ENGL 2311: Technical Writing

Term
Spring 2026

About Professor Barron

Instructor: Christen Barron, MFA | **Email:** christen.barron@tamusa.edu | **Office Location:** Classroom Hall 318 | **Office Hours:** Schedule a virtual meeting on Calendly or in-person Tuesdays and Thursdays 10am-10:30am and 2pm-3pm.

Hi! I'm Christen Barron, but most students call me Professor B. I'm a creative nonfiction writer, editor, and writing instructor. Originally from Savannah, Georgia, I hold an M.F.A. in Writing and a B.F.A. in Dramatic Writing from Savannah College of Art and Design (SCAD). I've taught writing classes at Texas A&M-University San Antonio since 2017. For nearly a decade, I've taught community creative writing classes for The Deep Center's nationally-recognized Young Author Project and San Antonio's Gemini Ink. Most recently, I serve as the faculty supervising editor for *Mosaic*, a student-led literary magazine at Texas A&M-University San Antonio. Outside of work, I love collaging, hiking, and rewatching nostalgic movies from the 90s and early 2000s. I believe creativity is one of the most important skills you can have as a writer, even when writing in technical genres. Welcome to Technical Writing. I'm rooting for you!

Course Delivery
This section of Technical Writing is an asynchronous online course delivered via Blackboard. Asynchronous means that you aren't required to login to the Blackboard course or attend a virtual lecture at certain times each week. Instead of a formal lecture, this class takes the form of assigned readings, videos, and other multimedia content that you can review at your own pace each week. While the modality of the class provides flexibility, it's easy to fall behind if you don't meet

deadlines each week. I know some students enjoy working ahead, so I open course modules approximately two weeks before they are due.

Course Catalog Description

Intensive study and practice of technical and professional genres such as proposals, reports, instructions, policies and procedures, e-mail messages, letters, and descriptions of products and services. Students will also practice individual and collaborative processes involved in the creation of ethical and efficient documents. Prerequisite: ENGL 1301

Required Materials, Equipment, Software, and Texts

- Materials: Blank paper, markers, pens, and pencils
- Equipment: A desktop computer, laptop, or tablet with a reliable internet connection
- Equipment: A mobile phone or other small device that will allow you to take photos and upload to Blackboard
- Software: A word processor, such as Microsoft Word or Google Docs
- Software: [A Loom student account](#) to watch/react to course videos (subscribe to the free/starter version)
- Software: [Canva subscription](#) (subscribe to the free version or use your free student account)
- Textbook: *Technical Writing Essentials* by Suzan Last (free, open-access textbook linked on Blackboard)
- Textbook: *Business Writing for Everyone* by Arley Cruthers (free, open-access textbook linked on Blackboard)
- Textbook: *Technical Writing Spaces: Readings on Writing, Volume 6* edited by Kirk St. Amant and Pavel Zemliansky (free, open-access textbook linked on Blackboard)
- Supplemental Course Readings: Technical Writing current event articles posted on Blackboard (TBD)

Course Communication

I post important course updates and announcements on the Blackboard announcements page each week. Additionally, I send automated assignment reminders for past-due work and will contact you via Blackboard message if you have fallen behind in the course. You will also receive copies of all Blackboard communications through your campus email account. I encourage you to check both Blackboard and your campus email a few times a week.

If you need my help, please email me at christen.barron@tamusa.edu through your campus email account. You can expect a response in 1-48 hours during campus business hours. You can also message me through Blackboard. I check Blackboard messages regularly, but I don't get push notifications.

Blackboard Accessibility
As your instructor, I am committed to uploading Blackboard course content that is accessible to everyone in class. If you have trouble accessing or using any course content I provide on Blackboard, please let me know right away.

Labor-Based Grading Agreement

By remaining in this course, you agree to be graded on your labor instead of the quality of your writing. This means I'll grade you on the overall work you put towards strengthening your writing skills instead of the quality of a specific piece of your writing. Each assignment in this class is an invitation to practice and strengthen your writing skills. Thus, the more times you practice writing by completing an assignment, the higher your final grade. You'll still receive constructive feedback on your writing from me and your peers, but that feedback won't impact your final course grade.

As a member of this class, you also agree to take an active role in your learning and ask for help when you need it.

