



HIST 1301 - The US to 1877

Fall 2026 Syllabus, Section 181, CRN 18450

Instructor Information

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Instructional Professor of History

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Office Hours:

Monday 1:30-5:00 PM

Tuesday, Thursday 10:30-11:15 AM

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Times and Location

Does Not Meet Face-to-Face

Course Description

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

Humanities Department, College of Arts & Sciences

Additional Course Information

Additional Course Description

Perhaps no other part of the world has changed as drastically as that part which would become the United States during the period comprising 1492 to 1877. This course examines the people whose interactions brought about the social, cultural, religious, and economic changes that eventually constituted the United States and its history to the end of Reconstruction. In this course, students will understand that there was no inevitability in the evolution of the United States. America's birth and development came about as people surveyed the situation around them and made choices with one eye on their present situation, and one eye on their immediate future. Only a few exceptional people focused on anything further than that.

One goal of this course is to help students develop a greater appreciation for people of this era. Another is to show students that the events and circumstances of Early America apply to their lives today as they deal with life's problems. A third goal is to demonstrate the multitude of population groups that played important roles in the formation of America. The formation of America occurred through the interactions of male and female people of American-, European-, Asian-, and African descent. I anticipate that students will come into this class with both a rudimentary knowledge of certain aspects of American history and strong viewpoints on certain topics. This class will help refine those viewpoints based on evidence.

Do not expect this course to be easier just because it is an online course. This online course is designed for disciplined, self-motivated, independent learners. The professor expects the students to spend 7-10 hours on average each week during a 16-week course (much more in summer courses) completing the readings and assignments. The professor expects the students to follow the course learning units in order, during the stated dates for each unit. This IS NOT a course for people who could not handle the classroom and thought that the online class would be easier.



Course Prerequisites: None.

AI Statement for Dr. Weight's History Courses

Using generative AI to write or edit ANY final products in this course is strictly prohibited and will be referred to the Honor Council as cheating. This includes ChatGPT. It also includes grammar checkers that give sentence and paragraph restructuring suggestions (like Grammarly Go, etc.) This DOES NOT include spelling and grammar checkers on word processing apps or the original versions of Grammarly. In the assignments in this course, I want to see YOUR thoughts, words, ideas, and structure not a computer.

Student Learning Outcomes

Upon successful completion of this course, each student will:

- **CO1.** Define the foundations of the United States' political system and its effect on the development of the nation to 1877.
- **CO2.** Recall factors that relate to issues of gender, race, religion, sexuality, and economic status in US society to 1877.
- **CO3.** Describe how the United States and its peoples have interacted with governments and peoples of other nations to 1877.
- **CO4.** Identify connections between historical events.
- **CO5.** Analyze primary source documents.
- **CO6.** Develop written arguments.
- **CO7.** Describe historical changes over time of significant events, people, movements, and organizations.

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	The American Yawp: A Massively Collaborative Open U.S. History Textbook, Vol. 1: To 1877	• Locke, Joseph L, Wright, Ben	Paperback ISBN: 9781503634787 Ebook ISBN: 9781503647053

Other Course Materials

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

- Additional videos, documents, and resources as assigned specifically by the instructor.
 - These will be used for Document Quizzes, and other assignments in the course.

Grading Criteria

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

Grading and Coursework

Assignments

You will find that the course will have various types of assignments and activities that will mesh together to hopefully create a holistic learning experience and keep you engaged with the subject materials. These will include assignments with multiple choice questions, matching, map identification, review activities and various short writing assignments.



Some assignments that you will be doing in this course you will need to work on for more time than one Unit. These will include smaller assignments that will build up to larger ones. You will receive more information about these assignments in the course. Assignments will make up 35% of your final grade

Discussion Forums

Each Unit, will have one Video Discussion Forum, which will require you to post and respond to your fellow students.

