



# ENGL 1301 - English Composition I

## Fall 2025 Syllabus, Section 103, CRN 16059

---

### Instructor Information

**Andrew Simmons, PhD**

Email: [andrew.simmons@tamiu.edu](mailto:andrew.simmons@tamiu.edu)

Office: AIC 312

Office Hours:

MW 10:00-11:30

---

### Times and Location

MWF 8:30am-9:25am in Bullock Hall 221

---

### Course Description

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

Humanities Department, College of Arts & Sciences

---

### Additional Course Information

**Artificial Intelligence Policy:** Unless students are otherwise directed by the instructor, all essays and assignments should be the students' original work (produced by the individual in whose name the assignment is submitted), produced without the use of artificial intelligence. This includes any and all online resources that either produce textual or any other product, or make substantial changes to anything that has been produced. Use of such technologies will be treated as cheating and penalties will be applied in accordance with the TAMU policies listed below.

**Classroom conduct and Email Policy:** It is best to contact the instructor via email at [andrew.simmons@tamiu.edu](mailto:andrew.simmons@tamiu.edu). The instructor will endeavor to respond within 24 hours, but not on weekends.

The classroom is a professional environment and will be treated as such. In any situation related to the course, conversation must remain polite and constructive. If during class a student exhibits uncivil, unprofessional, or disruptive behavior, each student will receive one warning, after which one point per incident may be deducted from Homework and Participation Grades. If a student continues to act in a disruptive manner, that student may be asked to leave and further disciplinary action may be taken according to university policy.

Students are expected to keep correspondence professional, with each other and with the instructor. Emails should begin and end with a proper, professional salutation (ex. "Dear Addressee;" "Sincerely/Best regards") and should adhere to the above standards of professional and civil conduct. Emails should use proper spelling, punctuation, grammar, and capitalization. Emails which are uncivil or unprofessional may not be answered by the instructor.

**Participation Policy:** Participation in classroom activities is a necessity for success in the course. As such, students who routinely do not participate in classroom activities will lose points from their participation grades.

After two weeks of complete non-participation (fully absent or disengaged) in the classroom, two percentage points will be deducted from participation grades per subsequent instance.



If a student is routinely tardy or early to leave, that student is also unable to fully participate in classroom activities. After two weeks worth of tardy arrivals or early departures to and from class, one percentage point will be deducted from participation grades per subsequent instance.

Note: for a course which meets three days a week, two weeks equates to six classroom sessions; for a course which meets twice a week, two weeks equates to four classroom sessions.

Exceptions to these rules are only made in the cases of University Sanctioned excuses.

**Personal Technology Policy:** Personal technology including laptops and tablets is prohibited in the classroom. Display or use of laptops, tablets, smart phones, cell phones, music playing devices, gaming devices or consoles, and other technology is prohibited in the classroom.

Students will be penalized for displaying personal devices in the classroom. Students will receive one warning if technology is displayed in the classroom, after which two points per instance will be deducted from the student's participation grade.

#### Coursework Description:

**Writing Projects (30% of course grade):** The projects for this course will require you to work in certain genres, but they also allow you to choose your own topics and positions. Short descriptions are provided below. For each writing project, a more extensive assignment prompt will be provided on Blackboard.

The major projects include:

**Essay 1: Technical Writing Analysis.** 10% of course grade.

In this first essay, you will choose an example of technical or instructional writing (ex. Manuals, process descriptions, lab reports/IMRaD's, legal documents) to analyze as it fits into the genre of Technical Writing. You will need to make note of the subject material, the author's relationship to the audience, how this affects the writing, and the accuracy of the author within the genre. (750-900 words)

**Essay 2: Multimedia Analysis.** 10% of course grade.

In this second essay, you will choose one multimedia textual example and analyze the meaning the example creates. You will use all aspects of the example as evidence for your interpretations. (850-1,000 words)

**Essay 3: Rhetorical Analysis.** 10% of course grade.

In this third and final essay, you will choose a research article from a peer-reviewed journal and evaluate its rhetorical appeal to the community for which the argument is presented. You will use the peer-reviewed article as your evidence for your analysis. (1,000-1,200 words)

**Reflective Writing Assignments (15% of course grade):** You will write three reflective essays this semester—one for each unit essay. This course is designed to encourage you to reflect continually on your writing processes and to revise your projects in light of your reflections. Your instructor will assess these reflective assignments and will assign each one a grade. Reflections should be taken as a serious component of the course and should not be done in the minutes before it is due.

