



TEXAS A&M UNIVERSITY
SAN ANTONIO



COURSE SYLLABUS

Texas A&M University – San Antonio
Department of Arts and Sciences
PSYC 3321: Intimate Relationships

Spring 2025

Amy K. Bohmann, Ph.D.

E-Mail: abohmann@tamusa.edu;

Classroom: STEM 105

Time: 3:30-4:45 pm TR

Office: STEM 237A

Phone: 210-784-2206

Office Hours: R 1:30-3:30. Appointments are recommended so people don't pull me out of office hours for meetings (it's harder to pull me out when I have an actual appointment on the calendar). If you are driving from off campus, make sure you either a) make an appointment or b) email to make sure I'm there so that you don't drive here and find me in a meeting. If these times aren't good for you, you are welcome to make an appointment for other days/times as well. I'm here a lot. A few days during the semester, I will not be available on Thursdays, and on those days I'll hold replacement office hours on Tuesdays from 1:45-3:30 PM. You can make an appointment for any time you wish.

Remind: Please add yourself to my Remind account so you can get text messages from me: Text @bcac2g4 to 81010. If you already have the Remind app, you can type in bcac2g4 where you see the @ in the Join Class section. If you don't have the Remind app, you might consider downloading it. If you don't have it, you'll have to go back through all your texts to find me. If you have the app, you can easily text me from it.

Textbook: Zacchilli, T. L., & Kieffer, K. M. (2025). *Contemporary Issues in Close Relationships*. San Diego: Cognella.

Course Description: This course covers issues involved in both intimate and platonic close relationships, with an emphasis on intimate relationships, and includes attraction, love, communication, sexuality, power, and dissolution. Current and classic research associated with all aspects of relationships will be considered. Prerequisite: PSYC 2301.

Student Learner Outcomes

Students who successfully complete the course will demonstrate:

1. an understanding and appreciation of the current and classic relationship research, and the empirical methods used to produce these findings.
2. a basic knowledge of topics related to relationships.
3. an understanding of the way research results can be used to better their own relationships, including platonic friendships.

Assessment of Student Learner Outcomes

The student learner outcomes 1 through 3 above will be assessed through students' performance on the unit exams, participation, the final examination, and the proposal.

Schedule (subject to change):

Tues, Jan 21	Syllabus and Chapter 1: Introduction to Close Relationships Get Contact Information for Group Members
Thurs, Jan 23	Ch 1 article: Dupuis, H. E., & Girme, Y. U. (2024). "Cat Ladies" and 'Mama's boys': A mixed-methods analysis of the gendered discrimination and stereotypes of single women and single men." Reaction Paper 1 Due Chapter 1 Work with partners to choose presentation article Syllabus Assignment Due
Tues, Jan 28	Chapter 1 Ch 1a article: Fraley & Shaver (1998): "Airport Separations: A Naturalistic Study of Adult Attachment Dynamics in Separating Couples" Reaction Paper 2 Due
Tues, Jan 28	APA WORKSHOP DUE AT MIDNIGHT
Thurs, Jan 30	Chapter 2: Attachment and Family Relationships Meet with groups Farrell, Simpson, Overall, & Shallcross (2016): "Buffering the Responses of Avoidantly Attached Romantic Partners in Strain Test Situations" Reaction Paper 3 Due
Tues, Feb 4	Meet with groups Chapter 2 Article for Presentation due
Thurs, Feb 6	Presentation #1 Attachment: Denisse, Alison, Ashley Chapter 3: Friendship and Social Support
Tues, Feb 11	Petersen, K. J., Qualter, P., Humphrey, N., Damsgaard, M. T., & Madsen, K. R. (2023). "With a little help from my friends: Profiles of perceived social support and their associations with adolescent mental health." Reaction Paper 4 Due
Thurs, Feb 13	Presentation #2: Friendship and Social Support: Kat, Unique, Lilly
Tues, Feb 18	Exam I
Thurs, Feb 20	SPSP—ONLINE ASYNCHRONOUS CLASS DAY Chapter 4: Attraction and Relationship Development Nicholson, Coe, Emory, & Song (2016): "The Politics of Beauty: The Effects of Partisan Bias on Physical Attractiveness" Markowitz & Hancock (2018): "Deception in Mobile Dating Conversations" Reaction Paper 5 Due
Tues, Feb 25	Chapter 4 Presentation #3 Attraction: Gage, Robert, Sylene Houle, L., Barker, E., & Pronin, E. (2022). "Playing hard-to-get: A new look at an old strategy." Reaction Paper 6 Due
Thurs, Feb 27	Chapter 5: Romantic Love

