Course Information

Course Section: PSYC 4333_002 History and System of Psychology 25555

Instructional Method: In Person

Part of Term: Full Term

Credit Hour: 3

Meeting Locations & Class Meeting Times: T/Tr 8:00am, STEM 105

Instructor Information

Name: Jacquelyn Raimondi

Pronouns: she/her

Office Phone: 210.784.2669

Office: 237D STEM

Office Hours: 237D STEM

      Walk-In Hours: Mon./Wed. 11am - 12pm, 2pm - 4pm

      Available by Appointment: Tue/Thurs. 1pm - 3pm

          Book Here!

Faculty Profile (CV): (summary)

M.A. Psychology with certificate in Organizational Behavior, Harvard University

Click Here for more information or contact me with questions.

Contact Information

Primary Method: Text @ 210.816.1401 **Include Name and Class!**

Secondary Method: Blackboard Messenger

NOT Preferred: jraimondi@tamusa.edu   - Email is chaos.

Department Information

Chair: Amy K. Bohmann, Ph.D. Associate Professor of Psychology Chair, Health and

Behavioral Sciences abohmann@tamusa.edu 210-784-2206

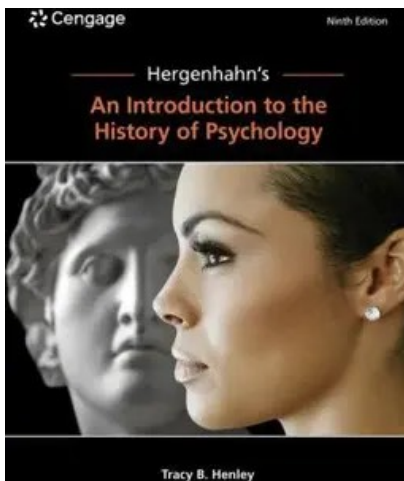**QUICK LINKS**

Schedule

Assignment Policy

AI Policy

Communication

Counseling Services

Important Dates

Materials

Hergenhahn's An Introduction To The History Of Psychology

Author: Henley

Edition: 9th, 8th, or 7th

Publisher: Cengage

ISBN-13 9780357797716

Communication

Please use the Google Voice number to **text** me. Alternatively you may use Blackboard Messages. You can expect to receive a response to an inquiry within 72 business hours (this excludes weekends and holidays). My responses will be prioritized by both order of receiving and urgency of message. Blackboard Messages can be delayed. **Please remember to consult this syllabus and announcements in Blackboard, as you may find answers there. HINT: Download the syllabus and use the find function to search it!** Contact by phone should be reserved for urgently time sensitive concerns and emergencies. **Please note that I rarely answer the phone, so please leave a voicemail.**

It is important that we stay in touch throughout the semester! My commitment to you is that I will make sure to keep up with messages, respond to questions as best I am able, and be available for meeting. I can't help you if I don't know there is a problem. Meetings can be done in groups or individually.

Messaging Peers

It is also very important to connect with your peers in class. I highly recommend the class find ways to connect with each other. I encourage students to stay in touch throughout the class. My recommendation for doing this is via WhatsApp. While other apps are capable, this allows group members to create a contact list which serves as a network beyond this once class. For example: I have the contact of at least 70% of all my classmates from my graduate class at Harvard. You may find that your contact list from your time at TAMUSA to contain the very connection(s) which launches your career.

Course Description

Important historical antecedents and contemporary psychological systems. An exit course that integrates diverse material encountered in the discipline. Students will engage in the past to inform the future. Prerequisite(s): PSYC 2301, PSYC 2385, MATH 1314, with a minimum grade of C in PSYC 2388.

Capstone

This course can be understood as an applied alternative to Research and Statistics III. Students in this course will complete their undergraduate education in psychology by creating a applied project. This project will have two (2) main components:

1. Prototype - Students will bring their project to at least a prototype stage. Students have the option to bring their project to full fruition. The project will relate to the students' interest, career goals, or post-graduation education plans (i.e. graduate school).

