



**US History to 1877
HIST 1301-Z07 CRN 21141
Spring 2022**

Course Information

Description

Instructor: Dr. Lessie B. Tate
Section # and CRN: Z07-21141
Office Location: Woolfolk Bldg. Rm 203B
Office Phone: 936-261-3217
Email Address: letate@pvamu.edu
Office Hours: Tuesday and Thursdays 1pm-4pm by Zoom set by appointment
Mode of Instruction: Internet-Asynchronous
Course Location:
Class Days & Times:
Catalog Description:

This course covers American development from the era of discovery to the close of the Civil War. This course includes modules on the following topics: the colonial era; the young republic; westward expansion; and sectionalism; Civil War, and Reconstruction.

Prerequisites:
Co-requisites:
Required Text(s):

RDNG 0131
 N/A
 Text: **U.S. History**
 Authors: P. Scott Corbett, Volker Jaanssen, et al.
 ISBN: 978-1506698151
 Access online: <http://cnx.org/content/col11740/1.3>

Douglass, Fredrick, *Narrative of the Life of Frederick Douglass (Classics, 2005).*

Du Bois, W. E. B., *The Souls of Black Folk (1903; repr., Bantam Classic, 1989).*

Packback, www.packback.co

Recommended Text(s): Brands, Breen, Gross, Williams, etc. ***American Stories: A History of the United States, Volume I***, 4th Edition. (Pearson Education). ISBN-13 978-462576-8.

Course Learning Objectives:

	Upon successful completion of this course, students will be able to:	Student Learning Outcome # Alignment	Core Curriculum Objective Alignment
1	Learn basic facts of American history;	1	Critical Thinking

2	Have an ability to think critically, recognize changes over time and demonstrate an understanding in the relationship between cause and effect;	2	Critical Thinking
3	Compare current social issues to historical recurrences from the past for an understanding of the challenges and possibilities in contemporary times;	3	Critical Thinking
4	Understand how sources and research methods relate to reading history;	4	Personal Responsibility
5	Develop a global perspective in recognizing the relationships between domestic and foreign affairs.	5	Social Responsibility

Major Course Requirements

Grading Criteria and Conversion:

A = 90 and higher

B = 80-89

C = 70-79

D = 60-69

F = 0-59

Method of Determining Final Course Grade

Course Grade Requirement		Value
1)	Exam I	17.5%
2)	Exam II	17.5%
3)	Exam III	17.5%
4)	Final Exam	17.5%
5)	Precis Assignment	15%
6)	Discussions	15%
Total:		100%

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, including the final exam, and performed below the grade level of a D, a grade of FN (failed-nonattendance) 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, including the final exam, but performed below the grade level of a D, a grade of F will be assigned for the final course grade.

Detailed Description of Major Assignments:

Assignment Title or Grade Requirement	Description
Exams	consist of critical thinking multiple choice questions.
Precis Assignment	is an historical analysis of sources presented in the historical narrative of Souls of Black Folks.
Discussions	occur on the Packback platform. This assignment requires readings of the additional readings and the assigned chapters. Discussions are based on your reflections of how events are presented in the assigned chapter's documentation of the period after readings of different documentation of the same period from a different perspective. Prompts for discussion will be given in canvas announcements and on the Packback platform.

Course Procedures or Additional Instructor Policies

Taskstream

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

This semester you will be asked to complete a written "precis" assignment. In academia, a precis is synonymous with a book or article review. As such it is an analysis/evaluation and summary of an academic writing. **I cannot strongly emphasize enough that this assignment is not a book review.** More information will be given for your precis assignment during the semester in class. The following is the reading precis assignment to be submitted through Taskstream:

On the assigned due-dates, you are required to submit your papers through Taskstream (ecourses). **In order to comply with established University guidelines, I will not be able to accept late submissions of precis assignments!** Your assignment will be evaluated by Turn-it-in. If you have more than 15% similarity you will receive a "0." Use the following instructions as a guide in completing this assignment. The Precis assignments are due on February 24th and March 7th.

Heading

Please use the following heading for this assignment:

Precis Assignment

Author's name, title of the book (publisher, year)

Example

John Lewis Gaddis, *We Now Know: Rethinking the Cold War* (New York: Oxford University Press, 1997)

Paragraph 1

The first paragraph should introduce the subject matter of the book/article in an interesting and engaging manner. Make the audience want to continue reading beyond the first sentence. You should identify the author, title of the book/article and the thesis.

