



PRAIRIE VIEW  
A&M UNIVERSITY

MARVIN D. AND JUNE BRAILSFORD  
COLLEGE OF ARTS & SCIENCES

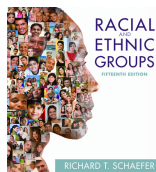
## SYLLABUS

### Sociology of Minorities (SOCG 2319 P02)

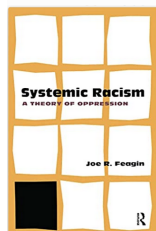
Spring 2024

|                                |  |
|--------------------------------|--|
| <b>Instructor:</b>             | Dr. Marlon C. James  |
| <b>Office Location:</b>        | Clark Juvenile Justice - Room 250  |
| <b>Office Phone:</b>           | (O) 936 261 5217, (M) 832 952 7322   |
| <b>Email Address:</b>          | <a href="mailto:mcjames@pvamu.edu">mcjames@pvamu.edu</a>   |
| <b>Office Hours:</b>           | MWF 10am - 11am; M 5-6pm   |
| <b>Course Name:</b>            | Sociology of Minorities 2319   |
| <b>Section # and CRN:</b>      | P02 22957  |
| <b>Mode of Instruction:</b>    | Face to Face   |
| <b>Course Location:</b>        | MT Harrington Science Bldg 116   |
| <b>Class Days &amp; Times:</b> | MWF 11:00am - 11:50am  |
| <b>Prerequisites:</b>          | none   |
| <b>Co-requisites:</b>          | none   |
| <b>Catalog Description:</b>    | Sociological study of traditional minorities (race, ethnicity, and religion) and new minorities (gender, sexual orientation and disability). |

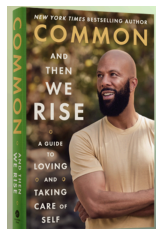
#### Required Text(s):



Racial and Ethnic Groups, 15<sup>th</sup>. Richard T. Schaefer. (2019)  
Pearson. ISBN 978-0-205- 80051-3  
To purchase E Book [Etextbook Order](#)



Systemic Racism Feagin, Joe Taylor & Francis Group Taylor & Francis Group 2006 ISBN: 9780415952774, 9781134729005  
E Book Available through the library at [Reserve E-Book](#)



And Then We Rise: A Guide for Loving & Taking Care of Self

## Course Learning Objectives

|   | <b>Upon successful completion of this course, students will be able to:</b>                         | <b>Student Learning Outcome # Alignment</b>   | <b>Core Curriculum Objective Alignment</b>                              | <b>Aligned Course Assessments</b> |
|---|---|---|---|-----------------------------------|
| 1 | Develop knowledge of the evolution of minority groups' differential treatment by mainstream society | SLO #4: examine social institutions and processes across cultures                               | CO #4 Social responsibility   | Critical Hip Hop Analysis         |
| 2 | Develops an awareness of the interconnection between social perceptions and social policy           | SLO #1 define and apply basic sociological concepts used in micro and macro sociological theory | CO #4 Social responsibility   | Infographic of Systemic Racism    |
| 3 | Understand and explain problems that arise from diversity   | SLO #4: examine social institutions and processes across cultures                               | CO#1 Critical thinking  | Critical Hip Hop Analysis         |
| 4 | Examine, evaluate, and interpret data illustrating emerging trends of social phenomena              | SLO #4: examine social institutions and processes across cultures                               | CO #3 Empirical and Quantitative Skills                                 | Social Stratification Matrixes    |
| 5 | Write a critical essay asserting a position on indicators of inequality based upon race and gender  | SLO #4: examine social institutions and processes across cultures                               | CO #1 Critical Thinking CO #2 Communication CO #4 Social responsibility | Critical Hip Hop Analysis         |

## Final Grading Scale

| Points Range | Percentage Range | Final Grade |
|--------------|------------------|-------------|
| 1000 - 900   | 100 - 90%        | <b>A</b>    |
| 899 - 800    | 89 - 80%         | <b>B</b>    |
| 799 - 700    | 79 - 70%         | <b>C</b>    |
| 699 - 600    | 69 - 60%         | <b>D</b>    |
| 599 -        | 59 % or Below    | <b>F</b>    |

## Assignments with Points Distribution

| Assignments   |  | %           | Total       |
|---------------|--|-------------|-------------|
| 1             | Quizzes (13 worth 50 points each)                                | 39%         | 390         |
| 2             | Midterm Exam   | 10%         | 100         |
| 3             | #Make1Change - Vision Board                                      | 5.5%        | 35          |
| 4             | #Make1Change - Event, Review Sheet & Presentation                | 3%          | 30          |
| 5             | Chapter Presentations (3 presentation 15 points, Group)          | 4.5%        | 45          |
| 6             | Infographic of Systemic Racism (1 infographic, 50 points, Group) | 5%          | 50          |
| 7             | Hip Hop Digital Storytelling (1 Analysis, 100 points)            | 10%         | 100         |
| 8             | Student Success Packets (2 x 25 points)                          | 5%          | 50          |
| 9             | Attendance (-5 per absence)                                      | 10%         | 100         |
| 10            | Participation (Zero in Attendance = 15 for participation)        | 10%         | 100         |
| <b>Total:</b> |  | <b>100%</b> | <b>1000</b> |

