



HIST 1302.03E: History of the United States Since Reconstruction (from 1865)

COURSE SYLLABUS: Spring 2026

Class Time: MWF 11:00-11:50am

Room: Ferguson Social Sciences (SS) 309

INSTRUCTOR INFORMATION

Instructor: Janna Payne (*You may address me as Ms. Payne*)

Office Location: Ferguson Social Sciences (SS) 142

Office Hours: MWF 1:00-3:00pm; by appointment

University Email Address: Janna.Payne@etamu.edu

Preferred Form of Communication: Email ☺

Communication Response Time: 24-36 hours; emails sent on weekends will be answered the following Monday

COURSE INFORMATION

Course Description

HIST 1302: A broad interdisciplinary course in the historical development of the United States and North America from 1865. Note: Assignments will focus on reading, writing, and analysis. Prerequisites: ENG 1301 or concurrent enrollment, or ENG 1302 or concurrent enrollment.

Materials – Textbooks, Readings, Supplementary Readings

Required Texts:

The American Yawp, Volume 2 <https://www.americanyawp.com/>.

The American Yawp, Volume 2 Primary Source Reader

<https://www.americanyawp.com/reader.html>.

This is a free online textbook where all the required class readings and primary documents will come from.

Student Learning Outcomes

As a Core Curriculum requirement, this class focuses on four common Student Learning Outcomes:

1. **Critical Thinking** - Students will be able to analyze, evaluate, or solve problems when given a set of circumstances, data, texts, or art.
2. **Oral/Visual Communication** - Students will communicate in a manner appropriate to audience and occasion with an evident message and organizational structure.
3. **Personal Responsibility** - Students will understand and practice academic honesty.
4. **Social Responsibility** - Students will demonstrate an understanding of societal and/or civic issues.

Student Learning Outcomes (SLO) will be assessed by the course assignments. See the description of these assignments below.

COURSE REQUIREMENTS

Instructional Methods and Assessment

This will be primarily a lecture and readings course. You will be assessed through relevant assignments that align with the SLOs above. These assignments will be given in class (aside from the Academic Honesty Quiz and Syllabus Quiz). The assignments include: exams, primary source analysis, quizzes, in class assignments, and the Adobe Assignment.

Assignments, Student Responsibilities, Expectations, and Tips for Success

You will need to complete all the required assignments and readings in a timely manner. The in-class lectures are designed on the assumption that you have done the necessary readings. See Course Procedures and Policies for procedures and policies related to exams/assignments/quizzes.

Exams: Exams will be administered IN CLASS, during regular class time. Students will be expected to answer ONE essay exam question, and they will have the entire class time to write their response. At the beginning of the semester, a list of possible exam questions will be provided. It will list ALL possible essay questions, and prior to the exam, students will be provided with the TWO possible options that they are expected to prepare for. The exam will be ONE of the two possible options. Essay exam questions will be 4 parts, and students are expected to answer all 4 parts fully with documentary evidence (from lectures, textbook readings, and primary sources when applicable). They should be in essay format (introduction with thesis, body, and conclusion) and between 2-3 pages. This length is the minimum to fully answer the provided question. The answer should be in full and complete sentences with proper grammar and punctuation. These exams will be given on Blue Books purchased by the student prior to the exam at the university bookstore. (SLO 1, 2, 3, and 4)

Primary Source Analysis: This assignment asks students to analyze information, communicate clearly and effectively, and show awareness of social and civil issues or problems. This assignment will be administered IN CLASS, during regular class time. Students will be provided the document beforehand, and are expected to read it before class. Before the assignment begins, we will briefly go over the primary source and how it relates to the corresponding lecture. Students will NOT be allowed to use any notes to help develop their response.

