



# SYLLABUS

## PSYC 3361 Statistics for Psychology II Spring 2024

**Instructor:** Peter A. Metofe, EdD, PhD  
**Section # and CRN:** Z01 10355  
**Office Location:** Don Clark Building 255  
**Office Phone:** 936-261-5224  
**Email Address:** pametofe@pvamu.edu  
**Office Hours:** MTWR: 10:00 am-noon (Face-to-Face); 2 pm – 4:00 pm (Virtual Meeting)  
**Mode of Instruction:** Online (Asynchronous)

**Course Location:** Online

**Class Days & Times:** Online

**Catalog Description:**

Applies statistical techniques in the field of psychology. Covers the use of large and small samples for statistical inference, linear and multiple regression, time series models and forecasting, nonparametric methods, the chi-square test for cell probabilities, and contingency tables. Statistical packages for the social sciences will be studied in depth.

**Prerequisites:** PSYC 2613 or PSYC 2317 (Statistics 1)

**Co-requisites:**

**Required Texts:** Everitt, B. S (2001). *Statistics for Psychologists: An Intermediate Course*. Routledge, Taylor & Francis.

Course Objectives (CO)	PVAMU Core Curriculum Skills (PCCS)
<p>Upon completing the course, the student will be able to:</p> <p><b>CO1.</b> Choose the appropriate statistical model for a particular research question.</p> <p><b>CO2.</b> List the assumptions underlying various statistical models.</p> <p><b>CO3.</b> Discuss descriptive and inferential statistics found within</p>	<p>1. (B) <b>Communication Skills:</b> to include effective development, interpretation, and expression of ideas through written, oral and visual communication</p> <p>2. (C) <b>Empirical and Quantitative Skills:</b> to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions</p> <p>3. (A) <b>Critical Thinking Skills:</b> include creative</p>

<p>journal articles</p> <p><b>CO4.</b> Assess whether or not the assumptions for a particular statistical model are satisfied for a specific dataset</p> <p><b>CO5.</b> List some strategies for dealing with data when the conditions for a statistical model are not satisfied</p> <p><b>CO6.</b> Draw valid inferences based on data by using appropriate statistical methods.</p> <p><b>CO7.</b> Analyze data using the Statistical Package for the Social Sciences (SPSS).</p> <p><b>CO8.</b> Write an APA-Style results section to communicate effectively the results of frequently used statistical procedures.</p>	<p>thinking, innovation, inquiry, analysis, evaluation, and synthesis of information</p> <p>4. (A) <b>Critical Thinking Skills:</b> include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information</p> <p>5. (C) <b>Empirical and Quantitative Skills:</b> include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions</p> <p>6. (B) <b>Communication Skills:</b> to include effective development, interpretation, and expression of ideas through written, oral and visual communication</p> <p>7. (C) <b>Empirical and Quantitative Skills:</b> to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions</p> <p>8. (B) <b>Communication Skills:</b> to include effective development, interpretation, and expression of ideas through written, oral and visual communication</p>
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## Major Course Requirements

### Method of Determining Final Course Grade

Course Grade Requirement	Number	Points	Total	Percent of Final Grade
Exams	2	50	100	35%
Attendance/ Discussion	TBA	TBA	100	10%
Quizzes	7	15	105	10%
Projects	7	10	70	25%
Final Exam	1	75	75	20%
Total			450	100%

### Grading Criteria:

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = < 60%

## **Detailed Description of Major Requirements:**

**Discussion Boards (10%)** - Special topics will be posted on Canvas weekly. You will read published materials and engage in the discussion boards set up in Canvas. You will utilize readings and information from the assigned book chapters, including recommended texts and journal articles, to inform your discussion. Respect and critical thinking will guide these discussions. Do not copy and paste the Internet (web pages) as a basis for responding to questions. Adherence to these standards of responding to discussion questions may positively impact discussion scores.

