



ENGL 1301 - English Composition I

Fall 2025 Syllabus, Section 180, CRN 16288

Instructor Information

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Office: Virtual

Office Hours:

Contact instructor via email

Times and Location

Does Not Meet Face-to-Face

Course Description

The goal of this course is to develop students' expository and analytical writing skills by guiding them through the multiple stages of the writing process and by creating an awareness of authorial voice, audience, purpose, and occasion. Students will also employ critical thinking and reading skills in the evaluation of selected readings designed to further emphasize the writing process. This course will provide an introduction to writing the documented essay, to acquiring information literacy skills, and to evaluating both printed and electronic sources. 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

Class Policy on Use of ChatGPT and Similar Artificial Intelligence Programs

Artificial Intelligence (AI) refers to the development of computer systems that can perform tasks that typically require human intelligence, such as learning from data, making decisions, and solving complex problems. ChatGPT is one type of AI, and as you've likely heard in the news and in recent publications, AI has the potential to revolutionize various aspects of human life. With this potential, we are certainly in exciting times!

But what about AI's use in college projects, such as the written assignments in our undergraduate English class?

Question: Can I use AI to help write my essays and other written projects in our English class?

Answer: No. Using AI to write part or all of an assignment violates the academic integrity expectations at the college because you are required to produce your own original work on all material you submit for grading and assessment purposes in the course.

Using ChatGPT or any similar AI program to generate an assignment for our English class is cheating. If you're caught, the consequence will be a 0 for that assignment in our class. A second offense will result in an F for the course.

AI should not be used to write an essay or other written projects. This practice is a clear violation of college academic integrity policies, which emphasize the importance of original work and individual learning. Submitting an assignment written in part or in whole by AI undermines the educational process and fails to develop and demonstrate your critical thinking, research, and writing skills. Upholding academic integrity ensures that you acquire the knowledge and skills necessary for your future academic and professional endeavors.

Please also understand that our college utilizes plagiarism detection services like TurnItIn to ensure authenticity of submitted work. These services not only identify potential instances of plagiarism but also provide insights into the likelihood that AI has been used to assist in writing an essay or other submitted document.

If TurnItIn or your professor suspects that AI has been employed in the creation of your submitted assignment, you may be required to provide at least two earlier drafts of the project, each demonstrating substantial difference (yet indicating how one draft clearly informs the revision in the next draft) in content and development when compared side-by-side. This process will help verify that the final draft of your essay is genuinely your own work and not generated by AI, reinforcing the principles of academic integrity and originality in education.

Question: Can I use AI to help locate potential research sources that I might use to inform the essay that I, myself, will write?

Answer: Yes. AI might be helpful in locating sources that you can consider incorporating into your research project(s).

In the context of undergraduate research-based essays, AI can play a role in helping you locate relevant sources of information. AI-powered search engines and research tools can sift through a vast array of academic databases, journals, and publications to identify scholarly articles and resources that are pertinent to a research topic. AI can also provide recommendations for related sources, further enriching the quality of research.

Yet, while AI can greatly assist in locating research sources for your essays, it's essential to emphasize that these sources must be read and thoroughly analyzed by you before incorporating them into your work. AI tools can provide you with a convenient way to discover relevant materials, but relying solely on their recommendations without reading the actual source material can lead to incomplete or misinformed interpretations. To ensure the accuracy, credibility, and relevance of your research, engage with the primary sources, critically evaluate their content, and extract the key information or arguments they present. This hands-on approach to research not only strengthens the quality of your essays but also promotes a deeper understanding of the subject matter, facilitating your ability to contribute original insights and ideas to your academic work.

In summary:

While it might be okay to use AI to help locate potential research sources for a project in our class, using an AI program to produce an assignment and submitting that assignment as your own work is cheating. A first offense will result in the consequence of a 0 for that assignment in our class. A second offense will result in an F for the course.

Program Learning Outcomes

Core-Curriculum Learning Outcomes (CCLOs)

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

Student Learning Outcomes

Student Learning Outcomes

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

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



Engage a variety of technologies in order to *locate* sources and write across various media for specific audiences and purposes. (PLO 5)

Important Dates

Visit the Academic Calendar ([tamui.edu](https://www.tamui.edu/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.	Lunsford, Andrea, et al.	