Using the selected primary source document, students should write 2 paragraphs that: (1) identify the author/creator and context of the document (including when and where it was created); (2) consider

The syllabus/schedule are subject to change.

the purpose of the document, including the author's goals in its creation and its intended audience; and (3) evaluate the document, analyzing why this document is important to help understand the historical period or the events it describes (its significance), and how the document contributes to our historical understanding of the period (historical causes and effect). The written analysis should be presented using full and complete sentences and proper grammar and punctuation. (SLO 1, 2, 3, and 4)

Quizzes: The Academic Honesty Quiz (**Quiz 1**) will be available on D2L, and will have questions relating to the academic honesty policies of ETAMU. (SLO 3) The Syllabus Quiz (**Quiz 2**) will be available on D2L, and will have questions relating to the course syllabus, assignment requirements, and course expectations and procedures. **Quizzes 3-5** will be administered IN CLASS, during regular class time. They will have multiple choice, true/false, and 1 short answer question (5-6 sentences) that relate to the REQUIRED READINGS for the course, NOT JUST LECTURE MATERIAL. These quizzes are noted on the course calendar and students are expected to prepare accordingly. (SLO 1, 2, 3, and 4)

In Class Assignments: These assignments will vary, but **MUST BE COMPLETED IN CLASS**. These assignments will focus on building skills related to other class assignments (Exams and Primary Source Analysis), as well as key concepts related to the corresponding lecture material. An In Class Assignment will be one of the following: short document analysis, summary and response, and class discussion.

For Short Document Analysis: an excerpt of a primary source document will be given in class, and students will be asked to identify the author/creator, context, purpose/goal, and historical significance/understanding of the document.

For Summary and Response: a short excerpt will be provided from the course textbook. Students will be asked to read this in class, provide their own summary by focusing their response on the "Who? What? Where? When? Why? And how?" of the assigned text.

For Class Discussion: a short list of discussion questions will be provided prior to the discussion day, and students are expected to prepare oral answers. Following the end of the class discussion, students will be expected to write a paragraph that summarizes what they learned from the discussion. ALL students are expected to bring in ONE discussion question of their own, which will be included in their final write up following the class discussion (no matter if it was addressed or not).

The type of assignment the In Class Assignment will be is noted in the course calendar. Prepare accordingly. (SLO 1, 2, 3, and 4)

Adobe Assignment: This assignment will ask you to make an Adobe Express poster/presentation on a historical event that takes place during the timeline of this course (after 1865). The final instructions for this assignment will be posted on D2L. (SLO 1, 2, 3, and 4)

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Weights of the assessments in the calculation of the final letter grade:

Exams: (100 points each)	40%
Exam 1	
Midterm Exam	
Final Exam	
Primary Source Analysis: (100 points each)	20%
Primary Source Analysis 1	
Primary Source Analysis 2	
Primary Source Analysis 3	
In Class Assignments: (100 points each)	20%
Short document analysis (3)	
Summary and response (3)	
Class discussion (3)	
Quizzes: (100 points each)	10%
Academic Honesty Quiz	
Syllabus Quiz	
Quiz 3	
Quiz 4	
Quiz 5	
Adobe Assignment: (100 points)	10%
TOTAL:	100%
Total Points:	2100 points

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COURSE OUTLINE / CALENDAR

Week	Class Dates	Topic	Readings/Assignments
1	M: Jan. 12	Course Introduction	What is history? And why do we learn it? “Get to Know Me” Activity
	W: Jan. 14	Syllabus Lecture and How to Take Notes and Read Like a Historian	Readings: Course Syllabus How to Read Like a Historian Tips for Taking Notes from Your Reading Improve Your Reading Speed and Comprehension The American Yawp Introduction: https://www.americanyawp.com/text/introduction/
	F: Jan. 16	Civil War (Review)	Readings: The American Yawp, Chapter 14 http://www.americanyawp.com/text/14-the-civil-war
2	M: Jan. 19	NO CLASS	NO CLASS: Martin Luther King, Jr. Day
	W: Jan. 21	Reconstruction	Readings: The American Yawp, Chapter 15 http://www.americanyawp.com/text/15-reconstruction/
	F: Jan. 23		Readings: The American Yawp, Chapter 15 http://www.americanyawp.com/text/15-reconstruction/ Sun. Jan. 25: Academic Honesty Quiz Due on D2L at 11:59pm (Quiz #1)
3	M: Jan. 26		Readings: The American Yawp, Chapter 15 http://www.americanyawp.com/text/15-reconstruction/
	W: Jan. 28		Readings: The American Yawp, Chapter 15 http://www.americanyawp.com/text/15-reconstruction/
	F: Jan. 30	Capital and Labor	Readings: The American Yawp, Chapter 16 http://www.americanyawp.com/text/16-capital-and-labor/
4	M: Feb. 2		Readings: The American Yawp, Chapter 16 http://www.americanyawp.com/text/16-capital-and-labor/

