



**General Psychology 12890 Psyc 2301.004 General Psychology**  
**MWF STEM 169 11:00 to 11:50**

Fall 2025 (August 25 – Dec 7<sup>th</sup>)  
MWF – 11:00 to 11:50 pm

Brenya Buchalski, MA, JD.  
E-Mail [Bbuchalski@tamusa.edu](mailto:Bbuchalski@tamusa.edu)  
Student Office Hours: Zoom per appointment  
Class Location: STEM 169

Appointments for zoom office hours are preferred; there might be days for which I have to leave early. If I have to be away, I can contact you if you've made an appointment.

You may also make appointments for other times outside office hours.

About the Instructor:

I have over 30 years of experience working with multiculturally diverse individuals and families within the fields of:

Law, Criminal Justice and Psychology

As a Clinician I have served Military Veterans and Foreign Nationals from many countries

I have been blessed to be a Practitioner and also serve as a Part time and also a full time professor since 1986

## **Course Description:**

*From the catalog:*

Students will be introduced to the broad field of psychology. Subfields will be explored. Students will explore job opportunities and opportunities for advanced degrees. Topics may also include scientific methods, research, reading scientific articles, ethics, critical thinking, the A&M-SA degree plan, and goal setting.

Prerequisite: PSYC 2301

Plus: Learning through the Issues: Focus – The Homeless

## **Student Learning Outcomes:**

Student learning outcomes are based on the Specific Learning Objectives from APA Guidelines for Psychology Majors: <http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>

In this class, the following student learning outcomes are expected:

- 1.1 Describe key concepts, principles, and overarching themes in psychology**
- 1.3 Describe applications of psychology**
- 2.1 Use scientific reasoning to interpret psychological phenomena**
- 2.2 Demonstrate psychology information literacy**
- 2.3 Engage in innovative and integrative thinking and problem solving**
- 2.5 Incorporate sociocultural factors in scientific inquiry**
- 3.1 Apply ethical standards to evaluate psychological science and practice**
- 3.2 Build and enhance interpersonal relationships**

- 3.3 Adopt values that build community at local, national, and global levels
- 4.1 Demonstrate effective writing for different purposes
- 4.2 Exhibit effective presentation skills for different purposes
- 4.3 Interact effectively with others
- 5.1 Apply psychological content and skills to career goals
- 5.2 Exhibit self-efficacy and self-regulation
- 5.5 Develop meaningful professional direction for life after graduation

## COMMUNICATION PLAN

Email is the method of communication with me:

Bbuchalski@tamusa.edu

**I do not access any other form of communication**

I will make an active effort to respond to class-related email queries within 24 hours. Therefore, **use the email information given above - not the WebCT email system).**

PLEASE READ OVER THE ENTIRE SYLLABUS BEFORE EMAILING ME.  
FIRST AND FOREMOST ALL WORK IS DUE on December 6<sup>th</sup> - at 11:59 PM – No Exception.

---

## My part

### Encouragement:

1. Student hours per zoom Meeting
2. Struggling with coursework or experiencing academic challenges at some point is a common part of learning, and is not judged.

3. I faced diverse academic challenges when I was a student. I was able to overcome them with time and strategies
4. We in our Class follow Growth Mindset
5. There is support for diverse student challenges – eg work – life conflict, housing /food issues, mental health
6. Life – Work Balance: I model health and family time – so am not available From Friday @ 5:00 pm to Monday @ 9:00 am
7. I do stick to policy and I do expect you to do your work within six days (by Saturday end of day) I am helping you as a para professional. You are learning through best practices to be a professional. All weekly assignments and work due in six days. Exception has to be syllabus and University sanctioned with Formal Documentation

**Skill Development.** In addition to learning some basics of careers in psychology, the assignments in this course are designed to help you develop a number of skills that are important to your success as a student:

- Social Interaction (Interacting with Professors and Fellow Students, Overcoming Social Anxiety)
- Using Campus Resources (Library, Writing Center, Career Services)
- Using Digital Tools and the Cloud
- Self-monitoring, Metacognition, and Planning
- Practice Reading Scientific Articles

