



**POSC 2305 American Government
Spring 2024**

Course Information This course in American Government satisfies a core curriculum requirement.
Instructor: Dr. Angelia Young Jones
Section # and CRN: Sections (P06, P07, Z03) CRNs (24084, 24085, 24092)
Office Location: Woolfolk 313
Office Phone: 936-261-2560
Email Address: ayjones@pvamu.edu
Office Hours: MW 9:00 AM – 10:30 AM and by Appointment
Mode of Instruction: Face-to-Face
Course Location: ENCARB 242, Hobart Taylor 2B215 & Online
Class Days & Times: TTH 11:00 am – 12:20 pm & TTH 12:30 – 1:50 pm
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](#).
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. and compare and contrast “freedom” in the USA with another country.	SLO #1	Critical Thinking
2	Demonstrate knowledge of the federal system in the United States and compare it to unitary systems in other countries.	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 and compare them to one other country.	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 course also contributes to the global awareness and cultural knowledge goals of the B-GLOBAL Program.

Major Course Requirements

Method of Determining Final Course Grade

Course Grade Requirement	Value (in points)	Total (value of grade)
Exams One – Three	100 points each	40%
Exam Four (Final Exam)	100 points	20%
Writing Assignment: Research Paper	100 points	15%
Discussion Forums One - Four	100 points each	20%
Certificate of Plagiarism	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-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 these times are, if you 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 exams will be online and must be taken using the Respondus Lockdown Browser. You cannot use Safari, Firefox, Chrome, etc. The following campus facilities offer access: JB Coleman Library (rooms 210 and 210B and the Student Success Center on the third floor), MSC (1st floor main lab), Farrell Hall (1st floor main lab), Delco (room 301), Hobart Taylor (room 1A109), and E.E. O’Banion (“New”) Science (room 123). You can also download Respondus to your own device at http://www.respondus.com/lockdown/information.pl?ID=975813429.</p> <p>Exams must be taken during the 24 hour period 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”.

	<ol style="list-style-type: none"> 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. 3. Using evidence from any election in 2014 or later, argue whether or not 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. 4. Review the Global Citizen Blog or any other source and describe how voting rights work in another country. Include at least two characteristics. 5. List at least two things you could do in order to engage in the political process in pursuit of your position in (3) above. 6. Cite at least three (3) reliable, quality references within the body of the paper using the Chicago Manual of Style’s 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>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 Chicago Manual of Style’s 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. <p>SUBMISSION REQUIREMENTS</p> <ol style="list-style-type: none"> 1. Your paper must be submitted via Canvas. You do NOT need a code; log into Canvas 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 under any circumstances, 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 also 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 or not 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 following rubric.</p>
Certificate of Plagiarism (5% of final course grade)	Students are required to register for, then take this 10-question Plagiarism Certification Test as many times as necessary in order to obtain the Plagiarism Certificate. Submit the Plagiarism Certificate to receive full credit (100 points) for this assignment.

Course Procedures or Additional Instructor Policies

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 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. Valid excuses include *documented* illness, school or business trips, or family crises. Without proper documentation, there will be no makeup assignments. **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.** Please provide written documentation for why you need to make up an assignment from a university official, doctor, police officer, or coach. 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.

Taskstream

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

16 Week Semester Calendar, Spring 2024

Week One: 1/16-1/22

Topic Description American Government and Civic Engagement
Readings: Chapter 1
Assignment (s):

Week Two: 1/23-1/29

Topic Description The US Constitution
Readings: Chapter 2
Assignment (s):

Week Three: 1/30-2/5

Topic Description Federalism and the U.S. Congress
Readings: Chapter 3 and begin Chapter 11
Assignment (s):

Week Four: 2/6-2/12

Topic Description Review and Exam 1
Readings: Finish Chapter 11, then review Chapters 1, 2, 3, 11.
Assignment (s): **Exam 1 to be taken** Wednesday, February 8.

Week Five: 2/13-2/19

Topic Description Civil Liberties
Readings: Chapter 4
Assignment (s):

Week Six: 2/20-2/26

Topic Description Civil Rights
Readings: Chapter 5
Assignment (s):

Week Seven: 2/27-3/5

Topic Description Public Opinion and the Media
Readings: Chapter 6 and begin Chapter 8
Assignment (s):

Week Eight: 3/6-3/12

Topic Description Review and Midterm (Exam 2)
Readings: Finish Chapter 8, then review Chapters 4, 5, 6 & 8
Assignment (s): **Exam 2 to be taken Wednesday, March 8.**

Week Nine: 3/13-3/19

Topic Description Voting and Elections and Political Parties
Readings: Chapters 7 and 9
Assignment (s): **Certificate of Plagiarism due on Friday, March 17.**

Week Ten: 3/20-3/26

Topic Description Interest Groups and the Federal Courts
Readings: Chapter 10 and begin Chapter 13
Assignment (s):

Week Eleven: 3/27-4/2

Topic Description Review and Exam 3
Readings: Finish Chapter 13, then review Chapters 7, 9, 10 & 13
Assignment (s): **Exam 3 to be taken Wednesday, March 29**

Week Twelve: 4/3-4/9

Topic Description

The Presidency and the Bureaucracy

Readings:

Chapter 12 and begin Chapter 15

Assignment (s):

Writing Assignment, research paper: due by 11:59 pm Monday, April 3.**Week Thirteen: 4/10-4/16**

Topic Description

Domestic Policy

Readings:

Finish Chapter 15 and read Chapter 16

Assignment (s):

Week Fourteen: 4/17-4/23

Topic Description

Foreign Policy

Readings:

Chapter 17

Assignment (s):

Weeks Fifteen, Sixteen and Seventeen: 4/24 –5/10

Topic Description

Class wrap up and Final Exam review.

