



HUM 2301.03E: The Human Experience

Theme: Travel & The Human Experience

T/Th 2 – 3:15 pm SS 312

COURSE SYLLABUS: FALL 2026

INSTRUCTOR INFORMATION

Instructor: Dr. Mylynka Kilgore Cardona

Please address me as either Professor Cardona or Dr. Cardona

Office Location: Ferguson Social Sciences (SS) 146

Office Hours: Monday 3 - 6 pm, Wednesday 10 am – 12 pm, or by appointment

Office Hours link: https://calendly.com/dr_cardona/30min

University Email Address: mylynka.cardona@etamu.edu

Communication Response Time: 24-48 hrs.

I do not check email after 6 pm M-F or on the weekends/holidays.

COURSE INFORMATION

Course Description

HUM 2301: The Human Experience introduces students to humanities-based inquiry by guiding students through an exploration of important humanistic questions across all elements of the human experience. Through the deep focus on a connecting theme, students will engage in holistic discussions of topics addressing fundamental questions about human life and human interactions, develop the skills of humanistic inquiry (including critical thinking, research, literacy skills, and communication skills), and learn to apply their knowledge to their personal, professional, and academic goals.

This course is the foundational course for the Human Experience Humanities Certificate program, a grant-funded, TAMU System-wide initiative designed to create an intentional connective pathway through the core curriculum to infuse the humanities and humanities-based inquiry (critical thinking, research, communication, ethics, morality, cultural awareness, empathy, etc.) into student degree pathways and encourage students to see the relationships between larger questions of the human experience and their own lives and goals. The course is based on Transformative Texts and a Transformative Project.

The theme for our course is Travel and the Human Experience. Our explorations will center on travelers (real and imagined) and their writings, from epic poems of antiquity to modern social media influencers. Our journey this semester will transport us to different times, spaces, and places, enabling us to build empathy and sympathy for people similar to and dissimilar to ourselves, learn about the wider world, and think more critically about who we are in relation to others.

Transformative Project: The Transformative Project will ask students to select a theme from the course, conduct research on that topic, identify relevant sources, present an argument, and link the outcomes to an issue relevant to their career or personal trajectory. The Transformative Project aligns with and assesses all Student Learning Outcomes for the course. The Transformative Project should engage students with Adobe Creative Cloud.

Mission Statement for the Human Experience Program

- Students will explore their own agency and recognize how they are responsible for their success in their college experience, careers, and lives
- At the same time, they will contextualize, reflect on, and share their experiences and perspectives in their communities.
- In doing so, they will examine differing perspectives, which will lead to two interconnected ideas: seeing different perspectives develops empathy and Individual student voices and creativity add to larger cultural understandings of the world and the human experience.
- We will examine how “texts” transform not just individual lives but also the ways that groups of people perceive and understand the world.

Materials – Textbooks, Readings, Supplementary Readings

The readings for this course are partially drawn from a system-wide list of Transformative Texts.

Transformative Texts are books, films, artwork, music, documents, memoirs, etc. from diverse regions, cultures, ethnicities, ideologies, religions, genders--around the world and through time--that reflect the core ideals, ethics, and moralities of the human experience.

Readings for this section of HUM2301:

Required Readings for this section of HUM 2301

(All readings are available online – with links provided in D2L)

- Adichie, Chimamanda Ngozi, “The Danger of a Single Story”
- Fulghum, Robert, *All I Ever Needed to Know I Learned in Kindergarten*
- Gosch & Stearns, *Premodern Travel in World History* (2008) ISBN: 9780415229418
- Zheutlin, *Around The World On Two Wheels: Annie Londonderry's Extraordinary Ride*, (2007), ISBN: 978-0806530666
- Selections in D2L from the following:
 - Bird, Isabella, *Adventures in the Rocky Mountains*
 - Burton, Richard Francis, Sir, *To the Holy Shrine*
 - Equiano, Olaudah, *Sold As A Slave*
 - *The Epic of Gilgamesh*
 - Herodotus, *Snakes With Wings and Gold-Digging Ants*
 - Humboldt, Alexander von, *Jaguars & Electric Eels*
 - Montagu, Mary Whortley, Lady, *Life on the Golden Horn*

The syllabus/schedule is subject to change.

- Polo, Marco, *The Customs of the Kingdoms of India*
- Twain, Mark, *Can-cans, Cats, and Cities of Ash*
- And other readings, films, podcasts, and social media as assigned
- OPTIONAL – but recommended - Kapit, Wynn, *The Geography Coloring Book*, 3rd edition (Pearson, 2002), ISBN-13 978-0131014725

Other Materials -

Notebook and pen/pencil for in-class note-taking

Map pencils (or colored pens) for map assignments and journaling

Additional Materials for reading/viewing will be posted electronically or distributed in class as needed.

