TEXAS A&M INTERNATIONAL UNIVERSITY
University College

Spring 2019

UNIV 1402 Signature Course: (Add your Course Title)
Lecture Time/Location/Days
Seminar Time/Location/Day

Lecture Faculty's Name:
Office Hours: **Office Location:** **__ Face-to-Face**
Email: **Office Phone:** **__ Service-Learning**

Seminar Faculty's Name:
Office Hours: **Office Location:**
Email: **Office Phone:**

The Purpose of this Course

Signature Courses are the second of two Freshman Seminar courses aimed at providing first-year students opportunities to acclimate to college level academic expectations, appreciate undergraduate research, and acknowledge academic support services available at Texas A&M International University (TAMIU). Specifically, these courses offer freshmen an opportunity to uncover interdisciplinary divergent topics in depth building upon the I-Search format. Signature Courses provide a mechanism for students to communicate developing idea and expressing them through oral, written and visual means, in order to explore new disciplines from highly recognized faculty. Students learn integrated skills that transfer to any major and employment opportunity. While this course assesses the following Core Objectives: Communication. Critical Thinking, Personal Responsibility, and Teamwork, additional skillsets include: metacognition, problem solving, grit, and open mindsets to differing perspectives and worldly views.

Relationship to/Alignment with the University College's Mission

The mission of University College is to provide students with their "roots and wings"- roots that are strengthened and deepened by strong academic support and wings that allow them to experience academic success and turn their career dreams into reality. University College accomplishes this mission by providing a full array of academic programs and support services. This course, in particular, introduces entering freshmen to more sophisticated academic thinking, research, and collaborative communication approaches during their first year at TAMIU. This course also helps to establish the sound roots that increase awareness of academic and student life resources, as well as to develop pro-active academic and social behavior.

Course Catalog Description

Large-group lecture and discussion classes focusing on a multidisciplinary issue. Multiple sections may be offered with various topics and instructors. Designed to introduce undergraduates to in-depth analysis from an interdisciplinary perspective. Includes an introduction to University resources, such as research facilities, academic and student life resources, and University lectures, events, or performances. *Prerequisite:* Successful completion of UNIV 1101 or concurrently registered for UNIV 1101.

This course is part of TAMIU's Core Curriculum, Optional Core Component Area and is aligned to the Act-on-Ideas, Quality Enhancement Plan (QEP).

Marketable Skills Obtained in this Course: Because we are preparing you for a world of work after graduation, we want you to begin to accumulate a set of employable skills (a.k.a. Marketable skills) throughout your college career, which you can add to your *e*Portoflio. In this class, the marketable skills gained are:

1. **Communication skills** (i.e., written, verbal, digital, and visual)
2. **Critical thinking skills** and **research skills**
3. **Teamwork, collaboration, adaptability,** and **interpersonal/tactfulness skills**
4. **Dependability** (i.e., meets deadlines, follows through) and **personal/ethical responsibility**
5. **Strategic Planning and organizational skills**

Big Question/Enduring Understanding

The big question or enduring understanding for this course is:

Required Textbook(s)/Materials

Required Textbook(s)

Required Material(s)

TAMIU planner. (Used in UNIV 1101 and obtained through the Advising and Mentoring Center)

Optional Material(s)

Course Map for: UNIV 1402 Signature Courses:

Assignments should sharpen originality, critical and analytic thinking, teamwork, and communicative skills through integrative interdisciplinary perspectives. The course focuses on the process of reasoning and reflectivity of interdisciplinary contexts as applicable to the real world. Communication skills integrate varied perspectives on interdisciplinary issues so that a holistic application of problem-solving is demonstrated. This course is divided into two major components: Lecture and seminar .*Students must pass each component successfully to receive credit for the course.*

	Interdisciplinary Course Student Learning Outcomes (ICSLO)	Core Curriculum [1]	Tasks/Assignments	Evaluation Methods
1.	Construct and justify an opinion, conclusion, judgment, and/or solution in a logical, cohesive manner through the exploration of multiple sources/evidences, including facts and data, to connect and synthesize interdisciplinary ideas [2]	Critical Thinking Teamwork	**Interdisciplinary Research Project**	Inquiry and Analysis VALUE Rubric
2.	Integrate communication approaches to enhance meaning of content through the articulation of findings/results across varied and suitable formats (i.e., oral, written, visual) [3]	Communication	**First Year Undergraduate Research Symposium**	Modified Communication VALUE Rubric
3.	Foster collaborative teamwork through effort, constructive interactions, and contributions to the team and its outcome/product	Teamwork	**TBA**	Teamwork VALUE Rubric
4.	Connect choices, actions, and consequences with ethical decision-making in a variety of social contexts	Personal Responsibility	**Reflection on ethical situations regarding choices or actions with corresponding consequences**	Modified Personal Responsibility VALUE Rubric
	You may add additional SLOs for your course. Please complete the row for each 2-3 additional SLO added.			

