



ENGL 3322 Advanced Grammar *Spring 2024*

Instructor: Christanna “Christa” Eshleman, MA, Lecturer II
Section & CRN #: P01 24274

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Office Hours: **Face-to-Face:** Tuesdays/Thursdays @ 11 to 12 and 2 to 3
Virtual office hours: Wednesdays @ 10 to 12 by appointment
(Zoom codes on eCourses)

Mode of Instruction: Face-to-face

Course Location: Hillard 126 and eCourses
Days & Times: Tuesday/Thursday @ 12:30 to 1:50 p.m.

Catalog Description: Study of morphology, syntax, and semantics of the English language, conventional grammatical terminology, inflectional forms, grammatical classifications, and structural patterns.

Prerequisites: ENGL 1301 or 1123 and 1302 or 1133 with a minimum grade of “C”

Required Texts: *Rhetorical Grammar: Grammatical Choices, Rhetorical Effects*. 7th ed. Martha Kolln & Loretta Gray. Pearson, 2013. ISBN 978-0-321-84672-3.

Student Learning Outcomes

Course Goals or Overview: The goals of this course is to increase students’ mastery of English grammar through increasingly sophisticated understanding and application of forms, structures, and rhetorical situations. It also seeks to prepare students to teach English grammar effectively in grades 4 through 12, with emphasis on TEKS objectives and Texas state teacher certification standards. Specific accreditation and teacher certification standards addressed include NCTE 2.4, 3.1, 3.2, 3.3, 3.4, 3.7, 4.1 and TExES I, V, VI, & VII.

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment
1	Explain the significance of the various dates and historical events for the development of the English language.	5
2	Distinguish form classes, structure classes, sentence parts, sentence patterns, tenses, and clauses.	5
3	Create grammatical sentences appropriate for a given rhetorical.	5
4	Improve editing skills.	5
5	Compare and critique major debates in the teaching of grammar.	3 & 5
6	Conduct research about grammar and design a major research project.	1 & 2
7	Demonstrate the ability to design appropriate, effective grammar lessons that reflect best practices in writing instruction for K-12 education.	5 & 6

Major Course Requirements

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course:

Reading Quizzes & Homework –quizzes demonstrating the student's engagement with details in assigned readings and short take-home assignments or grammar exercises to work with in class.

Exams – essays and short-answers demonstrating the student's understanding and critical thinking about each of the course's major units.

Term Paper – formal analytical paper (8 to 10 pages) demonstrating the student's critical thinking in order to showcase knowledge of rhetorical grammar and excellent organization, style, and correct MLA citations.

Team Teaching Project—students will work in groups to develop and teach a grammar lesson on an assigned topic.

Midterm—Term Paper topic proposal to be written according to an outline that will be provided.

GRADING MATRIX:

Instrument	Value
Reading Quizzes & Homework	15%
Attendance and Participation	15%
Exams	35%
Term Paper (in lieu of final exam)	20%
Team Teaching Project	10%
Midterm—Topic Proposal	5%
Total:	100%

FINAL GRADE DETERMINATION:

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

Holistic Grade Conversions

A+ = 98-100, A = 95, A- = 92
B+ = 88, B = 85, B- = 82
C+ = 78, C = 75, C- = 72
D+ = 68, D = 65, D- = 62
F+ = 58, F = 55, F- = 52 – 0

Completion Grades = Check+ = 100, Check = 75, Check-- = 50

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 and Instructor Policies:

Submission of *Select* Assignments to Turnitin.com, Plagiarism, and AI Use:

All of your work for this course must be original. Work generated by others or AI is not original. When you use AI for writing tasks such as the ones required by this course, you are telling your future employers that a computer can do this work better than you can (not true!), so therefore they should not hire you. Also—future teachers—how will you answer your students’ questions if you don’t know yourself? Do not let the robots be smarter than you!!! You are paying big money to get smarter while at college. The only way to get smarter is to practice.

