



SYLLABUS

African American Studies (AFAM) 1301: Race, Class & Gender in America P-004 Spring 2024 Course Description

This survey-based course examines the theoretical and historical impact of race, gender, and class in American society.

Instructor: Dr. Jeanelle K. Hope

Section # & CRN #: P-004 & 25323

Office Location: Banks 222

Email: jkhope@pvamu.edu

Office Hours: T/TH 10:00am-11:00am & by appointment (via zoom or in-person)

Mode of Instruction: Face to Face

Course Location: Juvenile Justice & Psychology Building 364

Class Days & Times: T/TH 11:00am-12:20pm

Catalog Description: This survey-based course examines the theoretical and historical impact of race, gender, and class in American society.

Pre-requisites: None

Co-requisites: None

Required Texts: Davis, Angela. *Women, Race & Class*

Course Learning Objectives

| Upon successful completion of this course, students will be able to: | |
|--|---|
| 1 | Gain critical knowledge of major historical and political events, themes, figures, movements, theories, and methodologies animating African American studies |
| 2 | Understand race as a social construct that continues to disproportionately impact historically marginalized people's social, political, and material realities |
| 3 | Understand gender as historically changing and imbricated with race, class, sexuality, ability, and other relations of differences (intersectionality) |
| 4 | Identify and engage key African American studies concepts and themes, including but not limited to: colonization/decolonization, imperialism/anti-imperialism, white supremacy, racism (overt, covert, systemic and institutional), intersectionality, etc. |
| 5 | Collaborate in creating an intellectually engaging and supportive learning environment |
| 6 | Build upon existing critical reading, writing, and analytical skills |
| 7 | Proficiently apply research skills to approach questions within African American studies from multiple disciplinary perspectives |
| 8 | Use technology and library resources effectively to conduct and present research |
| 9 | Apply training in African American studies to legal, political, economic, and cultural change processes outside the classroom. |

Major Course Requirements & Method of Determining Final Course Grade

| Course Grade Requirements | | Total |
|---------------------------|---|-------------|
| 1 | Attendance and Participation 150 points (up to 8 points per week) | 120 points |
| 2 | "I Am/I Am From" Poem 50 points | 50 points |
| 3 | Midterm 150 points | 150 points |
| 4 | Engaging Race and Justice Discourse/Research on Campus & Community 50 points | 50 points |
| 5 | Comprehension Memes 100 points (25 points each x 4) | 100 points |
| 6 | Keyword Presentation 100 points | 100 points |
| 7 | 6 Part "Do it For the Culture" Essay on Black Art, Aesthetics & Cultural Production 400 points | 400 points |
| 8 | Practicing Anti-Racism & Wellness 30 points | 30 points |
| Total: | | 1000 |

Grading Criteria and Conversion:

A = 1000-900

B = 899-800

C = 700-700

D = 699-600

F = 599-0

If a student has stopped attending the course (i.e. "stopped out") at any point after the first day of class but did not officially withdraw from the course and has missed assignments and exams and performed below the grade level of a D, a grade of FN (failed-non attendance) will be assigned for the final course grade to ensure compliance with the federal Title IV financial aid regulations. In contrast, if the student has completed all assignments and exams, but performed below the grade level of a D, a grade of F will be assigned for the final course grade.

Course Procedures or Additional Instructor Policies

Assignments

Attendance and Participation | 120 points (up to 8points per week)

Regular class attendance is highly encouraged. Role will be taken at the beginning of each class, so please arrive on time. In addition to being present you should be actively engaged in the course— asking questions, raising points/issues during discussion, and being an overall contributor to the classroom. Throughout the course there will be several in-class assignments that will also comprise your total attendance and participation grade.

"I Am/I Am From" Poem |50 points

Students will write a 1–2-page poem or piece of creative writing that details their identity, background, values, and family traditions. This piece should engage themes from early course readings as they relate to race, class, gender, etc. A rubric and sample poems/formats will be provided.

Midterm | 150 points

This online midterm exam will cover material from weeks 1-7. The midterm will consist of a series of multiple choice, short answer and essay questions.