***Note*:** This course assesses the following Core Curriculum outcomes: **Communication Skills**, **Critical Thinking**, **Personal Responsibility**, and **Teamwork.** At the discretion of the professor, this course may also assess **Social Responsibility, and/or Empirical and Quantitative Skills**

Additional Course Information (e.g., Description of Assignments and Course-related Information)

Description of Assignments (This course should embed the *New York Times* and as much as possible connect to global parallels.)

[1] The following **Core Curriculum** Student Learning Outcomes will be assessed: **Communication, Critical Thinking**, **Personal Responsibility**, and **Teamwork.**

[2] Connects to the First Year Act-on-Ideas, QEP, SLOs in Phase 1:Benchmarking and Phase 5: Analysis

[3] Connects to the First Year Act-on-Ideas, QEP, SLOs in Phase 4: Expression and Phase 5: Analysis

Assignments/Tasks:
This course is divided into two components: Lecture and Seminars. The Seminar portion of this course must be passed in order to pass the course. Assignments are due as noted unless otherwise announced in class. Students are responsible and will be held accountable for any information, work, assignment, etc., missed; and for maintaining currency with assignment modifications and/or due-dates *regardless* of the circumstance**.**

1. **First Year Undergraduate Research Symposium Project/Service-Learning Expo**
   Each research team will present their interdisciplinary research project at the annual First Year Undergraduate Research Symposium. For those classes that embed Service-Learning into the course, students will present at the Service-Learning Expo. Additional information will be presented in class and during your seminar meetings.

2. **Other Assignments**

3. **Seminar-related Assignments/Tasks**

   a) **Campus Intra-action Activities Campus Events/Activities**
      - Each student will attend and reflect upon attendance at least one (1) **Presidential** Lecture (or other Lectures with faculty consent.) (Prompt will be provided through the Seminar section.)
      - Each student will reflect upon at least one (1) **TAMIU Gems** as embedded into the course. (Prompt will be provided through the Seminar section.)

   b) **Student Mentor Meetings** (Students will meet with their mentor every other week in the Advising and Mentoring Center.
   c) **Research Day/s**
   d) **Teamwork Assessments**
   e) **Personal Responsibility reflections on ethical decision-making.**
   f) **Other:**

4. **On-demand Assignments/Tasks**
   On-demand assignments/tasks (e.g., quizzes, homework, article reviews, reflections), announced or unannounced, may be given at the discretion of the faculty. When given, and at the discretion of each faculty, on-demand assignments/tasks may be computed into final grades. These assignments/tasks **may not** be made-up due to an absence, or recaptured.

Course-related Information **(Please add additional information as relevant to your course.)**

Active Engagement
As a participant in this class, you are expected to be actively engaged, as demonstrated through your participation; timeliness; preparedness; and discussions/activities, as pertinent. *Caution:* Your lack of involvement may be mistaken for a lack of preparedness and preparation. (Also see the policy on **Professional Engagement and Expectations** below.)

Instructional Approaches/Methodologies Utilized in this Course

Instructional approaches/methodologies utilized in this course typically reflect a lecture and a "discourse-seminar" format. Students are expected to synthesize, apply, and construct information and knowledge from the following exemplified array of strategies: text analysis, technology (i.e., websites), discussion, debate, critical thinking questions, independent practice, concept maps, reflective logs, etc.

Final Grade

Students must pass each component (Lecture and Seminar) to receive credit for the course. **** Attendance will be taken throughout the class.**

Final grades in this course are calculated as:		The University College's grading scale is:		
(List assignments/tasks values.)				
First Year Undergraduate Research Symposium /Service-Learning Expo	**15%**	**A**	**=**	**90 – 100%** *
First Year Undergraduate Research Project (5% will come from the Annotated Bibliography)	**20%**	**B**	**=**	**80 – 89**
		C	**=**	**70 - 79**
		D	**=**	**60-69**

Personal Responsibility Structured Reflection	**15%**	**F**	**=**	**Below 59**
Mentor Meetings	**15%**	**W**		**Dropped/Withdrawn**
On/Demand/Faculty Discretion	**35%**	**I**		**Incomplete** *(See policy on Incomplete Grades.)*
TOTAL	**100.00%**			

This course may transfer with a grade of "C" or higher as part of the Core Curriculum Optional Component.