Discussion board posts are a significant part of this course. Students must post answers to instructor-posted questions each Thurs. by 5:00 pm and post comments to two peers by the following Tuesday by 5:00 pm. Actual dates and times may vary in Canvas. A complete discussion board rubric is provided on Canvas.

**Quizzes (10%):** Students must complete about seven online quizzes based on class topics and readings every week. Quizzes must be completed by 11:59 pm of the scheduled due date. Quizzes account for 10% of your final grade.

**Exams (35%)** Two exams will be given in class, although the dates and material may be subject to change based on the student's comprehension of the material. Two exams will equal 35% of your grade.

**Statistical Package for the Social Sciences (SPSS) Projects (25%)** – Social Responsibility, Communication, Critical Thinking, and Empirical and Quantitative skills will be assessed within these projects. Students will be asked to Carry-out seven projects, analyzing data and writing up the results to demonstrate how to organize, summarize data, and interpret while communicating their findings written and orally. The project emphasis will be on four issues: (1) generating a question that can be answered using statistics, (2) deciding on the appropriate statistical technique to be used, (3) using SPSS to conduct the statistical analyses, and (4) writing up and interpreting the results using correct APA style. Discussion questions will include how data-driven results can impact public policy, communities, nations, and the world. Each project will be assessed using a common rubric on a 0 to 10 scale, available in Canvas.

**Note:** Students must have access to SPSS. SPSS is accessible in room 260 of the Don Clark building on the PVAMU main campus. Alternatively, students can access the virtual SPSS at [VMware Horizon \(pvamu.edu\)](https://vmware-horizon.epvamu.edu). Students may also consider purchasing the SPSS student version, but ensure it can run the required project analyses. You can try a 30-day IBM SPSS Statistics for 30 days free. Here is the link: [Sign up for IBM SPSS Statistics](#)

## Project Topics

Project 1	Exploratory Data Analysis
Project 2	One-Way ANOVA
Project 3	Correlation and Regression
Project 4	Chi-Square Test of Independence
Project 5	Analysis of Repeated Measures Data
Project 6	Distribution-Free Methods
Project 7	Logistic Regression

**Final Exam (20%):** The final Exam will be an online cumulative exam. You can use your text, notes, and a calculator during the Exam.

### Calculation of Mid-Term Grades and Final Grades

- **The mid-term grades are a compilation of all completed activities leading to the midterm exam (Exam # 1), with their respective grading weights.**
- **The final grades will consist of all completed activities for the term, with their respective grading weights.**

### **Course Procedures and Additional Instructor Policies**

This is a fully online course (asynchronous format). Online classes are not easier than face-to-face lecture classes. You must be highly motivated and well-organized to succeed in an online class. You must purchase the textbook listed above by the first day of the course. Other course materials are available via Canvas. Regular Internet access is essential for the successful completion of the course.

The typical class structure will consist of learning modules, which include:

- Short Videos/PowerPoint Slides
- Zoom Video lectures
- Readings
- Online Discussions
- Exams, Quizzes, and Assignments

This is an entirely Web-based course. We have no face-to-face class meetings, and you will complete your work asynchronously, meaning you will be working on it at different times. You can log into the class to do your task at whatever time is convenient for you as long as you meet class deadlines.

It is essential to understand that this is not a self-paced class or an independent study. You will have assigned deadlines, and work must be submitted on time. You may not save up your assignments to complete in the last weeks or days of the semester. One critical part of this class is regular interaction with other students and with me, your instructor. Each assignment sequence must be completed on schedule – you can't work ahead or get behind and be successful.

## **Course Communication**

I will be communicating with you regarding grades and assignments. If you need to contact me, the best method is via email. Generally, I will reply to emails within 24 hours, and students can expect feedback and grading on assignments and exams within one week unless otherwise noted. Students may also post questions about the course on the Canvas Inbox. These questions will be answered within 24 hours.

If you need help with this course or its material, you should contact me via email to discuss the issues.