Student Learning Outcomes

The focus of this class is to build students' skills in critical analysis and communication by developing their ability to think critically, empathetically, and holistically about big issues, and to develop, hone, and communicate their ideas about those issues. The common student learning outcomes for this course are:

- 1. Critical/Integrative Thinking:** Students will apply insights from the humanities (i.e., examinations of human history, culture, language, ethics, and aesthetics) to problems or questions that intersect with other areas of inquiry, including STEM and professional disciplines. (Core Outcome Alignment: Critical Thinking)
- 2. Communication:** Students will communicate ideas effectively through writing and, where appropriate, through oral communication, visual communication, or creative performance. (Core Outcome Alignment: Communication)
- 3. Ethical Reasoning:** Students will engage with multiple perspectives in exploring the human dimensions of real-world situations and problems. (Core Outcome Alignment: Personal Responsibility; Critical Thinking)
- 4. Cultural Awareness:** Students will demonstrate an appreciation for social and cultural diversity while engaging in critical analysis of various forms of literary, artistic, or cultural expression. (Core Outcome Alignment: Social Responsibility; Critical Thinking)

Student Learning Outcomes will be assessed by the Transformative Project, presented during the Learning Showcase held on the *Wednesday of Exam Week, 3-5pm*. Students will present their projects during one hour of that time and are required to attend as assigned.

This course also fulfills the Phase I requirements of the University QEP by completing a Competencies Pre-Reflection, a Competencies Post-Reflection, and the Focus2 Career Assessment.

COURSE REQUIREMENTS

Instructional Methods and Assessment

This course will be centered on classroom discussion of assigned works, using small-group and large-group discussions, with short, low-stakes writing and reflection assignments that scaffold toward a final Transformative Project. The Transformative Project showcases student learning and development of humanities skills, including information literacy, critical thinking, and communication. Students will read,

The syllabus/schedule is subject to change.

discuss, listen, analyze, and develop an understanding of the assigned texts and their connections to their own lived experience, goals, and beliefs; conduct research; and communicate their ideas. In engaging with the core learning objectives of critical thinking, communication, social responsibility, and personal responsibility, students will gain a greater appreciation of the complexities of the world and their place within that complexity, and gain new skills derived from deep textual reading and analysis, critical thinking and engagement, research and information literacy, and the ability to communicate their ideas. These skills provide a key foundation for the college experience and will bolster students' employability after graduation.

To prepare for and develop the Transformative Project, students will engage in short writing, research, and oral presentations that provide a scaffolded foundation for their final project, as set out in the Course Schedule. Through reflective assignments, students will develop a project focus that sets out the large issue drawn from their study of the chosen Transformative Text and the relevance students find to their lives and goals. They will conduct research on different approaches to that large issue to understand, in a holistic sense, the different perspectives on it and make arguments about how such perspectives might shape a society's understanding of the issue. Students will prepare a product that articulates the connections between the larger issue they researched and discussed and their own lives, goals, and experiences. The final Transformative Project is presented at the Learning Showcase using the Adobe Creative Campus suite of programs, in a format that makes the most sense to students, allowing them creative expression in making connections between their humanities inquiry and their personal experiences.

Throughout the course, discussions and assignments will be geared to reinforcing the basic premises of university education and to emphasizing students' development of skills central to their college career and beyond—exposing students to new ideas, different perspectives, and the variability of the human experience; developing relationships between and among students, mentors, and faculty; reinforcing persistence and resiliency; encouraging reflection and sense of purpose; and honing reading, writing, and communication skills.

Assignments, Student Responsibilities, Expectations, and Tips for Success

Assignments for this section of HUM2301 are as follows:

Reading Quizzes: With weekly quizzes, you will demonstrate your understanding of the content found within reading assignments. These may take different forms throughout the semester, but are administered in class during the first 10 minutes of the period. *Students who arrive late to class will miss the reading quizzes.* All reading quizzes are open-note.

- Reading quizzes focus on preparation for classroom engagement, and to that end, support the learning outcome for critical thinking. This assignment supports SLO 1.

Map Assignments/Quizzes: There will be several map assignments throughout this course. They will cover physical, political, and cultural geography, depending on the materials covered in the course schedule.