## Attendance

Attendance is required for this course, and is also tied to students' participation grade. Attendance is taken at the start of every class, tardies are counted as 10 minutes late, and students arriving after 15 minutes will be considered absent. Each Absence results in -5 from attendance, and students earning 0 points for attendance can earn no higher than 15/100 for participation. Every 2 tardies will result in an absence. **Students with over 15 absences will earn an F for the course.** Students will not be assessed an absence under the following four conditions: (a) representing the University (i.e. athletics, band, etc.) when notified by administration, (b) military duty with official documentation or orders, (c) observing a religious day that is not including in the University calendar with prior notice, and (d) an official University excuse from an Administrator.

## Major Assignments

*(Full descriptions and due dates are located in Canva on Ecourses)*

|                                | Description   |
|--------------------------------|---|
| Quizzes                        | Students will be quizzed on 13 chapters from the text <b><u>Racial and Ethnic Groups</u></b> . Each quiz will have a variety of question types, must be completed in 50 minutes, taken on Canvas, and the highest score between two attempts will count.  |
| Midterm                        | The midterm will consist of 100 random questions from the text <b><u>Racial and Ethnic Groups</u></b> .   |
| #Make1Change                   | Use Canva to create a vision board detailing or goals for self improvement.   |
| Infographic of Systemic Racism | Design an infographic explaining the <a href="#">Systemic Racism</a> framework.   |
| Hip Hop Digital Storytelling   | This assessment measures students ability to think critically and understand applications of social responsibility within the context of the African American experience. Students will evaluate the African American experience through a self-selected hip hop song, poetry, statistics and sociological theories integrated into a 3-5 minute documentary style presentation. All presentations must have 15 statistical points with proper APA citations, and a minimum of three sociology theories to inform solutions to a minimum of three social problems evaluated from the African American experience. |

## Course Calendar

| Course Schedule (Subject to change)  |   |
|--|---|
| Modules and Class Readings   | Assignments Due<br>(see Canvas Course for specific directions)  |
| <p><b>Module One: 1/17– 2/4</b></p> <p><a href="#">Systemic Racism</a> (Please Read Assigned Chapters by Sunday, 1/22)</p> | <ol style="list-style-type: none"> <li>1. <b>Wednesday 1/17 - Course Orientation, (Zoom)</b> <ol style="list-style-type: none"> <li>a. Student Introductions</li> <li>b. Purchase Texts &amp; Download Others</li> <li>c. Assign chapters for Systemic Racism</li> <li>d. Review Syllabus</li> </ol> </li> <li>2. <b>Friday 1/19 (No Class) - Academic Integrity Module - Canva Module 1 (Due)</b></li> <li>3. <b>Monday 1/22 - (No Class) - Student Success Packet 1 (Due)</b></li> <li>4. <b>Wednesday 1/24 - Assign Learning Communities &amp; The Systemic Racism Framework</b></li> <li>5. <b>Friday 1/26 - Canva for Infographics</b></li> <li>6. <b>Monday 1/29 - The Ethnic Stratification Framework</b></li> <li>7. <b>Wednesday 1/31 - (No Class) Common's Book Tour MSC, Opal Johnson Auditorium 2-5 pm.</b></li> <li>8. <b>Friday 2/2 - Presentation of System Racism Infographics.</b></li> <li>9. <b>Sunday 2/4 - System Racism Infographics Due 11:55pm</b></li> </ol> |
| <p><b>Module Two: 2/5 – 2/18</b></p> <p>Etext - Racial &amp; Ethnic Groups, 15E (Schaefer)<br/>- Chapters 1 -4</p>         | <ol style="list-style-type: none"> <li>1. <b>Monday 2/5 - Chapter 1 Exploring Race and Ethnicity (Lecture and Discussion) Race the Power of an Illusion (The Story We Tell)</b></li> <li>2. <b>Wednesday 2/7 - Chapter 2 - Prejudice - LC 1 Presentation</b></li> <li>3. <b>Friday 2/9 - Chapter 2 - Prejudice (The Implicate Bias Experiment)</b></li> <li>4. <b>Sunday 2/11 - Quiz 1 - Chapter 2 Due 11:55pm</b></li> <li>5. <b>Monday 2/12 - Chapter 3 - LC 2 Presentation</b></li> <li>6. <b>Wednesday 2/14 - Chapter 3 - Discrimination (Race the Power of an Illusion - The House we Live In)</b></li> <li>7. <b>Friday 2/16 - Chapter 3 Discrimination (Lecture and Discussion)</b></li> <li>8. <b>Sunday 2/18 - Quiz 2 - Chapter 3 Due 11:55pm</b></li> </ol>   |
| <p><b>Module Three: 2/19 – 3/10</b></p> <p>Etext - Racial &amp; Ethnic Groups, 15E (Schaefer)<br/>- Chapters 5 -7</p>      | <ol style="list-style-type: none"> <li>1. <b>Monday 2/19 - Chapter 6 - Native Americans LC 3 Presentation</b></li> <li>2. <b>Wednesday 2/21 - Chapter 6 - Native Americans - Lecture</b></li> <li>3. <b>Friday 2/23 - Chapter 6 - Native Americans - Native American Boarding Schools</b></li> <li>4. <b>Sunday 2/25 - Quiz 3 Chapter 6 Due 11:55pm</b></li> <li>5. <b>Monday 2/26 - Chapter 7 - African Americans - Lecture - The African Queens</b></li> <li>6. <b>Wednesday 2/28 - Chapter 7 LC 4 Presentation</b></li> <li>7. <b>Friday 3/1 - No Class Study Day</b></li> <li>8. <b>Sunday 3/3 - Quiz 4 Chapter 7 Due 11:55pm</b></li> <li>9. <b>Monday 3/4 - Study Day No Class</b></li> <li>10. <b>Wednesday 3/6 - Midterm Chapters 1,2,3, 6 and 7 Due 11:55pm</b></li> <li>11. <b>Friday 3/8 - The Real World the Difference Education Makes</b></li> </ol>  |
| <p><b>Spring Break 3/11 – 3/17</b></p>   |   |
| <p><b>Module Four: 3/18– 4/7</b></p> <p>Etext - Racial &amp; Ethnic Groups, 15E (Schaefer)</p>                             | <ol style="list-style-type: none"> <li>1. <b>Monday 3/18 - Chapter 8 - African Americans</b></li> <li>2. <b>Wednesday 3/20 - Chapter 8 - African Americans</b></li> <li>3. <b>Friday 3/22 - Chapter 8 - African Americans LC 5 Presentation</b></li> <li>4. <b>Sunday 3/24 - Quiz 5 - Chapter 8 Due 11:55pm</b></li> </ol>  |