2. Rationale - Students will write a scholarly article that explains the how the scientific literature supports the project's framework, intentions, and projected outcomes.

Students will build their project throughout the semester by reengaging the history of psychology from a thematic approach to inform an intervention or innovation.

Writing Intensive Course

This course requires extensive writing. Students will produce three (3) types of writing:

1. Journal - reflective pieces done at the start of each session to support concept integration, support memory retention, inspire, and process complex concepts.

2. Think Pieces - Two (2) page (APA Style) response to prompts related to the course content that aims to begin building the rationale for the student's project.

3. Sections - Students will be asked to submit sections of their rationale and drafts of prototype in order to manage the project development, engage peer review, and receive feedback.

Note

This course includes reading about ideas published through history. These readings are only meant to make students aware of how the psychology discipline developed over time.

Evaluation

Evaluation is the way we measure the a student's mastery of the course's learning outcomes. This course is designed around iterative development. Your grade reflects consistent engagement in the writing process as well as the quality of your final project. Early drafts are opportunities for exploration and feedback; final submissions are evaluated for clarity, integration, and polish.

Assessment Scale

A student's final grade will be based solely on their own performance. Students do not compete against each other for grades. The grade scale is in <u>percentiles</u> and is as follows:

A= 90 – 100   B= 80 - 89   C= 70 - 79   D= 60 - 69   F= 59 and below

Grade Reporting

Final grades will be reported as a letter grade: A, B, C, D, F. There is no +/- qualifier reported. Point values will be rounded up to determine letter grade.

Grading Structure

This course uses a category-weighted grading system that emphasizes process, revision, and final synthesis. Students develop a project across the term through multiple forms of writing that culminate in a final project and a comprehensive rationale paper. Final grades are calculated based on the following categories:

Category	Weight	Description
Process Writing (Journals & Think Pieces)	20%	Final grades are calculated using category weighting. Each course component is assigned a percentage of the final grade. Your grade in each category is based on the average of all assignments completed in that category.

Assignments are graded as a percentage. Point values may vary by assignment to reflect scope and effort, but the category weight, not individual assignment points, determines its impact on your final grade. |
Section Writing (Rationale Sections)	25%	
Project Drafts	15%	
Unit Assignments	10%	
Final Project Artifact	15%	
Final Rationale Paper	15%	
Total	100%	

Curriculum Descriptions

Process Writing (Journals & Think Pieces)

Process writing assignments support idea development, reflection, and planning. These assignments are designed to encourage exploration and intellectual risk-taking.

- Evaluated primarily on completion, engagement, and thoughtfulness

- Not expected to be polished or fully developed

Section Writing & Project Drafts

Section writing and project drafts represent iterative development of the final project and rationale paper.

- These assignments receive substantive feedback

- Revision is expected and encouraged

- Growth over time is considered when evaluating final work

All section drafts must be submitted in order to earn a passing grade in the course.

Final Project & Rationale Paper

The final project artifact and rationale paper represent the culmination of the semester's work.

- Evaluated for clarity, integration, depth, and polish

- Must demonstrate meaningful revision from earlier drafts

- Must incorporate feedback provided throughout the term

Unit Assignments

These are subject-matter checkpoints. They may be quizzes, oral responses, or other activities that support memory, concept integration, and developing subject matter expertise.

Revision & Engagement Expectations

Because this is a capstone course:

- Consistent engagement is essential

- Missing major drafts undermines the learning process

- Final submissions should clearly reflect development across the term

Assignment Policy

Late assignments are missed assignments. Missed assignments will be assigned a grade of zero. You must contact your instructor about a missed assignment before the due date or as soon as possible after the emergency that causes you to miss the deadline. You will not be allowed to earn credit for late assignments and will receive a zero for that assignment unless you experienced an emergency/illness. Excused absences include family emergency and death in the family. Work conflicts or difficulty with parking do not count as legitimate reasons. Students with consistent conflicts need to discuss with professor to navigate a full solution. Legitimate reasons include, but are not limited to:

- Illness and/or injury (personal)
- Illness of friend or family member that requires your assistance
- Transportation
- Athletic and/or organizational obligation
- Death or injury of friend or family member

Non-legitimate reasons for missing assignments, but NOT for make-ups include:

- *Vacation or other absence
- Lack of preparation and/or follow through
- Failure to organize (keeping up with due assignments)
- Frustration

*for planned vacation/trips, prior arrangements may be made when discussed at least one (1) week before the absence.