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	W: Feb. 4		Readings: The American Yawp, Chapter 16 http://www.americanyawp.com/text/16-capital-and-labor/ IN CLASS: Short Document Analysis #1
	F: Feb. 6	The West	Readings: The American Yawp, Chapter 17 http://www.americanyawp.com/text/17-conquering-the-west/ Sun. Feb. 8: Syllabus Quiz Due on D2L at 11:59pm (Quiz #2)
5	M: Feb. 9		Readings: The American Yawp, Chapter 17 http://www.americanyawp.com/text/17-conquering-the-west/
	W: Feb. 11		Readings: The American Yawp, Chapter 17 http://www.americanyawp.com/text/17-conquering-the-west/ IN CLASS: Summary and Response #1
	F: Feb. 13		Readings: Frederick Jackson Turner, "Significance of the Frontier in American History," 1893 https://www.americanyawp.com/reader/17-conquering-the-west/frederick-jackson-turner-significance-of-the-frontier-in-american-history-1893/ IN CLASS: Primary Source Analysis #1
6	M: Feb. 16	Life in Industrial America	Readings: The American Yawp, Chapter 18 http://www.americanyawp.com/text/18-industrial-america/
	W: Feb. 18	Class Discussion: Civil War, Reconstruction, Capital and Labor, and The West	IN CLASS: Class Discussion #1 Discussion questions TBA
	F: Feb. 20		Exam #1 LAST DAY TO TURN IN 3 BLUE BOOKS FOR BONUS POINTS
7	M: Feb. 23	Life in Industrial America	Readings: The American Yawp, Chapter 18 http://www.americanyawp.com/text/18-industrial-america/
	W: Feb. 25		Readings: The American Yawp, Chapter 18 http://www.americanyawp.com/text/18-industrial-america/

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	F: Feb. 27	American Empire	Readings: The American Yawp, Chapter 19 http://www.americanyawp.com/text/19-american-empire/ IN CLASS: Quiz #3
8	M: Mar. 2		Readings: The American Yawp, Chapter 19 http://www.americanyawp.com/text/19-american-empire/
	W: Mar. 4		Readings: The American Yawp, Chapter 19 http://www.americanyawp.com/text/19-american-empire/ IN CLASS: Short Document Analysis #2
	F: Mar. 6		Assignment Makeup Day
SPRING BREAK	Mar. 9-13	NO CLASS	SPRING BREAK
9	M: Mar. 16	The Progressive Era	Readings: The American Yawp, Chapter 20 http://www.americanyawp.com/text/20-the-progressive-era/
	W: Mar. 18		Readings: The American Yawp, Chapter 20 http://www.americanyawp.com/text/20-the-progressive-era/ IN CLASS: Summary and Response #2
	F: Mar. 20		Readings: Alice Stone Blackwell, "Answering Objections to Women's Suffrage," 1917 http://www.americanyawp.com/reader/20-the-progressive-era/alice-stone-blackwell-answering-objections-to-womens-suffrage-1917/ IN CLASS: Primary Source Analysis #2
10	M: Mar. 23	World War I	Readings: The American Yawp, Chapter 21 http://www.americanyawp.com/text/21-world-war-i/
	W: Mar. 25	Class Discussion: Life in Industrial America, American Empire, The Progressive Era, and World War I	IN CLASS: Class Discussion #2 Discussion questions TBA
	F: Mar. 27		Midterm Exam <i>Last day to drop classes (no refund)</i>

