

ENGL 1302: Composition II

Fall 2026

Section	Days	Time	Place
022	T/Th	15:30 a.m.- 16:45 p.m.	Classroom Hall 207

Who is my instructor?

Instructor	Dr. Elizabeth Olaoye
Email	Elizabeth.Olaoye@tamusa.edu
Office	Classroom Hall 314F
Phone number	210-784-2675
Office Hours	Tue. & Thur. 2:00 pm – 3:00 pm, and by appointment

[What is “Office Hours?”](#)

Personal Zoom meeting room	https://tamusa.zoom.us/my/elizabetholaoye
----------------------------	---

What do I Need for this Course?

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

Writing materials: For each of our meetings, you should come to class with a notebook and a pen

Laptop: You will need a fully charged laptop for each of our classes and internet access at home.

What is the Course Description of ENGL 1302?

ENGL 1302 examines students' language practices in the context of the communities they belong to, especially their academic disciplines. Students research and critically examine their

communities, and they learn to contribute to their communities as effective and persuasive writers. Students compose texts in multiple genres and media, and they complete the digital portfolio they first developed in ENGL 1301/1301L

What Would I Learn in this Course?

Upon successful completion of this course, students will:

- Critically examine the conventions of academic discourse
- Conduct effective research, with an emphasis on secondary research
- Demonstrate rhetorical agency when communicating with academic audiences
- Compose texts in a variety of genres and media
- Reflect on individual and collaborative writing processes

What are the Course's Core Objectives?

- Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;
- Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication;
- Teamwork: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal;
- Personal Responsibility: to include the ability to connect choices, actions and consequences to ethical decision-making

What is this Course About?

This course builds on the reading and writing skills developed in ENGL 1301 and invites students to enter into academic discourse through sustained research and rhetorical analysis. Centered on a semester-long study of the Rotary Club of San Antonio, students will examine how civic organizations construct and communicate ethos and logos through service, leadership, and community engagement.

Service-Learning Designation:

This course is designated as a service-learning course. Using volunteer hours, observational methods, and archival research, students will investigate how Rotary's Four-Way Test is enacted in communal activities and public service initiatives within the San Antonio community. Students will synthesize and respond to a variety of perspectives, including organizational texts, historical archives, member narratives, and their own field observations.

Throughout the course, students will compose and analyze a range of texts (oral, written, and visual) culminating in an individual research essay. This final project will explore how archival materials, observed activities, and the student's own lived experience with Rotary deepen their understanding of the Four-Way Test and its role in shaping ethical civic engagement in San Antonio.

What is the Course Structure, and What are the Key Assignments?

ENGL 1302 typically consists of three units, each addressing a distinct question.

The first unit asks, “How Do We Read Texts Rhetorically?” This unit introduces students to rhetorical analysis within the context of civic discourse and service organizations. Students begin examining Rotary’s public-facing texts (websites, speeches, promotional materials, mission statements, historical documents) alongside broader readings on rhetoric, ethos, logos, pathos and civic engagement. Students consider how arguments and persuasion function across contexts — academic, organizational, and communal — and begin reflecting on their own rhetorical identities as researchers entering a community space.

Assignments include:

- “My Rhetorical Self” (situating students as researchers and community participants)
- Rhetorical Analysis of a Rotary-related text or event
- In-class writing and reflective exercises
- Writing Community discussions
- A University Library visit to prepare for archival and database research

The unit concludes with students drafting preliminary research questions focused on Rotary’s Four-Way Test, organizational ethos, or civic impact. Students publish their Unit 1 portfolios and submit weekly Labor Logs.

The second unit explores how students can develop rhetorical skills to effectively participate in academic discussions. Unit 2 asks, “How Do We Develop Rhetorical Skills to Effectively Engage in Academic Discourse?” In Unit 2, students deepen their participation in academic conversations by conducting sustained research connected to their field observations and volunteer experiences with Rotary. Students refine their research questions and begin synthesizing archival materials, scholarly sources on rhetoric, service, ethics, and civic engagement, observational field notes, as well as interviews or member narratives. They explore how research functions as a form of rhetorical engagement and consider multiple methods of presenting research (written, oral, visual).

