

# HIST 1301 - The US to 1877: The US to 1877(Sub I- Aug 25 to Oct 10)

## Fall 2025 Syllabus, Section 681, CRN 16080

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### Instructor Information

**Dr. Philip W. Travis**  
Adjunct Instructor of History  
Email: philip.travis@tamui.edu  
Office: Online (Teams)  
Office Hours:  
By Appointment

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### Times and Location

Does Not Meet Face-to-Face

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### Course Description

This course covers discovery; European contributions and forces; Spanish and Portuguese conquests in the Americas; English, French, and Dutch in America. The English Colonies in America; accomplishments of nationalistic groups; War of Independence; establishment of the new nation, problems of the formative period, western development, and frontier influence; cultural and constitutional growth; internal dissension and international problems; and Reconstruction. Prerequisites: Completion of Texas Success Initiative (TSI) Reading requirements, ENGL 1301, or appropriate level developmental course sequence.

Humanities Department, College of Arts & Sciences

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### Additional Course Information

This is a survey of the major political, social, economic, and cultural developments in North America from period of European arrival until the American Civil War. This course is designed to provide students with the framework and background necessary to be able to analyze the origins of the United States and to understand how this period shaped the world today. By examining important events, trends, and people in pre-Civil War America, students will learn to think historically and will further develop analytical, reading, and writing skills.

Academic Honesty Statement: Plagiarism and AI

\*\*\*All written work is run through plagiarism-detecting software. Any instances of academic dishonesty will result in a zero for the assignment with no opportunity to resubmit the assignment for a grade. This includes any use of AI. It does not matter what portion of an assignment has been plagiarized or otherwise cheated on – ANY portion whatsoever will result in the penalties laid out here. You are responsible for understanding what constitutes plagiarism and cheating and for asking BEFORE engaging in any questionable activity. If you are unsure as to what constitutes plagiarism or cheating, please ask me for help before an assignment is due. Instances of plagiarism may be subject to reporting to the college and may be subject to further disciplinary action from the college in addition to actions taken by me in this course.\*\*\*

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"Each student is required to follow Texas A&M International University's policy regarding academic honesty. All work submitted by students is expected to be the result of the student's individual thoughts, research, and self-expression.

The use of generative Artificial Intelligence (AI) tools via website, app, or any other access is not permitted in this class. Representing work created by AI as your own is plagiarism and will be treated as such, regardless of how much or in what way you use it. (Citing AI work is also unacceptable.)

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Do not use AI tools to generate ideas or any other part of a writing assignment for you. This includes using ChatGPT or Google for any part of the writing process, including the formulation of your thesis, essay structure, or summary of sources and information. The TAMIU Center for Academic Excellence (<https://www.tamui.edu/uc/ace/index.shtml/>) should be your go-to resource for help with the writing process. If your thesis or any other

aspect of your writing is not consistent with the materials we have covered and/or the sources cited, I will assume it was generated with the help of unauthorized tools or websites.

Do not share your course materials (information from the course readings and lectures, assigned sources, assignment prompts, etc.) with an AI tool under any circumstances—these are the intellectual property of others, including the professor, and should not be copied and pasted to other websites. This includes using an AI tool to generate a summary of a source for you. If you have difficulty understanding an assigned source, you should email the professor for help.

Do not use AI tools to generate language for you. Do not use an AI tool to revise your writing beyond a basic spelling and grammar check. AI tools make writing all sound the same, and submitting writing that sounds just like another student's is grounds for an automatic "F"

There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation of academic conduct guidelines. These websites include (but are not limited to) Quizlet, Course Hero, Chegg Study, and Clutch Prep. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity could be found in violation of academic conduct standards and could face course and/or college penalties. Please let me know if you are uncertain about the use of a website so I can determine its legitimacy.

Students are not allowed to use GroupMe, WhatsApp, or any other form of technology to exchange course material associated with a graded assignment, quiz, etc. Taking a screenshot of an online quiz or test question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct. The use of outside assistance from another student or by searching the internet, Googling for answers, using websites such as Quizlet, Course Hero, Chegg Study, etc., is considered academic misconduct. Gathering to take an online quiz or test with others and sharing answers in the process is considered academic misconduct.

In sum:

Students should adhere to the academic creed of this college and maintain the highest standards of academic integrity.

Plagiarism includes the presentation of "someone else's words, ideas, images, or data as one's own." This includes the use of generative artificial intelligence (AI) tools and websites such as Quizlet, Course Hero, Chegg Study, etc.

