

# **SYLLABUS ENGL 2311: TECHNICAL AND BUSINESS WRITING B-GLOBAL**

PRAIRIE VIEW A&M UNIVERSITY – SPRING 2024

## **CONTACT INFORMATION**

Instructor's Name:	Manjit Kaur
Course CRN & Section	24732 - ENGL 2311 - Z02
Office Location:	Online via Canvas
Email Address:	<a href="mailto:makaur@pvamu.edu">makaur@pvamu.edu</a>
Office Hours:	Every Monday & Wednesday – 11 am – 1 pm. – Via Zoom
Mode of Instruction:	Online (asynchronous)
Course Location:	Online in Canvas

## **CATALOG DESCRIPTION**

Application of principles of composition and rhetoric to genres of scientific and technical writing, including proposals, formal reports, presentations, business and scientific correspondence, manuals, technical articles, and reports. Students will undertake a full-scale project through proposal and research with formal oral and written presentations of a documented technical project from the student's major field of study.

## **PREREQUISITES:**

Completion of ENGL 1301 or transfer equivalent with a "C" or better

## **REQUIRED TEXTS**

P.V. Panthers' Technical and Business Writing, an OER textbook, available on Canvas (eCourses)

## **COURSE GOALS:**

Students will develop skills learned in Composition I, with emphasis on formal academic writing based on argumentation and analysis that includes a sense of audience; master techniques for research and documentation and write at least three papers with a research component.

## **B-GLOBAL**

This course is designated as part of the B-Global Initiative. Readings, activities, and writings will help students identify their own cultural rules and biases and foster a growing global understanding. They will begin to connect local actions to global contexts and demonstrate a comparative understanding of different cultural beliefs and practices. They will address ethical, social, and environmental challenges in global systems by using interdisciplinary perspectives, knowledge, and skills.

**STUDENT LEARNING OUTCOMES (SLOS)**

<b>SLO #</b>	<b>Upon successful completion of this course, students will be able to:</b>	<b>Core Curriculum Outcome Alignment</b>
<b>SLO 1</b>	Create a variety of effective and properly formatted technical documents appropriate for real-world situations in the business and civic spheres (e.g., internal memos, visual presentations, professional letters, and reports).	Communication
<b>SLO 2</b>	Demonstrate proficiency in English grammar and usage and in making language choices appropriate for a specified audience.	Communication
<b>SLO 3</b>	Use appropriate modes of research to enhance technical documents.	Critical Thinking
<b>SLO 4</b>	Cite source materials accurately using APA-style in-text and bibliographical citations.	Personal Responsibility
<b>SLO 5</b>	Create informational graphics and multimedia presentations that present quantitative and other types of information in clear, accurate, and responsible ways.	Personal Responsibility
<b>SLO 6</b>	Demonstrate an awareness of the ethical and legal constraints that apply to various forms of technical communication.	Personal Responsibility
<b>SLO 7</b>	Exhibit enhanced communication skills and effective teamwork through collaborative group presentations and other group activities.	Teamwork
<b>SLO 8</b>	Demonstrate global awareness and social responsibility by recognizing and proposing solutions to global matters	Teamwork

**MAJOR COURSE REQUIREMENTS**
**METHOD OF DETERMINING FINAL COURSE GRADE**

<b>COURSE COMPONENTS</b>	<b>VALUE</b>
<b>Discussions &amp; Quizzes</b> Syllabus Quiz APA Documentation Quiz Class Introductions Discussion Analyzing Technical Documents Importance of Technical Writing Discussion	8%
<b>Employment packet:</b> Professional Resume LinkedIn Assignment Cover Letter	18%

<b>COURSE COMPONENTS</b>	<b>VALUE</b>
<b>Recommendation Report Packet</b> Memo Assignment (Letter of Transmittal) R-Report – Part 2 (Cover Page (APA format), Table of Contents, and Introduction) R. Report – Part 3 (Research Methods and Results) Recommendation Report Final Draft	27%
<b>Global Issue Group Proposal Packet</b> Global Issue Group Proposal (G.I.G.P) – Part 1 Annotated Bibliography Assignment (G.I.G.P) – Part 2 Global Issue Group Proposal (G.I.G.P) – Part 3 Global Issue Group Proposal Final Draft Group Contract Group Proposal Progress Report	35%
<b>Group Presentation Packet</b> Pre- Group Presentation Assignment Group Presentation Evaluation Group Video Presentation	12%
<b>Total</b>	<b>100%</b>