Assignments include:

- Annotated Bibliography integrating scholarly and primary Rotary sources
- Field observation reflections
- In-class writing and reflective exercises

- Continued Writing Community collaboration

Students publish their Unit 2 portfolios and submit their Annotated Bibliographies. Labor Logs, Labor Journals, weekly Writing Tasks, and Reading Notes continue.

The final unit asks, “How Do We Synthesize Sources in an Academic Argument?” The final unit focuses on crafting a sustained academic argument that synthesizes research, archival materials, and personal experiences. Students use their Annotated Bibliographies, volunteer experiences, and observational research to compose a final research essay addressing how the Rotary Club of Alamo Ranch embodies (or complicates) the Four-Way Test in its communal activities. Particular attention is given to how archival history, public rhetoric, and firsthand participation deepen understanding of Rotary’s ethical framework within the San Antonio community. In addition to the academic argument, students create an infographic or visual representation of their findings for a target community (e.g., Rotary members, university peers, or the broader San Antonio public).

Unit 3 begins with the publication of portfolios and concludes with the submission of final portfolios and one-on-one conferences, providing summative feedback. Students submit final Labor/Process Logs, Journals, and Reading Notes.

Which Assignments will I Write?

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

- 3 unit assignments
 - Rhetorical Analysis
 - Part 1: Self-Analysis (My Rhetorical Self Essay)
 - Part 2: Rhetorical Analysis
 - Annotated Bibliography
 - Synthesis
 - Written Synthesis
 - Infographic Remix
 - Class project (Video Compilation)
- 3 labor journals/end-of-unit reflections
- in-class writing exercises as assigned

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

In addition to writing a lot, we’re also going to read a lot. Each week I’ll ask you to “read” one, sometimes two, pieces. These pieces may be academic articles; they may be spoken word

performances; they may be visual images, etc. The readings will inform and support the work we do as writers.

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

How Will I be Graded?

In this course, we will use a labor-based grading system designed to support your growth as a writer. The assessment of student writing in ENGL 1302 reflects the values and commitments of the First-Year Composition (FYC) program, including transparency, meaningful engagement, revision, and opportunities for students to develop as writers. Rather than relying exclusively on a single high-stakes evaluation of a finished product, the course uses a range of assessment practices designed to recognize both the quality of students' work and the sustained process through which that work develops.

Assignment rubrics communicate expectations clearly and are provided to students in advance. These rubrics identify the learning goals, criteria, and forms of engagement associated with successful completion of each assignment. Students are therefore able to see what is expected of them, understand how their work will be assessed, and use the criteria to guide their writing and revision. The points associated with individual assignments are based on these clearly articulated expectations and contribute to the student's overall course grade.

Grade Distribution

Grades will be determined by the following:	Details	Points (200 total)
Labor Journals	3 Labor/Process Journal Assignments that reflect on your labor and writing process throughout the term	20
Field Observation Reflections	5 opportunities to reflect on the service component of the course.	20
Participation	Formative assessments as assigned (labor-based)	60
Rhetorical Self Essay/ Rhetorical Analysis	An essay that situates students as researchers and community participants	20
Annotated Bibliography	An Annotated Bibliography integrating scholarly and primary sources	20

Synthesis Essay	A sustained academic argument that synthesizes research, archival materials, and personal experiences.	20
Infographic Remix	An infographic or visual representation of findings for a target community (e.g., Rotary members, university peers, or the broader San Antonio public).	20
Group project	Class project (Video Compilation)	20

What is a “Writing Community,” and Why Do You Need to Join One?

