TR 3:15-4:15 pm; WF (virtual 5:30- 6:30 pm, by appointment)

Office Phone: 956-326-2611

Times and Location

Course Description

Additional Course Information

This course examines issues related to how bilinguals learn and use their languages, create and store memories, solve problems, and perceive the world. It also focuses specifically on research methods employed to study bilingual cognitive and neurological mechanisms and offers insights into educational and cross-cultural perspectives. The class format will be a mixture of lecture, discussion, and student presentations. This is a graduate class, so please be prepared to actively participate in classroom discussions which will constitute an important component of your overall evaluation. As such, the class will consist of two parts. The first part will be a lecture by the instructor, the purpose of which will be to clarify the main points in the chapters. Please note that the ppt will not merely be a summary of the chapter you have read. Instead, it will elaborate on the concepts that are critical for the proper understanding of the chapters and present additional information, rather than simply restating what is written in the book. The second part will be a student-led discussion and presentation focusing on an additional reading material related to the chapter discussed. The list of readings for each presentation is provided on the course website.

Student Learning Outcomes

Upon completion of the course students will:

1. Gain knowledge of the processes and representations in the bilingual mind.
2. Demonstrate understanding of the different theoretical approaches to studying bilingual mental representation and processing.
3. Be able to critically evaluate practical, real-world implications of research into bilingualism/second language acquisition and become more aware of how their own mind works.
4. Develop experimental and analytical skills and apply them in their discussions and oral presentations of the critical concepts in the field of bilingualism.
5. Be able to critically integrate research findings in the discipline of bilingual language/cognitive processing and discuss them through the oral and written modes of communication.
6. Gain knowledge of the methods and technologies that psycholinguists use to investigate the mind and apply this knowledge towards developing their own research proposal.

7. Appraise and contrast the principles (e.g., language processing, language acquisition, memory storage, representation, retrieval) and logic in bilingual cognitive research.
8. Compose a literature review on a specific topic in the field bilingualism or multilingualism.
9. Formulate a theoretically sound research proposal for an original study in the field of bilingualism, multilingualism or second-language acquisition/ learning.

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
Required	An Introduction to Bilingualism Principles and Processes	Altarriba, J., & Heredia, R. R.	ISBN : 9781848725867

Grading Criteria

Evaluation and Course Policies:

Attendance: Attendance is not only mandatory, but crucial for this course to function well. You will be allowed 2 absences for emergencies, and you should provide adequate notice or documentation of these. Failure to provide notice or documentation or having more than 2 absences will result in dropping a whole letter grade.

Active Participation in Classroom Discussions (45points): Please make sure to read the text assignment before coming to class so that you can contribute to the classroom discussion, both during the teacher-led lecture and during the student-led presentation. You can receive from 0-5 points for your active participation in each class, so please make sure you are prepared and contribute.

Examinations (100 pts): There will be one exam (midterm) worth **100 points**, consisting of general essay questions.

Discussion Points (40 pts, each assignment worth 5 points): In order to be able to actively participate in class discussions and to get the most out of the course, you need to read assigned reading materials critically and carefully. To help you do it and to encourage you to critically evaluate the readings for each lecture, you will be expected to submit a set of 3 discussion points related to the broad themes of all the readings from your textbook and supplementary materials (READINGS FOR EACH CLASS). Discussion points should be empirical or theoretical implications raised by the material that suggest creative connections to other issues or follow up experiments. Do not submit clarification questions of the material. Discussion points must reveal thoughtful reflection on the material. You will be expected to email the instructor and the discussion moderator/facilitator assigned for each session the discussion points **no later than 6pm on Sunday of the week** when the class takes place. Discussion points should be sent in the body of the email, **NOT AS AN ATTACHMENT**. Be prepared to discuss the issues you raise and please bring a copy of your discussion points to class. Your discussion points will allow the instructor to get some feedback about how you find the reading assignment and will serve as a springboard for the moderator-led discussions that we are going to have in class. Please note that the points you earn for those weekly written responses will contribute substantially towards your final grade, so make every attempt to meet this requirement. Late submissions will not be accepted.

Presentation and Discussion Facilitation (50 points): From a list of PRESENTATION READINGS materials, individually (or in pairs/groups), you will select **one set** related to a particular topic that we are going to discuss in class. Based on the set of readings, you will prepare a ppt presentation summarizing the major points covered in the reading materials and will deliver a presentation in class. Since only the presenter(s)/facilitator(s) will be familiar with the reading, your presentation should be detailed and exhaustive, summarizing the case studies and/or experiments described, as well as the underlying theoretical background. Do NOT include in your presentation material from the textbook chapters, as this will be known to everybody. However, you can make references to the textbook as you try to tie the research included in your readings to what you have learned from reading the chapters. The presentation will be evaluated according to the Oral Presentation Rubric that is available on the course website. If presenting in pairs, each person needs to present a separate article/chapter. Schedule of presentations will be agreed upon in the first week. In addition to presenting the additional reading material, the student(s) will serve as discussion facilitators for the class. The job of the facilitator(s) will be to collect weekly responses from all the students and, based on those and their own processing of the material, to facilitate in-class discussion concerning the readings. If two people are presenting, each has to present a separate article/chapter. The presentation should last between 15-20 minutes. Below is a list of the facilitator's responsibilities:

- Coordinate with another person (when working in a pair) how you want to go about the presentation and discussion (i.e., who will present first, how you will deal with the discussion questions, etc.)
- Collect weekly discussion points from all the classmates (they should be sent to you by 6 p.m. on a Sunday of each week)
- Analyze the collected discussion points and use them to guide a discussion. You can collate them and have them displayed on your ppt document for everybody to see. You are welcome to identify authors of the particular discussion questions that you decide to single out so you can ask them to elaborate or clarify their contributions.

