



**PRAIRIE VIEW
A&M UNIVERSITY**

SYLLABUS

PHIL 2303 – CRITICAL THINKING Minimester 2023-2024

General Course Information

Professor:	Dr. Harry Adams	Section # and CRN:	Z46 23589
Office Location:	Woolfolk 207J, and online	Office Phone:	x3207
Email Address:	hwadams@pvamu.edu	Class Days:	M/T/W/Th 10am & 12pm; F 10am (exams)
Mode of Instruction:	Internet	Course Location:	Zoom (classes); Canvas (exams)
“Office Hours”:	Monday and Thursday mornings between 9 – 10am (on Zoom), & by appointment		
Catalog Description: (from PV Catalogue)	“Develops students’ ability to recognize and evaluate arguments. Focus will include: the most frequently encountered fallacies and errors in reasoning; the (ab)use of statistics; and principles of logic as applied to daily life.”		
Course Agenda:	In this class, we’ll learn the nuts and bolts of critical thinking (CT), and gain CT skills necessary not only for the analysis of strong and weak arguments, but also for the evaluation of many policies, opinions, and controversial views that we face in our personal, social, and political lives. In doing so, we’ll acquire both basic, informal reasoning skills and tools of formal, symbolic logic (especially through the use of “argument outlines”), that will help us evaluate these types of arguments and views.		
Prerequisites:	ENGL 1123	No co-requisites	
Required Text:	<i>Logic</i> (2 nd and 4 th , but especially 3 rd , Editions are OK) Stan Baronett, Oxford University Press, NY, 2005. ISBN: 978-0199383405		
Recommended texts:	<i>Stanford Encyclopedia of Philosophy</i> & <i>Internet Encyclopedia of Philosophy</i> (both online)		

Student Learning Outcomes

Upon successful completion of this course, students will be able to:	Program Learning Outcome Alignment	Core Curriculum Outcome Alignment
1. recognize and apply basic patterns of logical reasoning	1,2,3	Humanities
2. describe selected theories as well as selected arguments against those theories	1,2,3	Humanities
3. demonstrate insight into their own approach to decision making	1,2,3	Humanities
4. define key concepts and terms associated with argumentation	1,2,3	Humanities
5. discuss in both oral and written discourse the methods of argumentation, and fallacies to avoid in argumentation	1,2,3	Humanities

Major Course Requirements		
Coursebook Grade Requirements	Value	Total
1. Textbook & Class Agreement	5%	5%
2. Argument Outlines (3)	13%	39%
3. Exams (3)	17%	51%
4. “Attendance” (on Zoom)	5%	5%
5. Possible Extra Credit	?	? (see note below on #5)
Grand Total:		100%

Grading Criteria and Conversion:

A = 100 – 90pts; **B** = 89 – 80pts; **C** = 79 – 70pts; **D** = 69 – 60pts; **F** = 59 pts or below

PV Policy: “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 Course Grade Requirements:

1. Textbook and Class Agreement: Students may earn up to 5% of their grade merely by getting their own copy of our *Logic* textbook, and uploading proof of this (within the “Assignments” tab in Canvas), preferably by 12/27/23. (If they upload this later, they may get only some of these 5 points.) Getting your textbook by 12/27/23 at the latest is a required part of the course. If you don’t get it by then, that will mean you’ll spend about the first half of the course without your book; and that will seriously handicap your grade and ability to learn the material. As another (easy 😊) way to help get these full 5 points, you should sign or initial the Class Agreement I send you, and upload this in the same Assignments tab. (And since PV requires me to report Attendance by 12/29/23, you may be counted as Absent if you don’t sign and upload this Agreement by 12/27/23.)

2. You will write and submit three **Argument Outlines** for this class. Writing these will give you practice at learning how to construct and evaluate arguments. But you must do *your own individual* work on these, without collaborating with others. (Copying or writing these with other students will lower your grade and potentially earn you an “F.”) Here are the topics (and “pro or con” Sides) for these Outlines:

OUTLINE #1 (SIDE A): Therefore, Texas Governor Abbott’s Operation Lone Star is a good program, and should be applied!

– or – (SIDE B): Therefore, no, Operation Lone Star is a bad program, and should be stopped!

(For starting reference, see: [Abbott Signs Law Allowing Texas to Arrest Migrants, Setting Up Federal Showdown - The New York Times \(nytimes.com\)](https://www.nytimes.com/2023/01/12/us/politics/abbott-signs-law-allowing-texas-to-arrest-migrants-setting-up-federal-showdown.html))

OUTLINE #2: (SIDE A): Therefore, *Dobbs v. Jackson* was a *good* U.S. Supreme Court ruling, and should be continued and applied!

– or – (SIDE B): Therefore, *Dobbs v. Jackson* was a *bad* U.S. Supreme Court ruling, and should be annulled/overturned!

OUTLINE #3: (SIDE A): Therefore, Creationism is true, and gives us a stronger theory (and explanation of the origins and diversity of life on earth) than Evolution!

– or – (SIDE B): Therefore, Evolution is true, and gives us a stronger theory (and explanation of the origins and diversity of life on earth) than Creationism!