Announcements will be posted to this course whenever necessary. If there is any other important information, I will send it to your email address in Canvas. You are responsible for ensuring your email account works appropriately to receive emails.

Below is how you check your email address in Canvas:

- Access Canvas
- Click your name on the main Canvas navigation panel on the left
- Review your email address. By default, Canvas uses your university-issued email address

## **Module Schedule**

All course deadlines are listed in Central Time Zone. Canvas will record all deadlines in this time zone. If you are in a different time zone, plan accordingly.

Each week will begin on a Monday and will end on Sunday.

To complete all module assignments, you will spend about 9 hours per week on the course material for approximately 145 hours of course-related activities using Canvas, discussion boards, blogs, and reading and reflecting on the texts. A list of weekly responsibilities/deadlines follows (suggested):

- Monday/Tuesday: Read assigned text(s) for the week. Watch the lecture online.
- Wednesday and Thursday 5 pm: Canvas initial post.
- Sunday 11:59 pm: Canvas responses.

## **Submission of Assignments:**

Assignments are to be turned in using Canvas on the due dates.

## **Formatting Documents:**

Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, use the "save as" tool and save the document in either Microsoft Word, Rich-Text, or plain text format.

## **Exam Policy**

Exams should be taken as scheduled. No makeup examinations will be allowed except under documented

emergencies (See Student Handbook). Makeup exams, quizzes, and assignments will only be available for fully confirmed (in writing) medical and family emergencies. If you need to miss an exam, quiz, or assignment for an emergency, please let me know as soon as is reasonably possible. Bring to the next class written documentation and a phone number and name for use in verifying the emergency.

### Taskstream

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. One of your assignments may be considered an "artifact," an item of coursework that indicates that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in Canvas.

### Course Schedule (Date Range: August 21, 2023 – December 7, 2023)

Module Objectives (MO)	Student Assessments & Activities
<p><b><u>Module 1: Course Overview and Graphical Methods</u></b> (Specific Weeks Covered: Weeks 1 - 2)</p> <p><b>At the end of this module, students will be able to:</b></p> <p><b>MO1.1:</b> Briefly describe the history of statistics in psychology and the role of statistics in scientific investigations. <b>(CO1), PCCS: B</b></p> <p><b>MO1.2:</b> Define the purpose and structure of frequency distributions. <b>(CO1), PCCS: B</b></p> <p><b>MO1.3:</b> State the importance of using graphs for data analysis. <b>(CO1), PCCS: A</b></p> <p><b>MO1.4:</b> Explain the purpose of descriptive and inferential statistics. <b>(CO1), PCCS: A</b></p> <p><b>MO1.5:</b> Identify the graph (s) suitable for different data types. <b>(CO1), PCCS: B</b></p>	<p><b><u>Module 1: Course Overview and Graphical Methods</u></b></p> <p><b>Readings:</b> Chapter 1 of the textbook: Graphical Methods (MO1.1; MO1.2; MO1.3; MO1.4; MO1.5; MO1.6; MO1.7)</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Take Pre-test Statistics I (MO1.1; MO1.2; MO1.3)</li> <li>• Complete Quiz 0 (MO1.1; MO1.2)</li> <li>• Complete Quiz 1 (MO1.1; MO1.2; MO1.3; MO1.4; MO1.5; MO1.6; MO1.7)</li> <li>• Complete Group Discussion (MO1.1; MO1.3)</li> <li>• Complete Project # 1 (MO1.5)</li> </ul> <p><b><u>Course Technology and Materials Citations:</u></b></p> <ul style="list-style-type: none"> <li>○ Journal Article 1: <a href="#">Interracial Roommate Relationships: An Experimental Field Test of the Contact Hypothesis - Natalie J. Shook, Russell H. Fazio, 2008 (sagepub.com)</a> (MO1.2; MO1.2)</li> <li>○ Watch Video: <a href="#">Introduction to Statistics</a></li> </ul>
<p><b><u>Module 2: Analysis of Variance (ANOVA) Models</u></b> (Specific Weeks Covered: Weeks 3 - 4)</p> <p><b>At the end of this module, students will be able to:</b></p> <p><b>MO2.1:</b> Explain the rationale for using the analysis of variance (ANOVA). <b>(CO2), PCCS: B</b></p> <p><b>MO2.2:</b> Define the purpose and structure of the different ANOVA models presented. <b>(CO2),</b></p>	<p><b><u>Module 2: Analysis of Variance Models</u></b></p> <p><b>Readings:</b> Chapter 2 of the textbook: Frequency Distributions (MO2.1; MO2.2; MO2.3; MO2.4; MO2.5; MO2.6; MO2.7)</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Complete Quiz 2 (MO2.1; MO2.2; MO2.3; MO2.4; MO2.5; MO2.6; MO2.7)</li> <li>• Complete Group Discussion (MO2.1; MO2.3)</li> </ul>

