PRAIRIE VIEW A&M UNIVERSITY

SYLLABUS

HIST 1301, US History 1
Spring 2024

Instructor:	Dr. Bequita V. Pegram
Section # and CRN:	P14, 23870
Office Location:	Woolfolk 207 H
Office Phone:	936-261-3741
Email Address:	Bvpegram@pvamu.edu
Office Hours:	Monday: 10 AM-2 PM | Tuesday: 3:30 PM- 4:30 PM | Thursday: 3:30 PM- 4:30 PM
Mode of Instruction:	Face-to-Face
Course Location:	EE O'Bannon Science Bldg, Room 104
Class Days & Times:	Tues and Thurs 12:30 PM - 1:50 PM
Catalog Description:	Surveys modern American development: the industrial nation and its problems; expansionist and muckraker; the First World War, Normalcy and Reaction, Depression, and the New Deal; and the Second World War and after. Lectures, special readings, discussions, supervised study, and tests.
Prerequisites:	RDNG 0131
Co-requisites:	N/A
Required Text(s):	*Free Online. Textbook Link:* *https://openstax.org/details/books/us-history?Book%20details* *Digital: U.S. History,* by OpenStax *(ISBN-10: 1-947172-08-5, ISBN-13: 978-1-947172-08-1)*

Recommended Text(s):

Kendi, Dr. Ibram X. 2016. Stamped from the Beginning. New York, NY: Avalon Publishing Group. PDF
will be provided. NOT required to purchase.

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	Be better able to think critically, recognize change over time, and demonstrate an understanding how actions have consequences;	2	Critical Thinking
3	Relate present-day issues and experiences to those of the past, to provide a better basis for personal responsibilities, appreciating challenges, and possibilities of contemporary times;	3	Communications
4	Supplement knowledge of sources and methods of learning American history;	4	Personal Responsibility
5	Develop a 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 Exam= 15% **Podcast=** 30% **Written Assignment=** 15% **Attendance**=10% **Documentary=** 30%

	Course Grade Requirement	Value	Total
	Exams		
1)	Exam 1	100	100
2)	Mid-term	100	100
3)	Final Exam	100	100
4)	Podcast Show	100	100
8)	Unveiling Our Roots Documentary	100	100
9)	Written Assignment: Movie analysis (Glory Movie)	100	100
10	Attendance	100	33
Total:		**100%**	**633pts**

Grading Criteria and Conversion:
A = 100-90
B = 89-80
C = 79-70
D = 69-60
F = 59-0

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, including the final exam, 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, 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	Due Date
Written Assignment	Color Purple Original Movie Analysis	February 11th, 2024
Exam 1	Chapter 1-5	February 15th, 2024
Mid-term	Chapter 6-10	March 7th,2024
Projects	Podcast and Documentary	April 1st
Final Exam	Chapter 11-15	May 8th, 2024

Course Procedures or Additional Instructor Policies

Make-up Policy: You will only be allowed to make up an exam or assignment if you have a valid excuse. Valid excuses include documented illness, school or business trips, or family crises. Without proper documentation, there will be no makeup assignments. **You have seven days to schedule your make-up assignment or exam if granted a makeup. After that point, the grade becomes a zero**.

Please provide written documentation from a university official, doctor, police officer, or coach explaining why you must make up an assignment. Student-athletes must notify me **BEFORE** attending an event to represent the school and be proactive in completing their assignments. Make-up exams may be an essay/short answer test or a modified version of the original exam. Any assigned extra credit cannot be made up.

Grade Groveling Policy: Students concerned about their grades should endeavor to attend all class sessions and complete all work to the best of their ability. Students earn high grades based on demonstrating mastery of the subject matter and not based on what they want or need for their overall GPA. Therefore, no grade groveling will be entertained, and **no "do-overs"** will be allowed.

Attendance Policy:

Attendance in this course is based on your attendance for course scheduled classes. **Athletes**, please communicate game day or event absences before the absence.

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

Artificial intelligence (AI) language models, such as ChatGPT, **NOT** for Exams or Written Assignments. If you are in doubt as to whether you are using AI language models appropriately in this course, please see me for guidance.

