



MUSI 1306 - Music Appreciation

Fall 2026 Syllabus, Section 180, CRN 18058

Instructor Information

Yu-Mei Huang

Association Professor of Music

Email: yhuang@tamiu.edu

Office: FPAC 216B

Office Hours:

Monday and Wednesday 9am to 11am

Office Phone: (956)3262664

Times and Location

Does Not Meet Face-to-Face

Course Description

An introduction to music masterpieces of the Western world. Explores musical elements, form, design and the relationship of music to other areas of cultural and historical development. Study begins with music of the Middle Ages and progresses by Era through the Twentieth Century. Live and recorded performances. For music minors and non-music majors. This course will satisfy the Visual and Performing Arts requirements of the core curriculum.

Fine&Performing Arts Department, College of Arts & Sciences

Program Learning Outcomes

Core-Curriculum Learning Outcomes (CCLOs):

1. Critical Thinking Skills: includes creative thinking, innovation, analysis, evaluation, and synthesis of information. (SLOs #1, 2, 3, 4)
2. Communication Skills: includes effective written, oral, and visual communication. (SLOs #1, 2, 3)
3. Teamwork: includes the ability to consider different points of view and to work effectively with others to support a shared purpose of goal (SLO #1, 3)
4. Social/Civic Responsibility: includes intercultural competency and civic knowledge for effectively engaging local, regional, national, and global communities (SLO#1, 3)

Student Learning Outcomes

Student Learning Outcomes (SLO):

Students completing this course will be able to:

1. Identify the changes in classical music aesthetic from Medieval to Modern periods.
2. Recognize representative individuals and groups associated with classical music from Medieval to Modern Period.
3. Recognize the evolution of music by using technology to listen and view artists/groups.
4. Evaluate social changes in government, history, and culture as they relate to changes in music.



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	OnMusic Appreciation (4th ed)	Connect 4 Education	9780996583855

Other Course Materials

Other Resources

Please note: As this course is integrated within Blackboard site, to register the access code the students simply need to access the link to the course text within the Blackboard course shell. The first-time students access the text, they will be prompted to enter their access code to 'unlock' the course content. This process 'registers' them for the course. Once that process is complete, they should be able to view the course and begin your work.

After they register, if they are seeing a login screen, this may indicate a problem with their browser settings. Below are some suggestions to help resolve this problem:

IMPORTANT! Please be sure that you have enabled cookies on your browser. This will ensure that the connection to the course works properly. I have provided a link that provides instructions on enabling cookies on various browsers below:

<https://connect4education.com/online-technical-support-org-cookies/?hilite=%22cookies%22> (<https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fconnect4education.com%2Fonline-technical-support-org-cookies%2F%3Fhilite%3D%2522cookies%2522&data=04%7C01%7Cyhuang%40tamui.edu%7C219e552f206d44d3118208d97872112b%7Ce6e9982505da4869bf49e63a0e04d314%7C0%7C0%7C637673253597347373%7CUnknown%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IklhaWwiLCJXVCi6Mn0%3D%7C1000&sdata=dmKpmFKA3LhfyySPHSW3s6ywwKhxzVpXjiOfR2adkb0%3D&reserved=0>)

Once cookies are enabled, you may need to clear your browser cache. In most computer-based web browsers, to open menus used to clear your cache, cookies, and history, press Ctrl-Shift-Delete (Windows) or Command-Y (Mac). If this doesn't work, follow the appropriate instructions on the page below:

<https://connect4education.com/online-technical-support-org-cache> (<https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fconnect4education.com%2Fonline-technical-support-org-cache&data=04%7C01%7Cyhuang%40tamui.edu%7C219e552f206d44d3118208d97872112b%7Ce6e9982505da4869bf49e63a0e04d314%7C0%7C0%7C637673253597347373%7CUnknown%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IklhaWwiLCJXVCi6Mn0%3D%7C1000&sdata=Ey3g8lJdBI0fLDHInM5CajgEvcZN2VnWCcCoRB2uhRk%3D&reserved=0>)

Note: We typically suggest the Mozilla Firefox or Google Chrome web browsers (Safari often proves to be much more problematic). Firefox and Chrome tend to be the most reliable when it comes to our courses. If you do not have Firefox or Chrome installed on your machine, you can download these browsers from the following sites:

Firefox: <https://www.mozilla.org/en-US/firefox/new/>. (<https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.mozilla.org%2Fen-US%2Ffirefox%2Fnew%2F&data=04%7C01%7Cyhuang%40tamui.edu%7C219e552f206d44d3118208d97872112b%7Ce6e9982505da4869bf49e63a0e04d314%7C0%7C0%7C637673253597347373%7CUnknown%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IklhaWwiLCJXVCi6Mn0%3D%7C1000&sdata=Wifi34%2B%2Fd%2B8oxu4%2BvWk7hHm03lwJ1QdTDBtBXWzg2Z4%3D&reserved=0>) Chrome: <https://www.google.com/chrome/>

Student accommodations will be made on a 'as needed' basis, please contact your instructor as soon as possible for assistance.

