



TEXAS A&M UNIVERSITY  
SAN ANTONIO

EDRG 5327: Digital & New Literacies

Department of Curriculum and Instruction

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|------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <b>Instructor Name:</b><br>Rebekah Piper, PhD  | <b>A&amp;M-San Antonio email:</b><br><a href="mailto:rpiper@tamusa.edu">rpiper@tamusa.edu</a>                  |
| <b>Office Hours and Location:</b><br>PHEB 214E | <b>Course Location &amp; Time:</b><br>Fall 2026<br><br>Online-Synchronous<br><br>Tuesday<br><br>5:30 – 8:15 PM |

**COURSE DESCRIPTION:** This course explores new and emerging literacies and their relationship to literacy development and improvement across the 1-12 school curriculum. Course content is informed by relevant theories, research, and practice pertaining to current understandings of learning and digital use. Students are expected to develop skills needed to effectively integrate these multiliteracies into their professional practices.

**Reading Specialist Standards**

Standard I: The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

1.1k—1.28k and 1.1s—1.33s

**Components of Reading**

Standard II: : The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

2.1k—2.20k and 2.1s—2.17s

**Assessment and Instruction**

Standard III: The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.

3.1k—3.11k and 3.1s—3.10s

**Strengths and Needs of Individual Students**

Standard IV: Professional Knowledge and Leadership: The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.

4.1k-4.12k and 4.1s-4.18s

**Professional Knowledge**

**A. MAJOR COURSE REQUIREMENTS:**

**1. Digital Collage:** Exhibit your skills in digital image editing: cropping, scaling, selecting, composting, using layers, combining text and images. In addition to these technical requirements, your collage must also strive for expressive content, common in our study of new media: playfulness, non-linearity and multiplicity, irony/paradox, etc. You are free to choose the subject and style of your collage.

**2. Media Analysis Critique:** You will write a paper concerning a new media work (website, Software/app, film, tv show, etc.) and offer an analysis of it. Your analysis is a pointed critique that uses the work you are analyzing to offer new insight and new ideas.

**3. Web Portfolio:** Work within your TAMUSA portfolio or other website host such as WordPress, to incorporate the projects from this class. Your portfolio will be assessed on its logical structure/organization, its usability, and its use of design and other digital media elements to enhance its appeal and message. In short, your portfolio should demonstrate your mastery of the specific digital tools to aid in expressing ideas through a multimedia website or portfolio.

## **B. LEARNING OBJECTIVES:**

Upon completion of this course students will be able to:

- Students will develop a conception of “digital literacy” as a multifaceted, social process of decoding text, audio, and visual symbols and signals.
- Students will refine their understanding of the affordances of a range of media, and these features’ implications for literacy.
- Students will confront and assess their own preconceived ideas about literacy and technology skills and how learners acquire them.
- Students will be able to create and teach lessons through an asynchronous or synchronous experience.
- Students will be able to articulate the cultural and political implications of communication, with attention to concerns of power and equity online and in classrooms.
- Students will be able to evaluate online sources and communicate their learning with others.

## **C. LECTURE OR DISCUSSION TOPICS:**

- Critical Literacy: What are digital literacies?
- Using programs to enhance teaching (Word, Powerpoint, and other technologies)
- Multiliteracies
- New Literacies
- Media Literacy
- Images and Visuals
- Power, Gender, and Race in Digital Literacies
- Privacy, Security, and cyberbullying
- Using computer-based assessments: Data Mining
- Speaking through Media

## **D. REQUIRED & RECOMMENDED READINGS:**

**There are no required textbooks for the course. Readings and article titles will be available for searching via library, on Blackboard, or in class as assigned by instructor. Readings are digital and may include:**

Baker, F. W. (2012) Teaching Media Literacy from Media literacy in the K-12 classroom. International Society for Technology in Education.

Delpit, L. D. (1992). Acquisition of literate discourse: Bowing before the master? Theory into Practice, 31(4), 296–302.

Fanon, F. (2000). The fact of blackness. In L. Back & J. Solomos (Eds.), Theories of Race and Racism: Reader (pp. 257–266).

Freire, P. (1971). Chapter 2 from Pedagogy of the Oppressed. (M. B. Ramos, Trans.). New York: Herder and Herder.

Manovich, L. (2007). "What is new media?" from The language of new media. MIT Press.

Mirzoeff, N. (2015). #BlackLivesLooking: A Year After Ferguson. Tidal. (read online)

Gee, J. P. (1989). What Is Literacy? Journal of Education, 171(1), 18–25.

Delpit, L. D. (1992). Acquisition of literate discourse: Bowing before the master? Theory into Practice, 31(4), 296–302.

The New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. Harvard Educational Review, 66(1), 60-92.

