PHIL 2303 - Logic and Rhetoric

Fall 2026 Syllabus, Section 102, CRN 19388

Instructor Information

Jude Galbraith
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Office Hours:
Wednesday and Friday: 11am-12pm
Tuesday/Thursday: 12pm - 2pm
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Booking Link: https://koalendar.com/e/meet-with-dr-galbraith

Times and Location

TR 10:05am-11:25am in Bullock Hall 202

Course Description

Explores reasoning as a fundamental human activity, tracing its development from ancient rhetoric to modern critical thinking and viewing logic as part of the broader arts of discourse and persuasion. Students will analyze and map arguments, learn about deductive, inductive, and probabilistic reasoning, and practice writing critically and persuasively. They will learn to apply logical reasoning to real-world issues in ethics, law, and technology. Humanities Department, College of Arts & Sciences

Additional Course Information

Official course time zone: CT (Central Time)

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

This class will involve a general study of the linguistic, cognitive, and rhetorical tool known as an “argument.” We will explore real-world examples of arguments, learn to map them, and embark on a study of logic to sort between good arguments and bad arguments. We will learn basic principles of deductive and inductive logic, and then move to a study of the primary *inductive* modes of reasoning. We will explore ways in which the reasoning process can break down in logical *fallacies,* and finally we will explore how logical arguments are deployed in real-world scientific and legal contexts. Students will develop strategies to represent their own reasoning in argument maps and in clear, persuasive prose. The course will delve into inductive and probabilistic thinking, examining how these forms of logic underpin scientific inquiry, legal argumentation, and everyday decision-making. Throughout, we will consider how different modes of reasoning contribute to the art of persuasion and the ethical implications of their use.

By the end of this course, students will enhance not only their critical thinking skills but also their ability to construct and communicate compelling arguments across various fields. The course aims to cultivate thoughtful, articulate individuals capable of engaging in reasoned discourse in both academic and public spheres.

Student Learning Outcomes

By the end of this course, students should be able to:

1. Relate how premises, conclusions, and argumentative structures expressed in speech or writing relate to other rhetorical features.
2. Use rigorous tests to examine propositions, sets of propositions, and arguments for properties like validity and soundness
3. Implement deduction and induction to construct arguments that arrive at logical conclusions.
4. Design and execute independent oral and written research projects that use rigorous argumentation to achieve rhetorical goals.

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

Important Dates

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

Textbooks

Group	Title	Author	ISBN
Required	With Good Reason	Jonathan Surovell and Zachary Poston	979-8-9890054-0-6

Other Course Materials

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

For argument mapping, it is recommended that you use the browser app argumentation.io (http://argumentation.io) (which is what I personally use to map arguments). The app is free to use, however, you will need to pay $5 per month to save your maps and access the textbook on argument mapping written for the app. This textbook is required reading for this course.

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

Grading Criteria

Homework Exercises

Given the nature of the subject, this is a homework-intensive class. Every 1-2 weeks, there will be a homework assignment due. Some of the problems for the homework will be drawn from the sections or chapters of the textbook, others will be supplied by the instructor. Homework is due at the beginning of the class period, and late homework will not be accepted. For each assignment, answers will be posted to the website after the due-date for that assignment. At the end of the semester, for each student, the assignment with the lowest score will be dropped, and will not figure into the final homework score. Note that midterm grades will not reflect this. If you have a question concerning the grading of a homework assignment, please see me within two weeks of the date on which the homework was returned.

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

Debate

Students will engage in asynchronous debates with other students. In the first weeks of class, students will choose among a number of prompts provided by the instructor. In groups of two or three, students will develop a written position statement giving an argument for their stance and a rebuttal statement arguing against the opposing team's position statement. There is also the option for students to produce a reply answering the

opposing team's rebuttal statement. In the last week of class, we will hold poster sessions in which teams will get the opportunity to ask each other questions and take questions from the class. Further general guideline for the goals and format of the debate assignment can be found on Blackboard, in the document entitled "How to do well in an asynchronous debate."