VPAT/ACR - OnMusic Appreciation Fourth Edition (LTI-Integrated Course) (https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdbkf6lrdbagw3.cloudfront.net%2Fsupport%2FCompliance%2FLTI_C4E_ACR_OMAv4_09142022.pdf&data=05%7C01%7Civettej.soto%40tamui.edu%7Cdd76eea56c584c53b1d608db111117cd%7Ce6e9982505da4869bf49e63a0e04d314%7C0%7C0%7C638122537906160285%7CUnknown%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IklhaWwiLCJXVCi6Mn0%3D%7C3000%7C%7C%7C&sdata=BSVCld2LJkkpUfLac3hlRYQ%2FKowlfOuvqg5QICeD3Fo%3D&reserved=0)

Grading Criteria

Midterm and Final Exam

Midterm and Final Exam already scheduled (please see the content under C4E site dashboard). You can take it in the assigned date with your convenient time. **Only one submission will be accepted.** System will be open at 12am and locked automatically at 12:00pm at the exam day (recommend to take exam between 8am to 12pm central time during the business hour for C4E). Please do not wait until last minute to participate, accident sometimes happened unexpectedly. Please at least prepare 2.5 hours for each exam (no later to start than 9pm). **Exam will not reopen for any reasons due to the long open period.**

General Weekly Expectations

In order to be successful in an online learning environment such as ours, you will need to stay focused on disciplined so that you meet all assigned deadlines. Early submissions are permitted and encouraged! You will also need to give your best efforts in your contributions to our online discussion topics (voice stream), be sure to include relevant information from course content in both your answer to the question as well as in your replies to your classmates. In discussion forums, you will reply to two peers' posts **after** you post your initial answer to my discussion question (at least 400 words for each). We want an active engaging and interesting conversation to take place in our discussion forums, facilitating the learning process and fostering a sense of community.

Therefore, thoughtful, effective, and timely posting will be essential to the learning experience of the entire class-make an extra effort to post your initial answer earlier in the week so that you allow for enough time to then engage in a substantive discussion with your peers.

Assignment feedback can be expected between 24 – 48 hours after deadline.

Late Work Policy

No late work will be accepted during this course. Stay focused and disciplined to meet all assigned deadlines. Follow along with the course schedule to help keep yourself on track. Contact your instructor for more information.

Discussion board

Discussion boards will be graded on a completed (100)/incomplete (0) basis. Students are expected to respond to the prompt and peers according to assignment specific instructions.

#1. Introduction and communication (day #1, 1 post and 2 replies)

Record a short video to introduce yourself to class. Materials include your name, major, family, habits, and any music performance experienced or award before you come to TAMIU. Then, say hi to any 2 colleagues by response their videos (min 400 words each).

#2. After concert discussion (please submit in a week after concert finished) -due at the weekend with assigned concert day

Leave your opinions about the concert which assigned to participate and give some feedback on any 2 colleagues you like to response (min. 400 words each).

**Concert report and discussion (1 post and 2 replies)

There is one assigned concert reports required in this class. Concert will be hosted in TAMIU Recital Hall with the schedule time which will be announce after semester starts. You will need to 1.) submit your concert report to Assignment #4 (make sure you follow the assignment example for the format and the expectation), and 2.) write your opinion on discussion board plus replay at least two comments to your colleagues (min. 400 words each). **Extra credit will be given when you attend in-person.** The live-stream would also be provide as substitution for students who could not be make it in-person but extra credit for attendance cannot be grated for this case.

Required Concert:

Faculty opening concert –Date and Time will be announced later on your announcement area. Location: TAMIU Fine and Performing Arts Recital Hall

Remember this is the concert which you will be use for both discussion board #2 and the standard assignment #4 (in C4E site).

#3. Personal music talent show (week 13, 1 post and 2 replies)

Record a short video for instrument performance or singing with any selected

repertoire about 3 munities, include introduction of yourself and some information about your piece. Then, give the feedback on any other 2 colleagues in the class (min. 400 words for each).

