



TEXAS A&M UNIVERSITY
SAN ANTONIO

EDCI 4350 | Social Studies Methods: Elementary
Department of Curriculum & Instruction

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Office Hours: Wednesday and Thursday from 11:00 a.m. – 1:00 p.m. and by appt.

Course Meetings

Day: Mondays

Time: 11:00 a.m. – 1:45 p.m.

Location: Public Health and Education Building (PHEB) 128

First Class: August 24, 2026

Final Course Date: December 4, 2026

No Class: 9/7 (Labor Day); 11/ 9 (Instructor attending conference)

Course Description

This course provides teacher candidates with a method of teaching and assessing social studies in the early childhood through elementary grade levels; including methods of selecting and organizing social studies programs, the sequence of the content of the social studies curriculum, adapting and enriching social studies programs to meet the needs of all students, and creating assessments aligned with the social studies curriculum.

TExES EC-6 Social Studies Standards

The social studies teacher...

Standard I: has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences in society and the world. (1.1k-1.5k and 1.1s-1.7s)

Standard II: effectively integrates the various social science disciplines. (2.1k-2.3k and 2.1s-2.2s)

Standard III: uses knowledge and skills of social studies, as defined by the Texas Essential Knowledge and Skills (TEKS), to plan and implement effective curriculum, instruction, assessment, and evaluation. (3.1k-3.8k and 3.1s-3.7s)

Standard IV: applies knowledge of significant historical events and developments, as well as multiple historical interpretations and ideas, to facilitate student understanding of relationships between the past, the present, and the future. (4.1k-4.18k and 4.1s-4.11s)

Standard V: applies knowledge of people, places, and environments to facilitate students' understanding of geographic relationships in Texas, the United States, and the world. (5.1k-5.12k and 5.1s-5.14s)

Standard VI: knows how people organize economic systems to produce, distribute, and consume goods and services, and uses this knowledge to enable students to understand economic systems and make informed economic decisions. (6.1k-6.23k and 6.1s-6.12s)

Standard VII: knows how governments and structure of power function, provide order, and allocate resources, and uses this knowledge to facilitate student understanding of how individuals and groups achieve their goals through political systems. (7.1k-7.13k and 7.1s-7.11s)

Standard VIII: understands citizenship in the United States and other societies, and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices. (8.1k-8.10k and 8.1s-8.12s)

Standard IX: understands cultures and how they develop and adapt, and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States, and the world. (9.1k-9.21k and 9.1s-9.12s)

Standard X: understands developments in science and technology, and uses this knowledge to facilitate student understanding of the social and environmental

consequences of scientific discovery and technological innovation. (10.1k-10.9k and 10.1s-10.10s)

TAC Standards

Standard 3: Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

- A. Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.
 - i. Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.
 - ii. Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.
 - iii. Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.
- B. Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.
 - i. Teachers organize curriculum to facilitate student understanding of the subject matter.
 - ii. Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
 - iii. Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.
- C. Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.
 - i. Teachers teach both the key content knowledge and the key skills of the discipline.

- ii. Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

Course Materials

Required Text

Agarwal-Rangnath, R. (2022). *Social Studies, Literacy, and Social Justice in the Elementary Classroom: A Guide for Teachers*. Teachers College Press.

** You will also need to purchase or borrow a children's historical fiction novel which you will choose from a list that I will provide soon.*

Additional readings will be provided electronically through Blackboard. Selected readings will include excerpts or articles from:

- John Dewey, *How We Think*
- Paulo Freire, *Pedagogy of the Oppressed*
- Keith Barton & Linda Levstik, *Teaching History for the Common Good*
- Sam Wineburg, work on historical thinking
- Luis Moll, Cathy Amanti, Deborah Neff & Norma Gonzalez, "Funds of Knowledge for Teaching"
- Tara Yosso, "Whose Culture Has Capital?"
- Rudine Sims Bishop, "Mirrors, Windows, and Sliding Glass Doors"
- Gholdy Muhammad, selected work on identity, skills, intellect, criticality, and joy
- Selected readings on geography, economics, citizenship, inquiry, children's literature, and elementary social studies pedagogy

You are not expected to purchase these additional texts.

