

Sociology Capstone (SOCI 4392.001)

Texas A&M San Antonio, Spring 2024
Mon & Wed (9:30-10:45am), Classroom Hall 201

Instructor: Dr. Sarah Pollock
spollock@tamusa.edu
Preferred pronouns: she/her

Office Hours: virtual, by appointment
Office: 351G CAB

This syllabus contains policies and expectations I have established for this course. Please read the entire syllabus carefully and refer to it regularly throughout the semester.

Course Description

Welcome to the capstone course in sociology! This course is the culminating experience of the sociology major where you will synthesize your previous learning in order to conduct a research project on a topic in your interest area. The overall goal is for you to produce an original research paper that conforms to the length and organization of an article in a professional sociology journal. This class is designated as a writing intentional course, which means that writing is an integral part of the outcomes and is woven throughout the course. The course will be conducted as a seminar and predominately include writing, peer review, discussion, and presentation. Many of our meetings will be intellectual workshops where you will revise and share your working projects with your peers. You will provide feedback on others' work both orally and in writing by offering constructive criticisms, suggestions, and comments at each stage of the research process. As such, you are expected to attend class and actively participate. Everyone can learn from each other. Please be respectful of your peers and keep our classroom a safe learning environment.

The objectives of this course are to integrate past learning, conduct research, develop writing and presentation skills, and produce a research paper. As we work toward these goals, you will exercise your analytical and critical thinking abilities, gain skills in conducting and writing a literature review, and make connections between known sociological knowledge and your research. Additionally, the final product of this course may be instrumental if you are applying to jobs or graduate programs that require a demonstration of independent research or a writing sample. It will be a challenge to conduct an entire research project in a single semester, but it can be done if you follow the schedule below. You will not be successful in this class if you procrastinate. In order to alleviate any procrastination, I suggest you set up weekly meetings with the Writing Center. This will help with both your writing and completing the assignments on time.

Pedagogical Approach

I am here to facilitate your getting the most out of our course and I want to see you

succeed! I will prioritize supporting you compassionately as we navigate the semester while simultaneously maintaining high standards and expectations. In that light, please communicate with me regularly about any barriers you are facing and how we can work together to achieve what you want to accomplish. If you have any questions or concerns, contact me and we can set up a time to talk. Please let me know as soon as possible if you experience any problems in the course. By letting me know early, we can work out a plan to make sure you do not fall behind.

Let's build a community of learners! This class uses an **active, team-based learning approach**. Active learning shifts the dynamic of the classroom from one where I lecture and you passively learn, to one where you are expected to actively engage with the course material and focus on how it can be applied to enhance your sociological understanding of society and social issues. Team-based learning facilitates the development of skills such as collaboration, creativity, critical thinking, and communication (these are 21st century skills that are necessary regardless of what you end up doing after college). Team-based learning enhances learning and accountability, enhances the quality of class discussion, and fosters student collaboration and integration. Students in team-based learning classes say they get a lot more out of the course and develop lasting friendships.

Course Catalogue Description

This course is the culminating experience of the sociology major. Students will synthesize previous learning in order to conduct a semester-long research project. This course will develop writing, peer review, and presentation skills so that students produce a final research paper which will be presented in a public showcase. Required for all sociology majors. Prerequisite(s): SOCI 3320 and SOCI 3330. This is required for all sociology majors and BAAS degrees with a concentration in sociology. Credit may not be obtained in both SOCI 4392 and SOCI 4303. TSI Restriction(s): Reading, Math, and Writing

Course Objectives

- Integrate past learning by making connections between known sociological knowledge and your research
- Improve reading, research, and writing (synthesis, citation, and revising) skills appropriate to the discipline of Sociology
- Develop presentation skills
- Develop conclusions supported by empirical evidence and theory and effectively communicate them orally and in writing
- Produce a research paper
- Develop collaboration skills through constructive criticisms, suggestions, and comments at each stage of the research process

Required Readings and Materials

Required Readings

You do not need to purchase any books for this course. I will post the required readings listed on the course outline to Blackboard.

