

# Sociology Capstone (SOCI 4393 001)

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## Contact Information

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Dr. Joseph M. Simpson, Associate Professor of Sociology

Email: [Joseph.Simpson@tamusa.edu](mailto:Joseph.Simpson@tamusa.edu) ← THIS IS THE BEST WAY TO CONTACT ME

Office: 347E CAB

Student Hours: Tuesday & Thursday 10:00-10:45 am & 3:15-4:45 pm

Or make an appointment:

<https://outlook.office365.com/owa/calendar/MeetingwithDrSimpson@tamusa.edu/bookings/>

## Course Information

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When: Tuesdays and Thursdays from 11:00 am to 12:15 am

Where: Classroom Hall 203

## Course Description

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This course is the culminating experience of the sociology major. Students will synthesize previous learning in order to conduct a semester-long research project. This course will develop writing, peer review, and presentation skills so that students produce a final research paper which will be presented in a public showcase.

## Readings

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*Required:*

Martinez, Martha A. 2023. *The Employable Sociologist: A Guide for Undergraduates*. Palgrave Macmillan, Cham, Switzerland. ISBN:978-3-031-41323-0

*Recommended:*

*American Sociological Association Style Guide*, 6<sup>th</sup> edition, 2019.  
ISBN: 978-0-912764-55-9.

## Learning Objectives

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- Integrate past learning by making connections between known sociological knowledge and your research
- Improve reading, research, and writing (synthesis, citation, and revising) skills appropriate to the discipline of Sociology
- Develop presentation skills

- Develop conclusions supported by empirical evidence and theory and effectively communicate them orally and in writing
- Produce a research paper
- Develop collaboration skills through constructive criticisms, suggestions, and comments at each stage of the research process

## **Attendance, Early or Late Work, and Extra Credit**

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You are expected to attend class and read and review course materials before it is scheduled to be covered in class. I will be recording your attendance and participation in class and Blackboard allows me to track your time online.

As adults, you are expected to handle your own time. A normal 3-hour university course should require 2-3 hours of work outside the classroom for every hour in the classroom. That means 6-9 hours per week of work for each class. You may complete this work at whatever time works best for you, but you must devote enough time to complete the assigned work on time. Since the only time constraint is that you must complete assignments within the assigned time. Work that is not completed on time will be ineligible to receive a letter grade of "A" (90%).

I will review excused absences or extensions for late work on a case-by-case basis. You must get prior approval for an extension or inform me as soon as you are able to about an absence or late submission.

I may offer extra credit opportunities.

## **Classroom Courtesy**

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Courtesy is expected, especially when discussing sensitive topics. For that reason, the following rules will be enforced.

- If you have questions, ask them. But do so in a respectful manner.
- All comments made to classmates and the instructor must be respectful. This includes comments made through private channels such as email.
- If you are uncomfortable with a statement made by another student, notify me as quickly as possible.

- Do not link to other online information or send links to other websites without consulting me first. There is a great deal of “information” on the Internet that is inappropriate and/or incorrect.

Any statement that is discriminatory or disrespectful toward any group of people or that creates a forum hostile to others will not be tolerated. It is possible that comments will not be intended as discriminatory or disrespectful but may be interpreted as such. In these cases, I will discuss why the statement is inappropriate the first time. Using identified terms or phrases after that will be construed as intentionally disrespectful, and appropriate disciplinary actions will be taken.

## **Communication Plan**

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- 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 (joseph.simpson@tamusa.edu). I try to reply within 48 hours of receiving email.
- Please use your university email address and specify which course and section you are taking with me.
- Reach out with questions or concerns: communication is key!

## **Pace of Course**

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- This course is a 3-credit course and therefore requires a minimum of 40 hours of instruction over the course of the semester. Therefore, you should plan to dedicate at least 2.5 hours per week to class meetings and workshops.
- You will need to set aside significant additional time for reading, working on assignments, conducting research, peer review, revising, etc.
- 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.

