

Syllabus ENGL 1301

Dr. Sonya Barrera Eddy

Spring 2026

ENGL 1301 Section 26

TR 11 am -12: 15

CH 303

Important Dates Spring 2026

Week	Topic	Readings/Low Stakes
January 20	Tuesday	First class day
January 27	Tuesday	Last day to register
February 4	Wednesday	Census Date
February 5	Thursday	Drop for non-payment
February 23-March 6	Monday-Friday	Midterm grading period
March 9-March 14	Monday-Saturday	Spring Break
April 3	Friday	Study day - No classes
April 17	Friday	Last day to drop with an automatic grade of "W"
May 1	Friday	Last day to withdraw from the university
May 4	Monday	Last day of scheduled classes for weekday classes
May 5	Tuesday	Study day - No classes
May 6-May 12	Wednesday-Tuesday	Final examinations

May 12	Tuesday	End of term
May 15	Friday	All grades due by noon
May 18	Monday	Grades available in JagWire
May 19	Tuesday	Commencement

Student Learning Outcomes

This section of ENGL 1301 not only supports students in their belonging as writers but also validates, celebrates, and explores students' languaging while introducing concepts and practices essential for success in writing. Students examine and explore their language practices and develop a digital writing portfolio. This course will also include an intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. We will pay special attention to making effective rhetorical choices, including audience, purpose, arrangement, and decisions about genre and style. As an instructor I focus on the practice of writing and will give you daily opportunities to focus on writing in narrative, personal, and academic essays so that you can become adept at the practice of using writing as a vehicle for learning, communicating, and critical analysis.

As a class we will

1. Develop knowledge of individual and collaborative writing processes.
2. Make our ideas visible to others using appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited Standard Academic English in academic essays.

Students will choose their research topic of choice during the first week of class

Class Calendar

Week	Topic	D1	D2
1 Jan20 Jan22	Introduction/Writing Process	Syllabus Goals and Commitments Picking a topic	Analysis of personal reading and writing process
2 Jan27	Language and Power	Academic Standards	Codeswitching codemeshing/translanguaging

Jan29			
3 Feb3 Feb5	Analyzing narrative Structures	Prewriting Practice Draft Writing	Personal Narrative Draft Due
4 Feb10 Feb12	Peer Review	Peer review Letters	Personal Narrative Revision
5 Feb17 Feb19	Rhetorical Analysis And popular Sources	Rhetorical Analysis	Popular sources
6 Feb24 Feb26	Rhetorical analysis essays	Developing rhetorical analysis strategies	Reading Annotations and ethical attribution
7 Mar3 Mar5	Applying rhetorical skills	Crafting a rhetorical analysis of an artifact	rhetorical analysis due
8 Mar10 Mar12	Spring Break	No class meeting	No class meeting
9 Mar17 Mar19	Peer Review	Rhetorical Analysis Draft Due	Rhetorical Analysis Revision Due
10 Mar24 Mar26	Scholarly sources	Annotated bibs Developing a thesis	Outlines and source integration
11 Mar31 Apr2	Developing a stance or argument	Developing body paragraphs	Writing conclusion and introduction
12 Apr7 Apr9	Persuasive Essay	Developing a Stance	Supporting Claims Persuasive Essay
13 Apr14 Apr16	Persuasive Essay	Logical fallacies	Crafting Body Paragraphs
14 Apr21 Apr23	Persuasive Essay	Conclusions and Introductions	Persuasive Essay Draft Due/ Peer Review Letter
15 Apr28 Apr30	Peer Review	Studio Day	Persuasive Essay Revision Due
16 May5 May7	Final Exams	Posted online	No class meeting

Major Assignments

Essay 1 – Personal Narrative

Essay 2 – Rhetorical Analysis

Essay 3 – Persuasive Essay

Annotated Bibliography 1 – popular sources

Annotated Bibliography 2 – scholarly sources

Final Exam – Final Reflection

Readings

We will learn how to use the WAC Clearing House database and find free and open access materials about rhetoric and composition studies. <https://wacclearinghouse.org/>

We will also look at the TAMUSA Library for sources to read.

