



**ENTR 3309 Special Topic -Independent Study –
Economics of Global Entrepreneurship and Innovation- South Africa
Spring 2024**

Instructor: Gbenga Ojumu, PhD
Section # and CRN: Section P01_ and CRN: 25217

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Office Hours: **9:30 a.m. -11:00a.m. and 12:30 p.m. -2:00p.m. In person office hours on Tue. & Thurs. 11a.m. – 1p.m. Virtual hours on Wednesdays.**

Mode of Instruction: Face to face
Course Location: Agriculture/Business Multipurpose Building RM 120
Class Days & Times: Tuesdays: 6:00 -8:20 pm
Catalog Description:

This course provides the flexibility of presenting a variety of contemporary topics of interest in entrepreneurship. The ever evolving business environment will present new entrepreneurial opportunities to serve customer needs, involving a variety of goods and services. Topics addressed in this course will vary depending upon student interest and the needs of the market.

“Economics of Innovation” introduces theoretical models of invention and innovation. The course applies and extends concepts and frameworks from game theory, industrial organization, and contract theory. Topics include markets for technology, innovation, intellectual property (IP), patent licensing, incentives contracts for delegated research and development (R&D), R&D contests and tournament. The course also gives an introductory coverage of new data bases in invention and innovation and reviews some of the extensive empirical analysis in innovation economics, technology standards, Standard Setting Organizations (SSOs), and entrepreneurship.

Prerequisites: **Econ 2113 or ECON 2123 or MGMT 2013**

Co-requisites: Readings are sourced from multiple sites and listed in the course calendar below. Readings are selected journal articles and working papers. Required readings and supplementary materials (PPT slides, videos, and podcast links) are available on e-courses PowerPoints and materials will be uploaded on e-courses as needed. Communication regarding class matters (information updates, announcements, etc.) will primarily occur through E-courses.

Required Text/Technology: **Recommendations:** Students can access a free student subscription to the Wall Street Journal weekly e-mail on economics: <http://www.wsjstudent.com/>. No Required textbook

How can understanding innovation help entrepreneurs make better decisions? 'Innovation' is an overused term. What does it mean and how important is it for economic growth?

In this class, we take a deep dive into these and many other questions that will help you better understand the intersection of economics, innovation, and entrepreneurship. This class is for students with an interest in how entrepreneurs and innovative businesses have been a critical part of global economic change. Part theoretical and part applied, this class will get you excited about what economics adds to the study of entrepreneurship.

What about other required materials and tech?

Communication regarding class matters (information updates, content, processes, and announcements) will primarily occur through the Canvas. Please use the class discussion forum on E-courses, so that all students can benefit from relevant conversations. Canvas will be utilized for assessment and to maintain student grades.

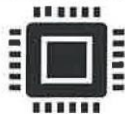
What does a typical class look like?

Classes are typically active and engaging (Be prepared to contribute). **Actively contribute to group discussions.** While some lecture is important, especially for more difficult concepts, classes will often involve student collaborations, economics-based activities, game play, and other forms of interactive critical analysis of economics issues. Bring your iPad or laptop to class every day.

The class will be run as a seminar class. You are expected to have done any assigned video and/or readings and come prepared to discuss them in class. To this end, we will have discussion questions prior to many of the classes, and you will be expected to answer the questions in a 2-3 page paper based on the readings for each week. You are to turn in the paper at the beginning of class. The primary grading criterion is whether your paper demonstrates that you have read and digested the readings assigned.

Did you know...

Innovation is the most important characteristic associated with entrepreneurial success?



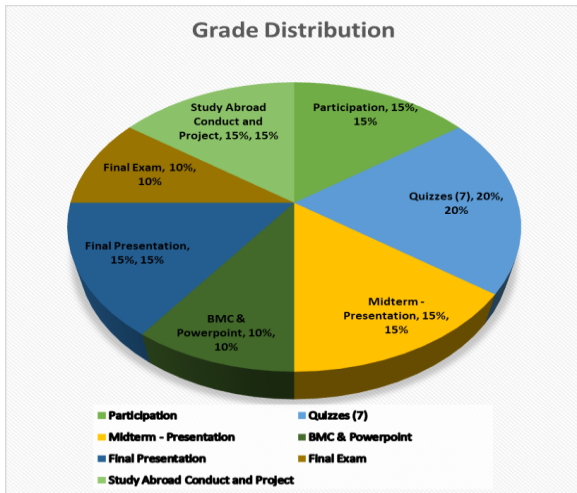
The term 'entrepreneur' is fairly new to economics textbooks?



Countries with younger populations tend to have higher entrepreneurship rates?



Q: Student Evaluation



Business Plan Project with BMC

The Business Plan Project consists of writing presentation components. Writing a business plan allow students the opportunity to gain an in-depth understanding of a particular business. This can a fun experience as you attempt to enlightenment about important business economic concepts. A properly written business plan can lay a strong foundation for future business success.