## Assignments

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Components	Points
Attendance	20
Employable Sociologist Exercises (10 pts each)	40
CITI Training	10
Choosing a Research Topic list	5
Research Question and Data Source draft	5
Finding Sources Library Tutorial	10
Research Question, Literature, and Data Source	10
Research Question and Hypothesis	20
Proposal Presentation and PowerPoint	20
Annotated Bibliography	25
Peer Review Drafts and Feedback (10 pts each)	30
5 Paper Sections (10 pts each)	50
Final Paper	100
Resume/CV	10
Job Letter/Personal Statement	10
Practice Presentation and PowerPoint	10
Final Presentation and PowerPoint	25
Total	400

### Employable Sociologist

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In addition to completing a research project you will read four chapters from the book *The Employable Sociologist* and write a response to one or more of the reflection questions and complete one of the action/reflection activities.

### Research Question and Hypothesis

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You will need to develop a research question and hypothesis that you can test using either 1) secondary (pre-existing) data *or* 2) data that you collect through qualitative semi-structured interview methods. These will guide you throughout the course, and we will work on them together at the start of class. You will be graded based on completion and making any required edits per my feedback.

### Annotated Bibliography

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To help fit your research into the field and to guide your literature review, you will identify five academic articles or books that help inform your chosen topic. You will write a short summary on each source, which should identify the research question or hypotheses, theoretical framework, data and methods used to test hypotheses, main findings, conclusion, and how you can use the article in your own literature review.

## **Presentations**

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**Research Proposal Presentation:** Early in the class, you will give a brief presentation that explains your research project to the rest of the class. This will also help you organize your research plan. The presentation will describe the intent of your project, including your research question and hypotheses, how you will conduct your research, and what your research will contribute to the discipline.

**Research Final Paper Presentation:** At the end of the semester, you will present your research findings. This presentation is part of your professional development, so the organization of your presentation will follow what you would see at an American Sociological Association conference: background and justification of the importance of your topic, your research question, background, theoretical foundations, hypotheses, methods, findings, discussion, and conclusion.

## **Academic Articles: Finding and Reading Sources**

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The library put together a Finding Sources online tutorial you will go through and complete. You need to submit the completion certificate on Blackboard to get credit.

## **Peer Review**

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Peer review is an essential part of the writing process. You will post three of your paper sections to the Discussion Board and your assigned teammates will review your work (Introduction & Literature Review, Theory, and Discussion & Conclusion sections). As a peer reviewer yourself, you will respond to the author about how you interpreted what they wrote along with suggested revisions that will improve the paper. I provide Peer Review Scoring Sheets for you to complete for each paper section you review.

## **Research Paper**

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*Paper Sections:* There are five major paper sections you will work on: Introduction & Literature Review, Theory, Methods & Findings, Discussion & Conclusion, and Abstract. You will turn in a draft of each section. Make sure to include a reference page with correct ASA formatting at the end of each section you submit. Each section builds on the previous one(s) and is connected to the others. Plan on spending a significant amount of time on writing and rewriting each section each week. Your content will

vary depending on your research method and analysis, but your sections should still be formatted similar to the sections seen in the major sociological journals of the substantive area. Use the templates on Blackboard.

*Final Paper:* Your final paper is comprised of the paper sections you have been working on, plus references, tables, figures, etc. The length of the paper is less important than the time and thought it demonstrates, but the paper itself should be approximately 25-30 pages in length, excluding references, tables, charts, and appendices. Use the template on Blackboard.

## **Attendance and Engagement**

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The focused nature of this course requires your attendance at every meeting. If you are unable to attend class, you do not need to show me documentation for your absence, but you do need to communicate with me beforehand or within 24 hours of the missed meeting. Missing more than half of the class meetings (either by lack of attendance or participation) will automatically result in failing the course.

