ENGL 1301 - English Composition I

Fall 2026 Syllabus, Section 114, CRN 18013

Instructor Information

Clarissa Cadena
Email: clarissa.cadena@tamiu.edu
Office: Online
Office Hours:
Virtual office hours are available by appointment.

Times and Location

TR 8:30am-9:50am in Bullock Hall 204

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. To earn credit, this course must be completed with a "C" or better. 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

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*The course schedule is tentative and subject to change at the discretion of the instructor. Any changes will be communicated to students in a timely manner.

Artificial Intelligence Policy

Unless students are otherwise directed by the instructor, **all essays and assignments submitted should be students' original work** (i.e., written by the individual whose name is placed at the top of the submission), **produced without the aid of artificial intelligence**. This includes **Grammarly**, **ChatGPT**, and other online resources that either produce text or make substantial changes to text that students have written. Use of such technologies will be treated as cheating and penalties will be applied in accordance with the TAMIU policies listed below.

Email Policy

It is best to contact the instructor through email at **clarissa.cadena@tamiu.edu**. The instructor typically responds within 24-48 hours (not at all on weekends). When emailing the instructor, please make sure to use proper spelling, punctuation, grammar, and capitalization. Use a formal form of address. Start the email with "Dear Ms. Last Name," and finish the email with, "Sincerely, Student Name" or "Best, Student Name." Write in full sentences with clear and correct grammar. Please include the course number in all emails.

Late Work

Late work is not accepted in this course. This policy applies to all assignments, including the three major essays (Genre Analysis, Visual Analysis, Rhetorical Analysis), reflection essays, homework, and the final essay and reflection. However, students may request one extension per semester for

extenuating circumstances, provided the request is made before the assignment's due date. Extensions are granted at the instructor's discretion and are not guaranteed.

Coursework Description

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

- **Essay 1**: *Genre Analysis*. 10% of course grade.

In this first essay, you will choose a written genre that is used by a specific community and describe, illustrate, and expose your interpretations of how and why the members of this community use the written genre as they do. You will use the genre itself as evidence for your interpretations of this genre's use. (750-900 words)

- **Essay 2**: *Visual Analysis*. 10% of course grade.

In this second essay, you will choose one visual text and analyze the meaning the text creates. You will use the visual text as evidence for your interpretations. (850-1,000 words)

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

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

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

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

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

Program Learning Outcomes

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

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

Student Learning Outcomes

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

1. *Respond* appropriately to the needs of various audiences and writing situations through the use of various genres, context, and content. (PLO 1)
2. *Recognize*, *critique*, and *defend* the rhetorical choices in writing situations. (PLO 1)
3. *Apply* conventions of Standard American Academic English including word choice, formality, grammar and mechanics, MLA formatting, and essay format. (PLO 2)
4. Effectively *apply* a process of writing from invention, drafting, revising, editing, and proofreading. (PLO 3)
5. Ethically *collaborate* in the writing process with peers through peer-review, constructive self-critique, and teamwork. (PLO 3)

6. *Compose* written work that reflects on the writing process, *articulates* how writing skills transfer across contexts, and identifies the writer's strengths and weaknesses. (PLO 4)
7. *Engage* a variety of technologies in order to locate sources and write across various media for specific audiences and purposes. (PLO 5)

Important Dates

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

Textbooks

Group	Title	Author	ISBN
Required	Everyone's an Author. 5th edition	Andrea Lunsford	978-132411439

Other Course Materials

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

Additional materials and readings will be available on Blackboard.

Grading Criteria

Grading

The instructor does NOT round grades. For instance, if a student receives a 69.9999 total grade at the end of the semester, that student will receive a D grade for the course. The instructor does not give additional extra credit to individual students. The instructor is aware that students in this course have GPA goals in mind. Anticipate these goals early in the semester and strive to improve rather than ask for a grade at the end of the course. The instructor will happily discuss any assignment grade during office hours after a 24 hour "cool down" period.

Extra Credit

No extra credit is given in this course. The only way to get more points in this course is to complete the assigned work and submit it on time.

