

# Principles of Sociology (SOCI 1301.900)

Texas A&M San Antonio, Fall 2024

Mondays and Wednesdays (12:30-1:45pm) in CAB 334, Face-to-Face

Instructor: Dr. Sarah Pollock  
spollock@tamusa.edu  
Preferred pronouns: she/her

Office Hours: virtual, by appointment

*This syllabus contains policies and expectations I have established for this course. Please read the entire syllabus carefully and refer to it regularly throughout the semester.*

In this course, we will work collaboratively to explore the discipline of sociology and what it means to think and conduct research sociologically. Sociology helps us to understand the world around us by scientifically studying interactions between individuals, groups, and larger social systems. We will practice applying sociological theories and methods to understand our own lives, the lives and stories of others, and important issues locally, nationally, and globally. We will also work together to identify how the sociological perspective can be useful to you, regardless of what career path you take.

## Pedagogical Approach

During these unprecedented times, please know that I am here to facilitate you getting the most out of our course. I will prioritize supporting you compassionately as we navigate the semester while simultaneously maintaining high standards and expectations. In that light, please communicate with me regularly about any barriers you are facing and how we can work together to achieve what you want to accomplish.

This class uses an **active, team-based learning approach**. This means that you will be assigned to a team with which you will work throughout the semester on activities and assignments. Team-based learning enhances learning and accountability, enhances the quality of class discussion, and fosters student collaboration and integration. Students in team-based learning classes say they get a lot more out of the course and develop lasting friendships. Active learning shifts the dynamic of the classroom from one where I lecture and you passively learn, to one where you are expected to actively engage with the course material and focus on how it can be applied to enhance your sociological understanding of society and social issues. Team-based learning facilitates the development of skills such as collaboration, creativity, critical thinking, and communication (these are 21<sup>st</sup> century skills that are necessary regardless of what you end up doing after college).

## Course Catalog Description

This course is designed to introduce students to the scientific study of human interaction, social institutions, and dynamic changes in society. The focus is on the critical interplay between the individual and society, in particular, how and individual impacts society, and in turn how societal structures organize human life. This course meets the standards for the "Social and Behavioral Science" category of

courses under the core curriculum. Required for all sociology majors, minors and BAAS degrees with a concentration in sociology.

TSI Restrictions: Reading, Math, and Writing

## Course Objectives

- Evaluate the complex interrelations of social structures, institutions, and individuals
- Explain the methods and theories by which sociologists study the social world
- Apply a sociological perspective to analyze society and current events
- Identify how sociology is useful in various careers and types of work
- Develop conclusions supported by evidence and effectively communicate them orally and in writing
- Develop collaboration skills

## Required Materials

### Required Reading

Schwalbe, Michael. 2018. *The Sociologically Examined Life: Pieces of the Conversation* (5th ed). New York: Oxford University Press.

Other readings will be posted on Blackboard.

Required readings are indicated on Blackboard under the week they are due. You should plan to complete the readings far enough ahead of time so that you are able to complete the assignments by the due date. Completing the readings before class enables us to have much more productive and interesting class discussion! You should be able to critically discuss topics addressed in the reading in relation to the lectures and be able to accurately explain the readings' main points.

You can expect to be assigned approximately 30-50 pages of reading per week.

### Required Videos

Video links will be posted on Blackboard.

## Optional Materials

McGann, Kimberly. (Ed.). 2016. *SAGE Readings for Introductory Sociology* (2nd ed). Thousand Oaks, CA: SAGE Publications, Inc.

## Class Notes

I post our class PowerPoint slides on Blackboard under the corresponding week. I recommend that you use a printed or electronic copy to facilitate your notetaking.

## Communication Plan

- I will post announcements and updates on Blackboard. Check these multiples times a week.
- Email is the best way to get in touch with me (spollock@tamusa.edu). I try to reply within 48 hours of receiving email, except on weekends and holidays.
- Please use your university email address and specify which course you are taking with me.
- Reach out with questions or concerns: communication is key!

