

ENGL 1301: Composition I

Section	Days	Time	Place
052	T/Th	9:30 a.m.-10:45 p.m.	Madla 352
058	T/Th	15:30 p.m. -16:45 p.m.	Madla 253
063	T/Th	2:00 p.m.-3:15 p.m.	Madla 352

Instructor's Information

Instructor	Dr. Elizabeth Olaoye
Email	eolao01@tamusa.edu
Office	Classroom Hall 314F
Phone number	210-784-2675
Office Hours	Mon; 9:30 am- 11:30 am; Tue;12:30-1:30, and by appointment What is "Office Hours?"
Personal Zoom meeting room	https://tamusa.zoom.us/j/5329095381

Textbook Information

There's no textbook required for this course. All your readings will be provided on Blackboard for easy access.

Course Description

ENGL 1301 supports students in their belonging as writers. The course validates, celebrates, and explores students' languaging while introducing concepts and practices essential for success in writing. Students examine and explore their language practices and develop a digital writing portfolio.

My Commitments as an FYC Faculty

Here are the things I'm committed to in my teaching:

- collaborating with you with care and compassion,
- emphasizing your learning and growth,
- encouraging you to take risks and embrace failure,
- honoring variations in your reading and languaging, and
- centering and sustaining your cultural and linguistic identity.

FYC Goals

Below are the goals I'm trying to achieve:

- cultivating your sense of belonging as a writer,
- increasing your rhetorical awareness,
- strengthening your critical language awareness,
- deepening your introspection and self-awareness as a writer,
- increasing your skills and engagement as a reader,
- inspiring creativity, risk-taking, and versatility in your writing,
- increasing your self-determination and resilience as a writer,
- helping you to see yourself as a writer,
- increasing your confidence as a writer, and
- increasing your appreciation of your languaging

FYC Key Terms

The following key terms will serve as guides for our work together this semester, helping us build a deeper understanding of writing and of language more broadly. Below, you will find these terms along with their definitions:

- **Audience:** the person or the group of people languaging is intended to affect
- **Purpose:** the intended effect or impact of languaging
- **Context:** the situation in which languaging occurs
- **Belonging:** the feeling of being valued, respected, and included as you are
- **Genre:** a specific form of languaging that is shaped by social convention and audience expectation
- **Rhetorical Awareness:** the ability to assess context and to make intentional choices when languaging
- **Languaging:** the ongoing process of developing and communicating meaning and ideas
- **Translanguaging:** the process of using one's full linguistic repertoire to interpret, understand, and communicate meaning and ideas

- Critical Language Awareness: the ability to examine and critique how language functions in society
- Standard Language Ideology: the belief that a language has an ideal, consistent, and “correct” form that should be privileged

Structure and assignments

ENGL 1301 generally features four units, each focused on a specific question.

The first unit asks, “Why Language?” This unit introduces language/languageing as the focus of both ENGL 1301/L specifically and the FYC program generally. It explores what students already know and understand about language/languageing, and it offers three ways of thinking about the importance of language: (1) that language helps us to understand other people, (2) that language helps us to compose texts and engage in the world, and (3) that language can help us to define and understand ourselves. The unit also introduces students to key terms and practices essential for success in the class, in the FYC program, and in students’ lives as language users. Important goals for this unit include, but are not limited to, (1) organizing students into Writing Communities, (2) introducing students to the Writing, Language, and Digital Composing Center (WLDCC), (3) orienting students to the work they’ll need to do for the class, and (4) creating students’ digital portfolios. Students complete weekly Writing Tasks and Reading Notes assignments, maintain their Labor Log and compose their first Labor Journal, and compose the first draft of their portfolio.

The second unit begins the semester’s exploration of students’ languageing. This unit asks the question “What Are My Languages?,” and it invites students not only to identify and catalog the languages with which they communicate but also to articulate what those languages mean to them. Students examine the relationship between language and identity, identify the multitude of languages they “speak,” and consider the possibility that “languageing” can include multimodal forms of communication such as imagery, sound, and even aspects of culture such as food. Students draft a unit assignment that gives them the option of either creating an archive of their languageing or developing a metaphor representing what their language(s) mean. Students also continue to complete weekly assignments such as Labor Logs, Reading Notes, and Writing Tasks; compose their second Labor Journal; and compose the second draft of their portfolio.