Readings:

Chapters 12, 15, 16 and 17

Assignment (s):

Exam 4 to be taken Monday, May 8.**Student Support and Success****John B. Coleman Library**

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

Academic Advising Services

Academic Advising Services offers students a variety of services that contributes to student success and leads towards graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students get connected to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors with Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major at www.pvamu.edu/advising. Phone: 936-261-5911

The University Tutoring Center

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

Writing Center

The Writing Center provides well-trained peer tutors to assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Students must register for Grammarly by using their student

email address. In addition, students have access to face-to-face and virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; Website: <https://www.pvamu.edu/student-success/writing-center/>; Grammarly Registration: <https://www.grammarly.com/enterprise/signup>

Academic Early Alert

Academic Early Alert is a proactive system of communication and collaboration between faculty, academic advisors, and PVAMU students that is designed to support student success by promptly identifying issues and allowing for intervention. Academic Early Alerts help students by providing a central location to schedule advising appointments, view advisor contact information, and request assistance. Students who recognize that they have a problem that is negatively affecting their academic performance or ability to continue school may self-refer an Academic Early Alert. To do so, students will log in to PV Place and click on Academic Early Alert on the left sidebar. Phone: 936-261-5902; Website: <https://www.pvamu.edu/student-success/early-alert/>

Student Counseling Services

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

Office of Testing Services

Testing Services serves to create opportunities by offering a suite of exams that aid in the students' academic and professional success. Currently, we administer entrance (HESI A2), college readiness (TSI assessment), Prior Learning (CLEP, DSST), and proctored exams. Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; Website: www.pvamu.edu/testing

Office of Diagnostic Testing and Disability Services

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

Center for Instructional Innovation and Technology Services (CIITS)

Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend college in the traditional manner. The Center for Instructional Innovation and Technology Services (CIITS) supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit: <https://www.pvamu.edu/dlearning/distance-learning-2-2/students-2/>; Phone: 936-261-3283

Veteran Affairs

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; Website: <https://www.pvamu.edu/sa/departments/veteranaffairs/>

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development

through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development, and campus governance. Location: Memorial Student Center, Rm. 221; Phone: 936-261-1340; Website: <https://www.pvamu.edu/studentengagement/>

Career Services

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; Website: <https://www.pvamu.edu/careerservices/>

University Rules and Procedures

Academic Misconduct

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

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

Forms of Academic Dishonesty:

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

Nonacademic Misconduct

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

Sexual Misconduct

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

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.

Students should have a rewarding learning experience. We should work to create a learning environment that is welcoming to all types of students regardless of race, ethnicity, religion, physical or other ability, gender, sexual identification, sexual orientation, political orientation, and so forth (I know I'm forgetting some). Each and every one of you has value, your feelings, your ideas matter and enrich us all. Please, if you feel excluded or treated unfairly, by me, a fellow classmate, or anyone else on campus, let me know. If you do not feel comfortable speaking with me, please reach out to my Department Head, Dr. Walle Engedayehu at waengendayehu@pvamu.edu or 936-261-3201 or the number above.

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

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

Student Academic Appeals Process

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

Technical Considerations

Minimum Recommended Hardware and Software:

- Intel PC or Laptop with Windows 10 or later version; Mac with OS High Sierra*
- Smartphone or iPad/Tablet with Wi-Fi*
- High-speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, or Firefox

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

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

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

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

Netiquette (online etiquette)

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussion boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you." Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post, and the message might be taken seriously or sound offensive.

Video Conferencing Etiquette

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

Technical Support

Students should go to <https://mypassword.pvamu.edu/> if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services at 936-261-3283 or email ciits@pvamu.edu.

Communication Expectations and Standards

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

Discussion Requirement

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

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

post(s) have been typed and corrected in the word processing application, copy and paste to the discussion board.

COVID-19 Campus Safety Measures

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

- **Self-reporting** – Students who test positive for COVID-19 are required to report their positive test results within 48 hours using the [PVAMU Self-Reporting Form](#). Proof of off-campus and self-administered home test results must be sent to covid-19@pvamu.edu. Proof for self-administered home test is a picture of the test with a photo ID in the same photo.
- **Self-monitoring** – Students should follow public health guidance to help slow the spread of the virus, including being vaccinated. Students who have a fever or exhibit symptoms of COVID-19 should not participate in face-to-face instruction.
- **Face Coverings** – Face coverings (KN-95, surgical mask, etc.) are highly recommended in classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is challenging to maintain reliably.
- **Physical Distancing** – Physical distancing should be maintained between students, instructors, and others in course and course-related activities where possible.
- **Personal Illness and Quarantine** – Students required to quarantine are to participate in courses and course-related activities remotely and must not attend face-to-face course activities. Communication with the student's instructor for remote support will take place by the Office of the Assistant Vice President for Academic Engagement and Success. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities. Students experiencing personal injury or illness that is too severe for the student to attend class may qualify for an excused absence. To receive an excused absence, students must provide appropriate documentation to the Office for Student Conduct, studentconduct@pvamu.edu.
- **Questions** – For answers regarding COVID-19 policies and/or procedures, students should refer to www.pvamu.edu/coronavirus or email covid-19@pvamu.edu.