

# PHIL 2301 - Introduction to Logic

## Fall 2025 Syllabus, Section 102, CRN 16087

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### Instructor Information

**Jude Galbraith**

Professor

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Office: AIC 375

Office Hours:

MW: 10am-12pm

Tu/Thurs: 12-1pm

Office Phone: 9563262473

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### Times and Location

TR 10:05am-11:25am in Bullock Hall 118

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### Course Description

A study of the methods and principles of correct reasoning, both deductive and inductive; fallacies, and arguments together with analysis of the proposition.

Humanities Department, College of Arts & Sciences

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### Additional Course Information

Official course time zone: CT (Central Time)

Booking page for office hours. (<https://outlook.office.com/bookwithme/user/8d0f21ddc12f41808932f630bdfd0b21@tamui.edu/meetingtype/hCrEox5ax02NPP1M8PzNzQ2?anonymous&ep=mLinkFromTile>)

This class will start with a general study of the linguistic and cognitive tool known as an “argument.” We will explore real-world examples of arguments, learn to map them, and then embark on a study of logic to sort between good arguments and bad arguments. We will begin with basic principles of deductive and inductive logic, and then move to a study of the primary *inductive* modes of reasoning. We will explore ways in which the reasoning process can break down in logical *fallacies*, and finally there will be extensive study of first order truth-functional deductive logic.

This course will include detailed investigation of how to use mathematical symbols to study deductive reasoning, which gives rise to a rich, abstract theoretical structure that is both of intrinsic interest and practical importance. Identifying general inferential moves that are guaranteed to have true outputs provided they have true inputs improves one’s ability to reason effectively about real-world matters, and helps one discover when a line of reasoning is not effective. Beyond its central role as a tool in philosophical inquiry, deductive logic is also important in the foundations of mathematics and computer science, and in linguistics and psychology.

The material covered in this course will include such topics as the nature and general features of deductive arguments, logical form, argument validity and soundness, symbolization, truth-functional logical connectives, and using truth-tables to check argument validity. We will explore how to construct an artificial formal language, the language of “sentential logic,” that captures certain formal aspects of our talk and thought. Patterns of reasoning will be evaluated as good or bad (i.e., valid or invalid) based on the form of the sentences used to express them and the formal relations between these sentences. We will study the techniques for constructing formal deductive proofs in this language and for evaluating such proofs as valid or invalid.

Because the methods used to symbolize logical structure are primarily mathematical, there will be times in which this class will feel like a math class. However, this class will also include an exploration of more “fuzzy” topics in logic, including inductive logic. We will also cover certain common logical fallacies.

## Student Learning Outcomes

1. Students will be able to assess in detail the strengths and weaknesses of propositions/arguments expressed in speech or writing.
2. Students will be able to evaluate the validity, soundness and truth content of statements and arguments.
3. Students will be able to implement deduction and induction to construct arguments that arrive at logical conclusions.
4. Students will be able to defend and critique their own beliefs and statements.
5. Students will be able to construct and analyze arguments using propositional and predicate logic.
6. Students will be able to use various tests to (i). examine propositions, sets of propositions, and arguments for various properties, e.g., validity
7. Students will be able to identify logical fallacies and provide explanations for their faults.
8. Students will be able to use argument maps to analyze and assess arguments.

*Please let me know at any point if you think we aren't making sufficient progress toward these goals, or if there are goals that you think we should have that are not listed here. We will revisit them from time to time to remind ourselves what this course is meant to supply.*

## Important Dates

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

## Textbooks

Group	Title	Author	ISBN
Required	Essential Logic: Basic Reasoning Skills for the 21st century	Ronald Pine	978-0-19-515505-1

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## Other Course Materials

To go to the bookstore, [click here \(https://www.bkstr.com/texasaminternationalstore/home\)](https://www.bkstr.com/texasaminternationalstore/home).

For argument mapping, it is recommended that you use the browser app [argumentation.io](http://argumentation.io) (<http://argumentation.io>) (which is what I personally use to map arguments). The app is free to use, however, you will need to pay \$5 per month to save your maps and access the textbook on argument mapping written for the app. This textbook may be helpful for some students, however it is not required reading for this course.

Students are requested to use Tophat for this course. In class quizzes will be conducted through Tophat. Our Tophat course can be accessed at this link (<https://app.tophat.com/e/860276>). The join code is 860276. Tophat use should be **free** for all TAMIU students. **Do not pay** for Tophat access. If you are having trouble accessing Tophat, contact the bookstore or TAMIU eLearning.