### GRADING CRITERIA AND CONVERSION:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 0-59%

### "FN" EXPLANATION

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:

<b>Grade Requirement</b>	<b>Description</b>
Resume	Professional resume that will share your credentials and support your candidacy.
Cover Letter	Formal letter that supports your resume, provides more details, and explains why you are a strong candidate for a position.
Professional Memo	Formal memo discussing an issue that negatively impacts student life at educational institutions

Recommendation Report	Researched recommendation report that discusses actions that would help improve/eliminate the problem discussed in the memo.
Group Proposal	Researched proposal that identifies and recommends solutions to the issue you will discuss as a group
Group presentation	Video presentation with highlights of the group report

**Grade Turnaround** As long as we are not experiencing any extreme situation, please expect your weekly assignments to be graded within ten days from the due date. In case there will be a delay, I will communicate with you via email or announcements.

## COURSE PROCEDURES

**Submission of Assignments:** All assignments will be submitted through the online course homepage. Due dates will be made available on the course homepage and within the course syllabus.

Late work will be collected only for the major assignments. Late submissions will not receive any feedback, and 5 points per day will be deducted from the assignment grade. Late submissions can be submitted for up to three days past the due date. Instructor's approval will be required for all late submissions. No exceptions!

Be advised that Turnitin.com checks all submissions for plagiarism against web sources, periodical archives, and other student submissions. Access to Turnitin.com is free. Create a new account or sign in using an existing account by clicking on this [Turnitin homepage link](#). Use the Class ID number and course key provided elsewhere by your instructor to enroll in the proper section of the course. Do not enroll in the class more than once. The Class ID is unique to your section of this course; so, you will not receive credit for your work if you enroll using a Class ID for another section.

\*\*\*NOTE: All of your work for this course must be original to you and the course. **You are not allowed to submit papers that you or anyone else has submitted for any other course or any other previous or concurrent section of composition.**

**Formatting Documents:** Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word or RTF. **Specific formats are crucial in technical writing;** be sure to follow guidelines for every assignment.

**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.

**Extra Credit Policy:** No extra credit will be available in any section of Composition or

Technical Writing.

## INSTRUCTOR'S POLICIES

- Always follow instructions and be respectful.
- I will be documenting attendance every week. Your attendance will be based on the submission of your weekly assignments. Students who make on-time submissions of all their weekly assignments will be marked as present. All others will be marked absent. Three absences will result in your grade being lowered by a whole letter grade.
- Late work will be collected only for the major assignments. Late submissions will not receive any feedback, and 5 points per day will be deducted from the assignment grade. Late submissions can be submitted for up to three days past the due date. Instructor's approval will be required for all late submissions. No exceptions! Shorter assignments, discussions, and quizzes are not open for late submission. Once the deadline passes, they can no longer be completed.
- Read all the assigned readings and participate in discussions. Participation plays a key role in this course.
- If you have any questions, it is best not to wait. Send me an email through the course LMS, or [makaur@pvamu.edu](mailto:makaur@pvamu.edu)
- All assignments should be typed, double-spaced, and documented APA style.
- Students are expected to observe customary principles of courtesy and academic classroom etiquette. Do not disrupt the learning environment. Follow netiquettes.
- Make-up and late submission assignments will not be collected unless they are pre-approved by the instructor.

All emails and questions received, on Thursday after 3:00 PM, on Friday, or over the weekend will be replied to on the following working day. I am off over the weekend and holidays. I will respond to all messages within a window of 48 hours.

## SEMESTER CALENDAR

NOTE: Readings are to be completed before class in preparation for discussion during class.

### WEEK 1: JAN. 16 - JAN. 22

#### **Read/Watch:**

#### **From the OER Textbook Read:**

- Chapter 1: Introduction to Technical Communication
- Chapter 2: Understanding the Rhetorical Situation

#### **Read Lectures Notes Posted on Canvas:**

- Introduction to Technical Communication
- The Rhetorical Situation

#### **Watch Video Lectures:**

- Introduction to Technical Communication
- The Rhetorical Situation

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#### **This Week's Assignment(s):**

**Class Introductions:** Formally introduce yourself to the class. Post introductions on the discussion board, available under the week one module.

