TEXAS A&M INTERNATIONAL UNIVERSITY
University College

Fall 2018
UNIV 1101 Learning in a Global Context
Time/Location/Days

Faculty's Name:
Office Hours:
Email:

Office Location:
Office Phone:

__ Blended/Hybrid (50-85%)
__ Face-to-Face
__ Online
__ Online(QM)
__ Service-Learning

The Purpose of this Course

Learning in a Global Context is the first 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, this course offers freshmen an opportunity to discover topics that they would like to explore in depth using an I-Search format, which is grounded in an interdisciplinary internationally focused academic study through the Common Read program. Students will become familiar with a variety of services available to assist them throughout their degree, including those that aid with academic coursework and research.

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 initiatives and support services. This course, in particular, introduces entering freshmen to academic life 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. Co-curricular events are introduced as well that provide unique growth opportunities.

Course Catalog Description

This course focuses on models of academic success through assignments that apply learning theories and an international perspective to student coursework. Writing, class discussion, and small group work promote academic success through core curriculum focused assignments that promote/encourage the investigation and evaluation of facts and data presented. . Cognitive and attitudinal self-assessment tools, academic survival skills, and student life resources through peer mentoring and awareness of university support services programs are also included.

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. In this class, the marketable skills gained are:

1. **Communication skills** (i.e., written, verbal, digital, and visual)
2. **Critical thinking skills**, **fact checking skills**, and **research skills**
3. **Teamwork, organizational skills,** and **tactfulness skills.**
4. **Intercultural competence, social responsibility,** and **culturally sensitive**

Required Textbook(s)/Materials

Required Textbook(s)

Ung, L. (2000). *First they killed my father: A daughter of Cambodia remembers.* New York: Harper Collins Publishers.

Required Material(s)

TAMIU planner. (Obtained through the Advising and Mentoring Center)

Additional Resources:

1. **Reading the Globe** website: http://www.tamiu.edu/spotlight/

2. **Writing Center Workshop**s – 2018 Fall Series

The TAMIU Writing Center is pleased to announce its 2018 Fall Series of writing workshops. These workshops are open to all TAMIU students. However, space is limited to the first 40 students to RSVP. So, if you're struggling with your writing and want to develop your skills or just want to understand what is expected of you as a writer, these workshops are for you!

All workshops will be offered from 1-2 p.m.

- Sept. 24 – "Expectations of college writers"
- Oct. 22 – "Writing Skill: Sentence Variety"
- Nov. 26 – "Proofreading & Editing Strategies"

To RSVP to any of these workshops, please navigate to the following link: http://bit.ly/wc_wshprsvp.

NOTE: If you are interested in multiple workshops, you will have to RSVP **separately for each workshop**.

3. **University Learning Center** Workshops--TBA

Course Map for: UNIV 1101 Learning in a Global Context

	Course Student Learning Outcomes (CSLO)	Core Curriculum [1]	Tasks/Assignments	Evaluation Methods
1.	Examine connections between cultural, societal, and international issues through the Common Read	Communication Skills [2] Critical Thinking Social Responsibility	**I-Search Project**	Inquiry & Analysis VALUE Rubric; Social Responsibility VALUE Rubric; and the Modified Integrated Communication VALUE Rubric)
2.	Investigate, evaluate, and draw appropriate conclusions derived from facts and information gathered through research [3] via a multimodal presentation	Communication Skills [4] Critical Thinking Social Responsibility	**I-Search Project**	Inquiry & Analysis VALUE Rubric; Social Responsibility VALUE Rubric; and the Modified Integrated Communication VALUE Rubric)
3.	Discover the various student academic support services available on campus to enhance one's own academic skills	Communication Skills	**Student Mentor Meetings;** **Academic Support/Tutoring Sessions;** **Professor Meeting;** and **University Engagement**	Verification from AMC Evidences of completion/attendance

***Note*: The I-Search is composed of varied components, each of which will be assessed separately.**

[1] Only the following will be assessed for the Core Curriculum Student Learning Outcomes: Social Responsibility.
[2] Assesses oral and written communication.
[3] Aligned to Act-on-Ideas, QEP and the Killam Library's Learning Goals for Information Literacy in UNIV 1101 through the online Library modules
[4] Assesses ***integrated*** communication skills.

