

ENGL 1302.600

Composition II

Instructor: Curt Meyer

Virtual Office Zoom code: 333 609 2090; Classroom Hall 316

Email: cmeyer@tamusa.edu

Student Hours: MW 11:00 – 2:00; TTR 12:30 – 2:00, or by appointment

This course is online—asynchronous, so there are no formal class meetings.

Welcome to 1302!

Hi folks, my name is Curt Meyer. I've been teaching first year composition in one or another for twenty-six years. I grew up in North Texas but left when I was around thirty. I travelled the country, moving around every two years, for about a decade. I've been here at TAMU-SA for nine years. I enjoy spending time with my wife Elissa and our cat Prince Kitty Kitty Zig Zag Zig Krishna "Kit Kit". I like vegetarian food, comics, D&D, Eddie Murphy, Chris Rock, KRSOne, Chuck D, George Strait, Bobby Hill, George Lucas, and Ian Anderson

Catalogue Description

This course builds on the reading and writing skills developed in ENGL 1301 and invites students to enter into academic discourse through research wherein they will be asked to synthesize and respond to a variety of perspectives on a topic of their choosing. Students will also read and compose a variety of texts oral, written, and visual.

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 help you to achieve the Core Curriculum outcomes through a specific set of commitments and goals. Our commitments guide what we teach, how we teach, and how we interact with you, and our goals 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 you’re doing for this course, you can always refer to this part of the syllabus for context.

Here are the things FYC faculty are committed to in our 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 we’re 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

FYC faculty promise to work toward each of those goals in everything we do with and for you this semester.

In addition to the commitments and goals, there’s a set of key terms that inform all that FYC faculty do in the classroom. These terms guide the work FYC faculty do with you, and they help us all to deepen our understanding of writing specifically and of languaging generally. If you ever need a reminder of what FYC faculty are trying to teach you, please refer to the list of terms below.

- **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 Agency: 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 Policies

All faculty in the FYC program follow a specific set of policies you should be aware of. One of the policies involves plagiarism, one involves our classroom environment, and one involves GenAI 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.

GenAI 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 (GenAI) tools to support your work as a writer. For example, GenAI 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.” GenAI 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 GenAI technology to generate content **for you**. If you have reason to use GenAI 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 GenAI 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.

Community Agreement

The materials and activities in this class were developed based on the instructor's subject-matter expertise and align with norms and best-practices in the discipline you are learning. As the Student Handbook states, "students will be free to take reasoned exception to the data or views in any course of study and to withhold judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled."

As an instructor, I will respect the rights enumerated in the handbook: "These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with Texas A&M University-San Antonio, and conditions allowing them to make the best use of their time and talents toward the objectives which brought them to this University." I ask that you respect the rights of your classmates to learn and have a positive experience in this class.

As the handbook further explains, "students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education." I ask that you, accordingly, respect my intellectual property and not share materials from our class with those outside of the university community and that you respect academic freedom, which presumes that "teachers are entitled to freedom in the classroom in discussing their subject."

Should you have a problem with any of the materials in this course, please reach out to me for an explanation of why these materials are disciplinarily legitimate and to discuss strategies for completing the work in a manner that is acceptable to you and that meets course objectives. I ask that you do so before or after class and not disrupt the learning experiences of others if you have any objections.

One additional note: Online—asynchronous courses are challenging. Online—asynchronous composition courses are all the more challenging. If you have any issues accessing the material for this course, please let me know. I'm confident we can come up with a workaround.

All materials should be submitted as .docx or pdf files, or links to YouTube videos, etc., using the submission pages provided.

I will not accept .pages.

I do not accept SharePoint links, or Google links, unless access securities are removed. Set to “anyone with the link can edit.”

I do not accept work via email.

As a general policy I do not assign incomplete grades (I).

Please check your official TAMUSA email address linked to Blackboard at least once a day Monday through Thursday for the duration of the course.

Please make sure that emails from Blackboard do not go to your clutter folder.

I will not drop students for non-submission once census date roster is confirmed.