If the second unit asks students to articulate what languages they “speak,” then the third unit asks students to consider where their languages come from. Asking the question, “Where Do My Languages Come From?,” the unit invites an exploration of how students learned their languages, including the influence family and culture have on how we acquire and learn our languageing. For this unit’s assignment, students may either complete a series of interviews with people who taught

them their language(s) or may draft their own “language biography.” Students also complete weekly assignments, compose their third Labor Journal, and compose the third draft of their portfolio. This is a short unit, so some of the deadlines may extend into Unit 4.

ENGL 1301/L concludes with a fourth unit that asks, “How Do I Language?” This unit asks students to consider how they language in their daily lives, that is, the unit asks students to explore what their languaging looks like in practice. The unit invites examination of topics such as codeswitching/codemeshing and translanguaging and asks students to articulate whether and how they engage in those linguistic practices. The unit also invites students either to draft a language autoethnography or a text that teaches an audience how the students language. Importantly, this unit provides students with time and opportunity to revise one of their unit assignments and to develop the final version of their portfolio. It also features time for final reflections on the course; on what students learned about language/languaging, including their own languaging; and on what language means and why it matters. Students continue to complete weekly assignments, compose their fourth and final Labor Journal, and publish the final version of their ENGL 1301 portfolio.

Assessment

The assessment of student writing in ENGL 1301/L reflects the values and commitments of the FYC program. At minimum, assessments embrace variation in students’ languaging and do not impose a single standard against which student languaging is judged. Specific assessment practices used in ENGL 1301/L include, but are not limited to, labor-based grading and gamification.

About the Instructor

I’m Elizabeth Olaoye, and I’m thrilled to be working with you this semester. I’m a firm believer that writing and communication are some of the most powerful tools we have as humans, and I’ve made it my mission to help students like you grow and flourish as writers. I promise to give my all in supporting you throughout this course.

Let me share a bit about myself: I’ve been teaching college-level English in various capacities since I was a graduate student. My journey has taken me from being an international student myself to now holding a Ph.D. in English and the Teaching of English from Idaho State University. This experience has given me a unique perspective that I bring to my teaching, allowing me to understand and connect with students from diverse backgrounds.

My academic passion lies in Postcolonial Literature, where I explore the fascinating intersections of gender and urban spaces. I’ve had the privilege of publishing my research in respected journals across the globe and presenting at international conferences. But don’t let all this academic talk fool you – I’m not all work and no play!

When I'm not in the classroom or buried in books, you'll find me in the kitchen whipping up new recipes (I'm always on the lookout for taste-testers!), penning down my thoughts in my journal, or dancing around to my favorite tunes. Music is my go-to mood lifter, and I'm always eager to discover new artists and genres.

With over a decade of experience teaching in ESL settings, I understand the unique challenges and joys of writing. I'm committed to meeting each of you at your current level and helping you reach your full potential.

So, are you ready for an exciting semester of growth and discovery? Let's dive in and make this course a memorable one!

COURSE OVERVIEW - FAQ



Course FAQ

There are a lot of questions you probably have about our course right now, so let me do my best to answer them. If I don't answer a question you have, and/or if I don't answer a question in a way that's helpful, please let me know.

What am I reading here?

This is called a syllabus, or a course policy sheet. You'll get one of these for every college course you take. Basically, a syllabus describes the course you're about to take and outlines what you can expect from the course and your professor. (It also outlines what your professor will expect from you.) One way of thinking about a syllabus: it's an agreement between you and your professor. Another way of thinking about it: it's a guide to the course. If you ever have questions about a class you're taking, you can always ask your professor. You can also check the syllabus.

What is this class?

Good question. ENGL 1301 is the first of two courses you'll take in the First-Year Composition (FYC) program. This class is intended to help you transition as a writer from high school to college. It does so in a particular way: it explores your language practices to help you find belonging as a writer at TAMU-SA.

Why do I have to take this class?

Another good question. In short: it's a requirement. But why is it a requirement? Writing and communication are fundamental to who you are: you're always doing it, both with words and with other forms of communication. (This, by the way, means you are a writer.)

Because you're always communicating, it's important that you do it well, especially as a college student (you're going to do a lot of communicating in college in various forms). This class helps you to be a better in your writing and in your languaging more generally.

What will I learn?