Each Video Discussion Forum is set up so that you will have to post first before you will see the posts of the other students. Depending on the instructions for the particular discussion forum you will be expected to reply to at least one other student providing value added. This means that it is unacceptable to simply say "Way to go, I totally agree." Instead, you would need to specify what you agree with and then add value by providing a new insight or a specific commentary. You will receive your grades for the Discussion Forum out of a hundred points possible for each forum. Discussion Forum section will make up 20% of your total grade. Discussion board posts will serve as class discussion AND as graded work.

Quizzes:

The course has both Document Quizzes and Textbook Quizzes in each unit made up of multiple choice, short answer and/or matching questions. Together they will comprise 20% of your final grade.

Exams

There will be two exams in this course. The Midterm will cover the first half of the semester and will make up 10% of your final grade. The Final will be comprehensive and will make up 15% of your final. The exams will have multiple choice and writing components.

Feedback (Rubrics)

Graded work will also have some form of specific feedback:

- Mid-Term and Final Exam essays' feedback will be given through their designated rubrics (see below).
 - TurnItIn feedback will be located in TurnItIn—if a student cannot locate the feedback, he/she must contact the instructor ASAP.
- The feedback for graded work will depend on the nature and context of the work.
- Discussion forum feedback will be given through their designated rubric. (See rubric within the course.)

A note on rubrics: All of these rubrics include both content and delivery elements. In other words, students will be responsible for providing correct information and proper format i.e. good grammar, correct spelling, and paragraph divisions if necessary.

Rubrics

Mechanics: Paper is free from spelling and grammar errors and conveys information clearly. It also conforms to specification given in the prompt as to length, margins, and layout. It clearly flows from one topic to the other coherently.

Structure and Evidence: The student clearly identifies the question being answered and articulates a strong thesis and supporting arguments without missing a major point. Students have provided specific examples and data sufficient to demonstrate their thesis and supporting arguments. Each point is well documented. There is no incorrect or false information.

Proper Citation: Students have filled the requirements of citation. They have made a good faith effort to write using CMS format. Students avoid using prohibited sources such as Wikipedia and other only encyclopedias. Students have also made a concerted effort to try and do proper footnotes.

Introduction and Conclusion: Paper has a strong Introduction and Conclusion. The conclusion specifically alludes back to the first topic covered and shows the interconnections of everything.

Late Work Policy

Complete all units **in order**. Each Unit will become available when indicated on the Course Schedule in the Syllabus and remain active only for a specified amount of time. Students will not be able to bundle assignments together and email them to the professor, as all course material will have to be submitted through Blackboard. Any graded assignments emailed to the professor without prior approval will not be accepted. When the due date for the unit has passed, the unit will become locked meaning that you will not be able to submit.

Late exam will not be accepted. Any part of an exam submitted using a TurnItIn drop box will not be accepted more than a day after it is due. The discussion forum cannot be submitted late. Late submission of other assignments submitted without prior approval will be downgraded at 10% per 2 days late. Quizzes lock on the day that they are due. If you foresee any problems with turning assignments on the due date, please complete them and turn them in early. If you cannot do this, please contact me BEFORE the due date so that I can try and work with you on it. The best way to do well on this class is to stay ahead or on top of the course work. **If you have unforeseen hardships, contact me as soon as possible so that I can work with you to get your work in. Proper and timely communication is key.**

Extra Credit

Extra Credit in the course is incorporated into the Midterm and Final. Those that attend Supplemental Instruction can gain the opportunity to take one extra credit quiz for each 3 times that you attend.

