

ENGL 1301: Composition I

Asynchronous Online Course

Instructor's Information

Instructor	Dr. Elizabeth Olaoye
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Office	Classroom Hall 314F
Phone number	210-784-2675
Office Hours	Tue & Thu: 2:00 pm- 3:00 p m, and by appointment What is "Office Hours?"
Personal Zoom meeting room	https://tamusa.zoom.us/j/5329095381

Textbook Information

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

Course Description

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

Learning Outcomes

Upon successful completion of this course, students will:

- Demonstrate rhetorical agency when communicating with audiences about language practices
- Demonstrate understanding of key concepts such as audience, purpose, and genre
- Analyze texts using the class's key concepts
- Reflect on individual writing processes
- Critically examine language practices
- Compose a digital writing portfolio
- Collaborate with peers

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

Course Key Terms

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

- Audience: the person or the group of people your composition is intended to affect
- Purpose: the intended effect or impact of your composition
- Context: the situation in which composition occurs
- Belonging: the feeling of being valued, respected, and included as you are
- Genre: a specific form of composition that is shaped by social convention and audience expectation
- Rhetorical Awareness: the ability to assess context and to make intentional choices when composing
- Critical Language Awareness: the ability to examine and critique how language functions in society

Structure and assignments

Throughout ENGL 1301, we will move through four connected units that help you grow as a writer, thinker, and communicator. Each unit focuses on a writing skill you can carry with you into other college courses, your future career, and the communities where your voice matters: Personal Narrative Skills (Unit 1), Popular Rhetorical Analysis Skills (Unit 2), Community Writing Skills (Unit 3), and Skills in Writing Persuasive Essays (Unit 4).

The first unit invites you to tell an important story about your life, your languages, and the communities that have shaped you through a personal narrative. Your experiences, including the languages, cultural traditions, family stories, neighborhoods, and forms of expression you bring with you, are valuable sources of knowledge in this course. You will learn to analyze common narrative structures as you prepare to write your own story in a way that honors your voice. The unit also introduces key terms and practices essential for success in the class, in the FYC program, and in your lives as language users. Important goals for this unit include, but are not limited to, (1) forming supportive Writing Communities, (2) introducing students to the Writing, Language, and Digital Composing Center (WLDCC), (3) orienting students to the work they'll need to do for the class, and (4) creating students' digital portfolios. Students complete weekly Writing Tasks and Reading Notes assignments, maintain their Labor Log, compose their first Labor Journal, and compose the first draft of their portfolio.

The second unit begins the semester's exploration of how popular writers use language and rhetorical strategies to communicate with and persuade their audiences through a "Rhetorical Analysis." This unit asks the questions: "How do writers use language creatively and rhetorically, and how can I apply these strategies in my own writing?" Students examine popular texts across a range of genres and media, analyzing how writers make deliberate rhetorical choices involving language, voice, tone, imagery, structure, audience, and multimodal elements to convey meaning and achieve particular effects. Students will develop a Popular Rhetorical Analysis in which they identify and analyze the rhetorical strategies used by a selected writer or popular text and consider how those strategies might inform their own writing. Throughout the unit, students will continue completing weekly assignments such as Labor/Process Logs, Reading Notes, and Writing Tasks; compose their second Labor/Process Journal; and complete the second draft of their portfolio.

Building on Unit 2, Unit 3 asks you to use research to better understand an issue that matters to a community you belong to. You will identify a community-based issue, develop a focused

research question, and consider your purpose and audience. As you research, you will practice locating, evaluating, reading, and documenting credible sources while paying attention to different perspectives. For this unit's major assignment, you will develop a community-based proposal that introduces your community and the issue, explains why the issue matters, presents your research goals, and describes the research you will conduct. This work will prepare you for Unit 4, where you will use your research to develop a persuasive article about your chosen community.

In Unit 4, you will use the research from Unit 3 to develop a persuasive article about your chosen community. You will learn how writers use language, evidence, organization, and audience awareness to make meaningful arguments. This unit asks you to decide what you want readers to understand, believe, or reconsider about your community and to support that position with credible research. Students continue weekly assignments, compose their fourth and final Labor/Process Journal, and publish the final ENGL 1301 portfolio.