- The purpose of the map assignments/quizzes is to build/bolster your knowledge of geography. One cannot understand why things happen and how things are experienced if the where of the thing is unknown. Geographical knowledge is a huge portion of this class, and we will build our map knowledge together in every class. *Map assignments/quizzes will be given in class.*

The syllabus/schedule is subject to change.

- Map quizzes focus on cultural awareness, and to that end, support SLO 4.

Journaling: A key element of this course is developing students' ability to think and reflect. To practice this skill, students will keep a journal where they reflect on the readings as they complete them. At the start of the semester, students will receive a journal notebook that they will use throughout the semester to write their reactions to each day's reading assignments. Students should get into the habit of writing something for each reading assignment, so the expectation is that they will write at least two entries per week, each at least three sentences long. Entries can be about anything related to the reading – entries are places to summarize thoughts, raise questions, consider connections, etc. Bring your journal to every class. Journals will be checked approximately every two weeks to ensure students are maintaining regular reflection. *NOTE: Journal entries are not assessed for their content – students are encouraged to write their reactions and thoughts; there are no right or wrong answers, but only for completion of the assignment.*

- Reflections focus on developing student ideas and thoughts in preparation for classroom engagement, and to that end, support the learning outcome for critical thinking. This assignment supports SLO 1 - 4.

Social Media Project:

- Over 4 weeks, students will follow at least two travel accounts of their choosing on social media (Instagram, TikTok, or YouTube are the best for this) and make weekly journal entries (at least two per week). The point of the assignment is for you to see how social media portrays/utilizes/constructs travel (and virtual travel) daily and in different ways. This assignment supports SLO 1 - 4.

Exams: In-class exams will assess students' understanding of concepts covered in classroom lectures and weekly readings. These tests will be handwritten and administered during class time. These tests are open-note. Notes for the exam must be analog. No computer, tablet, smartphone, or other digital device may be used during the tests. This assignment supports SLO 1-4.

Transformative Project: The Transformative Project asks students to take a theme from the course, conduct research on that topic, identify relevant sources, present an argument, and link the outcomes to an issue relevant to their career or personal trajectory. The Transformative Project will ask students to create a cultural product that presents Travel as Human Experience as they understand it. This is a group project. Each group should identify a creative medium (poster, podcast, video, poem, monologue, etc.) and should use the Adobe Creative Suite to produce a final project. These projects will be publicly presented at the Learning Showcase at the end of the semester.

- Additional details, including a rubric and group role descriptions, will be available through D2L. You will submit a proposal, the final product, and a brief process paper. This assignment supports SLO 1-4.

Course Engagement and College Professionalism: Engagement with the course material, the instructor, and your peers is essential to this course.

- Engagement is measured in several ways, including continued, sustained class participation that reflects students' engagement with the materials and contributions to class discussions.
- College professionalism means being responsible for your work outside of class, coming to class on time, being prepared for discussions and assignments, being respectful of the material and of your classmates, and timely submission of assignments.

The syllabus/schedule is subject to change.

Student Responsibility Quiz

Students will complete a Student Responsibility Quiz in D2L due in the second week of class

The QEP Assignment

This assignment includes: Competencies Pre-Reflection, Competencies Post-Reflection, and Focus2 Career Assessment (see D2L module). Competencies are submitted through Suitable, but will be integrated into D2L. Students will receive a completion grade.

GRADING

This course is based on the 100-point system. All assignments are worth 100 points. The final exam is weighted the same as the other two exams. I do not round up. If you earn an 89.9, you will receive a B for the course.

Final grades are determined on the following scale:

100 –90 = A, 89 –80 = B, 79 –70 = C, 69 –60 = D, 59 and below = F

Assessments: There will be several assessments of your progress in this course, as listed in the section above.

Values of assignments and examinations for this course are as follows:

- | | |
|--|------|
| • Exams: | 15% |
| • Map Quizzes: | 10% |
| • Reading Quizzes: | 20% |
| • Journaling | 15% |
| ▪ Which also includes: | |
| • Social Media Project | |
| • Transformative Project | 20% |
| • College professionalism & course engagement: | 20% |
| ○ Which also includes: | |
| ▪ syllabus quiz | |
| ▪ student responsibility quiz | |
| ▪ the QEP assignment (all components) | |
| ▪ <u>in-class assessments (other than reading/map quizzes)</u> | |
| TOTAL | 100% |

NOTE: There is ONE make-up day this semester for missed exams/quizzes. See the course schedule for that date.

The syllabus/schedule is subject to change.

COURSE OUTLINE / CALENDAR

This schedule will guide you through the semester and indicate when your assignments are due. You should refer to it often. The professor reserves the right to make adjustments to it during the semester as circumstances arise.