**Final Portfolio (35% of course grade):** For your final project in this course, you will create a portfolio that showcases the writing you completed in this course. As a whole, your portfolio will walk your instructor through your learning process in ENGL 1301.

**Homework and Participation (20% of course grade):** On a nearly daily basis, you will have multiple assignments due. For each essay writing project, quizzes, worksheets, rough drafts and participation in peer review and discussion boards with your classmates will factor into your homework grade.

## Program Learning Outcomes

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

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



## Student Learning Outcomes

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

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

## Important Dates

Visit the Academic Calendar ([tamui.edu](https://www.tamui.edu/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	978-1-324-04527-4

## Other Course Materials

Additional Reading materials will be available on Blackboard.

## Grading Criteria

### Grading Criteria

The instructor does not give additional extra credit to individual students. The instructor is aware that students in this course have GPA goals in mind. Anticipate these goals early in the semester and strive to improve rather than ask for a grade at the end of the course. The instructor will happily discuss any assignment grade outside of the classroom after a 24 hour "cool down" period. The instructor will not discuss grades during class time.

### Extra Credit

No extra credit is given in this course.

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

## Open Boilerplate

ASSIGNMENT	VALUE
Homework and Participation	20



Technical Writing Analysis	10
Multimedia Analysis	10
Rhetorical Analysis	10
Reflection Essay 1	5
Reflection Essay 2	5
Reflection Essay 3	5
Final Portfolio	35

## Schedule of Topics and Assignments

Day	Date	Agenda/Topic	Reading(s)	Due
Mon	8/25	Introductions		
Wed	8/27	Classroom Activity: Going Places		
Fri	8/29	Logic, Language, and Sentence Construction		
Mon	9/1	Begin Unit 1: Intro to Technical Writing	Read the Technical Writing Analysis Essay Prompt on blackboard.	Submit 3 topics to Blackboard for Approval Content Exercise: Questions about Technical Writing
Wed	9/3	Topic Approval and Discussions		Be prepared to discuss your topics in class
Fri	9/5	Classroom Activity: Technical Writing Practice	Read Lunsford Ch 12 "Choosing Genres"	Content Exercise: Technical Writing Practice
Mon	9/8	Generic Variation: On Genres and What Makes them		
Wed	9/10	Rhetorical Situations	Read Lunsford Ch 3 "Rhetorical Situations"	Content Exercise: Technical Writing vs Sales Pitching
Fri	9/12	Technical Writing Analysis Work Day		Complete draft one of Technical Writing Analysis and submit it to the Turnitin Link on Blackboard by 11:59 PM
Mon	9/15	Technical Writing Analysis Peer Review		Blind Peer Reviews in Class Submit your Technical Writing Analysis draft to the Technical Writing Analysis Peer Review Discussion Board on Blackboard before class. Review the OWL Purdue link about Peer Reviewing on Blackboard. Sign up for conference times at the beginning of class.
Wed	9/17	Conference Day	Review the OWL Purdue Self Editing Workshop and Beginning Proofreading on Blackboard	
Fri	9/19	Technical Writing Analysis Work Day		Complete your final draft of Technical Writing Analysis and submit your draft to the Turnitin Link on Blackboard by 11:59 PM
Mon	9/22	Begin Unit 2: Multimedia Analysis	Read the Multimedia Analysis Prompt on Blackboard and Complete the Project Management Worksheet Read Edmund Burke "On Taste" on Blackboard.	Content Exercise: Tasteful Discussions. In Class
Wed	9/24	Classroom Activity: Watch, Read, Listen	Read assigned readings to compare with inspired content in class. Read Lunsford Ch 10 "Reflecting on Your Writing".	Reflection Essay 1 is due to Turnitin on Blackboard by 11:59 PM Submit 3 topics for approval on Blackboard
Fri	9/26	Topic Approval		Be prepared to discuss your topics in class
Mon	9/29	Deconstruction, Analysis, and Ethical Scholarship	Read Barthes "The Death of the Author" on Blackboard. Review assigned materials to discuss in class.	Content Exercise: The Sounds of Silence