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

Description of Assignments

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. **I-Search Project (50%)**
   Each student will complete an I-Search project and presentation in a small group (3) or pairs. The purpose of the I-Search is to investigate an area of interest stemming from the Common Reader. Topics will be generated in class through a focused/guided brainstorming session, and be ones that you want to learn more about through research and inquiry. The following components will be developed as part of the I-Search project; some of the components are developed independently and some are completed in your group. *Pay attention to which you are individually accountable for completing and which your group must complete*.

   1. Based on the topic of interest, *each group* will develop a **research question** with a **graphic organizer**. The research question will be the origin of the I-Search project.
   2. *Each member* of the group will complete an **Annotated Bibliography**, composed of three different credible resources (e.g., article, website, and other of choice). Each resource will present a different perspective on the I-Search topic.
   3. *Each group* will develop a **presentation** based on the topic and the combined recourses from the annotated bibliography. The presentation will be a multimodal display (e.g., PowerPoint, Pecha Kucha, video) of your choice.
   4. The **final exam** will be an i*ndividual* response to a **reflective essay** based on the I-Search project.

   Grading of the I-Search Component Parts:
   Research Question/Graphic Organizer (5%) (Completed as a **group**)
   Annotated Bibliography (15%) (Completed **individually**)—assesses **INQUIRY & ANALYSIS**
   Multimodal Presentation (15%) (Completed as a **group**)—assesses **COMMUNICATION**
   Final Exam/Reflective Essay (15%) (Completed **individually**)—assesses **SOCIAL RESPONSIBILITY**

2. **Student Mentor Meetings (20%)**
   Each student will meet for **30 minutes** every week with a student mentor in the Advising and Mentoring Center. During each session, the mentor will ask to see your TAMIU Planner to help you follow through on academic responsibilities. You will also discuss your professional, and/or personal academic goals, as well as enhance academic skills (e.g., email etiquette, study skills, and time management). Each time you meet with your mentor, you will complete **on-demand assignments/tasks**, including the **Student Support Services Scavenger Hunt** to acclimate and enhance your academic skills. Monthly, small group meetings will focus on *The 7 Highly Effective Habits of College Students.* The mentor meetings will also lead to discovering the various academic services available to you. Further, your **planner** will be evaluated during each mentor meeting as well.

   If you must miss your regularly scheduled mentor meeting, contact your mentor as soon as possible during the week of the missed meeting to reschedule the weekly meeting. For information regarding your mentor appointments, such as changes, rescheduling, or other matters, please contact your mentor directly.

3. **Academic Support/Tutoring Sessions (10%)**
   Each student will visit one of the following centers of academic support/tutoring for a ***minimum*** of four (4) hours-- (two (2) hours in September; two (2) hours in October). Academic support/tutoring hours may be completed at the **Writing Center**, the **University Learning Center**, **TRiO**, or external (out-of-class) **SI** sessions. Each time you participate in any academic support/tutoring session, you will need to use your TAMIU ID card in order to log-in in order to record each visit. Faculty will receive verification of your log-in times electronically. Keeping track of your tutoring sessions is your responsibility, not the tutors'. Please do not ask the academic support/tutoring centers for the number of hours you completed.

   NOTE: *Athletic Study Hall* ***does not meet*** *this requirement.*

4. Other Assignments/Tasks (20%)

a. University Engagement

Each student will attend and document attendance at two (2) campus events during the semester of their choice from two different categories (e.g., fine arts performance, lecture series, student organization meetings, TAMIU off-campus events, or Service-Learning Expo). Appropriate elective events are those that are **not required** by faculty, such as The Freshmen Convocation, Cultural Awareness Day, and the RTG Author's Day—which ***ARE required*** events.

b. On-demand Assignments/Tasks

On-demand assignments/tasks (e.g., quizzes or 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.

c. Professor Meeting

Each student will schedule an appointment with one of your non-UNIV course instructors, preferably one faculty member in your learning community, or as instructed by your UNIV faculty ***before midterm***, in order to complete information on the **Professor Meeting Sheet**. The purpose of this meeting and gathered information is to help you develop an academic connection with your instructor.

d. *e*Portfolio

Each student will create an electronic portfolio (*e*portfolio) in order to provide a collection of work and experiences in an electronic format that showcase learning over time. The *e*portfolio will be created using *New Google Sites*, using a gmail email account. Your instructor will provide further information as to what should be included in your *e*portfolio.