Professional Resources

Students will regularly use:

- Texas Essential Knowledge and Skills (TEKS): Social Studies EC–6
- Library of Congress digital collections

- 240 Tutoring: EC–6 Social Studies
- OpenStax TExES Core Subjects EC–6 Social Studies materials
- C3 Framework for Social Studies State Standards
- Maps, photographs, primary sources, artifacts, newspapers, oral histories, and other materials provided throughout the semester

How This Course Works

Student Learning Outcomes

By the end of the course, students will be able to:

1. Explain the purposes of elementary social studies education beyond the acquisition and recall of factual information.
2. Demonstrate appropriate knowledge of history, geography, government, citizenship, economics, culture, and other social sciences represented in the EC–6 Social Studies TEKS.
3. Locate, evaluate, and use primary and secondary sources as evidence for social studies inquiry.
4. Design learning experiences in which children analyze, compare, interpret, question, explain, and construct claims rather than primarily recall information.
5. Incorporate children’s literature, photographs, maps, oral histories, artifacts, music, media, and community knowledge into social studies instruction.
6. Design instruction that incorporates multiple perspectives and helps children recognize the relationship between perspective, evidence, interpretation, and historical narrative.

Throughout the course, we will approach social studies as more than the transmission of historical facts, names, dates, and vocabulary. Social studies provides children opportunities to become curious about the world around them; investigate questions about people, places, communities, institutions, and the past; evaluate evidence and multiple perspectives; construct explanations; connect past and present; and consider how people participate in and shape their communities.

Module I — Wondering About the Social World

Guiding question: What is social studies for?

We will practice distinguishing instruction organized around information recall from instruction organized around meaningful questions and investigation. We will practice noticing social phenomena, generating questions, and identifying children's existing knowledge and curiosity as starting points for curriculum.

Module II — Investigating the Social World

Guiding question: How can we find out?

We will learn to locate, select, contextualize, and analyze sources; use primary sources and community knowledge; develop children's historical and geographic thinking; and build the contextual knowledge necessary for meaningful inquiry.

Module III — Interpreting the Social World

Guiding question: How do we decide what something means?

Here we will investigate perspective, evidence, historical interpretation, representation, cause and consequence, geography, economics, government and citizenship. Increasing attention is given to asking children to make claims and support them with evidence.

Module IV — Connecting Past, Present, and Community

Guiding question: What does this have to do with us?

We will examine relationships among history, contemporary life, children's communities, and questions of representation, power, participation, and social change.

Module V — Designing Powerful Social Studies

Guiding question: What can children do with what they know?

We will conclude by synthesizing what we have learned, designing inquiry-based social studies instruction that moves children through wonder, investigation, contextual understanding, interpretation, application, and meaningful participation.