Labor-Based Grading Breakdown

Below is a detailed overview of how I will evaluate students' work and award final grades in the course.

How is labor measured?

It can be difficult to "measure" labor, so I keep track of your writing practice/labor in the class by awarding you points for each assignment you submit. Obviously, not all writing assignments are created equal, so each assignment receives a point value based on how much time and effort I imagine students will need to complete the assignment. For example, weekly assignments that can be completed in a few hours (like discussion boards and writing exercises) receive smaller point values. In contrast, a more labor-intensive assignment like the Writer's Portfolio receives a higher point value. Because I'm grading you on the labor you put into the assignment, you won't earn full credit on any assignments that appear incomplete or unfinished.

How can I earn a specific letter grade in the course?

To earn a specific letter of grade in the course, you need to earn the corresponding number of points by completing and submitting work by assignment deadlines. Below is a breakdown of the point ranges for final letter grades

- A Range: 450+ points
- B Range: 400 - 449 points
- C Range: 350 – 399 points
- D Range: 300 – 349 points
- F: Below 300 points

Assignments

Weekly Discussion Posts (150 points) / Due each Sunday at 11:59 pm

Each week, we'll focus on a different technical writing term or concept relevant to the course description. You'll learn about the term or concept through 1-3 course readings and/or videos posted in the weekly Blackboard modules. You'll then be asked to engage with the content by completing an activity or answering discussion questions and posting them on the discussion board. Completing each discussion assignment by the deadline earns you a total of 150 points towards your final course grade.

Weekly Writing Exercises (150 points) / Due each Sunday at 11:59 pm

Weekly writing exercises are brief technical writing assignments that ask you to apply what you've learned through the course material and reflect on your learning. For example, you'll practice writing in different professional and technical writing genres. You'll submit your writing through the designated writing exercise submission box on Blackboard. Completing each writing exercise by the deadline earns you a total of 150 points towards your final course grade.

Writer's Portfolio Draft (100 points) / Due Sunday, March 1

This midterm assignment invites you to develop and share a draft of your Writer's Portfolio for peer and instructor feedback. The points for this assignment are included in your midterm grade calculation, so please plan to submit on time. Guidelines for this assignment will be provided prior to midterms.

Writer's Portfolio (100 points) / Due Sunday, May 10

The Writer's Portfolio is the "final project" for this course and may be a revision/expansion of the portfolio you developed in English 1301 or 1302. Throughout the course, you'll develop a digital writing portfolio that showcases your writing and expresses an aspect of your identity as a writer. You'll receive feedback on drafts throughout the course and submit a revised version at the end of semester. See Week 1 Blackboard Module for a detailed explanation of this assignment.

Professor Barron's Class Policies

Blackboard Civility Policy

As your instructor, I'm committed to creating an online classroom setting that encourages mutual respect, trust, and intellectual curiosity. However, that can be difficult to do when we post AI-generated work without acknowledgement or attribution. While it may be tempting to save time or mental bandwidth by generating your discussion posts/replies with an AI tool and passing it off as your own writing, please don't do it. Instead, embrace the uncertain, messy, and beautiful struggle of a human learner alongside your instructor and fellow classmates. If you have any questions or concerns about AI use and academic honesty, please refer to the [Students' Rights and Responsibilities](#) section of the document.

Remember that sharing your writing or ideas in an online setting can be a vulnerable act. Please arrive at each discussion board with an open mind and use respect when communicating with me and your classmates.

Late Work Policy and Automatic "0" for Late Work

I'm not a fan of rigid due dates, but they do help to keep coursework manageable in an online course. Plan to submit assigned coursework each Sunday to avoid falling behind in the course. I also recognize that everyone in this class is human. We get sick, we have emergencies, and "off" weeks. As a result, I offer a seven-day "no questions asked" grace period on all assignments except the Writer's Portfolio Draft and Writer's Portfolio (course final). Keep in mind that I don't provide feedback on late assignments, so please plan to submit assignments on time whenever possible to ensure you receive feedback on your writing.

Blackboard is set to automatically score missing assignments as "0" once the stated deadline has passed. This ensures you are promptly notified when you have missed an assignment deadline. You can remedy the "0" score by submitting the missing assignment within the seven-day grace period.