**Connect 4 Education Assignments:****Late Work Policy**

No late work will be accepted during this course. Stay focused and disciplined to meet all assigned deadlines. Follow along with the course schedule to help keep yourself on track. Contact your instructor for more information.

Grading Rubric

Exemplary (10 points): Students completed all questions listed, shared combined knowledge learned within section, and expressed opinions/observations in professional manner with correct format.

Accomplished (9 points): Students completed all questions listed, shared combined knowledge learned within section, and provided opinion and observations with correct format.

Complement (8 points): Student completed all questions listed within individual assignment with correct format but provided short answer responses without utilizing details learned in course section.

Beginning (>7 points): Student did not answer all question listed or didn't follow the requested format within individual assignment. More information required to display mastery of topic. Please use the *assignment example* which list under content for the reference before you submitted your works.

Assignment 1: Identify Musical Ideas

As we have learned, all music compositions are made up of musical ideas. Your task in this assignment is to identify the two music ideas that make up the piece you will hear and see performed in the video.

First listen to the entire work from beginning to end – it only lasts one minute and a half. There is no substitute for repeated, attentive listening to become fully familiar with a piece of music.

Once you have listened to the full piece, listen to the two ideas that the composer used to build it. Before the ideas come into play, however, there is a very short two-second introduction. This is not a full musical idea yet. Here are the two ideas that the composer uses throughout the piece:

- Idea A
- Idea B

Listen to both ideas until you are thoroughly familiar with them. That will help you identify them as the piece progresses. You need to use play and pause key to determine the session, identify that session is either idea A or B in each session and then describe the details.

Assignment 2: Listening Perspectives

Now that you are familiar with different listening approaches, listen attentively and comment on a musical selection from the point of view of different types of listeners – causal, referential, critical, and perceptive.

Your task in this assignment is to:

- Listen attentively and identify each occurrence of the theme (every entrance not just once).
- Chose the point of view of a different type of listener – casual, referential, critical, or perceptive – to comment on each of those entries. For example, pretend to be a casual listener in one case, and a perceptive listener in another. You have to at least presenting **two or more types listeners** in your assignment.

Play the audio and use the Comment Box to enter a description (comment) that corresponds to

each occurrence of the theme. That means you will use the comment box several times. Be sure to read the submission instructions on how to use the comment box.

Address the following questions in your descriptions:

1. How does Grieg use dynamics, timbre, pitch, and tempo to achieve unity and variety in the piece?
 - Dynamics: Are dynamic (volume) changes gradual or abrupt in this piece? Are there any specific place where abrupt changes happen? What effect do you thin Grieg is trying to achieve?
 - Timbre: Identify the points where on instrument takes over form another. At what point do these changes happen?



- Pitch: At what points is the theme played at a different register, i.e., higher, or lower than the previous time it happened? At what points does it stay at the same pitch level?
 - Tempo: At what points does the tempo start getting faster (accelerando)? Does the piece get slower again?
2. List the specific connotation(s) that this piece might have for a perceptive listener.

Below are two sample answers (comments) to serve as a general guideline for the completion of this assignment.

- A referential listener could describe the first entry of the theme in the following way: "The low pitch and slower temp of this reminds me of the "Inspector Gadget" cartoon I used to watch. It has a mysterious aspect to it."
- A critical listener may describe another entry of the theme in the following way: "The lack of variety in this piece makes it boring and predictable. The compose is trying to add variety through tempo changes, pitch, and timbre of the instruments but the lack of the musical ideas in this piece make it impossible to keep me interested."

Assignment 3: Analysis

The principles of unity and variety apply to all music, regardless of compositional style or historical period.

Now that you are familiar with the concepts in the first section of the course (Basic Musical Concepts), and you have seen how they work on different pieces of music, try your hand, mouse, and ears at how they operate in a music selection that you may not have heard yet.

Your analysis should include (not limited):

1. The number of different musical ideas you hear in the piece (can we say that there are two ideas A & B? Or is there only one?)
2. The timings (start and stop times) of the different sections of the piece. (Hint: Listen for changes in musical ideas and timbre, or for points when one instrument gives way to another.)
3. How the following elements contribute to unity and variety in the sections you identified (give timings):
 - Dynamics: Where does the music get louder or softer? Is there any apparent reason for those changes?
 - Timbre: Where do different instruments take over the melody?
 - Pitch: What is the general pitch level of the piece? Are there wide variations in pitch level?
4. Although there are sections that feature one instrument over others, do you think this is a piece for a solo performer or for an ensemble?
5. List the characteristics of the musical style closest to the one this piece exemplifies. (Hint: Revisit the class title Folk Music, Art Music, and All That Jazz).
6. Do you think this piece serves (or could serve) a specific purpose?
7. Does this piece have any specific connotation(s) for you?