This semester, you’ll work in “Writing Communities”: groups that serve as your audience, giving feedback and support, reading your work, and assisting with class activities. While writing can be solitary, growth depends on input from others. Your Writing Community will help you improve and succeed, both as writers and students. If anything is unclear or you have unanswered questions, please let me know.

COURSE POLICIES



Plagiarism

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

Attendance

Your success and development as a writer depend on active participation within a community of writers, so consistent attendance in FYC classes is crucial. Attendance counts toward your overall grade: each full week of attendance (both class meetings) earns 2 points, while attending only one class in a week earns 1 point. If you are struggling to attend class, please communicate with both your Academic Success Coach and your FYC instructor so we can work with you to create a plan for attending and completing the class.

Classroom Environment

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

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

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

Because we value the respectful expression and exchange of ideas, students who use violent, harassing, and/or discriminatory language will be reported to the university and may be subject to

Student Code of Conduct policies, as well as any classroom conduct or civility policies your instructor has established.

Artificial Intelligence Policy

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

Note: [There is guidance for how to cite AI-generators, like ChatGPT, on the APA website.](#)

There is also a link on the MLA website: [How do I cite generative AI in MLA style? | MLA Style Center](#)

OPEN REVISION POLICY

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

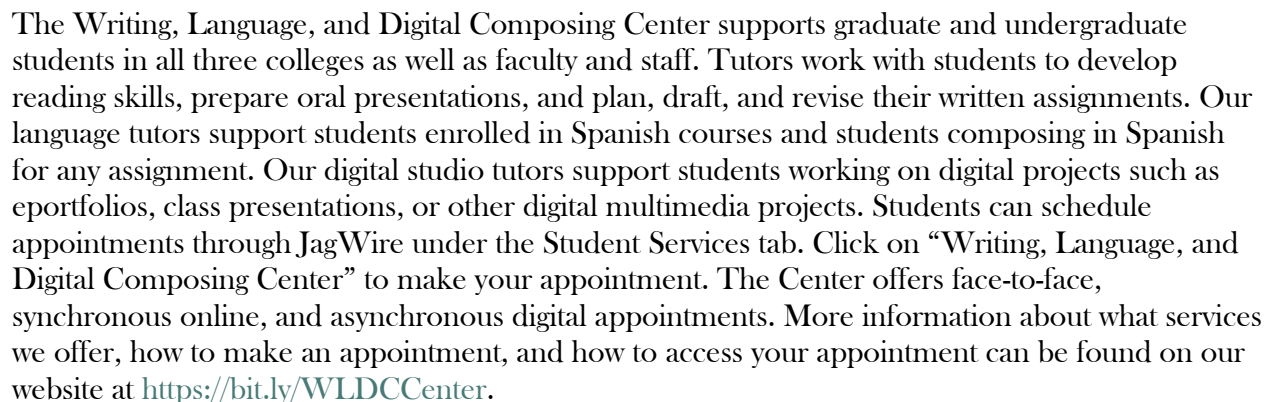
EXTRA-CREDIT OPPORTUNITIES

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

Important Reminder!

Please keep in mind that I am deeply committed to your success. As your instructor, I am part of the team rooting for you throughout this semester. Please feel free to reach out to me at any time

Writing, Language, and Digital Composing Center (WLDCC)



Email address: wldcc@tamusa.edu Website: <https://www.tamusa.edu/WLDCCenter>



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:

Day of the Week	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

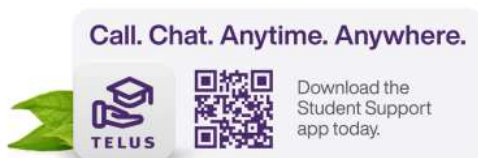
Day of the Week	Appointments available	Walk in Tutoring – No appointment needed
WEDNESDAY	8 am – 6 pm	9 am – 5 pm
THURSDAY	8 am – 6 pm	9 am – 5 pm
FRIDAY	8 am – 5 pm	11 am – 4 pm

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

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

Dates	Event
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.

AI Policy

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.