Required Videos

Some lectures may be recorded and posted on Blackboard along with the PowerPoint slides from the lectures on Blackboard. Additional video links will be posted on Blackboard.

Recommended Materials

American Sociological Association Style Guide, 6th edition, 2019. ISBN: 978-0-912764-55-9.

Class Notes

I post our class PowerPoint slides on Blackboard. I recommend that you use a printed or electronic copy to facilitate your notetaking.

Communication Plan

- I will post announcements and updates on Blackboard. Check these multiples times a week.
- Email is the best way to get in touch with me (spollock@tamusa.edu). I try to reply within 48 hours of receiving email.
- Please use your university email address and specify which course and section you are taking with me.
- Reach out with questions or concerns: communication is key!

Pace of Course

- This course is a 3-credit course and therefore requires a minimum of 40 hours of instruction over the course of the semester. Therefore, you should plan to dedicate at least 2.5 hours per week to class meetings and workshops.
- You will need to set aside significant additional time for reading, working on assignments, conducting research, peer review, revising, etc.
- What does that mean for you? The following tips can help you be successful:
 - If possible, try to organize your schedule and other obligations so that you have dedicated blocks of time reserved to work on our coursework.
 - Use a reliable system for keeping track of course responsibilities (both suggested and required due dates) such as a planner/calendar, reminders on your phone,

to do lists, etc.

- Plan your time so that you can complete readings and assignments before the deadlines and ask questions well ahead of due dates.
- Spread your work out over multiple days so that you aren't doing everything last minute; this strategy is helpful for managing stress and will improve the quality of your work.
- Communicate with me immediately if you are having trouble with the pace of the course so that we can work together to figure out a solution.

Graded Components

Components	Points	
Attendance	10	
Choosing a Research Topic list	1	
Research Question and Data Source draft	1	<u>Letter Grade Calculation*</u>
Finding Sources Library Tutorial	3	A = 100 to 90
Research Question, Literature, and Data Source	3	B = 89.9 to 80
Research Question and Hypothesis	5	C = 79.9 to 70
Proposal Presentation and PowerPoint	7	D = 69.9 to 60
Annotated Bibliography	10	F = Below 60
Peer Review Drafts and Feedback (3 pts each)	9	<i>* I do not round up grades or negotiate grades at the end of the semester.</i>
5 Paper Sections (10 pts each)	50	
Final Paper	100	
Resume/CV	3	
Job Letter/Personal Statement	3	
Practice Presentation and PowerPoint	5	
Final Presentation and PowerPoint	7	
Total	217	

Research Question and Hypothesis

You will need to develop a research question and hypothesis that you can test using either 1) secondary (pre-existing) data *or* 2) data that you collect through qualitative semi-structured interview methods. These will guide you throughout the course, and we will work on them together at the start of class. You will be graded based on completion and making any required edits per my feedback.

Annotated Bibliography

To help fit your research into the field and to guide your literature review, you will identify five academic articles or books that help inform your chosen topic. You will write a short summary on each source, which should identify the research question or

hypotheses, theoretical framework, data and methods used to test hypotheses, main findings, conclusion, and how you can use the article in your own literature review.

Presentations

Research Proposal Presentation: Early in the class, you will give a brief presentation that explains your research project to the rest of the class. This will also help you organize your research plan. The presentation will describe the intent of your project, including your research question and hypotheses, how you will conduct your research, and what your research will contribute to the discipline.

Research Final Paper Presentation: At the end of the semester, you will present your research findings. This presentation is part of your professional development, so the organization of your presentation will follow what you would see at an American Sociological Association conference: background and justification of the importance of your topic, your research question, background, theoretical foundations, hypotheses, methods, findings, discussion, and conclusion.

Academic Articles: Finding and Reading Sources

The library put together a Finding Sources online tutorial you will go through and complete. You need to submit the completion certificate on Blackboard to get credit.