Tests

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

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

Final Exam

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

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

Participation

Because the material in this class is cumulative, **on-time attendance at every class session is mandatory.** A student who is more than 20 minutes late to the class session will be counted as absent. I understand that sometimes inevitable things come up: sickness, family requirements, car breakdowns etc. In such cases, students are responsible for consulting other students to get class notes and learn the day's material on their own. In order to make up for lost participation points, they may make an appointment within 2 weeks of the missed class to work with me on logic proofs and exercises to demonstrate that they have adequately learned the class materials.

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

Example templates for good questions/comments include:

1. clarificatory questions, e.g., "[Author] repeatedly uses [important term or concept] on pages 162-175 of [reading], but I'm not sure what she means by it. It seems to mean [your hypothesis] but I'm not sure because [reasons]. Could you clarify?"

2. connecting questions, e.g., "How would [idea or argument] that [philosopher] bring up at 20:53 of [video title] apply or connect to [another idea, argument, situation, or process]?"

3. challenging questions, e.g., "It seems that the argument that [author] makes on page 6 of [reading] is invalid because [reasons], or it is valid but unsound because it relies upon a premise that is doubtful or false, because [explanation]. How would [author] respond to this challenge?"

4. contributory comments, e.g. "When [philosopher] talked about [idea, event, argument] at 15:12 of [video] it reminded me of [another idea, event, argument]. This is relevant and worthy of discussion because [reasons]."

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

Grading scale:

GRADES:

DISCUSSION/1MIN PAPER: 20%

HOMEWORK: 25%

DEBATE: 10%

IN-PERSON EXAMS: 20%

FINAL EXAM: 25%

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

Course Expectations

Course Policies and Expectations: Reading

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

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

Course Policies and Expectations: In the Classroom

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

ONE MINUTE JOURNAL:

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

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

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

Schedule of Topics and Assignments

Day	Date	Agenda/Topic	Reading(s)	Due
Tue	8/25	Course Introduction and Basics; Introduction to Argument Mapping Goals. Students can (a) distinguish an argument from a quarrel, an explanation, and a bare assertion; (b) name the parts — main contention, reason, objection, inference	Textbook "With Good Reason" (WGR): §1.1 (Introduction), §1.2 (Argument Mapping: An Overview), §1.3 (Parts of Arguments); 1.4 (Mapping a Reason), §1.5 (Non-Argumentative Content)	

Thu	8/27	Logic and Rhetoric: the historical connection	Selections from Aristotle, Rhetoric (Handout on Blackboard)	Homework due: 8/27 in class or prior to class session
Tue	9/1	Mapping Arguments: Reasons, Objections. Goals: Students can build a two-box and three-box map; strip non-argumentative content (background, jokes, hedging) out of a passage; and correctly choose between a reason box and an objection box.	WGR: §1.6–1.7 (Objections; Mapping Objections), §1.8 (Mapping Already-Given Arguments). Pine - Chapter 1: Link on Blackboard	
Thu	9/3	Mapping Inferences and the Inference Box Students can apply the three ID methods — indicators, charitable interpretation, context — and can separate the two independent grounds of strength: are the reasons true versus does the inference work.	WGR: §1.9 (Inferences and the Inference Box), §1.10–1.14 (Contention, Reason, and Objection Indicators; contention placement) §1.16 (Identifying Contentions, Reasons, and Objections), §1.17 (Arguments, Strong and Weak), §1.18 (Making Things Easier).	Homework #2 (Due in class or on Blackboard on Blackboard)
Tue	9/8	Co-premises Goals. Students can distinguish a co-premise group from two stacked reasons; and can annotate a passage — numbering claims, bracketing non-argumentative content.	WGR: §2.1–2.5 (Reason Co-Premises; Mapping and Navigating; How Not to Map Co-Premises; Moving Claims into Co-Premise Position), §2.6–2.7 (Changing Order; Preparing Text for Mapping).	
Thu	9/10	Co-premises continued: objections, conditionals, and disjunctions Students can recognize that a conditional asserts neither of its component sentences, and therefore must never be split across boxes; can identify disjunctions.	Readings: WGR: §2.8, §2.9 (One Claim Per Box); §2.10 (Objection Co-Premises), §2.11.1–2.11.2 (Conditionals; Disjunctions)	Homework #3 (Due in class or on Blackboard)
Tue	9/15	Inference Rules Goals. Write an inference rule into an inference box correctly. Recognize these inference schemas in ordinary prose.	WGR: §3.1–3.2 (Inference Rules; Modus Ponens) 3.3-3.4 WGR: §3.5 (Modus Tollens), §3.6 (Disjunctive Syllogism), §3.9 (Counter-Example Objections), §3.10 (Co-Premise ID Method 3: Following the Schema)	
Thu	9/17	Inference rules: inductive rules (IBE, analogy, etc.) Goals. Students can attack an inference rather than a premise; can identify IBE in everyday and scientific reasoning; can evaluate an analogical argument against all six strength factors; and can correctly apply valid, invalid, sound, unsound, strong, weak — including the counterintuitive case of a valid argument with a false premise.	WGR: §3.7 (Inference to the Best Explanation), §3.8–3.8.1 (Analogical Argument; Analogical Argument Strength), §3.11 (Deductive, Inductive, and Sound Arguments). ALSO: §6.2–6.6 (Inference Objections; Mapping Them; Indicators; Moving Objections into Position; Inference Reasons),	Homework #4 (Due in class or on Blackboard)
Tue	9/22	Introduction to Fallacies: Fallacies of Relevance	Pine, Chapter 4: Informal Fallacies I - Link on Blackboard	
Thu	9/24	Fallacies of Questionable Premise	Pine, Chapter 5: Informal Fallacies II - Link on Blackboard	Homework #5 (Due in class or on Blackboard)
Tue	9/29	Exam 1	In-class Exam	In-class Exam
Tue	10/6	Sub-contentions Goals. Students can map multi-level arguments including objections to objections; can decide among "independent reason / co-premise / reason for a reason" when given an ambiguous third claim; and can locate the weakest link in a chain and target it.	WGR: §5.2–5.5 (Mapping Sub-Contentions; Reasons for Objections; Objecting to a Reason; Objecting to an Objection), §5.6–5.8 (Co-Work Isn't Support; Sub-Contentions with Co-Premises and Independent Arguments; Identifying Supporting Reasons), §5.9 (A Sequence of Sub-Contentions is Only as Strong as its Weakest Link)	

