



ENGL 1301: Freshman Composition 1—ONLINE
Spring 2024

Instructor:	Joy N. Patterson
Section # and CRN:	Z03-24733
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Office Hours:	MWF 12:00 PM – 1:00 PM; Virtual by appointment TR 11:00 AM-12:00 PM
Course Location:	eCourses
Class Days & Times:	Asynchronous M-F
Catalog Description:	A writing course focused on composing strong arguments through critical thinking and analysis of primary and secondary source material. The course emphasizes rhetorical awareness in writing essays for a variety of audiences and purposes. Students will actively participate in peer workshops and demonstrate awareness of general research methods and ethics.
Prerequisites:	Unconditional admission to PVAMU. NOTE: You must pass this course with a C or better in order to advance to ENGL 1302.
Co-requisites:	ENGL 0111 if admission to PVAMU is conditional.
Required Texts:	<i>ENGL 1301: Composition I</i> , an OER textbook, available in Canvas eCourses. All other readings posted in Canvas.
Course Goals:	The goals of this course are to practice critical thinking, writing, and reading skills; refine awareness of different rhetorical modes; practice writing as a recursive process; produce essays with strong purpose, content, and organization; improve proofreading and editing skills; produce critical writing based on analysis of primary and secondary source material; improve sense of audience in reading and writing; start learning techniques for research and documentation in MLA format; write at least one paper with a research component.

Student Learning Outcomes:

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	Compose complex, original, argument-driven thesis statements directed at an appropriate audience.	1, 5	Critical Thinking
2	Synthesize credible, relevant research sources in support of an argument.	1, 2	Critical Thinking
3	Organize writing assignments with consistent, clear logic.	1	Communication
4	Write in clear, correct, grammatical prose.	5	Communication
5	Employ effective teamwork skills with emphasis on listening, responding, and creating a positive climate		Teamwork
6	Cite research correctly according to MLA format, both in the text and in the bibliography.	1	Personal Responsibility

Major Course Requirements

Method of Determining Final Course Grade:

Course Grade Requirement	Value	Total
1) Daily Work, Quizzes, and Drafts of Essays	30%	300
2) Essay #1: Personal Narrative	10%	100
3) Essay #2: Summary and Response	15%	150
4) Essay #3: Research-Based Argument	20%	200
5) Group Work including Peer Review	15%	150
6) Midterm Exam (Professor designed)	5%	50
7) Final Exam (Professor designed)	5%	50
Total:	100%	1000

Grading Criteria and Conversion:

A = 90-100% (900 to 1000 points)

B = 80-89% (800 to 899 points)

C = 70-79% (700 to 799 points)

D = 60-69% (600 to 699 points)

F = 0-59% (0 to 599 points)

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.

Detailed Description of Major Assignments:

Assignment Title or Grade Requirement	Description
Essays	Formal essays demonstrating the ability to produce college-level, research-based analytical writing. Of the essays, at minimum, Essay #3: Research-Based Writing requires students to develop an

	evidence-based argument using academic and non-academic source material.
Group Work	Project or projects (a presentation or peer reviews of major essays) demonstrating effective teamwork and critical thinking.
Exams	Multiple-choice, short-answer, or essay-based examinations demonstrating mastery of course content
Daily Work	Prewriting assignments such as drafts and brainstorming; minor assignments, quizzes, daily work, and participation.

Course Procedures

Submission of Essays:

All essays and prewriting assignments must be submitted through the course LMS by the deadline posted within the system. If your instructor also requires a hard copy, printed essays are due at the beginning of the class period. Essays will be accepted late for four days after the due date with a deduction of 5% from your essay grade for each day. After four days have passed, your essay will not be accepted, and you will receive a grade of zero on the assignment. Be advised that Turnitin.com checks all submissions for plagiarism against web sources, periodical archives, and other student submissions.

*****NOTE:** All of your work for this course must be original to you and to the course. **You cannot submit papers that you or anyone else has submitted for any other course or any other previous or concurrent section of composition.** Your writing should be your own, not written by another human or artificial intelligence.