Peer Review

Peer review is an essential part of the writing process. You will post three of your paper sections to the Discussion Board and your assigned teammates will review your work (Introduction & Literature Review, Theory, and Discussion & Conclusion sections). As a peer reviewer yourself, you will respond to the author about how you interpreted what they wrote along with suggested revisions that will improve the paper. I provide Peer Review Scoring Sheets for you to complete for each paper section you review.

Research Paper

Paper Sections: There are five major paper sections you will work on: Introduction & Literature Review, Theory, Methods & Findings, Discussion & Conclusion, and Abstract. You will turn in a draft of each section. Make sure to include a reference page with correct ASA formatting at the end of each section you submit. Each section builds on the previous one(s) and is connected to the others. Plan on spending a significant amount of time on writing and rewriting each section each week. Your content will vary depending on your research method and analysis, but your sections should still be formatted similar to the sections seen in the major

sociological journals of the substantive area. Use the templates on Blackboard.

Final Paper: Your final paper is comprised of the paper sections you have been working on, plus references, tables, figures, etc. The length of the paper is less important than the time and thought it demonstrates, but the paper itself should be approximately 25-30 pages in length, excluding references, tables, charts, and appendices. Use the template on Blackboard.

Attendance and Engagement

The focused nature of this course requires your attendance at every meeting. If you are unable to attend class, you do not need to show me documentation for your absence, but you do need to communicate with me beforehand or within 24 hours of the missed meeting. Missing more than half of the class meetings (either by lack of attendance or participation) will automatically result in failing the course.

Course Outline

(subject to adjustment)

- Some of the work needs to be done on your own, so I indicated which days we will not be meeting as a class. You are still required to complete the work assigned.
- Readings and assignments are DUE on the date listed.

Week	Date	Topic, Readings, and Assignments
Week 1	Wed 1/17	Choosing a Research Topic & Developing the Research Question Assignment: Choosing a Research Topic (due Tues 1/16 by 11:59pm) Submit a short list of potential research topics* and also bring your list to class. *If you use quantitative data for this paper, your research topics must be testable with pre-existing (secondary) data. Read the "Secondary Data Sources" document on Blackboard to learn about the data sources that are available for your project. *If you use qualitative data, your research topics must be able to be examined using semi-structured interviews. (We will not be utilizing surveys in this class.) You should review the "Resources for Qualitative Methods" on Blackboard about qualitative methods.
Week 2	Mon 1/22	Research Questions & Research Data Sources Assignment: Come to class with: A research question <u>AND EITHER</u>

the name of the dataset and names of variables you want to use (one IV and one DV)

OR

a list of the specific topics you would like to ask about in your open-ended interview questions and the demographic characteristics of who you would like to interview

Wed 1/24 Findings Sources: Library Online Tutorial

Class meeting on Zoom: <https://tamusa.zoom.us/my/emily.bliss.zaks>

Fri 1/26 Assignment: Finding Sources: Library Online Tutorial completion certificate due by 11:59pm

Tutorial Link for completion certificate:
<https://tamusa.libwizard.com/f/soci4392>

Week 3 **Mon 1/29 Research Questions & Research Data Sources**

Assignment: Research Question, Literature, and Data Source (due by 11:59pm)

State your research question.

Identify two sociological, peer-reviewed research articles on your topic and list them in ASA citation style format.

Submit the name of the dataset and names of variables you want to use (one IV and one DV) OR a list of the specific topics and related open-ended interview questions you want to use and the demographic characteristics of who you would like to interview

Wed 1/31 How to Form a Testable Hypothesis & Read an Academic Article

Reading: (1) Taylor "Reading Like a Researcher"; (2) Edwards "How to Read a Book"

Work on upcoming assignments and gather sociological, peer-reviewed research articles on your topic (aim for at least seven by the end of this week)

Fri 2/2 Assignment: Final Research Question and Hypothesis due by 11:59pm

Also submit the name of the dataset and the names of the variables you will be analyzing, indicating the IV and DV

OR the open-ended interview questions you want to use and the demographics of who you would like to interview and an email invitation template

