



ENGL 1301 - English Composition I

Fall 2026 Syllabus, Section 120, CRN 18009

Instructor Information

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Adjunct Professor of English
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Office: Microsoft Teams
Office Hours:
As needed by appointment only.

Times and Location

TR 2:50pm-4:10pm in Bullock Hall 221

Course Description

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

This course meets face-to-face. Method of delivery: traditional, in-person instruction.

Writing Projects (45% of course grade): The projects for this course will require students to work in certain genres, but they also allow students to choose their 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 are:

Essay 1: Visual Genre Analysis (15% of course grade)

In this first essay, students will choose one visual genre and analyze the meaning the genre creates. Students will use vivid descriptions of specific components in the visual text as evidence for their interpretations. (750-900 words)

Essay 2: Written Genre Analysis (15% of course grade)

In this second essay, students will choose an example text of a written genre used by a specific community and describe, illustrate, and explain their interpretations of how and why the members of this community use the written genre as they do. Students will use the example text as evidence for their interpretations of the genre's use in a specific community. (850-1,000 words)

Essay 3: Rhetorical Analysis of a Journal Article (15% of course grade)

In this third essay, students will choose a research article from a peer-reviewed journal and evaluate its rhetorical appeal to the community for which the argument is presented. Students will quote, paraphrase, and describe contents from the peer-reviewed article as their evidence supporting their analysis. (1,000-1,200 words)

**Reflective Writing Assignments** (15% of course grade)

This course is designed to encourage students to reflect continually on their writing processes and consider what can and will transfer to other writing situations. Students will write three reflective essays this semester—one for each writing project—and one overall course reflection essay at the end of the semester. Reflections should be taken as a serious component of the course and should not be done in the minutes before the essay is due.

Final Writing Projects (20% of course grade)

For the Final Writing Projects in this course, students will work on two separate writing projects. One writing project will be a final revision of either the Visual Genre Analysis Essay, the Written Genre Analysis Essay, or the Rhetorical Analysis of a Journal Article Essay. The other writing project will be a Final Reflection Essay that encapsulates all the learning the student has accomplished in the semester. Students will consult Blackboard for further information regarding these projects.

Homework / Classwork / Participation (15% of course grade)

Students will have multiple assignments due every week by a specific time. Deadlines for all assignments will be clearly posted on Blackboard at the beginning of the semester along with clear and specific instructions for completing the assignments. The rough drafts of unit essays; active participation in in-class activities and discussions; attendance in one-on-one conferences; homework and classwork assignments; and online and in-class peer review workshops will factor into this grade category.

Academic Center for Excellence (ACE) Visits (5% of course grade)

Students must schedule a session with an ACE tutor *twice* during the semester for a *minimum* of thirty (30) minutes for each session to seek writing consultation on one of the assigned writings. Students will receive credit once they have scanned and uploaded the Writing Center attendance forms to the corresponding Blackboard drop boxes. If a scanner is unavailable, students should present the form to the instructor. *Photographs of the ACE form will not be accepted.*

From the total weight of 5% (50 points) of this grade requirement, students will receive 50% of the grade (2.5%) for a first visit by Sunday, September 27, and 50% of the grade (2.5%) for a second visit by Sunday, November 15. If students make their first and/or second visit after the listed deadline dates, they will receive twenty-five (25) points per visit. The final deadline to visit ACE for partial credit is Sunday, November 22. Students will not receive any points if they visit ACE thereafter or if they do not visit the center at all.

Turnitin and Similarity Scores

Students must submit all drafts of the Unit Essays, Reflection Essays, and Final Writing Projects via the designated Turnitin drop boxes on Blackboard. Once the document has been uploaded to Turnitin, students must review the Similarity Report and make corrections or modifications in the case of a high similarity index. Note: Turnitin allows for multiple submissions by students. ***Students must not email drafts or final drafts to the instructor for grading.***

Turnitin / Assistive Technologies / Artificial Intelligence (AI) Policy

In keeping with the TAMIU Honor Code, the instructor will be using Turnitin to evaluate the originality of all written student work. This is to ensure the integrity of student work and to forestall any attempts at plagiarism or cheating. When a student paper is submitted successfully to Turnitin, the student will be able to return to the assignment drop box and view their submission. Students must ensure that files upload correctly. *Failure to ensure that a file was successfully uploaded is not an acceptable excuse for incorrect submissions, late, or missed assignments.*

Furthermore, **all coursework that the student submits**—drafts, final drafts, homework assignments, and discussion posts—**should be the student's original work** (written by the individual whose name is attached to the submission) and **produced without the aid of assistive technologies or artificial intelligence**. This includes Grammarly, Chat GPT, and any other online resources that produce text or make substantial, substantive changes to any text that a student has written. The proven and/or suspected use of such technologies will be treated as cheating, and penalties will be applied in accordance with the TAMIU policies listed below. Students may not use "recycled" essays from any other courses.