**Discussion: Analyzing Technical Documents**

For this discussion, read the provided document(s) posted on Canvas and answer the following questions:

1. Who is the primary audience of this document?
2. Who is the secondary audience?
3. What is the context/exigency of this communication?
4. Is the message clear and concise? Is it professional?

**Syllabus Quiz:**

Read the syllabus and other instructions posted on the course homepage to take this quiz. This quiz will help you understand the instructor's course policies and the course layout.

**Note:** Work for this week is due on Jan 22<sup>nd</sup>, Monday morning, before 8:00 AM.

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**WEEK 2: JAN. 22 - JAN. 29**

**Read/Watch:**

**From the OER Textbook Read:**

- Chapter 3: Ethics in Technical Writing
- Chapter 5.1: Writing Resumes
- Chapter 5.2 Writing Emails

**Read Lectures Notes Posted on Canvas:**

- Ethics in Technical Writing
- Writing Emails
- Writing Resumes

**Watch Video Lectures:**

- Ethics in Writing
  - Writing Emails
  - Writing Resumes
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**This Week's Assignment(s):**

**Professional Resume:** Write a clear, concise resume in a chronological or functional format. You cannot submit a resume you might already have. You have to construct a new resume following the assigned guidelines. Detailed prompt will be posted on Canvas.

**Note:** Work for this week is due on Jan. 29<sup>th</sup>, Monday morning, before 8:00 AM.

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**WEEK 3: JAN. 29 - FEB. 5**

**Read/Watch:**

From the OER Textbook Read:

- Chapter 6.3 Application Letters and Cover Letters
- Chapter 6.4 Cover letters

- Chapter 9: Communicating Across Cultures

**Read Lectures Notes Posted on Canvas:**

- Writing Cover Letters

**Watch Video Lectures:**

- Writing Cover Letters

***This Week's Assignment:***

**Cover Letter:** The purpose of the cover letter is to support your resume, provide specific details, and explain in writing why you are a strong candidate for the specific position to which you are applying. More details can be found in the assignment prompt posted on Canvas.

**Note:** Work for this week is due on Feb. 5<sup>th</sup>, Monday morning, before 8:00 AM.

**WEEK 4: FEB. 5 - FEB. 12*****Read/Watch:*****From the OER Textbook Read:**

- Chapter 4 Grammar
- Chapter 5.3 Memorandums

**Read Lectures Notes Posted on Canvas:**

- Writing Memos
- Grammar Definitions

**Watch Video Lectures:**

- Writing Memos
- 

***This Week's Assignment(s):***

**Note:** Work for this week is due on Feb. 12<sup>th</sup>, Monday morning, before 8:00 AM.

**Memo Assignment:** Conduct research to find an issue (of your interest) that negatively impacts student life at your educational institution. Be careful when choosing your topic; you will be writing multiple documents on the selected topic. Detailed prompt will be posted on Canvas.

**WEEK 5: FEB. 12 - FEB. 19*****Read/Watch:*****From the OER Textbook Read:**

- Chapter 7 Conducting Research
- Chapter 8 Avoiding Plagiarism and Citing Sources Properly
- Chapter 10.2 Recommendation Reports

**Read Lectures Notes Posted on Canvas:**

- APA Documentation Style -7th
- Writing a Recommendation Report
- Finding and Evaluating Web Sources

**Watch Video Lectures:**

- Citing Sources in APA Format
  - Formatting Documents in APA Style
  - How to Write a Recommendation Report
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**This Week's Assignment(s):**

**R-Report – Part 2 (Cover Page (APA format), Table of Contents, and Introduction):** This week, you will work on the Cover Page (APA format), Table of Contents, and Introduction sections of the recommendation report. Detailed prompt will be posted on Canvas.

**APA Documentation Quiz:** To take this quiz, read the "APA Documentation Style" lecture notes posted on Canvas.

**Note:** All the work for this week is due on Feb 19<sup>th</sup>, Monday morning, before 8:00 AM.

**WEEK 6: FEB. 19 - FEB. 26****Read/Watch:****From the OER Textbook Read:**

- Chapter 10.2 Recommendation Reports

**Read Lectures Notes Posted on Canvas:**

- APA Documentation Style -7th
- Writing a Recommendation Report
- Finding and Evaluating Web Sources

**Watch Video Lectures:**

- Citing Sources in APA Format
  - Formatting Documents in APA Style
  - How to Write a Recommendation Report
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**This Week's Assignment(s):**

**R. Report – Part 3 (Research Methods and Results):** This week, you will work on updating the Cover Page (APA format) and adding Research methods and Results to the recommendation report. Detailed prompt will be posted on Canvas.