	Sun 2/4	Assignment: Annotated Bibliography due on Blackboard by 11:59pm
Week 4	Mon 2/5	Preparing for Research Proposal Presentation See "Research Proposal Presentation Guidelines" under Assignments folder on Blackboard
	Tues 2/6	Assignment: Submit research proposal PowerPoint presentation to Blackboard by 11:59pm
	Wed 2/7	Student PowerPoint Presentations of Research Proposal Assignment: Research proposal presentation (in class)
Week 5	Mon 2/12	What is a Literature Review and How to Write It Reading: (1) Denney and Tewksbury 2013 "How to Write a Literature Review" (2) Cochrane 2005 "Writing Tips for PhD Students" (3) Bem 1995 Summary and Notes (Advice on Literature Review Writing) Optional Reading: Bem 1995 entire article
	Wed 2/14	Organizing the Literature Suggested deadline: detailed draft an outline of your Introduction and Literature Review; continue to gather additional research articles and add to your outline over the weekend
Week 6	Mon 2/19	Workshop: Introduction and Literature Review* (NO CLASS MEETING) *By now, you should have at least <u>ten</u> sociological, peer-reviewed research articles on your topic Suggested deadline for qualitative projects: complete at least five interviews by the end of March
	Wed 2/21	Peer Review of Intro and Lit Review Section & How to Provide Useful Feedback Assignment: (1) Submit Intro and Lit Review section to Discussion Board by start of class (2) Review team members' work (3) Submit feedback and the completed review sheets you filled out to the Discussion Board by 11:59 pm to get grade for completion
Week 7	Mon 2/26	Citing Sources, Avoiding Plagiarism, ASA Style, & Writing a Resume/CV Assignment: Introduction and Literature Review section due on Blackboard by 11:59 pm
	Wed 2/28	Use and Application of Theory

		<p>Reading: Abend 2008 “The Meaning of ‘Theory’”</p> <p>Suggestion: gather sociological research articles that apply the sociological theory you have selected for your research and begin drafting your theory section</p>
Week 8	Mon 3/4	<p>Use and Application of Theory</p> <p>Assignment: Resume/CV due on Blackboard by 11:59pm</p> <p>Suggestion: continue to draft your theory section</p>
	Wed 3/6	<p>Pre-Analysis: Choosing the Right Test & Data Cleaning (Quantitative) or Transcription & Coding (Qualitative)</p> <p>Assignment: Sign-up for a meeting with professor to test hypotheses (quantitative) or review coding themes (qualitative)</p>
	Thurs 3/7 & Fri 3/8	<p>Peer Review of Theory Section</p> <p>Assignment: (1) Submit Theory section to Discussion Board by Thurs 3/7 by 11:59pm (2) Review team members’ work (3) Submit feedback and the completed review sheets you filled out to the Discussion Board by Fri 3/8 by 11:59 pm to get grade for completion</p>
Week 9	Mon 3/11	Spring Break: (NO CLASS MEETING)
	Wed 3/13	Spring Break: (NO CLASS MEETING)
Week 10	Mon 3/18	<p>Data Analysis Lab Week & How to Write a Job Letter/Personal Statement (individual meetings instead of class meeting)</p> <p>Assignment: first set of interview transcripts, notes, and coding due on Blackboard by 9:30am (only for students conducting qualitative research projects)</p>
	Tues 3/19	Assignment: Theory section due on Blackboard by 11:59 pm
	Wed 3/20	<p>Data Analysis Lab Week (individual meetings instead of class meeting)</p> <p>Assignment: Watch videos on writing personal statements and cover letters (links in “Lecture PowerPoints and Videos” folder on Blackboard) and work on job letter/personal statement (also see links in “Resources: applying to jobs and graduate school” folder)</p> <p>Cover Letter for Job: https://youtu.be/FCAlpMrUrsc?si=1Ht_egpJIY7U3nP</p> <p>Personal Statement for Grad School: https://youtu.be/yPyPvzEI8hs?si=zawFxoIXUfK041aa</p>
	Fri 3/22	Assignment: job letter/personal statement due on Blackboard by 11:59pm