Exam and Quiz Policy:

The midterm and final exams should be taken as scheduled. No makeup exams will be allowed unless there is a documented emergency (see Student Handbook). If you have a university event on the day of the exam, arrange to take it early. Throughout the semester, pop quizzes over textbook readings and course concepts may be given. If you are late or do not have an excused absence, you cannot make up a quiz. With an excused, documented absence from a legitimate third party, you may make up a quiz at the instructor's convenience.

COURSE SCHEDULE

WEEK 1 (JAN. 15-19): COURSE INTRODUCTION	
WHAT TO READ/WATCH: <ul style="list-style-type: none"> • The syllabus • Introductory video(s) • “Strategies for Active Reading: Annotating a Text” • “Shitty First Drafts” by Anne Lamont 	WHAT TO DO (by Sunday at 11:59 pm): <ul style="list-style-type: none"> • Complete Student Introduction discussion forum • Take syllabus quiz • Participate in “Shitty First Drafts” discussion forum
WEEK 2 (JAN. 22-26): THE RHETORICAL SITUATION	
WHAT TO READ/WATCH: <ul style="list-style-type: none"> • OER Ch. 1 “Purpose, Audience, Tone, and Content” • OER Ch. 12 “Memoir and Personal Narrative” • Excerpt from <i>The Glass Castle</i> by Jeannette Walls • Rhetorical Situation lecture • Prompt for Essay #1: Personal Narrative • <i>Conventions 101</i> Unit 1 - “A Lot; There, They’re, Their; To, Too, Two” 	WHAT TO DO (by Sunday at 11:59 pm): <ul style="list-style-type: none"> • Participate in <i>Glass Castle</i> discussion forum • Do the Rhetorical Situation Activity • Complete the worksheet from <i>Conventions 101</i>
WEEK 3 (JAN. 29-FEB. 2) PLAGIARISM AND ACADEMIC INTEGRITY	
WHAT TO READ/WATCH: <ul style="list-style-type: none"> • Watch Plagiarism Lecture • “Why the Beach Is a Bummer” by Roxane Gay 	WHAT TO DO (by Sunday at 11:59 pm): <ul style="list-style-type: none"> • Participate in “Why the Beach Is a Bummer” discussion forum • Complete the Plagiarism Worksheet
WEEK 4 (FEB. 5-9): CONCRETE DETAILS AND NARRATIVES	
WHAT TO READ/WATCH: <ul style="list-style-type: none"> • Lesson on Concrete Details • Read <i>Conventions 101</i> Unit 3 – “Where, Were; Could have, Could Of; Lose, Loose” • Read “Proving My Blackness” by Mat Johnson • Read “Cyclops” by David Sedaris 	WHAT TO DO (by Sunday at 11:59 pm): <ul style="list-style-type: none"> • Participate in “Proving My Blackness” discussion forum • Participate in “Cyclops” discussion forum • Complete Worksheet from <i>Conventions 101</i> • Submit rough draft of Essay 1

WEEK 5 (FEB. 12-16): REVISING DRAFTS**WHAT TO READ/WATCH:**

- Read “Revising Drafts”
- Read “Verb-Pronoun Agreement”

WHAT TO DO (by Sunday at 11:59 pm):

- Complete “My Prom” revision Exercise
- Complete Peer Review of Essay 1

WEEK 6 (FEB. 19-23): INTRODUCTION TO RESEARCH**WHAT TO READ/WATCH:**

- Read OER Ch 2.1 – “Introduction to Research”
- Read OER Ch 2.2 – “The Research Process”
- Read OER Ch 2.3 – “Citing Sources”
- Read “Why I Own a Gun” by Jillian Weise
- Lesson on the Quote Sandwich
- Prompt for Essay 2 – Summary and Response

WHAT TO DO (by Sunday at 11:59 pm):

- Submit Final Draft of Essay 1
- Participate in “Why I Own a Gun” discussion forum
- Complete the Quote Sandwich exercise

WEEK 7 (FEB. 26-MARCH 1): RELIABLE SOURCES AND RHETORICAL ANALYSIS**WHAT TO READ/WATCH:**

- OER Ch 3 - “Rhetorical Analysis”
- OER Ch 4 - “Strategies for Gathering Reliable Information”
- OER Ch. 14 “Evaluating Sources”
- “Masked Racism: Reflections on the Prison-Industrial Complex” by Angela Davis
- *Conventions 101* Unit 9: “Commas in a Series; Commas After Introductory Phrases”