## Pace of Course

- This is a 3-credit course. Therefore, you should plan to dedicate at least 2.5 hours per week to class meetings and at least 4 hours per week to reading and working on assignments. You may need to set aside additional time for coursework.
- What does that mean for you? The following tips can help you be successful:
  - If possible, try to organize your schedule and other obligations so that you have dedicated blocks of time reserved to work on our coursework.
  - Use a reliable system for keeping track of course responsibilities (both suggested and required due dates) such as a planner/calendar, reminders on your phone, to do lists, etc.
  - Plan your time so that you can complete readings and assignments before the deadlines and ask questions well ahead of due dates.
  - Spread your work out over multiple days so that you aren't doing everything last minute; this strategy is helpful for managing stress and will improve the quality of your work.
  - Communicate with me immediately if you are having trouble with the pace of the course so that we can work together to figure out a solution.

## Grade Components\* (subject to change)

Grade Components	Percentage	
In-Class Activities	35	
Application Assignment 1	10	<i>Letter Grade Calculation</i>
Application Assignment 2	10	A = 100 to 90
Application Assignment 3	10	B = 89.9 to 80
Application Assignment 4	10	C = 79.9 to 70
Application Assignment 5	15	D = 69.9 to 60
Engagement (self-assessment, participation, attendance, etc.)	10	F = Below 60
Total	100	

*\*I do not round up grades or negotiate them at the end of the semester.*

“How will I be assessed in this course?”\*

This course focuses on qualitative rather than quantitative assessment. I will provide feedback on your work in the form of comments, questions, and suggestions to engage your work rather than simply evaluate it.

Some assignments will be only be evaluated for completion. In the gradebook, I will mark your work as “complete,” “incomplete,” or “not submitted” instead of assigning a score, letter grade, or percentage to each assignment that you submit. “Complete” means that you have satisfied all of the assignment requirements. If you receive an “incomplete” you should review the instructions and any feedback and then make adjustments for the next assignment (do not resubmit your work).

Throughout the semester, you will also be asked to carefully reflect on your goals, your work, what (and how) you are learning, and your progress towards your goals. At the beginning of the semester, you will write a statement in which you set your personal goals for the course. You will also write two self-assessments (one midway through the semester and one at the end of the semester) in which you reflect on the learning process, evaluate your performance, and situate what you are learning in the class in relation to your life and potential career. Additional instructions with specific prompts will be provided on Blackboard.

The intent of this approach to evaluation is to center the learning process, the development of critical thinking and skills that are meaningful and useful to your career, and the practice of self-assessment, rather than on grades. Although you will get a final grade at the end of the term, it will be based on a combination of factors including your progress over the course of the semester, consistency and/or improvement in the quality of your work, responsiveness to feedback, and your self-assessments.

Note: If this process causes more anxiety than it alleviates, please feel free to set up a meeting with me to discuss your progress in the course to date. If you are worried about your grade, your best strategy should be to join the discussions, do the reading, and thoroughly complete all components of the assignments. I intend for this course to be a “busywork-free zone.” If an assignment does not feel productive, we can find ways to modify, remix, or repurpose the instructions.

\*This description is modified from Stommel, Jesse. 2020. “How to Ungrade.” Pp. 25-41 in *UNgrading: Why Rating Students Undermines Learning (and What to Do Instead)*, edited by Susan D. Blum. Morgantown: West Virginia University Press.

## In-Class Activities

In-class activities provide a way for you to develop skills and practice applying ideas from reading material and class discussion. In order to successfully complete these activities, come prepared to class by having read the required material. Activities will be completed individually (you may use your notes). They will be followed by discussion with your team and the class as a whole.

Since participation in class and working with your teammates is crucial, missed in-class activities cannot be completed for credit.

## Application Assignments

This course focuses on your ability to explain and apply course material in writing. The purpose of Application Assignments is to assess your ability to accurately apply sociological concepts and perspectives. Therefore, these assignments require you to be familiar with the material covered in the class meetings and readings from each thematic section of the course.

The assignments consist of step-by-step instructions and prompts. They are posted on Blackboard with further instructions. To demonstrate your accurate understanding of this material, you must answer the prompts by citing and discussing course materials (readings and lectures) in your writing. You will submit your completed assignments on Blackboard.

Here is a brief overview of each assignment:

### Application Assignment 1: Sociological Imagination

In this assignment, you will demonstrate your understanding of the sociological imagination and apply related course materials to discuss your ability to achieve your personal goals.

### Application Assignment 2: Being Social

For this assignment you will practice sociological research methods by conducting and analyzing an interview about someone's socialization, what social norms they learned, their interpersonal interactions, and how context shaped these experiences.