If you find yourself struggling to submit work within the grace period, please let me know so we can work together to find a solution.

First Year-Composition (FYC) Course Policies

This course is part of the FYC program. The FYC program has a few policies that I'll follow this semester, so I want to make sure you're aware of them. One of the policies involves plagiarism, one involves our classroom environment, and one involves AI programs such as ChatGPT.

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.

Classroom Environment

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

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

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

Because we value the respectful expression and exchange of ideas, students who use violent, harassing, and/or discriminatory language will be reported to the university and may be subject to Student Code of Conduct policies, as well as any classroom conduct or civility policies your instructor has established.

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.

First-Year Composition Course Outcomes

All First-Year Composition (FYC) courses are part of the Texas Core Curriculum. They are specifically designated as "Core 10" courses, which focus on communication. According to the Texas Higher Education Coordinating Board, "Core 10" courses "involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience." These courses are expected to achieve the following Core Curriculum outcomes:

- **Communication** – The effective development, interpretation, and expression of ideas through written, oral, and visual communication

- **Critical Thinking** – Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

- **Personal Responsibility** – The ability to connect choices, actions, and consequences to ethical decision-making

- **Teamwork** – The ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Here are some of the ways your FYC course might help you to achieve these outcomes:

- **Communication** – Your instructor will likely teach you "rhetorical agency," which is the ability to make intentional choices when composing texts for different audiences and contexts

- **Critical Thinking** – Your instructor will likely ask you to analyze a variety of texts, with particular attention both to the choices the authors/artists made and to the way language functions in society. This is called Critical Language Awareness

- **Personal Responsibility** – You'll fulfill this outcome mostly through reflection on your writing practices and processes. This could take the form of "labor logs" and "labor journals."

- **Teamwork** – You'll do a lot of group-based work this semester. This could look like the formation of "Writing Communities," but it could also look like small-group discussions and collaborative activities.

Not all FYC courses will help you to achieve the Core Curriculum outcomes the same way, but they are all designed to help you achieve the outcomes.

FYC Program Commitments, Goals, and Key Terms

Faculty in the FYC program teach according to a specific set of commitments that guide what we teach, how we teach, and how we interact with you. We also teach in an effort to achieve goals that are designed to support your growth and development as a writer. In short, our commitments and goals give us focus and direction and stand as a representation of what we value and believe in. If you're ever unsure of what I'm doing in the classroom or why I'm doing it, you can always refer to this part of our syllabus to help you understand where I'm coming from.

Here are the things I'm committed to in my teaching:

1. collaborating with you with care and compassion,
2. emphasizing your learning and growth,
3. encouraging you to take risks and embrace failure,
4. honoring variations in your reading and languaging, and
5. centering and sustaining your cultural and linguistic identity.

And here are the goals I'm trying to achieve:

1. cultivating your sense of belonging as a writer,
2. increasing your rhetorical awareness,
3. strengthening your critical language awareness,
4. deepening your introspection and self-awareness as a writer,
5. increasing your skills and engagement as a reader,
6. inspiring creativity, risk-taking, and versatility in your writing,
7. increasing your self-determination and resilience as a writer,
8. helping you to see yourself as a writer,
9. increasing your confidence as a writer, and
10. increasing your appreciation of your languaging

As your instructor, please know that I'm working toward each of those goals in everything I do with and for you this semester.

In addition to the commitments and goals, there's a set of key terms that will inform all that I do in the classroom. These terms will guide the work we do together, and they'll help us all to deepen our understanding of writing specifically and of languaging generally. If you ever need a reminder of what I'm trying to teach you, please refer to the list of terms below.

Here are our key terms and their definitions:

- **Belonging:** the feeling of being valued, respected, and included as you are
- **Languaging:** the ongoing process of developing and communicating meaning and ideas
- **Translanguaging:** the process of using one's full linguistic repertoire to interpret, understand, and communicate meaning and ideas.
- **Audience:** the person or the group of people languaging is intended to affect
- **Purpose:** the intended effect or impact of languaging
- **Genre:** a specific form of languaging that is shaped by social convention and audience expectation
- **Context:** the situation in which languaging occurs
- **Rhetorical Awareness:** the ability to assess context and to make intentional choices when languaging

- **Critical Language Awareness:** the ability to examine and critique how language functions in society
- **Standard Language Ideology:** the belief that a language has an ideal, consistent, and "correct" form that should be privileged

Course Calendar

Below is a tentative course calendar with topics and assignment dates. Please visit the weekly course modules on Blackboard for the most up-to-date information.

