



HIST 1301 - The US to 1877: The US to 1877 (SSI- June 01 to July 02)

Summer 2026 Syllabus, Section 380, CRN 52721

Instructor Information

Dr. Asli Berktaş

Email: asligul.berktay@tamiu.edu

Office: AIC 387

Office Hours:

Please email for in-person or online appointment.

Times and Location

Does Not Meet Face-to-Face

Course Description

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

Humanities Department, College of Arts & Sciences

Additional Course Information

I. TAMIU Honor Code: Plagiarism and Cheating

The university is committed to strict enforcement of the Honor Code. Students should conduct themselves ethically in all activities, in and out of the classroom. Ethical behavior also includes reporting violations of the Honor Code to the appropriate office. Please read the Student Handbook to review the university's Honor Code.

There are several violations of the Honor Code that involve plagiarism and cheating.

1. Plagiarism: The act of passing off some other person's ideas, words, or works as one's own. It includes, but is not limited to, the appropriating, buying, receiving as a "gift," or obtaining, by any other means, another's work for submission as one's own academic work. Examples include, but are not limited to:

1. Failing to credit sources used in a work product in an attempt to present the work as one's own.
2. Intentionally, knowingly, or carelessly presenting the work of another as one's own (i.e., without crediting the author or creator).
3. Copying test answers or the words or phrases of another without crediting the author or claim credit for the ideas of another.
4. Borrowing or lending a term paper, handing in as your own work a paper purchased from an individual or off the Internet, or submitting, as one's own any papers or work product from the files of any group, club, or organization.
5. Submitting the same paper in more than one class without the permission of the instructor.



Students must provide citations for facts, ideas, and opinions that are not their own. If students are unsure about providing proper documentation, they are encouraged to seek advice from professors or the Academic Center of Excellence (ACE). It is the professor's prerogative to ask students to submit work to one of TAMU's Plagiarism detection tools: Turnitin or Blackboard's SafeAssign.

Professors must report incidents of plagiarism to the Honor Council. It is the professor's prerogative and/or discretion, to issue an "F" in the course should he/she discover that a student has committed plagiarism. The professor, however, may elect to give students, particularly freshmen and sophomore students, a "zero" for the assignment if he/she believes that the student plagiarized out of carelessness and not out of an attempt to

deceive the professor to earn an unmerited grade. Serious cases of plagiarism, especially those that involve flagrant incidents of plagiarism by graduate or doctoral students, may lead to suspension or expulsion from the university.

2. Cheating: An act of deception in which a student misrepresents that he/she has mastered information related to an academic exercise. Examples include, but are not limited to:

1. Copying from another student's test, lab report, computer file, data listing, logs, or any other type of report or academic exercise.
2. Using unauthorized materials during a test. Consulting a cell phone, text messages, PDAs, programmable calculators with materials that give an advantage over other students during an exam.
3. Using crib sheets or other hidden notes in an examination or looking at another student's test paper to copy strategies or answers.
4. Having another person supply questions or answers from an examination to be given or in progress.
5. Having a person other than oneself (registered for the class) attempt to take or take an examination or any other graded activity. In these cases, all consenting parties to the attempt to gain unfair advantage may be charged with an Honor Pledge violation.
6. Deliberately falsifying laboratory results, or submission of samples or findings not legitimately derived in the situation and by the procedures prescribed or allowable.
7. Revising and resubmitting a quiz or exam for regrading, without the instructor's knowledge and consent.
8. Giving or receiving unauthorized aid on a take-home examination.
9. Facilitating academic violation: intentionally or knowingly helping or attempting to help another to violate the Honor Pledge.
10. Signing in another student's name on attendance sheets, rosters, Scantrons.
11. Submitting in a paper, thesis, lab report, or other academic exercise falsified, invented, or fictitious data or evidence, or deliberate or knowingly concealing or distorting the true nature, origin, or function of such data or evidence.
12. Procuring and/or altering without permission from appropriate authority of examinations, papers, lab reports, or other academic exercises, whether discarded or used, and either before or after such materials have been handed in to the appropriate recipient.
13. Using, buying, selling, stealing, transporting, soliciting, copying or possessing, the contents of an un-administered test, a required assignment or a past test which has, by the professor, not been allowed to be kept by their students.
14. Using generative artificial intelligence (AI) tools such as ChatGPT. Unless allowed by each professor, students are expected to complete each assignment without assistance from others, including automated writing tools.