Some assignments will be submitted through Turnitin.com by the deadline posted within the system. Be advised that Turnitin.com checks all submissions for plagiarism against web sources, periodical archives, and other student submissions. Assignments run through “Spinbot” or other such synonym machines are also considered plagiarized and are very easy to detect. ***Also, Turnitin can now detect AI generated writing and sends instructors an AI report that students cannot see. Work marked as AI generated will not be accepted.***

Looking at lesson plan templates for formatting examples is fine, but taking all the words from that example is not fine. That’s still plagiarism. Bottom line: Your writing should be your own, not written by another human or artificial intelligence. Access to Turnitin.com is free through: http://www.turnitin.com/en_us/home and eCourses.

NOTE: Also: You are not allowed to submit writing that you or anyone else has submitted for *any other course* or any other previous attempt at this course.

Submission of Essays:

The Term Paper must be submitted through eCourses/Turnitin.com by the deadline posted within the system. The Term Paper and Topic Proposal (Midterm) will be accepted late after the due date with a deduction of 5% from your grade for each *calendar* day that passes.

Exam and Quiz Policy:

In-class blue book exams should be taken as scheduled. Makeup examinations will be allowed with documentation of an excused absence (see Student Handbook). If a student misses an exam day and does not have an excused absence with documentation, 25% will be deducted from the final score after the exam is made up. If excessive time passes before the student takes the exam, 50% will be deducted from the final score. In these situations, the student will be given a different version of the exam originally given.

Pop quizzes are given throughout the semester over readings and course concepts. If you are late or have an unexcused absence, you cannot make up a quiz.

Extra Credit Policy:

No extra credit opportunities will be available to individual students that aren't given to the whole class. For this reason, individual requests for extra credit will be denied. Keep up with your work from the beginning of the semester, do your best quality work, and ask for help early if you are confused. I am happy to help proactive students!

Exam Re-Do Policy:

Students will be allowed to re-do a failed exam *twice* during the semester to improve their grade to a maximum of 70. ***Exams must be re-taken in my office within one week of receiving the failing grade, and the student will receive a new version of the exam to take.*** It is the students' responsibility to notify me when they wish to apply this policy and make an appointment to retake the exam. If a student incurred a late-point penalty on the first exam, that penalty will be applied to the retake as well. Note: Each exam gets progressively more difficult as the semester goes on.

Grades:

Grades are maintained in the eCourses gradebook and updated as regularly as possible.

Formatting Documents:

Microsoft Word is the standard word processing tool used at PVAMU. Assignments should be submitted in Word format for compatibility reasons within our course software. If you don't have Word on your computer, sign up for a free Google drive/Google docs account where you can use Word there at no cost to you. Also note that Pages documents will never be accepted as my computer cannot read that file type.

All assignments must adhere to MLA formatting style (including 1-inch margins and 12-point Times New Roman font). MLA formatting guidelines can be found many places online, including at Purdue University's Online Writing Lab (OWL):

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html

Attendance Policy:

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced a grade of "F." Absences are accumulated beginning with the first day of class. Excused absences are those formally excused by the university using the proper institutional process (see info at the end of this syllabus).

Students will be scored for attendance on a daily basis according to the rubric provided below, and that score will be incorporated into the attendance portion of the course grade (see above).

(P)	Present	1 pts	
(E)	Excused Absence	1 pts	Excused absences require documentation from an approved university entity. Outside documentation must be processed through the Office of Student Affairs.
(T)	Tardy	0.75 pts	This includes missing more than 5 minutes of class during any part of the session.
(L)	Late	0.5 pts	This includes missing more than 10 minutes of class during any part of the session.
(A)	Absent	0 pt	This includes missing more than 25 minutes of class during any part of the session.