Tentative Semester Calendar

January 16 - February 9th

Chapters 16-21

Week One: Chapters 16-17
Week Two: Chapters 18-19
Week Three: Chapter 20
Week Four: Chapter 21

Exam: February 15th
Written Assignment Due February 11th

February 10th - March 5th

Chapters 22-25

Week Five: Chapter 22
Week Six: Chapter 23
Week Seven: Chapter 24-25
Week Eight: EXAM

Mid-Term March 7th
Spring Break March 11th-16th

March 6th-April 11th

Chapters 26-29

Week Nine: Spring Break
Week Ten: Chapter 26-27
Week Eleven: Chapters 28
Week Twelve: Chapter 29

Podcast and Documentary Due April 1st***

April 12th-May 1st

Chapters 30

Week Thirteen: Chapter 30
Week Fourteen: Chapter 31 and Presentations
Week Fifteen: Chapter 32 and Presentations

Final Exam: May 8th

Assignments

Project: Unveiling Our Roots: A Family Ancestry Exploration

Objective:
Explore and trace your family history using HeritageQuest Online to uncover the stories, traditions, and cultural influences that shape your identity. This assignment encourages students to engage with primary sources, develop research skills, and creatively present their findings through podcasts and documentaries.

Assignment Components:

Research and Discovery:
- Utilize HeritageQuest Online to trace your family lineage. Start with known information and progressively delve deeper into historical records, such as census data, military records, and immigration documents.

- Uncover stories, anecdotes, or historical events related to your ancestors. Consider the cultural, social, and economic contexts that may have influenced their lives.

Podcast Creation:
- Create a podcast episode (10-15 minutes) highlighting key findings from your family history research. This should include:
    - A compelling introduction that introduces your family background and sets the tone for the podcast.
    - Engaging storytelling of significant family events or milestones discovered during your research.
    - Reflections on the challenges and triumphs your ancestors faced, providing insights into their lives.
    - Discuss any surprises, connections, or cultural elements that emerged during the exploration.
    - A conclusion that reflects on the impact of your findings and the importance of understanding one's roots.

Documentary Production:
- Develop a short documentary (15-20 minutes) to visually showcase your family history. This should include:
    - Narration or interviews providing context to your family story and the journey of discovery.
    - Visual elements, such as photos, documents, or reenactments, to enhance the storytelling.
    - Incorporation of historical maps, images, or videos relevant to your family's migration or significant events.
    - Reflections on the broader historical and cultural contexts that shaped your family's narrative.
    - Credits acknowledging sources, collaborators, and others who contributed to your project.

Presentation and Reflection (15%):
- Deliver a brief in-class presentation (5-7 minutes) summarizing your podcast and documentary. Share insights from the research process and discuss the significance of understanding one's family history.
- Reflect on the challenges, surprises, and personal connections experienced throughout the project.

Submission Details:

- Submit the podcast and documentary files through Canvas.
- Provide a written reflection (500 words) discussing your experience, challenges, and the significance of understanding your family history.

Assessment Criteria:

- Thoroughness and accuracy of family history research.
- Creativity and effectiveness in presenting findings through the podcast and documentary.
- Clear and engaging storytelling that connects individual family narratives to broader historical contexts.
- Reflection on the research process, discoveries, and the impact on personal understanding.

Note: Ensure students have access to HeritageQuest Online and provide guidelines for ethical and respectful exploration of family history, addressing potentially sensitive topics. Encourage students to seek guidance from family members and respect any privacy concerns that may arise during their research.

Rubric

Criteria	Exceptional (5)	Proficient (4)	Basic (3)	Limited (2)	Poor (1)

Research and Discovery (50%)	Exceptional depth of research, exploring multiple generations with a keen understanding of the historical context.	Proficient research, covering several generations and utilizing various historical records.	Basic research, tracing family lineage with limited exploration of historical records.	Limited research, focusing on immediate family without delving into historical context.	Poor research, insufficient information, and lack of depth in tracing family history.
Podcast Creation (25%)	Engaging introduction, captivating storytelling, and seamless integration of historical insights.	Proficient podcast creation with a well-structured narrative, engaging storytelling, and clear connections to research findings.	Basic podcast structure, and some storytelling elements, but lacks seamless integration of historical context.	Limited engagement in storytelling, disconnected segments, and weak integration of historical information.	Poorly structured podcast, lack of engagement, and minimal connection to historical research.
Documentary Production (25%)	Exceptional visual storytelling, effectively utilizing various multimedia elements, and clear connections to family history.	Proficient documentary production, incorporating visual elements to enhance storytelling and effectively connecting to family history.	Basic documentary production, limited use of visuals, and a somewhat clear connection to family history.	Limited visual storytelling, disjointed elements, and weak connection to family history.	Poor documentary production, minimal use of visuals, and lack of connection to family history.
Overall Quality	Demonstrates an exceptional understanding of family history, integrating research findings seamlessly into engaging and	Shows a proficient understanding of family history, effectively integrating research findings into a	Demonstrates a basic understanding of family history, with some integration of research findings into a	Displays a limited understanding of family history, with minimal integration of research findings into a disjointed	Fails to demonstrate a meaningful understanding of family history, with minimal integration of