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

*Methods of Evaluation and Weight Distribution

***Methods of Evaluation and Weight Distribution**

ASSIGNMENT	VALUE
Homework and Participation	20%
Genre Analysis	10%
Visual Text Analysis	10%
Rhetorical Analysis	10%
Reflection Essay 1	5%
Reflection Essay 2	5%
Reflection Essay 3	5%
Final Portfolio	35%
Course Total	100%

Schedule of Topics and Assignments

Day	Date	Agenda/Topic	Reading(s)	Due
Tue	8/25	Week 1: Introduction to College Writing		
Thu	8/27	Week 1: Introduction to College Writing	Read Lunsford Introduction Read Lunsford Chapter 1: Thinking Rhetorically	Complete the Syllabus Acknowledgement Complete the Syllabus Quiz
Tue	9/1	Week 2: Unit 1 Genre Analysis	Read Lunsford Ch. 6: Reading Rhetorically Read the Essay 1 Assignment Prompt	Complete Reflection Journal Chapter 6 Complete the Project Management Worksheet
Thu	9/3	Week 2: Unit 1 Genre Analysis	Read Lunsford Ch. 3: Rhetorical Situations	Decide on the Written Text that you will write about for Essay 1 and bring it to class for approval.
Tue	9/8	Week 3: Unit 1 Genre Analysis	Read Lunsford Ch. 9: Navigating the Writing Process: From Generating Ideas to Drafting and Revising.	Complete Reflection Journal Chapter 9 Complete the Genre Analysis Outline Worksheet
Thu	9/10	Week 3: Unit 1 Genre Analysis	Read “Shitty First Drafts” by Anne Lamott	Submit your Essay 1 Draft 1 to the Turnitin link on Blackboard by Sunday, September 13.
Tue	9/15	Week 4: Unit 1 Genre Analysis	Conferences	
Thu	9/17	Week 4: Unit 1 Genre Analysis	Conferences	
Tue	9/22	Week 5: Unit 1 Genre Analysis	Read Lunsford Chapter 10: Collaborating with Others: Peer Review and Group Work Read the OWL Purdue link about Peer Reviewing on Blackboard	Complete Peer Review (CONTENT) with your assigned partner(s) by 11:59 PM Tuesday, September 22
Thu	9/24	Week 5: Unit 1 Genre Analysis	Read Lunsford Chapter 37: Polishing and Editing Your Writing Read the OWL Purdue Self-Editing Workshop on Blackboard Read the OWL Purdue Beginning Proofreading on Blackboard	Complete Peer Review (EDITING) with your assigned partner(s) by 11:59 PM Thursday, September 24 Essay 1 Final Draft is due to TurnItIn on Blackboard by 11:59 PM, Sunday September 27.
Tue	9/29	Week 6: Unit 2 Visual Text Analysis	Read Lunsford Ch. 16 (“Visual Analysis,” pp. 273-76)	Complete Reflection Journal Chapter 16 “Paradise, Paved” Reflection Essay 1 is due to TurnItIn on Blackboard by Tuesday, September 29 by 11:59pm
Thu	10/1	Week 6: Unit 2 Visual Text Analysis	Read the Essay 2 Assignment Prompt	Complete the Project Management Worksheet Decide on the Image that you will write about for Essay 2 and bring it to class for approval
Tue	10/6	Week 7: Unit 2 Visual Text Analysis	Read Lunsford Ch. 32: MLA Style	Complete Ch. 32 Quiz
Thu	10/8	Week 7: Unit 2 Visual Text Analysis	Read Lunsford Ch. 11: Navigating AI as an Author	Complete Reflection Journal: Chapter 11 Submit your Essay 2 Draft 1 to the Turnitin link on Blackboard Sunday, October 9.
Tue	10/13	Week 8: Unit 2 Visual Text Analysis	Conferences/ Peer Review	Complete Peer Review (CONTENT) with your assigned partner(s) by 11:59 PM Tuesday, October 13
Thu	10/15	Week 8: Unit 2 Visual Text Analysis	Conferences/ Peer Review	Complete Peer Review (EDITING) with your assigned partner(s) by 11:59 PM Thursday, October 15