Engaging Race and Justice Discourse/Research on Campus & Community | 50 points

In an effort to engage the broader campus' discussions on race & justice, you are required to attend one campus or community event where the theme is related to race, justice, activism, equity, or cultural identity. Throughout the semester I will announce events that can fulfill this assignment. Within a week of attending the event you must complete a two-page paper summarizing the event, detailing your experience, and connecting the event back to any themes, concepts, or readings from the course.

Comprehension Memes | 100 points (25 points each x 4)

To check for comprehension, students will be required to produce a meme that expresses a central idea/takeaway from the week's reading. Your meme needs to be accompanied by a paragraph explanation of your meme and how it reflects the course readings. You can create one or select one that has already been created. Just be sure to cite your source.

Keyword Presentation | 100 points

Students will be assigned a keyword from the Keywords in African American Studies text. They will present their keyword (define, give examples, including additional detail based on your research) in-class on their assigned date. Students are expected to engage at least one scholarly source and one cultural source in the presentation. Presentations should last no more than five minutes and should include some kind of visual aid (Prezzi, PowerPoint, short video, cartoon graphic, etc.)

6 Part "Do it For the Culture" Essay on Black Art, Aesthetics & Cultural Production | 400 points

Students will write a 4-6 page cultural analysis essay that they will then transform into a vibrant 7-10 minute video essay. In the essays students will analyze a major piece of Black art and culture (including aesthetics) and interrogate the cultural element or phenomenon through the lens of race, class, and gender. Essays should include an overarching thesis/argument, analysis of the topic/piece of culture, supporting evidence (preferably from primary and scholarly secondary sources), and include a discussion of at least one course text. The video should include a reading of the essay interlaced with pictures, charts, videos, and other graphics, as well as music/sounds, to bring the essay to "life."

This assignment will be broken up into four different parts (with four different deadlines) to allow students to receive regular feedback, make revisions, and overall to strengthen their writing.

Part I: Essay Outline (50pts); Part II: First Draft(50pts); Part III: Second Draft & Peer Review (100pts); Part IV: Final Essay & Video Essay (200pts). A rubric will be provided for this assignment.

Sample Topics:

Black Power Fashion

Sounds from the Diaspora: The Intersection of Trap and Afro-Beat

The Enduring Legacy of HBCU Bands

Getting Clocked: The Portrayal of Trans Bodies of Color in Television & Film

The Dawn of African Futurism: Tomi Adeyemi and Nnedi Okorafor's African Magical Landscapes

Healing Through Drill?: The Sound of Chicago's Youth and Urban Genocide

The Commodification of Ankara & Asoebi by Black Americans

Red Rice: African Diaspora Foodways & Traditions

Practicing Anti-Racism & Wellness | 30 points

Studying the impacts of race/racism on society can be gruesome on one's body and mental wellbeing. In an effort to account for this, students are allowed one excused absence for mental decompression. Please email Dr. Hope at least 24 hours in advance noting said absence. These excused absences cannot be used to get out of nor delay exams and assignments. Additionally, students may complete one activity aimed at increasing mindfulness and wellness (i.e. guided meditation, restorative yoga, journaling, guided deep breathing, reading and reciting affirmations, etc.) for up to 30 points. To demonstrate proof of completion, students will submit a short paragraph (4-6 sentences) describing their wellness activity, how they felt before and afterwards, and thoughts on how to maintain their mental wellbeing throughout the semester.

Formatting & Citing Work

All assignments should be formatted in accordance with the latest version of the Chicago Manual of Style. Concisely, all papers must be double-spaced with one-inch margins and twelve-point Times New Roman font. If you have questions about determining what needs to be cited and how, please refer to the resources listed below. All work must be cited using Chicago style.

