



POSC 2305 American Government Spring 2024

Course Information This course in American Government satisfies a core curriculum requirement.

Instructor: Lee A. McGriggs, Ph.D.

Section # and CRN: POSC 2305 P02; CRN 24076

Office Location: Woolfolk 203

Office Phone: 936-261-3211

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Student Hours: Student office hours are held on Monday, Wednesday and Friday from 2:00PM to 4:00PM

Mode of Instruction: Face to Face

Course Location: MT Harrington Building, Room #116

Class Days & Times: Monday, Wednesday and Friday 9:00AM-9:50:AM

Catalog Description: Surveys the origin and development of the U.S. Constitution; the structure and powers of the national government including the legislative, executive, and judicial branches; federalism; areas of political participation; the national election process; public policy civil liberties and civil rights.

Prerequisites: N/A

Co-requisites: N/A

Required Text(s): Krutz, Glenn. 2021. *American Government*, 3e. Houston, TX: OpenStax. This open educational resource (OER) text is [available for free ONLINE](#).
Walton, Hanes, et.at., *American Politics and the African American Quest for Universal Freedom*. 9th Edition

Recommended Text(s): N/A

Course Learning Objectives*:

	Upon successful completion of this course, students will be able to:	Student Learning Outcome # Alignment	Core Curriculum Objective Alignment
1	Explain the origin and development of constitutional democracy in the U.S.	SLO #1	Critical Thinking
2	Demonstrate knowledge of the federal system.	SLO #1	Critical Thinking
3	Describe separation of powers and checks and balances in both theory and practice in the United States.	SLO #1	Critical Thinking
4	Differentiate the structure and powers of the legislative, executive, and judicial branches of the federal government	SLO #3	Critical Thinking
5	Assess the role of public opinion, interest groups, and political parties in the political system.	SLO #3	Critical Thinking
6	Analyze the election process in the United States.	SLO #3	Critical Thinking
7	Identify the rights and responsibilities of citizens of the United States.	SLO #3	Social Responsibility
8	Write a research paper on a divisive constitutional issue for the United States.	SLO #2	Communication
9	Write an essay exam or make posts to a discussion forum on key domestic and/or global issues pertinent to U.S. or global contexts.	SLO #2	Communication
10	Properly document a research paper with a reference list and in-text citations.	SLO #2	Personal Responsibility

This is an African American politics designated course encompassing a portrait of the Black political experience in the United States as an integral study in political science.

Major Course Requirements

Method of Determining Final Course Grade

Course Grade Requirement	Value (in points)	Total (value of grade)
Exams One – Three (drop lowest score of exams 1-3)	100 points each	40%
Exam Four (cannot be dropped)	100 points	20%
Writing Assignment: Research Paper	100 points	15%
Discussion Forums One - Four	100 points each	20%
Academic Integrity Module	100 points	05%
Total		100%

Grading criteria and conversion: A=90→100; B=80→89; C=70→79; D=60→69; F=below 60

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 for 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: (Consult the Calendar below for all due dates!)

I understand how difficult situations may occur in a student’s life. Please contact me within 24 hours of a missed assignment, I will work with you on making up the missed work.

Assignment Title or Grade Requirement	Description
Exams (Altogether = 60% of final course grade)	<p>All four examinations will be administered in class.</p> <p>Examinations must be taken during the time for which they are scheduled. The lowest score between exams 1-3 will be dropped. You cannot drop the final exam grade. Exams are NOT cumulative. Exams will contain 50 multiple choice questions.</p>
Writing Assignment: Research Paper (15% of final course grade)	<p>In the landmark case, <i>Shelby County V. Holder (2013)</i>, the US Supreme Court struck down major provisions of the 1965 Voting Rights Act relating to the procedure of “pre-clearance. “Since the ruling, states like Texas, Georgia, and North Carolina, can now make changes to their voting laws, such as photo ID requirements, that do not need to be pre-approved by the federal government. Supporters of this ruling say the pre-clearance rules are no longer needed and besides, states need new laws to protect against voter fraud. Opponents say that these laws are just a new form of voter suppression tactics that hit the poor and racial minorities hardest.</p> <p>Based on this, your paper must meet the following strict content, format, and submission requirements:</p> <p>CONTENT REQUIREMENTS:</p> <ol style="list-style-type: none"> 1. Describe the provisions (parts) of the <i>Voting Rights Act</i> that discuss the issue of “pre-clearance”. 2. Compare and contrast the views of those who think the federal government should have the power of “pre-clearance” and those who do not. Include at least three points of comparison.