Grading Criteria

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

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

Please don't forget to remove these instructions.

GRADE	PERCENTAGE
A	90-100
B	80-89.99
C	70-79.99
D	60-69.99
F	Below 60

Open Boilerplate

ASSIGNMENT	VALUE
Homework/Discussion	15%
ACE	5%
Essay 1	10%
Essay 2	10%
Essay 3	10%
Ref. Essay 1	5%
Ref. Essay 2	5%
Ref. Essay 3	5%
Final Portfolio	35%

Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
8/25	Course Introduction; Using Bb; Introduction to College Writing; Thinking Rhetorically; Engaging Respectfully with Others; Intellectual Property & Academic Integrity	Lunsford: pp. xxxiii-xxxviii; chapters 1 & 2 Instructor Perspective Essay 1 Description, Grading Rubric, and Related Materials	Discussion Board: Post initial contributions by Thursday; post follow-up contributions to the posts of two others in the class by Sunday.
9/1	Meeting Expectations of Academic Writing; Reading Rhetorically; Steps in Process Writing	Read Lunsford: chapters 5, 6, & 7 Instructor Perspective "Rhetorical Situations and Their Constituents"	Discussion Board: Post initial contributions by Thursday; post follow-up contributions to the posts of two others in the class by Sunday.



9/8	Communities and Their Communication; Mixing Languages and Dialects; Essay Structure & Parts; Tips for Participating in Peer Review	Read Lunsford: chapters 33 and 34 and 35 Instructor Perspectives "Helping Students Overcome Writer's Block" "Shitty First Drafts" OWL Perdue Presentation on "peer review"	Discussion Board: Post initial contributions by Thursday; post follow-up contributions to the posts of two others in the class by Sunday. Advanced Draft Essay #1: Post a complete and advanced draft of your Essay #1 to the designated location in the course Discussion Board for next week's Peer Review by Sunday.
9/15	Strategies for Revision & Editing; Peer Review	Strategies for Revision & Editing; Peer Review Essay #1 Reflection Essay	Peer Review: Read the two essay drafts assigned to you. Reflect on the drafts and provide insightful feedback to each of the two students' drafts using the worksheets provided in our Bb course site for this activity. Post your completed Peer Review worksheets by Thursday. Final Draft Essay #1: Submit the final draft of your Essay #1 to the designated location in our Bb site by Sunday. Submit Reflection Essay #1: Submit your Reflection Essay #1 to the designated location in our Bb site by Sunday.
9/22	Rhetorical Situations; Annotating, Summarizing, & Responding; Writing Analytically; Visual Analysis; 3rd person POV; Thesis Statements	Read Lunsford: chapter 3 chapter 15 Instructor Perspectives "Writers on Writing: OK, You're Not Shakespeare"	Instructor Conference: Post the selected image, thesis statement, and topic sentences of your Essay #2 to the designated location in the course Discussion Board site if you would like instructor feedback; include 3 questions you have about your essay and identify the specific section or requirement on which you'd like feedback by Thursday.
9/29	Writing Processes; Managing the Writing Process; MLA Overview	Read Lunsford: chapters 7 & 8 Instructor Perspective	Instructor Conference: If you were not yet ready to post the selected image, thesis statement, and topic sentences of your Essay #2 to the designated location in the course Discussion Board site last week for instructor feedback, here's another opportunity; include 3 questions you have about your essay and identify the specific section or requirement on which you'd like feedback by Thursday.
10/6	Writing Style; Audience Needs; Tracking Revisions; 10 Writing Strategies; Tips for Participating in Peer Review	Read Lunsford: chapter 32 Instructor Perspectives "Writers on Writing: Directions, Read, Write, Rewrite..." OWL Perdue Presentation on "peer review"	Discussion Board: Post initial contributions by Thursday; post follow-up contributions to the posts of two others in the class by Sunday. Advanced Draft Essay #2: Post a complete and advanced draft of your Essay #2 to the designated location in the course Discussion Board for Week 8's Peer Review by this Sunday.