WHAT TO DO (by Sunday at 11:59 pm):

- Participate in the “Masked Racism” discussion forum
- Complete the *Conventions* worksheet

WEEK 8 (MARCH 4-8): THESIS STATEMENTS AND LOGICAL FALLACIES, AND MIDTERM**WHAT TO READ/WATCH:**

- Thesis Statement Lesson
- OER Ch. 5 – “Developing a Strong, Clear Thesis Statement”
- OER Ch. 6 – “A Repository of Logical Fallacies”
- “The Solution to World Poverty” by Peter Singer
- *Conventions 101* Unit 10: “Commas with So, Or, But, And; Commas with Interrupting Elements”

WHAT TO DO (by Sunday at 11:59 pm):

- Midterm exam (eCourses)
- Discussion forum for “The Solution to World Poverty”
- *Conventions* Worksheet
- Submit Article for Essay 2

WEEK 9 (MARCH 18-22) ROUGH DRAFTS AND MLA GUIDELINES**WHAT TO READ/WATCH:**

- OER Ch. 7 – “Creating a Rough Draft of a Research Paper”
- MLA Guidelines Lesson and PDF
- “We Need to Talk About Digital Blackface in Online Reaction GIFS” by Lauren Michele Jackson

WHAT TO DO (by Sunday at 11:59 pm):

- Participate in “We Need to Talk About...” discussion forum
- Submit Rough Draft of Essay 2

WEEK 10 (MARCH 25-29): ESSAY 2 WORKSHOP & SPRING HOLIDAY**WHAT TO READ/WATCH:**

- “Money for Nothing” by Atossa Abraxia Abrahamian
- *Conventions 101* Unit 11: “Comma Review”

WHAT TO DO (by Monday at 11:59 pm):

- Participate in “Money for Nothing” Discussion Forum
- *Conventions* Worksheet
- Peer Review for Essay 2

WEEK 11 (APRIL 1-5) OPPOSING VIEWS AND NAYSAYERS**WHAT TO READ/WATCH:**

- Lesson on Incorporating Opposing Views
- Prompt for Essay 3: Research Based Argument paper
- “Violent Video Games are Better for Us than Bloodless Blockbuster Movies”

WHAT TO DO (by Sunday at 11:59 pm):

- Naysayer Activity
- Participate in “Violent Video Games...” Discussion Forum
- Submit Final Draft of Essay 2

WEEK 12 (APRIL 8-12): STRUCTURING THE RESEARCH PAPER**WHAT TO READ/WATCH:**

- OER Ch. 8 – “Writing Body Paragraphs”
- OER Ch. 9 – “Organizing Your Writing”
- *Conventions 101* Unit 12: “Fragments and Run-ons”
- “Why Judging People for Buying Unhealthy Food Is Classist” by Wiley Reading

WHAT TO DO (by Sunday at 11:59 pm):

- Participate in the “Why Judging People...” discussion forum
- Submit thesis statement for Essay 3
- *Conventions* Worksheet

WEEK 13 (APRIL 15-19): INTRODUCTIONS AND CONCLUSIONS	
WHAT TO READ/WATCH: <ul style="list-style-type: none"> • OER Ch. 10 – “Writing Introductory and Concluding Paragraphs” • “Political Hashtagging: Is Online Activism Effective?” by Camila Ruiz Segovia 	WHAT TO DO (by Sunday at 11:59 pm): <ul style="list-style-type: none"> • Participate in discussion forum for ‘Political Hashtagging...’ • Rough Draft of Essay 3 Due
WEEK 14 (APRIL 22-26): DRAFTING AND REVISIONS	
WHAT TO READ/WATCH: <ul style="list-style-type: none"> • OER Ch. 11 – “Developing a Final Draft of a Research Paper” • <i>Conventions 101</i> Unit 18 – “Subject-Verb Agreement” • “Why I Can’t Stand White Belly Dancers” by Randa Jarrar 	WHAT TO DO (by Sunday at 11:59 pm): <ul style="list-style-type: none"> • Participate in “Why I Can’t Stand...” Discussion Forum • <i>Conventions</i> Worksheet • Peer Review Essay 3
WEEK 15/16 (APRIL 29-MAY 8): FINAL EXAM/COURSE REVIEW	
WHAT TO READ/WATCH: <ul style="list-style-type: none"> • Final Exam review 	WHAT TO DO (by TUESDAY 4/30 at 11:59 pm): <ul style="list-style-type: none"> • Final Draft of Essay 3 due in Canvas WHAT TO DO (by Wednesday 5/8 at 11:59 pm): <ul style="list-style-type: none"> • Complete Final Exam (eCourses)
End-of-Term Schedule: Friday (4/26) is the last day of classes. The final exam period extends from Tuesday (4/30) to the following Wednesday (5/8).	Final Grades: grades for graduating seniors will be posted in PantherTracks by 5/9 (graduation is Saturday,5/11). Final grades for all other students will be posted in PantherTracks by Tuesday, 5/14.