More About Attendance:

- Because my class is discussion-oriented with daily in-class reading and writing, your mental and physical presence are required. As an adult, you are responsible for your actions and choices. Your success in this class depends on your willingness to attend class and interact dynamically.
- I will provide a sign-in sheet at the beginning of each class session. It is your responsibility to sign the sheet each day, as that proves your presence. If you do not sign it, you will be counted absent, even if you were actually present that day.
- On the sign in sheet, only sign in yourself. Do NOT under any circumstances sign in another person. Doing so will result in YOU getting counted absent.
- If you arrive late to class, it is your responsibility to inform me of your presence in order for you to receive credit for that day's attendance. Approaching me several days later insisting that you were present at a previous class meeting will not suffice. You must inform me of your presence on the actual day of your tardiness.
- Three instances of arriving to class 10 minutes late or leaving early without prior notice will result in one absence. You are late if you arrive any later than the posted class start time, regardless of whether or not instruction has started for that day.
- You can track the record of your attendance in the A+ attendance app in eCourses.
- Even though this is a face-to-face course, I will use eCourses as a pseudo online bulletin board where I'll post notes, handouts, assignment prompts, submission dropboxes, announcements, and re-caps of each class session.
- You are responsible for getting the material covered when you are not in class; being absent does not excuse you from not knowing the material covered that day. Check eCourses to see what you missed before emailing me as I will post a daily re-cap after each class, plus links to assignments, notes, etc. that were presented in class that day.
- I do count the student absent if ejected from class for disruptive behavior. Each day missed thereafter until we resolve the issue also, of course, counts as an absence. It is the student's responsibility to catch me and arrange a time to talk about the ejection from class. Anyone ejected a second time will be dropped from the course.
- If class needs to move to Zoom due to bad weather or instructor illness, students are expected to treat the Zoom classroom the same as a physical classroom with prompt attendance and participation with cameras on.

More About Assignments:

- Assignments will be accepted late without penalty if you have a documented excused absence. For more about the process to receive an excused absence, see the section in the university policies below titled “Absence Verification Process.”
- Only the Term Paper and the process assignments associated with it will be accepted late. Late work will accrue a penalty of 5% off for every *calendar* day it is late, up to five days beyond the deadline. Work submitted after five days will not be accepted without documentation of an excused absence. See note above about the exam policy.
- All other work, such as practice exercises and reviews, will not be accepted late without documentation of an excused absence.
- To minimize uploading accidents when submitting assignments, double check that your submission actually went through and that you uploaded the correct file after every upload.
- Assignments uploaded even one minute late will be considered late. The deadline is firm. That means you shouldn't wait until the very last minute to upload because you never know if your computer may freeze, etc.
- If, in the rare event, that eCourses goes down, it is okay to email me your work, but it must be emailed before the due date deadline. Please also email me a screenshot of the error message on your computer. This screenshot should show the whole screen and make visible the date/time stamp on the bottom of your screen.
- I am the only one who can delete work from Turnitin.com once it has been submitted. Take care when uploading and make sure that you have selected the correct file. If you discover after the deadline that you submitted the incorrect document, I can delete it and allow you to upload again, but I will have to take off late points for every day that passed since the deadline to compensate for the extra days you had to continue to work on that assignment.
- Broken computers, bad internet connection etc. are not sufficient reasons for late work. If your computer breaks, come up to school and use a library computer. Students are encouraged not to procrastinate so as to avoid last minute computer emergencies.
- I leave feedback on *all* your assignments and very detailed feedback on your major grades, especially. Please make sure to find and read that feedback. This is the best way to learn! I am happy to talk to you about the reasoning for a particular grade, but please read the feedback before contacting me.
- Keep your work throughout the semester, including work you submitted which has not yet been graded.
- Once Term Paper topics have been approved, the topics cannot be changed without permission from the instructor.

Cell phone policy:

Please put cell phones away before entering the classroom. Practice good manners. It is rude to text while the instructor is trying to help you. If I have to call attention to anyone more than once on this issue, I will bar him/her from returning to class until he/she has met with me outside class to determine a solution to the problem. If, for some reason, there is an emergency situation going on for which you need to have your cell on vibrate, please notify me *before* class, and I will grant you special permission for that one class day.

Laptop policy:

Laptops are welcome in class as long as their use is not distracting to the other learners and are being used for legitimate activity pertaining to this course. No chat, Facebook, email, games, music

etc. while class is in session. Same rules of ejection apply as stated above. The use of laptops or any other electronic device will be prohibited on examination days.

Emergency Communication:

I will utilize the Remind app to notify you via text of course changes due to emergency, such as weather or instructor illness. A smart phone works best, but if you don't have one, you can still participate via email using the Remind.com website. The Class ID and Class Enrollment Password will be provided to you on the first day of class, as well as on eCourses.