Assignments	35%
Discussion Forum Participation	35%
Quizzes (both Document and Textbook Quizzes)	20%
Exams	25%

Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
8/24	Unit I: The East and the West.	Chapter 1: Indigenous America. Chapter 2: Colliding Cultures	Unit I Document Quiz—8/28
8/31	Unit I: The East and the West.		Unit I Textbook Quiz—9/1 Unit I Discussion Forum—9/4
9/7	Unit II: The American Colonies	Chapter 3: British North America Chapter 4: Colonial Society	Long Doc. Prelim. Assgn.—9/8 Unit II Document Quiz—9/11
9/14	Unit II: The American Colonies		Unit II Textbook Quiz—9/15 Unit II Discussion Forum—9/18
9/21	The American Revolution	Chapter 5: The American Revolution Chapter 6: A New Nation	Position Paper—9/22 Unit III Document Quiz—9/25
9/28	The American Revolution		Unit III Textbook Quiz—9/29 Unit III Discussion Forum—10/2
10/5	Midterm		Midterm Part I & II—10/9
10/12	The Developing Republic	Chapter 7: The Early Republic Chapter 8: The Market Revolution Chapter 9: Democracy in America	Revolutionary Era Doc Defense Assgn.— 10/16
10/19	The Developing Republic		Unit IV Document Quiz—10/20 Unit IV Textbook Quiz—10/23
10/26	Change and Conservatism	Chapter 10: Religion and Reform • Chapter 11: The Cotton Revolution	War of 1812 Assgn.—10/27 Unit IV Discussion Forum—10/27 Unit V Document Quiz—10/30
11/2	Change and Conservatism		Unit V Textbook Quiz—11/3 Unit V Discussion Forum—11/6
11/9	the Growing and Dividing Republic	Ch 12: Manifest Destiny Chapter 13: The Sectional Crisis	Matching Assignment—11/10 Unit VI Document Quiz—11/13
11/16	the Growing and Dividing Republic		Unit VI Textbook Quiz—11/17 Unit VI Discussion Forum—11/20
11/23	Civil War and Reconstruction	Chapter 14: The Civil War • Chapter 15: Reconstruction	Long Document Assignment—11/24
11/30	Civil War and Reconstruction		Unit VII Textbook Quiz—12/1 Unit VII Discussion Forum—12/4
12/7	FINAL EXAM		Final Exam Part I & II—12/8

Core Curriculum Learning Outcomes

Core-Curriculum Learning Outcomes:



1. **Critical Thinking Skills (CT)** - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. **Personal Responsibility (PR)** - ability to connect choices, actions and consequences to ethical decision-making

University/College Policies

Please see the University Policies below.

COVID-19 Related Policies

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

Required Class Attendance

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

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

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

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

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

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.

TAMU has penalties for plagiarism and cheating.

- **Penalties for Plagiarism:** Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade; the instructor must still report the offense to the Honor Council. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse. For repeat offenders in undergraduate courses or for an offender in any graduate course, the penalty for plagiarism is likely to include suspension or expulsion from the university.
 - **Caution:** Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that "it was only a draft" will not be accepted.
 - **Caution:** Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.
- **Penalties for Cheating:** Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a "zero" for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an "F" in the course, and the matter should be referred to the Honor Council. Additional penalties, including suspension or expulsion from the university may be imposed. Under no circumstances should a student who deserves an "F" in the course be allowed to withdraw from the course with a "W".
 - **Caution:** Chat groups that start off as "study groups" can easily devolve into "cheating groups." Be very careful not to join or remain any chat group if it begins to discuss specific information about exams or assignments that are meant to require individual work. If you are a member of such a group and it begins to cheat, you will be held responsible along with all the other members of the group. The TAMU Honor Code requires that you report any such instances of cheating.
- **Student Right of Appeal:** Faculty will notify students immediately via the student's TAMU 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 TAMU 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.

TAMU E-Mail and SafeZone

Personal Announcements sent to students through TAMU 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 TAMU e-mail accounts regularly, if not daily. Not having seen an important TAMU 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.tamui.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@tamui.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 \(https://www.tamui.edu/handbook/index.shtml\)](https://www.tamui.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@tamui.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.tamui.edu/reportit> (<https://www.tamui.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@tamui.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@tamui.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@tamui.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.