Resources

- Purdue OWL: <https://owl.english.purdue.edu/owl/resource/560/01/>
- The Chicago Manual of Style: <https://www.chicagomanualofstyle.org/home.html>

Taskstream

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. One of your assignments may be required to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. If applicable, more information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

Semester Schedule

| Week | Themes/Topics Covered | Readings | Assignment(s) |
|-------------------|---|--|--|
| 1 1/16 & 1/18 | Introduction to the Course & Semester Overview Keyword Assignments | "Black Studies: Bringing Back the Person" by June Jordan "The Beginnings of Black Studies" by Noliwe Rooks | |
| 2 1/23 & 1/25 | Groundings: Understanding Race, Class & Gender Introduction to PVAMU Library & Resources | "Social Darwinism, Scientific Racism, and the Metaphysics of Race" by Dennis, Rutledge. | *On 1/25 meet in John Bird Library Room 127C (first floor) |
| 3 1/30 & 2/1 | Groundings: Understanding Race, Class & Gender cont... | Racial Formation in the United States (Intro & Chapter 4) by Omi & Winant | *Participation assignment drawing on library lecture due 2/1 |
| 4 2/6 & 2/8 | Groundings: Understanding Race, Class, Gender cont... | "Black America and the Class Divide" by Henry Louis Gates "Caster Semenya and the Cruel History of Contested Black Femininity" by Elizabeth Adetiba | "I Am/I Am From" Poems Due 2/8 |
| 5 2/13 & 2/15 | Groundings: Understanding Race, Class, Gender, and White Supremacy | "Heteropatriarchy and the Three Pillars of White Supremacy" by Andrea Smith | Essay Outline Due 2/15 |
| 6 2/20 & 2/22 | Race & Class Contemporary Issues: Housing & "Predatory Inclusion" | Screen excerpt of "The Pruitt-Igoe Myth" | Comprehension Meme #1 Due 2/22 |
| 7 2/27 & 2/29 | Race, Class, Gender Contemporary Issues: The Law & Mass Incarceration | Screen excerpt: 13th by Ava Duvernay | Essay First Draft Due 2/29 |
| 8 3/5 & 3/7 | EXAM WEEK- Midterm Review & Film Discussion | N/A | Midterm Examination on 3/7 |
| 9 3/12 & 3/14 | SPRING BREAK | | |
| 10 3/19 & 3/21 | Race, Class & Gender in the Antebellum South | Women, Race & Class (Chapters 1-3) by Angela Davis | Comprehension Meme #2 Due 3/21 |
| 11 3/26 & 3/28 | The Origins of Black Feminist Thought | Women, Race & Class. (Chapters 4-6) by Angela Davis | |
| 12 4/2 & 4/4 | 20th Century Black Women Politics | Women, Race & Class (Chapters 7-10) by Angela Davis | Comprehension Meme #3 Due 4/4 |
| 13 4/9 & 4/11 | Research Intensive Week | Complete relevant readings for research project Office Hour Support | Essay 2nd Draft & Peer Review Due 4/11 |

| | | | |
|---|--|--|--|
| 14 4/16 & 4/18 | Contemporary Black Feminist Movements & Issues | Women, Race & Class (Chapters 11-13) by Angela Davis | Comprehension Meme #4 Due 4/18 |
| 15 4/23 & 4/25 (last week of instruction) | Course Review & Individualized Final Project Support | | |
| 16 5/7 | FINALS WEEK | | Final Essay & Video Essay Due on 5/7 by 12:00pm* Pending final exam schedule |

Student Support and Success

John B. Coleman Library

The John B. Coleman Library's mission is to enhance the scholarly pursuit of knowledge, to foster intellectual curiosity, and to promote life-long learning and research through our innovative services, resources, and cultural programs, which support the Prairie View A&M University's global mission of teaching, service, and research. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. [Library Website](#) Phone: 936-261-1500

Academic Advising Services

Academic Advising Services offers students various services that contribute to student success and lead toward graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students connect to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors within Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major on the [advising website](#). Phone: 936-261-5911

The University Tutoring Center

The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC and virtually in online sessions. Other support services available for students include Supplemental Instruction, Study Breaks, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pv tutoring@pvamu.edu; [University Tutoring Website](#)

Writing Center

The Writing Center provides well-trained peer tutors to assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Students must register for Grammarly by using their student email address. In addition, students have access to face-to-face and virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; [Writing Center Website](#), [Grammarly Registration](#)