It is important to note that professors may ask students to work in groups. However, if someone in a group commits academic misconduct, the entire group could be held responsible for it as well. Members of groups must clearly document who contributes what parts of the joint project and to know what group members are doing and how they are getting the material they provide. Ignorance is no excuse.

It is also important to be aware of group texts or chats. If another student is attempting to violate the Honor Code, it is your ethical responsibility to report him/her to the Honor Council. Again, membership in a group that attempts or engages in cheating may lead to all members of the group being subject to disciplinary action including suspension or expulsion.

Should professors discover that a student has cheated 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 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."

3. AI for this course:

Generative AI in any of its iterations is strictly prohibited on work submitted for a grade. You may use spelling and grammar checkers with AI turned off. If you use Grammarly or any other assistive technology, you **MUST TURN OFF** the AI features. **If you use AI for any writing in this course, you will receive a zero for the assignment.** I consider AI use for writing in this course as a violation of the Student Course of Conduct.

Student Right of Appeal: 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.

4. 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.

II. Course Structure

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

Minimum Technical Skills Expected

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

Accommodations/Accessibility Policy

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 Director of Student Counseling and to contact the faculty member in a timely fashion to arrange for suitable accommodations. For more information, contact the online at Office of Disability Services for Students (DSS) (<http://www.tamiau.edu/disability/index.shtml>), or via phone at 956.326.2230, or by visiting the staff at the Senator Judith Zaffirini Student Success Center, room 138. 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 Instructional Technology and Distance Education Services' page on University Resources and Support Services (<http://www.tamiau.edu/distance/students/university-resources-and-services.shtml>).

Student-Instructor Communication Policy and Response Time (Course Messages/Emails)

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

Please always use the instructor's TAMIU email to contact her, and make sure to provide your name and the course title/number in every email. Always include a proper greeting in your email as well.

Assignments and Assessments

Individual and general feedback for assignments and assessments will be provided 5-7 days after the due date, unless otherwise specified via course messages to students.

Course Communication Guidelines (Netiquette)

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

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

- Make sure all messages and posts stay on topic.



- Be aware that often times humor or sarcasm do not transmit well online, so use discretion when posting.

Avoid:

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

III. Technology Requirements

Computer/Technology Requirements

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

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

Additional Software

You will need the following additional software: Adobe Flash for viewing PDF documents. Microsoft Word for viewing course files and submitting assignments. TAMIU Students may access online versions of this software through their Dusty Office 365 account at <https://dusty.tamiau.edu/>. This site also provides students access to download the Microsoft suite for educational use. See instructions for downloading the Microsoft Office suite (<https://www.tamiau.edu/oit/office365.shtml>).

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

All students must have access to a dependable computer with high-speed Internet access and some additional computer accessories i.e. a functional webcam, speakers, and microphone. In the case that your computer becomes unavailable or does not function, it is encouraged to have alternative access to other computers, such as the TAMIU library or other public libraries. This course operates on the Blackboard platform and works best using the Mozilla Firefox browser. In the case that Mozilla Firefox, or any other browser for that matter, does not function properly, it is recommended to have the option of other browsers i.e. Google Chrome or Internet Explorer. **Further, when uploading onto "TurnItIn" drop boxes it is recommended to upload a Microsoft Word document.** For technical support or assistance, do not hesitate to contact TAMIU Instructional Technology and Distance Education Services at 956-326-2792 or e-mail them at elearning@tamiau.edu.

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

Learning Management System (Blackboard)

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

Technical Support Services

Because of the nature of distance education courses, the computing and information services of Instructional Technology and Distance Learning are vital to the success of online students. Student support services can be found here: <https://www.tamiau.edu/distance/students/index.shtml>

You can also always contact the elearning team by either email or phone.

- CONTACT CHAIN YOU SHOULD FOLLOW FOR TECHNOLOGY PROBLEMS:

- Problems with ebook—elearning, me.
- Problems with Blackboard—elearning, me.
- Problems with VoiceThread—elearning, me.
- Problems with access to specific items in the course Blackboard site—me.