## **Grading Scale**

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A	100-90%	400-360 points
B	89-80%	359-320 points
C	79-70%	319-280 points
D	69-60%	279-240 points
F	59-00%	239-000 points

# SCHEDULE, TOPICS and READINGS, & ASSIGNMENTS

Week	Day	Topics, Readings, Assignments
1	8/27/24	Welcome and Course Overview (Read Syllabus) <b>Reading:</b> The Employable Sociologist 2: A Sociological Professional Identity
	8/29/24	<p><b>Choosing a Research Topic &amp; Developing the Research Question</b></p> <p><b>Assignment:</b> Choosing a Research Topic &amp; Developing the Research Question:            Submit a short list of potential research topics* Due 8/28/24 by 11:59 pm Bring your list to class.</p> <p>*If you use quantitative data for this paper, your research topics must be testable with pre-existing (secondary) data. <b>Read the "Secondary Data Sources"</b> document on Blackboard to learn about the data sources that are available for your project.</p> <p>*If you use qualitative data, your research topics must be able to be examined using semi-structured interviews. (We will not be utilizing surveys in this class.) You should review the <b>"Resources for Qualitative Methods"</b> on Blackboard about qualitative methods.</p>
2	9/3/24	<p><b>Research Questions &amp; Research Data Sources</b></p> <p><b>Assignment:</b> Come to class with a research question</p> <p>AND EITHER</p> <p>The name of the dataset and names of variables you want to use (one IV and one DV)</p> <p>OR</p> <p>A list of the specific topics you would like to ask in your open ended interview questions and the demographic characteristics of who you would like to interview.</p>
	9/5/24	<p><b>Assignment:</b> Finding Sources: Library Online Tutorial completion certificate due 9/9/24 by 11:59pm</p>

		Tutorial Link for completion certificate: <a href="https://tamusa.libwizard.com/f/soci4392">https://tamusa.libwizard.com/f/soci4392</a>
<b>3</b>	9/10/24	<p><b>Research Questions &amp; Research Data Sources</b></p> <p><b>Assignment:</b> Research Question, Literature, and Data Source (due by 11:59pm) State your research question.</p> <p>Identify <u>two</u> sociological, peer-reviewed research articles on your topic and list them in ASA citation style format.</p> <p>Submit the name of the dataset <u>and</u> names of variables you want to use (one IV and one DV) <u>OR</u> a list of the specific topics and related open-ended interview questions you want to use <u>and</u> the demographic characteristics of who you would like to interview</p>
	9/12/24	<p><b>How to Form a Testable Hypothesis &amp; Read an Academic Article</b></p> <p><b>Reading:</b> (1) Taylor "Reading Like a Researcher"; (2) Edwards "How to Read a Book"</p> <p>Work on upcoming assignments and gather sociological, peer-reviewed research articles on your topic (aim for at least seven by the end of this week)</p> <p><b>Assignment:</b> Final Research Question and Hypothesis due by 11:59pm Also submit the name of the dataset and the names of the variables you will be analyzing, indicating the IV and DV OR the open-ended interview questions you want to use and the demographics of who you would like to interview and an email invitation template</p> <p><b>Assignment:</b> Annotated Bibliography due on Blackboard by 11:59pm</p>
<b>4</b>	9/17/24	<p><b>Preparing for Research Proposal Presentation</b></p> <p>See "<b>Research Proposal Presentation Guidelines</b>" under Assignments folder on Blackboard</p> <p><b>Reading:</b> The Employable Sociologist 4: Community Building for Sociologists</p>