Week	Class Dates	Topic	Readings/Assignments Due
		I:	What is Travel & The Human Experience?
1	R: Aug 20	Course Intro	Why am I here? What even is this class? <i>Getting to Know You Sheet</i> <i>Hand out journals – talk about journaling</i> <i>What do YOU know about geography?</i> <i>Map Quiz 1 – in-class baseline map</i>
2	T: Aug 25	Travel, eh?	What does it mean to travel?
		Primary Sources	What are they and how do we use them? Why is that important to this course? Reading discussion - Herodotus, <i>Snakes with Wings and Gold-Digging Ants</i> (in D2L) In-Class Activity- Syllabus Scavenger Hunt
	R: Aug 27	How to College	Thinking about learning & success Reading Discussion – “All I Ever Needed to Know I Learned in Kindergarten” by Robert Fulghum Time management & Why it is important (now & after college) In-class activity – Time Management & Energy Mapping
	Sun: Aug 30		Student Responsibility Quiz (SRQ) & Syllabus Quiz Due in D2L
		II:	Travel In Antiquity
3	T: Sept 1	How to College	It is all about perspective Reading Discussion – “The Danger of a Single Story” by Chimamanda Ngozi Adichie What is the QEP Assessment? What is the Sutable app? In-class Activity – Professionalism & Etiquette
	R: Sept 3		Tale as old as time – the hero’s journey Reading Discussion & Quiz (RQ1) – The oldest travel narrative? <i>The Epic of Gilgamesh</i> (in D2L) In-class Activity - Campbell’s Hero Myth
	F: Sept 4		Drop Deadline (100% refund)

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4	T: Sept 8		Ibn Battuta - The GTOAT (Greatest Traveler of All Time)? What about Marco Polo? <i>Geography – Asia</i>
	R: Sept 10		Reading Discussion & Quiz (RQ2): “Ibn Battuta” in Gosch & Stearns, <i>Premodern Travel in World History</i> (2008) (in D2L) <i>Map Quiz (MQ2)</i> <i>Journal Check #1</i>
5	T: Sept 15	How to College	Career & Self-Development Discussion - continuous learning, embracing feedback, navigating opportunities, and building relationships <i>In-class activity - My Odyssey Plan</i>
	R: Sept 17	EXAM 1	Unit readings and corresponding lectures, maps, films, documents, etc. for Units I & II
		III:	New World Travel & Exploration
6	T: Sept 22		Making an Atlantic World <i>Geography – Europe</i>
	R: Sept 24		Conquest and experiencing the “other” Reading Discussion & Quiz (RQ3) – Bernal Diaz in Mexico (excerpt in D2L) <i>Geography – Latin America & The Caribbean</i>
7	T: Sept 29		Exploring and Exploiting Reading Discussion & Quiz (RQ4) –Alexander von Humboldt, <i>Jaguars & Electric Eels</i> (in D2L) <i>Map Quiz (MQ3)</i> <i>Journal Check #2</i>
	R: Oct 1	How to College	Focus 2 Career Assessment NO CLASS MEETING – complete the module in D2L
	Sun: Oct 4		What is your College/Work View? Essay - Due in D2L
8	T: Oct 6		Nineteenth-Century Exploration and “Discovery” <i>Geography – North Africa & Western Asia</i>
	R: Oct 8		**NO CLASS – FALL BREAK OCT 8-9**
9	T: Oct 13		Reading Discussion & Quiz (RQ5) – Burton, Richard Francis, Sir, <i>To the Holy Shrine</i> (in D2L) <i>Map Quiz (MQ 4)</i> <i>Journal check #3</i>