Late coursework will not be accepted for reasons other than those outlined above. Hint: submit something. Anything! Then communicate. Frustration, or confusion or writer's block, is not an acceptable reason. Turn in what you have.

Assessment and Evaluation

All assignments, with the exception of in-class work, will be administered from and turned into Blackboard. No paper copies will be accepted unless otherwise noted or arranged.

Evaluation in this classed is feedback driven. Turn in what you have! Submission, communication, feedback is your best tool for advancing your understanding of the course content and building your skills. Your progress in each step is the part that matters!

Attendance

Attendance is mandatory and graded via the Journal Writing assignments. Please note: information on Blackboard is not sufficient for you to understand what is happening in class.

Understanding the Pace of Class

This class is cumulative! Missing work and class will effect your grade but also will affect your ability to progress through the course!

Notes About Blackboard

All assignments **MUST** be submitted on the desktop web version of the application. The mobile app and often mobile web versions DO NOT submit properly.

If you have trouble with Blackboard automatically populating your dashboard or syncing to your calendar, please contact me immediately to correct this. Alternatively, you may choose to manually organize your reminders - because: technology!

Schedule

All assignments are due by Sunday at 11:59 pm (i.e., the last minute of the day) on the corresponding week. The course begins with heavy readying and transitions to heavy writing at the course continues. Students are encouraged to use the skill of **perusal.**

Every class meeting begins with a journal writing. Below are other assignments.

Week	Content	Assignments
Week 1 Jan. 19-23	Syllabus and Introductions and Chapter 20	
Week 2 Jan. 26-30	Chapter 2 for Tuesday & Chapter 3 for Thursday	
Week 3 Feb. 2-6	Chapter 4 for Tuesday & Chapter 5 for Thursday	Until Assignment
Week 4 Feb. 9-13	Chapter 9 for Tuesday and Chapter 15 for Thursday	Bi-Week! No Assignment
Week 5 Feb. 16-20	Choose the Chapter (explained further in class)	Think Piece
Week 6 Feb. 23-27	Chapter 6 for Tuesday & Chapter 7 for Thursday	Unit Assignment
Week 7 Mar. 2-6	Choose the Chapter (explained further in class)	Think Piece
Week 8 Mar. 9-13	SPRING BREAK!	Enjoy the Break!
Week 9 Mar. 16-20	Chapter 8	Unit Assignment
Week 10 Mar. 23-27	Choose Two (2) Relevant Chapters (explained further in class)	Section Assignment
Week 11 Mar. 30-Apr. 3	Chapter 9	Think Piece (Peer Review)
Week 12 Apr. 6-10	Choose Two (2) Relevant Chapters (explained further in class)	Section Assignment
Week 13 Apr. 13-17	Choose the Relevant Chapter (explained further in class)	Unit Assignment (Self Review)
Week 14 Apr. 20-24	Choose the Relevant Chapter (explained further in class)	Section Assignment (full draft)
Week 15 Apr. 27-May 1	Work Week (explained further in class)	Think Piece (Peer & Self Review)
Week 16 May 4	LAST DAY OF CLASSES	Final Project Due May 4th

Course Policies

Course polices help the class have a plan of action. **These guidelines are here to protect students and instructors alike by making an agreement about how the course is conducted, what the students can expect, and what is expected of the student.**

Reading

You are expected to complete all assigned material for each week before completing any assignments. Reading the course material and engaging with other assigned materials is vital to your success as a student in this course. There is a lot of information to cover and we may not explore everything that is in the textbook. Students who find that a concept is unclear, are invited to request additional resources or schedule time with me to discuss the topic. If it becomes apparent that the majority of the class is not reading the material, I reserve the right to administer pop quizzes or reading checks at 10% of the final grade.