While collaboration is encouraged in the learning and studying process, you should assume that all graded assignments (including open-book quizzes) require your individual effort unless explicitly directed otherwise. Again, submitting writing that sounds just like another student's is grounds for an automatic "F"

Assignments that show evidence of plagiarism or cheating will receive an automatic zero and may result in an "F" for the entire course. This includes assignments where citations are missing and/or inaccurate. If you wish to appeal a grade, you should contact the instructor via Canvas messaging or email. Any situation where the origin of writing or information is unclear will require follow-up conversations before any credit can be awarded.

## Student Learning Outcomes

Upon successful completion of this course, each student will:

C01: Students will be able to recall and classify factors that relate to issues of gender, race, religion, and economic status in US society from early settlement to 1877.

C02: Students will be able to define and describe the foundations of the United States' political system and its effects on the development of the nation since 1783.

C03: Students will be able to identify and explain the gradual construction of the nation's identity.

C04: Students will be able to discuss and explain connections between historical events as well as describe historical changes over time.

C05: Students will be able to interpret, explain, and organize historical material relating to the comparative experience of the groups and societies that formed the United States.

C06: Students will be able to assess and evaluate the historical role government has played in the development of the United States.

C07: Students will be able to draw conclusions about the role of the government in the US from historical examples and justify their conclusions using factual data and a developed argument.

CO8: Students will be able to analyze primary historical sources, thus, demonstrating critical reading skills.

## Important Dates

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

## Textbooks

Group	Title	Author	ISBN
Required	The American YAWP: A Massively Collaborative Open U.S. History Textbook, Vol. 1 to 1877	Locke, Joseph L. and Wright, Ben	Textbook is required and is a free, open-source book. The entire Pdf of the book is found in the Content Area. Print copies are also available at <a href="http://www.americanyawp.com">www.americanyawp.com</a>

## Other Course Materials

### Readings

Locke, Joseph L. and Wright, Ben. *The American YAWP: A Massively Collaborative Open U.S. History Textbook, Vol. 1 to 1877* (Stanford University Press: Stanford Ca., 2019)

Textbook is required and is a free, open-source book. The entire Pdf of the book is found in the Content Area. Print copies are also available at [www.americanyawp.com](http://www.americanyawp.com) (<http://www.americanyawp.com/>)

Other Primary Source Materials: located in the Content Area in Blackboard

### Course Requirements and Grading

**Exams:** There will be three exams. These exams are made up of multiple-choice questions, map, essay, and True/False questions. Questions and identifications will come from class recorded presentations and assigned readings. These exams are worth 100 points each, and are not cumulative. I will provide a study-guide for each test. The first exam is **week 4**, the second is **week 9**, and the third is **Week 15**.

**Quizzes:** There will be a series of quizzes throughout the term. The quizzes may be reading quizzes, video lecture quizzes or primary source document quizzes.

**Structure of the Course:** This is a survey class and is offered through Blackboard. Because it is a survey the course does not place equal emphasis on all elements of the text so be sure and follow the reading assignments closely. Readings are in the calendar below and scheduled on a weekly basis. In addition to the assigned texts, I will post video lectures on major aspects of the lesson for each assigned week. This will allow a student to see their instructor along with visual aids introducing the topic, and for this reason it can help one engage with the topic more effectively. Finally, as an online class, **students are asked to participate in discussion when assigned**. The discussion forum is located in Blackboard. In discussion students are asked to respond to a question(s) from the assigned topic/readings for the week. Discussion is graded and posts and responses should involve a thoughtful comment, question, or counterpoint and **be based on the material assigned for the class**. Students should make at least one post no later than Thursday at midnight and reply to two others over two separate days to receive full credit for this. I also, at times, arrange live interactive chats so that students can earn extra points and ask me questions directly.

**Participation:** Everyone is expected to participate in class discussion on the weeks it is assigned. Weekly discussion posts **CANNOT** under any circumstances **be made up**. Discussions allow you to learn to express your thoughts in clear, concise, and consistent ways, and to work out your ideas among your peers. Discussion/participation is worth 10% of a student's grade so make sure you participate in the discussion forum on a regular basis. If a student misses a week's discussion or post only on Sunday or do not post in manner that demonstrates appropriate effort the student's discussion grade will be reduced.