Wed	10/1	Classroom Activity: Watch, Read, Listen	Read assigned readings to compare with inspired content in class	Content Exercise: Watch, Read, Listen
Fri	10/3	Textual Analysis	Read Lunsford Ch 15 "Writing Analytically"	Complete Draft one of the Multimedia Analysis and submit it to the Turnitin link on Blackboard by 11:59 PM Submit your Multimedia Analysis to the Multimedia Analysis Peer Review Discussion Board on Blackboard for the Next Class Day
Mon	10/6	Multimedia Analysis Peer Review Workshop	Review the OWL Purdue link about Peer Reviewing on Blackboard.	Submit your Multimedia Analysis to the Multimedia Analysis Peer Review Discussion Board on Blackboard Before Class Sign up for conference times at the beginning of class. Blind Peer Reviews in Class
Wed	10/8	Conference Day		
Fri	10/10	Multimedia Analysis Work Day		Complete your final draft of Literature Review and Submit it to the Turnitin Link on Blackboard by 11:59 PM
Mon	10/13	Begin Unit 3: Rhetorical Analysis	Read the Rhetorical Analysis Assignment prompt on Blackboard and complete the Project Management Worksheet	Classroom Activity: Library Research Submit a "good," a "bad," and an "ugly" argument to Blackboard
Wed	10/15	Classroom Activity: Good, Bad, and Ugly Arguments	Read Lunsford Ch 13 "Arguing a Position" and 19 "Analyzing and Constructing Arguments"	Reflection Essay 2 is due to Turnitin on Blackboard by 11:59 PM Submit 3 topics for approval on Blackboard Content Exercise: Good, Bad, and Ugly Arguments
Fri	10/17	Thesis Statements	Read "Developing Strong Thesis Statements" on Blackboard. Read Lunsford Ch 20 "Strategies for Supporting Your Argument."	Content Exercise: Build a Thesis Statement
Mon	10/20	Classroom Activity: Examples of AI and Plagiarism	Read Lunsford Ch 28 "Quoting, Paraphrasing, Summarizing" and Ch 29 "Giving Credit, Avoiding Plagiarism"	Content Exercise: Build a Bibliographic Entry
Wed	10/22	Classroom Activity and Discussion: Supporting Our Arguments		Content Exercise: "I came here to have an argument"
Fri	10/24	Rhetorical Analysis Work Day		Complete First Draft of Rhetorical Analysis and submit it to the Turnitin link on Blackboard by 11:59 PM
Mon	10/27	Rhetorical Analysis Peer Review		Submit your First Draft of Rhetorical Analysis to the Rhetorical Analysis Peer Review Discussion Board on Blackboard before class Blind Peer Reviews in Class
Wed	10/29	Revising and Editing	Review OWL Purdue Self-Editing Workshop and Beginning Proofreading on Blackboard	Content Exercise: Writing and Re-Writing
Fri	10/31	Revising and Editing Continued	Read Lunsford Ch 32 "What's your Style" and Killingsworth Performing Prose, on Blackboard	Sign up for a conference time at the beginning of class Content Exercise: Writing and Re-Writing
Mon	11/3	Rhetorical Analysis Work Day		Complete your final draft of Rhetorical Analysis and submit it to the Turnitin Link on Blackboard by 11:59 PM
Wed	11/5	Voluntary Presentations: Projects We Enjoyed		Discuss a project you enjoyed to make up a missed Content Exercise



Fri	11/7	Begin Final Portfolio Unit	Read the Portfolio Assignment Prompt and submit 3-5 questions you have about the final assignment of the course to the Portfolio Q/A on Blackboard before class	Reflection Essay 3 is due to the Turnitin Link on Blackboard by 11:59 PM
Mon	11/10	Portfolio Q&A		
Wed	11/12	Portfolio Q&A		
Fri	11/14	Organizing your Portfolios	Read Lunsford Bonus Chapter B "Organizing a Portfolio"	Content Exercise: Build a Resume
Mon	11/17	Some Examples of Professional Portfolios		
Wed	11/19	Portfolio Workday		
Fri	11/21	Portfolio Workday		
Mon	11/24	Portfolio Workday: Class Online		Email the Professor or set up Class Collaborate Meetings for Questions
Wed	11/26	No Class		
Fri	11/28	No Class		
Mon	12/1	Portfolio Workday: Class Online		Email the Professor or set up Class Collaborate Meetings for Questions
Wed	12/3	No Class		
Fri	12/5	No Class		
Mon	12/8	No Class		
Wed	12/10	No Class		

## Core Curriculum Learning Outcomes

1. Critical Thinking Skills: includes creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.
2. Communication Skills: includes effective written, oral, and visual communication.
3. Teamwork: includes the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
4. Personal Responsibility: includes the 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.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](mailto: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, 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.