**Textbook.** Intro Book reference: OpenStax College, Psychology. Link to FREE textbook: <https://openstax.org/details/books/psychology-2e>

**Recommended Reference Material (NOT required):**

*APA Manual (7th edition)*. American Psychological Association (2019). APA College Dictionary of Psychology. Washington, DC: Author. ISBN: 978-1-4338-0433-5

### **Additional Readings**

You will be provided with supplemental readings through Blackboard that will help you understand different topics. You will be expected to find readings on your own as a part of your assignments. These must come from peer-reviewed sources. If you cannot find a PDF of the article, interlibrary loan can usually locate it for you. See the schedule and blackboard for due dates and details.

### **Quality of Written Work**

All written work should be of academic quality submitted in APA format in order to expect full credit.

### **Withdrawal Policy**

Any withdrawals after the last day for an *automatic* “W” date established by the university will receive the grade of “F”.

**Grades.** All assignments will be submitted through Blackboard, and instructions will be available on Blackboard unless otherwise noted. Your final grade in this class will be calculated as a simple average: your points earned divided by the maximum number of points you could have earned. In this class you can earn up to a total of 100 points.

### **Contact Info**

Brenya Buchalski, MA., JD  
[Bbuchalski@tamusa.edu](mailto:Bbuchalski@tamusa.edu)

**Late Work.** Due dates and times are clearly listed on the materials for every assignment. **Assignments are due Saturday at midnight.** Work turned in after the due date and time is considered late.

- Work turned in after, but within 24 hours of the due date will be graded at 50%.
- After 24 hours, the work will not be accepted. No exceptions. If you have an emergency situation, notify me ASAP for consideration, and include any necessary documentation.

This is a basic time-management skill you must learn to succeed in college and in life. Make a schedule, work ahead; you've got this!

## Course Policies

### Generative Artificial Intelligence Use Guidance

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.

Example from [Texas A&M-San Antonio's Gen AI Policy Options](#)

## Video and Audio Recording

For good reason Students are not permitted to Record Videos or Audio of content in class with out express Confidential permission from this Instructor.

As the instructor of this course, I may record meetings and lessons. You are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Recordings may not be published, reproduced, or shared with those not in the class. If the instructor or a UTSA office plans any other uses for the recordings, consent of the students identifiable in the recordings is required before such use unless an exception is allowed by law. For more information on your privacy and class recordings, review [Student Privacy \(FERPA\) in Virtual Classrooms and Other Educational Recordings](#) and the [Guide to Secure Video Conferencing Tools](#).

## Academic Freedom

Academic freedom<sup>1</sup> is a cornerstone of the University. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning.<sup>2</sup> Each faculty member is entitled to full freedom in the classroom discussing the subject that the faculty member teaches.<sup>3</sup> The University of Texas at San Antonio will not penalize or discipline members of the faculty because of their exercise of academic freedom.

Along with this freedom comes responsibility. It is the responsibility of faculty members to ensure that topics taught are related to the classroom subject. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.<sup>4</sup> It is not the proper role of the university or any outside agency to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive.<sup>5</sup> Engaging with new ideas and perspectives helps students grow intellectually and is beneficial to the educational process.

1. Statement adapted from Texas A&M University's [Syllabus Statement Regarding Academic Freedom](#)
2. 1940 Statement of Principles on Academic Freedom and Tenure

3. Board of Regents Rule 31004; HOP Policy 4.02
4. American Association of University Professors Joint Statement on Rights and Freedoms of Students
5. The Chicago Statement

### Hours per Week

Student can expect and schedule and plan to complete this online class successfully. For every module that opens (each week) up to six hours work is expected. In other words expect to put into each week (*from January to May*) six to eight hours. The six hours will include your text reading, content review and completing each assignment. Plan for such time commitment. Do be mindful to **Schedule** such to stay organized from week to week.