Distance Education Courses

Course Structure

The class is divided up into seven learning units found in Blackboard. When each Unit is finished it will become locked. Each unit folder has a homepage that will explain the course learning objectives, the required reading for the unit, any required or optional Engagement Assignments, the Discussion forum question, and the Unit Assessment.

Minimum Technical Skills Expected

When participating in distance education courses, it is vital to consider the technology involved in order to have a successful course. Students in distance education should have knowledge of basic computer and Internet skills, as mentioned on the Instructional Technology and Distance Education Services' webpage (<http://www.tamtu.edu/distance/students/knowledge-and-skills.shtml>). Additional skills required for this course include knowing how to use Turnitin (<http://www.tamtu.edu/distance/technology/turnitin.shtml>).

Student Support Resources

The University wishes to have all students succeed in their courses. To provide support to our students, an array of services in the areas of technology support, academic support, student support, and accessibility support may be found at the University. For more information, visit Instructional Technology and Distance Education Services' page on University Resources and Support Services (<http://www.tamtu.edu/distance/students/university-resources-and-services.shtml>).

Student-Instructor Communication Policy and Response Time

Course Messages/Emails

Turnaround time for course messages/emails will be 24-48 hours; though, responses may be made in 24 hours or less.

Assignments and Assessments

Individual and general feedback for assignments and assessments will be provided 7-10 days after the due date, unless otherwise specified via course announcements/messages to students.

Course Communication Guidelines (Netiquette)

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

Maintain a respectful manner in e-mails, discussion forum posts, and any other class interaction.

- Make sure all messages and posts stay on topic.
- Be aware that often times humor or sarcasm do not transmit well online, so use discretion when posting.

Avoid:

- Foul language.
- Derogatory, racist, or sexist remarks.
- SHOUTING (hence, keep your caps to a minimum).

Grading Scale/Schema (after Grade Breakdown section)

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

- 100-90 = A
- 89-80 = B
- 79-70 = C
- 69-60 = D
- 59-0 = F

Computer/Technology Requirements

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

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

Additional Software. You will need the following additional software: **Adobe Flash** for viewing PDF documents. **Microsoft Word** for viewing course files and submitting assignments. TAMIU Students may access online versions of this software through their Dusty Office 365 account at <https://dusty.tamui.edu/>. This site also provides students access to download the Microsoft suite for educational use. See instructions for downloading the Microsoft Office suite (<http://www.tamui.edu/distance/documents/Microsoft-Office-2016-Download-Instructions.pdf>).

Note: Students if you do not own the required hardware, software or do not have access to internet, it will be highly challenging for you to make any progress in this class. However, my goal is to assist you to find solutions and guide you appropriately most of the required materials can either be found free of charge at TAMIU's library, computer labs, and classrooms. In addition, you may also purchase any of these items at any electronic store.

Note from Instructor

All students must have access to a dependable computer with high-speed Internet access and some additional computer accessories i.e. a functional webcam, speakers, and microphone. In the case that your computer becomes unavailable or does not function, it is encouraged to have alternative access to other computers, such as the TAMIU library or other public libraries. This course operates on the Blackboard platform and works best using the Mozilla Firefox browser. In the case that Mozilla Firefox, or any other browser for that matter, does not function properly, it is recommended to have the option of other browsers i.e. Google Chrome or Internet Explorer. Further, when uploading onto "TurnItIn" drop boxes it is recommended to upload a Microsoft Word document. For technical support or assistance, do not hesitate to contact the Office of Information Technology at (956) 326-2310 or e-mail them at hotline@tamui.edu or elearning@tamui.edu.

A note on completing timed tasks: It is highly recommended to use a wired connection. It is highly encouraged to use a desktop or laptop when completing any course work. Try to avoid using tablets and/or smart phones to complete course work.