Access to a computer and the internet is necessary for accessing Blackboard course materials and extra readings, viewing video lectures for the course, participating in class polls, surveys, and exercises, submitting assignments, retrieving notes and prompts, and taking exams electronically. It is the student's responsibility to ensure they have adequate access to the Internet and can access and understand the learning management system. Students are also required to have access to a word processor that can save files in formats readable by Microsoft Word (i.e., .doc, docx). Students will have to have (or gain) proficiency in the Blackboard Learning Management System.

## Grading Criteria

### Homework Exercises

Given the nature of the subject, this is a homework-intensive class. At least every two weeks, there will be a homework assignment due. Some of the problems for the homework will be drawn from the sections or chapters of the textbook, others will be supplied by the instructor on Blackboard.

Homework is due at the beginning of the class period, and late homework will not be accepted. For each assignment, answers will be posted to the website after the due-date for that assignment. At the end of the semester, for each student, the assignment with the lowest score will be dropped, and will not figure into the final homework score. Note that midterm grades will not reflect this. If you have a question concerning the grading of a homework assignment, please see me within two weeks of the date on which the homework was returned.

**Homework Strategies:** In addition to specific strategies discussed in class, two additional recommendations are as follows. First, assignments utilize only a fraction of the available exercises for each section. You are encouraged to practice by doing additional problems found in the Magnus or Pine texts. Second, you are encouraged to work in groups on homework assignments. The utility of working in groups cannot be overemphasized, and I would be happy to organize study groups should there be general interest in them. If you do work in a group for a given assignment, you may hand in the assignment as a group, i.e., as a single document, provided all the members of the group are clearly indicated on the front page.

### **Debate**

Students will engage in asynchronous debates with other students. In the first weeks of class, students will choose among a number of prompts provided by the instructor. In groups of two or three, students will develop a written position statement giving an argument for their stance and a rebuttal statement arguing against the opposing team's position statement. There is also the option for students to produce a reply answering the opposing team's rebuttal statement. In the last week of class, we will hold poster sessions in which teams will get the opportunity to ask each other questions and take questions from the class. Further general guideline for the goals and format of the debate assignment can be found on Blackboard, in the document entitled "How to do well in an asynchronous debate."

### **Tests**

There will be 2 in-class tests (prior to the final exam). Only those who arrange with the instructor ahead of time (and at the instructor's discretion based on TAMU excused absence policies and acceptable documentation) can make up a missed test beforehand (not after). To do well on the tests, you will need to keep up with the readings, attend class, take notes, and show creative thought about issues and ideas discussed in class!

All students will have the option to go over their test answers with me in the week after completing the test. By working through proofs or problems that they got wrong, students will be able to raise their score. Students who score less than 50% on any test will be required to meet to raise their score after the test has been completed.

### **Final Exam**

The final will be comprehensive and mainly consists of logical problems, assessments of speeches, and essay questions. Anything presented in the course is testable. The final exam will be posted by November 1, and once it has been posted, each student will have to: first, work through the problems and proofs, and second: make at least one one-on-one appointment with the professor to demonstrate their understanding of the problems and proofs.

- All students should make an appointment with the professor to meet at a date prior to November 25 to submit a complete attempt at the final exam. At least 20% of their performance on the final exam will be based on their performance during this appointment.
- Students who are not satisfied with their performance for the first attempt may revise their exam based on feedback and make another appointment to go over the exam prior to December 5. Students who fail more than half of the questions on their first attempt will be required to meet again to pass the class.

### **Participation**

Excellent participation consists in participating in all polls and in-class exercises and by making an average of at least one contribution (questions, comments, etc.) to class discussion every class session starting on the second class date. You do not need to show mastery of the material in class; our live class sessions are opportunities for students to review, clarify, and make mistakes, all in service of learning. You should not, therefore, feel concerned if your contributions sometimes or even frequently contain errors, as the correction of error is sometimes more helpful to learning than the proclamation of truth.

I understand that different forms of participation may be easier for different students. Some may have difficulty voicing their questions in the live sessions. For this reason, I have made it possible for students to comment on the class materials in a discussion forum on Blackboard designed for that purpose. To receive credit, any comments should be posted 12 hours before the start of the class session (this is to give me time to incorporate the question into the day's lesson plan). If a question or comment is likely to foster general learning, I will bring it up during the class session for general discussion. Posting such a question will fully satisfy the participation expectations for the class session.