Week 11	Mon 3/25	How to Write the Methods and Findings Section Reading: Bernard 2011 “Research Methods in Anthropology” (only read pages 48-58)
	Wed 3/27	Workshop: Methods and Findings (NO CLASS MEETING)
	Sun 3/31	Assignment: Methods and Findings section due on Blackboard by 11:59 pm
Week 12	Mon 4/1	How to Write the Discussion and Conclusion Section
	Wed 4/3	Workshop: Discussion and Conclusion Section (NO CLASS MEETING)
Week 13	Mon 4/8	Peer Review of Discussion and Conclusion Section (NO CLASS MEETING) Assignment: (1) Submit Discussion and Conclusion section to Discussion Board by start of class (2) Review team members’ work (3) Submit feedback and the completed review sheets you filled out to the Discussion Board by 11:59 pm to get grade for completion
	Wed 4/10	How to Write the Abstract Reading: OWL Journal Abstract Writing
Week 14	Mon 4/15	Formatting the Final Paper and Q&A for Presentation Assignment: Sign up for presentation time slot Assignment: Discussion and Conclusion section due on Blackboard by 11:59 pm
	Wed 4/17	Workshop: Abstract (NO CLASS MEETING) Assignment: Abstract due on Blackboard by 11:59 pm Continue to revise your final paper based on my feedback.
	Fri 4/19	Student Research Symposium This is a wonderful (optional) opportunity to see examples of research presentations and support your fellow students.
Week 15	Mon 4/22	Formatting the Final Paper and Q&A for Presentation Reading: Edwards 2014 “How to Give an Academic Talk” Continue to review your final paper based on my feedback.

	Tues 4/23	Assignment: Submit PowerPoint for Practice Presentation on Blackboard by 11:59pm
	Wed 4/24	Practice Session: Preparation for Final Paper and Presentation Practice session for presentations (required meeting for everyone)
	Sun 4/28	Assignment: Submit <u>revised</u> PowerPoint for Final Presentation on Blackboard by 11:59pm
Week 16/Finals Week	Mon 4/29	Presentations Session 1: Required meeting
	Tues 4/30	Assignment: Final Paper due on Blackboard by 11:59 pm Assignment: Final set of interview transcripts, notes, and coding due on Blackboard by 11:59pm (only for students conducting qualitative research projects)
	TBD	Presentations Session 2: Required meeting

Class Policies

Submission Policy

Submit all your work on Blackboard. It is your responsibility to ensure that your work is submitted successfully before the due date. I value the skill of timely communication and prioritize flexibility in response to what life throws at us: therefore, please get in touch with me if you need an extension. I only accept late work for credit IF you receive written permission from me before the due date or within 24 hours following it. If you receive written permission from me to submit late work, I may deduct 10% per day late.

Controversial Subject Matter

Student participation and class discussion are highly valued and encouraged. We will be exploring several potentially sensitive topics such as prejudice, discrimination, stereotypes, violence, and so forth. Mutual respect is key in this class. I will not tolerate disrespect under any circumstance. I ask that everyone is respectful of other people's comments and questions even if you disagree. It is crucial for all of us to work together to create an environment in which we can discuss social issues in a non-judgmental way. If you find a comment that I or another student makes to be insensitive or disrespectful, please speak up and explain your thoughts or feelings in a civil manner or discuss the issue with me in private.

I expect everyone to come to class with an open mind. You are encouraged to raise alternative viewpoints. However, you will be asked to think critically about your (and your classmates') world view, beliefs, and biases in an academic manner. You will be evaluated on your ability to explain and analyze various perspectives regardless of whether or not you think they are accurate. Keep in mind that the goal of a college education is to learn about different perspectives, how to analyze them academically according to a particular discipline's approach, and how to make arguments supported by scholarly evidence. Rather than dictating what you should think, this course is aimed to enhance your ability to think critically.

Active engagement is highly encouraged and rewarded. I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. If you are having difficulty with participating or feel intimidated in any way, please come and see me early in the semester and we can work together to find a solution.