### Application Assignment 3: Sociological Research

Through this assignment, you will become familiar with the structure of peer-reviewed sociological research journal articles and will be able to discuss key components of the sociological research process.

### Application Assignment 4: Addressing Social Inequality

In this assignment, you will find sociological research on a contemporary social inequality and apply sociological concepts from the course material in order to analyze it.

### Application Assignment 5: Sociology and Me

The purpose of this assignment is for you to explore the variety of ways in which people utilize their sociological perspectives in different types of careers and to help you reflect on how thinking sociologically can be useful in your own life.

## Submission Policy

Submit all your work on Blackboard. It is your responsibility to ensure that it is submitted successfully. Late work is not accepted for credit and there are no make-ups UNLESS you receive written permission from me before the due date or within 24 hours following it. If you receive written permission from me to submit late work, I may mark your work as incomplete (partial credit). If late work becomes a pattern, extensions will no longer be provided.

## Attendance and Engagement

We will be meeting **in person twice per week on Mondays and Wednesdays** during our scheduled class time. These meetings are **required**: I will be taking attendance. If you are unable to attend a meeting, you do not need to show me documentation for your absence. I understand that life happens (caregiving obligations, health, emergency, exhaustion, etc.), so please communicate with me beforehand or within 24 hours of the missed meeting. I may require you to set up a virtual one-on-one meeting with me at another time. Although I do not excuse absences, one or two absences will not be detrimental to your grade.

Engagement during our class meetings means being attentive and engaged, respecting your peers and professor, and contributing substantively to class and team discussions. The more involvement and differing opinions raised in class, the better! If you feel that a perspective or position is not being adequately addressed, you are encouraged to introduce it as a topic for an academic discussion. Keep in mind that the purpose of this class is to examine society from a critical, academic, sociological perspective.

To receive full credit for engagement, you must join the class meeting on time and stay for the entire meeting, regularly participate in discussion and activities, pay attention, and demonstrate your engagement with the readings and the subject matter. If you are hesitant to speak up in meetings for any reason, please discuss this with me at the *beginning* of the semester.

Self-Assessment is an important part of the learning process. Throughout the semester, you will complete self-assessments in which you set learning goals, reflect on your progress in achieving those goals, and assess your responsiveness to feedback.

## Course Outline

*(subject to change)*

### Week 1 (starting 8/26): Introduction and The Sociological Perspective

#### Guiding Questions:

- What does it mean to learn how to think sociologically?
- What is the sociological imagination and how can it be applied?

#### Required Reading:

- Schwalbe Ch1: Making Sense of the World Differently

#### Assignments:

- Discussion Board "About Me" Introduction post (due Sun 9/1)
- Discussion Board responses to classmates' "About Me" posts (due Tues 9/3)

### Week 2 (starting 9/2): The Sociological Perspective

*Mon 9/2 – no class*

#### Guiding Questions:

- What does it mean to think sociologically?
- What is the sociological imagination and how can it be applied?
- What are the benefits of thinking sociologically?

Required Reading:

- Reading 1: Mills “The Sociological Imagination: The Promise” (*SAGE Readings for Introductory Sociology*)
- Farmer (1996) “On Suffering and Structural Violence: A View from Below” (pdf)

Assignments:

- Notes on the sociological imagination and sociological mindfulness (due in class on Mon 9/9): Take notes while you read about the sociological imagination and sociological mindfulness (what are they and how can we learn how to think this way?). Write down which sources and page numbers you found this information from. Bring your notes to class to receive a completion grade.

Week 3 (starting 9/9): Social Construction and Ideologies

Guiding Questions:

- What is social construction?
- What are hegemonic ideologies and what do they have to do with power?
- What is the function of shared belief? What are the consequences (both positive and negative) of shared belief?

Required Reading:

- Schwalbe Ch2: Inventing the Social World

Optional Reading:

- Reading 12: Goode and Ben-Yehuda “Moral Panics: Culture, Politics, and Social Construction” (*SAGE Readings for Introductory Sociology*)
- Reading 9: Loe “The Rise of Viagra” (*SAGE Readings for Introductory Sociology*)

Assignments:

- Self-Assessment 1: Setting Goals (due Fri 9/13)
- Bring a printed draft of your Application Assignment 1 to class on Mon 9/16

Week 4 (starting 9/16): Thinking Sociologically

Guiding Questions:

- What does it mean to say that being sociologically mindful is about seeing connections?
- What kinds of connections should we look for?
- What is an index and how do we study them?