<p><b>PCCS: C</b></p> <p><b>MO2.3:</b> State the essential interactions in two-way ANOVA. <b>(CO1), PCCS: A</b></p> <p><b>MO2.4:</b> Describe different research situations where the ANOVA models are appropriate. <b>(CO1), PCCS: A</b></p> <p><b>MO2.5:</b> Compute the F-statistics (CO1), PCCS: B</p>	<ul style="list-style-type: none"> <li>• Complete Project # 2</li> <li>• Exam # 1 (MO1 – MO2)</li> </ul> <p><b>Course Technology and Materials Citations:</b></p> <ul style="list-style-type: none"> <li>○ Journal Article 2: <a href="#">Recalling Sexual Partners: The Accuracy of Self-Reports - James Jaccard, Robert McDonald, Choi K. Wan, Vincent Guilamo-Ramos, Patricia Dittus, Shannon Quinlan, 2004 (sagepub.com)</a></li> <li>○ (MO2.1; MO2.2)</li> <li>○ Watch Videos: <a href="#">Analysis of Variance Tests of Simple Effects in Two-Way ANOVA</a></li> </ul>
<p><b>Module 3: Regression Models (Specific Weeks Covered: Weeks 5 - 6)</b></p> <p><b>At the end of this unit, students will be able to:</b></p> <p><b>MO3.1:</b> Describe simple and multiple regression models. <b>(CO1), PCCS: B</b></p> <p><b>MO3.2:</b> Calculate and interpret basic statistics for correlation and regression. <b>(CO1; CO2: CO5), PCCS: C</b></p> <p><b>MO3.3:</b> Explain the importance of stating statistical assumptions. <b>(CO1), PCCS: B</b></p> <p><b>MO3.4:</b> Explain the different research situations suitable for correlation and regression analysis. <b>(CO4), PCCS: A</b></p> <p><b>MO3.5:</b> Perform tests of significance for correlation and regression. <b>(CO1), PCCS: B</b></p>	<p><b>Module 3: Regression Models</b></p> <p><b>Readings:</b> Chapters 3 and 4 of the textbook: Central Tendency and Variability (MO3.1; MO3.2; MO3.3; MO3.4; MO3.5; MO3.6; MO3.7)</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Complete Quiz 3 (MO3.1; MO3.2; MO3.3; MO3.4; MO3.5; MO3.6; MO3.7)</li> <li>• Complete Group Discussion (MO3.1; MO3.3)</li> <li>• Complete Project # 3</li> </ul> <p><b>Course Technology and Materials Citations:</b></p> <ul style="list-style-type: none"> <li>○ Journal Article 3: <a href="#">The Interpretation of Averages in Health Professions Research: An Empirical Examination - Kenneth J. Ottenbacher, 1993 (sagepub.com)</a></li> <li>○ (MO1.2; MO1.2)</li> <li>○ Watch Video: <a href="#">Regression Models</a></li> </ul>
<p><b>Module 4: Analysis of Categorical Data I: Chi-Square (Specific Weeks Covered: Weeks 7 - 9)</b></p> <p><b>At the end of this unit, students will be able to:</b></p> <p><b>MO4.1:</b> Describe research situations that require the chi-square statistic. <b>(CO1), PCCS: B</b></p>	<p><b>Module 4: Analysis of Categorical Data I: Chi-Square</b></p> <p><b>Readings:</b> Chapters 5 - 7 of the textbook: Analysis of categorical Data (MO4.1; MO4.2; MO4.3; MO4.4; MO4.5; MO4.6; MO4.7)</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Complete Quiz 4 (MO4.1; MO4.2; MO4.3; MO4.4; MO4.5; MO4.6; MO4.7)</li> <li>• Complete Group Discussion (MO4.1; MO4.3)</li> </ul>

