



## SYLLABUS

### United States History II - 23751 – HIST 1302 - P04

<b>Instructor:</b>	Dr. Matthew G. Washington
<b>Section # and CRN:</b>	United States History II - 23751 - HIST 1302 - P04
<b>Office Location:</b>	G. R. Woolfolk Social & Political Science Building, Room 207 D
<b>Office Phone:</b>	936-261-2565
<b>Email Address:</b>	mawashington@pvamu.edu
<b>Office Hours:</b>	TR: 12:30 pm – 1:30 pm; 3:30 pm – 5:30 pm
<b>Mode of Instruction:</b>	Lecture
<b>Course Location:</b>	E E O'Banion Science Bldg A103
<b>Class Days &amp; Times:</b>	TR: 9:30 am - 10:50 am
<b>Catalog Description:</b>	Surveys modern American development: the industrial nation and its problems; expansionist and muckraker; the First Crusade, Normalcy and Reaction, Depression, and the New Deal; and the Second World War and after. Lectures, special readings, discussion, supervised study, and tests.
<b>Prerequisites:</b>	None.
<b>Co-requisites:</b>	None.
<b>Required Text(s):</b>	Corbett, P.S., Volker Janssen, John M. Lund, Todd Pfannestiel, and Paul Vickery, eds. <a href="#"><i>U.S. History</i></a> . Houston: OpenStax, Rice University, 2017.  <b>*Once on the website, please go to the section entitled "Student resources." The section helps in the process of accessing the Ebook, as well as other materials pertinent to the course.</b>  <b>*The following article is also required for class and can be found on <a href="http://jstor.org">jstor.org</a> through the John B. Coleman Library page on Prairie View A&amp;M University's website.</b>  <a href="#">Sugrue, Thomas J. "Affirmative Action from Below: Civil Rights, the Building Trades, and the Politics of Racial Equality in the Urban North, 1945-1969." <i>Journal of American History</i> 91, no. 1 (2004): 145-73.</a>
<b>Recommended Text(s):</b>	None.

**Course Learning Objectives:**

	<b>Upon successful completion of this course, students will be able to:</b>	<b>Student Learning Outcome # Alignment</b>	<b>Core Curriculum Objective Alignment</b>
<b>1</b>	Learn basic facts of American history.	1	Critical Thinking
<b>2</b>	Be better able to think critically, recognize change over time, and demonstrate an understanding how actions have consequences	2	Critical Thinking
<b>3</b>	Relate present-day issues and experiences to those of the past, in order to provide a better basis for appreciating challenges and possibilities of contemporary times.	3	Communication
<b>4</b>	Supplement knowledge of sources and methods of learning American history.	4	Personal Responsibility
<b>5</b>	Develop global perspective and social responsibility by recognizing and remarking upon relationships between domestic and foreign affairs.	5	Social Responsibility

**Major Course Requirements**

**Method of Determining Final Course Grade**

<b>Course Grade Requirement</b>		<b>Value</b>	<b>Total</b>
1)	Exam 1	20%	80
2)	Exam 2	20%	80
3)	Exam 3	20%	80
4)	Exam 4 (the Final Exam)	25 %	100
5)	Article Review Essay	15%	60
<b>Total:</b>		<b>100%</b>	<b>400 points</b>

**Grading Criteria and Conversion:**

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

If a student has stopped attending the course (i.e. “stopped out”) at any point after the first day of class but did not officially withdraw from the course and has missed assignments and exams and performed below the grade level of a D, a grade of FN (failed-non attendance) will be assigned for the final course grade to ensure compliance with the federal Title IV financial aid regulations. In contrast, if the student has completed all assignments and exams, but performed below the grade level of a D, a grade of F will be assigned for the final course grade.