To maximize your enjoyment, choose businesses wisely. Individual students complete this assignment or teams of two students can be formed.

The complete guidelines are found on the [separate handout](#).

Grading Criteria

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|--------------------------|
| A = 90 and above; |
| B = 80 - 89; |
| C = 70 – 79 |
| D = 60 - 69; |
| F = 59 or below |

Presentations:

In class (before departure) and at the COB seminar (upon arrival) to and from SA.

Presentations help to refine students' oral communication skills, which is paramount within the 21st century workplace. Presentations will occur on the dates set on the course calendar. Each individual/team will have allocated time to cover their presentation items.

Students should try to effectively deliver their presentations and engage with the audience. Delivery is a measurement of communication skills and the

ability to effectively convey information. The ability to engage is a measurement of students' ability to engage the audience and to ensure that the audience is understanding the presented informative material.

Entrepreneur Interview Project

This project will provide students with an applied experience to better understand the linkages between economics and entrepreneurship. It is also an opportunity for students to increase their global networks by interacting with a foreign entrepreneur.

Students who are traveling to South Africa (SA) will conduct an online video interview with a SA entrepreneur who is operating an official business in South Africa. Non-traveling students can conduct an interview with a US-based entrepreneur. Your interviewee should have primary responsibility for their business.

The complete guidelines will be provided a separate handout.

****Please note the following:**

- the COB Seminal Presentation is required before your grades will be posted
- Professional conduct in SA will impact your class grade
- Presentation must address every aspect of the BMC.

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|---------------------------------------|------------|--|----------------------------------|
| 1 | JAN 14 | Course Calendar: Introductions / Syllabus Review | |
| 2 | JAN 16 | Topic 1: The Skills of Innovation and Entrepreneurship <ul style="list-style-type: none"> • Seelig, T. (2015). <i>Insight Out: Get Ideas Out of Your Head and Into the World</i>. Harper One. - Bessant, J. and Tiddl J. (2018). <i>Innovation and Entrepreneurship</i> (Wiley: United Kingdom). Selected Chapters. - (1962) K. Arrow, "Economic Welfare and the Allocation of Resources for Invention" in NBER, <i>The Rate and Direction of Inventive Activity</i>, pp. 609-619. - 1962, J. Schmookler, "Economic Sources of Inventive Activity," <i>Journal of Economic History</i>, March, 1962, pp. 1-20. | Pitch Presentations TBA |
| 3 | Jan 23 | Topic 2: The Intersection of Economics and Entrepreneurship - Discussing Business Ideas and Business Model Canvas (BMC) | |
| 4 | Jan 30 | - Parker, S. (2005). "The Economics of Entrepreneurship What We Know and What We Don't," <i>Foundations and Trends in Entrepreneurship</i> , 1(1), 1-54. | |
| 5 | FEB 6 | -Parker, S. (2018). <i>The Economics of Entrepreneurship</i> (Select Chapters). Cambridge University Press. -Glaesert E., Rosenthal, S.t Strange, W. (2010). "Urban Economics and Entrepreneurship," <i>Journal of Urban Economics</i> , 67, 1-14. - D. Mowery and N. Rosenberg, "The influence of market demand upon innovation: a critical review of some recent empirical studies," in Rosenberg, ed., <i>Inside the Black Box: Technology and Economics</i> , pp. 193-195, 225-238. | |
| 6 | FEB 13 | Topic 3: The Economic Determinants of Entrepreneurship -Parker, S. (2018). <i>The Economics of Entrepreneurship</i> (Select Chapters).Cambridge University Press. | Mid-Term Presentations TBA |
| 7 | FEB 20 | -Das, G.G. (2015). "Why Some Countries are Slow in Acquiring New Technologies," <i>Journal of Policy Modeling</i> , 37, 65-97. | |
| 8 | FEB. 27 | - Dobbs, R., Manyika, J., and Woetzel, J. (2015). <i>No Ordinary Disruption: The Four Global Forces Breaking all the Trends</i> . Public Affairs. | |
| 9 | Mar 5 | Assignment: Find an entrepreneur of your choice to interview – Use BMC to understand the business | |
| Spring Break: Dates - Mar11-16 | | | |