**Grades for Dual Credit must be converted and reported in a numerical value (92) vs a letter grade (A).*

****Withdrawal Date**: **April 18, 2019**

Course References/Bibliography:

- *Contemporary Printed Sources (within five years):*

- *Classical Printed Sources (older than five years):*

- *Non-Print Sources:*

Early Alert Program

This class is part of the "Early Alert" program. The "Early Alert" program is designed to promote student success and retention through coordination and communication between students, faculty, academic support personnel and staff. As such, faculty report academic concerns about students through the alert system, as students confide in their professors about issues that may put them at risk of failing. Early Alerts enables prompt intervention and appropriate support to aid the student. The program's goal is to be preventative for students who are at risk of failing a course due to academic issues or personal hardships. Some examples of academic issues include: not submitting work in a timely manner, missing assignments or exams, and/or excessive absences. Examples of hardships include: personal difficulties for a variety of reasons, work conflicts, and/or interpersonal relations. An Early Alert may also be submitted by others (i.e., staff and peers) who notice a marked difference in appearance or demeanor.

An Early Alert referral requires essential details from the reporter such as the student's current standing in the course, academic recommendations from the faculty member, as well as other pertinent information that can help the Early Alert Advisor conceptualize the case and provide appropriate support, academic advising, and referrals to the student.

Once a referral has been made, an advisor will send an email message to your TAMIU and personal email accounts, notifying you of the reason for the referral. The referral will ask you to meet with an advisor. You and the advisor will work together to create an action plan to address any difficulties that you are experiencing in this course. This action plan may involve taking advantage of various campus support services, such as the University Learning Center and/or the Writing Center. Since the "Early Alert" program provides essential notices by email, a course requirement is that you check your TAMIU email account frequently and respond quickly if you receive an email message from an advisor.

Attachment/s (e.g., rubrics, handouts) (These may be posted on Blackboard or passed out in class as determined by the faculty.)

Rubrics: Inquiry and Analysis VALUE Rubric
Teamwork VALUE Rubric
Modified Communication VALUE Rubric
Modified Personal Responsibility VALUE Rubric

Killam Library: Information Literacy Goals

IMPORTANT DATES TO REMEMBER	
PLEASE DOUBLE CHECK ALL DATES BELOW	
January 22	First Class Day
March 10	Midterm Grades Due
March 11-16	Spring Break
April 1	Summer/Fall Registration

Date/Session/Class Meeting/Module	Preparation for Class	Topics Covered	Outcome/Product/Performance (Assignments) Due

April 18	Withdrawal Date
April 18	Service-Learning Expo
April 19-20	Easter Holidays
April 27	Last Class Day
April 29	Reading Day (No classes)
Week of April 23	First Year Undergraduate Research Symposium
May 14	Final Grades Due at Midnight

TENTATIVE COURSE SCHEDULE for UNIV 1402

Rev. 10/9/18

Association of American Colleges and Universities

INQUIRY AND ANALYSIS VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	**Milestones** 3	2	**Benchmark** 1
Topic selection	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
Existing Knowledge, Research, and/or Views	Synthesizes in-depth information from relevant sources representing various points of view/approaches.	Presents in-depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.
Design Process	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.	Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
Analysis	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.
Conclusions	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupportable conclusion from inquiry findings.
Limitations and Implications	Insightfully discusses in detail relevant and supported limitations and implications.	Discusses relevant and supported limitations and implications.	Presents relevant and supported limitations and implications.	Presents limitations and implications, but they are possibly irrelevant and unsupported.

TEAMWORK VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

Definition

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	**Milestones** 3	2	**Benchmark** 1
Contributes to Team Meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.
Facilitates the Contributions of Team Members	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.
Individual Contributions Outside of Team Meetings	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.
Fosters Constructive Team Climate	Supports a constructive team climate by doing all of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any three of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any two of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any one of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.
Responds to Conflict	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.