**Detailed Description of Major Assignments:**

Assignment Title or Grade Requirement	Description
Exam 1	50 multiple choice questions based on Chapters 16-19. <b>(Exam opens on February 8 at 8:00 am and closes the same day at 11:59 pm. Once the exam is opened it must be completed in no more than 60 minutes).</b>
Exam 2	50 multiple choice questions based on Chapters 20-23. <b>(Exam opens on March 7 at 8:00 am and closes the same day at 11:59 pm. Once the exam is opened it must be completed in no more than 60 minutes).</b>
Exam 3	50 multiple choice questions based on Chapters 24-27. <b>(Exam opens on April 4 at 8:00 am and closes the same day at 11:59 pm. Once the exam is opened it must be completed in no more than 60 minutes).</b>
Exam 4	90 multiple-choice questions based on Chapters 28-32. <b>(The Final Exam will open during the two-hour exam time only during finals week. The specific time of the final exam will be announced later this semester on Canvas).</b>
Point to note regarding the Exams	<b>Exams are all timed open note and open book tests. Exams are to be completed individually too. Also, no cell phone use during the exams. Moreover, Proctorio is required to complete the exams. For more information on Proctorio, see <a href="https://www.pvamu.edu/dlearning/proctorio-at-pvamu/">https://www.pvamu.edu/dlearning/proctorio-at-pvamu/</a>. I recommend that students also consult PVAMU's Video Conferencing Etiquette policy before utilizing Proctorio. Lastly, once exams have been fully completed, they cannot be retaken.</b>
Article Review Essay	<p><b>*Please read this grading rubric information and the following guidelines in this description thoroughly (How the Article Review Essay will be graded is also available on Canvas). Overall, points from the Article Review Essay may be subtracted at my discretion if the grading rubric and the guidelines noted in this description are not properly followed.</b></p> <p><b>Here is the main article that is being reviewed:</b></p> <p><b>Sugrue, Thomas J. "Affirmative Action from Below: Civil Rights, the Building Trades, and the Politics of Racial Equality in the Urban North, 1945-1969." <i>Journal of American History</i> 91, no. 1 (2004): 145-73.</b></p> <p><b>In addition to this article, 2 outside sources—one book and one scholarly journal article—have to be used. Furthermore, Sugrue's article can be found on <a href="http://www.jstor.org">jstor.org</a> through the John B. Coleman Library page on Prairie View A&amp;M University's website. When citing and quoting material from the Sugrue article, quotation marks around the quoted material and parenthetical citations must be utilized. An example of a parenthetical citation is this: (Sugrue, 145). Regarding the two outside sources utilized, when using quotes from them, they too must have quotation marks around the quoted material. Yet when citing the two outside sources, they must be cited using footnotes, as noted in the <i>Chicago Manual of Style</i>.</b></p> <p><b>Based upon Thomas J. Sugrue's article and 2 outside reputable sources, this Article Review Essay must be at least 1000 words. Moreover, the word length relates to the introduction, body, and conclusion paragraphs of the Article Review Essay. Thus, the word count excludes the title of the article and the footnotes. The Article Review must also be double spaced, have 12 pt. Arial or Times New Roman font, and include no more than 20 percent of quoted material. In an essay that is 1000 words, for example, a total of 200 words from quoted material stemming from the 3 sources would equate to 20 percent. Furthermore, the Article Review Essay must be uploaded to Canvas.</b></p>

**General Framework of the Article Review Essay for Points #1, #2, #3, #4, and #5 found in the grading rubric:**

**Title of the paper at the top of the page and student's name, class section, and the date that the assignment is being uploaded to Canvas. Also, please make sure that the pages are numbered.**

**Introduction Paragraph: Point #1**

**Point #1:** The essay must identify the main thesis of Sugrue's article under review. Here, the main thesis is to be stated clearly in the first (introduction) paragraph of the essay. For example, the essay should have something to the effect of "Thomas J. Sugrue argues that . . ." Please make sure to clearly identify the main thesis of the article under review (10 points).

**Body Paragraphs:**

**For the Body Paragraphs, please follow the points sequentially, that is, Point #2, followed by Point #3, and then Point #4**

**Point #2:** The essay must provide a description of at least two of the main themes of Sugrue's article, both noting and citing specific examples from the article under review. While illuminating the main themes of the article, it should also note how they connect to the central thesis (20 points).

**Point #3:** The essay must provide at least one analytical strength and one analytical weakness of Sugrue's article under review. Here, when highlighting the strength and weakness of the article under review, focus on how the author presents and interprets his arguments and assessments. What do you feel the author does well on the one hand, and what do you feel are shortcomings of the article under review on the other. If anyone has further questions regarding this section, then please feel free to send me a message via Canvas or my PVAMU email. In addition, utilize academic websites that give examples on how to provide academic critiques of an article (10 points).

**Point #4:** The essay must talk about the relevance of Sugrue's article to the modern-day. To fully complete this part of the essay, 2 outside sources have to be cited. The sources have to include one academic journal article like the Sugrue article and one book such as Levy, Peter B. *The Great Uprising: Race Riots in Urban America During the 1960s*. New York: Cambridge University Press, 2018.