Formatting Style

This course will use MLA Style format for all writing projects.

Electronic Devices

In the interest of creating an environment that is conducive to learning, the instructor will not allow the use of any electronic devices during class time. This includes tablets, laptops, smartwatches, and cellular phones. All electronic devices must remain completely out of sight during class time. If the student will be expecting an important phone call or text message, the student must step outside to receive it. The instructor will be making exceptions to this policy whenever necessary for instructional purposes.

Photographs / Video / Voice Recorders



Unless permitted by the instructor in accordance with an accommodation agreement, students will not be allowed to take photos of projected materials or capture video or voice recordings of class lectures. However, students may audio record during one-on-one conferences with the instructor. Students will be expected to take notes in class using their own non-electronic materials.

Class Attendance / Tardies

Students are expected to attend every class in person and to complete all assignments. If a student will be unable to attend class, it is that student's responsibility to communicate absences via email with the instructor who will decide if the excuse is valid and thus provide lecture materials of the missed 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 a 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 and valid evidence to the instructor within seven (7) calendar days of their absence and return to class. An email from the student simply explaining an absence will not suffice for the absence to be excused. If the absence is excused, the instructor will either provide the student with the opportunity to make up any missed work or provide a satisfactory alternative to the missed work within thirty (30) calendar days from the date of absence. In the case of absences due to official TAMU-sponsored events or when a student is already aware of a future absence, the student must be proactive about rescheduling assignment and/or activity deadlines with the instructor. Students should also engage in anticipatory conversations about absences due to any reasons.

Furthermore, students must make every attempt to arrive to class on time since the instructor typically assigns a brief quiz at the onset of class.

Students who are late to class will not be allowed to make up any part(s) of the missed quiz.

Extra-Credit Based on Attendance

The instructor will award bonus points to final averages based on a student's attendance during the semester. The instructor will add two (2) points to students with zero (0) absences; one and-a-half (1.5) points will be added to students with one (1) absence; one (1) point will be added to students with two (2) absences; and half a point (.5) will be added to students with three (3) absences. Students with more than three (3) absences will not receive any bonus points. Additionally, the instructor will factor in the student's attendance to One-on-One Conferences for this extra-credit opportunity.

In order to excuse absences due to illness, university-sponsored events, or family emergencies, the student must provide the instructor with valid documentation within three days of the absence. An email from the student explaining an absence will not suffice. *Students who do not provide valid documentation for an absence will not have the absence excused.*

Late Work / Deadlines / Exceptions

Late work is not accepted. It is the student's responsibility to plan accordingly to comply with the deadlines for all assignments. A simple way to view all the deadlines for coursework is to refer to the "Calendar" tab. All deadlines will be posted in the Calendar in addition to being posted in each week's module. *Absolutely no late submissions will be accepted for the Final Writing Projects.*

However, students have **one** opportunity to submit a single late assignment (see the One-Exception Rule policy below) and **two** opportunities to request the submission of a late assignment (see the Extensions and Flexible Deadlines policy below). These opportunities should prioritize major assignments that carry significant grading weight (such as Essay Final Drafts or Reflection Essays).

One-Exception Rule

Students are allowed **ONE** request to have one, and only one, late assignment accepted **after** a deadline. Students must **email the instructor within two (2) days of the missed deadline** to request the One-Exception Rule. Once the instructor approves the request via email, students must submit the assignment within twenty-four (24) hours from the time that the instructor responded to the email request. With this in mind, students should check their email account frequently for the instructor's response to the extension request. This One-Exception Rule does not apply to the Final Writing Projects due at the end of the semester. Late Final Writing Projects will receive a zero (0) grade in any and all circumstances.

Extensions and Flexible Deadlines

Students may request an extension on an assignment (but not the Final Writing Projects) *when they anticipate they will not be able to meet a deadline*. The limit for these extensions is **two requests per semester**. A reminder that students should prioritize the assignments that carry significant grading weight when requesting an extension. Students must make the request **via email IN ADVANCE** of a deadline.

Requests for extensions cannot be made **AFTER** an assignment deadline—in such an instance the work is already considered late, and it is therefore appropriate only to request use of the One-Exception Rule stated above, if applicable.

Once the instructor approves the request via email, students must submit the assignment within twenty-four (24) hours from the time that the instructor responded to the email request. With this in mind, students should check their email account frequently for the instructor's response to the extension request. For students with a documented accommodation, flexible deadline requests are allowed, but they are not applicable to all coursework, nor are they comprehensively retroactive or proactive. Flexible deadline requests are considered on a case-by-case basis and are the first step in a conversation with the instructor. It is the student's responsibility in each instance to reach out to the instructor with a request.