Assignments and Assessment

Assignment	Standards and Competencies	Points
Social Studies Wonder	Standard I: 1.1k–1.5k, 1.1s–1.7s; Standard II: 2.1k–2.3k, 2.1s–2.2s; Standard III: 3.1k–3.3k, 3.1s–3.4s	15
Recall-to-Inquiry Transformation	Standard III: 3.1k–3.8k, 3.1s–3.7s; Standard IV: 4.1s–4.6s; Standard VIII: 8.1s–8.2s, 8.6s, 8.8s	40
Community Wonder Investigation	Standard I: 1.1k–1.5k, 1.1s–1.7s; Standard II: 2.1k–2.3k, 2.1s–2.2s; Standard III: 3.1k–3.8k, 3.1s–3.7s; Standard IX: 9.9s–9.12s	60
LOC Primary Source Investigation	Standard III: 3.1k–3.8k, 3.1s–3.7s; Standard IV: 4.1k–4.18k, 4.1s–4.11s	60
Historical Fiction Inquiry	Standard II: 2.2s; Standard III: 3.1s–3.7s; Standard IV: 4.7s–4.11s; Standard IX: 9.10s–9.12s; Standard X: 10.6s–10.9s	75
Teaching Strategy Laboratory	Standard II: 2.1s–2.2s; Standard III: 3.1k–3.8k, 3.1s–3.7s; Standards V–X as appropriate to the content area selected	50
Local Social Studies Inquiry Project	Standard I: 1.1k–1.5k, 1.1s–1.7s; Standard II: 2.1k–2.3k, 2.1s–2.2s; Standard III: 3.1k–3.8k, 3.1s–3.7s; Standard IV: 4.1s–4.11s; Standard V: 5.1s–5.14s; Standard IX: 9.9s–9.12s	75
Final Inquiry-Based Social Studies Lesson	Standard II: 2.1k–2.3k, 2.1s–2.2s; Standard III: 3.1k–3.8k, 3.1s–3.7s; Standard IV: 4.1s–4.11s; Standards V–X as appropriate to the selected TEKS/content	100
240 Tutoring	Standard IV: 4.1k–4.18k; Standard V: 5.1k–5.12k; Standard VI: 6.1k–6.23k; Standard VII: 7.1k–7.13k; Standard VIII: 8.1k–8.10k; Standard IX: 9.1k–9.21k; Standard X: 10.1k–10.9k	60
Final Reflective Synthesis	Standard I: 1.1k–1.5k, 1.1s–1.7s; Standard II: 2.1k–2.3k, 2.1s–2.2s; Standard III: 3.1k–3.8k, 3.1s–3.7s	25
Total		560

1. Social Studies Wonder: Picture and Question (15 points)

During the opening weeks of the course, students will bring a photograph of something from their community that makes them curious about its history, geography, people, institutions, culture, or development.

Students will formulate an initial social studies question prompted by the photograph and briefly explain why the question matters.

The purpose is not to already know the answer. The purpose is to begin noticing the social world as something that can be investigated.

2. From Recall to Inquiry Lesson Transformation (40 points)

Students will examine a conventional elementary social studies activity or lesson organized primarily around recall—for example, a worksheet, textbook lesson, vocabulary activity, or teacher presentation.

Students will redesign the lesson around a meaningful question and identify sources and learning experiences that require children to investigate, interpret, compare, explain, or make a claim.

This assignment introduces one of the central questions of the course:

Where is the thinking in this lesson?

3. Community Wonder Investigation (60 points)

Students will investigate the question generated through their initial Social Studies Wonder.

The investigation should incorporate multiple forms of evidence, which might include photographs, maps, newspaper archives, public records, artifacts, interviews, observations, historical documents, or community knowledge.

Students will document:

- What I wondered?

- What I investigated?
- What I discovered?
- What new questions emerged?

The emphasis is on experiencing inquiry before being asked to design inquiry for children.

4. Primary Source Investigation / Library of Congress (60 points)

Students will locate an age-appropriate primary source from the Library of Congress and design a short investigation around it.

Rather than simply presenting information contained in the source, students will develop questions that encourage children to notice, wonder, infer, contextualize, corroborate, and use evidence.

Students will briefly share their source and investigation with classmates.

5. Historical Fiction Inquiry (75 points)

Students will select a children's or young adult historical fiction novel appropriate for elementary social studies instruction.

Rather than simply summarizing the book, students will examine:

- What historical/social knowledge the text provides;
- whose perspective it represents;
- what children need to know to understand it;
- what might be absent, simplified, or silenced;
- what additional sources could complicate or contextualize the text; and
- what question children might investigate through the text.

Students will share their books and associated resources with classmates, collectively creating a course library of social studies literature.

6. Teaching Strategy Laboratory (50 points)

Working individually or with a partner, students will facilitate a short social studies learning experience using the OpenStax resources and one instructional approach examined in the course, such as:

- simulation;
- role play;
- geographic investigation;
- economic decision-making;
- structured academic controversy;
- primary-source analysis;
- oral history;
- artifact inquiry;
- children's literature;
- deliberation;
- questioning strategies.