When citing sources outside Sugrue's article, please utilize the correct citation format (quotation marks and footnotes) from the *Chicago Manual of Style*. This section should include direct examples/references from the 2 outside sources (if referencing or citing from a specific page, then the page number must be properly cited). (15 points).

**Conclusion Paragraph: Point #5**

**Point #5:** The essay must provide a conclusion paragraph that summarizes main points of the paper. This section is to be completed in the final paragraph of the essay (5 points).

**\*Altogether, the essay is worth 60 points.**

**For the Article Review Essay overall, please make sure to also apply the following guidelines throughout the paper:**

—When citing the sources, please make sure to utilize the correct citation format, as expressed previously. In addition, when paraphrasing the material, please make sure that the material is broken down into own words. Generally speaking, names of individuals and their titles/positions, times and dates, as well as the names of organizations, etc., do not need quotation marks around them; however, a citation should be utilized. As a general rule to follow, if a particular passage is unique to the sources, whether two words, three words, a four-word phrase, or more, then the material must be cited accordingly.

—Overall, I suggest for the Article Review Essay that it is better to over cite the sources utilized than to not provide enough citations in the paper. Indeed, throughout the Article Review Essay, I will be examining such citations closely and critically. Thus, any forms of Academic Dishonesty will not be tolerated. For what academic dishonesty is, please see the sections entitled “Forms of Academic Dishonesty,” “PVAMU’s General Statement on the Use of Generative Artificial Intelligence Tools in the Classroom,” and “Syllabus Statement Regarding the Usage of Artificial Intelligence in the Classroom,” near the end of the class syllabus document. Moreover, regarding this section overall, if anyone has further questions or concerns, please feel free to send me a message on Canvas or my PVAMU email.

**\*At professor’s discretion points will be subtracted from essays that do not fit the noted criteria in this section.**

## Course Procedures or Additional Instructor Policies

- Class attendance is important for this course, because during the meetings, that is when the course material will be reviewed. At the same time, students must adhere to the due dates of assigned graded materials for the class. Unless a university documented excuse is provided, any exams or article review essay uploaded late (after 11:59 p.m. on designated due date) will be penalized by 10 points.
- All electronic communications sent to the professor must be from systems directly affiliated to Prairie View A&M University. They include your PVAMU email or PVAMU Canvas account. I can also be reached via my on-campus office phone: 936-261-2565. When sending an email or message on Canvas to me, please make sure to write your class section in the subject section.
- During the week (Monday through Friday morning, afternoon, and late afternoon), I will generally respond to emails and phone calls within 24-48 hours. During the weekend (Friday evening through Sunday), however, electronic message responses as well as phone messages will generally be answered at the latest that Monday.
- I will also grade all material for the class as promptly as possible.
- Finally, please be courteous to your classmates and professor.

### Spring 2024 Semester Calendar

*\*Please be advised that the Semester Calendar is subject to be modified at the discretion of the professor.*

*\*Before the scheduled days of the Lecture and Discussion materials, the assignments are to be read and ready to discuss.*

**Week One:**  
**Topic Description**                      **Review of Class Syllabus and the Extra Credit Assignments and Lecture and Discussion of Chapter 16**

**Readings and Assignments:**  
T: **January 16**, Reviews of class syllabus and extra credit assignments  
R: **January 18**: Read Chapter 16

**Week Two:**  
**Topic Description**                      **Lecture and Discussion of Chapter 17 and extra credit assignments**

**Readings and Assignments:**  
T: **January 23**: Read Chapter 17  
R: **January 25**: Read Chapter 17; **syllabus review/extra credit assignment and Proctorio Extra Credit Review Assignment due on Canvas by 11:59 p.m.**

**Week Three:**  
**Topic Description**                      **Lecture and Discussion of Chapter 18**

**Readings and Assignments:**  
T: **January 30**: Read Chapter 18  
R: **February 1**: Read Chapter 18

**Week Four:**  
**Topic Description:**                      **Lecture and Discussion of Chapter 19 and Exam 1**

**Readings and Assignments:**  
T: **February 6**: Read Chapter 19  
R: **February 8**: **Exam 1 (no in-class meeting); exam opens at 8:00 a.m. and closes the same day at 11:59 p.m.; unless a university documented excuse is provided, an exam uploaded late will be penalized by 10 points.**

**Week Five:**                    **Lecture and Discussion of Chapter 20**  
**Topic Description:**

**Readings and**                **T: February 13:** Read Chapter 20  
**Assignments:**                **R: February 15:** Read Chapter 20