e. Haven Training, Parts I & II

TAMIU is committed to students' well-being and safety. As such, all freshmen enrolled in UNIV 1101 will complete a two-part computer-based interactive training on *Understanding Sexual Assault*. There are two parts to the trainings; Part 1 is 1.5 hours; Part II, 15 minutes. Students who do not complete the training may have a hold placed on their records until the training is completed. Instructions regarding the training and timelines for completion will be announced it class.

f. **American Democracy Project-Digital Polarization Initiative (Web Literacy and Misinformation)**

TAMIU is part of a national project focused on web literacy and misinformation. As such, you may be involved in courses that help you understand why misinformation matters. Some of the skills addressed include: how to assess the reputation of an academic journal; how to uncover who is behind the website viewed; and specific agenda/s supported. Strategies, tactics, and tools to discover the truth about digital content on the web are shared to aid you with web-literacy and digital misinformation.

Course-related Information

Active Engagement

As a participant in this class, you are expected to be *actively* engaged, as demonstrated through your participation; timeliness; preparedness; and online 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.)

Reading the Globe Essay Competition – Read, Write, Go!

Each student is *highly encouraged* to participate in the **Reading the Globe Essay Competition**. Typically, 15 winners of the essay competition will be invited to go abroad to the locale near, or in, that of where the Common Reader took place. The trip abroad will expose you first-hand to the foreign country, its people, communities, and ways of life---all areas that you read about! This exciting venture is paid for by the University. Additional information will be presented in class. Check out our **Reading the Globe** webpage at http://www.tamiu.edu/spotlight/index.shtml.

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. If you begin to experience difficulties in the course (e.g., with assignments, test grades, participation, or attendance), a referral will be sent to an advisor through the **Early Alert** system. 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, the Writing Center, the Student Counseling Center, etc.

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 or other TAMIU offices.

Instructional Approaches/Methodologies Utilized in this Course

Instructional approaches/methodologies utilized in this course typically reflect 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, lecture, etc.

Final Grade

Final grades in this course are calculated as:

(List assignments/tasks values.)

I-Search Project	**50 %**
Student Mentor Meetings	**20 %**
Academic Support/Tutoring Sessions	**10 %**
Other Assignments/Tasks	**20 %**
TOTAL	**100 %**

The University College's grading scale is:

A	**=**	**90 – 100%**
B	**=**	**80 – 89**
C	**=**	**70 – 79**
D	**=**	**60-69**
F	**=**	**Below 59**
W		**Dropped/Withdrawn**
I		**Incomplete** *(See policy on Incomplete Grades.)*

****Midterm Grades Due: October 17, 2018**
****Withdrawal Date: November 15, 2018.**

Course References/Bibliography *(in APA Format)*:

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

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

Assaf, L., Ash, G., Saunders, J. & Johnson, J. (2011). Renewing two seminal literacy practices: I-Charts and I-Search papers. *English Journal*, *18*(4), *31-42.*

Hoffman, J. (1992). Critical reading/thinking across the curriculum: Using I-Charts to support learning. *Language Arts*, *69*(2), 121-127.

Lyman, H. (2006). I-Search in the age of information. *English Journal, 95(4), 62-67.*

Macrories, K. (1988). *The I-Search paper: Revised edition of searching writing*. Portsmouth, NH: Heinemann-Boynton/Cook.

Patterson, N. (2003). Becoming literate in the ways of the Web: Evaluating Internet resources. *Voices from the Middle, 10*(3), 58-59.

Wilhelm, J. D. (2004). Inquiring minds use technology! *Voices from the Middle, (11)*3, 45-46.

- *Non-Print Sources:*

1. RTG website: www.tamiu.edu/spotlight/index.shtml
2. *New York Times* Articles See Directions Below:

Students, faculty, and staff at Texas A&M International University now have **full access to *The New York Times* online, including mobile apps (*).**

The *New York Times* online covers a variety of topics with unsurpassed quality and depth through breaking news articles, blogs, videos and interactive features. In addition, you will be able to share content on social networks, save articles of interest, subscribe to email newsletters and set up personalized alerts.

To activate your account, visit the following site while connected to the TAMIU network; register using your TAMIU email address:

The *New York Times*: https://www.nytimes.com/grouppass

Once activated, access is available from any location, on or off campus. You may use this service on five devices. To download your free *New York Times* app: visit nytimes.com/mobile (*).