Panther Navigate

Panther Navigate is a proactive system of communication and collaboration between faculty, academic advisors, and students that is designed to support student success by promptly identifying issues and allowing for intervention. Panther Navigate helps students by providing a central location to schedule advising appointments, view campus resources, and request assistance. Students who recognize that they have a problem that negatively affects their academic performance or ability to continue school may self-refer an academic early alert. To do so, students will log in to Canvas and click on Student Alerts on the left sidebar within a course. Students also have the option to download the Navigate Student app. Phone: 936-261-5902; [Panther Navigate Website](#)

Student Counseling Services

The Student Counseling Services offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and assists students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2nd floor; Phone: 936-261-3564; [Health & Counseling Center Website](#)

Office of Testing Services

The Office of Testing Services serves to facilitate and protect the administration of educational and professional exams to aid students, faculty, staff, and the community in their academic and career goals. We provide proctoring services for individuals who need to take exams for distance or correspondence courses for another institution, exams for independent study courses, or make-up exams. In order for a proctored exam to be administered by our office, the instructor of the course must first submit the online PVAMU Testing Services – Test Proctoring Form (this form can only be completed by the instructor) to the Office of Testing Services 72 hours prior to the first exam being administered. Once the Test Proctoring Form has been submitted, the instructor will inform their testers so they can then register for an appointment with our office on one of the selected proctored exam test dates within the testing window for the exam and pay the applicable fees. To access the OTS – Test Proctoring Form, to schedule a proctored exam appointment, or to find more information about our proctoring services, please visit the [OTS – Proctoring Service website](#). Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; [Testing Website](#)

Office of Diagnostic Testing and Disability Services

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 believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; [Disability Services Website](#)

Center for Instructional Innovation and Technology Services (CIITS)

Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend classes in the traditional manner. CIITS supports student learning through online, hybrid, web-assist, and 2-way video course

delivery. For more details and contact information, visit [CIITS Student Website](#). Phone: 936-261-3283 or email: ciits@pvamu.edu.

Veteran Affairs

Veteran Services works with student veterans, current military, and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; [Veteran Affairs Website](#)

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development, and campus governance. Location: Memorial Student Center, Rm. 221; Phone: 936-261-1340; [Student Engagement Website](#)

Center for Careers & Professional Development

This center supports students through professional development, career readiness, and placement and employment assistance. The center provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the center website for information regarding services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; [Center for Careers & Professional Development Website](#)

University Rules and Procedures

Academic Misconduct

Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional information, particularly related to a specific course, laboratory, or assignment.

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the *University Administrative Guidelines on Academic Integrity*, which can be found on the [Academic Integrity webpage](#). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the *University Administrative Guidelines on Academic Integrity*, the University Online Catalog, and the Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

Forms of Academic Dishonesty:

1. **Cheating:** Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher;

2. **Plagiarism:** Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks;
3. **Collusion:** When more than one student or person contributes to a piece of work that is submitted as the work of an individual;
4. **Conspiracy:** Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and
5. **Multiple Submission:** Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

PVAMU's General Statement on the Use of Generative Artificial Intelligence Tools in the Classroom

Generative Artificial Intelligence (GAI), specifically foundational models that can create writing, computer code, and/or images using minimal human prompting, are increasingly becoming pervasive. Even though ChatGPT is one of the most well-known GAI's currently available, this statement includes any and all past, current, and future generations of GAI software. Prairie View A&M University expects that all work produced for a grade in any course, be it face-to-face or virtual, will be the sole product of a student's endeavors to meet those academic goals. However, should an instructor permit their students to use artificial intelligence as a resource or tool, students must not substitute the substance of their original work with the results of such GAI tools. This clearly violates the [University's Administrative Guidelines on Academic Integrity](#) and its underlying academic values.

Nonacademic Misconduct

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the ability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Office of Student Conduct will adjudicate such incidents under nonacademic procedures.

Sexual Misconduct

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance (titleixteam@pvamu.edu) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator, Dr. Zakiya Brown, at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at [Title XI Website](#), including confidential resources available on campus.

Protections and Accommodations for Pregnant and Parenting Students

The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex, sexual orientation, and gender identity in education programs or activities that receive federal financial assistance. This protection includes those who may be pregnant and parenting. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Students seeking accommodations related to pregnancy or parenting should contact the Office of Title IX for information, resources, and support at titleixteam@pvamu.edu. Additional information and/or support may be provided by the Office of Disability Services or the Office of the Dean of Students.