When you post a question in the discussion forum, provide a specific reference to a passage from one of the readings or a portion of one of the videos – with specific page numbers or timestamps. Example templates for good questions/comments (i.e., questions that I will likely incorporate in class discussion) include:

1. clarificatory questions, e.g., “[Author] repeatedly uses [important term or concept] on pages 162-175 of [reading], but I’m not sure what she means by it. It seems to mean [your hypothesis] but I’m not sure because [reasons]. Could you clarify?”
2. connecting questions, e.g., “How would [idea or argument] that [philosopher] bring up at 20:53 of [video title] apply or connect to [another idea, argument, situation, or process]?”
3. challenging questions, e.g., “It seems that the argument that [author] makes on page 6 of [reading] is invalid because [reasons], or it is valid but unsound because it relies upon a premise that is doubtful or false, because [explanation]. How would [author] respond to this challenge?”
4. contributory comments, e.g. “When [philosopher] talked about [idea, event, argument] at 15:12 of [video] it reminded me of [another idea, event, argument]. This is relevant and worthy of discussion because [reasons].”

I will never call on a specific student to answer a random question out of the blue. However, I will periodically ask randomly selected students to share their response to a class poll, or to explain their solution to a homework problem or an in-class exercise.

Students will be expected to be punctual in the submission of their assignments. If a student expects that they will be unable to be punctual, they should email me at the earliest possible date. **Note: homework assignments cannot be accepted late except in extraordinary circumstances.**

**Grading scale:**

GRADES:

DISCUSSION/1MIN PAPER: 10%

HOMEWORK: 15%

DEBATE: 20%

IN-PERSON EXAMS: 20%

FINAL EXAM: 35%

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

## Course Expectations

**Course Policies and Expectations: Reading**

All students are required to do the assigned reading. If you find yourself unable to do the reading prior to class, please be sure to do it afterward. Even if you have done the reading prior to class, you might find it valuable to return to it after class discussion. This class will involve close examination of dense and often difficult concepts and arguments, and it is sometimes only on a second or even third reading that the texts yield insight. I generally do not expect to fully understand a philosophical text until at least my second reading.

Note on mental fatigue: sometimes, when reading, you may find that you can no longer process what you are engaging with. This could be a sign that you are mentally exhausted. The best approach is to put the reading down and come back to it later. After a break, a snack, or maybe a nap, you are likely to find the reading much easier to process.

**Course Policies and Expectations: In the Classroom**

It is important that every student to come to every class session. This is a discussion class, and the material covered will be very difficult to master without the assistance of the instructor and the community of the class. You will need to attend to do well on the tests. Students may skip one class without any effect on their grade other than the loss of participation points they would have gained in that class. I will expect any student who plans to miss a class to email me detailing the excuse and reasoning behind their skip. Asking to be excused from class is tantamount to informing a teacher that whatever you plan on doing instead is more important than attending class, so students are advised to ask for an excuse only when they can make a compelling argument that it is necessary. After one absence, students will lose 1/2 of their final participation grade for each additional unexcused absence (e.g., their “B” would become an “B-”).

I expect all students to be respectful of their fellow students. Heated debate is not a bad thing in a philosophy class, but personal attacks or browbeating your argumentative opponents reflects poorly on you and your philosophical position.

ONE MINUTE JOURNAL:

After every live class session you will write a so-called “one-minute journal,” in which you will write no more than two- or three-sentence answers to two questions: (a) What was the most important point covered in today’s class/readings? (b) What issue or question was left most unclear in your mind at the end of today’s class/readings (or, if nothing was unclear, what do you think was most unclear for your fellow students)? You must submit these immediately after the live class session is concluded. I will not be grading these based on content.

**AI policy:** AI usage in completing course assignments is considered cheating. Students who use AI to complete course assignments will fail the assignment and will be referred to the Honor Council. Repeated violations will result in failure of the course. This includes use of tools like Quillette, Grammarly, and other services that will rewrite your work.