	<p>3. Using evidence from any election in 2014 or later, argue whether you believe the federal government should have the power of “pre-clearance” relating to election laws. Include at least three reasons and/or examples to make your point.</p> <p>4. List at least two things you could do to engage in the political process in pursuit of your position in (3) above.</p> <p>5. Cite at least three (3) reliable, quality references within the body of the paper using the <i>Chicago Manual of Style’s</i> parenthetical citation style. One of the citations MUST come from the class textbook (-10 points if this is not done). You must have at least three parenthetical source citations in the body of the paper that exactly match the sources properly formatted in the Works Cited Page at the end of the paper.</p> <p>A paper with no parenthetical source citations in its body will receive a grade of 0.</p> <p>A paper with no Works Cited Page at the end will receive a grade of 0.</p> <p>FORMAT REQUIREMENTS:</p> <ol style="list-style-type: none"> 1. Typed, 2-3 pages (not counting Works Cited Page), 12-point font, double-spaced. 2. Your name, my name, POSC 2305, and the date. 3. A title is required, but a separate title page is not necessary. 4. An introduction with a thesis/statement of purpose in the first paragraph: “This paper will...” 5. A logically organized and sequenced body followed by a clearly stated conclusion. 6. Use of the <i>Chicago Manual of Style’s</i> parenthetical citation format. Students must be very careful and pay attention to details when they examine and cite internet sources. A paper with no parenthetical source citations and/or no Works Cited Page at the end will receive a grade of 0; no second chances will be allowed. 7. Use of footnotes or endnotes is prohibited. 8. Using encyclopedias, like Wikipedia, Ballotpedia, history.com, kids.law.com, etc. is prohibited (-10 points). 9. Use of word mixers like Spinbot is prohibited and will result in a grade of 0; no second chances will be allowed. Also, see the statements below regarding academic integrity, plagiarism, and generative artificial intelligence, such as ChatGPT. <p>SUBMISSION REQUIREMENTS</p> <ol style="list-style-type: none"> 1. Your paper must be submitted in eCourses. You do NOT need a code; log into eCourses and click on the link that says, “Assignment #2: Research Paper,” then click on the submission tab and follow the prompts to upload your paper. 2. Late submissions will not be accepted, so plan accordingly. 3. A paper placed in my office, in my mailbox or emailed will not be accepted for grading. <p>Papers are graded according to the following four criteria: 1) content; 2) organization; 3) quality of writing; and 4) quality of research sources and reference citation formats.</p>
<p>Discussion Forums (4 total, worth 20% of the final course grade)</p>	<p>Students are required to make two posts to each of the four Discussion Forums (DF) found in eCourses. For each forum, you must have an original post and at least one reply to someone else’s post. Click on the appropriate Discussion Forum link to make a post.</p> <p>Original posts should be about 250-300 words. In your reply posts, try to take the discussion further and deeper by saying more than simply “I agree...”</p> <p>The prompts for each DF are below and in Canvas:</p> <p>DF #1 on federalism and unitary government structures:</p>