<p><b>MO4.2:</b> Define the purposes of the chi-square statistic. <b>(CO2), PCCs: C</b></p> <p><b>MO4.3:</b> Calculate the test statistic for chi-square by hand as well as using SPSS for analysis. <b>(CO1), PCCs: A</b></p> <p><b>MO4.4</b> Explain the purpose of the assumptions underlying the chi-square statistic. <b>(CO1), PCCs: B</b></p> <p><b>MO4.5:</b> Perform tests of significance for frequency data. <b>(CO2), PCCs: C</b></p>	<ul style="list-style-type: none"> <li>• Complete Project # 4</li> </ul> <p><b>Course Technology and Materials Citations:</b></p> <ul style="list-style-type: none"> <li>○ Journal Article 4: <a href="#">The Relationship Among Self-Determination, Self-Concept, and Academic Achievement for Students With Learning Disabilities - Chunmei Zheng, Amy Gaumer Erickson, Neal M. Kingston, Patricia M. Noonan, 2014 (sagepub.com)</a></li> <li>○ (MO1.2; MO1.2)</li> <li>○ Watch Video: <a href="#">Analysis of Categorical Data</a></li> </ul>
<p><b>Module 5: Analysis of Longitudinal Data</b> <b>(Specific Weeks Covered: Weeks 10 - 12)</b></p> <p><b>At the end of this unit, students will be able to:</b></p> <p><b>MO5.1:</b> Describe research situations that require the analysis of longitudinal data. <b>(CO1), PCCs: B</b></p> <p><b>MO5.2:</b> Discuss measurement issues related to longitudinal analyses. <b>(CO1), PCCs: A</b></p> <p><b>MO5.3:</b> Apply appropriate exploratory and regression techniques to summarize and generate inferences from longitudinal data. <b>(CO2; CO5), PCCs: C</b></p> <p><b>MO5.4:</b> Describe a process for examining longitudinal data and determining a best-fit trajectory. <b>(CO2; CO5), PCCs: C</b></p> <p><b>MO5.5:</b> Describe the process for evaluating covariate associations with trajectory parameters. <b>(CO2, CO5), PCCs: C</b></p>	<p><b>Module 5: Analysis of Longitudinal Data</b></p> <p><b>Readings:</b> Chapters 8 10 of the textbook: Analysis of Longitudinal Data (MO5.1; MO5.2; MO5.3; MO5.4; MO5.5; MO5.6; MO5.7)</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Complete Quiz 5 (MO5.1; MO5.2; MO5.3; MO5.4; MO5.5; MO5.6; MO5.7)</li> <li>• Complete Group Discussion (MO5.1; MO5.3)</li> <li>• Complete Project # 5</li> </ul> <p><b>Course Technology and Materials Citations:</b></p> <ul style="list-style-type: none"> <li>○ Journal Article 5: <a href="#">Exposure to music and cognitive performance: tests of children and adults - E. Glenn Schellenberg, Takayuki Nakata, Patrick G. Hunter, Sachiko Tamoto, 2007 (sagepub.com)</a></li> <li>○ (Mo1.2; MO1.2)</li> <li>○ Watch Video: <a href="#">Analysis of Longitudinal Data</a></li> </ul>
<p><b>Module 6: Distribution Free Methods</b> <b>(Specific Weeks Covered: Weeks 13 - 14)</b></p> <p><b>At the end of this unit, students will be able to:</b></p> <p><b>MO6.1:</b> Describe research situations that require the analysis of nonparametric</p>	<p><b>Module 6: Distribution-Free Methods</b></p> <p><b>Readings:</b> Chapter 11 of the textbook: Distribution Free Methods (MO6.1; MO6.2; MO6.3; MO6.4; MO6.5; MO6.6; MO6.7)</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Complete Quiz 6 (MO6.1; MO6.2; MO6.3; MO6.4; MO6.5; MO6.6; MO6.7)</li> </ul>