**Any part of this syllabus is subject to revision at the discretion of the instructor.**

## Schedule of Topics and Assignments

Day	Date	Agenda/Topic	Reading(s)	Due
Tue	8/26	Course Introduction and Basics	Chapter 1 (Pine): Why Study Logic: Logic as a Defensive Tool; Deductive Reasoning; Valid, Invalid, and Sound Arguments	
Thu	8/28	An Introduction to Argument Mapping Practice and Review	Chapter 1 (Pine) continued: Logic and Belief Testing View the “Argument Mapping 1” presentation on blackboard.	Homework #1 (Due in class or on Blackboard)
Tue	9/2	Presenting a logical argument	Chapter 2 (Pine).	
Thu	9/4	Argument mapping: Co-premises Practice and Review	Co-premises: Watch the “Argument mapping 2” presentation on blackboard.	Homework #2 (Due in class or on Blackboard)
Tue	9/9	Deduction and Induction	Chapter 3 (Pine)	
Thu	9/11	Argument mapping: inference rules	View the “inference rules” presentation on Blackboard	Homework #3 (Due in class or on Blackboard)
Tue	9/16	Exam 1	In-class Exam	In-class Exam
Thu	9/18	Mapping independent premises	View the “Argument mapping 4” presentation on Blackboard	
Tue	9/23	Informal fallacies I Mapping complex arguments	Read Chapter 4 (Pine) View the “Argument mapping 5” presentation on Blackboard	
Thu	9/25	Evaluating inferences in argument maps	View “Argument mapping 6” presentation on Blackboard	Homework #4 (Due in class or on Blackboard)
Tue	9/30	Informal fallacies II	Chapter 5 (Pine)- Introduction, Fallacies of Questionable Premise, Slippery Slope, Questionable Dilemma, Straw Person, Fallacies of Weak Induction, Hasty Conclusion, Questionable Cause, Appeal to Ignorance	
Thu	10/2	Informal fallacies III Review and practice: mapping objections to contentions and inferences/discuss debate position statements	Day 2: Chapter 5 (Pine)- Fallacies of Presumption, Begging the Question, Complex Question, Ambiguity-Equivocation, Questionable Analogy, Suppressed Evidence, Key Terminology	Homework #5 (Due in class or on Blackboard)
Tue	10/7	EXAM 2 in class		



Thu	10/9	Translation from English to symbolic language The syntax of sentential logic and well-formed formulas	Chapter 7 (Pine) Chs 4-8 (Magnus) [OPTIONAL]	
Tue	10/14	Truth Tables I	Chapter 8 (Pine)- Truth Tables I: Introduction, Symbolic Pictures of Logical Connectives; Logical Connectives Continued; Final Truth Table for Logical Connectives	
Thu	10/16	Truth Tables II	Chapter 8 (Pine)- Truth Tables II: Short cuts and Human Learning; Truth Tables, Validity, and Logical Pictures; Argument Forms and Variables; Brief Truth tables	Homework #6 (Due in class or on Blackboard)
Tue	10/21	Deduction in truth-functional first order logic	Chapter 9 (Pine)	
Thu	10/23	Deduction in truth-functional first order logic  Review and Practice	Chapter 10 (Pine): Introduction, The Nineteen Rules, Application Practice, Step 4: Rules of Replacement exercises; Common Sense Origins; Strategies for Pattern recognition revisited; Subroutines optional Chs 15-21 (Magnus)	Homework #7 (Due in class or on Blackboard)
Tue	10/28	More Deduction	Chapter 10 (Pine): Direction, Strategies, and Working Backwards; Brief Truth Tables Revisited and Decision Strategies; Translations; Clarification Exercises; Holiday Adventures	
Thu	10/30	Proofs: Review and Practice Discuss Debate Rebuttals Proofs: Review and Practice		Debate position statements due by Nov 1
Tue	11/4	Proofs and Argument maps		
Thu	11/6	Syllogistic Logic Mapping syllogisms and objections to syllogisms	Pine Chapter 11: Syllogisms and Quantifier Logic	By class session: make appointment to go over the final exam (use the "Final exam appointment" link on Blackboard)
Tue	11/11	Logic and Legal Reasoning	Read handout on Blackboard on "Logic and Legal Reasoning"	
Thu	11/13	Debate Preparation Debate Q&A	Read debate position statements and rebuttals for day	
Tue	11/18	Debate Q&A	Read debate position statements and rebuttals for day	
Thu	11/20	Debate Q&A Debate Q&A	Read debate position statements and rebuttals for day Read debate position statements and rebuttals for day	Debate Rebuttals Due
Tue	11/25	Debate Q&A	Read debate position statements and rebuttals for day	
Thu	11/27	No Class		
Tue	12/2	Debate Q&A	Read debate position statements and rebuttals for day	
Thu	12/4	No Class		
Tue	12/9	No Class		
Thu	12/11	No Class		

## 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>)).

### 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 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.