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11	M: Mar. 30	The 1920s	Readings: The American Yawp, Chapter 22 http://www.americanyawp.com/text/22-the-twenties/
	W: Apr. 1	The Great Depression	Readings: The American Yawp, Chapter 23 http://www.americanyawp.com/text/23-the-great-depression/ IN CLASS: Quiz #4
	F: Apr. 3		Readings: The American Yawp, Chapter 23 http://www.americanyawp.com/text/23-the-great-depression/
12	M: Apr. 6		Readings: The American Yawp, Chapter 23 http://www.americanyawp.com/text/23-the-great-depression/
	W: Apr. 8		Readings: The American Yawp, Chapter 23 http://www.americanyawp.com/text/23-the-great-depression/ IN CLASS: Short Document Analysis #3
	F: Apr. 10	World War II	Readings: The American Yawp, Chapter 23 http://www.americanyawp.com/text/23-the-great-depression/
13	M: Apr. 13		Readings: The American Yawp, Chapter 24 http://www.americanyawp.com/text/24-world-war-ii/
	W: Apr. 15	The Cold War	Readings: The American Yawp, Chapter 25 http://www.americanyawp.com/text/25-the-cold-war/
	<i>Thu. Apr. 16</i>		<i>Last day to withdraw (no refund)</i>
	F: Apr. 17		Readings: "NSC-68," 1950 http://www.americanyawp.com/reader/25-the-cold-war/nsc-68-1950/ IN CLASS: Primary Source Analysis #3
14	M: Apr. 20	The 1960s	Readings: The American Yawp, Chapter 27 http://www.americanyawp.com/text/27-the-sixties/
	W: Apr. 22		Readings: The American Yawp, Chapter 27 http://www.americanyawp.com/text/27-the-sixties/ IN CLASS: Summary and Response #3
	F: Apr. 24		Readings: The American Yawp, Chapter 27 http://www.americanyawp.com/text/27-the-sixties/

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			IN CLASS: Quiz #5 Sun. Apr. 26: Adobe Assignment Due on D2L at 11:59pm
15	M: Apr. 27	The 1970s	Readings: The American Yawp, Chapter 28 http://www.americanyawp.com/text/28-the-unraveling/
	W: Apr. 29	The 1980s	Readings: The American Yawp, Chapter 29 http://www.americanyawp.com/text/29-the-triumph-of-the-right/
	F: May 1	Class Discussion: The 1920s, The Great Depression, World War II, The Cold War, The 1960s, 1970s, and 1980s	IN CLASS: Class Discussion #3 Discussion questions TBA
Final Exam: Wednesday, May 6 (10:30am-12:30pm)			

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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a ETAMU campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures and Policies

Attendance Policy/Procedures

This course will adhere to the ETAMU attendance policies and procedures. Students are expected to be present for all class meetings of any course for which they are enrolled. A record of attendance will be kept, noting excused and unexcused absences. The university does not require for daily attendance to be reported, but class attendance is necessary for this course.

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The following are excused absences according to the university, and will be excused absences in our course:

- Participation in a required/authorized university activity;
- Verified illness;
- Death in a student's immediate family;
- Obligation of a student at legal proceedings in fulfilling responsibility as a citizen.

The following are also considered excused absences in our course:

- Elective university activities (through extracurricular university organizations);
- Death in a student's extended family/friends;
- Personal emergencies beyond the student's control (flat tire, car troubles, etc.).

The following are considered unexcused absences in our course:

- Personal travel;
- Personal mismanagement of time/academic workload (aka oversleeping or skipping class to study/prepare for another class);
- Undocumented illness.

