
Course Information

Course Section: PSYC 2385 001 Writing in Psychology 23187

Instructional Method: On Campus

Part of Term: Full Term

Credit Hour: 3 *3hrs work per week*

Meeting Location(s): STEM 121

Class Meeting Times: M/W 9:30am - 10:45am



Instructor Information

Name: [Jacquelyn Raimondi](#)

Pronouns: she/her

Phone: 210.784.2669

Office: 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@tamus.edu - Email is chaos. 1

Department Information

Chair: Amy K. Bohmann, Ph.D. Associate Professor of Psychology; Chair, Health and Behavioral Sciences abohmann@tamus.edu 210-784-220

QUICK LINKS

[Schedule](#)

[Grade Weights](#)

[Assignment Policy](#)

[AI Policy](#)

[Communication](#)

[Counseling Services](#)

[Important Dates](#)

Materials

APA Style Publication Manual 7th



Also available on [amazon.com](https://www.amazon.com) and used bookstores!

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: 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.

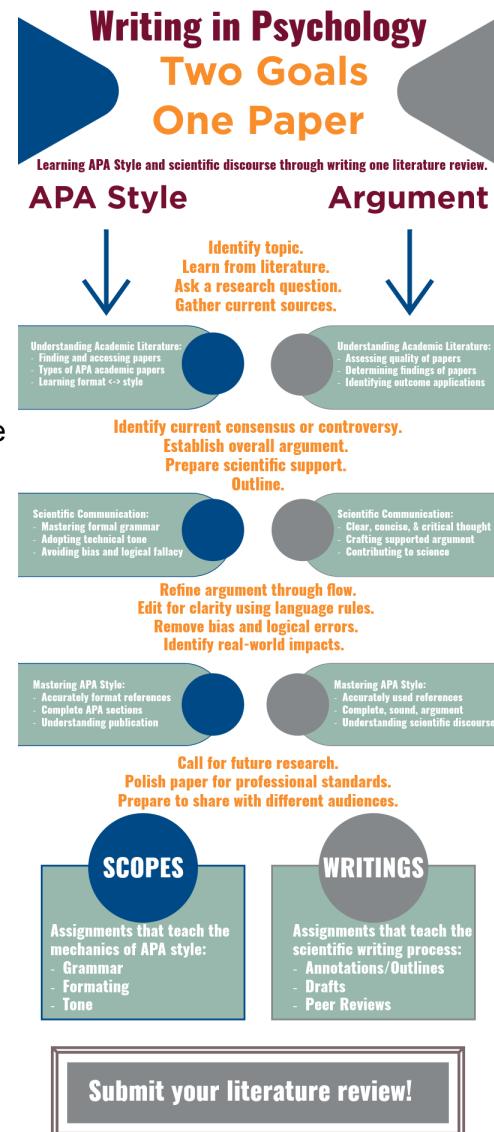


Course Description

This is an introduction to APA style and writing in psychology. Focus will be placed on interpretation of published psychological research and refining writing skills for different communication purposes. Prerequisites: PSYC 2301 (Introduction to Psychology); Co-requisites PSYC 2388 (Research Methods & Statistics 1).

Students will learn APA Style and scientific discourse through writing a literature review.

Two main categories of assignments comprise 95% of our class: SCOPES and Writing. The SCOPES are a worksheet style “practice and learn” covering the APA Style guide and best practices for technical writing. The writing assignments are basically the broken-down components of our literature view, which we will write through the whole term. We break down the writing process into all its parts and dig deeply into each step as we learn and apply APA Style guidelines.



Required Course Materials

American Psychological Association. (2019). *Publication manual* (7th ed). Washington, DC.

Important Note

This is our textbook. It is mandatory to have a physical copy. The online version is not acceptable. It may be any hard copy format (i.e. spiral bound, paperback, etc.). A book check will be given by the 3rd week of class. The cost is very low compared to typical class materials. If a student cannot afford a textbook, they will be directed to work with the library services to obtain a copy.