		<b>Assignment:</b> Submit research proposal PowerPoint presentation to Blackboard by 11:59pm
	9/19/24	<b>Student PowerPoint Presentations of Research Proposal</b> <b>Assignment:</b> Research proposal presentation (in class)
<b>5</b>	9/24/24	<b>What is a Literature Review and How to Write It</b> <b>Reading:</b> (1) Denney and Tewksbury 2013 "How to Write a Literature Review" (2) Cochrane 2005 "Writing Tips for PhD Students" (3) Bem 1995 Summary and Notes (Advice on Literature Review Writing) Optional Reading: Bem 1995 entire article
	9/26/24	<b>Organizing the Literature</b> Suggested deadline: detailed draft an outline of your Introduction and Literature Review; continue to gather additional research articles and add to your outline over the weekend
<b>6</b>	10/1/24	<b>Workshop: Introduction and Literature Review* NO CLASS</b> *By now, you should have at least <u>ten</u> sociological, peer-reviewed research articles on your topic Suggested deadline for qualitative projects: complete at least five interviews by the end of October
	10/3/24	<b>Peer Review of Intro and Lit Review Section &amp; How to Provide Useful Feedback</b> <b>Assignment:</b> (1) Submit Intro and Lit Review section to Discussion Board by start of class (2) Review team members' work (3) Submit feedback and the completed review sheets you filled out to the Discussion Board by 11:59 pm to get grade for completion
<b>7</b>	10/8/24	<b>Citing Sources, Avoiding Plagiarism, ASA Style, &amp; Writing a Resume/CV</b> <b>Reading:</b> The Employable Sociologist 6 & 7: A Sociological View of the Resume & Skills in the Sociology Major <b>Assignment:</b> Introduction and Literature Review section due on Blackboard by 11:59 pm
	10/10/24	<b>Use and Application of Theory</b> <b>Reading:</b> Abend 2008 "The Meaning of 'Theory'" Suggestion: gather sociological research articles that apply the sociological theory you have selected for your research and begin drafting your theory section

<b>8</b>	10/15/24	<b>Use and Application of Theory</b> <b>Assignment:</b> Resume/CV due on Blackboard by 11:59pm Suggestion: continue to draft your theory section
	10/17/24	<b>Pre-Analysis: Choosing the Right Test &amp; Data Cleaning (Quantitative) or Transcription &amp; Coding (Qualitative)</b> <b>Assignment:</b> Sign-up for a meeting with professor to test hypotheses (quantitative) or review coding themes (qualitative) <b>Peer Review of Theory Section</b> <b>Assignment:</b> (1) Submit Theory section to Discussion Board by Thurs 3/7 by 11:59pm (2) Review team members' work (3) Submit feedback and the completed review sheets you filled out to the Discussion Board by Fri 3/8 by 11:59 pm to get grade for completion
<b>9</b>	10/22/24	<b>Data Analysis Lab Week &amp; How to Write a Job Letter/Personal Statement</b> (individual meetings instead of class meeting) <b>Assignment:</b> first set of interview transcripts, notes, and coding due on Blackboard by 9:30am (only for students conducting qualitative research projects)
	10/24/24	<b>Assignment:</b> Theory section due on Blackboard by 11:59 pm
<b>10</b>	10/29/24	<b>Data Analysis Lab Week</b> (individual meetings instead of class meeting) Assignment: Watch videos on writing personal statements and cover letters (links in "Lecture PowerPoints and Videos" folder on Blackboard) and work on job letter/personal statement (also see links in "Resources: applying to jobs and graduate school" folder) <b>Reading:</b> The Employable Sociologist 9: An identity-Based Job Search Cover Letter for Job: <a href="https://youtu.be/FCAIpMrUrsc?si=1Ht_egpJIY7U3nP">https://youtu.be/FCAIpMrUrsc?si=1Ht_egpJIY7U3nP</a> Personal Statement for Grad School: <a href="https://youtu.be/yPyPvzEI8hs?si=zawFxoIXUfK041aa">https://youtu.be/yPyPvzEI8hs?si=zawFxoIXUfK041aa</a>
	10/31/24	<b>Assignment:</b> job letter/personal statement due on Blackboard by 11:59pm
<b>11</b>	11/5/24	<b>How to Write the Methods and Findings Section</b> <b>Reading:</b> Bernard 2011 "Research Methods in Anthropology" (only read pages 48-58)