Week 1: Due 1/25

- Topics: Getting Started / Writer's Portfolio Workshop
- Assignments: Writer's Portfolio Homepage Discussion

Week 2: Due 2/1

- Topic: Intro to Technical Writing
- Assignments: Writing Exercise and Discussion

Week 3: Due 2/8

- Topic: Professional Style and Email Messages
- Assignments: Writing Exercise and Discussion

Week 4: Due 2/15

- Topics: Document Design and Readability
- Assignments: Writing Exercise and Discussion

Week 5: Due 2/22

- Topics: Plain Language and Readability
- Assignments: Writing Exercise and Discussion

Week 6: Due 3/1

- Topics: Midterm Draft Writer's Portfolio and Midterm Reflection
- Assignments: Midterm Draft Writer's Portfolio and Midterm Reflection

Week 7: Due 3/8

- Topic: Writing and Designing for Accessibility
- Assignments: Writing Exercise and Discussion

Week 8: Due 3/15

- Topic: Spring Break
- Assignments: No assignments or course work

Week 9: Due 3/22

- Topic: Writing Constructive Feedback
- Assignment: Peer Response Discussion

Week 10: Due 3/29

- Topic: Technical Writing, Technology, and Ethics
- Assignments: Writing Exercise and Discussion

Week 11: Due 4/5

- Topics: Memos and Directives
- Assignments: Writing Exercise and Discussion

Week 12: Due 4/12

- Topic: Writer's Portfolio Check-in
- Assignment: Writer's Portfolio Discussion

Week 13: Due 4/19

- Topics: Definitions, Descriptions, and Instructions
- Assignments: Writing Exercise and Discussion

Week 14: Due 4/26

- Topic: Writer's Portfolio Reflection

- Assignments Due: Writing Exercise

Week 15: Due 5/3

- Topic: Recovery/Reflection Week
- Assignments Due: Recovery Assignment

Week 16: Due 5/10

- Topics: Final Writer's Portfolio and Course Conclusion
- Assignments: Complete/ finalize Writer's Portfolio

Important Campus Policies and Resources

The university has several campus policies and resources they've asked me to share with you. Please review them below.

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 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**. 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 academic accommodations 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:

	Appointments available	Walk in Tutoring – No appointment needed
MONDAY	8 am – 6 pm	9 am – 5 pm
TUESDAY	8 am – 6 pm	9 am – 5 pm
WEDNESDAY	8 am – 6 pm	9 am – 5 pm
THURSDAY	8 am – 6 pm	9 am – 5 pm
FRIDAY	8 am – 5 pm	11 am – 4 pm

Counseling/Mental Health Resources

As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. *Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.* The TELUS Student Support App provides a variety of mental health resources to including 24/7/365 support for in the moment distress, crisis support, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.
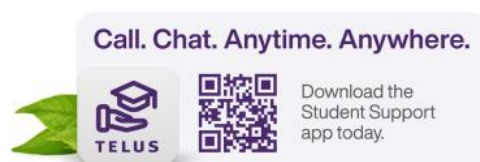
Emergency Preparedness

JagE Alert is Texas A&M University-San Antonio's mass notification system. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: https://tamusa.bbcportal.com/. More information about Emergency Operations Plan and the Emergency Action Plan can be found here. 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 Jaguar Writing Center provides writing 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 Writing Center offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the Writing Center 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 Writing Center can also be reached by emailing writingcenter@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 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. 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]()

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, including ChatGPT, 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. 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 Spring 2026 Dates

Dates	Event
January 13	Tuition & Fee Payments deadline
January 19	Martin Luther King, Jr. – No Classes
January 20	First day of class
February 4	Census date
February 23-March 6	Midterm grading period
March 9-March 14	Spring Break
April 3	Study Day – No classes
April 17	Last day to drop with an automatic "W"
May 1	Last day to drop a course or withdraw from the University
May 4	Last day of classes
May 5	Study Day – No classes
May 6-May 12	Final exams
May 19	Commencement

The complete academic calendar is available online.