Students will subsequently analyze not simply whether the activity was “engaging,” but what intellectual work the activity required learners to perform.

7. Local Social Studies Inquiry Project (75 points)

Students will develop an elementary inquiry rooted in a place, issue, person, institution, event, landscape, or question connected to a local community.

The inquiry will begin with an observable phenomenon or compelling question and incorporate multiple sources through which elementary learners could investigate it.

Students will develop a sequence moving approximately through:

Encounter → Wonder → Investigate → Contextualize → Interpret → Construct → Connect

This project serves as a bridge between experiencing inquiry themselves and designing inquiry for children.

8. Final Inquiry-Based Social Studies Lesson (100 points)

The culminating project asks students to design a coherent one- or two-day EC–6 social studies learning experience.

The lesson must:

- align with appropriate TEKS;
- begin with a compelling question, phenomenon, source, or problem;
- activate or elicit children’s existing knowledge;
- incorporate multiple high-quality resources;
- include at least one primary source;
- provide sufficient historical/social context;
- require children to interpret evidence;
- include multiple perspectives where appropriate;
- move beyond recall toward explanation, argument, decision-making, or application;
- connect learning meaningfully to children’s lives, communities, or contemporary world where appropriate; and
- include an authentic means of assessing what students understand and can do.

The final lesson should demonstrate your developing conception of what quality elementary social studies instruction can be.

9. 240 Tutoring Quizzes and Practice Exam (60 points)

Students will complete designated EC–6 Social Studies modules throughout the semester.

This component recognizes an important distinction running throughout the course:

Powerful pedagogy does not replace content knowledge. Teachers need substantial knowledge in order to facilitate meaningful inquiry.

Modules will address geography, history, economics, government, citizenship, culture, and social studies instructional knowledge.

10. Final Reflective Synthesis (25 points)

Rather than primarily testing recall of course terminology, students will revisit their understanding of social studies teaching from the beginning of the semester.

Students will respond to questions such as:

- What is social studies for?
- What does it mean for a child to think critically in social studies?
- What is the relationship between knowledge and inquiry?
- What role should teachers play in children's investigations?
- How has your conception of elementary social studies teaching changed?

Grading

Final course grades will be calculated according to the following scale:

Grade	Percentage
A	90–100%
B	80–89%
C	70–79%

Grade	Percentage
D	60–69%
F	Below 60%

Detailed assignment instructions and rubrics will be available through Blackboard.

Unless otherwise indicated, written assignments are due by **Saturday at 11:59 p.m.**

Course Policies and Expectations

Participation and Preparation

This course depends upon investigation, discussion, collaboration, experimentation, and reflection. Students are expected to:

- attend class regularly;
- complete assigned readings before class;
- bring required materials and sources;
- participate thoughtfully in investigations and discussions;
- contribute responsibly to collaborative work;
- provide constructive feedback to classmates;
- engage respectfully with perspectives and interpretations different from their own;
- revise their thinking when evidence warrants revision.

Participation does not mean simply speaking frequently. Listening, questioning, examining evidence, changing one's mind, and helping others develop ideas are also meaningful forms of intellectual participation.

Please attend class, don't be late to class, and submit all work by the due date using APA formatting guidelines. Talk to me immediately if there are extenuating

circumstances that affect your attendance and work. If you come to me a month after the fact, I'll probably have submitted grades by then so it will be too late for you. Here's the policy for this course.

- 5 points off for every day absent.
- 1 point off for every day tardy.
- Deadlines for all work are firm. Late work is not accepted, please plan ahead.
- There are no makeups for missed work.
- Submit all correspondence to my official university email and only submit work to Blackboard, not through email.
- There is a 25% grade deduction for not using APA where required; please see below.
- Submit all work in PDF form with your name and the assignment name in the title. See below. I do not accept Google Docs or MS Word docs or pigeon mail (folks have tried).
- You will have one “freebie day” where you can be absent but it cannot be during a presentation since there are no makeups for missed work.