Required Reading:

- Schwalbe Ch3: Seeing Connections

Optional Reading:

- Reading 3: Molotch “The Rest Room and Equal Opportunity” (*SAGE Readings for Introductory Sociology*)
- Reading 14: Tannen “Marked: Women in the Workplace” (*SAGE Readings for Introductory Sociology*)

Assignments:

- Application Assignment 1: Sociological Imagination (due Fri 9/20)

Week 5 (starting 9/23): Power

Guiding Questions:

- What is power?
- How is power reproduced/maintained?
- How are ideas and information used, by whom, to shape thoughts and feelings?
- What does legitimacy have to do with power?

Required Reading:

- Schwalbe Ch10: Understanding Power in Social Life

Optional Reading:

- Reading 23: Hamilton and Armstrong “The (Mis)Education of Monica and Karen” (*SAGE Readings for Introductory Sociology*)

Week 6 (starting 9/30): Socialization

Guiding Questions:

- What is socialization?
- Why is it important to take into account the social, the biological, and the context/environment?
- How do we give meaning to the world?
- In what ways do we self-regulate?
- Why do people conform to cultural norms?

Required Reading:

- Schwalbe Ch5: Becoming Human
- Reading 5: Zerubavel “Islands of Meaning” (*SAGE Readings for Introductory Sociology*)

Assignments:

- Write down a list of people you might like to interview about their life experiences, socialization, and what social norms you would like to ask them about (due in class on Wed 10/2).

Week 7 (starting 10/7): Interaction

Guiding Questions:



- What kinds of things do sociologists study when they examine interactions?
- Why is it important to take into consideration the context (cultural, historical, etc.) in which interactions occur?
- How does labeling and social construction affect what is considered normal and what is considered deviant?

Required Reading:

- Schwalbe Ch6: Behavior as a Product of Interaction

Optional Reading:

- Reading 17: Anderson “The Code of the Streets” (*SAGE Readings for Introductory Sociology*)

Assignments:

- Bring to class a revised list of interview questions you’d like to ask about a person’s life experiences, socialization, and social norms (due in class on Wed 10/9).
- Self-Assessment 2: Mid-Semester Progress Assessment (due Mon 10/14)
- Work on Application Assignment 2: complete your interview

Week 8 (starting 10/14): Images, Representations, and Accounts

Guiding Questions:

- Why is our reliance on appearance/representation both necessary and problematic?
- How do we all work to create impressions?
- In what ways are representations important?
- What are accounts and how do we utilize them?
- Why is it important to seek out alternative representations?

Required Reading:

- Schwalbe Ch9: Images, Representations, and Accounts

Optional Reading:

- Reading 19: Marvasti “Being Middle Eastern in the Context of the War on Terror” (*SAGE Readings for Introductory Sociology*)
- Reading 6: Goffman “The Presentation of Self in Everyday Life” (*SAGE Readings for Introductory Sociology*)

Assignments:

- Work on Application Assignment 2 (interview notes due Mon 10/21)

Week 9 (starting 10/21): Studying and Changing the Social World

Guiding Questions:

- How do we study the social world?
- How do we make sure that our knowledge is valid and reliable?
- How can we be mindfully skeptical?

- Does our knowledge produce a useful guide for action, and if so, how should we act?

Required Reading:

- Schwalbe Ch14: Studying and Changing the Social World

Optional Reading:

- Gregory (2008) "Evolution as Fact, Theory, and Path" (pdf)

Assignments:

- Application Assignment 2: Being Social (due Mon 10/28)

Week 10 (starting 10/28): Seeing Patterns

Guiding Questions:

- How can we be sociologically mindful of patterns?
- How should we identify and interpret patterns of difference?
- What are trends and tendencies and how are they different from individual cases?
- What do theories have to do with patterns?

Required Reading:

- Schwalbe Ch7: Seeing Patterns

Optional Reading:

- Reading 4: Best "Damned Lies and Statistics: Untangling Numbers from the Media, Politicians, and Activists" (*SAGE Readings for Introductory Sociology*)

Assignments:

- Pew Research Center data activity (due in class on Mon 11/4)

Week 11 (starting 11/4): Causality

Guiding Questions:

- Why is it important to recognize that events emerge out of a combination of causes (conditions, actions, etc.)?
- What are enabling conditions and how are they related to individual choices?
- How does the construction of rules inevitably produce particular results?
- In what ways are our lives shaped by freedom, constraint, and contingencies?