TAMIU MODIFIED INTEGRATED COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

Definition—Oral Communication

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Definition—Written Communication (W)

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Definition—Visual Communication (V)

Visual communication is the development and expression of ideas in non-verbal formats. Visual communication involves making meaning of information through symbols, images, and/or representations coupled with text, data, and illustrations. These may include signs, symbols, wording, graphics, drawings, graphs, and/or tables.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

Communication	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Delivery (O, V)	Delivery techniques (posture, gesture, eye contact, **professionalism**, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, **professional attire**, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, **casual attire**, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, **appearance**, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Control of Syntax and Mechanics (O, V, W)	Uses **sophisticated** language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.
Sources and Evidence (O, V, W)	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing **with accompanying discipline specific citations.**	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing **with accompanying discipline specific citations.**	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing **with specific citations.**	Demonstrates an attempt to use sources to support ideas in the writing. **Some sources are identified through citations.**
Integrated Communication (O, W, V)	Fulfills the assignment(s) by choosing a format, language, and other visual representation **in ways that deepen meaning**, making clear the interdependence of language and meaning, thought, and expression **to create a coherent, comprehensive, captivating message.**	Fulfills the assignment(s) by choosing a format, language,and other visual representation **to explicitly enhance and connect content and form**, demonstrating awareness of purpose and audience **to establish a coherent message.**	Fulfills the assignment(s) by choosing a format, language, and other visual representation that **connects in a basic way** what is being communicated (content) with how it is said (form) **to develop a clearly distinct message.**	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) **that supports the general purpose in an appropriate form**.

Association of American Colleges and Universities

TAMIU PERSONAL RESPONSIBILITY RUBRIC

MODIFIED AACU ETHICAL REASONING VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	**Milestones** 3	2	**Benchmark** 1	**Below Benchmark** **0**
Ethical Self-Awareness	Analyzes both core beliefs and the origins of the core beliefs with greater depth and clarity.	Analyzes both core beliefs and the origins of the core beliefs.	States both core beliefs and the origins of the core beliefs.	States either their core beliefs or articulates the origins of the core beliefs but not both.	Does not meet benchmark level performance.
Ethical Issue Recognition	Recognizes ethical issues when presented in a complex, multilayered (gray) context AND makes connections/between among the issues.	Recognizes ethical issues when issues are presented in a complex, multilayered (gray) context OR makes connections between/among the issues.	Recognizes basic and obvious ethical issues and makes partial connections between/among the issues.	Recognizes basic and obvious ethical issues but fails to make connections.	Does not meet benchmark level performance.
Application of Ethical Perspectives/Concepts	Independently applies ethical perspectives/concepts to an ethical question, accurately, and considers full implications of the application.	Independently applies ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Independently applies ethical perspectives/concepts to an ethical question but the application is inaccurate.	Applies ethical perspectives/concepts to an ethical question with support.	Does not meet benchmark level performance.
Evaluation of Different Ethical Perspectives/Concepts	States and defends an ethical position against the objections to, assumptions and implications of different ethical perspectives/concepts adequately and effectively.	States and defends an ethical position against the objections to, assumptions and implications of different ethical perspectives/concepts adequately.	States an ethical position and the objections to, assumptions and implications of different ethical perspectives/concepts.	States an ethical position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.	Does not meet benchmark level performance.

KM 12/2/16

Texas A&M International University

Killam Library: Information Literacy Goals [4]

(Fall 2016)

1. Students will know how to select, narrow, develop, and define research questions for both informative and persuasive topics.

2. Students will understand the use of background reading (including appropriate sources) to identify topic keywords and facilitate outlining.

3. Students will know how to organize a research question into logical subtopics (outlining).

4. Students will have some understanding of the range and variety of information sources.

    a. Students will understand the differences between books, articles, and webpages, and the implications for evaluation and effective use.
    b. Students will be able to access both print and electronic sources (including Journal Linking).

5. Students will be able to use effective searching techniques to find books, articles, and other sources in library databases, and will be able to find print materials in the library.

    a. Students will know how to access library databases, will have some understanding of the variety and range of those databases, and will know how to find and select the database(s) that will be most helpful to their research need.
    b. Students will be able to identify and use certain key databases such as the library catalog.
    c. Students will understand how controlled vocabulary and keywords work in database records, and the implications for searching.
    d. Students will understand Boolean searching and be able to generate Boolean searches.
    e. Students will understand and be able to use truncation.
    f. Students will know that searching help is available at the Reference Desk.