Paragraph 2

Identify the larger historiographical framework or setting of the book/article. Discuss the historical significance/contribution.

Paragraphs 3-5

Provide a summary of the book/article. Since this assignment **is not** a book report, your analysis should be either chronological or thematic.

Paragraph 6

Discuss what you perceive to be the strengths and weaknesses of the book/article. For example, the strengths could be the contribution to historical understanding, or the writing style. On the other hand, weaknesses could be complexity of terminology used or the lack of documentation.

Paragraph 7

Evaluate the primary and secondary sources used. Even though you may not be an "expert" discuss if you believe the sources indicated enough depth of research by the author to adequately discuss the subject matter.

Paragraph 8

Revisit the author's thesis and discuss if you believe the contents of the book/article adequately defended it (the thesis). If so, how? If not, why not?

Signature Block

Your name and date should be right-justified and placed at the end of the book/article review. Example:

Johnny Doright

March 5, 2000

Class Organization: Classes will be organized around informal lectures recorded on Zoom, online discussions, and independent readings. This is an asynchronous class that will have weekly lectures on chapter theme. It is imperative that you pay attention to announcements on CANVAS. This is the way you will receive mass communications detailing class activities, further assignment instructions and details for upcoming discussions for the class. It is advised that you review CANVAS emails frequently. Emails will be responded to within **48 hours**. Please refer to this document for class guidelines. Students are responsible for all materials posted online and all assigned readings.

Exams, quizzes, and Precis assignments will be given through ecourses. Online discussions will occur on the Packback website. You will be required to initiate one discussion and reply to two to receive full credit for each assigned discussion. If students fail to take exams, submit the Precis assignment on Taskstream or participate in online discussion by the assigned due date they will receive a "0." Late assignments will only be accepted with documented excuses of the official University guidelines. In addition, any late assignments turned in one-week past due date will receive a 5-point deduction. Make-up exams will be reopened at the discretion of the instructor, at a date to be determined. **No make-up will be given for quizzes or discussions.** There are no redo's on Precis assignments. **Quizzes are students' only opportunity to earn extra credit points.** At the end of the semester students will receive points which are determined from their quiz semester average.

Packback Questions/Platform for Class Discussion

Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

Packback Requirements:

Your participation on Packback will count toward 15% of your overall course grade.

There will be a Weekly Monday at 12:00AM CST deadline for submissions. In order to receive your points per week, you should submit the following per each deadline period:

- 1 open-ended Question per week with a minimum Curiosity Score of 50, each worth 4pts of each assignment grade
- 2 Responses per week with a minimum Curiosity Score of 50, each worth 6pts of each assignment grade
- Half credit will be provided for questions and responses that do not meet the minimum curiosity score.

How to Register on Packback:

An email invitation will be sent to you from help@packback.co prompting you to finish registration. If you don't receive an email (be sure to check your spam), you may register by following the instructions below:

1. Create an account by navigating to <https://questions.packback.co> and clicking "Sign up for an Account"
Note: If you already have an account on Packback you can log in with your credentials.
2. Then enter our class community's lookup key into the "Looking to join a community you don't see here?" section in Packback at the bottom of the homepage.
3. Community Lookup Key f0f9b91a-d375-4dfc-9172-f64e42c84cc5
Follow the instructions on your screen to finish your registration.

Packback may require a paid subscription. Refer to www.packback.co/product/pricing for more information.

How to Get Help from the Packback Team:

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video:
vimeo.com/packback/Welcome-to-Packback-Questions

Semester Calendar

Semester Calendar (Tentative Dates)*

Week One

Topic description
Tuesday Introduction to US history
Primary and Secondary Source
Pre-assessment quizzes
Thursday What is Critical Thinking?
How to read History

Week Two

Topic description
Tuesday **Pre-colonial Era**
The Americas, Europe and Africa Before 1492
Readings: US History: 7-29 or American Stories 2-53
Thursday **Early Globalization: The Atlantic World, 1650**
Readings: US History: 33-58
Additional readings and videos on Estevan on CANVAS.
Assignments: **Discussion question on Packback**
Quiz

Week Three

Topic description
Tuesday and **Colonial Era**
Thursday **Creating New Social Orders: Colonial Societies, 1660-1700**
Readings: US History 63-90 or American Stories 56-74
Additional readings on Anthony Johnson on CANVAS
Assignments: **Discussion question on Packback**
Quiz