<p>procedures. (CO2), PCCS: A</p> <p><b>MO6.2:</b> Discuss measurement issues related to distribution-free tests. (CO1), PCCS: A</p> <p><b>MO6.3:</b> Apply appropriate exploratory techniques to summarize and generate inferences from data. (CO2), PCCS: A</p> <p><b>MO6.4:</b> Describe a process for testing the significance of rank data. (CO2), PCCS: C</p> <p><b>MO6.5</b> Describe the process for evaluating the Sign test. (CO2), PCCS: C</p>	<ul style="list-style-type: none"> <li>• Complete Group Discussion (MO6.1; MO6.3)</li> <li>• Complete Project # 6</li> <li>• Exam # 2 (MOD 4 – MO6)</li> </ul> <p><b>Course Technology and Materials Citations:</b></p> <ul style="list-style-type: none"> <li>○ <a href="#">Journal Article</a> 6 (Mo1.2; MO1.2)</li> <li>○ Watch Video: <a href="#">Distribution-Free Methods</a></li> </ul>
<p><b>Module 7: Analysis of Categorical Data II: Logistic Regression</b>(Specific Weeks Covered: Week 15)</p> <p><b>At the end of this unit, students will be able to:</b></p> <p><b>MO7.1:</b> Describe research situations that require logistic regression. (CO1), PCCS: B, A</p> <p><b>MO7.2:</b> Discuss measurement issues related to logistic regression. (CO2), PCCS: A, C</p> <p><b>MO7.3:</b> Apply appropriate exploratory and regression techniques to summarize and generate inferences from data. (CO1), PCCS: B, A</p> <p>MO7.4: Describe a process for examining data and determining a best-fit trajectory. (CO1), PCCS: A</p> <p>MO7.5: Describe the process for evaluating covariate associations with trajectory parameters. (CO1), PCCS: A</p>	<p><b>Module 7: Analysis of categorical Data II: Logistic Regression</b></p> <p><b>Readings:</b> Chapter 12 of the textbook: Logistic Regression (MO7.1; MO7.2; MO7.3; MO7.4; MO7.5; MO7.6; MO7.7)</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Complete Quiz 7 (MO7.1; MO7.2; MO7.3; MO7.4; MO7.5; MO7.6; MO7.7)</li> <li>• Complete Group Discussion (MO7.1; MO7.3)</li> <li>• Complete Project # 7</li> <li>• Final Exam (All Modules)</li> </ul> <p><b>Course Technology and Materials Citations:</b></p> <ul style="list-style-type: none"> <li>○ Journal Article 7: <a href="#">Speaking Up for Vocabulary: Reading Skill Differences in Young Adults - David Braze, Whitney Tabor, Donald P. Shankweiler, W. Einar Mencl, 2007 (sagepub.com)</a> (MO7.2; MO7.2)</li> <li>○ Watch Video: <a href="#">Introduction to Logistic Regression</a></li> </ul>

**Note:** The Canvas course schedule configuration may differ slightly from the syllabus. However, the Canvas course schedule takes precedence over the schedule presented here.