Thu	10/8	Scientific Reasoning: how it works (and when it fails) Apply reasoning tools to scientific contexts. Connect fallacies to the machinery of sound inference: hasty conclusion as inadequate sample size (analogy factor 1), questionable analogy as failure on any of the six factors, questionable cause as a defective IBE, appeal to ignorance as treating absent evidence as evidence.	Wesley Salmon, Introduction to the Philosophy of Science - PDF on Blackboard	Homework week 7 (Due in class or on Blackboard)
Tue	10/13	Logic and Legal Reasoning	Categorical logic and legal reasoning: Chapter 5 of Aldisert (handout on Blackboard)	
Thu	10/15	Logic and Legal Reasoning	Continue working with Chapter 5 of Aldisert	Homework week 7 (Due in class or on Blackboard)
Tue	10/20	Unstated co-premises and dealing with argumentative ambiguity. Goals. Students can surface an unstated premise using both Link & Supply and inference-rule schemas; and can articulate when leaving a premise unstated is legitimate compression versus concealment.	WGR: §6.7–6.7.1 (Unstated Co-Premises; Identifying Unstated Premises), §6.8–6.11 (Are Unstated Co-Premises Good or Bad?; Ambiguity; Multiple Unstated Co-Premises; Unstated Contentions), §6.13 (Arguing About Analogical Arguments)	
Thu	10/22	Writing effective arguments: from maps to text	Handout on translating from argument maps to text	
Tue	10/27	EXAM 2 in class	EXAM 2 in class	EXAM 2 in class
Thu	10/29	Debate discussion day: drafting the position statement	Bring your draft position statements to class	Debate position statements due by Nov 1
Tue	11/3	Rhetoric, Manipulation, and Logic as a Defensive Tool	George Orwell, "Politics and the English Language" (Handout on Blackboard)	
Thu	11/5	Review and Practice	Harry Frankfurt, "On Bullshit" (Handout on Blackboard)	Homework #8 (Due in class or on Blackboard)
Tue	11/10	Categorical Logic	Pine Chapter 11: Syllogisms and Quantifier Logic	
Thu	11/12	Categorical Logic	Pine Chapter 11: Syllogisms and Quantifier Logic (continued)	Debate Rebuttals Due
Tue	11/17	Debate Q&A	Read debate position statements and rebuttals for day	
Thu	11/19	Debate Q&A	Read debate position statements and rebuttals for day	
Tue	11/24	Debate Q&A	Read debate position statements and rebuttals for day	
Thu	11/26	No Class		
Tue	12/1	Debate Q&A	Read debate position statements and rebuttals for day	
Thu	12/3	No Class		
Tue	12/8	No Class		
Thu	12/10	No Class		

University/College Policies

Please see the University Policies below.