Required Reading:

- Schwalbe Ch8: Contingency and Cause
- Vasquez, Jessica M. 2015. "Disciplined Preferences: Explaining the (Re)Production of Latino Endogamy." *Social Problems* 62:455-475. (pdf)

Assignments:

- Use the template provided on Blackboard to take guided notes on the Vasquez article (due in class on Mon 11/11—bring a printed copy).

- Work on Application Assignment 3

#### Week 12 (starting 11/11): Differences and Inequalities

##### Guiding Questions:

- What is the difference between differences and inequalities?
- What forms of social inequality exist and how do these inequalities matter?
- Is social stratification necessary?
- Where do social inequalities and resources come from?
- What is the difference between individual-level bias/prejudice and structural-level (systematic) oppression?

##### Required Reading:

- Schwalbe Ch11: Differences and Inequalities

##### Optional Reading:

- Reading 21: Gans "The Uses of Poverty: The Poor Pay All" (*SAGE Readings for Introductory Sociology*)
- Reading 24: Desmond "How Homeownership Became the Engine of American Inequality" (*SAGE Readings for Introductory Sociology*)

##### Assignments:

- Application Assignment 3: Sociological Research (due Mon 11/18)

#### Week 13 (starting 11/18): Seeing the Social in the Natural

##### Guiding Questions:

- What does it mean to "see the social in the natural" and "see the natural in the social"?
- What are the connections between social arrangements and environmental consequences?
- How are bodies/biology shaped by culture?
- What are some examples of how human bodies are products of what we know, what we make, and what we do?
- How do our cultural ideologies shape our interpretation of biology?

##### Required Reading:

- Schwalbe Ch12: Seeing the Social in the Natural

##### Optional Reading:

- Pollack "The Boy Code" (pdf)
- Omi and Winant "Racial Formation" (pdf)

##### Assignments:

- Work on Application Assignment 4

#### Week 14 (starting 11/25): Processes

#### Guiding Questions:

- What does it mean to study processes and why is studying processes important?
- Why should we look for generic processes?
- What are some examples of conditions that are actually processes? Why is it important to recognize that these things are actually processes?
- What are escalating, dialectical, and iterative processes?
- What kinds of questions can we ask that will help us identify processes? (For example: “What’s going on here?”)

#### Required Reading:

- Schwalbe Ch13: Unpacking Process

#### Optional Reading:

- Reading 22: Lareau “Unequal Childhoods: Class, Race, and Family Life” (*SAGE Readings for Introductory Sociology*)

#### Assignments:

- Application Assignment 4: Addressing Social Inequality (due Mon 12/2)
- Work on Application Assignment 5: Sociology and Me

#### Week 15 (starting 12/2): Conclusions

#### Assignments:

- Application Assignment 5: Sociology and Me (due Wed 12/11 by 11:59pm)
- Self-Assessment 3: End-of-Semester Reflection (due Wed 12/11 by 11:59pm)

## Class Policies

### Controversial Subject Matter

Student participation and class discussion are highly valued and encouraged. We will be exploring several potentially sensitive topics such as prejudice, discrimination, stereotypes, violence, and so forth. Mutual respect is key in this class. **I will not tolerate disrespect** under any circumstance. I ask that everyone is respectful of other people’s comments and questions even if you disagree. It is crucial for all of us to work together to create an environment in which we can discuss social issues in a non-judgmental way. If you find a comment that I or another student makes to be insensitive or disrespectful, please speak up and explain your thoughts or feelings in a civil manner or discuss the issue with me in private.

I expect everyone to come to class with an open mind. You are encouraged to raise alternative viewpoints. However, you will be asked to think critically about your (and your classmates’) world view, beliefs, and biases in an academic manner. You will be evaluated on your ability to explain and analyze various perspectives regardless of whether or not you think they are accurate. Keep in mind that the goal of a college education is to learn about different perspectives, how to analyze them academically according to a particular discipline’s approach, and how to make arguments supported by scholarly evidence. Rather than dictating what you should think, this course is aimed at enhancing your ability to think critically.