**Note:** All the work for this week is due on Feb. 26<sup>th</sup>, Monday morning, before 8:00 AM.

**WEEK 7: FEB. 26 – MARCH 4****From the OER Textbook Read:**

- Chapter 10.2 Recommendation Reports

**Read Lectures Notes Posted on Canvas:**

- Writing Recommendation Reports



**Watch Video Lectures:**

- Writing Recommendation Reports
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***This Week's Assignment(s):***

**Recommendation Report (Final Draft):** Your Dean has read your memo and has asked you to provide detailed recommendations on the ideas you suggested within your memo. First, identify the problem or opportunity; establish criteria for responding to the problem or opportunity; determine your options; study each option according to the criteria; draw conclusions about each option; formulate recommendations based on the conclusions. Detailed prompt will be posted on Canvas.

**Note:** Work for this week is due on March 4<sup>th</sup>, Monday morning, before 8:00 AM.

**WEEK 8: MARCH 4 - MARCH 11*****Read/Watch:******From the OER Textbook Read:***

- Chapter 5.4 Creating and Maintaining LinkedIn Presence
- Chapter 5.5 Professionalizing Social Media

***Read Lectures Notes Posted on Canvas:***

- Creating and Maintaining Professional Presence on Social Media

**Watch Video Lectures:**

- Creating and Maintaining Professional Presence on Social Media
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***This Week's Assignment(s):*****Importance of Technical Writing Discussion**

For this week's discussion, read the "[How Engineers Can Improve Technical Writing](#)" article and watch the "[In praise of technique](#)" TED Talks video.

***LinkedIn Assignment***

Create a professional LinkedIn profile. If you have an existing profile, use this opportunity to professionalize it. For more details, read the assignment prompt posted on Canvas.

**Note:** All the work for this week is due on March 8<sup>th</sup>, Friday morning, before 8:00 AM.

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**WEEK 9: MARCH 11 - MARCH 18**

***Spring Break – No Class***

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**WEEK 10: MARCH 18 - MARCH 25*****Read/Watch:******From the OER Textbook Read:***

- Chapter 12: Writing Proposals

**Read Lectures Notes Posted on Canvas:**

- Common sections in proposals
- Writing Proposals

**Watch Video Lectures:**

- Writing Proposals
  - Step-by-step breakdown of the Proposal Assignment
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***This Week's Assignment(s):***

**Group Contract Assignment:** Meet as a group online or in-person to work on this group contract together. All group members should participate in this activity. Details will be posted on the course homepage

**Global Issue Group Proposal (G.I.G.P) – Part 1:** To help manage and complete the major grade Global Issue Group Proposal final draft, I have broken the assignment into smaller sections. While working with group members, each member of the group will complete their part of the assignment and submit their work individually.

**Note:** All the work for this week is due on March 25<sup>th</sup>, Monday morning, before 8:00 AM.

**WEEK 11: MARCH 25 – APRIL 1*****Read/Watch:******From the OER Textbook Read:***

- Chapter 7                      Conducting Research
- Chapter 8                      Avoiding Plagiarism and Citing Sources Properly
- Chapter 12:                      Writing Proposals

**Read Lectures Notes Posted on Canvas:**

- APA Documentation Style -7th ed
- Finding and Evaluating Web Sources
- Annotated Bibliographies

**Watch Video Lectures:**

- Citing Sources in APA Format
  - Formatting Documents in APA Style
  - Annotated Bibliography
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***This Week's Assignment(s):******Annotated Bibliography Assignment (G.I.G.P) – Part 2:***

Research and annotate the sources you plan to use as support for your Group Proposal Report. This is not a group assignment. More details will be posted on Canvas.

**Note:** All the work for this week is due on April 1<sup>st</sup>, Monday morning, before 8:00 AM.

**WEEK 12: APRIL 1 - APRIL 8*****Read/Watch:***

**From the OER Textbook Read:**

- Chapter 11: Creating and Integrating Graphics

**Read Lectures Notes Posted on Canvas:**

- Common sections in proposals
- Writing Proposals

**Watch Video Lectures:**

- Writing Proposals
  - Step-by-step breakdown of the Proposal Assignment
  - Citing Sources in APA Format
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***This Week's Assignment(s):******Global Issue Group Proposal (G.I.G.P) – Part 3***

To help manage and complete the major grade Global Issue Group Proposal final draft, I have broken the assignment into smaller sections. While working with group members, each member of the group will complete their part of the assignment and submit their work individually.