Here is how these Outlines will work: you will turn in three of these this semester (on the due dates listed on our Semester Calendar below). You will have to write and turn in all three Outlines; but it will be your choice whether to write and defend Side A or Side B for each one. Each of your Outlines will consist of at least six premises (numbered P1, P2, . . . P6), written out at the top of your page, ending with the Conclusion written at the bottom of your page. So I listed above (both of) the Conclusions—which you will copy and paste from above, that you will use as the Conclusion of your own Argument Outline. But you will supply all six (or more) Premises to support and lead up to each Conclusion

And here is how grading for these Outlines will work: **i)** each Premise should be *one* sentence long, not presented as a question and *not* as a set of sentences; **ii)** every Premise should be relevant to, and supportive of, the Conclusion. (So if some premise or sentence or thought is irrelevant or unrelated to C, then you should *not* include it in your Outline.); **iii)** each Premise should be clear and *free of spelling and grammatical errors*; **iv)** the overall flow and structure of your Outline should be clear; **v)** you should use or integrate information in your Premises from *at least 2 outside sources*, beyond our class material; and **vi)** you should provide full citations for all your sources at the end of your Outline (after the Conclusion). An “**A**-quality Outline” will fulfill all six of these criteria; A **B**-quality Outline will fulfill most of these criteria; a **C** will fulfill some of these; and a **D or F** will fulfill few if any of these. (Btw, I will offer you examples of such Outlines throughout class, starting on our first day.)

3. You will have three **Exams**: the 1st (on Friday, 12/29/23) will cover all the material of our 1st week; the 2nd Exam (on Friday, 1/5/23) will cover all the material of our 2nd week; and the 3rd Exam (on Friday, 1/12/23) will cover all the material of our last week. These Exams will have about 30-35 multiple choice questions, and will be available from 10am to 1pm. You’ll take them on Canvas and **will need the Lockdown Browser** to do so. So you’ll need to have this Browser on whatever laptop or computer you’ll be using for our class,

before our 1st Exam (on 12/29/23). If you wait until Exam time to load it and then tell me something like “my Lockdown Browser isn’t ready,” you may have to get an “F” or lose points for the Exam! Students who don’t have the Lockdown Browser working by Exam time or take an Exam late will risk losing points (up to 5 points each day late) and may have to take a short answer/essay version of the Exam as make-up.

4. Even though we won’t meet face-to-face, good “**Attendance**” (with no more than two missed viewings of our Zoom sessions) will still be essential parts of our class. Except for our first Tuesday (12/26/23, when we’ll have one introductory Zoom session), we’ll have two Zoom sessions each day, Monday through Thursday (not including Fridays, when you’ll take Exams). These will be live on Zoom, starting at 10am and 12pm, with a break in the middle. Since this is an asynchronous class, you don’t have to be present at these exact times, although it will be best for you if you do “attend” at these times. If for some valid reason you don’t “attend” then, you’re still expected to view recordings of the Zoom sessions by day’s end. (The links for these recordings will be accessible through Canvas.) I will monitor who [doesn’t] view these recordings; so students will get all 5 points for this part of their grade only if they attend or view all of these. And if a student has “bad attendance” (not viewing two or more Zoom sessions), s/he won’t be entitled to any curve-points on Exams or extra credit opportunities I may give out.

5. **Possible Extra Credit:** I *may* give curve points on Exams or extra credit opportunities. But *if* I do, these will NOT be given to students who: **a)** have NOT sent me proof of having copies of our *Logic* textbook (by 12/29/23); **b)** miss watching recordings of our Zoom classes; or **c)** violate any of our Course Procedures/Additional Class Policies (see below).

SEMESTER CALENDAR

Day One, 12/26/23:

Readings: Ch. 1, section A; (and get in the habit of reading my Notes in Canvas Modules for all classes)

Day Two, 12/27/23:

Readings: Ch. 1, sections B & E

Day Three, 12/28/23:

Readings: Ch. 1:F, G & H

Day Four, 12/29/23:

Day Five, 1/1/24:

Readings: Ch. 7:A & B

Day Six, 1/2/24:

Readings: Ch. 8:A, B & E

Day Seven, 1/3/24:

Readings: Ch. 10

Day Eight, 1/4/24:

Readings: Ch. 11:F & G

Day Nine, 1/5/24:

Day Eleven, of 1/8/24:

Readings: Ch. 12:A & D

Day Twelve, 1/9/24:

Readings: Ch. 12:B; and 14:B

Day Thirteen, 1/10/24:

Readings: Ch. 14:G & H

Day Fourteen, 1/11/24:

Readings: Ch. 13:A, B, G & H

Day Fifteen, 1/12/24:

(This Calendar is your important class roadmap: refer to it daily!)

Introduction to Class and to Arguments

Although you aren’t required to do the Exercises at the end of these Sections, reviewing some of them will help you learn the material better.