Tue	10/20	Week 9: Unit 3 Rhetorical Analysis	Review Lunsford Chapter 37: Polishing and Editing Your Writing Review the OWL Purdue Self-Editing Workshop and OWL Purdue Beginning Proofreading posted on Blackboard.	Essay 2 Final Draft is due to TurnItIn on Blackboard by Tuesday, October 20 at 11:59pm
Thu	10/22	Week 9: Unit 3 Rhetorical Analysis	Read the Essay 3 Assignment Prompt Read Lunsford Chapter 24: Finding Sources: Online and at the Library	Complete the Project Management Worksheet Reflection Essay 2 is due to TurnItIn on Blackboard by Thursday, October 22 at 11:59pm
Tue	10/27	Week 10: Unit 3 Rhetorical Analysis	Read Lunsford Chapter 16: Writing Analytically / "Let's Take a Closer Look" (252-72) Read Lunsford Chapter 27: Evaluating Sources	Decide on the Peer Reviewed Journal Article that you will write about for Essay 3 and bring it to class for approval.
Thu	10/29	Week 10: Unit 3 Rhetorical Analysis	Read Lunsford Chapter 29: Synthesizing Ideas: Moving from What Your Sources Say to What You Say Read Lunsford article, "Fallacies of Argument"	"Analyzing Across Media" - Discussion Forum Complete CRAAP Worksheet
Tue	11/3	Week 11: Unit 3 Rhetorical Analysis	Conferences & Peer Review Workshop	Complete peer review (CONTENT) with your assigned partner(s) by 11:59 PM Tuesday, November 3
Thu	11/5	Week 11: Unit 3 Rhetorical Analysis	Conferences & Peer Review Workshop	Complete peer review (Editing) with your assigned partner(s) by 11:59 PM Thursday, November 5
Tue	11/10	Week 12: Unit 3 Rhetorical Analysis	Review Lunsford Chapter 37: Polishing and Editing Your Writing Review the OWL Purdue Self-Editing Workshop and OWL Purdue Beginning Proofreading posted on Blackboard	Rhetorical Analysis final draft is due to TurnItIn on Blackboard by Tuesday, November 10 by 11:59pm
Thu	11/12	Week 12: Unit 3 Rhetorical Analysis	Read the Portfolio Assignment Prompt	Type 3-5 questions you have about this final assignment for the course. Reflection Essay 3 is due to TurnItIn on Blackboard by Thursday, November 12 by 11:59pm
Tue	11/17	Week 13: Portfolio and Website Design	Read Lunsford Bonus Chapter B	Portfolio Work Day
Thu	11/19	Week 13: Portfolio and Website Design	Read Lunsford Bonus Chapter D	Portfolio Work Day
Tue	11/24	Week 14: Portfolio and Website Design	Portfolio Work Day	
Thu	11/26	Week 14: Portfolio and Website Design	Thanksgiving Holidays. University closed.	
Tue	12/1	Week 15: Portfolio and Website Design	Tuesday. Last Class Day.	
Thu	12/3	Finals Week (December 2-8)		Final Examination period. ALL PORTFOLIO MATERIALS MUST BE SUBMITTED NO LATER THAN THE START TIME OF THE FINAL EXAM PERIOD TO EARN CREDIT FOR THE ASSIGNMENT. NO LATE WORK IS ACCEPTED.

Core Curriculum Learning Outcomes

Core-Curriculum Learning Outcomes (CCLOs):

1. **Critical Thinking Skills (CT)** - includes creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. **Communication Skills (COM)** - includes effective development, interpretation and expression of ideas through written, oral and visual communication.
3. **Teamwork (TW)** - includes ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
4. **Personal Responsibility (PR)** - includes the ability to connect choices, actions and consequences to ethical decision-making

University/College Policies

Please see the University Policies below.

COVID-19 Related Policies

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

Required Class Attendance

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

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

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

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

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.tamiu.edu/handbook/article-04.shtml)).

TAMIU Honor Code: Plagiarism and Cheating

As a TAMIU student, you are bound by the TAMIU Honor Code to conduct yourself ethically in all your activities as a TAMIU 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.tamiu.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, 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)).

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, 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) 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, 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, 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, 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.