	comprehensive podcasts and documentaries.	well-structured podcast and documentary.	passable podcast and documentary.	podcast and documentary.	research findings into a poorly constructed podcast and documentary.

Comments:

- Provide specific feedback on areas of strength and improvement for each criterion.
- Emphasize the importance of balancing research depth with effective communication in the podcast and documentary.
- Encourage students to allocate sufficient time to research, ensuring a comprehensive exploration of their family history.

The Color Purple - A Historical Analysis *February 11th, 2024*

Objective:
Explore the historical context, social dynamics, and cultural significance portrayed in the original screenplay of "The Color Purple." Analyze the film's depiction of African American women's experiences in the early 20th century, addressing themes such as racism, sexism, and the impact of social change.

Assignment Components:

Historical Context
Explore the historical backdrop against which "The Color Purple" unfolds. What were the socio-political conditions for African Americans in the early 1900s, especially focusing on the rural South? How does the film capture the nuances of this historical context?

Portrayal of Race and Gender:
Analyze the film's portrayal of race and gender dynamics. How are African American women depicted, and what challenges do they face? In what ways does the film address or reinforce stereotypes, and how does it contribute to a more nuanced understanding of the intersectionality of race and gender during this period?

Impact of Social Change:

Examine how the narrative reflects broader social changes occurring during the early 20th century, such as the Great Migration and the emergence of the Civil Rights Movement. How do these historical shifts influence the characters' lives and the overall trajectory of the story?

Cultural Significance:

Assess the cultural significance of "The Color Purple" within the context of African American cinema. How does the film contribute to discussions on identity, resilience, and empowerment? Does it challenge or reinforce prevailing cultural narratives, and in what ways?

Personal Reflection:

In your conclusion, reflect on the enduring relevance of "The Color Purple" and its contribution to historical storytelling. Consider the film's impact on shaping perspectives, fostering dialogue, and promoting a more comprehensive understanding of the complex intersectionality of race, gender, and social change in America.

References: Include a list of scholarly sources, historical documents, and references you used to support your analysis. Follow a citation style such as APA.

Format and Length:
- ○ The assignment should be typed and double-spaced.
- ○ The length should be around 1200-1500 words, excluding references.

Assessment Criteria:
- ○ Clarity of analysis and critical thinking.
- ○ Integration of historical context and scholarly references.
- ○ Depth of exploration into accuracy and impact.
- ○ Thoughtful reflection on personal insights gained.
- ○ Organization and coherence of the assignment.

Submission Guidelines
- ○ Submit your assignment through Canvas.
- ○ Ensure your document is properly formatted and includes your name, course title, and date on the title page.
- ○ Use APA guidelines.

Remember to engage in thoughtful research, critical analysis, and personal reflection to create a comprehensive and insightful analysis of the movie "Glory' and its historical significance.

Rubric: Historical Analysis of a Movie

Criteria	Exceptional (5)	Proficient (4)	Competent (3)	Limited (2)	Poor (1)
Introduction and Context	Exceptionally clear and engaging introduction that sets the stage for the analysis, providing relevant historical context.	Proficient introduction that effectively introduces the movie and establishes the historical backdrop.	Competent introduction that introduces the movie but lacks depth in setting historical context.	Limited introduction with unclear connection to historical context, leaving the reader without a clear foundation.	Poor introduction, lack of engagement, and failure to establish the historical context of the movie.