|  |  |
|--|--|
| <p>- Chapters 8 -13</p>  | <ol style="list-style-type: none"> <li>5. <b>Monday 3/25 - Chapter 10 - Mexican Americans LC 6 Presentation</b></li> <li>6. <b>Wednesday 3/27 - Chapter 10 - Puerto Ricans LC 1 Presentation</b></li> <li>7. <b>Friday 3/29 - Chapter 10 - Discussion</b></li> <li>8. <b>Sunday 3/31 - Quiz 6 - Chapter 1 0 Due 11:55pm</b></li> <li>9. <b>Monday 4/1 - Chapter 13 - C hinese Americans LC 2 Presentation</b></li> <li>10. <b>Wednesday 4/3 - Chapter 13 - Japanese Americans LC 3 Presentation</b></li> <li>11. <b>Friday 4/5 - Chapter 13 - Violence Against Asian Americans Discussion</b></li> <li>12. <b>Sunday 4/7 Quiz 7 - Chapter 13 Due 11:55pm</b></li> </ol>  |
| <p><b>Module Five: 4/8– 5/10</b><br/><b>April 11th - 14th AERA</b></p> | <ol style="list-style-type: none"> <li>1. <b>Monday 4/8 - And Then We Rise: Food - LC 4 Presentation</b></li> <li>2. <b>Wednesday 4/10 - And Then We Rise: Body - LC 5 Presentation</b></li> <li>3. <b>Friday 4/12 - No Class Reading Day</b></li> <li>4. <b>Monday 4/15 - And Then We Rise: Mind - LC 6 Presentation</b></li> <li>5. <b>Wednesday 4/17 - And Then We Rise: Soul</b></li> <li>6. <b>Friday 4/19 - Vision Board Presentations</b></li> <li>7. <b>Monday 4/22 - Vision Board Presentations Due 11:55pm.</b></li> <li>8. <b>Wednesday 4/24 - Final Project In Work Day in Class</b></li> <li>9. <b>Friday 4/26 - No Class - Final Project In Work Day (Last Day of Class)</b></li> <li>10. <b>Monday 4/29 - No Class</b></li> <li>11. <b>Wednesday 5/1 - Final Presentations</b></li> <li>12. <b>Friday 5/3 - Final Presentations</b></li> <li>13. <b>Monday 5/6 - Final Presentations</b></li> </ol> |

## Resources

### 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](http://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](mailto: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, 2<sup>nd</sup> 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, 3<sup>rd</sup> Floor, Rm. 305; Phone: 936-261- 3627; Email: [aetesting@pvamu.edu](mailto:aetesting@pvamu.edu); Website: [www.pvamu.edu/testing](http://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, 2<sup>nd</sup> 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](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 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](mailto:titleixteam@pvamu.edu). More information can be found at [www.pvamu.edu/titleix](http://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](mailto:titleixteam@pvamu.edu). Additional information and/or support may be provided by the Office of Disability Services or the Office of the Dean of Students.

### Non-Discrimination Statement

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

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

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

### 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](mailto:ciits@pvamu.edu).