**Week Six:**                    **Lecture and Discussion of Chapter 21**  
**Topic and Description:**

**Readings and**                **T: February 20:** Read Chapter 21  
**Assignments:**                **R: February 22:** Read Chapter 21

**Week Seven:**                **Lecture and Discussion of Chapter 22**  
**Topic and Description:**

**Readings and**                **T: February 27:** Read Chapter 22  
**Assignments:**                **R: February 29:** Read Chapter 22

**Week Eight:**                **Lecture and Discussion of Chapter 23 and Exam 2**  
**Topic and Description:**

**Readings and**                **T: March 5:** Read Chapter 23  
**Assignments:**                **R: March 7: Exam 2 (no in-class meeting); exam opens at 8:00 a.m. and closes the same day at 11:59 p.m.; unless a university documented excuse is provided, an exam uploaded late will be penalized by 10 points.**

**Week Nine:**                **Spring Break, Read Chapter 24, and work on Article Review Essay**  
**Topic and Description**

**Readings and**                **T: March 12:** Chapter 24  
**Assignments:**                **R: March 14:** Chapter 24

**Week Ten:**                    **Lecture and Discussion of Chapter 25**  
**Topic and Description**

**Readings and**                **T: March 19:** Read Chapter 25  
**Assignments:**                **R: March 21:** Read Chapter 25

**Week Eleven**  
**Topic and Description:** **Lecture and Discussion of Chapter 26**

**Readings and Assignments:**  
**T: March 26:** Read Chapter 26  
**R: March 28:** Read Chapter 26

**Week Twelve:**  
**Topic and Description** **Lecture and Discussion of Chapter 27 and Exam 3**

**Readings and Assignments:**  
**T: April 2:** Read Chapter 27  
**R: April 4:** **Exam 3 (no in-class meeting); exam opens at 8:00 a.m. and closes the same day at 11:59 p.m.; unless a university documented excuse is provided, an exam uploaded late will be penalized by 10 points.**

**Week Thirteen:**  
**Topic and Description** **Lecture and Discussion of Chapter 28 and Article Review Essay**

**Readings and Assignments:**  
**T: April 9:** Read Chapter 28  
**R: April 11:** Read Chapter 28; **Article Review Essay; article review essay is due by 11:59 p.m.; unless a university documented excuse is provided, an article review essay uploaded late will be penalized by 10 points.**

**Week Fourteen:**  
**Topic and Description** **Lecture and Discussion of Chapter 29, and Chapters 30 and 31**

**Readings and Assignments:**  
**T: April 16:** Read Chapter 29; **Exams 1, 2, 3, and the Article Review Essay must be completed on Canvas no later than 11:59 p.m. and will not be accepted after this day.**  
**R: April 18:** Read Chapters 30 and 31.



**Week Fifteen:** Lecture and Discussion of Chapter 32  
**Topic and Description**

**Readings and Assignments:** T: April 23: Read Chapter 32

R: April 25: (Last day of class): Read

**Week Sixteen** Finals Week (April 30 through May 8)  
**Topic and Description**

**Readings and Assignments:** \*The final exam (Exam 4) time will be noted on Canvas later this semester. The final exam, like the previous exams, will be completed on Canvas during a designated time.

## Student Support and Success

### John B. Coleman Library

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

### Academic Advising Services

Academic Advising Services offers students various services that contribute to student success and lead toward graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students connect to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors within Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major on the [advising website](#). Phone: 936-261-5911

### The University Tutoring Center

The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC and virtually in online sessions. Other support services available for students include Supplemental Instruction, Study Breaks, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: [pvtutoring@pvamu.edu](mailto:pvtutoring@pvamu.edu); [University Tutoring Website](#)

### Writing Center

The Writing Center provides well-trained peer tutors to assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Students must register for Grammarly by using their student email address. In addition, students have access to face-to-face and virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; [Writing Center Website](#), [Grammarly Registration](#)

### Panther Navigate

Panther Navigate is a proactive system of communication and collaboration between faculty, academic advisors, and students that is designed to support student success by promptly identifying issues and allowing for intervention.