<https://www.tamusa.edu/library/>

Other possible reading sources

- [*1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing \(No Longer Updated\)*](#)
- [*A Dam Good Argument*](#)
- [*Bad Ideas About Writing*](#)
- [*First-Year Composition: Writing as Inquiry and Argumentation*](#)
- [*How Arguments Work: A Guide to Writing and Analyzing Texts in College*](#)
- [*How History is Made: A Student's Guide to Reading, Writing, and Thinking in the Discipline*](#)
- [*Informed Arguments: A Guide to Writing and Research*](#)
- [*Mindful Technical Writing: An Introduction to The Fundamentals*](#)
- [*Open English @ SLCC*](#)
- [*Reading and Writing Successfully in College: A Guide for Students \[Revised Edition\]*](#)
- [*Technical Writing*](#)
- [*Technical Writing Essentials*](#)
- [*Technical Writing Spaces: Readings on Writing, Vol. 6*](#)

- [The Ask: A More Beautiful Question](#)
- [The Evolving World of Public Relations: Beyond the Press Release](#)
- [UNM Core Writing OER Collection](#)
- [Writing in College: From Competence to Excellence](#)
- [Writing, Reading, and College Success: A First-Year Composition Course for All Learners](#)
- [Writing Spaces: Readings on Writing, Vol. 1](#)
- [Writing Spaces: Readings on Writing, Vol. 2](#)
- [Writing Spaces: Readings on Writing, Vol. 3](#)
- [Writing Spaces: Readings on Writing, Vol. 4](#)
- [Writing Spaces: Readings on Writing, Vol. 5](#)
- [88 Open Essays—A Reader for Students of Composition & Rhetoric](#)
- [The Conversation](#)
- [DOAJ: Directory of Open Access Journals](#)
- [DOAB: Directory of Open Access Books](#)
- [Library of Congress: Free to Use and Reuse Sets](#)

Other Possible Readings – depending on student interest and needs

Kryger, Kathleen; Zimmerman, Griffin X. “Neurodivergence and Intersectionality in Labor-Based Grading Contracts.” *Writing Assessment, Equity, and Inclusion*, edited by Mya Poe and Asao B. Inoue, WAC Clearinghouse and University Press of Colorado, 2021, pp. –. [PDF file](#).

Carillo, Ellen C. *The Hidden Inequities in Labor-Based Contract Grading*. Utah State University Press, 2021. [ebook](#)

Moroz, Oksana, and Krista Speicher Sarraf. “Hybrid Contract Grading in Online and HyFlex First-Year Composition Courses during the COVID-19 Pandemic.” *Composition Forum*, no. 53, Spring 2024. [PDF File](#)

Hancock, Nicole. “Instructional Note: The Labor of Ungrading.” *Teaching English in the Two-Year College*, vol. 52, no. 1, Sept. 2024, pp. 83–87. [PDF File](#)

Marian, Viorica. *The Power of Language: How the Codes We Use to Think, Speak, and Live Transform Our Minds*. Penguin Random House, 2023.

Eddy, Robert, and Victor Villanueva, editors. *A Language and Power Reader: Representations of Race in a “Post-Racist” Era*. UBC Press, 2015.

Mayr, Andrea. *Language and Power: An Introduction to Institutional Discourse*. Bloomsbury, 2008.

Mooney, Annabelle, et al. *Language, Society and Power: An Introduction*. 6th ed., Routledge, 2023.

Bunn, Mike. “Reading Like a Writer.” *Writing Spaces: Readings on Writing*, edited by Charles Lowe and Pavel Zemliansky, vol. 1, Parlor Press, 2010, pp. 71–86, writingspaces.org/essays/reading-like-a-writer.

Baker-Bell, April. *Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy*. National Council of Teachers of English, 2020.

Canagarajah, A. Suresh. “The Place of World Englishes in Composition: Pluralization Continued.” *College Composition and Communication*, vol. 57, no. 4, 2006, pp. 586–619.

“Code Switch.” NPR, National Public Radio, www.npr.org/sections/codeswitch/

Young, Vershawn Ashanti. “Should Writers Use They Own English?” *Iowa Journal of Cultural Studies*, vol. 12, no. 1, 2009, pp. 110–117.