	Presentation #4 Romantic Love 1: Esira, Naomi, Angela
Tues, Mar 4	Chapter 5 Jonason, Lowder, & Ziegler-Hill (2020): "The Mania and Ludus Love Styles are Central to Pathological Personality Traits" Reaction Paper 7 Due Presentation #5 Romantic Love 2: Dajanah, Valeria J, Alexis
Thurs, Mar 6	Chapter 6: Relational Sexuality Jones (2016): "The 'Chasing Amy' Bias in Past Sexual Experiences: Men Can Change, Women Cannot" Reaction Paper 8 Due
Tues-Thurs Mar 11-13	SPRING BREAK
Tues, Mar 18	Chapter 6 Presentation #6 Sexuality: Arianna, Lorna
Thurs, Mar 20	Exam II
Tues, Mar 25	Chapter 7: Communication and Relational Maintenance Presentation #7 Communication: Isabel, Bryan, Alexis
Thurs, Mar 27	SWPA—online asynchronous class Holtzman, et al. (2021): "Long Distance Texting: Text Messaging is Linked with Higher Relationship Satisfaction in Long Distance Relationships" Reaction Paper 9 Due Chapter 7
Tues, Apr 1	Chapter 7 Presentation #8 Relationship Maintenance : Klarissa, Ashlyn, Fatima
Thurs, Apr 3	Chapter 8: Conflict and Abuse
Tues, Apr 8	Chapter 8: Conflict and Abuse Presentation #8 Relationship Conflict: Chloe, Adriana, Monica Peterson & DeHart (2014): "In Defense of Self-Love: An Observational Study on Narcissists' Behavior During Romantic Relationship Conflict" Reaction Paper 10 Due
Thurs, Apr 10	Presentation # 9 Relationship Violence: Jaelyn, Chanel, Aileen Stein, Grogan-Kaylor, Galano, Clark, & Graham-Bermann (2019). The Social and Individual Characteristics of Women Associated with Engagement with Multiple Intimate Violent Partners." Reaction Paper 11 Due
Tues, Apr 15	Exam III
Thurs, Apr 17	Chapter 9: Breakup, Divorce, and Bereavement Dekel, R., Shorer, S., & Nuttman, S. O. (2022). "Living with spousal loss: Continuing bonds and boundaries in remarried widows' marital relationships. " Reaction Paper 12 Due
Fri, Apr 18	STUDY DAY-No classes
Tues, Apr 22	Presentation #11 Divorce: Amalia, Sabrina
Thurs, Apr 24	Chapter 10: Class, Race, and Gender RISE Symposium

	Proposal Due
Tues, Apr 28	Presentation 12: Race and Relationships: Jasmine, Valeria R, Mia Chapter 10
Thurs, May 1	Presentation #13—LGBTQ+: Camille, Robin Haas, & Lannutti (2022). "Relationship maintenance behaviors, resilience, and relational quality in romantic relationships of LGBTQ+ people." Reaction Paper 13 Due
Mon, May 5	STUDY DAY-No classes
Thurs, May 8 2:00-3:50PM	Final Exam

Assignments:

1. *Exams:* Three exams plus a final exam will be given in class during the semester. The three regular exams will consist of 20-25 multiple choice questions plus true/false questions over the presentations. The final exam will only include multiple choice questions from the chapters since the previous exam. There will be comprehensive questions from the entire semester, and you will be able to use your book for that portion of the exam.

2. *Presentation Articles:*

You will select an empirical article, approved by the instructor, that fits with the chapter you are covering.

You are paired with two other classmates who have the same interests you do (determined by rank ordering from Qualtrics link)

Requirements for article:

1. Must be empirical. This means that they did an experiment with a data collection. Look for a Method section in your article.
2. Must be from 2020-2025. These articles will all be fairly recent.
3. Must be from an academic journal.
4. Must be approved by me.

In the presentation, students will:

1. Give a short introduction
2. Discuss hypotheses, method, and main results. (What they predicted—what they did—what they found.)
3. Give a short conclusion

This presentation should take 4-7 minutes. Please do not go over 7 minutes. Please use power point for your visual aid. Please paraphrase rather than using quotes on your ppt slides.

Rubric:

PURPOSE OF ASSIGNMENT: To better understand the research in psychological articles related to relationships.

DETAILS OF ASSIGNMENT: See above.