### Grading Information

#### Grading Schema for Final Grade:

**Final grades will be based on the following cumulative point totals:**

| Total Points | Percentage | Grade |
|--------------|------------|-------|
| 95 – 97.5    | 95 – 97.5% | A     |
| 85 – 87.5    | 85 – 87.5% | B     |
| 75.0 – 77.5  | 75 – 77.5% | C     |
| 65.0 – 67.5  | 65 – 67.5% | D     |
| <60.0        | <60%       | F     |

### Detailed Grading Scheme

Grades will sum to a maximum of 100 points in the following manner:

| Source                                                                    | Points                      | Percent |
|---------------------------------------------------------------------------|-----------------------------|---------|
| Introduction<br>Class Approach<br>Ice Breaker<br>and picking<br>your Team | 10 Class Team for<br>points | 10%     |

|                                                                 |                                             |     |
|-----------------------------------------------------------------|---------------------------------------------|-----|
| Syllabus Exercise                                               |                                             |     |
| <b>Wednesday August 27<sup>th</sup> Team Work Team Contract</b> | Team Exercise for points                    | 5 % |
| <b>What is Psychology Subfields</b>                             | Class Exercise 5 points 9/3                 | 5%  |
| <b>Intro to Psyc Research</b>                                   | Class Exercise points Friday 9/5            | 5%  |
| <b>Class Team: Research example</b>                             | For points Monday 9/8 <i>Class Exercise</i> | 5%  |
| <b>360 degree</b>                                               | 10 points 9/26 Class Exercise               | 10% |
| <b>Fully Online /Remote Test</b>                                | 9/17 and 10/15 10 points each               | 20% |
| <b>Gardner Intelligence</b>                                     | 5 points 10/1 Class Exercise                | 5%  |
| <b>Class Team: Memory 10/3</b>                                  | 5 points                                    | 5 % |
| <b>Social Psyc Prep 10/8</b>                                    | 5 points                                    | 5%  |
| <b>Social Psyc Team role plays 10/10</b>                        | 5 points                                    | 5%  |
| <b>REC/SONA Research by Nov</b>                                 | 5 points                                    | 5%  |

|                                                     |            |                      |
|-----------------------------------------------------|------------|----------------------|
| <b>Maslow<br/>10/22 Class<br/>Team<br/>Exercise</b> | 5 points   | 5%                   |
| IO Team role<br>play (s)                            | 10 points  | 10 %                 |
| <b>Total</b>                                        | <b>100</b> | <b>100% of total</b> |

**There are no Bonus points or extra assignments – given our easy flow.**

### Tentative Course Schedule of Assignments and Exams

| Week<br>Module<br>Date          |                                                                                    | <b>Topic</b>                                                                                                                                                    |
|---------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 |                                                                                    | Read Chapter /View Dr. B<br>Lectures/Discussion<br>/Assignments/Papers                                                                                          |
| <b>Orientation/Introduction</b> |  | Class Approach, introducing each<br>other ( <i>who I am, who am I</i> )                                                                                         |
| <b>Week 1</b>                   |                                                                                    | <ul style="list-style-type: none"> <li>➤ <b>Picking your Team - Ice Breaker</b></li> <li>➤ <b>Syllabus Review Friday</b></li> <li>➤ <b>Time Mgmt</b></li> </ul> |
| <b>MONDAY</b>                   |                                                                                    |                                                                                                                                                                 |
| <b>Week 1<br/>Wednesday</b>     | Work on Team<br>Contract with<br>Team                                              | Work on Team Contract with Team                                                                                                                                 |
| <b>Week 1<br/>Friday</b>        |                                                                                    | Syllabus Review                                                                                                                                                 |
| <b>Week 2</b>                   | Read Chapter 2                                                                     | Wednesday Sept 2 <sup>nd</sup> Class Team<br>work                                                                                                               |
| <b>Wed 9/3 and Friday 9/5</b>   |                                                                                    | Psyc Fields<br><br><b>Friday - Class Team exercise<br/>for points</b>                                                                                           |