6. Students will know how to select and evaluate sources in the context of a specific research topic.

    a. Students will understand and be able to apply the five main evaluation criteria to all sources.
    b. Students will understand the particular pitfalls of unpublished sources (web sources) and the importance of being able to identify and trust the person or organization responsible for the information.

7. Students will know how to assemble information gathered from sources into a complete and coherent research product.

8. Students will know how to use a style manual to cite sources correctly.

9. Students will understand the concept of plagiarism.

08/16 rw

[4] These outcomes were to be acquired in UNIV 1101 and will be advanced in UNIV 1402.

Policies of University College
(Required on all University College Syllabi)
Undergraduate Policies

Mission Statement

The mission of University College is to provide students with their "roots and wings"- roots that are strengthened and deepened by strong academic support and wings that allow them to experience academic success and turn their career dreams into reality.

Professional Engagement and Expectations

Preparing to become a highly effective student requires a great deal of commitment, time, and preparation on the student's part. Students are expected to be: respectful, civil, and well-prepared; as well as to communicate effectively, meet deadlines, be receptive and responsive to feedback, and be fair and ethical. Thus, students are expected to arrive to class on time, as well as remain in class for the duration; and attend classes regularly; be equipped to participate in all class activities and discussions. All coursework is expected to be word processed (unless announced otherwise), proofread, spell checked, and grammar checked. (Students needing help with Standard English should contact the Writing Center). Assignments are due as noted within the syllabus unless otherwise announced, whether in class or electronically. Students are held responsible for regularly checking Blackboard and their TAMIU email account for course-related matters.

University College encourages classroom discussion and academic debate as an essential intellectual activity. We strongly believe that students learn to express and defend their beliefs, and that they learn to listen and respond respectfully to others whose beliefs they may not share. The College will always tolerate diverse, unorthodox, and unpopular points of view; however, we will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If actions are deemed by the professor to be disruptive, students will be subject to appropriate disciplinary action, which may include being involuntarily withdrawn from the class.

Attendance

Regularity in attendance is expected. Attendance will be taken during each class session. Students are responsible for maintaining currency with assignment modifications and/or due-dates regardless of the circumstance. Arriving late and leaving early limits and ultimately impacts opportunities for learning. In the event that students must be absent, they are responsible and will be held accountable for any information, work, assignment, etc., missed, regardless of the circumstance. Students officially representing the University in an approved activity should have such absences formally discussed with the course faculty member in advance so that arrangements for missed activities, coursework, etc. can be adjusted pro-actively.

Please note that significant absences from class may (and often do) impact final grades and financial aid. Students absent for a personal illness, or other reasons, are expected to present justification for absences to faculty who will counsel with the candidate and advise whether or not the work missed during the particular absence, may be made-up.

Use of Electronics during Class

Electronic devices, such as cellular phones, tablets, iPads, iPods, phones, etc., distract learners. In consideration of peers, all electronic devices are to be set on modes that lessen interference with the class ambiance and learning. Text messaging and cell calls are to be completed outside the learning environment, if necessary.

Written Assignment Criteria

Written materials should reflect students' knowledge of the content as well as the use of higher level thinking skills (i.e., analysis, interpretation, synthesis, and evaluation), as well as communication skills that reflect correct spelling, punctuation, grammar, and usage. Written assignments/tasks must be word processed and follow the most current addition of the typically recognized academic formats (e.g., APA, Chicago/Turabian or MLA).

Late Tasks/Assignments

Assignments that are turned in late ***will receive a grade of 50, or less***, unless prior acceptable, arrangements are made with the faculty member.

Previously Submitted Work

Students are expected to complete original work; developed and submitted for each course assignment/task. As such, work from one course may not be submitted for another course. Work submitted from one course to another will not be accepted for credit and will earn a grade of zero.

Exams

There are two types of assessments given:

On-demand tasks/assignments (such as quizzes, exit slips), announced or unannounced, may be given are at the discretion of the professor. When given, they may, also at the discretion of the professor, be computed into final grades. These performances may not be made-up due to an absence, or recaptured.

Final exams will be given in all undergraduate courses and are noted on the course syllabus. All final exams for UNIV courses are given on the last day of the course.

Academic Integrity

As a member of the TAMIU academic community, students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education, be mature, self-directed and able to manage their own affairs. Students who are unwilling to abide by these basic expectations will find themselves facing academic and/or disciplinary sanctions. Students are expected to share in the responsibility and authority with faculty and staff to challenge and make known acts that violate the TAMIU Honor Code. For more information on the Honor Code, please visit the Office of Student Affairs website. TAMIU faculty have the discretion to impose grade penalties for infractions of the Honor Code as deemed necessary.

Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook (or other sources) without permission from the owner of the copyright may constitute copyright infringement. Civil penalties include damages up to $100,000; criminal penalties include a fine up to $250,000 and imprisonment.

Copyright laws do allow students and professors to make photocopies of copyrighted materials with very **limited portions** of an article from a journal or a chapter from a book. The librarians will best identify what is allowed and not allowed. Photocopies may not be sold for a profit. Finally, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are violating the law.

Plagiarism and Cheating

Plagiarism: Plagiarism is the presentation of someone else's work as your own and occurs when you:

1) Borrow someone else's facts, ideas, or opinions and put them entirely in your own words, you must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism.
2) Borrow someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism.
3) Present someone else's paper or exam (stolen, borrowed, or bought) as your own, you have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2010, sixth edition of the *Manual of The American Psychological Association* (APA):

> Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text.
>
> The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the Discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications (pp. 15-16).

Consult the Writing Center or a recommended guide to documentation and research such as the *Manual of the APA* or the *MLA Handbook for Writers of Research Papers* for guidance on proper documentation. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting your work.

Penalties for Plagiarism: Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action.

- Caution: Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that "it was only a draft" will **not** be accepted.
- Caution: Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter,

Students are encouraged to submit their work to Turnitin before they submit the assignment for a grade in order to view the similarity index. To do this, go to "Optional Settings"; select "No-repository" and submit.

Avoiding plagiarism: (Purdue University's Online Writing Lab (OWL) provides materials on "Avoiding Plagiarism." This useful information is found at: http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html)

Cheating:
Cheating is an act of deception in which students misrepresent information related to academic work. (See the TAMIU Student Handbook, Section 7.01b for examples.)

Penalties for Cheating: Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a "zero" for the assignment and not be allowed to make the assignment up. The incident should be reported to the Dean and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an "F" in the course, and the matter should be referred to the Honor Council. Under no circumstances should a student who deserves an "F" in the course be allowed to withdraw from the course with a "W."

Student Right of Appeal: Faculty will notify students immediately via the student's TAMIU e-mail account that they cheated and/or submitted plagiarized work. Students have the right to appeal a faculty member's charge of academic dishonesty by notifying the TAMIU Honor Council of their intent to appeal as long as the notification of appeal comes within 10 business days of the faculty member's e-mail message to the student. The Student Handbook provides more details.

Scholastic Deficiency
Midterm reports are sent to each student via UConnect. Students are highly encouraged to monitor their own progress throughout their coursework, as each is responsible for the grade earned.

Students remain in good academic standing if the institutional GPA is 2.0 or above. Students are on academic probation if the GPA falls below 2.0. Notification of academic probation is through the Registrar's Office. When visiting your mentor in the Advising and Mentoring Center, you need to share your anticipated and end-of-semester GPA. Students on probation may be required to register for a reduced course load, which may impact financial aid.

UConnect, TAMIU Email, and Dusty Alert
Announcements are sent to students through TAMIU's UConnect portal and TAMIU E-mail accounts, as these are the official means of communicating course and university business with students and faculty. Checking UConnect and the TAMIU e-mail account should become a regular routine. Missing important TAMIU e-mail or UConnect messages from a faculty member, chair, or dean is not an accepted excuse or reason for not knowing. Students are encouraged to sign-up for Dusty Alert (see www.tamiu.edu) which is an instant cell phone text-messaging system allowing the University to communicate instantly with an on-campus emergency, something of immediate danger, or a campus closing.

Technology Issues
Issues with technology should be directed to the Office of Instructional Technology via email (helpdesk.tamiu.edu) or by calling Office of Information Technology (OIT) at 956-326-2310.

Accommodations for Students with Disabilities
Texas A&M International University is committed to providing reasonable accommodations in compliance with the Americans with Disabilities Act (ADA). If you require academic accommodations, or you suspect you have a disability, you are

responsible for registering with the Disabilities Services Coordinator (956) 326-2763 located in the Student Counseling Center (ZSC 138B).