10/13	Analyzing and Constructing Arguments; Editing Strategies; Peer Review	Read Lunsford: read chapter 19 review chapter 35 Reread and review descriptions for Essay #2 and Reflection Essay #2 Instructor Perspectives	Peer Review: Read the two essay drafts assigned to you. Reflect on the drafts and provide insightful feedback to each of the two students' drafts using the worksheets provided in our Bb course site for this activity. Post your completed Peer Review worksheets by Thursday. Submit ACE Form: Submit the signed "writing center" attendance form for work completed on Essay #2. Final Draft Essay #2: Submit the final draft of your Essay #2 to the designated location in our Bb site by Sunday. Submit Reflection Essay #2: Submit your Reflection Essay #2 to the designated location in our Bb site by Sunday.
10/20	Rhetorical Analysis; Choosing Genres; Quoting, Paraphrasing; Summarizing; Using Sources to Support Ideas; Library Resources	Read Lunsford: chapter 12; chapter 14 (pay particular attention to section on visual analysis); chapter 28 Instructor Perspectives "Composing a Rhetorical Analysis"	Library Packet: Submit the Library Packet assignment to the designated location in our Bb site by Sunday
10/27	Structuring Arguments; Classical Model of Argumentation; MLA In-text Citations & Works Cited Page Listings	Instructor Perspective "Structuring Arguments" Reread Essay #3 description and other related materials	Instructor Conference: Post the required information from your Essay #3 to the designated location in the course Discussion Board site if you would like instructor feedback; include 3 questions you have about your essay and identify the specific section or requirement on which you'd like feedback by Thursday.
11/3	Persuasive Appeals; Tips for Participating in Peer Review	Instructor Perspectives OWL Perdue Presentation on "peer review"	Advanced Draft Essay #3: Post a complete and advanced draft of your Essay #3 to the designated location in the course Discussion Board for next week's Peer Review by Sunday.
11/10	Fallacies of Argument; Peer Review	Read Lunsford: chapters 33 and 34; Reread Essay #3 description and read Reflection Essay #3 description Instructor Perspectives "Fallacies of Argument" Review the following: OWL Purdue Self-editing Workshop OWL Perdue Proofreading Workshop	Peer Review: Read the two essay drafts assigned to you. Reflect on the drafts and provide insightful feedback to each of the two students' drafts using the worksheets provided in our Bb course site for this activity. Post your completed Peer Review worksheets by Thursday. Submit ACE Form: Submit the signed "writing center" attendance form for work completed on Essay #3. Final Draft Essay #3: Submit the final draft of your Essay #3 to the designated location in our Bb site by Sunday. Submit Reflection Essay #3: Submit your Reflection Essay #3 to the designated location in our Bb site by Sunday.
11/17	Purpose of Portfolios; Assembling a Portfolio	Lunsford e-textbook, read the following: locate and read the bonus e-book chapter "Assembling a Portfolio" "Assembling Writing Portfolios"	Discussion Board: Post contributions by Thursday.



11/24	Portfolio Development; Peer Review	Reread the published assignment description for the final version of the Portfolio project. Read the MLA information to ensure proper MLA documentation style is used in your work.	Post Portfolio: Post an advanced draft of your Portfolio to the designated location in the course Discussion Board by Wednesday, Nov. 26 for peer review Peer Review: Analyze at least two Portfolios posted to the discussion board by others in the class by Sunday, Nov. 30. Reflect on the portfolios and provide insightful feedback to each of the two students' drafts, specifically describing what is working well and why, and what might benefit from another round of revision and why.
12/1	Week 15 Dec. 1-2 & Final Portfolio Deadline Dec. 4		Review: Review peer review feedback to Portfolio and continue to revise in anticipation of the portfolio's final draft deadline. Submit Final Portfolio: Submit the final draft of your Portfolio to the designated location in our Bb site by Thursday, December 4

Core Curriculum Learning Outcomes

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

Core-Curriculum Learning Outcomes:

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

University/College Policies

Please see the University Policies below.

COVID-19 Related Policies

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

Required Class Attendance

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

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

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

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

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

TAMU Honor Code: Plagiarism and Cheating

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

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

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

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

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

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

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

TAMU has penalties for plagiarism and cheating.

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



responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.