Make sure you complete this assignment as essay format with details work, not just question and answer.

Assignment 4: Concert Report

For this assignment, you will need to plan. You must attend the assigned concert which your instructor requested (for Fall and Spring term students). For summer session students, you could choose any concert to attend. As long as it is a symphony orchestra concert, opera, or a musical, any event is OK. If you go to a musical, try to find a "professional" rather than a "community" production. In any case, you must find a way to see the orchestra at some point in the performance (they are usually in the "pit" – and yes that's what it's called...the pit).

Write the equivalent of a 2–3-page report giving a review of the concert you attended. Your review must include (not limited) the following:

- What kind of listener were you at the concert? Why?
- What pieces were performed?
- What was the style of each of the pieces performed?
- What was the instrumentation of the orchestra?
- Draw out the seating arrangement of the instruments in the orchestra.

Analyze 3-4 pieces played during the concert using the following criteria from the course:

- Unity & Variety
- Structure of the Music
- Purpose of the Music
- Tempo
- Volume
- Rhythm



- Melody
- Harmony
- Form
- Historical Period

Did you enjoy the concert? Why or why not?

Assignment 5: Renaissance Period

Listen perceptively to the “Kyrie” from “Missa O Magnum Mysterium” by the Renaissance

Spanish composer Tomas Luis de Victoria.

In 5 short paragraphs, describe the attributes of the musical selection, according to the following critical criteria:

1. Recognize and Describe:

At least one example of each musical element – rhythm, tempo, melody, harmony, timbre, texture, and form – that occur in this particular composition. Use precise musical terms learned in the course and descriptive adjectives. Examples of descriptive adjectives might include: a “menacing” melody, “triumphant” dynamics, or a “racing” tempo. Use your imagination!

1. Develop:

Your conclusions about what the composer was trying to represent. [Might a “racing” tempo represent an attempt to escape from danger or dancing at celebration?]

1. Interpret:

The composition’s emotional value, using language that describes emotional states. Does the music express joy, fear, pleasure, optimism, sadness?

1. Evaluate:

The composition’s creative quality: What makes this composition a valuable work of art?

1. Analyze: The effect that the composition has on you. How does it express aspects of the human condition? Does the music suggest a philosophy for living?

Course Assessment

The grade is assessed according to the following general guidelines, including the core curriculum learning outcomes and objectives. Further description of each follows later in this document under “Grading”. Connect 4 Education (include 35 Assessments, 5 writing Assignments and Midterm/Final Exam) will comprise 90% of the total course grade. Discussion Board will comprise 10% of the total Course Grade.

Grading Scale

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



Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
8/24	Class 1-Class 4 Standard assignment #1 Discussion Board #1	All related assessments and Standard Assignment #1 due Standard assignment #1 (check assignment example for the format, read the instruction carefully) Discussion Board #1: Introduce yourself video (1 post and 2 reply, minimum 400 words for each)	8/30/2026
8/31	Class 5 & Class 6 Standard assignment #2 and 3	All related assessments, Standard assignment #2 and 3 due	
9/7	Class 7-Class 9 Discussion Board #2	All related assessments due Concert attendance requirement: Faculty concert @ 9/11/2026 7:00pm Location- FPAC Recital Hall	
9/14	Class 10-13	All related assessments due	
9/21	Class 14 &15	All related assessments due	
9/28	Class 16 &17	All related assessments due	
10/5	Class 18-20 Faculty Concert attendance Midterm Exam (Important!)	All related assessments due Discussion Board: After concert (1 post and 2 reply) Exam open entire day on 10/9/2026 until 12:00pm, one submission only	
10/12	Class 22-28 Standard Assignment #4	All related assessments due Based on faculty concert, turn in an 1000 words or 3 full pages concert report to Standard assignment #4	
10/19	Class 29&30	All related assessments due	
10/26	Class 31&32 Standard assignment 5	All related assessments due Standard assignment #5	
11/2	Class 33&34	All related assessments due	
11/9	Class 35&36	All related assessments due	
11/16	Class 37&38 Discussion Board #3-Talent Show	All related assessments due Talent show video-please check the details on syllabus (1 post 2 reply's with minimum 400 words each)	
11/23	Class 39&40	All assessment under class 39 and 40 complete	
11/30	Final Exam	Open on 12/4/2026 at 12:00am to 12:00pm. 12/4/2026 One submission only	

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. **Communication Skills (COM)** - effective development, interpretation and expression of ideas through written, oral and visual communication
3. **Empirical and Quantitative Skills (EQS)** - manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. **Teamwork (TW)** - ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. **Social Responsibility (SR)** - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
6. **Personal Responsibility (PR)** - ability to connect choices, actions and consequences to ethical decision-making

University/College Policies

Please see the University Policies below.