Contacting the Instructor:

I am happy to assist you via email when you have questions. While an online class is available 24 hours a day, keep in mind that your instructor will not be available 24 hours a day. I will check my email and my messages in eCourses regularly, but there may be times when I am unavailable because I am in a physical class or in meetings. Please note that because I have a family and because I am old and need sleep, I generally am not online late at night. Also, please note that I don't check my email often during weekends, and I don't work on holidays. Please plan ahead, especially as most of your deadlines are over weekends. Ask your questions during the week.

I try to respond to all emails within 24 hours of receiving them. If you do not get an email response from me, that means I likely did not receive your email. Make sure you sent your email to the right address and that all parts of my address were typed in correctly. (My email address is complicated, and mistyping is a common reason why I don't receive emails. Please pay attention to details.) Email = cheshleman@pvamu.edu

Email with instructors is a formal means of communication. As with all writing, you must be aware of your audience and your purpose for communicating. Be mindful of tone, and proofread. When you contact me, please note the following:

- In your messages, please indicate your full name, course number, and section. (I teach many classes.)
- Include a descriptive subject in the Subject line. DO NOT send an email without a subject!
- Address your message to me: "Dear [or Hello or Hi] Ms. Eshleman." Please don't start with "Hey."
- Be sure your question cannot be answered by reviewing Canvas (course calendar, policies, syllabus).
- Note that if you leave me a note in the comments section of an assignment, it will take me longer to see it, so if you have a question, email me rather than leaving the question in comments.
- If you have a question about a grade you received, please read the feedback I left for you on your work before you email me. I leave a lot of feedback, and 95% of your questions will be answered there.

COURSE SCHEDULE

WEEK 1: COURSE INTRODUCTION	
<p>JAN. 16</p> <p>Read before class:</p> <ul style="list-style-type: none"> ▪ N/A <p>What we'll do in class:</p> <ul style="list-style-type: none"> ▪ Course intro ▪ Getting to Know Each Other ▪ Begin intro to grammar in the classroom ▪ Watch "Three Ways to Speak English" TED Talk 	<p>JAN. 18</p> <p>Read before class (link on eCourses):</p> <ul style="list-style-type: none"> ▪ "Julie Washington's Quest to Get Schools to Respect African-American English" (from <i>The Atlantic</i>) ▪ "The Wrong Way to Teach Grammar" by Michelle Navarre Cleary (from <i>The Atlantic</i>) ▪ The Theory of Grammar <p>What we'll do in class:</p> <ul style="list-style-type: none"> ▪ Possible reading quiz ▪ Discuss readings ▪ Brief history of the English language
WEEK 2: FORM AND STRUCTURE CLASSES	
<p>JAN. 23</p> <p>Read before class:</p> <ul style="list-style-type: none"> ▪ Chapter 1 <p>What we'll do in class:</p> <ul style="list-style-type: none"> ▪ Possible reading quiz ▪ Discussion & practice activities ▪ Pedagogy modeling 	<p>JAN. 25</p> <p>Read before class:</p> <ul style="list-style-type: none"> ▪ Chapter 12 <p>What we'll do in class:</p> <ul style="list-style-type: none"> ▪ Possible reading quiz ▪ Discussion & practice activities ▪ Pedagogy modeling
WEEK 3: STRUCTURE CLASSES AND SENTENCE PATTERNS	
<p>JAN. 30</p> <p>Review before class:</p> <ul style="list-style-type: none"> ▪ Chapter 12 <p>What we'll do in class:</p> <ul style="list-style-type: none"> ▪ Possible reading quiz ▪ Discussion & practice activities ▪ Pedagogy modeling 	<p>FEB. 1</p> <p>Read before class:</p> <ul style="list-style-type: none"> ▪ Chapter 2 (Patterns 1-5) <p>What we'll do in class:</p> <ul style="list-style-type: none"> ▪ Possible reading quiz ▪ Discussion & practice activities: Patterns #1-5 ▪ Pedagogy modeling