Proctoring



All examinations and quizzes will be proctored.

Respondus LockDown Browser (Free) and Monitor (Free)

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

Watch this short video (<http://www.respondus.com/products/lockdown-browser/student-movie.shtml/>) to get a basic understanding of LockDown Browser and Respondus Monitor (the webcam feature). A student Quick Start Guide (PDF) (<https://web.respondus.com/wp-content/uploads/2019/08/RLDB-QuickStartGuide-Instructure-Student.pdf>) is also available.

Download Instructions

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

Once Installed

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

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

Guidelines

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

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

Getting help:

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

- i. * The Windows and Mac versions of LockDown Browser have a "Help Center" button located on the toolbar. Use the "System & Network Check" to troubleshoot issues.
- ii. If you have problems downloading, installing, or taking a test with Respondus LockDown Browser, email the TAMU eLearning Team at elearning@tamiu.edu
- iii. **Webcam Checkout for Personal Computer:** If students are unable to use personal or borrowed computers with the necessary equipment, they can stop by the Instructional Technology and Distance Education services, located at Cowart Hall (CWT) 208 to check out webcams (with built-in microphones). The office is open Monday through Friday from 8 a.m. to 7 p.m. Checkout for a webcam is on a first-come, first-



service basis. Speak with an eLearning staff member to checkout a camera. Students will sign an Equipment Loaner Agreement, making them responsible for the care of the camera. Webcams checked out must be returned within five business days of the checkout date.

Student Learning Outcomes

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

Important Dates

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

Textbooks

Group	Title	Author	ISBN
Required	The American Yawp: A Massively Collaborative Open US History Textbook Vol. 1 to 1877	Joseph Locke, Ben Wright et al	

Other Course Materials

- Recordings of the lectures available on Blackboard. These will allow you to review the lectures and take further notes.
- Additional videos, documents, and resources as assigned specifically by the instructor. These will be used for the Document Quizzes.

Grading Criteria

Grading scale:

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

Assessment

Discussion Forums

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

Each Video Discussion Forum is set up so that you will have to post first before you can see the posts of the other students. Depending on the instructions for the particular discussion forum, you will be expected to reply to at least one other student providing value added. This means that



it is unacceptable to simply say “Way to go, I totally agree.” Instead, you would need to specify what you agree with and then add value by providing a new insight or a specific commentary. You will receive your grades for the Discussion Forum out of a hundred points possible for each forum. The discussion forums will make up 25% of your total grade. Discussion board posts will serve as class discussion AND as graded work.

Quizzes

The course has both Document Quizzes and Textbook Quizzes in each unit made up of multiple choice, short answer and/or matching questions.

Together they will comprise 25% of your final grade.

Exams

There will be two exams in this course. The Midterm will cover the first half of the semester and will make up 20% of your final grade. The Final will be comprehensive and will make up 30% of your final grade. The exams will have multiple choice and writing components.

Writing in this Course:

All written work should be written using proper essay format and should follow the Chicago Manual of Style (CMOS) for citations and references.

Resources for CMOS can be found here:

- <https://owl.english.purdue.edu/owl/resource/717/02/>
- http://www.chicagomanualofstyle.org/tools_citationguide.html

A note on sources:

There is an exponential amount of information available, but not all of it is created equal. Students are expected to be mindful in selecting the sources (or references) they use for this course. Wikipedia and other online encyclopedias are not acceptable sources. These types of sources are 1) open for anybody to change and 2) a goal of this course is for students to learn how to read a larger work and then be able to synthesize and summarize the information in their own words—this is a critical part of learning. Lastly, a general tip is that “.org” and “.edu” are usually reliable sources, although this not always the case. In fact, there are some “.com” sites that are just as respectable. Please do not hesitate to contact the instructor with any questions and/or concerns regarding sources.