Academic Calendar

Jan. 16	First Class Day
Jan. 16	Tuition & Fees Payment Due Date
Jan. 16	Financial Aid Satisfactory Academic Progress (SAP) Appeal Deadline
Jan. 16-23	Late Registration Fee Begins (\$50.00)
Jan. 16-24	Attendance Reporting Period (NS/SH) Students who do not attend class during this period will have their courses removed and financial aid reduced or cancelled
Jan. 30	Financial Aid Refunds Begin
Jan. 31	12th Class Day (Census Date)
Jan. 31	Final Day to Drop/Withdraw from Course(s) without Academic Record (Financial Record Will Still Exist)
Feb. 1	Withdrawal from Courses with Academic Record ("w") Begins
Feb. 6	Drop for Non-Payment of Tuition and Fees @ 5:00 p.m.
Feb. 12	20 th Class Day
March 7-9	Mid-Semester Examination Period
March 11-16	Spring Break
March 13	Mid-Semester Grades Due
March 20	Founders Day/Honors Convocation
March 26	Final Date to Apply for Spring 2024 Graduation (ceremony participation)
March 27	Application for Graduation-Degree Conferral only for Spring 2024 Graduation begins (no ceremony participation or name listed in the program)
March 29	Spring holiday. No classes. (Good Friday).
April 2	Priority Registration for continuing students for Fall 2024 semester (including mini-mester and summer)
April 6	Registration for other continuing students (by classification order) for Fall 2024 semester (including mini-mester and summer)
April 12	Final Day to Apply for Degree Conferral only for Spring 2024 Graduation (No ceremony participation or name listed in the program)
April 26	Final Day for Graduating Undergraduates to Submit Application for Tuition Rebate for Spring 2024
April 26	Final Day to Withdraw from Course(s) with Academic Record ("W")
April 26	Last Class Day for 16-week session
April 29	Study day. No classes.
April 30-May 8	Final Exams
May 9	Final Grades Due for Graduation Candidates (12:00 p.m.)
May 11	Commencement
May 14	Final Grades due for all other students (11:59 p.m.)

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. Website: <https://www.pvamu.edu/library/>; 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; Website: <https://www.pvamu.edu/student-success/writing-center/>; Grammarly Registration: <https://www.grammarly.com/enterprise/signup>

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](#)

Academic Early Alert

Academic Early Alert is a proactive system of communication and collaboration between faculty, academic advisors, and PVAMU students that is designed to support student success by promptly identifying issues and allowing for intervention. Academic Early Alerts help students by providing a central location to schedule advising appointments, view advisor contact information, and request assistance. Students who recognize that they have a problem that is negatively affecting their academic performance or ability to continue school may self-refer an Academic Early Alert. To do so, students will log in to PV Place and click on Academic Early Alert on the left sidebar. Phone: 936-261-5902; Website: <https://www.pvamu.edu/student-success/early-alert/>

Student Counseling Services

The Student Counseling Services unit 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; Website: <https://www.pvamu.edu/healthservices/student-counseling-services/>

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; Website: <https://www.pvamu.edu/disabilityservices/>

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

Veterans 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; Website: <https://www.pvamu.edu/sa/departments/veteranaffairs/>

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; Website: <https://www.pvamu.edu/studentengagement/>

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.

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 GAIs 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 using 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 <https://mypassword.pvamu.edu/> 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.