Primary Texts

I’ve assigned readings from *Informed Arguments: A Guide to Writing and Research* by Terri Pantuso, et. al. Click [here](#) to read from the book online, or to download it from the TAMU main campus. I will also make this link available in the Welcome module on Blackboard.

Weekly Videos

My goal is to post at least one video a week, guiding you through the course.

Assignment Descriptions in Brief

This term, your goal is to produce a cohesive project that consists of an Exploratory Proposal, an Annotated Bibliography and an Argument piece, and to showcase a version of the project revised based on feedback in a digital portfolio.

Discussion Boards: The Discussion Boards are an attempt to foster wider conversation in an asynchronous environment. Each of the two discussion boards will have specific prompts. You’ll receive 25 points for creating your own thread as a response and 25 points for responding meaningfully to someone else’s thread.

Discussion Board One is particularly important because I will use your responses to group you into peer review groups. It is also the census date assignment, so I need you to submit it on time.

Reading, Writing, Research Journal: These journals are a space for you to articulate insights or questions about the reading and the research process.

Peer Review Report: You'll report and reflect on the peer review process for each aspect of the semester project, both how you evaluate your peer's work, and how you feel about how they respond to yours.

Exploratory Proposal: In this piece you'll define the rhetorical elements of your overall project. What are you exploring; why is this important to you; what question is driving your research; what is the purpose of the project; who is its primary audience; what resources do you need to complete the project; what's the timetable, etc.?

Digital Portfolio Phase One: If you built a digital portfolio on digication for ENGL1301, then you already have most of this in place. For this phase of your portfolio, you should have an introductory page, and three writing samples, with brief introductions explaining how they are representative of how you see yourself as a writer. I'll also ask you to include a brief reflection.

Annotated Bibliography: You'll construct an annotated bibliography of at least ten entries. Each entry should include a full bibliographic citation in the system applicable to your project, a discussion of what the source claims and how well it supports those claims, and a discussion of how you anticipate using the source in your argument piece. At least seven of the ten entries should come from the TAMUSA library databases.

Argument Project: You'll construct a research-supported argument, taking a position on an issue, or proposing a solution to a problem uncovered in your research. You're ultimately trying to persuade. Traditionally, this public-facing artifact would be an essay, but it doesn't have to be based on the audience and purpose you identify in your Exploratory Proposal. What media would best appeal to your audience? A traditional essay? A podcast? A short video?

Digital Portfolio Phase Two: You'll add a combined version of your semester project that has been revised in some way to your Digital Portfolio.

Course Retrospective: This is the proverbial "What I learned in this course" letter. Seriously, your final exam is to draft an essay reflecting on what you get out of the course, what works for you, your best sense of accomplishment, but also your challenges and what doesn't work for you and why.

Grading Rationale

As you can see on the table below, I am assessing your work using an easy to decipher one-thousand-point possible total. While the grading is informed by labor based grading practices, it is not strictly labor based grading. Rather, based on the requirements listed on a given assignment sheet (to be finalized and distributed throughout the term), if your work meets the requirements, you will receive full credit; if it does not meet the requirements, you will receive half credit.

Grade Breakdown

ASSIGNMENT CATEGORY	NUMBER OF ASSIGNMENTS PER CATEGORY	POINTS PER ASSIGNMENT IN CATEGORY	TOTAL POINTS POSSIBLE PER CATEGORY
DISCUSSION BOARD	2	50	100
READING, WRITING, RESEARCH JOURNAL	2	50	100
PEER REVIEW REPORT	3	50	150
EXPLORATORY PROPOSAL	1	100	100
DIGITAL PORTFOLIO PHASE ONE	1	50	50
ANNOTATED BIBLIOGRAPHY	1	150	150
ARGUMENT PROJECT	1	150	150
DIGITAL PORTFOLIO PHASE TWO	1	100	100
COURSE RETROSPECTIVE	1	100	100
TOTAL POSSIBLE POINTS	NA	NA	1000

All assignments, with the exception of the Course Retrospective, which functions as the final for the course, are due Saturday, 11:59PM of the week listed on the Course Schedule below. Submission pages will be available in the modules for the week listed.