COVID-19 Related Policies

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

Required Class Attendance

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

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

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

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

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

TAMIU Honor Code: Plagiarism and Cheating

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

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

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

1. Borrow someone else's facts, ideas, or opinions and put them entirely in your own words. You must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism.
2. Borrow someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism.
3. Present someone else's paper or exam (stolen, borrowed, or bought) as your own. You have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

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

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

Plagiarism: Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where

an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications (p. 11). For guidance on proper documentation, consult the Academic Success Center or a recommended guide to documentation and research such as the Manual of the APA or the MLA Handbook for Writers of Research Papers. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting a final draft.

TAMIU has penalties for plagiarism and cheating.

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

Use of Work in Two or More Courses

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

AI Policies

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

TAMIU E-Mail and SafeZone

Personal Announcements sent to students through TAMIU E-mail (tamiu.edu or dusty email) are the official means of communicating course and university business with students and faculty –not the U.S. Mail and no other e-mail addresses. Students and faculty must check their TAMIU e-mail accounts regularly, if not daily. Not having seen an important TAMIU e-mail or message from a faculty member, chair, or dean is not accepted as an excuse for failure to take important action.

Students, faculty, and staff are encouraged to download the SafeZone app, which is a free mobile app for all University faculty, staff, and students. SafeZone allows you to: report safety concerns (24/7), get connected with mental health professionals, activate location sharing with authorities, and anonymously report incidents. Go to SafeZone (https://www.tamiu.edu/adminis/police/safezone/index.shtml) for more information.

Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to $100,000; criminal penalties include a fine up to $250,000 and imprisonment. Copyright laws do not allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such as article from a journal or a chapter from a book for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not

suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are violating the law.

Students with Disabilities

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the Office of Disability Services for Students located in Student Center 124. This office will contact the faculty member to recommend specific, reasonable accommodations. Faculty are prohibited from making accommodations based solely on communications from students. They may make accommodations only when provided documentation by the Office of Disability Services for Students.

For accommodations or assistance with disabilities, contact the Disability Coordinator, Karla Pedraza, at karla.pedraza@tamiu.edu, call 956.326.2763, or visit Student Center 124.

Student Attendance and Leave of Absence (LOA) Policy

As part of our efforts to assist and encourage all students towards graduation, TAMIU provides
LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule (Section 3.07) and the Student LOA Rule (Section 3.08), which includes the "Leave of Absence Request" form. Both rules can be found in the TAMIU Student Handbook (URL: Student Handbook (https://www.tamiu.edu/handbook/index.shtml)).

Pregnant and Parenting Students

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted an absence for as long as the student's physician deems the absence medically necessary. It is a violation of Title IX to ask for documentation relative to the pregnant/parenting student's status beyond what would be required for other medical conditions. Students who experience or observe alleged or suspected discrimination due to their pregnant/parenting status, should report to the TAMIU Title IX Coordinator (Lorissa M. Cortez, 5201 University Boulevard, KLM 159B, Laredo, TX 78041, TitleIX@tamiu.edu, 956.326.2857) and/or the Office of Civil Rights (Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600). You can also report it on TAMIU's anonymous electronic reporting site, *Report It*, at https://www.tamiu.edu/reportit (https://www.tamiu.edu/reportit/index.shtml).

TAMIU advises a pregnant/parenting student to notify their professor once the student is aware that accommodations for such will be necessary. It is recommended that the student and professor develop a reasonable plan for the student's completion of missed coursework or assignments. The Office of Compliance (Lorissa M. Cortez, lorissam.cortez@tamiu.edu) can assist the student and professor in working out the reasonable accommodation. For other questions or concerns regarding Title IX compliance related to pregnant/parenting students, contact the Title IX Coordinator. In the event that a student needs a leave of absence for a substantial period of time, TAMIU urges the student to consider a Leave of Absence (LOA) as outlined in the TAMIU *Student Handbook*.#As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOAs for students, including pregnant/parenting students, in accordance with the Attendance Rule and the Student LOA Rule.#Both rules can be found in the TAMIU *Student Handbook*.