- **Penalties for Cheating:** Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a “zero” for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an “F” in the course, and the matter should be referred to the Honor Council. Additional penalties, including suspension or expulsion from the university may be imposed. Under no circumstances should a student who deserves an “F” in the course be allowed to withdraw from the course with a “W.”
 - **Caution:** Chat groups that start off as “study groups” can easily devolve into “cheating groups.” Be very careful not to join or remain any chat group if it begins to discuss specific information about exams or assignments that are meant to require individual work. If you are a member of such a group and it begins to cheat, you will be held responsible along with all the other members of the group. The TAMIU Honor Code requires that you report any such instances of cheating.
- **Student Right of Appeal:** Faculty will notify students immediately via the student’s TAMIU e-mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member’s charge of academic dishonesty by notifying the TAMIU Honor Council of their intent to appeal as long as the notification of appeal comes within 10 business days of the faculty member’s e-mail message to the student and/or the Office of Student Conduct and Community Engagement. The Student Handbook provides more details.

Use of Work in Two or More Courses

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

AI Policies

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

TAMIU E-Mail and SafeZone

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

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

Copyright Restrictions

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

Students with Disabilities

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

Student Attendance and Leave of Absence (LOA) Policy

As part of our efforts to assist and encourage all students towards graduation, TAMIU provides

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

Pregnant and Parenting Students

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted an absence for as long as the student's physician deems the absence medically necessary. It is a violation of Title IX to ask for documentation relative to the pregnant/parenting student's status beyond what would be required for other medical conditions. If a student would like to file a complaint for discrimination due to his or her pregnant/parenting status, please contact the TAMIU Title IX Coordinator (Lorissa M. Cortez, 5201 University Boulevard, KLM 159B, Laredo, TX 78041, TitleIX@tamiu.edu, 956.326.2857) and/or the Office of Civil Rights (Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600). You can also report it on TAMIU's anonymous electronic reporting site: <https://www.tamiu.edu/reportit> (<https://www.tamiu.edu/reportit/>).

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

Anti-Discrimination/Title IX

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

Incompletes

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

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

WIN Contracts

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

Student Responsibility for Dropping a Course

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

Independent Study Course

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



Grade Changes & Appeals

Faculty are authorized to change final grades only when they have committed a computational error or an error in recording a grade, and they must receive the approval of their department chairs and the dean to change the grade. As part of that approval, they must attach a detailed explanation of the reason for the mistake. Only in rare cases would another reason be entertained as legitimate for a grade change. A student who is unhappy with his or her grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that they have been graded unfairly, they have the right to appeal the grade using a grade appeal process in the Student Handbook and in the Faculty Handbook.

Final Examination

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

Mental Health and Well-Being

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

Distance Education Courses

Online Courses and On-Campus Meetings

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

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

Assignment Submission Policy

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

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

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

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

Participation/Discussion Board

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

the Discussion Board is a space for academic exchanges. As a result, students are accountable for using proper and exacting punctuation, spelling, and grammar. In addition, you may be required to reference all outside sources in correct citation format.

Attendance

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

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

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

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

Communication

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

Course Communication Guidelines (Netiquette)

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

Accommodations/Accessibility Policy

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

Student Support Resources

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

Computer/Technology Requirements

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

It is recommended that you meet the technical requirements listed on the Instructional Technology and Distance Education Services' webpage (<https://www.tamtu.edu/distance/students/technology-requirements.shtml/>) when using the learning management system (LMS) of the University.

Note: Students, if you do not own the required hardware or software or do not have access to the Internet, it will be highly challenging for you to make any progress in this class. However, my goal is to assist you in finding solutions and guide you appropriately most of the required materials can either



be found free of charge at TAMIU's library, classrooms, and available computer labs. **Visit Media Services' web page on the availability of on-campus computer labs.** In addition, you may also purchase any of these items at any electronic store.

Learning Management System (Blackboard)

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

Minimum Technical Skills Expected

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

Technical Support Services

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

Grading Scale/Schema (after Grade Breakdown section)

In determining the final course grade, the following scale is used in percentage or point value.

- 90-100 = A
- 80-89.99 = B
- 70-79.99 = C
- 60-69.99 = D
- Below 60 = F

Course Evaluation

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

Accessibility and Privacy Statements on Course Technologies

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

Syllabus Subject to Change

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