Discussion forums	25 %
Quizzes	25 %
Mid-term exam	20%
Final exam	30 %

Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
6/1	Welcome module The East and the West	Ch 1: Indigenous America Ch 2: Colliding Cultures	Complete the Welcome module by 6/2 Unit I Textbook Quiz due on 6/5 Unit I Document Quiz due on 6/5 Unit I Discussion Forum due on 6/7
6/8	The American Colonies The American Revolution	Ch 3: British North America Ch 4: Colonial Society Ch 5: The American Revolution Ch 6: A New Nation	Unit II Textbook Quiz due on 6/9 Unit II Document Quiz Due on 6/9 Unit II Discussion Forum due on 6/10 Unit III Textbook Quiz due on 6/12 Unit III Document Quiz due on 6/12 Unit III Discussion Forum due on 6/14
6/15	The Developing Republic	Ch 7: The Early Republic Ch 8: The Market Revolution Ch 9: Democracy in America	Midterm Part I due on 6/15 Midterm Part II due on 6/15 Unit IV Textbook Quiz due on 6/17 Unit IV Document Quiz due on 6/19 Unit IV Discussion Forum due on 6/21



6/22	Change and Conservatism Growing and Dividing Republic	Ch 10: Religion and Reform Ch 11: The Cotton Revolution Ch 12: Manifest Destiny Ch 13: The Sectional Crisis	15 Unit V Textbook Quiz due on 6/23 Unit V Document Quiz due on 6/24 Unit V Discussion Forum due on 6/25 Unit VI Textbook Quiz due on 6/26 Unit VI Document Quiz due on 6/28 Unit VI Discussion Forum due on 6/28
6/29	Civil War and Reconstruction	Ch 14: the Civil War Ch 15: Reconstruction	Unit VII Textbook Quiz due on 6/30 Unit VII Document Quiz due on 6/30 Unit VII Discussion Forum due on 7/1 Final Exam Part I due on 7/2 Final Exam Part II due on 7/2

Core Curriculum Learning Outcomes

[REMOVE the Core-Curriculum Learning Outcomes which do NOT apply to this course. **Please don't forget to remove these instructions.**]

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.tamui.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.tamui.edu/handbook/index.shtml>).

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

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

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

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

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

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

TAMIU has penalties for plagiarism and cheating.

- **Penalties for Plagiarism:** Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade; the instructor must still report the offense to the Honor Council. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse. For repeat offenders in undergraduate courses or for an offender in any graduate course, the penalty for plagiarism is likely to include suspension or expulsion from the university.
 - **Caution:** Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that "it was only a draft" will not be accepted.
 - **Caution:** Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.
- **Penalties for Cheating:** Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a "zero" for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an "F" in the course, and the matter should be referred to the Honor Council. Additional

penalties, including suspension or expulsion from the university may be imposed. Under no circumstances should a student who deserves an “F” in the course be allowed to withdraw from the course with a “W.”

- **Caution:** Chat groups that start off as “study groups” can easily devolve into “cheating groups.” Be very careful not to join or remain any chat group if it begins to discuss specific information about exams or assignments that are meant to require individual work. If you are a member of such a group and it begins to cheat, you will be held responsible along with all the other members of the group. The TAMIU Honor Code requires that you report any such instances of cheating.
- **Student Right of Appeal:** Faculty will notify students immediately via the student’s TAMIU e-mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member’s charge of academic dishonesty by notifying the TAMIU Honor Council of their intent to appeal as long as the notification of appeal comes within 10 business days of the faculty member’s e-mail message to the student and/or the Office of Student Conduct and Community Engagement. The Student Handbook provides more details.

Use of Work in Two or More Courses

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

AI Policies

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

TAMIU E-Mail and SafeZone

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

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

Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment. Copyright laws do not allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such as article from a journal or a chapter from a book for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are violating the law.

Students with Disabilities

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

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

Student Attendance and Leave of Absence (LOA) Policy

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

Distance Education Courses

*[The ITALICIZED INFORMATION BELOW is where you are to ADD your course information. **Please don't forget to remove these instructions and all ITALICIZED content.**]*

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.tamiu.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 (<https://www.tamtu.edu/distance/students/technology-requirements.shtml>) 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:]* TAMTU Students may access online versions of this software through their Dusty Office 365 account at <https://dusty.tamtu.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 elearning@tamiu.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.]

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 TAMIU, 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].