Academic Integrity

Academic dishonesty will not be tolerated. This is a serious issue; students should be aware of the consequences. Any confirmed instance of academic dishonesty will, minimally, result in a 0 on the assignment. It can result in your being removed from the course. In the event of a violation of the Student Code of Conduct college personnel with administrative authority may initiate disciplinary proceedings. A violation of academic integrity includes, but is not limited to, cheating on a test, plagiarism, and collusion. See Student Code of Conduct for more details. I choose to believe in the integrity of the student; therefore, if I suspect that there is a violation of academic integrity, I commit to my students that I will share my concerns with respect and the intent to help. Often, the incident is only a mistake that can be corrected by better clarification.

Cheating

Examples of cheating include using unapproved resources during exams/assignments, looking at your neighbor's answers during an in-person exams, and purchasing or selling completed assignments. One gray area of cheating is repurposing your own previously written materials into new assignments. In this class, reusing your previously written material is

acceptable only when the student has 1) declared the intent to use the material to me and received permission or 2) the repurposed material makes up less than one paragraph of a short paper (think piece, etc.) or three paragraphs of a full length paper (term paper, research paper, etc.). *Note: You will be penalized 5% of your grade if your paper is marked as plagiarized due to content that is your own writing that was not submitted before the turning in the assignment.*

Plagiarism

Plagiarism is copying someone else's work and presenting it as your own. This includes copying other students' work or writing from published sources, both printed or online. Again, for students who have previously written papers or materials, use of your own material needs to be declared and approved BEFORE submitting the assignment or the automated system may catch it; you will be penalized 5% of your grade if your paper is marked as plagiarized due to content that is your own writing that was not submitted before the turning in the assignment.

AI Tools

The use of generative AI is prohibited, except in the following ways:

1. Students may use AI, such as ChatGPT, as a resource at the level of Wikipedia to help generate ideas for research, topics, and creative templates.

2. Language based generative AI, like ChatGPT, can be used to assist ESL students in ensuring proper usage of English in their original self-written materials.

3. Generative AI, such as ChatGPT, can be employed to clarify or condense **portions** of their self-written material. **This does not allow for editing entire assignments**. Students may use the tool to edit for grammar and spelling, in likes of Grammarly.

Students who choose to utilize language based AI tools for this purpose MUST:

      a. include their original writing as an appendix to any assignment submission,

      b. declare the use of the AI tool by identifying the program used in the comment section of the assignment submission page, and

      c. cite the tool in References.

Students are cautioned that all written assignments are checked for integrity using Turnitin, an AI program that detects plagiarism and language based generative AI content. If generative AI usage is detected and not declared upon assignment submission, the student may be held accountable for violating the Academic Integrity Policy. *The first step following any flagged material is a conversation with the student to discuss the situation.*

4. Graphic generative AI tools, like Midjourney or Firefly, may be used to create visually creative aids in projects. Projects using these tools MUST:

   a. declare the use of the AI tool by identifying the program used in the comment section of the assignment submission page and

   b. cite the tool use in References.

5. Students may use AI tools such as Canva, Gamma, or Express to create presentation materials. Students who choose to utilize AI presentation tools must cite the tool in References.

6. Students are warned that all material is checked for accuracy - students are encouraged to confirm all information generated from a prompt, even when only created for presentation material, is accurate.

7. Students are informed that accepting editor suggestions that address anything other than basic grammar and spelling is considered using generative AI.

8. Generative AI is not permitted during open-book examinations.

9. The professor retains the right to withdraw the use of any AI tools for any assignment at any time.

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

Attendance

Attendance is mandatory. Students are expected to arrive on time and stay for the entire session. Students who require flexibility need to communicate with me ASAP to discuss a plan.

Failure to attend will hurt the student's grade by natural consequence. I reserve the right to begin grading attendance separately at anytime.

I do not drop students for nonattendance other than the first week as dictated by district policy. Failure to officially withdraw may result in a failing grade for the course. It is the student's responsibility to withdraw officially from a class by submitting a completed withdrawal form to the appropriate office.