WEEK 4: DIAGRAMMING SENTENCES AND REVIEW	
<p>FEB. 6</p> <p>Review before class (link on eCourses):</p> <ul style="list-style-type: none"> ▪ Chapter 2 (Patterns 6 &7) ▪ “Diagramming Sentences” <p>What we’ll do in class:</p> <ul style="list-style-type: none"> ▪ Possible reading quiz ▪ Finish lecture on patterns #6 & 7 ▪ Discussion & practice activities ▪ Pedagogy modeling 	<p>FEB. 8</p> <p>Review before class:</p> <ul style="list-style-type: none"> ▪ Chapters 1, 12, & 2 & articles ▪ Complete Unit 1 Review <p>What we’ll do in class:</p> <ul style="list-style-type: none"> ▪ Review for exam ▪ Intro to Term Paper assignment ▪ Intro to Topic Proposal assignment
WEEK 5: REVIEW & VERBS	
<p>FEB. 13 BRING BLUE BOOK!</p> <p>Review before class:</p> <ul style="list-style-type: none"> ▪ Chapters 1, 12, & 2 & articles <p>What we’ll do in class:</p> <ul style="list-style-type: none"> ▪ Take written exam 	<p>FEB.15</p> <p>Read before class:</p> <ul style="list-style-type: none"> ▪ Chapter 3 <p>What we’ll do in class:</p> <ul style="list-style-type: none"> ▪ Possible reading quiz ▪ Discussion & practice activities ▪ Pedagogy modeling
WEEK 6: ACTIVE/PASSIVE VERBS AND COORDINATION & SUBORDINATION	
<p>FEB. 20</p> <p>Review before class:</p> <ul style="list-style-type: none"> ▪ Chapter 3 <p>What we’ll do in class:</p> <ul style="list-style-type: none"> ▪ Possible reading quiz ▪ Discussion & practice activities ▪ Pedagogy modeling 	<p>FEB. 22</p> <p>Read before class:</p> <ul style="list-style-type: none"> ▪ Chapter 4 <p>What we’ll do in class:</p> <ul style="list-style-type: none"> ▪ Possible reading quiz ▪ Discussion & practice activities ▪ Pedagogy modeling
WEEK 7: SUBORDINATION & PUNCTUATION AND COHESION	
<p>FEB. 27</p> <p>Read before class:</p> <ul style="list-style-type: none"> ▪ Chapter 4 <p>What we’ll do in class:</p> <ul style="list-style-type: none"> ▪ Possible reading quiz ▪ Discussion & practice activities ▪ Pedagogy modeling 	<p>FEB. 29</p> <p>Read before class:</p> <ul style="list-style-type: none"> ▪ Chapter 5 <p>What we’ll do in class:</p> <ul style="list-style-type: none"> ▪ Possible reading quiz ▪ Discussion & practice activities ▪ Pedagogy modeling

WEEK 8: DIAGRAMMING PHRASES & CLAUSES AND MIDTERM	
<p>MARCH 5</p> <p>Read and do before class:</p> <ul style="list-style-type: none"> ▪ “Diagramming Sentences—Phrases and Clauses (eCourses) (focus on 4-10 but ignore 8 & 9) ▪ Decide about Term Paper topic and find primary source <p>What we’ll do in class:</p> <ul style="list-style-type: none"> ▪ Diagramming practice ▪ Review of MLA formulas for books ▪ Individual conferences about topic proposals 	<p>MARCH 7</p> <p>No class today:</p> <ul style="list-style-type: none"> ▪ Midterm—Term Paper Topic Proposal—should be submitted online by 11:59 p.m. ▪ Begin work on Term Paper
MARCH 11-15 SPRING BREAK!	
WEEK 9: INTRO TO TEAM TEACHING PROJECT, SENTENCE RHYTHM AND REVIEW	
<p>MARCH 19</p> <p>Read before class:</p> <ul style="list-style-type: none"> ▪ Chapter 6 <p>What we’ll do in class:</p> <ul style="list-style-type: none"> ▪ Possible reading quiz ▪ Discussion & practice activities ▪ Pedagogy modeling ▪ Intro to group project 	<p>MARCH 21</p> <p>Review before class:</p> <ul style="list-style-type: none"> ▪ Chapters 3, 4, 5, & 6 ▪ Complete Unit 2 Review <p>What we’ll do in class:</p> <ul style="list-style-type: none"> ▪ Review for exam ▪ Intro to project prewriting assignment
WEEK 10 : REVIEW AND TEAM TEACHING PREP	
<p>MARCH 26 BRING BLUE BOOK!</p> <p>Review before class:</p> <ul style="list-style-type: none"> ▪ Chapters 3, 4, 5, & 6 <p>What we’ll do in class:</p> <ul style="list-style-type: none"> ▪ Take written exam 	<p>MARCH 28</p> <p>Review before class:</p> <ul style="list-style-type: none"> ▪ Group project assigned topic <p>What we’ll do in class:</p> <p>Work to prepare group project/team teaching lessons</p>