Specific Learning Objectives (from APA Guidelines for Psychology Majors)

APA Chapter	Description
2.2 Demonstrate psychology information literacy	<p>2.2a Read and summarize general ideas and conclusions from psychological sources accurately</p> <p>2.2b Describe what kinds of additional information beyond personal experience are acceptable in developing behavioral explanations (i.e., popular press reports vs. scientific findings)</p> <p>2.2c Identify and navigate psychology databases and other legitimate sources of psychology information</p> <p>2.2d Articulate criteria for identifying objective sources of psychology information</p> <p>2.2e Interpret simple graphs and statistical findings</p>
2.4 Interpret, design, and conduct basic psychological research	<p>2.4c Define and explain the purpose of key research concepts that characterize psychological research (e.g., hypothesis, operational definition)</p> <p>2.4e Explain why conclusions in psychological projects must be both reliable and valid</p>
4.1 Demonstrate effective writing for different purposes	<p>4.1a Express ideas in written formats that reflect basic psychological concepts and principles</p> <p>4.1b Recognize writing content and format differ based on purpose (e.g., blogs, memos, journal articles) and audience</p> <p>4.1c Use standard English, including generally accepted grammar</p> <p>4.1d Write using APA style</p> <p>4.1e Recognize and develop overall organization (e.g., beginning, development, ending) that fits the purpose</p> <p>4.1g Use expert feedback to revise writing of a single draft</p>

Grading

Course Component	Weight	Description
SCOPE Assignments	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.
Writing Appointments	8%	
Review Assignments	12%	
Writing Assignments	30%	
APA Mastery Exam	10%	
Final Term Paper	20%	
Total	100%	

A: 900 and above **B:** 800-899.99 **C:** 700-799.99 **D:** 600-699.99 **F:** below 600

Students must earn a C or higher to pass this class.

Missed / Late Homework 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. 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! Peer Reviews are linked to submitted Writing Assignments. Missing a Writing Assignment is an automatic zero on the linked Peer Review.

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

Although I will do my best to abide by this schedule, it is subject to change with notice.

Assignments are due by Sunday at 11:59 pm (i.e., the last minute of the day) on the corresponding week.

Wk	Start of Week	Topic	Assessment Type
1	Jan 19	Syllabus, Why APA? & Different Types of Academic Writing	<i>Knowledge Assessment (Quiz Blackboard)</i> Read Article: Literature Review TBD - (Prep Work Scope #1) SCOPE #1 (Evaluating Article Types)
2	Jan 26	Library & Literature Search Strategies	SCOPE #2 (Literature Search Strategies)
3	Feb 2	How to Cite In-text, References, Citation Managers (Ch. 8, 9, & 10)	SCOPE #3 (Annotations & References)
4	Feb 9	Reading and Interpreting Peer-Reviewed Literature Summarizing and Critiquing Peer-Reviewed Literature	Annotated Bibliography <i>Includes Literature Review Article + 3 More Student-Chosen Peer-Reviewed Sources Related to Their Topic</i>
5	Feb 16	Plagiarism, Quoting, and Paraphrasing	SCOPE #4 (Plagiarism/Paraphrasing)
6	Feb 23	Establishing Topics Practice Peer Review	Peer Review #1 – Annotated Bibliography SCOPE #5 (First Draft Outline & Slide Deck)
7	Mar 2	Revisiting the Process: Writing Center, Read Out Loud, Office Hour Appointments	Individual Appointments with Professor

Wk	Start of Week	Topic	Assessment Type
8	Mar 9	SPRING BREAK (MARCH 9TH – 14TH)	
9	Mar 16	Grammar (Ch. 4) & Mechanics (Ch. 6)	SCOPE #6 (Grammar & Mechanics)
10	Mar 23	Organization & Building Arguments	<p>Writing Assignment #1: First Draft</p> <p><i>Includes at least six peer-reviewed sources, title page, introduction paragraph, literature review and reference section</i></p>
11	Mar 30	Style: Tone, Clarity, Smoothness (Ch. 4)	<p>Peer Review - Writing Assignment #1</p> <p>SCOPE # 7 (Writing Skills Reflection)</p>
12	Apr 6	Reducing Bias	<p>Writing Assignment #2: Second Draft</p> <p><i>Includes at least 10 peer-reviewed sources, title page, introduction & conclusion paragraphs, and expanded reference section</i></p>
13	Apr 13	Reading Week and Individual Appointments	<p>Individual Appointments with Professor</p> <p>SCOPE #8 (Appointment Reflection)</p>
14	Apr 20	The Publication Process (Ch. 12)	<p>Critical Self Review of Writing Assignment 3</p> <p>SCOPE #9 (Term Paper Planning)</p>
15	Apr 27	Writing for Different Audiences: Academic Conferences and General Public, Wrap Up	SCOPE #10 (In-Class Presentations)
16	May 4	Working on Term Paper & Revisions	Final Paper due Date Monday, 4th (MW)

Wk	Start of Week	Topic	Assessment Type
Final	May 6 – 12th	Final (see academic calendar for date and time)	APA Mastery Test (Due Date TBD Based on Academic Calendar / Exam Will BE Administered Through Blackboard)

Assignment Descriptions

The following descriptions are intentionally brief. A more full and complete set of instructions will be available in class and through Blackboard throughout the semester. Furthermore, each assignment will have a specific set of instructions students will be required to follow. For longer writing assignments, there will be specific rubrics provided that will be used to determine the grade students earn on these assignments.