COVID-19 Related Policies

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

Required Class Attendance

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

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

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

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

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

TAMU Honor Code: Plagiarism and Cheating

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

We are committed to strict enforcement of the Honor Code. Violations of the Honor Code tend to involve claiming work that is not one's own, most commonly plagiarism in written assignments and any form of cheating on exams and other types of assignments.

Plagiarism is the presentation of someone else's work as your own. It occurs when you:

1. Borrow someone else's facts, ideas, or opinions and put them entirely in your own words. You must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism.
2. Borrow someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism.

3. Present someone else's paper or exam (stolen, borrowed, or bought) as your own. You have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2020, seventh edition of the Manual of The American Psychological Association (APA):

"Plagiarism is the act of presenting the words, idea, or images of another as your own; it denies authors or creators of content the credit they are due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship" (p. 254). This same principle applies to the illicit use of AI.

Plagiarism: Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications (p. 11). For guidance on proper documentation, consult the Academic Success Center or a recommended guide to documentation and research such as the Manual of the APA or the MLA Handbook for Writers of Research Papers. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting a final draft.

TAMIU has penalties for plagiarism and cheating.

- **Penalties for Plagiarism:** Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade; the instructor must still report the offense to the Honor Council. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse. For repeat offenders in undergraduate courses or for an offender in any graduate course, the penalty for plagiarism is likely to include suspension or expulsion from the university.
 - **Caution:** Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that "it was only a draft" will not be accepted.
 - **Caution:** Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.
- **Penalties for Cheating:** Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a "zero" for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an "F" in the course, and the matter should be referred to the Honor Council. Additional penalties, including suspension or expulsion from the university may be imposed. Under no circumstances should a student who deserves an "F" in the course be allowed to withdraw from the course with a "W."
 - **Caution:** Chat groups that start off as "study groups" can easily devolve into "cheating groups." Be very careful not to join or remain any chat group if it begins to discuss specific information about exams or assignments that are meant to require individual work. If you are a member of such a group and it begins to cheat, you will be held responsible along with all the other members of the group. The TAMIU Honor Code requires that you report any such instances of cheating.
- **Student Right of Appeal:** Faculty will notify students immediately via the student's TAMIU e-mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member's charge of academic dishonesty by notifying the TAMIU Honor Council of their intent to appeal as long as the notification of appeal comes within 10 business days of the faculty member's e-mail message to the student and/or the Office of Student Conduct and Community Engagement. The Student Handbook provides more details.

Use of Work in Two or More Courses

You may not submit work completed in one course for a grade in a second course unless you receive explicit permission to do so by the instructor of the second course. In general, you should get credit for a work product only once.

AI Policies

Your instructor will provide you with their personal policy on the use of AI in the classroom setting and associated coursework.

TAMIU E-Mail and SafeZone

Personal Announcements sent to students through TAMIU E-mail (tamiu.edu or dusty email) are the official means of communicating course and university business with students and faculty—not the U.S. Mail and no other e-mail addresses. Students and faculty must check their TAMIU e-mail



accounts regularly, if not daily. Not having seen an important TAMIU e-mail or message from a faculty member, chair, or dean is not accepted as an excuse for failure to take important action.

Students, faculty, and staff are encouraged to download the SafeZone app, which is a free mobile app for all University faculty, staff, and students. SafeZone allows you to: report safety concerns (24/7), get connected with mental health professionals, activate location sharing with authorities, and anonymously report incidents. Go to SafeZone (<https://www.tamiau.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@tamiau.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 \(https://www.tamiau.edu/handbook/index.shtml\)](https://www.tamiau.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@tamiau.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.tamiau.edu/reportit> (<https://www.tamiau.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@tamiau.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@tamiau.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@tamiau.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

Regular and Substantive Interaction (Note to Instructors):