	<ul style="list-style-type: none"> • Unlike the vast majority of national governments around the world, which have unitary forms of government, the United States has a federalist governing structure, which gives significant power to both the national (federal) government and the sub-national (state) governments. Watch this 8-minute video about the difference between the USA’s federalist system and the unitary systems of most other countries in the world, paying especially close attention to what is unique about the U.S system. Answer this question: 1) What social, political, cultural, religious, etc. factors might explain why the U.S. system is so unusual compared to other countries? Provide evidence for your position by citing at least one outside source formatted using the Chicago Manual of Style. <p>DF #2 on civil liberties.</p> <ul style="list-style-type: none"> • The United States has experienced significant change regarding whether the government can curtail certain civil liberties (freedoms). Pick another country, and then compare either gun rights or abortion rights at the national (federal) level in the United States with the country of your choice. Answer these two questions: 1) does the United States have more restrictive, less restrictive, or about the same level of (abortion or gun) rights as found in the country of your choice? 2) what cultural, social, political, or religious differences exist between the two countries that might explain any differences? Provide evidence for your position by citing at least one outside source formatted using the Chicago Manual of Style. <p>DF #3 on civil rights:</p> <ul style="list-style-type: none"> • Since its founding, the United States has not been the only country that has struggled with granting all its citizens, such as women and people of color, full civil rights (equality). Pick another country and explore that country’s historical treatment of either its racial minorities or its women. Then imagine you are a citizen of that country who belongs to one of those groups. Answer this question while being mindful of the different social, cultural, and political context of your country of choice: what concrete action would you take to improve the socio-economic status of your group? Provide evidence for your position by citing at least one outside source formatted using the Chicago Manual of Style. <p>DF #4:</p> <ul style="list-style-type: none"> • Go to this website: Click on the United States and then any other country. Answer these questions: 1) What is each country’s overall freedom ranking (not free, partly free, free)? 2) What is each countries’ specific score for political rights and civil liberties? 3) Why is the country you picked more, less, or just as free as the United States? (Click “view report” for each country to gain insights). <p>Discussion Forum posts are graded based on the rubric posted in eCourses.</p>
Academic Integrity Module (5% of final course grade)	Log into eCourses and click on Modules and complete the Academic Integrity Module. Upon completion, you will get a certificate, which will have your name and the date on it. Uploading that certificate in the proper assignment portal in eCourses will constitute completion of this assignment for full credit.
Writing Center Extra Credit Assignment	Schedule an appointment with the Writing Center to review your paper with them. Turn in proof that you visited the Writing Center <i>and</i> revised your paper based on the visit.
BEST class/WORST class extra credit	Fill out and submit the BEST class/WORST class form found in Canvas, which we’ll use to try to make sure you have a good class experience!

Course Procedures or Additional Instructor Policies

The “oopsie ticket.” Each student gets one “oopsie ticket,” which can be used one time for any missed assignment, EXCEPT Exam Four, no questions asked, and no documented excuse required. Choose wisely!

Political Science Program Policy on Plagiarism: Plagiarism is a serious academic crime, and the Political Science Program has a strict, rigorous enforcement policy for students who commit plagiarism. In general, plagiarism is using another person's or artificially generated program's words, statistics, and/or ideas as if they were your own. Plagiarism, which is formally defined in the University Rules and Procedures section of this syllabus, can come in many forms, such as directly quoting a source without quotation marks, taking another student's work, directly quoting a source without giving a reference citation, paraphrasing a source without giving a reference citation and so forth. It is incumbent on students to seek help from the instructor or other University resources to avoid even the appearance of plagiarism in their work. If in doubt, CITE THE SOURCE! Any student caught committing ANY type of plagiarism in a Political Science course will receive one OR MORE of the following punishments, depending on the severity of the offense and in accordance with the Student Code of Conduct:

1. Grade Penalty (an F for the assignment or for the course) in addition to cancellation of any extra credit points
2. Letter of Reprimand
3. Probation
4. Suspension
5. Dismissal from Academic Program
6. Expulsion from the university.

Students must consult the University's Code of Conduct for other forms of academic dishonesty and punishments.

Electronic Communication Policy: Notes and other course materials are posted on eCourses, which is available at <http://ecourses.pvamu.edu>. You are expected to use this website as a resource for the class. The University also maintains an email account for you. For security purposes, **I will not respond to emails sent to me from addresses that do not come from your official PVAMU email address. I expect you to check your Prairie View A&M email account at least once a day.** If you have problems accessing your account, call (936) 261-2525. Not having access to your Panther Email is not an excuse for missing important information.

Make-up Policy: You will only be allowed to make up an exam or assignment if you have a valid excuse—follow the Absence Verification Process described on p. 11 below. **If granted a make-up, you have a period of three (3) class days to schedule your make-up assignment or exam. After that point, the grade becomes a zero.** Student athletes must notify me **BEFORE** they attend an event to represent the school and **MUST** be proactive in getting their assignments completed. 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” allowed.