#### Recommended Course Materials:

- Microsoft Office suite for a PC. All work must be submitted either as Word document or .PDF files and there can be compatibility issues with the Mac word processing programs
- 3 ring-binder for keeping course materials and handouts
- Regular and reliable access to the internet and ability to print copies for class

#### Assignments:

There are multiple assignments in this course that will provide the opportunity for you to create a foundation and interest in new and digital literacies. The assignment expectations, components and points are detailed below.

**1. Digital Collage & Multimodal Composition:** Exhibit your skills in digital image editing: cropping, scaling, selecting, composting, using layers, combining text and images. In addition to these technical requirements, your collage must also strive for expressive content, common in our study of new media: playfulness, non-linearity and multiplicity, irony/paradox, etc. You are free to choose the subject and style of your collage, but it must remain centered around literacy, culture, education, or an identity related theme. The digital collage connects to speaking through media as it portrays a message, theme, or idea connected to literature. In addition to your collage, you will provide a critical reflection explaining your design choices, the message you're communicating, and how meaning is constructed through multiple modes. You will upload the collage to a discussion board in Blackboard to share with the class. (12 points)

**2. Critical Digital Media Analysis:** You will write a paper concerning a new media work (website, Software/app, film, tv show, etc.) and offer an analysis of it. Your analysis is a pointed critique that uses the work you are analyzing to offer new insight and new ideas. You will upload the critique in Blackboard. (20 points)

**3. Digital Literacy in Practice: Educator Resource:** You will choose a digital literacy issue/strategy and create an authentic educator resource. Some possible products include: infographic, teacher guide, mini professional development resource, interactive resource, digital toolkit, podcast, multimodal lesson, etc. For this assignment, the resource should explain the digital literacy concept, explain why it matters, provide practical classroom application, address potential challenges/limitations, be grounded in research, and be designed for a specific audience. (20 points)

**4. Critical Digital Literacy Inquiry:** You will select one issue within digital and new literacies. Once you select your issue, you will locate 3-5 scholarly sources and use those sources to develop a critical analysis. For this assignment you will identify what the research tells us about the problem, and what should educators understand or do as a result? You will create a 3-4 page scholarly inquiry and submit on Blackboard. (20 points)

**5. Web Portfolio:** For this assignment you create a professional digital portfolio that includes selected course artifacts and demonstrates your development as a digital/new literacies educator or scholar. The portfolio could include the **Digital Collage and Multimodal Composition**, **Critical Media Analysis**, **Critical Digital Literacy Inquiry**, **Educator Resource**, scholarly articles, professional bio, teaching philosophy/approach to digital literacies, and **final reflection**. \*note: anything **BOLDED** must be included in the portfolio. (20 points).

**ALL ASSIGNMENTS ARE REQUIRED TO COMPLETE THIS COURSE.**

#### **LATE WORK POLICY:**

All written assignments must be turned in on time. Any papers, presentations, or assignments submitted after the date that is due will be subject to a grade reduction. Late work will be accepted at the discretion of the professor and may not receive full credit.

| Assignment                                             | Accompanying Standard | Points Possible |
|--------------------------------------------------------|-----------------------|-----------------|
| <b>Digital Collage &amp; Multimodal Composition</b>    | I-III (RS)            | 12              |
| <b>Critical Digital Media Analysis</b>                 | I-IV(RS)              | 20              |
| <b>Digital Literacy In Practice: Educator Resource</b> | I-IV (RS)             | 20              |
| <b>Critical Digital Literacy Inquiry</b>               | I-III (RS)            | 20              |
| <b>Digital Literacy Portfolio &amp; Reflection</b>     | I-III (RS)            | 20              |
| <b>Participation/Attendance</b>                        |                       | 8               |
| <b>Total Points</b>                                    |                       | 100             |

| Letter Grade | Range      | Grade Points |
|--------------|------------|--------------|
| <b>A</b>     | 90-100     | 4.0          |
| <b>B</b>     | 80-89      | 3.0          |
| <b>C</b>     | 70-79      | 2.0          |
| <b>D</b>     | 60-69      | 1.0          |
| <b>F</b>     | 59 & Below | 0.0          |

## **ATTENDANCE:**

**Active and Engaged Participation:** Much of the learning and teaching that will occur during this course will be the result of our online interaction together as we explore ideas, engagements, and questions. Your attendance, preparation, and active participation in all aspects of the class is essential for everyone's learning. This course is one which cannot be made up through outside reading or additional assignments. While styles of participation are an individual trait, active participation in small group interactions is essential to the learning process. If you are absent once (excused or unexcused), your grade will not be impacted. Two or more absences will impact your grade for the semester (5 points deducted from total grade for each absence). Additionally, arriving to class on time and remaining present for the duration of the class is vital. Late arrivals and early departures will result in a deduction of participation points and will have impact on your final grade. If you know you will be absent or encounter an emergency, please be certain to inform me prior to your absence. Absences and tardies WILL affect your grade. For extenuating circumstances, please contact me (work, childcare, dr. apt. etc. are NOT extenuating circumstances – please make prior arrangements.