Non-Discrimination Statement

Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The University is committed to supporting students and complying with The Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109, or by phone at 936-261-1744 or 1792.

Class Attendance Policy (See the University Online Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports the full academic development of each learner, whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or the Internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in the assignment of a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Makeup Work for Legitimate Absences

Prairie View A&M University recognizes that there are a variety of legitimate circumstances in which students will miss coursework and that accommodations for makeup work will be made. If a student's absence is **excused**, the instructor must either provide the student an opportunity to make up any quiz, exam, or other work contributing to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. Students are encouraged to work with instructors to complete makeup work before known scheduled absences (University-sponsored events, administrative proceedings, etc.). Students are responsible for planning their schedules to avoid excessive conflicts with course requirements.

Absence Verification Process

All non-athletic absences (e.g., Medical, Death/Funeral, Court/Legal-related, etc.) for which a student seeks to obtain a valid excuse must be submitted to the Dean of Students/Office of Student Conduct, with supporting documentation, for review and verification. Please use the [Online Reporting Forms](#) to access/complete/submit the *Request for a University Excused Absence* form for an excuse. Upon receipt, a staff member will verify the documentation and provide an official university excuse, if applicable. The student is responsible for providing the official university excuse issued by the Office for Student Conduct to the professor(s). Questions should be directed to the Dean of Students via email: deanofstudents@pvamu.edu or phone: (936) 261-3550 or Office for Student Conduct via email: studentconduct@pvamu.edu or phone: (936) 261-3524.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rest with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have

adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Online Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations

Minimum Recommended Hardware and Software:

- Intel PC or laptop with Windows 10 or later version; Mac with OS Catalina
- Smartphone or iPad/tablet with wi-fi*
- High-speed internet access
- 8 GB memory
- Hard drive with 320 GB storage space
- 15" monitor, 1024 x 768, color
- Speakers (internal or external)
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, or Firefox

Note: Be sure to enable Java & pop-ups in the web browser preferences

* Some courses may require remote proctoring. At this time only Chromebooks, laptops, and desktops running Windows or Mac work with our proctoring solution, but iPads are not compatible. Most other applications will work with Android or Apple tablets and smartphones.

Participants should have a basic proficiency of the following computer skills:

- Sending and receiving email
- A working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS
- Video conferencing software (Zoom)

Netiquette (online etiquette)

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussion boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you." Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post, and the message might be taken seriously or sound offensive.

Video Conferencing Etiquette

When using Zoom, WebEx, or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during the session. Before the class session begins, test audio, video, and lighting to alleviate technology issues.

Technical Support

Students should go to [Password Reset Tool](#) if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services at 936-261-3283 or email ciits@pvamu.edu.

Communication Expectations and Standards

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours.

Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can occur in a seminar fashion. The use of the discussion board will accomplish this. The instructor will determine the exact use of discussion boards.

It is strongly suggested that students type their discussion postings in a word processing application such as Word and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, copy and paste to the discussion board.

COVID-19 Campus Safety Measures

In accordance with the latest guidelines from the PVAMU Health Services, the following measures are in effect until further notice.

- Students who are ill will be asked to adhere to best practices in public health, such as masking, handwashing, and social distancing, to help reduce the spread of illness across campus.
- Mandatory self-reporting will no longer be required by students. Students will be responsible for communicating with their professors regarding COVID, similarly to any other illness.
- There will be no mandatory isolation. Students who are too ill to engage in classroom activities will be responsible for securing the appropriate documentation to support the absence.
- Students who self-isolate will be responsible for communicating with their professors and securing an excuse from Student Conduct.
- All students will have access to [TimelyCare](#), a telehealth platform that provides virtual medical care 24/7 and by appointment in the Student Health Clinic. Students are encouraged to enroll with TimelyCare at the beginning of the semester, at timelycare.com/pvamu.
- Students will have access to COVID testing in the Student Health Clinic by appointment. Testing is for students who are symptomatic ONLY.

*Syllabus subject to change upon professor's discretion. These changes will mostly be limited to assignment due dates and readings.