Within-Class Sections

Depending on the makeup of the class, I may assign sections in order to facilitate communication between instructor and students. These are groups of students who are assigned together for study and support. Each section will have a schedule of online meetings which are optional, during which course material and details can be reviewed. If sections are assigned, these meetings are fully optional; attendance will have no impact on grades. If no one arrives in the Zoom meeting within the first 10 minutes, I, or any assigned section lead, has the right to terminate the meeting for that day. There is no negative consequences for no one showing up! The meeting is only an opportunity for students to communicate as needed: If there's no need, no harm, no foul. If the class size is small, a section meeting may be offered to the whole class. Schedules for this will be posted in Blackboard as needed, and announced in class.

Grading Privacy

Grades are posted in Blackboard. I cannot discuss actual grades over messaging. This is in compliance with federal privacy regulations (FERPA). If you need to discuss a grade with me, please make an appointment to see me during my office hours.

Student Accommodations

Students who are given accommodations from the DSS office must make an appointment to meet with the professor to review their letter of accommodation within one week of it being received or prior to any assessment (i.e. exam, quiz, etc.). This is to ensure that the accommodations are understood by all parties involved, failure to do so may result in a delay in accommodation implementation.

Late Assignments

Late assignments are not accepted without prior permission for extension or specified late penalty in the assignment details. **Assignments submitted via email or Blackboard messenger are not accepted unless directed otherwise in the assignment directions.** The instructor reserves the right to respond to individual situations. Communication is the only way to receive such responses.

Technical Difficulties

Any trouble with submitting an assignment should be reported to me immediately! If you experience a technical problem, please take a screenshot. **If you are unable to submit on Blackboard, and you are concerned about a late submission, you may submit via email or messenger when you communicate the technical difficulty to avoid late penalties.** I commit to my students that I will respond to any impact to an on-time submission due to technical problems in good faith, seeking a solution which focuses on student success. However, I reserve the right to refuse late submissions for reasons of technical trouble if the circumstance could have been communicated earlier. While no student is penalized for using all time allotted for the assignment (i.e submitting at the deadline), students are encouraged to submit before end of business day to allow for technical errors.

Extra Credit

In the interest of equity, I do not provide extra credit to individual students, however general extra credit opportunities may be given to all students. Students are encouraged to not reply on extra credit. Don't wait till the end of the semester to bring up your grade! Below is what my dad always said to me when I lost a game by one call, or by one goal:

Lost by one call?
Shoulda played better.

Classroom Etiquette

When the class is gathered in the classroom, on campus or virtually, I expect us to engage in our studies with **professionalism**, **kindness**, and a **collectivist** attitude. These characteristics are supported by these course values from which I approach teaching: 1) we have Respect For All, 2) we create Brave Spaces, and 3) we Succeed Together. Please take time to read the descriptions! I also make, and ask for, commitment aimed for our best.

1. Respect For All

Students are expected to engage with others respectfully, meaning that communication and behavior is mannered with mindfulness for the person, the environment, and the goals of the class. We keep a "family friendly" atmosphere, so students should please align their language and general decorum. Respect is the cornerstone of professionalism, and create the foundation for a brace space.

2. Brave Spaces

A brave space occurs when respect is leveled up to allow kindness. In a brave space, students are able to share their thoughts, concerns, and questions with confidence that the instructor and peers will be empathetic, sympathetic, and curious even when disagreeing or feeling frustrated. Discussions in a brave space allow for disagreement, even conflict, and is regarded as a positive interaction, remembering that disagreement and conflict can improve learning, creativity, and problem solving. People in a brave space are encouraged and invited to be their whole, true, self. Stay curious and learn together!

3. Succeed Together

By having respect, and creating a brave space, we can be keep a "collectivist attitude," which is an attempt to apply the protective factors of a collectivist culture alongside theories of social learning and active learning. In our classroom, we will remember that a cohesive group can create better solutions than an individual. There is no competition within this class, therefore each student group has the opportunity to work together to address the challenges of learning, personal development, and career success.