Week Four

Topic description
Tuesday and **Colonial Era**
Thursday **Rule Britannia! The English Empire, 1660-1763**
Readings: US History 95-119 or American Stories 78-100
Additional readings on Stono Rebellion and primary source "A Defense of the Slave Trade on CANVAS.
Assignments: **Discussion question on Packback**
Quiz
Exam I – Chapter 1-4

Week Five

Topic description
Tuesday **Colonial Era**
Imperial Reforms and Colonial Protest
Readings: US History 125-150 or American Stories 103-129
Thursday **America's War for Independence**
Readings: US History 156-178 or American Stories 103-129
Video-Black Patriots: Heroes of the Revolution on CANVAS
Assignments: **Discussion question on Packback**
Quiz

Week Six

Topic description Tuesday	<p>The Young Republic Creating a Republic Government, 1776-1790 Readings: US History 184-206 or American Stories 131-155</p>
Thursday	<p>Growing Pains: The New Republic, 1790-1820 Readings: US History 211-238 or American Stories 158-202 Additional Readings on African Americans in the New World on CANVAS Assignments: Discussion question on Packback Quiz Precis Assignment Due- February 24th.</p>
Week Seven	
Topic description Tuesday and Thursday	<p>The Young Republic Industrial Transformation of the North, 1800-1850 Readings: US History 243-268 or American Stories 206-227 Additional Readings to be assigned found on CANVAS. Assignments: Quiz Discussion Question on Packback Exam II – Chapters 5 - 9</p>
Week Eight	
Topic description Tuesday	<p>Westward Expansion Jacksonian Democracy, 1820-1840 Readings: US History 273-296 or American Stories 228-247</p>
Thursday	<p>A Nation on the Move: Westward Expansion Readings: US History 301-326 or American Stories 296-316 “Trail of Tears” Video on CANVAS Assignments: Discussion Question on Packback Quiz</p>
Week Nine	
Spring Break (March 14-19)	
Week Ten	
Topic description Tuesday and Thursday	<p>Sectionalism Cotton is King: The Antebellum South, 1800-1860 Readings: US History 331-356 or American Stories 251-271 Additional readings and video to be found on CANVAS Assignments: Discussion Questions on Packback Quiz</p>
Week Eleven	
Topic description Tuesday and Thursdays	<p>Sectionalism Antebellum Idealism and Reform Impulses, 1820-1860 Readings: US History 361-376 or American Stories 274-295 Additional readings and videos to be assigned on CANVAS Assignments: Discussion question on Packback Quiz Exam III – Chapters 10 - 13</p>
Week Twelve	
Topic description Tuesday and Thursday	<p>Sectionalism Trouble Times: The Tumultuous 1850s Additional video on Dred Scott and John Brown to be assigned through CANVAS Assignments: Discussion question on Packback Quiz Precis Assignment Due – April 7th</p>

Week Thirteen

Topic description
 Tuesday and
 Thursday

The Civil War**The Civil War, 1860-1865**

Readings: US History 419-474 or American Stories 344-368

View video – **United States Colored Troops: Black Who Fought in the Civil War in CANVAS.**

Assignments: **Discussion question on Packback platform**
Quiz

Week Fourteen

Topic description
 Tuesday and
 Thursday

Reconstruction**The Era of Reconstruction, 1865-1877**

Readings: US History 451-463 or American Stories 369-391

Additional reading to be assigned as through CANVAS.

Assignments: **Discussion question on Packback**
Quiz

Week Fifteen

Topic description
 Tuesday
 Thursday

Review

“ ”
 “ ”

Week Sixteen

Tuesday
 Wednesday

Last Day of Class

Final Exams (May 5-12)

Instructions provided on Canvas

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: pvtutoring@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.

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.

COVID-19 Campus Safety Measures

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, PVAMU has adopted policies and practices to limit virus transmission.

- **Self-monitoring** - Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.
- **Face Coverings** - Face coverings (cloth face covering, surgical mask, etc.) are recommended in classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource, and support offices, and outdoor spaces where 6 feet of physical distancing is challenging to maintain reliably.
- **Physical Distancing** - Physical distancing should be maintained between students, instructors, and others in course and course-related activities where possible.
- **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.