Other Expectations

I expect you to regularly check both Blackboard and your TAMUSA email. This is how I will get in touch with you and it is the best way to get in touch with me.

I also expect that you will use Blackboard to access required readings, to submit your assignments, and to review feedback that I provide on your work. You are responsible for doing so and should contact me in a timely manner (and before assignments are due!) should you have any difficulty. Since this course focuses substantially on writing, failure to turn in writing assignments on time may result in failure of the course.

It is your responsibility to get in touch with me early in the semester if you are struggling in the course or have questions. I am more than happy to work with you, but I cannot do so unless you communicate with me. I expect students to take advantage of my office hours, especially if the material or assignments seem difficult or if you are facing barriers to your success.

The University policy on withdrawal allows students only a limited number of opportunities available to withdraw from courses. It is important for you to understand the financial and academic consequences that may result from course withdrawal.

Syllabus Adjustments

I reserve the right to make changes to this schedule as needed, and I will give you enough time to incorporate these changes into your schedule. Any modifications to this syllabus will be announced in class and posted on Blackboard. Students are responsible for knowing all in-class announcements and Blackboard announcements/adjustments.

Religious Accommodation

Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

If you will be observing any religious holidays this semester which will prevent you from attending a regularly scheduled class or interfere with fulfilling any course requirement, please contact me to make appropriate arrangements within two weeks of the beginning of the semester (or three days before any holidays which fall within the first two weeks of class).

Grades

I maintain course grades on Blackboard and it is possible that I occasionally enter an incorrect grade (i.e., sometimes I make a mistake). Please check the feedback I provide on your assignments and your grades via Blackboard throughout the semester and address any concerns immediately: do not wait until the end of the semester.

University Policies & Resources

Academic Accommodations for Persons with Disabilities

The Americans with Disabilities Act Amendments Act (ADAAA) of 2008 and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for persons with disabilities. Title II of the ADAAA and Section 504 of the Rehabilitation Act require that students with disabilities be guaranteed equal access to the learning environment through the provision of reasonable and appropriate accommodation of their disability. If you have a diagnosed disability that may require an accommodation, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is dss@tamusa.edu.

If you have a disability and need academic accommodations, please provide a letter of accommodation from Disability Support Services early in the semester. I am not able to provide accommodations without verification from DSS.

Academic Dishonesty Policy

Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic dishonesty for which a student is subject to penalty includes cheating, plagiarism, fabrication, multiple submissions, misrepresentation of academic records, facilitating

academic dishonesty, unfair advantage, violating known safety requirements and ethical misconduct. This includes holding other students to the same standards and reporting any incidents of alleged violation of the honesty policy to the instructor involved or, if necessary, to the appropriate academic department head. All students are responsible for being familiar with the Academic Dishonesty Policy, which may be found in the Texas A&M University-San Antonio Student Handbook.

University policy prescribes serious consequences for acts of academic dishonesty including, but not limited to, a grade of 'F' on the particular paper or assignment, a failing grade in the course, or possible expulsion from the University. Considering the potential consequences of academic misconduct, it is obviously in students' best interests to avoid even the appearance of such behavior. If you are ever unclear whether a specific act might constitute academic misconduct, please contact your instructor for an assessment of the situation.

All student written assignments are subject to analysis by anti-plagiarism software.

If you are unsure about what plagiarism is, please take the plagiarism course offered through the university library. Not understanding plagiarism rules will not be accepted as a justification for plagiarized work. Here are the basics:

- Any time you use ideas or information from any other source, you must add a complete citation (including situations in which you do not use the author's words);
- A citation is made up of two parts: the internal citation (also called an in-text citation) at the point in your paper where the idea or information was used and an end citation (also called external citation) in your works cited or references section at the end of your paper. Both must be present to be considered a citation;
- If you use another person's words, they must be cited, they must be in quotation marks, and the internal citation must include a page number if the source is a book or article; and
- A paper that is substantially composed of quotes does not qualify as independent student work and will be treated as plagiarism, even if properly cited.