### Late Assignment Policy:

The professor reserves the right to refuse a student a make up on any test or paper if the assignment is missed without legitimate documentation of a legitimate excuse or having verified the missed assignment with me prior to the due date. Generally, if you speak to me first when things come up you will be fine. Barring legitimate and documented cases (family death, hospitalization, car crash etc) late assignments will receive an automatic 10 point

deduction per class week that the item is late (so, if the paper was submitted on October 9, but was turned in October 16, the starting grade would be a 90 not a 100).

#### Assignments by Weight

3 Exams	20% each (total 60%)
Quizzes	25%
Discussion	15%

## Grading Criteria

GRADE	PERCENTAGE
A	91-100
B	80-90.9
C	70-79.9
D	60-69.9
F	Below 60

**Course Schedule- This schedule is tentative. Note: Exams are the only graded activities listed, quizzes and discussions are part of this class, but these are not listed on this calendar. Please see our week course modules to view these activities.**

Week of	Agenda/Topic	Reading(s)	Due
8/25	Week 1: Introduction and the First Americans	• Reading: YAWP Chp. 1 and 2 • Primary Source Reading- Bartolome de las Casas on Spanish Treatment of the Indians- found in content area	
9/1	Week 2: British North America- Colonial Society and The Seven Years War	• Reading: YAWP Chp 3, 4 and 5 • Primary Source- Nathaniel Bacon on Bacon's Rebellion (1676) Primary Sources- Virginia Resolutions on the Stamp Act (1765) and Doc. 31 Thomas Paine, Common Sense (1776)	
9/8	Week 3: The American Revolution	• Reading: YAWP Chp. 6 Test 1	
9/15	Week 4: The Founding of the Nation	• Reading: YAWP Chp. 6 • Primary Source Doc. 40 James Madison, The Federalist 51, Doc. 41 Patrick Henry's Anti-Federalist, No 51	
9/22	Week 5: The early Republic	• Reading: YAWP Chp. 7 • Reading YAWP Chp. 8 • Primary Sources- The Monroe Doctrine (1823) Doc. 60 John Quincy Adams on the Role of the National Government	
9/29	Week 6: Manifest Destiny and the Sectional Crisis	• Reading YAWP Chp. 12 and 13 • Primary Source- The Lincoln-Douglas Debates (1858) • Exam 2	
10/6	Week 7: The Civil War and Reconstruction	• Reading YAWP Chp. 14 Chp. 15 Film • Primary Source- Doc. 96 The Mississippi Black Code Exam 3	

## 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)

In the classroom, students are expected to listen attentively, participate respectfully, and adhere to established rules. Behavior that interferes with the class lecture may result in disciplinary action, ensuring a productive and respectful learning environment for everyone. Any disputes over academic matters should be addressed calmly and constructively, ideally during designated times such as office hours or after class. If a student does not agree with a decision, they can request a meeting with the instructor to discuss their concerns in more detail. Should further resolution be needed, the student may escalate the matter to the department head or use formal grievance procedures as outlined in the sections below. (please refer to Student Handbook Article 4 (<https://www.tamtu.edu/handbook/article-04.shtml>)).

### TAMTU Honor Code: Plagiarism and Cheating

As a TAMTU student, you are bound by the TAMTU Honor Code to conduct yourself ethically in all your activities as a TAMTU student and to report violations of the Honor Code. Please read carefully the Student Handbook Article 7 and Article 10 available at Student Handbook (<https://www.tamtu.edu/handbook/index.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.

TAMIU 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 SafeZone (<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 Disability Services for Students located in Student Center 124. 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 Office of Disability Services for Students.

For accommodations or assistance with disabilities, contact the Disability Coordinator, Karla Pedraza, at [karla.pedraza@tamiu.edu](mailto:karla.pedraza@tamiu.edu), call 956.326.2763, or visit Student Center 124.

## 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: [Student Handbook \(https://www.tamiu.edu/handbook/index.shtml\)](https://www.tamiu.edu/handbook/index.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. Students who experience or observe alleged or suspected discrimination due to their pregnant/parenting status, should report to the TAMIU Title IX Coordinator (Lorissa M. Cortez, 5201 University Boulevard, KLM 159B, Laredo, TX 78041, [TitleIX@tamiu.edu](mailto: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, *Report It*, at <https://www.tamiu.edu/reportit> (<https://www.tamiu.edu/reportit/index.shtml>).

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 Compliance (Lorissa M. Cortez, [lorissam.cortez@tamiu.edu](mailto:lorissam.cortez@tamiu.edu)) can assist the student and professor in working out the reasonable accommodation. For other questions or concerns regarding Title IX compliance related to pregnant/parenting students, contact the Title IX Coordinator. In the event that a student needs 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 LOAs 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*.