Basics of Critical Thinking

Deductive and Inductive Arguments

EXAM #1 on Fri. 12/29/23 (available from 10am-1pm)

1st A. Outline due by Sun 12/30 (upload in Canvas Assignments)

Propositional Logic

Natural Deduction

Analogical Arguments; and Intro. to Law

Legal Arguments

EXAM #2 on Fri. 1/5/24 (available from 10am-1pm)

2nd Argument Outline due (by 11:59pm on) Sat. 1/6/24

Moral Arguments

Moral Arguments; and Causality

Science & Scientific Arguments

Statistical Arguments and Probability

EXAM #3 on Fri. 1/12/24 (available from 10am-1pm)

3rd Argument Outline due (by 11:59pm on) Sat. 1/13/24

COURSE PROCEDURES/ADDITIONAL CLASS POLICIES (4):

1. You're expected to "attend" (this is best) or at least see recordings of, the 2 Zoom sessions we have for each day's class at 10am & 12pm. (See "Detailed Description of Course Grade Requirements" above.)
2. I may deduct points (up to 5 a day) if a student takes an Exam late or submits work late, without a verifiable written excuse. And students who take Exams late without such verification may have to take essay/short-answer versions of the Exam as make-ups, instead of the regular multiple-choice versions.
3. Copying answers from other students' Exam questions, or using open notes or books on these Exams, or **communication with other students in chat rooms about these Exam questions**, may earn a student an "F" for the class or even get them expelled from PV!
4. And copying work from other students' Argument Outlines or plagiarizing (using sources or quotes or outside material on your Outlines without giving credit or full references for these) may earn a student a "0" for that assignment or, again, an F for the class!

STUDENT SUPPORT and SUCCESS:

John B. Coleman Library

The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. Phone: 936-261-1500; Website: [J. B. Coleman Library](#).

Academic Advising Services (AAS)

AAS offers students a variety of services that contribute 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 the student is unsure of the best resource for their needs. Some students are supported by faculty advisors in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors with AAS are available to all students. We are located across campus. You can find your advisor's location by academic major at the [Academic 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 is offered face-to-face in the [UTC, in virtual face-to-face sessions](#), and through [online sessions at 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: [University Tutoring Center](#).

The Writing Center

The Writing Center provides well-trained peer tutors that 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. Student must register for Grammarly by using their student email address. In addition, students have access to face-to-face as well as virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; Website: [The Writing Center](#); [Grammarly Registration](#).

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 Alert helps 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 PVPlace and click on Academic Early Alert on the left sidebar. Phone: 936-261-5902; Website: [Academic 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 provides assistance to 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: [Student Counseling Services](#).

Office of Testing Services

Testing Services serves to create opportunities by offering 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: [Testing Services](#).

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 hardware and software, adapted furniture, proctoring of 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: [Disability Services](#).

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-assisted and 2-way video course delivery. For more details and contact information, visit: [CIITS Student Webpage](#); Phone: 936-261-3283.

Veteran Affairs

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

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: [Office for Student Engagement](#).

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: [Career Services](#).

UNIVERSITY RULES and PROCEDURES (copied from the PV Catalogue):

Academic Misconduct (See Student Planner)

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Planner, especially the section on academic misconduct (see *University Administrative Guidelines on Academic Integrity*). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the PVAMU Undergraduate Catalog, Graduate Catalog, and the Student Planner, 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 or to have attempted to commit the following academic misconduct may also be subject to disciplinary review and action as outlined in the PVAMU Student Planner.

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. **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.
4. **Conspiracy:** Agreeing with one or more persons to commit an act of academic/scholastic dishonesty.
5. **Fabrication of Information/Forgery:** Use or submission of contrived, invented, forged, or altered information in any assignment, laboratory exercise, or test; tampering with or production of a counterfeit document, particularly documents which make up the student’s academic record. Examples: making up a source or citing nonexistent publication or article; representing made up data as real for an experiment in a science laboratory class; forging a change of grade or student withdrawal record; falsifying any document related to a student academic exercise.

Nonacademic Misconduct (See Student Planner)

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, or (2) the ability of students to benefit from the instructional program, or (3) the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Office for Student Conduct 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 the [Title IX Webpage](#) 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 condition, 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. More information can be found at this [webpage](#).

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 936-261-1744 or 1792.

Class Attendance Policy (See Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports 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 internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in 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 rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint. Students can file Academic Complaints and/or Grade Appeals at this [webpage](#).

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

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

Note: Be sure to enable Java & pop-ups in the Web browser preferences.

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

- Sending and receiving emails
- 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 discussions 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 session. Before class session begins, test audio, video and lighting to alleviate technology issues.

Technical Support:

Students should go to the [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, contact the Center for Instructional Innovation & Technology Services (CIITS) at 936-261-3283 or 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 take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

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 COVID-19 pandemic, Prairie View A&M University has adopted policies and practices for the Fall 2020 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- **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.) must be properly worn in all non-private spaces including 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 difficult to reliably maintain.
- **Physical Distancing** - Physical distancing must be maintained between students, instructors, and others in course and course-related activities.
- **Classroom Ingress/Egress** - Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Students should leave classrooms promptly after course activities have concluded, should not congregate in hallways and should maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- **Face-to-face Class** - To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office for Student Conduct for adjudication. Additionally, the faculty member may choose to teach that day's class remotely for all students.