You may submit late work without penalty until April 25, but I am not obligated to comment on it.

Course Schedule

Unit 1: exploratory proposal

Week 1: Syllabus Reconnaissance, Writing Communities, and Digication

Readings

Course Syllabus and Welcome Video

Digication Materials

Digital Portfolio Phase One Assignment Sheet.

Sample Portfolios

Week 2: Understanding the Contexts We're Asked to Write In

Readings

Informed Arguments, sections 2.3 –2.4, pp. 19 – 32

Weekly Video, when available

Discussion Board One due Saturday, 11:59PM

Note: This is the census date assignment. I will also use your responses to group you into Writing Communities, so I need you to submit this assignment specifically on time.

Week 3: Introducing the Exploratory Proposal

Readings

Exploratory Proposal Assignment Sheet

Informed Arguments, sections 6.1 – 6.2, pp. 249 – 266; 7.1– 7.3, pp. 283 – 290

Weekly Video, when available

Reading, Writing and Research Journal One due Saturday, 11:59PM

Week 4: Conferences via zoom (sign up via the SharePoint in this week's module)

Readings

Informed Arguments 7.4 – 7.6, pp. 291 – 329

Weekly Video, when available

Discussion Board Two

Week 5: Exploratory Proposal Peer Review

Readings

Informed Arguments sections 8.1 – 8.4, pp. 341 – 358

Weekly Video, when available

Peer Review Report One due Saturday, 11:59PM

Week 6: Introduction to Annotated Bibliography.

Readings

Annotated Bibliography Assignment Sheet

Informed Arguments sections 2.6, pp. 46 – 54; 7.7 – 7.8, pp. 334 – 340; 8.5 – 8.7, pp. 360 – 379

Weekly Video, when available

Exploratory Proposal due, Saturday, 11:59PM

Week 7: What Do We Mean by Argument?

Readings

Argument Project Assignment Sheet

Informed Arguments sections 4.1 – 4.7, pp. 145 – 186

Weekly Video, when available

Digital Portfolio Phase One due, Saturday, 11:59PM

Week 8: Spring Break

Week 9: With a Little Help from Our Friends

Readings

Digital Portfolio Phase Two Assignment Sheet

Informed Arguments sections 5.1 – 5.4, pp. 187-232

Weekly Video, when available

Peer Review Report Two due Saturday, 11:59PM

Week 10: Working Sources

Readings

Informed Arguments section 6.3, pp. 267 – 282

Weekly Video, when available

Annotated Bibliography due Saturday, 11:59PM

Week 11: Working Argument

Readings

Informed Arguments sections 3.9 – 3.14 pp. 117 – 144

Weekly Video, when available

Reading, Writing, and Research Journal Two due Saturday, 11:59PM

Week 12: “Don’t let anyone pass you any wooden nickels!”

Readings

Informed Arguments section 5.5, pp. 233 – 248

Weekly Video, when available

Peer Review Report Three due Saturday 11:59PM

Week 13: “Finally!”

Readings

Weekly Video, when available

Argument Project Due Saturday, 11:59PM

Week 14: Catch Up

Readings

Weekly Video, when available

All Late Work due Saturday, 11:59PM

Week 15: Conferences via zoom

Digital Portfolio Phase Two

Week 16: Finals

Course Retrospective due May 8, 11:59PM

IMPORTANT POLICIES AND RESOURCES

University Email Policy and Course Communications

All correspondence between professors and students must occur via university email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at helpdesk@tamusa.edu or at 210-784-HELP (4357). If you don’t hear back within 48

hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

Academic Accommodations for Individuals with Disabilities

Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is 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.

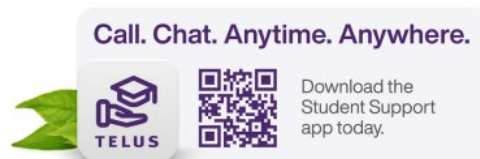
While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

	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

Dates	Event
May 6-May 12	Final exams
May 19	Commencement

The complete [academic calendar](#) is available online