For parenting-related rights, accommodations, and resources, contact the Parenting Liaison, Mayra Hernandez, at mghernandez@tamiu.edu, call 956.326.2265, or visit Student Center 226.

For pregnancy-related rights, accommodations, and resources, contact the TIX Coordinator, Lorissa Cortez, at lorissaM.cortez@tamiu.edu, call 956.326.2857, or visit Killam Library 159.

Anti-Discrimination/Title IX

TAMIU does not discriminate or permit harassment against any individual on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, educational programs, or employment. If you would like to file a complaint relative to Title IX or any civil rights violation, please contact the TAMIU Director of Equal Opportunity and Diversity/Title IX Coordinator, Lorissa M. Cortez, 5201 University Boulevard, Killam Library 159B, Laredo, TX 78041, TitleIX@tamiu.edu, 956.326.2857, via the anonymous electronic reporting website, ReportIt (https://www.tamiu.edu/reportit) and/or the Office of Civil Rights (Dallas Office), U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600.

Incompletes

Students who are unable to complete a course should withdraw from the course before the final date for withdrawal and receive a "W." To qualify for an "incomplete" and thus have the opportunity to complete the course at a later date, a student must meet the following criteria:

1. The student must have completed 90% of the course work assigned before the final date for withdrawing from a course with a "W", and the student must be passing the course;

2. The student cannot complete the course because an accident, an illness, or a traumatic personal or family event occurred after the final date for withdrawal from a course;
3. The student must sign an "Incomplete Grade Contract" and secure signatures of approval from the professor and the college dean.
4. The student must agree to complete the missing course work before the end of the next long semester; failure to meet this deadline will cause the "I" to automatically be converted to an "F"; extensions to this deadline may be granted by the dean of the college. This is the general policy regarding the circumstances under which an "incomplete" may be granted, but under exceptional circumstances, a student may receive an incomplete who does not meet all of the criteria above if the faculty member, department chair, and dean recommend it.

WIN Contracts

The Department of Biology and Chemistry does not permit WIN contracts. For other departments within the college, WIN Contracts are offered only under exceptional circumstances and are limited to graduating seniors. Only courses offered by full-time TAMIU faculty or TAMIU instructors are eligible to be contracted for the WIN requirement. However, a WIN contract for a course taught by an adjunct may be approved, with special permission from the department chair and dean. Students must seek approval before beginning any work for the WIN Contract. No student will contract more than one course per semester. Summer WIN Contracts must continue through both summer sessions.

Student Responsibility for Dropping a Course

It is the responsibility of the student to drop the course before the final date for withdrawal from a course. Faculty members, in fact, may not drop a student from a course without getting the approval of their department chair and dean.

Independent Study Course

Independent Study (IS) courses are offered only under exceptional circumstances. Required courses intended to build academic skills may not be taken as IS (e.g., clinical supervision and internships). No student will take more than one IS course per semester. Moreover, IS courses are limited to seniors and graduate students. Summer IS course must continue through both summer sessions.

Grade Changes & Appeals

Faculty are authorized to change final grades only when they have committed a computational error or an error in recording a grade, and they must receive the approval of their department chairs and the dean to change the grade. As part of that approval, they must attach a detailed explanation of the reason for the mistake. Only in rare cases would another reason be entertained as legitimate for a grade change. A student who is unhappy with his or her grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that they have been graded unfairly, they have the right to appeal the grade using a grade appeal process in the Student Handbook and in the Faculty Handbook.

Final Examination

All courses in all colleges must include a comprehensive exam or performance and be given on the date and time specified by the Academic Calendar and the Final Exam schedule published by the Registrar's Office. In the College of Arts & Sciences all final exams must contain a written component. The written component should comprise at least 20% of the final exam grade. Exceptions to this policy must receive the approval of the department chair and the dean at the beginning of the semester.

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it. The Telus app is available to download directly from TELUS (tamiu.edu) (https://www.tamiu.edu/counseling/telus/) or from the Apple App Store and Google Play.