Scientific Communication, Organization, and Planning Exercises (SCOPE)

There will be several weeks where students will practice their scientific communication, organization, planning skills with SCOPE. Students must attend class to be eligible to earn points on these assignments. Without a university approved excuse, no make-up for SCOPE assignments will be accepted. These assignments will help develop and reinforce important skills related to the term paper in this course (see below).

Writing Appointments

As per course requirements, there are two occasions when students will individually meet with their instructor to discuss their term paper (see syllabus calendar). These appointments are mandatory and will be held in my office or via Zoom. During these individual meetings, students will have an opportunity to discuss various aspects related to their research topic and receive expert feedback and guidance from their instructor. For these meetings to be successful, students will need to be organized, arrive promptly on time, and have their various writing documents open/accessible including their APA manual. If students are using an electronic device, make sure it is fully charged and connected to the university Wi-Fi prior to arrival. Additionally, students are strongly encouraged to have specific questions prepared to

ask and should take notes during these meetings to serve as helpful reminders when writing later.

Review Assignments

Writing is a practice-driven craft. As a wise person once said, “There are no great writers and very few great rewriters.” (Tracy Henley, personal communication). These review assignments will let us practice and share what we know and exchange feedback and ideas among peers.

Writing Assignments

Writing assignments include summaries of a literature review and empirical articles, outlining a paper with APA citations, and producing a first APA-style draft of the final term paper. These assignments will serve as additional means for instructor and peer feedback in route to the creation of the final term paper.

APA Mastery Exam

After we cover the APA Manual, students will take an at-home, online test on Blackboard to assess their understanding and application of its principles. More details will be provided prior to finals week.

Final Term Paper

The writing assignments all contribute to a final term paper. This paper will include no fewer than 10 peer-reviewed sources over a topic of the student's choosing (options to be discussed in detail in class). To be eligible to earn points for this final paper, students must adhere to instructions for writing assignments that contribute to this final work.

Class Policies

AI Policy

The use of generative AI, such as ChatGPT, is prohibited without my express permission, except to ensure proper usage of English in students' original self-written materials. Example Prompt: Review the text below and note any grammatical errors. Be detailed and provide examples/explanations.

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

- Declare the use of AI tools by identifying the program and purpose (i.e., allowed uses)
- Cite the tool in the reference section
- Include their original writing as an appendix to any assignment submission

Students are cautioned that all written assignments are checked for integrity using GPTZero, 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 one-on-one conversation in a timely manner with the student to discuss the situation further and to determine what course of action is appropriate.

Attendance

It warrants repeating that consistent attendance is required and graded. Information on Blackboard is not sufficient for you to understand what is happening in class. If you will be absent, please message me. Students are given three (3) absences before a CARE report may be submitted. Absence is not a valid reason for missing assignments.

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 exist 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 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 shared 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 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:

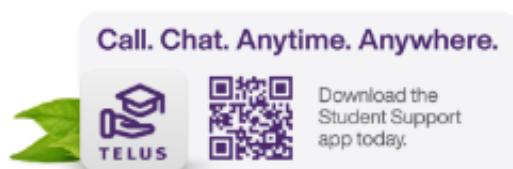
Week	Appointments available	Walk in Tutoring – No appointment needed
MONDAY	8 am – 6 pm	9 am – 5 pm
TUESDAY	8 am – 6 pm	9 am – 5 pm
WEDNESDAY	8 am – 6 pm	9 am – 5 pm
THURSDAY	8 am – 6 pm	9 am – 5 pm
FRIDAY	8 am – 5 pm	11 am – 4 pm

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@tamus.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@tamus.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@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.

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 Policy

AI Policy

The use of generative AI, such as ChatGPT, is prohibited without my express permission, except to ensure proper usage of English in students' original self-written materials. Example Prompt: Review the text below and note any grammatical errors. Be detailed and provide examples/explanations.

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

- Declare the use of AI tools by identifying the program and purpose (i.e., allowed uses)
- Cite the tool in the reference section
- Include their original writing as an appendix to any assignment submission

Students are cautioned that all written assignments are checked for integrity using GPTZero, 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 one-on-one conversation in a timely manner with the student to discuss the situation further and to determine what course of action is appropriate.

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