Assignment Makeup Procedures and Policies

Makeup assignments are available only if a student was absent on the day the assignment was administered. **These are not re-do opportunities. Students CANNOT re-do any assignments.**

The procedures vary for each assignment, but the following apply to ALL class assignments:

- Communicate your absence in a timely manner.
- See the course attendance policies for details on excused and unexcused absences.
- Schedule makeups during professor office hours or on designated makeup days (check the course calendar for those).
- **Midterm Deadline:** Assignments given before the midterm exam date can no longer be made up after the midterm.
- **Final Deadline:** Only assignments administered between the midterm and the end of the semester can be made up during that period.

Exams:

- **To receive full credit:** Students must communicate their absence within 1 week of the exam AND schedule the makeup during office hours within 2 weeks.
- **Reduced credit:** If these conditions are not met, the maximum possible grade is reduced to 75% starting in the third week.
- **The exam CANNOT be made up after 4 weeks of no communication.**
- Exceptions may be granted for **documented extenuating circumstances**.

Primary Source Analysis:

- Students need to communicate their absence within 1 week of the assignment being administered.
- Schedule the makeup during professor office hours or on a designated makeup day.
- **Grade Impact:** The possible grade for this makeup assignment **will not be reduced** if these conditions are not met, however students CANNOT complete this assignment after the makeup deadlines and the grade for the assignment will be a zero.
- Exceptions may be granted for **documented extenuating circumstances**.

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Quizzes:

D2L Quizzes:

- Quizzes administered on D2L have a hard deadline, and must be completed by that time.
- Students will not have the opportunity to make the online quizzes up, and will receive a zero if they do not complete the quiz by the deadline.
- Exceptions may be granted for **documented extenuating circumstances**.

In Class Quizzes:

- For quizzes administered in class, students need to communicate their absence within 1 week of the quiz being given.
- Schedule the makeup quiz during professor office hours or on a designated makeup day.
- **Grade Impact:** The possible grade for this makeup assignment **will not be reduced** if these conditions are not met, however students CANNOT complete this assignment after the makeup deadlines and the grade for the assignment will be a zero.
- Exceptions may be granted for **documented extenuating circumstances**.

In Class Assignments:

- Students need to communicate their absence within 1 week of the assignment being administered.
- Schedule the makeup during professor office hours or on a designated makeup day.
- **Class discussion assignments CANNOT be made up**, unless the absence is excused.
- **Grade Impact:** The possible grade for this makeup assignment **will not be reduced** if these conditions are not met, however students CANNOT complete this assignment after the makeup deadlines and the grade for the assignment will be a zero.
- Exceptions may be granted for **documented extenuating circumstances**.

Adobe Assignment:

- This assignment will be uploaded to D2L with a hard deadline, and must be completed by that time.
- Students will not have the opportunity to make this assignment up, and they will receive a zero if this assignment is not submitted by the deadline.
- Exceptions may be granted for **documented extenuating circumstances**.

In Class Procedures/Expectations

Class procedures will vary depending on what will be happening in class that day. The following class procedures are relevant for ALL class days:

- **NO CELL PHONES** once you enter the classroom and sit at your desk. If you want to be on your phone, do it out in the hall before class begins, but once you enter the classroom your phone needs to be put away or face down on your desk so that you can engage with your peers and the course material. (This is flexible if there are documented extenuating circumstances).
- **NO EARBUDS/AIRPODS/HEADPHONES** once you enter the classroom and sit at your desk. If you want to listen to music or watch something before class begins, do it out in the hall. Once you enter the classroom, they must be completely removed and turned off so that you can engage with your peers and the course material. (This is flexible if there are documented extenuating circumstances).