Learning Management System (Blackboard)

Students are provided with guides on how to use the Blackboard LMS. Guides may be available at <http://www.tamui.edu/distance/students/elearning-orientation.shtml> or by contacting the eLearning team at elearning@tamui.edu.

Technical Support Services

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

Proctoring

All examinations and quizzes will be proctored using Respondus.

Respondus LockDown Browser (Free) and Monitor (\$15 fee) Requirement

This course requires the use of LockDown Browser and Respondus Monitor (webcam) for online exams. The webcam can be built into your computer or can be the type that plugs in with a USB cable.

Watch this short video (<http://www.respondus.com/products/lockdown-browser/student-movie.shtml>) to get a basic understanding of LockDown Browser and Respondus Monitor (the webcam feature). A student Quick Start Guide (PDF) (<http://www.respondus.com/products/monitor/guides.shtml>) is also available.

Download Instructions

Click the **Student Support** top-middle tab located in Blackboard. Locate the *Download Respondus LockDown Browser* module, and click on the icon or link. You will be redirected to the information for Respondus LockDown Browser and Respondus Monitor. Links to download the software for PC and Mac are listed *Installing the Respondus LockDown Browser Download* section. It is **free** to download and install the software (on its own).

Once Installed

- Open LockDown Browser
- Log into Blackboard Learn
- Navigate to the test and begin

Note: You won't be able to access tests with a standard web browser. If this is tried, an error message will indicate that the test requires the use of LockDown Browser. Simply start LockDown Browser and navigate back to the exam to continue.



Cost for Respondus Monitor

There is a **\$15 fee** for the webcam feature that's used with LockDown Browser (sometimes referred to as Respondus Monitor). This is a one-time fee, valid for 12 months (365 days) for all courses or exams that use Respondus Monitor. You will be prompted to make the purchase the first time an exam requires the use of LockDown Browser's webcam feature. Payment can be made with PayPal, Visa or Mastercard.

To pay for Respondus Monitor:

1. Start Respondus LockDown Browser (http://www.jsu.edu/online/current-students/resp_lock_browser_students.html).
2. Navigate to your test.
3. Complete the set-up process, which includes a payment screen for entering credit card information.
4. Payment and entering credit card information is only necessary one-time per course.

Guidelines

When taking an online exam that requires LockDown Browser and a webcam, remember the following guidelines:

- Select a location where you won't be interrupted
- Before starting the test, know how much time is available for it, and also that you've allotted sufficient time to complete it
- Turn off all other devices (e.g. tablets, phones, second computers)
- Clear your area of all external materials — books, papers, other devices
- Remain at your computer for the duration of the test
- To produce a good webcam video, do the following:
 - Avoid wearing baseball caps or hats with brims
 - Ensure your computer or tablet is on a firm surface (a desk or table) — not on your lap, a bed, or other surface that might move
 - If using a built-in webcam, avoid tilting the screen after the webcam setup is complete
 - Take the exam in a well-lit room and avoid backlighting, such as sitting with your back to a window
- LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.

Getting Help

Several resources are available if you encounter problems with LockDown Browser.

- The Windows and Mac versions of LockDown Browser have a "Help Center" button located on the toolbar. Use the "System & Network Check" to troubleshoot issues.
- If you have problems downloading, installing, or taking a test with Respondus LockDown Browser, email the TAMIU eLearning Team at elearning@tamiu.edu.

Webcam Checkout for Personal Computer

If students are unable to use personal or borrowed computers and equipment, students may stop by the Instructional Technology and Distance Education Services office to check out webcams (with built-in microphones). The office is located at **Killam Library 259** (down the hall from the HelpDesk) and is open **Monday through Friday from 8 a.m. to 7 p.m.** Checkout for a webcam is on a first-come, first-service basis. Speak with an eLearning staff member to checkout a camera. Students will sign an Equipment Loaner Agreement, making them responsible for the care of the camera. Webcams checked out must be returned within five business days of the checkout date.