## Technology:

- Due to the format of the class being an On-line course, there will be online assignment requirements that you will have to complete outside of the course meeting times. However, cell phones should be turned on silent during class time. If there is an emergency or concern, the cell phone may be placed on vibrate during class. If you must take a call, please step outside of the classroom to take the call. Please refrain from texting, viewing social media, emailing, etc. in respect for the course content and your classmates. If computers or tablet devices are necessary for a class meeting time, I will inform you prior. Also, all correspondence for this course will be via your Jaguar email account. Remember it is your responsibility to make sure you can receive email through your Jaguar account.
- **Responsibility:** As an educator, you are expected to maintain a high level of responsibility. Therefore, you must be responsible for verifying due dates, expectations, and quality of work. If there is something you do not understand, please ask. Also, you must be aware of the TAMUSA academic calendar available on the website.
- **Professionalism:** This course is designed to meet your needs. Much planning and preparation has gone into the course development. If you have a concern, problem, or question, please schedule a time to meet with me individually to discuss.

## ASSIGNMENT SUBMISSION IN BLACKBOARD:

All assignments must be neatly typed. **The content of assignments and assessments will be evaluated based on the level of higher-ordered thinking skills** demonstrated by the student according to the criteria for grading included in this syllabus, Blackboard and the expectations explained in class. **All assignments and assessments must be submitted through Blackboard** unless otherwise specified by the instructor.

- All work, except for those expressly listed otherwise, will be submitted electronically through the Blackboard site and will be due at 11:59 PM the day they are due.
- All assignments and assessments will have written explanations and descriptions, and/or grading rubrics provided in Blackboard.

## **Course Schedule**

This course schedule is designed to assist you in identifying key due dates and assignment expectations. The dates/topics are subject to change based on profession throughout the course. Please be mindful of the criteria in the assignments and important deadlines. Please ask any questions PRIOR to due dates.

### EDRG 5327 Course Calendar

| Week         | Topic                                                                                                                                                                                                                                                                               | Due Dates                                                        |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| <b>08/25</b> | Introduction to Digital & New Literacies<br>Review Assignments/Expectations<br><br><b>Consider the Following Questions:</b><br>What counts as literacy?<br>How have literacies changed?<br>What does it mean to communicate through multiple modes?                                 | Digital Collage & Multimodal Composition <b>DUE 09/01</b>        |
| <b>09/01</b> | Differentiating with Digital Literacy<br><br><b>Consider the Following Questions:</b><br>What do we do about access?<br>How do we differentiate for learners?<br>How do digital texts construct meaning?                                                                            |                                                                  |
| <b>09/08</b> | Issues Surrounding Digital Literacy<br><br><b>Consider the Following Questions:</b><br>What are the larger issues surrounding digital literacy?<br>How do we translate this knowledge into practice?                                                                                | Critical Digital Media Analysis <b>DUE 09/13</b>                 |
| <b>09/15</b> | Evaluating Credibility of Information in New & Digital Literacies<br>Guest Lecture: Dr. Kimberly Grotewold<br><br><b>Consider the Following:</b><br>Define misinformation and disinformation<br>How do algorithms play a role?                                                      | Digital Literacy in Practice: Educator Resource <b>DUE 09/27</b> |
| <b>09/22</b> | Creating Meaning through Multimodal & Digital Composition<br><br><b>Consider the Following Questions:</b><br>How do you create meaning through image, text, audio, video, and design?                                                                                               |                                                                  |
| <b>09/29</b> | Digital Literacy in Teaching & Learning<br><br><b>Consider the Following Questions:</b><br>How do you move from theory to classroom practice?<br>In what ways do you design meaningful digital literacy experiences?<br>How do you support students' knowledge of digital literacy? | Critical Digital Literacy Inquiry <b>DUE 10/02</b>               |
| <b>10/06</b> | Reimagining Literacy: Reflection, Synthesis & Future Implications<br><br><b>Consider the Following Questions:</b><br>What is the future of literacy?<br>What are the professional implications?                                                                                     |                                                                  |

|              |                                                                               |                                               |
|--------------|-------------------------------------------------------------------------------|-----------------------------------------------|
|              | How can I ensure I am prepared to support students in the everchanging times? |                                               |
| <b>10/12</b> | END OF TERM                                                                   | Web Portfolio<br><b>Due 10/11</b> by 11:59 PM |

*The complete academic calendar is available online:*

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

### **COMMUNICATION SKILLS:**

All students must have adequate writing skills in English to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions.

## 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](mailto: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](http://www.dss.tamusa.edu) or email us at [dss@tamusa.edu](mailto: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](mailto: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:

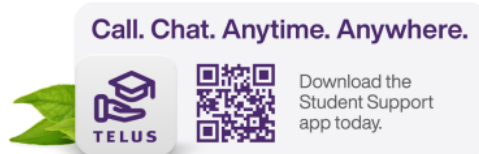
### Appointments available MATH Walk in Tutoring – No appointment needed

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

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

**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](mailto: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.