Assessment and Grading in ENGL 1301/L

The assessment of student writing in ENGL 1301/L 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.

A central component of this approach is **labor-based grading**, which recognizes the importance of sustained effort, preparation, participation in the writing process, revision, and engagement with feedback. Labor is not understood simply as the amount of time a student spends on an assignment, nor does it replace attention to writing development. Rather, it provides a transparent framework for valuing the practices that contribute to meaningful learning and improvement as writers. Students are expected to complete the specified work, participate in the writing process, respond to feedback, and demonstrate engagement with the course's learning objectives.

ENGL 1301 therefore uses labor-based grading as **one component of a broader assessment philosophy**. Specific assessment practices may include, but are not limited to, **labor-based grading, assignment-specific rubrics, revision, reflective writing, portfolios, peer feedback, and instructor feedback**. Together, these practices provide students with multiple opportunities to demonstrate learning while making the expectations for successful participation in the course visible and accessible from the beginning.

This approach is intended not to lower expectations for student writing, but to make those expectations **clear, attainable, and connected to the practices through which writers actually develop**. By emphasizing both the work students undertake and the learning that emerges from that work, ENGL 1301/L seeks to create an assessment environment in which students can take responsibility for their development as writers while receiving meaningful opportunities to practice, revise, reflect, and improve.

Grade Distribution

Grades will be determined by the following:	Details	Points (200 total)
Labor Journals	4 Labor/Process Journal Assignments that reflect on your labor and writing process throughout the term	20
Participation	Formative assessments as assigned (labor-based)	80
Personal Narrative	A personal essay about a selected topic of interest; this topic will be used to inform future assignments (350-600 words)	20
Rhetorical Analysis	An essay analyzing the rhetorical situation of a popular source and a starting point for research on the selected topic of interest (750-900 words)	20
Community Problem Proposal	A proposal to explain your plans for a persuasive essay on a community-based issue: what you intend to write about, how you'll go about it, and why the issue is important	20
Persuasive Essay	An essay requiring two secondary sources (one popular and one scholarly) that demonstrates a stance on the selected topic (950-1,500 words)	20

COURSE OVERVIEW - FAQ



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

What am I reading here?

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

What is this class?

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

Why do I have to take this class?

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

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

What work will I have to do?

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

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

I'll also ask you to complete weekly Low-Stakes Assignments, Labor/Process 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.

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

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

To succeed as writers and, honestly, to succeed as students, we need a group of supportive people behind us. Your Writing Community is one of those groups.

What is the course policy on 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.

What is the course policy on attendance?

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

How should we engage respectfully in this classroom?

We all bring different experiences, perspectives, and values to our classroom community, and those differences give us important opportunities to learn from one another. To make the most of that learning, we will approach each other with respect, curiosity, and care. This means listening actively, asking thoughtful questions, seeking clarification when needed, and explaining our own perspectives in ways that honor the dignity of others. By engaging respectfully across differences, we can build a classroom environment where everyone has the opportunity to learn, contribute, and grow.

If something someone says or writes affects you negatively, begin by asking for clarification and explaining its impact respectfully. Likewise, if a classmate shares that your words affected them, listen with openness rather than defensiveness. Respectful communication does not mean avoiding difficult conversations; it means engaging in them with honesty, patience, and care for the people in the room.

What is the course policy on GAI technology?

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

Can I revise and resubmit my work?

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 office 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.

Are extra credit opportunities available?

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



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

Writing, Language, and Digital Composing Center (WLDCC)

First-Year Liaison: Stefany Garcia (sgarcia1@)

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
WEDNESDAY	8 am – 6 pm	9 am – 5 pm
THURSDAY	8 am – 6 pm	9 am – 5 pm

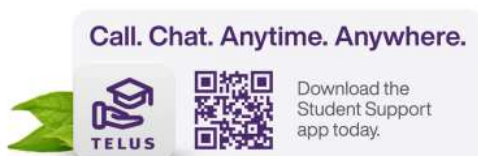
Day of the Week	Appointments available	Walk in Tutoring – No appointment needed
FRIDAY	8 am – 5 pm	11 am – 4 pm

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
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