Student Attendance and Leave of Absence (LOA) Policy

As part of our efforts to assist and encourage all students towards graduation, TAMIU provides Leave of Absence (LOA) for students, including pregnant/parenting students, in accordance with the Attendance Rule (Section 3.24) and the Student LOA Rule (Section 3.25) which includes the "Leave of Absence Request" form. Both rules can be found in the TAMIU Student Handbook: http://www.tamiu.edu/studentaffairs/StudentHandbook1.shtml).

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted a leave of absence (LOA) for as long as the student's physician deems the absence medically necessary. Specifically, a pregnant/parenting student is afforded the following:

(1) Submit work after a deadline that was missed because of a LOA due to pregnancy or childbirth.
(2) If grading is based in part on class attendance or participation, earn the credits missed so that the student can be reinstated to the status held before the LOA.
(3) At the conclusion of the LOA, return to the same academic and extracurricular status held when the LOA began.

Early Alert Program

This program is designed to help faculty refer students who may be experiencing personal or academic difficulties for a variety of reasons: work conflicts, hardships, or interpersonal relationships, for example. Once a referral is submitted, an Academic Advisor will reach out to the student via phone or through the student's Dusty email to discuss the referral.

Student Support Services:

The University provides a number of academic support services for students. The following services are available and should be used frequently:

Killam Library—Contact Reference Desk on first floor of library, (956) 326-2138, or consult library website: http://www.tamiu.edu/library/

Writing Center- Contact Information: Billy F. Cowart Hall 203, (956) 326-2883 or (956) 326-2884, writingcenter@tamiu.edu

University Learning Center- Contact Information: Billy F. Cowart Hall 205, (956) 326-2723

Student Counseling Center – Contact Information: University Success Center 138, (956) 326-2230

TRiO-- Contact Information: Billy F. Cowart Hall 208, (956) 326-2718

Course Grading Scale:

The College uses the following grading scale. Any course in which an "F" is earned must be repeated. In some colleges, courses with a "D" earned may need to be repeated. For "I" grades, an Independent Contract must be completed with the faculty of record. All grades are available via the web at the end of each semester. Numerical values correspond to the letter grades as noted. Final grades are calculated using the following, whereby:

A	**=**	**90 – 100%**
B	**=**	**80 - 89**
C	**=**	**70 - 79**
D	**=**	**60-69**
F	**=**	**Below 59** [5]
W		**Dropped/Withdrawn** [6]
I		**Incomplete**

[5] Should a student obtain an "F" in this course, the student will need to repeat any section of another UNIV 1402 Signature Course.

[11] Should a student withdraw from this course, this course or another Signature Course must be completed by the 90th semester credit hour and prior to graduation.

Dropping a Course

This course is part of the TAMIU's Core Curriculum and thus is required for all entering freshman and students with less than 30 SCHs. Dropping this course, like any other course, may seriously impact financial aid and registering for future classes; and ultimately graduation and fixed tuition rates. Further, this course is part of the Core Curriculum, a graduation requirement, and must be completed prior to obtaining 90 semester credit hours. Students may take any Signature Course to obtain course credit. Thus, you are highly encouraged to remain in this course once enrolled. Students are responsible for dropping a course ***before*** the drop date. Faculty are not responsible for, and **cannot** drop students from courses.

Incomplete Grades

Incomplete grades are given at the discretion of the faculty member, on a case by case basis. Students who are unable to complete a course should withdraw from the course before the final date for withdrawal and receive a "W." To qualify for an "Incomplete" and thus have the opportunity to complete the course at a later date, a student must meet with the faculty member to determine if an "Incomplete" is merited. Typically, "Incompletes" are given only under unique circumstances, such as when the student cannot complete the course because of an accident, illness, or a traumatic personal or family event.

When an "Incomplete" is warranted,

1. The student must sign an "Incomplete Grade Contract" and secure signatures of approval from the professor and the Dean.
2. The student must agree to complete the missing course work before the end of the next long semester *or* based on agreed to timelines noted in the contract. Failure to meet specified timelines will cause the "I" to automatically be converted to an "F"; extensions to deadlines may be granted by the dean of the college, under dire circumstances.

Grade of Changes and Appeals

Faculty are authorized to change final grades only when they have committed a computational error or an error in recording a grade, and they must receive the approval of their department chairs and the dean to change the grade. As part of that approval, they must attach a detailed explanation of the reason for the mistake. Only in rare cases would another reason be entertained as legitimate for a grade change. A student who is unhappy with his or her grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that they have been graded unfairly, they have the right to appeal the grade using a grade appeal process in the *Student Handbook* and the *Faculty Handbook*.