**Note:** All the work for this week is due on April 8<sup>th</sup>, Monday morning, before 8:00 AM.

**WEEK 13: APRIL 8 - APRIL 15*****Read/Watch:*****From the OER Textbook Read:**

- Chapter 10.1 Progress Reports
- Chapter 12: Writing Proposals

**Read Lectures Notes Posted on Canvas:**

- Writing Proposals
- Writing Progress Reports

**Watch Video Lectures:**

- Writing Proposals
  - Step-by-step breakdown of the Proposal Assignment
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***This Week's Assignment(s):******Group Proposal Progress Report***

For the Progress report, you will write a 1 to 2-page report, in which you will answer the following questions

- How much of the work is complete?
- What part of the work is currently in progress?
- What work remains to be done?
- When and how will the remaining work be completed?
- What changes, problems, or unexpected issues, if any, have arisen?
- How is the project going in general?

**Note:** All the work for this week is due on April 15<sup>th</sup>, Monday morning, before 8:00 AM.

**WEEK 14: APRIL 15 - APRIL 22****Read/Watch:****From the OER Textbook Read:**

- Chapter 12: Writing Proposals

**Read Lectures Notes Posted on Canvas:**

- Writing Proposals

**Watch Video Lectures:**

- Writing Proposals
  - Step-by-step breakdown of the Proposal Assignment
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**This Week's Assignment(s):****Global Issue Group Proposal (Final Draft)**

For this assignment, you will be placed in a group of 3-4 students. Together with your group members, you will choose one of the provided topics to develop your proposal. Make sure you understand the need for this change and the benefits of adopting your proposal. Additional details will be posted on Canvas.

**Note:** All the work for this week is due on April 22<sup>nd</sup>, Monday morning, before 8:00 AM.

**WEEK 15: APRIL 22 - APRIL 26****APRIL 26 – LAST CLASS DAY****Read/Watch:****From the OER Textbook Read:**

- Chapter 13: Oral and Visual Presentations

**Watch Video Lectures:**

- Visual Arguments
  - Creating Effective Slides in Engineering and Science
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**This Week's Assignment(s):****Pre-Group Presentation Assignment**

Before you start this assignment, make sure you read the entire Group Presentation prompt, then answer the questions shared on Canvas, with as many details as you can provide (do not give yes-no answers). Each student is required to complete this assignment individually. Each answer should be about 80 – 100 words in length.

**Make Up Opportunity:** If you failed or missed a major grade assignment (attached below), this is the time to make up that work.

**Note:** All the work for this week is due on April 26<sup>th</sup>, Friday morning, before 8:00 AM.

**FINAL EXAM: MAY 6**

**Read/Watch:****From the OER Textbook Read:**

- Chapter 13: Oral and Visual Presentations

**Watch Video Lectures:**

- Visual Arguments
  - Creating Effective Slides in Engineering and Science
- 

**This Week's Assignment(s):****Group Presentation:**

Construct a group presentation based on the group proposals you recently completed. Discuss the central issue, and why is it important to disclose the issue. Propose a solution to the problem and show ways in which your proposed approach will be helpful.

**Group Presentation Peer Evaluation:**

Complete the group peer evaluation forms available on eCourses. These forms are for a grade, and they are due on the same day as the group presentation.

**Note:** All the work for this week is due on **May 6<sup>th</sup>, Monday morning, before 8:00 AM.**

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**Group Video Presentation is the final submission for the course. This class does not have a final exam.**

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**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: [pvtutoring@pvamu.edu](mailto:pvtutoring@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, 2<sup>nd</sup> 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, 3<sup>rd</sup> Floor, Rm. 305; Phone: 936-261-3627; Email: [aetesting@pvamu.edu](mailto: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](mailto: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, 2<sup>nd</sup> 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 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](mailto: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](mailto: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](mailto: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](mailto:deanofstudents@pvamu.edu) or phone: (936) 261-3550 or Office for Student Conduct via email: [studentconduct@pvamu.edu](mailto: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](mailto: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](https://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 DISCLAIMER**

“This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.