## 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 an emphasis on ten critical areas of service. It

maintains library collections and access both on campus, online, and through regional agreements to further the educational goals of students and faculty. Phone: 936-261-1500; Website: [J. B. Coleman Library](#).

### 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 educational support services when they need clarification on 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. 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 goals. Tutoring and academic support are offered face-to-face in the UTC through virtual and [online sessions at PVPlace](#). Other support services available for students include Supplemental Instruction, Study Breaks, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: [pvtutoring@pvamu.edu](mailto:pvtutoring@pvamu.edu); 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. Students must register for Grammarly by using their student email address. In addition, students can access face-to-face and virtual tutoring services via email or 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 negatively affects their academic performance or ability to continue school may self-refer to 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, crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and assists students dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and follows Texas State Law. Location: Hobart Taylor, 2<sup>nd</sup> floor; Phone: 936-261-3564; Website: [Student Counseling Services](#).

## Office of Testing Services

Testing Services creates opportunities by offering a suite of exams that aid in the student's academic and professional success. Currently, we administer entrance (HESI A2), college readiness (TSI assessment), Prior Learning (CLEP, DSST), and proctored exams. Location: Wilhelmina Delco, 3<sup>rd</sup> Floor, Rm. 305; Phone: 936-261-3627; Email: [aetesting@pvamu.edu](mailto: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. 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 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, a 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 traditionally. 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 worked with student veterans and 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 the G.I. Bill and the Texas Hazlewood 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 offered to 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 the services provided. Location: Anderson Hall, 2<sup>nd</sup> floor; Phone: 936-261-3570; Website: [Career Services](#).

## University Rules and Procedures

### Academic Misconduct (See Student Planner)

It would help if you practiced academic honesty in every aspect of this 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 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 they have mastered information on an academic exercise that they have 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 recognize 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 producing a counterfeit document, particularly documents that 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's 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, (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. The Office will adjudicate such incidents 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 university community member violating the University's sexual harassment policy will be subject to disciplinary action. Following the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance ([titleixteam@pvamu.edu](mailto:titleixteam@pvamu.edu)) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect free from sexual misconduct, discrimination, and 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](mailto:titleixteam@pvamu.edu). More information can be found on 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 conditions, 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 on this [webpage](#).

## **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 free of bias, discrimination, and harassment. If you experience 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, some individuals can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies. He can be reached at Harrington Science Building, Suite 109, or by phone at 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 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 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.

You must log into Canvas twice weekly for this class to maintain attendance. Login records and weekly quizzes will check attendance.

### **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 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 Grade Appeals on 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 versions of Google Chrome, Safari, or Firefox

\*Smartphones, 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 basic proficiency in the following computer skills:**

- Sending and receiving emails
- 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 with 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 the 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 and 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 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, call the Center for Instructional Innovation and Technology Services (CIITS) at 936-261-3283 or email [ciits@pvamu.edu](mailto:ciits@pvamu.edu).

## Communication Expectations and Standards

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

## Discussion Requirement

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

**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 significantly 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, please copy and paste them 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 procedures 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 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, shared areas 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 maintain reliably.

- **Physical Distancing** - Physical distancing must be maintained between students, instructors, and others in the 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.
- **COVID-19 Guidelines for Student Conduct Adjudication** - The mandatory COVID-19 Training/Certification taken by all students serves as the 1st Warning for violation of COVID-19 Guidelines.
  - 1<sup>st</sup> incident: upon review of the Incident Report and finding of responsibility — Conduct Probation
  - 2<sup>nd</sup> incident: upon review of the Incident Report and finding of responsibility — Suspension
  - Consult the Code of Student Conduct in the Student Planner or [Student Conduct website](#) for additional information on Conduct Probation and Suspension.
- **Personal Illness and Quarantine** - Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. 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 qualify for an excused absence. To receive an excused absence, students must provide appropriate documentation to the Office for Student Conduct, [studentconduct@pvamu.edu](mailto:studentconduct@pvamu.edu).