Artificial Intelligence (AI) Use Policy

This is not a campus-wide policy and only applies to this course. This policy may change, with prior notice, to reflect developments in the technology.

Generative AI tools, such as ChatGPT, may only be used in this course for preparatory activities such as brainstorming, editing text, outlining, etc. Students are responsible for providing proper attribution and full transparency about their use of AI, with the aim of becoming informed digital citizens.

Note that generative AI can produce questionable results, including misinformation, nonexistent references, and bias, and its responses are often bland. When using generative AI, students are responsible for revising its responses to meet the assignment prompts and to be accurate, authentic, and relevant to your unique perspectives and creative thoughts.

For each usage, documentation of the following process is required:

- Cite your prompts to any AI tool that informed your work.
- Cite the AI tool and provide its entire response in quotation marks.
- Edit the AI tool's response to include your own original thoughts and style of writing and to meet the assignment requirements. In other words, you may not submit assignments generated entirely by artificial intelligence.
- Use quotations in your work to any text generated by AI and cite the tool.
- Validate any AI-generated content with reliable references and cite these.

Failure to follow these instructions will be considered academic misconduct and consequences will follow University policies.

When you use generative AI, you are also encouraged to review that tool's "terms of use" with regard to data privacy and raise any concerns with your instructor.

Adapted from Kristopher Purzycki (University of Wisconsin-Green Bay, 18 Jan 2023) (CC BY 4.0) @ Medium.

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 is an appointment-based center where appointments are made through the Navigate platform. Students access Navigate through Jagwire in the Student Services tab. The Center is active on campus outreaching to students to highlight services offered. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu or calling (210)-784-1332. Appointments can also be made through JagWire under the services tab.

Counseling Resources

As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you or someone you know is experiencing life stressors, emotional difficulties, or mental health concerns at Texas A&M University – San Antonio, please contact the Student Counseling Center located in Modular C, Room 166 (Rear entrance) or call 210-784-1331 between the hours of 8:00AM and 5:00PM, Monday through Friday. After-hours crisis support is available by calling 210-784-1331 (select option "2"). Please contact UPD at 911 if harm to self or harm to others is imminent.

All mental health services provided by the Student Counseling Center are free, confidential (as the law allows), and are not part of a student's academic or university record. The Student Counseling Center SCC provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information, please visit www.tamusa.edu/studentcounseling

Emergency Preparedness

JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email and/or phone call with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>

More information about Emergency Preparedness and the Emergency Response Guide can be found here: <https://www.tamusa.edu/upd/index.html>

Financial Aid and Verification of Attendance

According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and

returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Meeting Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students (DOS@tamusa.edu) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

Military Affairs

Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots' Casa in-person room 202, or to contact the Office of Military Affairs with any questions at military@tamusa.edu or (210)784-1397.

Statement about Harassment and Discrimination

Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or gender expression.

If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. TAMUSA has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware that many A&M-San Antonio employees, including all faculty members, are required reporters. This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must report the information to the Title IX Coordinator. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Counseling Center at (210) 784-1331, Modular C. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need. Additional information about your options is also available at <http://www.tamusa.edu/businessaffairs/titleix/index.html>

If you wish to receive information from a center that is not affiliated with the university, you may want to call the National Sexual Assault Hotline at 1-800-656-4673 (<https://www.rainn.org/>).

Students' Rights and Responsibilities

All students are required to follow all policies and regulations as set forth by The Texas A&M University System. This includes the A&M-San Antonio Student Code of Conduct. For more information, please see the Texas A&M University-San Antonio Student Handbook.

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.

University Email Policy and Course Communications

All correspondence between professors and students must occur via University email accounts. You must have Jaguar email account ready and working. If it is not working, contact the help desk at sahelp@tamusa.tamus.edu or at 210-784-4357. If you don't hear back from them within 48 hours, contact them again. They have a lot of requests during the first part of the semester, so you may need to check up on them. I will distribute course materials, including announcements and updates, via Blackboard, so I encourage you to log-in to that system at least twice per week.

Writing, Language, and Digital Composing Center

The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://bit.ly/WLDCCenter>