Active engagement is highly encouraged and rewarded. I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. If you are having difficulty with participating or feel intimidated in any way, please come and see me early in the semester and we can work together to find a solution.

## Other Expectations

I expect you to regularly check both Blackboard and your TAMUSA email. This is how I will get in touch with you, and it is the best way to get in touch with me.

I also expect that you will use Blackboard to access required readings, to submit your assignments, and to review feedback that I provide on your work. You are responsible for doing so and should contact me in a timely manner (and before assignments are due!) should you have any difficulty. Since this course focuses substantially on writing, failure to turn in writing assignments on time may result in failure of the course.

It is your responsibility to get in touch with me early in the semester if you are struggling in the course or have questions. I am more than happy to work with you, but I cannot do so unless you communicate with me. I expect students to take advantage of my office hours, especially if the material or assignments seem difficult or if you are facing barriers to your success.

The University policy on withdrawal allows students only a limited number of opportunities available to withdraw from courses. It is important for you to understand the financial and academic consequences that may result from course withdrawal.

## Syllabus Adjustments

Any modifications to this syllabus will be announced in class and posted on Blackboard. Students are responsible for knowing all in-class announcements and Blackboard announcements/adjustments.

## Religious Accommodation

Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

If you will be observing any religious holidays this semester which will prevent you from attending a regularly scheduled class or interfere with fulfilling any course requirement, please contact me to make appropriate arrangements within two weeks of the beginning of the semester (or three days before any holidays which fall within the first two weeks of class).

## Grades

I maintain course grades on Blackboard and it is possible that I occasionally enter an incorrect grade (i.e., sometimes I make a mistake). Please check the feedback I provide on your assignments and your grades via Blackboard throughout the semester and address any concerns immediately: do not wait until the end of the semester.

## University Policies & Resources

### Academic Accommodations for Persons with Disabilities

The Americans with Disabilities Act Amendments Act (ADAAA) of 2008 and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for persons with disabilities. Title II of the ADAAA and Section 504 of the Rehabilitation Act require that students with disabilities be guaranteed equal access to the learning environment through the provision of reasonable and appropriate accommodation of their disability. If you have a diagnosed disability that may require an accommodation, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is [dss@tamusa.edu](mailto:dss@tamusa.edu).

If you have a disability and need academic accommodations, please provide a letter of accommodation from Disability Support Services early in the semester. I am not able to provide accommodations without verification from DSS.

### Academic Dishonesty Policy

Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic dishonesty for which a student is subject to penalty includes cheating, plagiarism, fabrication, multiple submissions, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements and ethical misconduct. This includes holding other students to the same standards and reporting any incidents of alleged violation of the honesty policy to the instructor involved or, if necessary, to the appropriate academic department head. All students are responsible for being familiar with the Academic Dishonesty Policy, which may be found in the Texas A&M University-San Antonio Student Handbook.

University policy prescribes serious consequences for acts of academic dishonesty including, but not limited to, a grade of 'F' on the particular paper or assignment, a failing grade in the course, or possible expulsion from the University. Considering the potential consequences of academic misconduct, it is obviously in students' best interests to avoid even the appearance of such behavior. If you are ever unclear whether a specific act might constitute academic misconduct, please contact your instructor for an assessment of the situation.

All student written assignments are subject to analysis by anti-plagiarism software.

If you are unsure about what plagiarism is, please take the plagiarism course offered through the university library. Not understanding plagiarism rules will not be accepted as a justification for plagiarized work. Here are the basics:

- Any time you use ideas or information from any other source, you must add a complete citation (including situations in which you do not use the author's words);
- A citation is made up of two parts: the internal citation (also called an in-text citation) at the point in your paper where the idea or information was used and an end citation (also called external citation) in your works cited or references section at the end of your paper. Both must be present to be considered a citation;
- If you use another person's words, they must be cited, they must be in quotation marks, and the internal citation must include a page number if the source is a book or article; and
- A paper that is substantially composed of quotes does not qualify as independent student work and will be treated as plagiarism, even if properly cited.

### Artificial Intelligence (AI) Use Policy

This is not a campus-wide policy and only applies to this course. This policy may change, with prior notice, to reflect developments in technology.

Generative AI tools, such as ChatGPT, may only be used in this course for preparatory activities such as brainstorming, editing text, outlining, etc. Students are responsible for providing proper attribution and full transparency about their use of AI, with the aim of becoming informed digital citizens.