Panther Navigate helps students by providing a central location to schedule advising appointments, view campus resources, and request assistance. Students who recognize that they have a problem that negatively affects their academic performance or ability to continue school may self-refer an academic early alert. To do so, students will log in to Canvas and click on Student Alerts on the left sidebar within a course. Students also have the option to download the Navigate Student app. Phone: 936-261-5902; [Panther Navigate Website](#)

### **Student Counseling Services**

The Student Counseling Services offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and assists students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2<sup>nd</sup> floor; Phone: 936-261-3564; [Health & Counseling Center Website](#)

### **Office of Testing Services**

The Office of Testing Services serves to facilitate and protect the administration of educational and professional exams to aid students, faculty, staff, and the community in their academic and career goals. We provide proctoring services for individuals who need to take exams for distance or correspondence courses for another institution, exams for independent study courses, or make-up exams. In order for a proctored exam to be administered by our office, the instructor of the course must first submit the online PVAMU Testing Services – Test Proctoring Form (this form can only be completed by the instructor) to the Office of Testing Services 72 hours prior to the first exam being administered. Once the Test Proctoring Form has been submitted, the instructor will inform their testers so they can then register for an appointment with our office on one of the selected proctored exam test dates within the testing window for the exam and pay the applicable fees. To access the OTS – Test Proctoring Form, to schedule a proctored exam appointment, or to find more information about our proctoring services, please visit the [OTS – Proctoring Service website](#). Location: Wilhelmina Delco, 3<sup>rd</sup> Floor, Rm. 305; Phone: 936-261-3627; Email: [aetesting@pvamu.edu](mailto:aetesting@pvamu.edu); [Testing Website](#)

### **Office of Diagnostic Testing and Disability Services**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; [Disability Services Website](#)

### **Center for Instructional Innovation and Technology Services (CIITS)**

Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend classes in the traditional manner. CIITS supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit [CIITS Student Website](#). Phone: 936-261-3283 or email: [ciits@pvamu.edu](mailto:ciits@pvamu.edu).

### **Veteran Affairs**

Veteran Services works with student veterans, current military, and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; [Veteran Affairs Website](#)

### **Office for Student Engagement**

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual,

recreational, community service, leadership development, and campus governance. Location: Memorial Student Center, Rm. 221; Phone: 936-261-1340; [Student Engagement Website](#)

### **Center for Careers & Professional Development**

This center supports students through professional development, career readiness, and placement and employment assistance. The center provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the center website for information regarding services provided. Location: Anderson Hall, 2<sup>nd</sup> floor; Phone: 936-261-3570; [Center for Careers & Professional Development Website](#)

### **University Rules and Procedures**

#### **Academic Misconduct**

Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional information, particularly related to a specific course, laboratory, or assignment.

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the *University Administrative Guidelines on Academic Integrity*, which can be found on the [Academic Integrity webpage](#). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the *University Administrative Guidelines on Academic Integrity*, the University Online Catalog, and the Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

#### **Forms of Academic Dishonesty:**

1. **Cheating:** Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher;
2. **Plagiarism:** Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks;
3. **Collusion:** When more than one student or person contributes to a piece of work that is submitted as the work of an individual;
4. **Conspiracy:** Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and
5. **Multiple Submission:** Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

#### **PVAMU's General Statement on the Use of Generative Artificial Intelligence Tools in the Classroom**

Generative Artificial Intelligence (GAI), specifically foundational models that can create writing, computer code, and/or images using minimal human prompting, are increasingly becoming pervasive. Even though ChatGPT is one of the most well-known 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.

### **Syllabus Statement Regarding the Usage of Artificial Intelligence in the Classroom**

Intellectual honesty is vital to an academic community and for my fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. You may not engage in unauthorized collaboration or make use of ChatGPT or other AI composition software. Using these tools without my permission puts your academic integrity at risk.

### **Nonacademic Misconduct**

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the ability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Office of Student Conduct will adjudicate such incidents under nonacademic procedures.

### **Sexual Misconduct**

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance ([titleixteam@pvamu.edu](mailto:titleixteam@pvamu.edu)) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator, Dr. Zakiya Brown, at 936-261-2144 or [titleixteam@pvamu.edu](mailto:titleixteam@pvamu.edu). More information can be found at [Title XI Website](#), including confidential resources available on campus.

### **Protections and Accommodations for Pregnant and Parenting Students**

The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex, sexual orientation, and gender identity in education programs or activities that receive federal financial assistance. This protection includes those who may be pregnant and parenting. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Students seeking accommodations related to pregnancy or parenting should contact the Office of Title IX for information, resources, and support at [titleixteam@pvamu.edu](mailto:titleixteam@pvamu.edu). Additional information and/or support may be provided by the Office of Disability Services or the Office of the Dean of Students.