GRADING OF ASSIGNMENT:

140 points

All partners contributing equally and clearly stating their part.	20 points	
Introduction is clear and relevant.	10 points	
Hypotheses, Method, and Results are clear		50
points		
Conclusion	10 points	
Length of presentation between 4 and 7 minutes	20 points	
Power point is clear and free of mistakes	30 points	

Example of an article cited with APA Style, 7th Edition:

Frost, D. M., Meyer, I. H., & Hammack, P. L. (2015). Health and well-being in emerging adults' same-sex relationships: Critical questions and directions for research in developmental science. *Emerging Adulthood, 3*, 3-13. (If there is a doi, list it here as an http link) (If there is an issue number, it will appear in parentheses after the volume number, but not in italics.)

3. *Participation:* You will receive a grade based on your participation in class. You will be called on during discussions. You are welcome to bring a copy of your paper with you.
 4. *Reaction Papers on articles*
One reaction paper is due each class period for which an article is mentioned in the schedule. I will give you a template to use for the reaction papers. They must be submitted before class, but please have a copy available for discussion. You are graded on the completeness of the reaction (you must show some thought) and to get full credit, you must represent your article correctly in APA style. Articles must be found on PsycInfo. Late reaction papers are only accepted for half credit. Sample citation is the Frost citation above.
 5. *APA Workshop:* You will be reading a lot of articles in this class, and a psychology major is not required. Therefore, to familiarize yourself with the citation style we are using, you will take the workshop on APA style, found in one of the libguides: https://libguides.tamusa.edu/academic_tools/basic_apa
Just turn in the certificate. You can take a screen shot and upload to Bb, or even take a picture on your phone.
5. *Proposal:* At the end of the semester, after learning about the research in relationships, you will be asked to write your own research idea about a topic in relationships. Instructions are posted below, and example will be posted on Bb.

Instructions:

1. *Rationale:* Why is this study important? Why did you choose these variables? What studies in the literature guided you to believe that your predictions were realistic? (Use at least 3 studies--peer-reviewed, academic articles--paraphrasing and citing in APA style; no direct quotes)
2. What is your hypothesis or hypotheses (predictions)? What are your variables? Do you have IVs? DVs? Correlates?

3. Method: How, step by step, do you plan to collect data?
4. Conclusion: What do you think you will find? This is not a stat or research methods class, and not all of you are psychology majors, so I will not ask you about data analysis and design in detail. Just give a general conclusion.
5. Reference page for your 3 APA style peer-reviewed journal articles.

Technical Support

If you are having trouble with Blackboard, or email help, please call the help desk at 784-4357. You can also visit them in CAB 233. If they ask you to send in a request, you will find the links at the ITS homepage: <https://www.tamusa.edu/information-technology-services/index.html>

Course Grades

Each student's grade will be based solely on his/her performance. Students will not compete against one another for grades (i.e., the instructor will not limit the number of As, Bs, etc.). An individual's course grade is based on his or her raw score points (i.e., the total number of points earned during the semester). For example, using the table below, a student who earns 850 points during the semester will earn a "B." A student who has a total of 642 points at the end of the semester will earn a "D" in the course.

Letter Grade Cutoff Table

<i>Course Letter Grade</i>	<i>Percentage Correct</i>	<i>Raw Score (total raw score points earned)</i>
A	90% or more	900 or more
B	80 to 89%	800 to 899
C	70 to 79%	700 to 799
D	60 to 69%	600 to 699
F	59% or less	599 and less

Grades will be posted on Blackboard so that any time during the semester, you can check your grade at any time.

Grading Breakdown:

Syllabus assignments	=10 points
4 exams: 120 points each	= 480 points (Last one is final)
Reaction Papers: 14@10 pts ea	= 130 points
APA Workshop	=20 points
In-class participation	=50 points; discussion participation
Proposal	= 150 points
2020's Article Selection	=20 points (submitted on time)
2020's Article Presentation	= 140 points presentation
	=1000 points

What Happens If I am Not Getting the Grade I Want?

Here are some pointers:

1. **Do all the assignments.** So many students perform poorly because they "forget " to do all the work. Keep up and do assignments.
2. If it's multiple choice you are having trouble with, try to **make your own multiple-choice quiz** on the chapter before the test. You won't believe how well you actually have to know the chapter to do that. This means not just the questions—make sure you come up with four possible answers, and that you know which one is correct.

3. You are welcome to **see me in my office hours**, especially if you have specific questions, and I plan to offer them from 2-4 on Tuesdays, if I don't have any meetings. I am available at other times too. If you are going to ask me how you can perform better, we will look at your grades, and then I will probably tell you to do #1 and #2. If you need one-on-one study skills help, we have a new office for you to visit! Please see #4 below.
4. **Go to the Student Academic Success Center.** Here is what they have sent us: The Student Academic Success Center (SASC) offers one-on-one appointments and walk-in sessions to Texas A&M University-San Antonio students. The Center will also offer online and face-to-face group sessions on topics such as time management, note-taking in College, study skills, goal setting, reading strategies, test taking tips, and stress management. SASC practices proactive outreach to students who may be struggling academically at the University. If you would like to meet with the Student Academic Success Center please call 210-784-1352 or email at Student.Success@tamusa.edu to schedule an appointment!
5. **The Jaguar Writing Center** If you need help with writing, please see the information in the statements below about the Jaguar Writing Center.