Lecture procedures/expectations:

- **Lecture Outline:** An outline of the lecture will be provided prior the corresponding lecture in class that day.
- **Students will read the related course textbook material PRIOR to the in-class lecture.**
- Students will be asked to review the previous class's lecture/assignment at the beginning of class.
- Students will be engaged with the lecture throughout the class, and will be asked to review what was discussed at the conclusion of class.

Exam procedures:

- **Prior to the exam:**
 - Students will purchase and turn in 3 Blue Books from the university bookstore. Students are expected to turn their Blue Books into the professor by February 20 to receive 3 bonus points for the course. If the Blue Books are turned in after that, no bonus points will be given. DO NOT WRITE YOUR NAME ON THE BLUE BOOKS YOU TURN IN. They should be completely blank.
 - Students will be given TWO possible options for the final exam essay question, and should appropriately prepare for both.
- **Exam day:**
 - The professor will pass out 1 blank Blue Book to each student.
 - Once the student is finished with their response, they can leave.

Primary Source Analysis procedures:

- **Prior to the Primary Source Analysis:**
 - Students are expected to read the source BEFORE the assignment date, and have a general knowledge of the context/historical significance of the document.
- **Analysis day:**
 - A brief lecture will provide more context for the document at the beginning of class.
 - Students will then write their response in class (per the assignment instructions), and may leave once they turn in their complete response.

Quiz/In Class Assignment procedures:

- D2L quizzes should be completed by the deadline.
- In class quizzes will be administered in the final 15 minutes of class, following a normal lecture day.
- In class assignments will be administered during a normal lecture day, or during a dedicated assignment day. (See assignment instructions for more information on the structure of these assignments). Class discussions will have a designated day, and will adhere to the following procedures/expectations.
 - Class discussion:
 - Students will engage with their peers in a respectful discussion of the related course material. (See the Be Respectful statement below).

Be Respectful: This class is an educational safe zone. It welcomes and respects the viewpoints of students of all sexual orientations, genders, races, ethnicities, religions, social statuses, and abilities. All members of this learning community are expected to treat each other with respect and dignity.

Interaction with Instructor Statement

If you need to reach me outside of office hours, please use email. A typical response will be within 24 to 36 hours on weekdays. **Do not expect a timely response during the weekend. All emails sent after 5:00pm on Friday will be answered the following Monday.**

When sending an email always do the following:

1. **USE YOUR UNIVERSITY PROVIDED EMAIL. DO NOT FORWARD UNIVERSITY EMAILS TO YOUR PERSONAL EMAIL.** This is to ensure that you can effectively communicate with me (meaning your emails do not go to spam/junk). This is also the official communication channel for the university (where you receive critical announcements, updates, etc.), and this is how I will be communicating with you.
2. Use a subject line. This tells me what the topic is and prevents your message from ending up in my junk mail. Use the subject line to BRIEFLY summarize the nature of your email (just a few words).
3. Include your class and section. (HIST 1302.03E) I need to know exactly which of my courses you are in before I can help you. (Use the "Communication Tools" tab in our D2L course shell; click on "Class list" and find my name. This will attach the correct class and section number to the subject of your email for you).
4. End the email with your name, that is "sign" your message. I also need to know who you are.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Statement on Student Grievances

Students who have questions or concerns about the instructor's course policies or the conduct either of the instructor or a classmate should first consult with the instructor. In the event of a lack of resolution or satisfaction on the matter, the student may bring their concerns to the head of the History Department, Sharon Kowalsky (Sharon.Kowalsky@etamu.edu). If this does not result in a satisfactory conclusion to the matter, students may bring the issue to the attention of the Associate Dean of Students per procedures outlined on pp. 15-19 of the Student Guide Book.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.etamu.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

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ETAMU Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

AI Use Policy

East Texas A&M University acknowledges that there may be legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism). Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructor's guidelines. If no instructions are provided the student should assume that the use of such software is disallowed. In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Email: studentdisabilityservices@etamu.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.etamu.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

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Nondiscrimination Notice

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.etamu.edu/counsel



<http://telusproduction.com/app/5108.html>