|                                                                                                                 |  |                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                 |  | <b>What is Scientific Research? Key Points</b>                                                                                                                                                                                                                                  |
| <b>Week 3</b><br><br><b>Monday 9/8</b><br><br><b>Wednesday 9/10</b><br><br><b>And</b><br><br><b>Friday 9/12</b> |  | <b>Monday:</b><br><br><b>Our Example of Scientific Research - application</b><br><br><b>9/8 Class Team exercise for points</b><br><br><b>Wednesday: 9/10 Continued from Monday Research continued</b><br><br><b>Friday: 9/12 Emergency came up</b><br><br><b>Read Chapter 6</b> |
| <b>Week 4</b><br><br><b>Monday 9/15</b><br><br><b>and</b><br><br><b>Wednesday 9/17</b><br><br><b>and</b>        |  | <b>Monday</b><br><br><br><b>To reinforce on Wednesday 9/17</b>                                                                                                                                                                                                                  |

|                                                                                                                                    |  |                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Friday 9/19<sup>th</sup></b>                                                                                                    |  | <b>Wednesday Online Essay Test on Classical Conditioning</b><br><br><b>Both Taste Aversion and Operant Conditioning</b><br><b>We will study on Friday 9/19<sup>th</sup></b>                                                                                                                                         |
| <b>Week 5</b><br><br><b>Monday 9/22</b><br><br><b>and</b><br><br><b>Wednesday 9/24</b><br><br><b>and</b><br><br><b>Friday 9/26</b> |  | <p>➤ Monday 9/22 we shall study Observational Learning</p> <p>Wednesday 9/24<sup>th</sup> we shall study sleep</p> <p>Friday 9/26 My 360 degree week points earned</p>                                                                                                                                              |
| <b>Week 6</b><br><br><b>Monday 9/29</b><br><br><b>and</b><br><br><b>Wednesday 10/1</b><br><br><b>and</b><br><br><b>Friday 10/3</b> |  | <b>Monday 9/29</b><br><br>Read Chapter 7 on Intelligence<br><br>Class Team Exercise for points<br>Gardner on Intelligence<br><br><b><i>Wed 10/1 Chapter 8</i></b><br><b><i>Memory Class Team Exercise</i></b><br><b><i>For points</i></b><br><br><b><i>Friday 10/3</i></b><br><b><i>Review Memory Chapter 8</i></b> |
|                                                                                                                                    |  |                                                                                                                                                                                                                                                                                                                     |

|                                                                                                                            |                                                                               |                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Week 7</b></p> <p><b>Monday 10/6<br/>and<br/>Wednesday 10/8<br/>and<br/>Friday 10/10</b></p>                         |                                                                               | <p><b><i>Monday 10/6: Memory<br/>continued</i></b></p> <p><b><i>&amp;</i></b></p> <p><b><i>Wed 10/8 Read Chapter 12:<br/>Intro Social Psychology</i></b></p> <p><b><i>Wed 10/8 Teams prep for<br/>Social Psyc role play</i></b></p> <p><b><i>Friday 10/10 Social<br/>Psychology<br/>Team Role Play for points</i></b></p> |
|                                                                                                                            |                                                                               |                                                                                                                                                                                                                                                                                                                           |
| <p><b>Week 8</b></p> <p><b>Monday 10/13<br/>and<br/>Wednesday 10/15<br/>and<br/>Friday 10/17</b></p>                       |                                                                               | <p><b>Life Span Development</b></p> <p><b>Read Chapter 9</b></p>                                                                                                                                                                                                                                                          |
| <p><b>Week 9</b></p> <p><b>Monday 10/20<br/><br/>and<br/>Wednesday 10/22 for<br/>points</b></p> <p><b>Friday 10/24</b></p> | <p>Emotion</p> <p>Maslow 10/22<br/>Class Team<br/>Exercise for<br/>points</p> | <p><b>SONA/REC Reminder</b><br/>Read Chapter 10<br/>Motivation &amp; Emotion</p> <p>Wednesday 10/22<br/>Maslow</p> <p>Friday Read Chapter 14<br/>Stress</p>                                                                                                                                                               |
| <b>Week 10</b>                                                                                                             |                                                                               | <p>Read Chapter 11</p> <p>Monday 10/27 Healthy Personality</p>                                                                                                                                                                                                                                                            |