Class Attendance:

Participation in discussion is graded, and you cannot participate in discussions without attending class. You are expected to attend each class period. You won't lose participation credit if you miss one or two classes, for any reason. Remember that you are paying for your college experience, and that you are getting less for your money with every class you miss.

Make-Up or Late Work:

Assignments which are turned in on time must be turned in by the time assigned online, or it is late. Exams cannot be made up without making arrangements with the professor ahead of time. If you are sick, you need to contact the instructor BEFORE the exam. You may email, text on Remind, or call and leave a voicemail, as long as it is timestamped before 9:30 am the day of the test, or 8 am the day of the final exam.

The presentation needs to be presented on time—the rest of the class depends on the material being presented as the students are reading that section. If you have Covid or the flu, let me know and we will discuss options.

Reaction papers can be turned in late for half credit. The APA workshop can be turned in late for half credit. The proposal can be turned in late for a 20% reduction per day for the first day, 40% reduction for 2 days late, and a 50% reduction for any time after 2 days late.

Instructor Response Time

When you have a question, please email me. I will get back to you within 24 hours. If you don't hear from me in that amount of time, that means I probably didn't get your question. Save all emails to me, so you can go into your sent mail and re-send anything that got lost in cyberspace. After 24 hours, you are welcome to re-send your email. If it's a weekend, wait 24 hours after Monday morning. (If you happen to catch me on the computer, and I don't have to consult with anyone else to answer your question, then I can get back to you right away!)

Other Classroom Policies:

Please be respectful of others. In an online class, this includes the discussion board, email, and any other virtual communication.

****Any material on this syllabus is subject to change if a compelling situation arises.****

IMPORTANT POLICIES AND RESOURCES

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 <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: 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.

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, call 210-784-1331 or visit Madla 120.

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. For more information on SCC services visit tamusa.edu/studentcounseling. Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, 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. 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 about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/emergency-management/>. 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. Any student receiving federal financial aid who does not attend by the census date will have their financial aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester, a Care report will be submitted, and you will possibly be dropped from the class. Your financial aid may have to be recalculated and a portion of your federal aid may have to be returned to the DoE.

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://www.tamusa.edu/academics/>.

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 referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

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 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 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 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, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

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- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, 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 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.

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, sexual orientation, gender identity, gender expression, 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, sexual orientation, 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 (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).

Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission

There are situations and contexts within this course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, discussion responses, etc.) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate with attribution what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, students should reach out to their instructor for clarification before submitting work for grading. Use of AI-generated

content without the instructor's permission and/or proper attribution in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

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

Important Dates:

January 21 First day of class

March 10-15 Spring Break

April 21 Last day to drop with an automatic "W"

April 18 Study Day – No classes

April 28 Last day to drop a course or withdraw from the University

May 5 Last day of classes

May 6 Study Day – No classes

May 7-13 Final exams

May 16 Grades due

May 20 Commencement

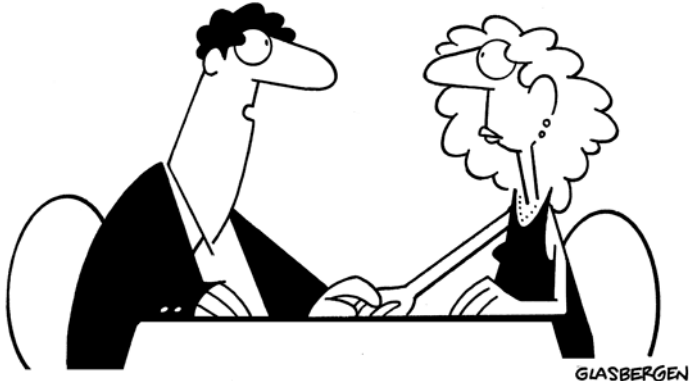
The complete academic calendar is available online:

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

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GLASBERGEN

"I'm not afraid of intimacy, as long as it's shallow, meaningless intimacy that doesn't reveal too much about me."



As time wore on, Hank and Edna grew more and more alike.

Snapshots at jasonlove.com



"Don't even start, Claire. You knew I was a snake when you took me in."

Snapshots at jasonlove.com



Tall, Dark, and Handsome chats with Buxom Blonde.