Research Paper (100 points) & Presentation (25 points): You will be expected to write one research paper (10 double-spaced pages) with at least 15 references. The paper is due **Dec 7 at 11:59pm** on the BB. The emphasis on the research paper will be on your ability to write well (i.e., APA style), to integrate the existing literature, and to reason critically and scientifically. This paper will be a proposed experiment investigating an issue related to bilingualism. More details will be provided. You will present your paper in class.

Rubrics

- Written assignments (midterm exam, final research proposal) will be graded using the **Rubric for Psychology Writing Assignments**, which includes the following categories: 1) Focus, 2) Organization and Development, 3) Style/Sentence Structure, 4) Grammar/Mechanics. The rubric's *Focus* category refers to the thoroughness with which relevant research is discussed and key concepts operationally defined, as well as clear acknowledgement of audience. The rubric's *Organization and Development* category refers to whether the content is logical and whether hypothesis, research support as well as conclusions are fully and clearly articulated. The rubric's *Style/Sentence Structure* category refers to the ability to use objective, efficient academic language with sophisticated and varied sentence structure and length. The rubric's *Grammar/Mechanics* category refers to the ability to write with no grammatical, spelling, or punctuation errors. Scoring using the rubric ranges from 0-4 (0= Unacceptable, 1= Beginning, 2= Developing, 3= Accomplished, 4= Exemplary).
- Oral presentations will be graded based on the Oral Presentation Rubric, which assesses performance for (1) Speaking Style/Delivery, (2) Language Skills, (3) Organization, (4) Mastery of the Subject, (5) Visual Aids, and (6) Critical Thinking. The rubric's *Speaking Style/Delivery* category refers to the ability to speak clearly and at an understandable pace, maintaining eye contact with audience, and the presentation being well rehearsed, with limited use of filler words and appropriate use of body language. The rubric's *Organization* category refers to being logical, defining background and importance of research, as well as being able to identify relevant questions. The rubric's *Mastery of the Subject* category refers to the pertinence, depth of commentary and the ability to answer questions. The rubric's *Critical Thinking* category refers to the ability to clearly identify main issues in the area, to make recommendations for further work and properly consider competing explanations or theories. Scoring using the rubric ranges from 0-4 (0=Unacceptable, 1=Poor, 2=Average, 3=Good, 4=Exceptional).
- Both rubrics are available on the course website.

Student-Instructor Communication Policy and Response Time

Course Messages/Emails

- All electronic communication with students will take place via the TAMIU e-mail system (BLACKBOARD). You should check your TAMIU e-mail accounts regularly and visit the course site to download ppt notes before the lectures, as well as important announcements concerning the class. The turnaround time for replying to student emails via the BB will be 48 hours.

Assignments and Assessments

- Weekly assignments (discussion questions, oral presentations) will be graded on a weekly basis. The grading of research papers and midterm exams will be completed within the framework of 1-2 weeks, depending on the number of students in class.

Grading: In general, all grading will be standard university grading:

GRADE	PERCENTAGE
A	90-100
B	80-90.9
C	70-79.9
D	60-69.9
F	Below 60

Open Boilerplate

Points will accumulate over the semester such that there will be:

ASSIGNMENT	VALUE
Midterm Exam	100 points



Class Participation	45 points
Written Weekly Discussion	40 points
Presentation/Discussion Facilitation	50 points
Research Proposal Presentation	25 points
Research Paper	100 points

Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
8/26	Introduction to Bilingualism.	Ch.1	
9/2	Bilingual Research Methods	Ch. 2	Weekly Discussion 1
9/9	Bilingual Mental Models	Ch. 3	Weekly Discussion 2
9/16	The Psycholinguistics of Bilingualism	Ch. 4	Weekly Discussion 3
9/23	Multilingualism Processing and Aging	Ch. 5	Weekly Discussion 4
9/30	The Bilingual Brain /The Bilingual Brain (Revisited)	Ch. 6, 7, Ch. 17 (pp 398-409)	Weekly Discussion 5
10/7	Midterm Exam	Ch. 1-6	
10/14	Bilingualism and Creativity; Bilingualism and Executive Functioning	Ch. 8-9	Weekly Discussion 6
10/21	Midterm Exam Feedback		
10/28	Bilingual Linguistic and Cognitive Development	Ch. 10 Chapter 17, pp. 388-398	Weekly Discussion 7
11/4	Social and Sociocultural Processes	Ch. 11-13	Weekly Discussion 8
11/11	Linguistics and SLA	Ch. 15-16	Weekly Discussion 9
11/18	Research Proposal Consultations		Draft of the proposed research plan
11/25	Research Proposal Presentation		Power Point Presentation of the Proposed Research
12/2	Research Paper 1st Draft Feedback		1st Draft of the Research Paper

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.tamtu.edu/scce/studenthandbook.shtml> (<https://www.tamtu.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.