This one's a little hard to answer. Languaging is messy, complex, and individual, which means that what you learn will depend on where you are in your language use right now and what you and I think you need to learn to take the next step in your journey. While your learning this semester may be a bit individual to you, there's one thing I hope you and your classmates will learn: you are a writer with specific strengths that you can draw from both to succeed and to belong as a writer at TAMU-SA.

What work will I have to do?

This semester, you'll do a lot of writing. Most of it will be "low-stakes" assignments, but you'll also complete one major "high-stakes" project: a digital writing portfolio. We'll go over the details in class, but for now, keep in mind that the portfolio is your main project for the semester. To prepare for it, you'll complete several smaller writing assignments, including:

- 3 unit assignments
- 4 labor journals
- in-class writing exercises as assigned

I'll also ask you to complete weekly Labor Logs, Writing Tasks, and Reading Notes. I'll give you all more information about these assignments later.

In addition to writing a lot, we're also going to read a lot. Each week I'll ask you to "read" one, sometimes two, pieces. These pieces may be academic articles, they may be spoken word performances, they may be visual images, etc. The readings will inform and support the work we do as writers.

Because we're using Blackboard, and because you're creating a digital portfolio, you'll need to make sure you have reliable Internet access. If that's a problem for you, let me know (if you feel comfortable letting me know), and we can figure out some solutions.

How will I be graded?

In this course, we will use a labor-based grading system designed to support your growth as a writer. Rather than focusing solely on polished outcomes, this approach emphasizes the quality and consistency of your effort: your grade depends on the work you complete, your ability to meet deadlines and expectations, and the time and energy you invest in developing as a college-level writer. During the first weeks of class, I will provide you with the numerical grade breakdown so you have a clear picture of how your work will be assessed. Assignments will be evaluated weekly, with both group and individual feedback offered as needed, and you may check your cumulative grade at any time on Blackboard. Please note that work submitted on time but not meeting expectations will be marked incomplete; work turned in after the deadline will be considered late; and work not submitted at all will be recorded as missing. If you anticipate difficulty meeting a deadline or wish to revise an assignment, please reach out to me in advance—by email or during office hours—so that we can make a plan together.

What is a “Writing Community,” and why do I need to join one?

This semester I’m asking you and your classmates to work together in groups I’m calling “Writing Communities.” Sure, you may write on your own. For example, you might sit down and put words on the page or screen on your own. But you don’t succeed as a writer on your own. For that to happen, you need an audience who cares about you and your work to read and to respond to your work. That’s how you learn as a writer. That’s how you make improvements as a writer/language user. And that’s how you make something you’re composing the best it can be. Your Writing Community will be that audience. They’ll read your work, give you helpful feedback, and support you along the way. They’ll also work with you to understand our readings and to complete in-class exercises.

COURSE POLICIES



As I wrote above, this course is part of the FYC program. This program has a few policies that I'll follow this semester, so I want to make sure you're aware of them. One of the policies involves plagiarism, one involves attendance, one involves diversity, and one involves AI programs such as ChatGPT.

Plagiarism

We recognize that what constitutes plagiarism depends upon context. As such, we work with you to learn how different genres, professions, and academic disciplines define plagiarism. In the context of your FYC classes, plagiarism is defined as the intentional use of another's "language, ideas, or original (not common knowledge) material" without acknowledgement ("Defining and Avoiding Plagiarism"). If you are found to have committed plagiarism as defined here, your instructor may report you for academic dishonesty, and you may be subject to failing the assignment or even failing the class.

Attendance

Your success and development as a writer depend on active participation within a community of writers, so consistent attendance in FYC classes is crucial. Attendance counts toward your overall grade: each full week of attendance (both class meetings) earns 1 point, while attending only one class in a week earns 0.5 points. If you are struggling to attend class, please communicate with both your Academic Success Coach and your FYC instructor so we can work with you to create a plan for attending and completing the class.

Classroom Environment

We are committed to fostering welcoming classroom environments where all students are not only respected and understood, but are also recognized as powerful resources for building communities of writers both in the classroom and across campus. While working with classmates and instructors, we ask that you:

- respectfully share your unique experiences and perspectives
- demonstrate respect for and openness to the perspectives and experiences of others
- value the opportunity to learn from difference

Demonstrating respect for those different from you not only prepares you for success in the classroom, but it also prepares you for success as citizens and professionals in a global community.