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|----|-----------|--|--|
| 10 | MAR 19 | Topic 4: Innovation and Economic Growth: Job Creation, Incentives Parker, S. (2018). <i>The Economics of Entrepreneurship</i> (Select Chapters). Cambridge University Press. | Entrepreneur Interview Approval Form due TBA |
| 11 | MAR 26 | Bessant, J. and Tidd, J. (2018). <i>Innovation and Entrepreneurship</i> (Wiley: United Kingdom). Selected Chapters. Dorf, R. and Byers, T. (2005). <i>Technology Ventures: From Idea to Enterprise</i> (McGraw-Hill: New York, NY). | |
| 12 | APR. 2 | Selected Chapters. Lerner, J. (2012). <i>The Architecture of Innovation: The Economics of Creative Organizations</i> (Harvard Business Review Press, Boston, MA). Selected Chapters. | |
| 13 | APR 9 | Topic 5. • Diversity Entrepreneurship | Entrepreneur Interview Slide Deck and Written Report due TBA |
| 14 | APR 16 | -Parker, S. (2018). <i>The Economics of Entrepreneurship</i> (Select Chapters). Cambridge University Press. Ribes-Giner, G., Moya-Clemente, and | |
| 15 | APR. 16 | -Cervello-Royo, R., and Perello-Marin, M.R. (2018). "Domestic Economic and Social Conditions Empowering Female Entrepreneurship," <i>Journal of Business Research</i> 89: 182-189. Ibrahim, G. and Galt, V. (2011) "Explaining Ethnic Entrepreneurship: An Evolutionary Economics Approach 20: 607-613 | |
| 16 | APR 26 | University last class: TBA Final Exams TBA | Final Presentations TBA |

*Course calendar and assignments subject to change.

Course Procedures and Additional Policies

Attendance Policy

Attendance will be taken on a daily basis at the beginning of class. Attendance grades are electronically recorded and available in Canvas. Students are expected to come to lecture or lab meetings on time. If you are not present at the time attendance is being taken, you will be considered absent. In order to earn a bonus credit at the end of the semester towards the final grade, students should maintain an attendance percentage of 90 or higher.

Only university-approved absences will be accepted. When a university-approved activity is in conflict with the class meeting, the student should inform the instructor and provide, official documentation supporting the conflict. In such a case, the student will be excused. To ensure a timely make-up opportunity, students have three days from the date of the absence to submit documentation. See the University Attendance Policy in Section 6 and in the University Catalog.

Course Outcomes

Upon successful completion of this course, students will be able to:

- 1) Identify the theoretical relationship between classic economics and entrepreneurship.
- 2) Apply the steps to launching a successful business.
- 3) Assess the role of venture capital and innovation in the development of business and how they stimulate entrepreneurship.
- 4) Apply the principles of organizational economics and other macroeconomic concepts to understand how incentives impact entrepreneurship.
- 5) Identify the increasing impact of technology on the natural forces of competitive entrepreneurship.
- 6) Describe the role of international trade and finance on innovation and economic growth.
- 7) Explain the recent disruptions within the global economy and identify opportunities for globally-minded entrepreneurs.

HOW CAN YOU BE SUCCESSFUL IN THIS COURSE?

- 1) *Have a growth mindset. Read Mindset by Carol Dweck.*
- 2) *Master the use of the technology, especially Slack and canvas, used to facilitate the class. Also bring your iPad or laptop to class every day.*
- 3) *Follow the online discussions regarding class issues and announcements.*
- 4) *Be open to ideas and suggestions from your classmates.*
- 5) *Purchase, read, and study the required materials as well as properly taking and studying notes after class.*
- 6) *Read the text and supplemental readings before class and prepare relevant questions.*
- 7) *Attend class and utilize teams/study groups.*
- 8) *Ask for and seek help during office hours. 8) Keep all deadlines.*

Student Support and Success

John B. Coleman Library

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

Academic Advising Services

Academic Advising Services offers students a variety of services that contributes to student success and leads towards graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students get connected 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 with Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major at www.pvamu.edu/advising. 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, in virtual face-to-face sessions (<https://www.pvamu.edu/student-success/sass/university-tutoring-center/>), and through online sessions (<https://www.pvamu.edu/pvplace/>). Other support services available for students include Supplemental Instruction, Study Break, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pv tutoring@pvamu.edu; Website: <https://www.pvamu.edu/student-success/sass/university-tutoring-center/>

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>

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

Testing Services serves to create opportunities by offering a suite of exams that aid in the students' academic and professional success. Currently, we administer entrance (HESI A2), college readiness (TSI assessment), Prior Learning (CLEP, DSST), and proctored exams. Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; Website: www.pvamu.edu/testing

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 college in the traditional manner. The Center for Instructional Innovation and Technology Services (CIITS) supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit:

<https://www.pvamu.edu/dlearning/distance-learning-2-2/students-2/>; Phone: 936-261-3283

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/>

Career Services

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office 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 Career Services website for information regarding services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; Website: <https://www.pvamu.edu/careerservices/>

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.
6. Use of AI for essays or other assignments

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 inability 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 at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at www.pvamu.edu/titleix, including confidential resources available on campus.

Pregnancy, Pregnancy-related, and Parenting Accommodations

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related conditions, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Disability Services or the Dean of Students' Office for additional information and to request accommodations.

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.

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 High Sierra*
- Smartphone or iPad/Tablet with Wi-Fi*
- High-speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- 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

* Smartphones, Google Chrome books, and Android tablets may not be supported. iPads are the only tablets supported.

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

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.

Personal Illness and Quarantine - Students required to quarantine are to participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities. Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence. To receive an excused absence, students must provide appropriate documentation to the Office for Student Conduct, studentconduct@pvamu.edu

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests 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 Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.