For parenting-related rights, accommodations, and resources, contact the Parenting Liaison, Mayra Hernandez, at [mghernandez@tamiu.edu](mailto:mghernandez@tamiu.edu), call 956.326.2265, or visit Student Center 226.

For pregnancy-related rights, accommodations, and resources, contact the TIX Coordinator, Lorissa Cortez, at [lorissaM.cortez@tamiu.edu](mailto:lorissaM.cortez@tamiu.edu), call 956.326.2857, or visit Killam Library 159.

## 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](mailto:TitleIX@tamiu.edu), 956.326.2857, via the anonymous electronic reporting website, 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

### **Regular and Substantive Interaction (Note to Instructors):**

The U.S. Department of Education (ED) has issued *Regular and Substantive Interaction: Background, Concerns, and Guiding Principles* which went into effect on July 1, 2021. Under the new regulations, the U.S. Department of Education requires that all online courses and programs for which students may use Title IV funds (federal financial aid) include regular and substantive interaction between students and their instructors. This ruling applies to both synchronous and asynchronous courses, with the primary focus being asynchronous courses. The Department of Education has the authority to audit courses and programs at institutions, like Texas A&M International University, with online offerings.

Be sure that your course provides for regular and substantive interaction between faculty and students, students and students, and students and content. (C-RAC, OSCQR, QM, SACSCOC, SC)

1. Regular and substantive instructor-to-student expectations and predictable/scheduled interactions and feedback are present, appropriate for the course length and structure, and are easy to find. (OSCQR, SACSCOC, SC)
2. Expectations for all course interactions (instructor to student, student to student, student to instructor) are clearly stated and modeled in all course interactions/communication channels. (OSCQR, SACSCOC, SC)

Be sure to add clear statements on your syllabi about these instructor-to-student expectations.

Visit for additional guidance on including Regular and Substantive Interaction: <https://www.tamiu.edu/distance/faculty/regular-and-substantive-interaction.shtml>

## 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.**

In this online course, be sure to confirm what in-person meetings may be required of you (if applicable).

## Course Structure

[Description of how students should approach the course regularly. A description of course menu items and their contents may be found here. The description may also describe how students should approach the materials per lesson/module/week. It should include what type of materials students may encounter, the types of activities and assessments they may see, and other expectations from the students in each module. This section should help the student understand how to navigate the course.]

## Student-Instructor Communication Policy and Response Time

### **Announcements/Course Messages/Emails**

[The instructor must provide information on the type of communication that will be provided to students on a regular basis, including the frequency of this communication (such as "Announcements will be posted regularly on Mondays."). Also, information on the turnaround time for communication from course messages or emails sent to the instructor.]

### **Assignments and Assessments**

[The instructor must list the turnaround time for providing feedback to students on their submissions of an assignment or assessment. Expectations on how students will receive feedback should be listed for each type of assignment.]

## 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.tamui.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

*[Technology requirements must be listed for the course. Information on how to obtain software for purchase or download should be provided. See the following example. Customize technologies to include those that pertain to your course:]*

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.tamui.edu/distance/students/technology-requirements.shtml>) when using the learning management system (LMS) of the University.

**Additional Hardware.** For this class, you will need the following additional hardware: *[list any additional required hardware here. Additionally, and if applicable, you may use the following statement:]* Recently purchased laptops may have these built-in web cameras. If you do not have this equipment, it is recommended to purchase a stand-alone webcam, microphone, or a webcam with a built-in microphone from your local electronic store or any online store.

**NOTE:** Instructional Technology and Distance Education Services may check out available webcams to students on a first-come, first-served basis. To check out a webcam, please stop by Killam Library, Room 259, and request an available webcam.

**Additional Software.** You will need the following additional software: *[list any additional software required here. Additionally, and if applicable, you may use the following statement:]* TAMIU Students may access online versions of this software through their Dusty Office 365 account at <https://dusty.tamui.edu/>. This site also provides students access to download the Microsoft suite for educational use. **See instructions for downloading the Microsoft Office suite.**

**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 [elarning@tamui.edu](mailto:elarning@tamui.edu).

## Minimum Technical Skills Expected

*[The description of the minimal technology skills is linked to OIT's statement of minimal skills. Faculty are required to update statements for additional technological skills from students.]*

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:

## 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.