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

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

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

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

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

Online Courses and On-Campus Meetings

Texas Administrative Code (TAC), Title 19, Part 1, Chapter 2, Subchapter J, Section 2.202 ([https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=2&rl=202](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=2&rl=202)), defines distance education as the formal educational process that occurs when students and instructors are not in the same physical setting for the majority (more than 50%) of instruction. Distance education includes hybrid and 100% online courses and programs as defined by the Texas Higher Education Coordinating Board (THECB):

- **Hybrid Course** - A distance education course in which more than 50 percent but less than 100 percent of instructional activity takes place when the student(s) and instructor(s) are in separate physical locations.
- **100-Percent Online Course** - A distance education course in which 100 percent of instructional activity takes place when the student(s) and instructor(s) are in separate physical locations. **Requirements for on-campus or in-person orientation, testing, academic support services, internships/fieldwork, or other non-instructional activities do not exclude a course from this category.**

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

Course Structure

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

Student-Instructor Communication Policy and Response Time

Announcements/Course Messages/Emails

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

Assignments and Assessments

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

Course Communication Guidelines (Netiquette)

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

Accommodations/Accessibility Policy

Texas A&M International University seeks to provide reasonable accommodation for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to register with the Director of Student Counseling and to contact the faculty member

in a timely fashion to arrange for suitable accommodation. For more information, contact the online at **Office of Disability Services for Students (DSS)**, via phone at 956.326.3086 or by visiting the staff at the Student Center, room 118. A link to the Disabilities Services for Students site has also been included under the "Resources" tab inside the course.

Student Support Resources

The University wishes to have all students succeed in their courses. To provide support to our students, an array of services in the areas of technology support, academic support, student support, and accessibility support may be found at the University. For more information, visit the Instructional Technology and Distance Education Services page on **University Resources and Support Services**.

Computer/Technology Requirements

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

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

It is recommended that you meet the technical requirements listed on the Instructional Technology and Distance Education Services' webpage when using the learning management system (LMS) of the University.

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

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

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

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

Learning Management System (Blackboard)

Students are provided with an orientation (*eLearning (Blackboard) Student Orientation*) and access to guides on how to use the Blackboard LMS. Guides may be available at **Instructional Technology and Distance Education Services' Student eLearning Tutorial Videos page** or by contacting the eLearning team at elarning@tamui.edu.

Minimum Technical Skills Expected

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

When participating in distance education courses, it is vital to consider the technology involved in order to have a successful course. Students in distance education should have knowledge of basic computer and Internet skills, as mentioned on the **Instructional Technology and Distance Education Services' webpage**.

Technical Support Services

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

Web Conferences/Synchronous sessions

[Instructors that host synchronous virtual meeting sessions should list details on how students will meet with the instructor in this section and whether these meetings are optional or required. Include the frequency of these meetings and a general explanation of the purpose for these sessions.]

Grading Scale/Schema (after Grade Breakdown section)

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



- xxx = A
- xxx = B
- xxx = C
- xxx = D
- xxx = F

[Faculty can augment this area as necessary to accommodate their grading criteria. Faculty should also use this area to convey when students can expect feedback on their assignments and assessments.]

Rubrics (may be included here and in the Syllabus and Overview in the course)

[The inclusion of rubrics in the syllabus is usually up to the instructor. If rubrics are not included in the syllabus, this area should convey to students that rubrics are included in the course and will provide an understanding of how they will be assessed on the course's assignments.]

Late Work Policy

Instructors should include the policy stating what may or may not be acceptable for late assignments.

Course Evaluation

At the end of this course, students are encouraged to complete a course evaluation that will be distributed to them via email and through a course link.

Turnitin Policy Or Other Types of Assignments in Other Systems

[Instructor's policy on assignments held within the Turnitin system.]

Proctoring

[Respondus LockDown Browser/Monitor OR Examity. Contact elearning@tamiu.edu for the syllabus statement and other information.]

Accessibility and Privacy Statements on Course Technologies

[Information on the accessibility and privacy policies of all course technologies must be provided to the students. At TAMU, the eLearning team has compiled a list of accessibility and privacy statement links on their website. Link to these pages and contact eLearning if any new technologies should be listed on their pages. See the following example. Customize technologies to include those that pertain to your course:]

At Texas A&M International University, we believe that all students should have equal technology opportunities in the classroom. These technologies/sites may also require user data, such as the creation of a username and password. You may find the accessibility and privacy policies of the technologies used in this class on the following pages: **Accessibility Statements and Privacy Statements**.

In this class, we will utilize: [insert the technologies here].

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.