	11/7/24	<b>Workshop: Methods and Findings</b> NO CLASS <b>Assignment:</b> Methods and Findings section due on Blackboard by 11:59 pm
<b>12</b>	11/12/24	<b>How to Write the Discussion and Conclusion Section</b>
	11/14/24	Workshop: Discussion and Conclusion Section
<b>13</b>	11/19/24	<b>Peer Review of Discussion and Conclusion Section</b> <b>Assignment:</b> (1) Submit Discussion and Conclusion section to Discussion Board by start of class (2) Review team members' work (3) Submit feedback and the completed review sheets you filled out to the Discussion Board by 11:59 pm to get grade for completion
	11/21/24	<b>How to Write the Abstract</b> <b>Reading:</b> OWL Journal Abstract Writing
<b>14</b>	11/26/24	<b>Workshop: Abstract</b> NO CLASS <b>Assignment:</b> Abstract due on Blackboard by 11:59 pm Continue to revise your final paper based on my feedback.
	11/28/24	Thanksgiving Day
<b>15</b>	12/3/24	<b>Formatting the Final Paper and Q&amp;A for Presentation</b> <b>Assignment:</b> Sign up for presentation time slot <b>Assignment:</b> Discussion and Conclusion section due on Blackboard by 11:59 pm
	12/5/24	<b>Formatting the Final Paper and Q&amp;A for Presentation</b> <b>Reading:</b> Edwards 2014 "How to Give an Academic Talk" Continue to review your final paper based on my feedback. <b>Assignment:</b> Submit <u>revised</u> PowerPoint for Final Presentation on Blackboard by 11:59pm <b>Practice Session: Preparation for Final Paper and Presentation</b> Practice session for presentations (required meeting for everyone)
	12/6/24	Study Day
<b>Finals 16</b>	12/10	<b>Presentations Session 1:</b> Required meeting 10-11:50 AM Classroom Hall 203 <b>Assignment:</b> Final Paper due on Blackboard by 11:59 pm <b>Assignment:</b> Final set of interview transcripts, notes, and coding due on Blackboard by 11:59pm (only for students conducting qualitative research projects) <b>Presentations Session 2:</b> Required meeting 2-3:50 PM Science and Technology 121

## IMPORTANT POLICIES AND RESOURCES

### **Academic Accommodations for Individuals with Disabilities**

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Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at [dss@tamusa.edu](mailto:dss@tamusa.edu). Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

### **Academic Learning Center**

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The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu) calling (210) 784-1307, or visiting the Central Academic Building, room 202.

### **Counseling/Mental Health Resources**

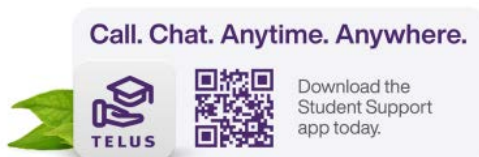
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As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit [tamusa.edu/studentcounseling](http://tamusa.edu/studentcounseling)

*Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').*

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer to peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



## **Emergency Preparedness**

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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 with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/emergency-management/>.

Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

## **Financial Aid and Verification of Attendance**

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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.

## **Writing, Language, and Digital Composing Center**

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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/academics/>

## **Meeting Basic Needs**

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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 submit a CARE referral

(<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

## **Military Affairs**

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Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots’ Casa building, room 202, or to contact the Office of Military Affairs with any questions at [military.va@tamusa.edu](mailto:military.va@tamusa.edu) or (210)784-1397.

## **Religious Observances**

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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 course 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.

## **The Six-Drop Rule**

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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.

## **Statement of Harassment and Discrimination**

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Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal 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 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, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio’s Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related misconduct, the faculty member must share that information with the university’s Title IX Coordinator ([titleix@tamusa.edu](mailto:titleix@tamusa.edu), 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

## **Pregnant/Parenting Students**

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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 such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition 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.

## **Students' Rights and Responsibilities**

The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

### *Students' Rights*

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

### *Students' Responsibilities*



1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).

## **AI Policy**

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There are situations and contexts within this course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, discussion responses, etc.) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate with attribution what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, students should reach out to their instructor for clarification before

submitting work for grading. Use of AI-generated content without the instructor's permission and/or proper attribution in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

## **Important Dates**

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August 26	First day of class
September 2	Labor Day Holiday
November 11	Last day to drop with an automatic "W"
November 19	Last day to drop a course or withdraw from the University
November 27	Study Day – No classes
November 28-30	Thanksgiving Holiday – No classes
December 5	Last day of classes
December 6	Study Day – No classes
December 7-13	Final exams

*The complete academic calendar is available online:*

<https://www.tamusa.edu/academics/academic-calendar/index.html>