### **Non-Discrimination Statement**

Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The University is committed to supporting students and complying with The Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109, or by phone at 936-261-1744 or 1792.

### **Class Attendance Policy (See the University Online Catalog for Full Attendance Policy)**

Prairie View A&M University requires regular class attendance. Attending all classes supports the full academic development of each learner, whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or the Internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in the assignment of a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

### **Makeup Work for Legitimate Absences**

Prairie View A&M University recognizes that there are a variety of legitimate circumstances in which students will miss coursework and that accommodations for makeup work will be made. If a student's absence is **excused**, the instructor must either provide the student an opportunity to make up any quiz, exam, or other work contributing to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. Students are encouraged to work with instructors to complete makeup work before known scheduled absences (University-sponsored events, administrative proceedings, etc.). Students are responsible for planning their schedules to avoid excessive conflicts with course requirements.

### **Absence Verification Process**

All non-athletic absences (e.g., Medical, Death/Funeral, Court/Legal-related, etc.) for which a student seeks to obtain a valid excuse must be submitted to the Dean of Students/Office of Student Conduct, with supporting documentation, for review and verification. Please use the [Online Reporting Forms](#) to access/complete/submit the *Request for a University Excused Absence* form for an excuse. Upon receipt, a staff member will verify the documentation and provide an official university excuse, if applicable. The student is responsible for providing the official university excuse issued by the Office for Student Conduct to the professor(s). Questions should be directed to the Dean of Students via email: [deanofstudents@pvamu.edu](mailto:deanofstudents@pvamu.edu) or phone: (936) 261-3550 or Office for Student Conduct via email: [studentconduct@pvamu.edu](mailto:studentconduct@pvamu.edu) or phone: (936) 261-3524.

### **Student Academic Appeals Process**

Authority and responsibility for assigning grades to students rest with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Online Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

### **Technical Considerations**

#### **Minimum Recommended Hardware and Software:**

- Intel PC or laptop with Windows 10 or later version; Mac with OS Catalina
- Smartphone or iPad/tablet with wi-fi\*
- High-speed internet access
- 8 GB memory
- Hard drive with 320 GB storage space
- 15" monitor, 1024 x 768, color
- Speakers (internal or external)
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, or Firefox

**Note:** Be sure to enable Java & pop-ups in the web browser preferences

\* Some courses may require remote proctoring. At this time only Chromebooks, laptops, and desktops running Windows or Mac work with our proctoring solution, but iPads are not compatible. Most other applications will work with Android or Apple tablets and smartphones.

#### **Participants should have a basic proficiency of the following computer skills:**

- Sending and receiving email
- A working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS
- Video conferencing software (Zoom)

#### **Netiquette (online etiquette)**

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussion boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as

"wassup?" and texting abbreviations such as "u" instead of "you." Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post, and the message might be taken seriously or sound offensive.

### **Video Conferencing Etiquette**

When using Zoom, WebEx, or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during the session. Before the class session begins, test audio, video, and lighting to alleviate technology issues.

### **Technical Support**

Students should go to [Password Reset Tool](#) if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services at 936-261-3283 or email [ciits@pvamu.edu](mailto:ciits@pvamu.edu).

### **Communication Expectations and Standards**

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

### **Discussion Requirement**

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can occur in a seminar fashion. The use of the discussion board will accomplish this. The instructor will determine the exact use of discussion boards.

**It is strongly suggested** that students type their discussion postings in a word processing application such as Word and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, copy and paste to the discussion board.

### **COVID-19 Campus Safety Measures**

In accordance with the latest guidelines from the PVAMU Health Services, the following measures are in effect until further notice.

- Students who are ill will be asked to adhere to best practices in public health, such as masking, handwashing, and social distancing, to help reduce the spread of illness across campus.
- Mandatory self-reporting will no longer be required by students. Students will be responsible for communicating with their professors regarding COVID, similarly to any other illness.
- There will be no mandatory isolation. Students who are too ill to engage in classroom activities will be responsible for securing the appropriate documentation to support the absence.
- Students who self-isolate will be responsible for communicating with their professors and securing an excuse from Student Conduct.
- All students will have access to [TimelyCare](#), a telehealth platform that provides virtual medical care 24/7 and by appointment in the Student Health Clinic. Students are encouraged to enroll with TimelyCare at the beginning of the semester, at [timelycare.com/pvamu](https://timelycare.com/pvamu).
- Students will have access to COVID testing in the Student Health Clinic by appointment. Testing is for students who are symptomatic ONLY.