Because we value the respectful expression and exchange of ideas, students who use violent, harassing, and/or discriminatory language will be reported to the university and may be subject to Student Code of Conduct policies, as well as any classroom conduct or civility policies your instructor has established.

GAI Technology

The FYC program expects you to generate your own content this semester. However, there are situations and contexts within our courses where you may use generative artificial intelligence (GAI) tools to support your work as a writer. For example, GAI technologies such as ChatGPT can work well as a starting point for written assignments, assisting you with brainstorming, outlining, generating ideas, and collecting basic information about a topic/idea. Note that the emphasis here is on “support.” GAI programs have been shown to provide biased information, to circulate misinformation, and to generate writing that is, at best, mediocre. For these reasons, FYC discourages you from using GAI technology to generate content for you. If you have reason to use GAI to generate content with you, then we ask that you consult with your professor before doing so. If your professor approves your use, you should acknowledge the GAI program you have used, and you should identify which portions of the text you submit were produced by GAI. Using GAI content without your professor’s permission and/or without proper attribution qualifies as plagiarism

OPEN REVISION POLICY

I have an open revision policy. This means that you may revise and resubmit an assignment marked as a "work-in-progress" or any other assignment for extra points. If you turn in a paper and you do not feel like it was your best work, you can request a meeting with me or see me during student hours. I will give you suggestions for revision so that you can achieve the type of writing you are aiming for. We will agree on a timeframe for revisions, and I will regrade your work after your revisions.

EXTRA-CREDIT OPPORTUNITIES

These are additional writing opportunities that will help you develop as a writer and earn additional labor points to help you boost your grade. These are self-initiated opportunities and can include submitting extra revisions, working with a tutor at the writing center, attending online Writing Center workshops or events, attending student/office hours with me to work on your assignments, etc. You will need to report the work you have done to earn points.



I want you to know that I am deeply committed to your success. As your instructor, I am part of the team rooting for you throughout this semester. Please feel free to reach out to me at any time with questions or concerns you may have. My aim is to help you succeed as a writer this semester, and I am dedicated to doing everything in my power to make that happen. Remember, my door is always open, whether you need assistance or simply want to share your thoughts on the course material.

Assistant Director: Sam Garcia (samuel.garcia1@temu.seu.edu)

First Year Liaison: Stefany Garcia (sgarcia1@temu.edu)



IMPORTANT POLICIES AND RESOURCES

Academic Accommodations for Individuals with Disabilities: 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. 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 as soon as possible.

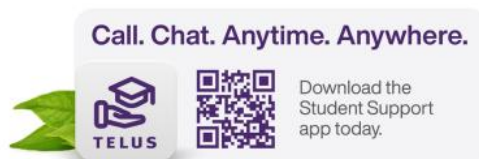
Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the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

Counseling/Mental Health Resources: 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 Madlla 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 <http://tamusa.edu/studentcounseling>

Crisis support is available 24/7 by calling the SCC at 210-784-1331.

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: JagE Alert is Texas A&M University-San Antonio's mass notification system. 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](#).

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: 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 by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (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: 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: 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.

Office Hours: All faculty with teaching assignments should include regularly scheduled office hours on each syllabus in addition to "by appointment." Please review your appointment letter for the number of weekly office hours you are expected to set. Regularly scheduled office hours should also be posted outside your office door (where applicable).

Military Affairs: 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 or (210)784-1397.

Religious Observances: 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 with 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: 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: 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 on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to 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, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu.

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 based on sex, 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 sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator (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: 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 modifications to pregnant students as would be provided to a student with 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; 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.

Young Jaguars: can support parenting students with daycare who meet this criteria: Must be enrolled in classes at TAMUSA in the current semester. Must be Pell eligible or a single parent. They serve children ages 3 to 12-years-old. Children must be enrolled in Pre-K-3 through 6th grade. youngjaguars@tamusa.edu (210) 784-2636

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 students' 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>).

Important Dates: Fall 2025 Regular 16-Week Session

August 25	First day of class
September 1	Labor Day Holiday - No classes
September 10	Census Date
November 14	Last day to drop with an automatic "W"
November 25	Last day to withdraw from the University
November 26	Study Day - No classes
November 27-29	Thanksgiving Holiday - No classes
December 4	Last day of classes
December 5	Study Day - No classes
December 6-12	Final exams
December 16	Commencement

The complete academic calendar is available online: <https://www.tamusa.edu/academics/academic-calendar/index.html>