3. Duncan, D., Lockhart, L., & Ham, L. (2012). *The new I-Search, you search, we all learn to research: A how-to-do-it manual® for teaching research using Web 2.0 tools and digital resources.* http://www.alastore.ala.org/pdf/1094-the-new-i-search-you-search-we-all-learn-to-research.pdf
4. www.ReadWriteThink.org

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

TENTATIVE COURSE SCHEDULE for UNIV 1101 (These dates should also be included in your Tentative Schedule)

Date/Session/Class/Meeting/Module	Preparation for Class (Readings)	Topics Covered	Outcome/Product/Performance Due (Assignments)
September 7	Convocation		
September 3	Labor Day—**CLASSES HELD**		
September 24	Voter Registration Day		
September 26	"One Vote" film showing		
October 5	RTG Author's Day		
October 6-8	Essay Competition		
October 17	Midterm Grades Due		
October 29	Spring Registration		
November 9	Service-Learning Expo		
November 12	Celebrating Students' Success (Recognizing students' progression towards degree completion; (a.k.a. The Wall)		
November 15	Withdrawal Date		
November 21	Reading Day		
November 22-24	Thanksgiving-Day Holidays		
November 26-December 1	Faculty Evaluations		
December 1	**Last Class Day**-- Final Reflective Essay		
December 12	Final Grades Due by 11:59 pm		
TBA	University College Fair		
TBA Individually scheduled	I-Search Presentations		
TBA Individually scheduled	Library Day		
Sept. 19	Cultural Awareness Day		
Sept. 20	World Religion Day		
TBA Individually scheduled	Café Prof (for FIGS)		

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, ear buds, 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) and 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). If you are unfamiliar with a particular format, please visit the Writing Center!

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 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. ***PLEASE NOTE: Such sanctions will be noted on students' transcripts.*** 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 Dean and 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, both are held 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; the matter should be then 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 students' 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.

Responses to Communiques
Typically, responses to inquiries, email, phone messages, and other communiques are within 24-48 hours of their receipt. Should students not receive a response, please contact the dean's office at (956) 326-2134.

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.

Student Support Services:

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

Advising and Mentoring Center-- Contact Information: Zaffirini Student Success Center 222, (956) 326-2886, AMC@tamiu.edu

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, ULC@tamiu.edu

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

Testing Center- Contact Information: Zaffirini Student Success Center 201, (956)326-2131, thetestingcenter@tamiu.edu

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

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

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**
S/CR/P		**Satisfactory/Credit/Pass**
W		**Dropped/Withdrawn**
I		**Incomplete**

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, registering for future classes; ultimately graduation, and fixed tuition rates. 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 agree to complete the missing course work before the end of the next long semester *or* based on agreed to The student must sign an "Incomplete Grade Contract" and secure signatures of approval from the professor and the Dean.
2. 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*.

SOCIAL RESPONSIBILITY VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

Definition

Social Responsibility: to include international competence, knowledge of civic engagement, and the ability to engage effectively in regional, national, and global communities (Adopted by LEAP Texas, Summer 2017)

	Mastery Level Point value 4	**Proficient Level** Point value 3	**Developing Level** Point value 2	**Basic Level** Point value 1	**Below Level** Point value 0
Knowledge **Cultural self-awareness**	Articulates insights into cultural rules and biases (e.g. seeking complexity; aware how her/his experiences have shaped these rules, how to recognize and respond to cultural resulting in a shift in self-description	Recognizes new perspectives about own cultural rules biases (e.g. not looking for sameness; comfortable with complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and even those shared own cultural (e.g. uncomfortable with identifying cultural differences with others.)	Lacks complete awareness of own cultural rules or biases.
Knowledge of cultural frameworks	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture into its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Elements of another culture are couched in negative or dismissive terms or student denies existence of cultural differences or experiences.
Skills **Empathy**	Interprets intercultural experiences from the perspectives of own and multiple worldviews and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.	Experiences of others are denied or couched in negative or dismissive terms.
Skills **Verbal and nonverbal communication**	Articulates complex understanding of cultural differences in verbal or non-verbal communication (e.g. demonstrates understanding of the degree to which people use physical contact while communicating in different culture) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural and non-verbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and non-verbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of cultural differences in verbal and non-verbal communication; is unable to negotiate a shared understanding.	Lacks understanding of verbal and non-verbal communication at even a minimal level.

TAMIU MODIFIED INTEGRATED COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

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.

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**.

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

INQUIRY AND ANALYSIS VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

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.

Texas A&M International University

Killam Library: Information Literacy Goals [5]

(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

[5] Most of these outcomes were to be acquired in UNIV 1101 and will be advanced in UNIV 1402 and beyond.