	R: Oct 15	EXAM 2	Unit readings and corresponding lectures, maps, films, documents, etc. for Unit III
		IV:	Travel & Gender
10	T: Oct 20		Ladies Traveling (GASP!) Geography – North America
	R: Oct 22		Reading Discussion & Quiz (RQ6) - Bird, Isabella, <i>Adventures in the Rocky Mountains</i> (in D2L) Map Quiz (MQ4)
		Begin	Social Media Assignment
11	T: Oct 27		Ladies Exploring (DOUBLE GASP!) Geography – Sub-Saharan Africa
	R: Oct 29		Reading Discussion & Quiz (RQ7) - (reading in D2L) Social Media Journal check #1
	R: Oct 29		<i>Last Day to Drop (No refund)</i>
12	T: Nov 3		Does gender matter when traveling? Map Quiz (MQ5)
	R: Nov 5	EXAM 3	Unit readings and corresponding lectures, maps, films, documents, etc. for Unit IV
		V:	Travel in the Age of Social Media
13	T: Nov 10		Virtual Travel – not as new as you think!
	R: Nov 12		Reading Discussion & Quiz (RQ8) (reading in D2L) Social Media Journal check #2
14	T: Nov 17		Traveling in a Social Media World
	T: Nov 17		<i>Last Day to Withdraw (no refund)</i>
	R: Nov 19		Travel as Transformative Process Reading Discussion & Quiz (RQ9) – <i>Travel as Transformation</i> (Chapters in D2L) Social Media Journal check #3
15	T: Nov 24		ASSIGNMENT MAKE-UP DAY
	R: Nov 26		**NO CLASS – THANKSGIVING BREAK – NOV 26-27 **
16	T: Dec 1		Transformative Project Work Day
	R: Dec 3		Transformative Project Work Day Social Media Journal check #4
FINALS WEEK	W: Dec 9	2:45 -5:00 pm	Learning Showcase – Rayburn Student Center, 2 nd Floor

The syllabus/schedule is subject to change.

Student Responsibilities or Tips for Success in the Course

Attendance: Students attend class at their own discretion, but should keep in mind that some assignments are in-class only. Attendance is part of your course engagement – you cannot engage in the class if you are not here. It is your responsibility to come to class prepared for the lecture. *This course relies heavily on in-class discussions of the assigned readings. You need to stay on top of the work.* If you miss a class, it is your responsibility to gather class notes from a classmate. I do take roll (via seating chart), and if you are in class but not PRESENT, i.e., on your phone or other device, sleeping, etc., you will be counted absent for the day.

Electronics Policy: Our class is a time for learning and discussion. Cell phones and other devices should be silent and put away during class – unless otherwise specified for an in-class activity. Airplane mode preferred. If you are using a laptop/tablet, it should be used solely for note-taking. If you are using your device for anything other than taking notes, you may be asked to power it down.

Student Behavior: Behavior which may result in your being asked to leave my class includes, but is not limited to: sleeping, talking during lectures, movies or video clips, text messaging, gaming, playing with your phone, watching things on your phone, FaceTiming (or similar), using electronic devices other than for specified activities, and working on another course's work/homework during my class.

A NOTE ON PHONES IN CLASS

Smartphones are one of the most amazing pieces of technology ever created. Smartphones are also one of the most frustrating and distracting pieces of educational technology ever created. We might, at times, use smartphones to look up information, explore historical sources, and examine alternative interpretations. At all other times, phones (and other devices not used for note-taking) should be silent and put away.

Smartphones also work against the development of a lively and engaging classroom community. They also really, really distract me. For this reason, I ask students to put away their phones upon entering the classroom. While in class, students should be prepared to engage socially and intellectually with their fellow students and the professor in person. *Students who violate this policy should expect a penalty to their participation grade for each offense.*

Expectations for Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time on course-related activities, including reading required materials, completing assignments, studying, and preparing for papers, quizzes, and exams.

Things to help you succeed:

- Do the reading ahead of time: There will be a lot of reading in this course, *none of which is optional.* I will deliver the lecture material and create quizzes/in-class assessments assuming you have already read the assigned readings for the week. Be sure to take notes while you read.
- Face Your Fears: Ask questions in class. I do realize that this can be hard. However, asking questions is the only way to find out the information you want, and your classmates may have the same (or a similar) question.

The syllabus/schedule is subject to change.

- **Make Yourself Known:** Showing an interest and letting me know you have an interest will help you understand the material, and help me understand you.

Interaction with Professor Statement

You are strongly encouraged to interact with me. The more you let me know what is going on with you, the better I can help you. Beyond the classroom, the best way to get in touch with me is through your Leomail. I am also available during my office hours. If you have a situation arise during the semester that will impede your ability to succeed in the class, COME TALK TO ME SOONER RATHER THAN LATER. I will be better equipped to help you in whatever ways I can, the sooner you talk to me. If you wait until the very last minute, my hands will likely be tied and my options will be more limited as far as help is concerned. I can help you get/find the resources you may need on campus or in the community. We can meet in-person or via Zoom.

History Librarian:

Our librarian for History is Inbar Michael. She is available to assist you in your research, whether it is using the library or identifying and locating sources for your Transformative Project. Please take advantage of this assistance. Her contact information is as follows:

Inbar Michael
Ferguson, Room 144
Inbar.Michael@etamu.edu

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 coursework 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, an ETAMU campus open computer lab, etc.

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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>

UNIVERSITY PROCEDURES/POLICIES

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>

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 of 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.

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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/>

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 connections 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>

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