Assignment Submission & APA Guidelines:

All assignments must be neatly typed. The content of assignments will be evaluated based on the level of higher order thinking skills demonstrated by the student according to the criteria for grading included in this syllabus, Blackboard and all expectations explained in class. All assignments must be submitted through Blackboard in PDF format. Do not use Google Docs or MS Word docs.

Please submit assignments in the following format:

lastname_assignmentname.pdf

All assignments will be submitted using the **American Psychological Association's** (APA) manual of style and formatting.

>Purdue Online Writing Lab (this is the complete one)

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

>APA → Get SMART @ your library: Basics of APA Style

<https://libguides.tamusa.edu/c.php?g=72444&p=467712>

>TAMUSA Checklist for Formatting an APA Paper

<https://libguides.tamusa.edu/c.php?g=1044275&p=7576144>

>APASeventh Ed.

https://docs.google.com/document/d/1SxBoseRKkAWxnn_qm4HU4ntpsYx6sft8/edit?usp=sharing&oid=108142650215665995023&rtpof=true&sd=true

NOTE: Guidance for how to cite AI-generators, like ChatGPT, can be found here
<https://apastyle.apa.org/blog/how-to-cite-chatgpt>

APA Reference:

Nunan, D. (2003). *Practical English Language Teaching* (Chapter 1). McGraw-Hill Education.

If you're referencing a specific section or page, you can include the page range or a pinpoint reference. For example:

Nunan, D. (2003). Introduction to language teaching. In *Practical English Language Teaching* (pp. xx-xx). McGraw-Hill Education.

Replace "xx-xx" with the exact page numbers of the chapter.

Course Schedule

Date	Guiding Question / Focus	Reading & Learning	Assignment
8/24 Week 1	What is social studies for? Course introduction; experience vs. recall; citizenship; introducing Community Wonder	Agarwal-Rangnath, Preface & Introduction	Bring/find community photograph
8/31 Week 2	What makes us wonder? Curiosity, problems, inquiry, children's questions	Dewey excerpt; Agarwal-Rangnath Ch. 1, <i>Inspiring Wonder</i>	Social Studies Wonder
9/7	LABOR DAY — NO CLASS		
9/14 Week 3	How do we turn curiosity into investigation? Compelling questions; TEKS; C3 Inquiry Arc; inquiry design	C3 Framework selection	Recall-to-Inquiry Transformation introduced
9/21 Week 4	Where does knowledge live? Families, communities, oral history, Funds of Knowledge	Moll et al., <i>Funds of Knowledge for Teaching</i>	Community investigation underway
9/28 Week 5	How can we find out? Primary sources; LOC; sourcing; evidence	Agarwal-Rangnath Ch. 2; Wineburg excerpt	Community Wonder Investigation due
10/5 Week 6	How does place help explain social life? Geography; maps; spatial thinking; human/environment relationships	Selected geography reading	LOC investigation underway
10/12 Week 7	Whose story are we reading? Children's literature; historical fiction; representation; multiple perspectives	Bishop + Barton/Levstik selection	LOC Primary Source Investigation due/share
10/19 Week 8	Can we trust this source? Corroboration; perspective; bias; missing voices	Wineburg/Barton & Levstik	Historical Fiction Inquiry underway
10/26 Week 9	Why did people do what they did? Historical thinking; cause/consequence; simulation; perspective-taking	Agarwal-Rangnath Ch. 3, <i>Application</i>	Children's Literature/Historical Fiction Inquiry due/share

Date	Guiding Question / Focus	Reading & Learning	Assignment
11/2 Week 10	How do people make collective choices? Government, citizenship, economics; simulations; deliberation	Selected civic/economic inquiry reading	Teaching Strategy Laboratory
11/9	NO CLASS — INSTRUCTOR CONFERENCE TRAVEL	Independent inquiry work	Local Inquiry development
11/16 Week 11	What does the past have to do with us? Connecting past/present; community; inequality; cultural wealth	Agarwal-Rangnath Ch. 4; Yosso excerpt	Local Social Studies Inquiry Project due/share
11/2 Week 12	What can children do with what they know? Participation, informed action, agency	Agarwal-Rangnath Ch. 5; Freire excerpt	Final lesson workshop
11/30 Week 13	What does powerful social studies teaching look like? Integration and peer critique	No new reading	Final Inquiry-Based Lesson presentations
12/4 Final Course Date	What have we learned about teaching social studies?	—	Final Reflective Synthesis + Final Lesson due [TO CONFIRM]

Communication and Support

Contacting the Instructor

Email is the best method for questions outside class. Students should generally expect a response within [24–48 hours] during the work week.