Drummond, Rob. “Chapter 1. Welcome to Another Writing Class!: Or, Why the &*%# Am I Taking Writing Again?.” *A Dam Good Argument*, eds. Liz Delf, Rob Drummond, and Kristy Kelly. Oregon State University, Pressbooks, 2022, <https://open.oregonstate.education/goodargument/chapter/welcome-to-another-writing-class>.

Guptill, Amy. “1. Really? Writing? Again?.” *Writing in College: From Competence to Excellence*. Open SUNY Textbooks, Pressbooks, 2016, <https://milnepublishing.geneseo.edu/writing-in-college-from-competence-to-excellence/chapter/really-writing-again/>.

Morgan, Charlotte. “1.3 What to Expect in College.” *1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing (No Longer Updated)*, eds. Melanie Gagich and

Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017,
<https://pressbooks.ulib.csuohio.edu/csu-fyw-rhetoric/chapter/1-3-what-to-expect-in-college/>.

Singh-Corcoran, Nathalie. “Composition as a Write of Passage.” *Writing Spaces: Readings on Writing*, Vol. 2, eds. Charles Lowe and Pavel Zemliansky. Parlor Press, WAC Clearinghouse, 2011, <https://parlormultimedia.com/writingspaces/past-volumes/composition-as-a-write-of-passage/>.

The Writing Process

Bachelor Robinson, Michelle, et al. “4.3 Glance at Genre: Conflict, Detail, and Revelation.” *Writing Guide with Handbook*, Updated Edition. Rice University, OpenStax, 2024, <https://openstax.org/books/writing-guide/pages/4-3-glance-at-genre-conflict-detail-and-revelation>.

Gagich, Melanie. “1.1 College Writing.” *1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing (No Longer Updated)*, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017,
<https://pressbooks.ulib.csuohio.edu/csu-fyw-rhetoric/chapter/1-1-doing-college/>.

Hoermann-Elliot, Jackie, and Kathy Quesenbury. “6. Writing as Process and Community.” *First-Year Composition: Writing as Inquiry and Argumentation*. Pressbooks, 2021, <https://pressbooks.pub/firstyearcomposition/chapter/writing-as-process-and-community/>.

Lacy, Sarah M., and Melanie Gagich. “3.1 The Writing Process.” *1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing (No Longer Updated)*, eds. Melanie Gagich and Emilie Zickel. MSL Academic Endeavors, Pressbooks, 2017,
<https://pressbooks.ulib.csuohio.edu/csu-fyw-rhetoric/chapter/3-1-eng-100-101-writing-process/>.

Lacy, Sarah M, et al. “2.2 What is the Writing Process?” *Informed Arguments: A Guide to Writing & Research*, 4th Edition, eds. Terri Pantuso, Sarah LeMire, Kathy Anders, and

Kalani Pattinson. Texas A&M University, Pressbooks, 2023,
<https://odp.library.tamu.edu/informedarguments/chapter/what-is-the-writing-process/>.

Labor Journals

Labor Journals

You will keep a weekly labor log. It can be in one of the following formats, written, voice recording, graphic, slide, or vlog.

It is DUE EVERY FRIDAY AT MIDNIGHT.

Your labor journal will contain the labor you are doing for the week, including the time you are spending on each task. It should include ALL LABOR. For example, you might spend 20 minutes reading a text for English class and 10 minutes talking about it with your friend. You would record both forms of labor. Maybe you spent 30 minutes surfing the internet looking for more information, record that as labor. Maybe you spent 2 hours writing Fan Fic about BTS after we read the Kpop article. Record that, because it is labor. If you have to care for others, siblings, parents, or children. Record that because it is labor. If you spend 2 hours cleaning your room so you didn't have to study, record it. It is labor. If you couldn't get to FYC work because you were swamped with Math and had to ask for an extension, record that, because it is labor. If you freaked about college, called home, then slept for 2 days before your friend came by to visit and you felt better, record that because it is labor! If you drove to El Paso to help your Tia move, so you didn't attend class all week and you had to talk to your teachers to get make-up work, record that because it was labor. I hope you are getting the idea. Record everything. I will respond to each of these.