Note that generative AI can produce questionable results, including misinformation, nonexistent references, and bias, and its responses are often bland. When using generative AI, students are responsible for revising its responses to meet the assignment prompts and to be accurate, authentic, and relevant to your unique perspectives and creative thoughts.

For each usage, documentation of the following process is required:

- Cite your prompts to any AI tool that informed your work.
- Cite the AI tool and provide its entire response in quotation marks.
- Edit the AI tool's response to include your own original thoughts and style of writing and to meet the assignment requirements. In other words, you may not submit assignments generated entirely by artificial intelligence.
- Use quotations in your work to any text generated by AI and cite the tool.
- Validate any AI-generated content with reliable references and cite these.

Failure to follow these instructions will be considered academic misconduct and consequences will follow University policies.

When you use generative AI, you are also encouraged to review that tool's "terms of use" with regard to data privacy and raise any concerns with your instructor.

*Adapted from Kristopher Purzycki (University of Wisconsin-Green Bay, 18 Jan 2023) (CC BY 4.0) @ Medium.*

## Academic Learning Center

All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center is an appointment-based center where appointments are made through the Navigate platform. Students access Navigate through Jagwire in the Student Services tab. The Center is active on campus outreaching to students to highlight services offered. You can contact the Academic Learning Center by emailing [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu) or calling (210)-784-1332. Appointments can also be made through JagWire under the services tab.

## Counseling Resources

As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you or someone you know is experiencing life stressors, emotional difficulties, or mental health concerns at Texas A&M University – San Antonio, please contact the Student Counseling Center located in Modular C, Room 166 (Rear entrance) or call 210-784-1331 between the hours of 8:00AM and 5:00PM, Monday through Friday. After-hours crisis support is available by calling 210-784-1331 (select option "2"). Please contact UPD at 911 if harm to self or harm to others is imminent.

All mental health services provided by the Student Counseling Center are free, confidential (as the law allows), and are not part of a student's academic or university record. The Student Counseling Center SCC provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information, please visit [www.tamusa.edu/studentcounseling](http://www.tamusa.edu/studentcounseling)

## Emergency Preparedness

JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email and/or phone call with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>

More information about Emergency Preparedness and the Emergency Response Guide can be found here: <https://www.tamusa.edu/upd/index.html>

## Financial Aid and Verification of Attendance

According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

## Meeting Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students ([DOS@tamusa.edu](mailto:DOS@tamusa.edu)) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

## Military Affairs

Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots' Casa in-person room 202, or to contact the Office of Military Affairs with any questions at [military@tamusa.edu](mailto:military@tamusa.edu) or (210)784-1397.

## Pregnant/Parenting Students

Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide reasonable accommodations to



pregnant students that would be provided to a student with a temporary medical condition and that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status ([titleix@tamusa.edu](mailto:titleix@tamusa.edu); 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

## Statement about Harassment and Discrimination

Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or gender expression.

If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. TAMUSA has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware that many A&M-San Antonio employees, including all faculty members, are required reporters. This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must report the information to the Title IX Coordinator. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Counseling Center at (210) 784-1331, Modular C. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need. Additional information about your options is also available at <http://www.tamusa.edu/businessaffairs/titleix/index.html>

If you wish to receive information from a center that is not affiliated with the university, you may want to call the National Sexual Assault Hotline at 1-800-656-4673 (<https://www.rainn.org/>).

## Students' Rights and Responsibilities

All students are required to follow all policies and regulations as set forth by The Texas A&M University System. This includes the A&M-San Antonio Student Code of Conduct. For more information, please see the Texas A&M University-San Antonio Student Handbook.

## The Six-Drop Rule

Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

## University Email Policy and Course Communications

All correspondence between professors and students must occur via University email accounts. You must have Jaguar email account ready and working. If it is not working, contact the help desk at [sahelp@tamusa.tamus.edu](mailto:sahelp@tamusa.tamus.edu) or at 210-784-4357. If you don't hear back from them within 48 hours, contact them again. They have a lot of requests during the first part of the semester, so you may need to check up on them. I will distribute course materials, including announcements and updates, via Blackboard, so I encourage you to log-in to that system at least twice per week.

## Writing, Language, and Digital Composing Center

The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/student-resources/writing-center/index.html>