|                                                                                                           |  |                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Monday 10/27<br/>and<br/>Wednesday 10/29<br/>and<br/>Friday 10/31</b>                                  |  | <b>Wednesday &amp; Friday Chapter 15</b><br><br><b>Intro: Mental Health &amp; Psychological Disorders</b>                                                                                    |
| <b>Week 11</b><br><br><b>Monday 11/3<br/>and<br/>Wednesday 11/5<br/>and<br/>Friday 11/7</b>               |  | <b>Monday: Personality Disorders</b><br><br><b>Wednesday &amp; Friday Personality Disorders</b>                                                                                              |
| <b>Week 12</b><br><br>Therapies<br><br>Mon 11/ 10<br><br><b>Wed 11/ 12</b><br><br><br><b>Friday 11/14</b> |  | Mon 11/10 Therapies Chapter 16<br><br>Wed 11/12<br><br>Friday 11/14                                                                                                                          |
| <b>Week 13</b><br><br><b>Monday 11/17<br/>and<br/>Wednesday 11/19<br/>and<br/>Friday 11/21</b>            |  | <b>Monday 11/17</b><br><br><b>Intro on Industrial<br/>Organizational (IO) Psyc</b><br><br><i><b>Wed Teams work on IO<br/>Team Presentations Rubric</b></i><br><br><i><b>Friday 11/21</b></i> |
| <b>Week 14</b><br><br><b>Monday 11/24<br/>and<br/>Wednesday</b>                                           |  | <b>IO Team Presentations start</b><br><br><b>Monday Teams 1 – 3 Present on IO</b><br><br><i><b>Enjoy Your Thanksgiving</b></i>                                                               |

|                                                                                                                     |                                                 |                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                     |                                                 |                                                                                                                                                                        |
| <b>Week 15</b><br><br><b>Monday 12/1</b><br><b>and</b><br><b>Wednesday 12/3</b><br><b>and</b><br><b>Friday 12/6</b> |                                                 | <b>IO Team Presentations</b><br><br><b>Monday Teams 4 – 6 Present on IO</b><br><br><b>Wed Team 7 – 9 Present on IO</b><br><br><b>Friday Team 10 - 11 Present on IO</b> |
| <b>Finals</b><br><br><b>Week</b>                                                                                    | All the best with<br>your other Class<br>Finals |                                                                                      |
|                                                                                                                     |                                                 |                                                                                                                                                                        |
|                                                                                                                     |                                                 | <p style="text-align: center;"><b>Enjoy<br/>Your Holiday</b></p> <p><small>Source: Retrieved from:<br/>www.BuyEssentialOilsHere.com Jana Tzinberg</small></p>          |

## Syllabus Changes

The syllabus is subject to change at the instructor's discretion. Any changes/corrections to the course materials, assignment dates, or other updates will be communicated to the students ahead of time. You are responsible for checking Canvas for corrections or updates to the syllabus.

### **Important Dates:**

**August 25**      **First day of class**  
**September 1**   **Labor Day – No classes**  
**September**    **Census Date**  
**10**  
**November 10**   **Last day to drop with an automatic “W”**  
**November 18**   **Last day to withdraw from the University**  
**November 28**   **Holiday – No classes**  
**December**      **Last day of classes**  
**December**      **Study Day – No classes**  
**December -1**   **Final exams**

***The complete academic calendar:***

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

## **IMPORTANT POLICIES AND RESOURCES**

Academic Accommodations for Persons 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, please contact Disability Support Services in the Central Academic Building, Suite 210, or at (210) 784-1335 or visit <https://www.tamusa.edu/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: 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: 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 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 Modular C, Room 166 (Rear entrance).

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.

**Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').** For more information and self-help resources, 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 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/campus->

[information/safety/university-police-department/documents/emergency-operations-plan.pdf](https://www.tamusa.edu/about-us/campus-information/safety/university-police-department/documents/emergency-operations-plan.pdf) and <https://www.tamusa.edu/about-us/campus-information/safety/university-police-department/documents/emergency-action-plan.pdf>

Download the SafeZone App 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 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: 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://bit.ly/WLDCCenter>.

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) 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.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 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.

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, 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 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 or 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: 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.

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, 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, University Catalog and to comply with them, as well as 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 an environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notification.

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. Behaviors that infringe 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](#).

## **Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission**

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.