Blackboard

This course uses Blackboard extensively; most writings will be submitted as attachments on Learn, as will much of the homework. While some instruction will be provided, it is the student's personal responsibility to learn how to attach files and submit work on Blackboard. There may occasionally be problems submitting work. In that case, try again. Try with a different browser. Contact the help desk. When all else fails, contact me via email and attach your assignment.

Grading Overview/Labor Based Assessment

I treat learning as a recursive and exploratory process involving continual revision, and reflection. I am also committed to affirming linguistic diversity and decolonial practices. For these reasons, I will use a labor-based approach to assessment. Labor-based assessment assesses you on the quality of your labor rather than the quality of your finished product. That is, I will assess your progress this semester based on the amount of work you complete, on your ability to

meet deadlines and fulfill expectations, and on the time and effort you put toward achieving course goals. Yes, your colleagues and I will address the quality of your work. We will also expect you to put forward the substantial time and effort it takes to improve upon the quality of your work; that is, we will expect you to demonstrate significant growth and improvement in your reading and writing process over the course of the semester. But you will not be graded on the quality of a single piece of writing, nor will you be assessed using high-stakes testing methods. In short, the more you work, the better your grade—and the better you'll position yourself to learn and grow.

Absences

I will consider you “absent” if you are not physically present for a designated class meeting and you have not communicated with me about the circumstances. Please note that I will excuse absences for instances of sickness or hospitalization, including those for whom you are a caregiver; a death in the family; court-related issues; and religious holidays. You must communicate with me about these in advance when possible or when you return to class.

Incomplete, Missed, and Ignored Assignments

I will consider your assignments in this class “incomplete” if you submit them by a given deadline, but they fail to meet labor expectations (e.g., you didn’t meet a minimum word count, you didn’t provide required information, and so on). Your assignments will be “late” if you submit them within two days (48 hours) of an initial deadline. If you submit an assignment at any point in the semester after 48 hours of the initial deadline, I will consider it “missed.” If you do not submit an assignment at all, I will consider it “ignored.” Please note that I do not respond to “missed” assignments.

Open Revision Policy

I have an open revision policy. This means that you may revise and resubmit an “incomplete” or any other “graded assignment” for a higher grade. If you turn in a paper and you do not feel like it was your best work, you can request a meeting with me or come to office hours. I will give you suggestions for revision so that you can achieve the type of writing you are aiming for. We will agree on a timeframe for revisions and I will regrade your work after your revisions. NOTE: you cannot revise missed or ignored assignments.

Your Grade in Blackboard

I will assign your grade in blackboard as follows: Every task we undertake is worth 1pt. If you complete 100% of the tasks required of you, then you receive a 100%. If you complete 70% of the tasks required of you, then you receive a 70%

Final Grade

There is a column in blackboard to gives you your course average, this is an estimate of your grade. I will determine your final grade in the course by averaging your performance in each category of labor using a four-point scale. For example, if you earn an A in each category of labor, you will earn 4 points per category, equaling 20 points. Twenty-four points divided by 5 categories equals 4.0, which equals an A on a four-point scale.

AI Policy

Use of artificial intelligence (AI) tools, including ChatGPT, is permitted in this course for students who wish to use them. To adhere to our scholarly values, students must cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity. We will learn proper uses of AI in this course.

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 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:

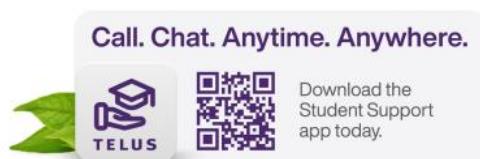
	APPOINTMENTS AVAILABLE	WALK IN TUTORING – NO APPOINTMENT NEEDED
MONDAY	8 am – 6 pm	9 am – 5 pm
TUESDAY	8 am – 6 pm	9 am – 5 pm
WEDNESDAY	8 am – 6 pm	9 am – 5 pm
THURSDAY	8 am – 6 pm	9 am – 5 pm
FRIDAY	8 am – 5 pm	11 am – 4 pm

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@tamus.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@tamus.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](#)