My Commitment to You

I commit to you, my student, that I will present course content in good faith, to honor your right to learn, as discussed in the student handbook. I will present this content as a subject matter expert to allow students to comprehensively explore the norms and best practices as they exists in academics, research, and the profession at large. My goal is to create a space for your best educational experience! If there are topics you find disagreeable, I commit to curiosity to learn what I can from your insights. I commit to respecting the right learn of all students in the classroom, and therefore will manage the time we have available for interactive discussion with our goals to cover the content promised in the course description and learning outcomes.

My Request for Your Commitment

I ask that you, my student, will commit to communication with me. I also ask that as I manage our available time for in-class discussion and the goals of the course, that you will respect our time and come to me outside of class when it's needed to keep us all on track. Finally, I ask that anything said or distributed in class is not share without the consent of the person(s) involved and that when shared, it is shared in context in good faith.

Selected References

Özcan, B., Bulus, M. Protective factors associated with academic resilience of adolescents in individualist and collectivist cultures: Evidence from PISA 2018 large scale assessment. Curr Psychol 41, 1740–1756 (2022). https://doi.org/10.1007/s12144-022-02944-z

Hwang, G. & Chen, P. (2023) Effects of a collective problem-solving promotion-based flipped classroom on students' learning performances and interactive patterns, Interactive Learning Environments, 31:5, 2513-2528, DOI: 10.1080/10494820.2019.1568263

TAMUSA IMPORTANT POLICIES AND RESOURCES

University Email Policy and Course Communication

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 withThe Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us at the website or email us at **dss@tamusa.edu**. 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:

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

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.   **CALL 988 FOR IMMEDIATE HELP!**
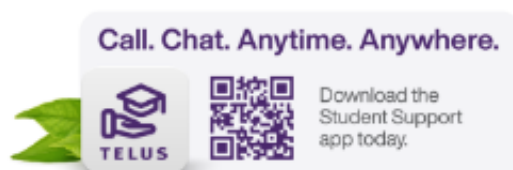
Emergency Preparedness

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.

Title IX

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, 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).

Title IX

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.

Conduct Expectations

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.

AI Tools

The use of generative AI is prohibited, except in the following ways:

1. Students may use AI, such as ChatGPT, as a resource at the level of Wikipedia to help generate ideas for research, topics, and creative templates.

2. Language based generative AI, like ChatGPT, can be used to assist ESL students in ensuring proper usage of English in their original self-written materials.

3. Generative AI, such as ChatGPT, can be employed to clarify or condense **portions** of their self-written material. **This does not allow for editing entire assignments**. Students may use the tool to edit for grammar and spelling, in likes of Grammarly.

Students who choose to utilize language based AI tools for this purpose MUST:

   a. include their original writing as an appendix to any assignment submission,

   b. declare the use of the AI tool by identifying the program used in the comment section of the assignment submission page, and

   c. cite the tool in References.

   NOTE: Students are cautioned that all written assignments are checked for integrity using Turnitin, an AI program that detects plagiarism and language based generative AI content. If generative AI usage is detected and not declared upon assignment submission, the student may be held accountable for violating the Academic Integrity Policy. The first step following any flagged material is a conversation with the student to discuss the situation.

4. Graphic generative AI tools, like Midjourney or Firefly, may be used to create visually creative aids in projects. Projects using these tools MUST:

   a. declare the use of the AI tool by identifying the program used in the comment section of the assignment submission page and

   b. cite the tool use in References.

5. Students may use AI tools such as Canva, Gamma, or Express to create presentation materials. Students who choose to utilize AI presentation tools must cite the tool in References.

6. Students are warned that all material is checked for accuracy - students are encouraged to confirm all information generated from a prompt, even when only created for presentation material, is accurate.

7. Students are informed that accepting editor suggestions that address anything other than basic grammar and spelling is considered using generative AI.

8. Generative AI is not permitted during open-book examinations.

9. The professor retains the right to withdraw the use of any AI tools for any assignment at any time.

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

Important 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