Questions that require extended discussion are better addressed during office hours or by appointment.

Students are encouraged to contact the instructor early when experiencing difficulty with course concepts, assignments, participation, or other circumstances affecting their work.

Office Hours

- Tuesdays and Wednesdays from 12:00pm – 2:00pm

Additional meetings may be scheduled by appointment.

Office hours are not limited to students who are struggling. Students are encouraged to use them to discuss course ideas, Spanish-language development, assignments, teaching, research interests, or questions emerging from class.

Blackboard

Blackboard will serve as the central location for:

- course announcements;
- readings;
- assignment instructions;
- rubrics;
- supplementary materials;
- submission links; and
- updates to the course schedule.

Students are responsible for checking Blackboard regularly.

IMPORTANT POLICIES AND RESOURCES

University Email Policy and Course Communications: All correspondence between professors and students must occur via university email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at helpdesk@tamusa.edu or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

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 at the [website](#) or email us at dss@tamusa.edu. All students are encouraged to discuss their academic accommodation with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center 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. Online tutoring is also available for after hours and weekend assistance.

While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

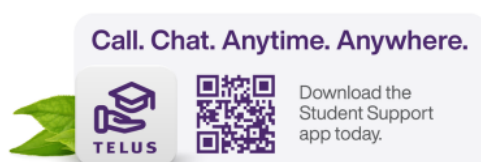
Appointments available MATH Walk in Tutoring – No appointment needed

	Appointments available	Walk in Tutoring – No appointment needed
MONDAY	8 am – 6 pm	9 am – 5 pm
TUESDAY	8 am – 6 pm	9 am – 5 pm
WEDNESDAY	8 am – 6 pm	9 am – 5 pm
THURSDAY	8 am – 6 pm	9 am – 5 pm
FRIDAY	8 am – 5 pm	11 am – 4 pm

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, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

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 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.*

The TELUS Student Support App provides a variety of mental health resources to including 24/7/365 support for in the moment distress, crisis support, 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 on emergency response may be found at: [Emergency Operations Plan](#) and the [Emergency Action Plan](#). 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.

Jaguar Writing, Language, and Digital Composing Center (WLDCC):

The WLDCC provides support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing 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. The WLDCC offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the WLDCC in JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. Students wanting to work in realtime with a tutor can schedule an “Online Appointment.” Students wishing to receive asynchronous, written feedback from a tutor can schedule an “eTutoring” appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our [website](#). The WLDCC can also be reached by emailing wldcc@tamusa.edu.

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 report](#) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. A food pantry is available on campus; click [here](#) for hours and contact information.

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 wide variety 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: 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 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 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; 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 if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. Hours of operation is Monday-Thursday 3:30pm-9:00pm. For more information, please contact Young Jaguars at youngjaguars@tamusa.edu or call (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, 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, 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 or visit the resources available in the OSRR website

Important Fall 2026 Dates:

Dates	Event
August 20	Tuition & Fee Payments deadline
August 24	First day of class
September 7	Labor Day Holiday – No Classes / University Closed

September 9	Census Date – Students not paid in full or enrolled in a payment plan by 4:59 pm may be dropped for non-payment
October 5 – October 16	Midterm grading period
November 13	Last day to drop with an automatic “W”
November 25	Study Day – No classes
November 26-November 28	Thanksgiving Holiday – No Classes / University Closed
November 30	Last day to drop a course or withdraw from the University
December 4	Last day of classes
December 5 – December 11	Final exams
December 15	Commencement

The complete academic calendar is available online

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.