WEEK 11 : WRITER'S VOICE & STYLISTIC VARIATIONS (TEAM TEACHING PRESENTATIONS)	
<p>APRIL 2</p> <p>Read before class:</p> <ul style="list-style-type: none"> ▪ Chapter 7 <p>What we'll do in class:</p> <ul style="list-style-type: none"> ▪ Possible reading quiz ▪ Team teaching lessons about writer's voice 	<p>APRIL 4</p> <p>Read before class:</p> <ul style="list-style-type: none"> ▪ Chapter 11 <p>What we'll do in class:</p> <ul style="list-style-type: none"> ▪ Possible reading quiz ▪ Team teaching lessons about stylistic variations
WEEK 12 : ADVERBIALS AND ADJECTIVALS	
<p>APRIL 9</p> <p>Read before class:</p> <ul style="list-style-type: none"> ▪ Chapter 8 <p>What we'll do in class:</p> <ul style="list-style-type: none"> ▪ Possible reading quiz ▪ Discussion & practice activities ▪ Pedagogy modeling 	<p>APRIL 11</p> <p>Read before class:</p> <ul style="list-style-type: none"> ▪ Chapter 9 <p>What we'll do in class:</p> <ul style="list-style-type: none"> ▪ Possible reading quiz ▪ Discussion & practice activities ▪ Pedagogy modeling
WEEK 13 : NOMINALS AND REVIEW	
<p>APRIL 16 DUE: Prewriting</p> <p>Read before class:</p> <ul style="list-style-type: none"> ▪ Chapter 10 <p>What we'll do in class:</p> <ul style="list-style-type: none"> ▪ Possible reading quiz ▪ Discussion & practice activities ▪ Pedagogy modeling ▪ Intro to Extra Credit assignment 	<p>APRIL 18</p> <p>Review before class:</p> <ul style="list-style-type: none"> ▪ Chapters 7,11,8,9, &10 ▪ Complete Unit 3 Review <p>What we'll do in class:</p> <ul style="list-style-type: none"> ▪ Review for exam ▪ Q&A about course project & personal conferences

WEEK 14 : REVIEW AND TERM PAPER PREP	
<p>APRIL 23 BRING BLUE BOOK! DUE: Extra Credit #1</p> <p>Review before class:</p> <ul style="list-style-type: none"> ▪ Chapters 7,11,8,9, &10 <p>What we'll do in class:</p> <ul style="list-style-type: none"> ▪ Submit extra credit ▪ Take written exam 	<p>APRIL 25</p> <p>Do before class:</p> <ul style="list-style-type: none"> ▪ Continue drafting your Term Paper ▪ Print out a typed copy of Term Paper draft; doesn't have to be complete <p>What we'll do in class:</p> <ul style="list-style-type: none"> ▪ Workshop Term Paper drafts ▪ Celebrate the end of the semester! <p>DUE: Remember that the Term Paper is due to eCourses by 5/2 at 11:59 p.m.</p>

WEEKS 15/16 : TERM PAPER AND COURSE CONCLUSION	
<p>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).</p> <p>Final Exam: There will not be a final exam in this course. Your term paper will be in lieu of a final exam.</p>	<p>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.</p>

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: 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; 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.