Technical Issues

At times, students may have difficulties with Blackboard, Turnitin, email, Microsoft, or other programs or software that are required for this course. *Students should not email the instructor when having issues with technology*. In these cases, it is the student's responsibility to contact the Office of Information and Technology (OIT) for help in resolving technology issues. The office is located in Cowart Hall 105; students may also contact them at 956-326-2310 or via email at helpdesk@tamiu.edu (<https://catalog.tamiu.edu/syllabi/2026-fall/engl-1301-120-18009/helpdesk@tamiu.edu>).

Another resource at students' disposal is the eLearning Team. They can be of assistance in issues with uploading files to Blackboard or Turnitin drop boxes. The office for eLearning is located in Cowart Hall 208, their email address is elearning@tamiu.edu (<https://catalog.tamiu.edu/syllabi/2026-fall/engl-1301-120-18009/elearning@tamiu.edu>), and their phone number is 326-2792.

Students must ensure that they complete and submit coursework with enough time to address any technical difficulties that may arise. Issues with technology is not an acceptable excuse for not complying with deadline submissions.

Email Policy

Students should refrain from using Blackboard messaging when wishing to contact the instructor and instead use their "Dusty" email account. The instructor's email address is rosario.jarrell@tamiu.edu (<https://catalog.tamiu.edu/syllabi/2026-fall/engl-1301-120-18009/rosario.jarrell@tamiu.edu>) (*do not include "@dusty" in the email address*). The instructor will typically respond within twenty-four (24) hours for emails sent Monday through Friday. The instructor does not respond to emails sent on weekends. Those emails will receive responses until the following Monday. **Students should nonetheless feel free to email the instructor at any time of the day or night.**

When emailing the instructor, students should maintain a level of decorum, formality, and courtesy that is expected in a college setting. Furthermore, students should always include their course and section and a brief topic in the subject box.

Grading Criteria

The instructor does not round grades. For example, if a student earns a 69.9999 total grade at the end of the semester, that student will receive a D grade for the course. Students who seek a particular grade for the course should anticipate their GPA goals early in the semester and strive to comply with the completion of all required coursework.

Students should not email or speak to the instructor at the end of the semester to ask if anything can be done for a higher grade. Missing assignments cannot be made up at the end of the semester. Refer to the One-Exception Rule and the Extensions and Flexible Deadlines policies in the case of missing assignments that can be made up.

Furthermore, the instructor does not give additional assignments for extra credit at any time during the semester. However, the instructor is amenable to discussing any grade with a student. Students are encouraged to schedule a meeting with the instructor when they have questions or concerns about a grade(s).

Course Evaluation

At the end of the course, students are encouraged to complete a course evaluation that will be available via Blackboard.

Proctoring

The Respondus LockDown Browser will be enabled in several homework assignments.

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.

Program Learning Outcomes

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

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

Student Learning Outcomes

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

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

Important Dates

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

Textbooks

Group	Title	Author	ISBN
Required	Everyone's an Author 5th ed.	Moss, Beverly et al.	978-1-324-11446-8

Other Course Materials

Additional readings will be available on Blackboard.

Grading Criteria

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



Assignments and Weight Distribution

ASSIGNMENTS	WEIGHT
Homework / Classwork / Participation	15%
Writing Projects	
Final Draft Essay 1	15%
Final Draft Essay 2	15%
Final Draft Essay 3	15%
Reflective Writing Essays	
Reflection Essay 1	5%
Reflection Essay 2	5%
Reflection Essay 3	5%
ACE Visits	5%
Final Writing Projects	20%
Total	100%