Historical Accuracy	Exceptional analysis of the movie's historical accuracy, supported by thorough of research and reference to primary sources.	Proficient analysis of historical accuracy, demonstrating a solid understanding of the historical context portrayed in the movie.	Competent analysis of historical accuracy with some gaps or inaccuracies identified, showing a basic understanding.	Limited analysis of historical accuracy, missing key details or inaccuracies, and demonstrating a weak understanding.	Poor analysis of historical accuracy, with minimal identification of inaccuracies or historical context.
Themes and Contextualization	Exceptional exploration of thematic elements, connecting them to broader historical trends and events, providing nuanced insights.	Proficient exploration of thematic elements, connecting them to historical context, and offering insightful commentary.	Competent exploration of thematic elements, with basic connections to historical context, but lacking depth in analysis.	Limited exploration of thematic elements, with minimal connection to historical context and a lack of insightful commentary.	Poor exploration of thematic elements, with little to no connection to historical context, and lacking in-depth analysis.

Cinematic Techniques	Exceptional analysis of cinematic techniques, demonstrating an insightful understanding of how film elements contribute to historical storytelling.	Proficient analysis of cinematic techniques, identifying key elements that contribute to the historical narrative of the movie.	Competent analysis of cinematic techniques, with basic identification of some elements but lacking in-depth insights.	Limited analysis of cinematic techniques, with minimal identification of film elements and a weak connection to historical storytelling.	Poor analysis of cinematic techniques, with little to no identification of film elements and a lack of connection to historical storytelling.
Conclusion and Overall Analysis	Exceptional conclusion that synthesizes key findings, provides a nuanced summary and offers reflections on the movie's historical significance.	Proficient conclusion that summarizes key findings and reflects on the movie's historical significance.	Competent conclusion that summarizes findings but lacks depth in reflection on the movie's historical significance.	Limited conclusion that fails to effectively summarize key findings and lacks reflection on the movie's historical significance.	Poor conclusion that does not effectively summarize key findings and lacks any meaningful reflection on the movie's historical significance.

Overall Quality and Presentation	Exceptional overall quality, with a well-organized, coherent, and engaging analysis demonstrating mastery of historical understanding and effective communication.	Proficient overall quality, with a well-organized and coherent analysis that effectively communicates historical insights.	Competent overall quality, with a generally organized analysis, but may lack coherence or engagement in presenting historical insights.	Limited overall quality, with a poorly organized analysis that lacks coherence, engagement, and effective communication of historical insights.	Poor overall quality, with an incoherent and disorganized analysis, lacking engagement and effective communication of historical insights.

Comments:

- Provide specific feedback on areas of strength and improvement for each criterion.
- Encourage students to use clear evidence and examples from the movie to support their analysis.
- Emphasize the importance of critical thinking, synthesis, and the integration of historical knowledge in their analysis.

<div style="text-align:center; color:red; font-weight:bold;">Please adhere to all due dates. This assignment will not be reopened.</div>

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 lifelong 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; 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, 2nd 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, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; Testing Website

Office of Diagnostic Testing and Disability Services
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops

individualized ADA letters of request for accommodations. Other services include learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; 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.

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's website for information regarding services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; Center for Careers & Professional Development Website

University Rules and Procedures

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

You are expected to practice academic honesty in every aspect of this and all other courses. Ensure you are familiar with the *University Administrative Guidelines on Academic Integrity*, 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 violates criminal law may 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 another has partially or wholly done 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 submitted as an individual's work;
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.

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 university community member violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance (titleixteam@pvamu.edu) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator, Dr. Zakiya Brown, at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at Title XI Website, including confidential resources available on campus.

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

Non-Discrimination Statement

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

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

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

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

Student Academic Appeals Process
Authority and responsibility for assigning student grades 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.

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.
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 course's readings, lectures, materials, and other aspects 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.

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

COVID-19 Campus Safety Measures

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

- Students who are ill will be asked to adhere to best practices in public health, such as masking, handwashing, and social distancing, to help reduce the spread of illness across campus.
- Mandatory self-reporting will no longer be required by students. Students will be responsible for communicating with their professors regarding COVID, similarly to any other illness.

· There will be no mandatory isolation. Students who are too ill to engage in classroom activities will be responsible for securing the appropriate documentation to support the absence.

· Students who self-isolate will be responsible for communicating with their professors and securing an excuse from Student Conduct.

· All students will have access to [TimelyCare](#), a telehealth platform that provides virtual medical care 24/7 and by appointment in the Student Health Clinic. Students are encouraged to enroll with TimelyCare at the beginning of the semester, at timelycare.com/pvamu.

· Students will have access to COVID testing in the Student Health Clinic by appointment. Testing is for students who are symptomatic ONLY.