Attendance Policy: For this class, students are allowed three unexcused absences BEFORE the mid-term, after which the mid-term course grade will be reduced by a full letter. Students are then allowed three additional unexcused absences AFTER the mid-term, after which **the final course grade will be reduced by a full letter.** Students can monitor their attendance records through the Attendance link in eCourses. Please do so.

Late/Tardy Policy: Attending class on time is important. Class will start at the scheduled time and will end at the scheduled time. If you come to class more than 9 minutes late (in the 10th minute or later), you will be asked to leave class and you will be counted absent.

16 Week Semester Calendar, SPRING 2024

Week One: 01/16 – 01/19

Topic Description

Readings:

Assignment (s):

American Government and Civic Engagement

Textbook Chapter 1

Week Two: 01/22 – 01/26

Topic Description

Readings:

Assignment (s):

The US Constitution

Textbook Chapter 2

Walton, et.,al.,Chapter 1

Week Three: 01/29 – 02/02

Topic Description

Readings:

Assignment (s):

Federalism and the U.S. Congress

Textbook Chapter 3 and begin Chapter 11

Walton, et.,al Chapter 2 and 11

Week Four: 02/05 – 02/09

Topic Description

Readings:

Assignment (s):

Review and Exam 1

Finish Chapter 11, then review Textbook Chapters 1, 2, 3, 11 and Walton., et., al., Chapters 1,2 and 11

Exam 1 to be administered in class on Friday, Feb. 09

Week Five: 02/12-02/16

Topic Description

Readings:

Assignment (s):

Civil Liberties

Textbook Chapter 4

Week Six: 02/19-02/23

Topic Description

Readings:

Assignment (s):

Civil Rights

Textbook Chapter 5

Walton, et.,al Chapter 7

Week Seven: 02/26- 03/01

Topic Description

Readings:

Assignment (s):

Public Opinion and the Media

Chapter 6 and begin Chapter 8

Week Eight: 03/04 – 03/08

Topic Description

Readings:

Assignment (s):

Review and Midterm (Exam 2)

Finish Chapter 8, then review Chapters 4, 5, 6 & 8

Exam 2 to be administered in class Friday, Mar. 08

Week Nine: 03/11 – 03/15

Topic Description

Readings:

Assignment (s):

SPRING BREAK

Voting and Elections and Political Parties

Textbook Chapters 7 and 9

Walton, et.,al Chapter 5 and 6

Academic Integrity Module Certificate due on Friday, Mar. 15

Week Ten: 03/18 – 03/22

Topic Description

Interest Groups and the Federal Courts

Readings:

Textbook Chapter 10 and begin Textbook Chapter 13; Walton, et.,al Chapter 8 and 13

Assignment (s):

Academic Integrity Module Certificate due on Friday, Mar 22.**Week Eleven: 03/25 – 03/29**

Topic Description

Review and Exam 3

Readings:

Finish Textbook Chapter 13, then review Textbook Chapters 7, 9, 10 & 13
Review Walton, et.,al Chapter 8,10 and 13

Assignment (s):

Exam 3 to be administered in class on Friday, 3/29/24**Week Twelve: 04/01 – 04/05**

Topic Description

The Presidency and the Bureaucracy

Readings:

Textbook Chapter 12 and begin Chapter 15
Walton, et.,al Chapter 12 and 14

Assignment (s):

Week Thirteen: 04/08- 04/12

Topic Description

Domestic Policy

Readings:

Finish Textbook Chapter 15 and read Textbook Chapter 16
Walton, et.,al Chapter 15

Assignment (s):

Week Fourteen: 04/15- 04/19

Topic Description

Foreign Policy

Readings:

Textbook Chapter 17
Walton, et.,al Chapter 16

Assignment (s):

Weeks Fifteen AND Sixteen**04/22- 05/03**

Topic Description

Last Class Day is Friday, April 26; Final Exam period is April. 30 – May 08.

Readings:

Textbook Chapters 12, 15, 16 and 17
Walton, et.,al Chapter 12,14,and 16

Assignment (s):

Exam 4 to be taken at the time designated by the university schedule**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: pv tutoring@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. 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: actesting@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 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, 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.

PV'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. PVAMU 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 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, 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 based on 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 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.

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 using 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.