Course Schedule Overview

Week of	Agenda/Topic	Reading(s)	Due
8/25	Introduction to the course Unit 1: Visual Genre Analysis In-class assignments and activities	Ch. 5 Joining Academic Communities	Ch. 5 Quiz on Blackboard Syllabus Quiz on Blackboard Acknowledgment of Syllabus on Blackboard Meet Me Discussion Board InQuizitive Quizzes
9/1	Unit 1: Visual Genre Analysis In-class assignments and activities	Ch. 1 Thinking Rhetorically "Shitty First Drafts"	Three Visual Genres on Blackboard Personal Writing Experiences Discussion "Shitty First Drafts" Visual Genre Analysis Invention Worksheet on Blackboard Ch. 1 Quiz on Blackboard InQuizitive Quizzes
9/8	Unit 1: Visual Genre Analysis In-class assignments and activities	Ch. 9 Navigating the Writing Process "Helping Students Overcome Writer's Block" Ch. 16 Writing Analytically pp. 272-85 Ch. 32 MLA Style	"Helping Students Overcome Writer's Block" on Blackboard Ch. 9 Quiz on Blackboard MLA Format Quiz on Blackboard InQuizitive Quizzes Essay 1 Draft 1
9/15	Unit 1: Visual Genre Analysis One-on-one conferences with students	Ch. 6 Reading Rhetorically Ch. 10 Collaborating with Others "Rigid Rules, Inflexible Plans, and the Stifling of Language"	Essay 1 Peer Review Discussion Workshop Ch. 6 & Ch. 10 Quizzes on Blackboard "Rigid Rules, Inflexible Plans, and the Stifling of Language" on Blackboard InQuizitive Quizzes Essay 1 Draft 2
9/22	Unit 1: Visual Genre Analysis In-class peer review workshops	Ch. 37 Polishing and Editing Your Writing "Critic's Notebook"	Paradise, Paved on Blackboard "Critic's Notebook" on Blackboard InQuizitive Quizzes Essay 1 Final Draft



9/29	Unit 2: Written Genre Analysis In-class assignments and activities	"Rhetorical Situations and Their Constituents" Ch. 34 What's Your Style Ch. 12 Reflecting on Your Writing"	"Rhetorical Situations and Their Constituents" on Blackboard Ch. 34 and Ch. 12 Quizzes on Blackboard "Written Genre Analysis Invention Worksheet" on Blackboard InQuizitive Quizzes Reflection Essay 1
10/6	Unit 2: Written Genre Analysis In-class assignments and activities	Ch. 3 Rhetorical Situations Ch. 36 How to Craft Powerful Sentences "The Joy of Reading and Writing"	Written Genre Analysis Worksheet on Blackboard "The Joy of Reading and Writing" on Blackboard Ch. 36 & Ch. 3 Quizzes on Blackboard InQuizitive Quizzes Essay 2 Draft 1
10/13	Unit 2: Written Genre Analysis One-on-one conferences with students	Chapter Ch. 30 Quoting, Paraphrasing, Summarizing"	Essay 2 Peer Review Discussion "Transitions" on Blackboard Ch. 30 Quiz on Blackboard InQuizitive Quizzes Essay 2 Draft 2
10/20	Unit 2: Written Genre Analysis In-class peer review workshops		"Plagiarism Appropriate Quotation" on Blackboard InQuizitive Quizzes Essay 2 Final Draft
10/27	Unit 3: Rhetorical Analysis of a Journal Article In-class assignments and activities	"Reading Journal Articles" Ch. 23 Starting Your Research Ch. 24 Finding Sources pp. 510-12 Ch. 7 Annotating, Summarizing, Responding pp. 76-82	Ch. 23 & Ch. 24 Quizzes on Blackboard "Reading Journal Articles" on Blackboard "Article Links" on Blackboard InQuizitive Quizzes Reflection Essay 2
11/3	Unit 3: Rhetorical Analysis of a Journal Article In-class assignments and activities	Ch. 27 Evaluating Sources "Composing a Rhetorical Analysis: Reading and Viewing Critically"	"Composing a Rhetorical Analysis: Reading and Viewing Critically" on Blackboard Ch. 27 Quiz on Blackboard InQuizitive Quizzes "Journal Article Breakdown of Information" on Blackboard Essay 3 Draft 1
11/10	Unit 3: Rhetorical Analysis of a Journal Article One-on-one conferences with students	Ch. 21 Analyzing and Constructing Arguments pp. 419-41 "Learning to Read"	Essay 3 Peer Review Discussion "Learning to Read" on Blackboard InQuizitive Quizzes Essay 3 Draft 2
11/17	Unit 3: Rhetorical Analysis of a Journal Article Ch. 31 In-Class Quiz In-class peer review workshops	Ch. 31 Giving Credit, Avoiding Plagiarism	"Embedding Quotes in Essays Quiz" on Blackboard Ch. 31 Quiz on Blackboard InQuizitive Quizzes Essay 3 Final Draft
11/24	Unit 4: Final Writing Projects Students take notes on requirements and expectations for the Final Writing Projects	No readings for this week	Reflection Essay 3 InQuizitive Quizzes
12/1	Finals Week		Final Exam Day: Tuesday, December 8, 2:50-5:50 p.m. Final Writing Projects due before 5:50 p.m. on December 8



Core Curriculum Learning Outcomes

Core-Curriculum Learning Outcomes (CCLOs):

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 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.tamui.edu/handbook/article-04.shtml>)).

TAMUI Honor Code: Plagiarism and Cheating

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