



# SYLLABUS

Elementary Spanish I SPAN 1301 24739-Z04

Spring 2024

## General Course Information

Information Item	Information
<b>Instructor:</b>	Zully Quintero T.
<b>Section # and CRN:</b>	Z04 – CRN 24739
<b>Office Location:</b>	Language & Communication Building Hilliard Hall Office 218
<b>Office Phone:</b>	(936) 261-3710
<b>Email Address:</b>	<a href="mailto:zuquintero@pvamu.edu">zuquintero@pvamu.edu</a> Check your email (Canvas site) every day: If I need to inform you of something relating to class this is where you will find my messages. It is student's responsibility to check Canvas on a daily basis
<b>Office Hours:</b>	T: 3:00-5:00(Online office hours by appointment).
<b>Mode of Instruction:</b>	Online
<b>Course Location:</b>	Internet
<b>Class Days &amp; Times:</b>	Online class/Canvas (eCourses)
<b>Catalog Description:</b>	Elementary Spanish I. (3-0) Credit 3 semester hours. Practice in listening, speaking, reading, and writing skills in Spanish to acquire elementary vocabulary and structures and a general knowledge of Hispanic culture.
<b>Prerequisites:</b>	None
<b>Required Text(s):</b>	Online resource/link, Provided for your professor in eCourses- Canvas online. OER Located at LibreTexts.org. <b>¡Chévere! Introductory Spanish I. Brown Escudero, Montoya and Small.</b> - Students should have their own materials (including pens, textbook, paper for notes) and be ready to engage in the material. Foreign language classes are held in the target language 90% of class time. English is reserved for a time constrained grammatical explanations and grammar questions. Go through the modules at your own pace but complete all modules preceding an exam.
<b>Recommended Text(s):</b>	None

## General Course Information Table

**Student Learning Outcomes: The goal of this course is for students to gain the necessary Knowledge and skills to allow them to successfully begin the sequence course, Spanish 1302, Elementary Spanish II.**

	Upon successful completion of this course, students will be able to:	Program Learning Objective Alignment	Core Curriculum Objectives Alignment
1	<b>Writing</b> <ul style="list-style-type: none"> <li>Write at least 8 sentences on the same topic and grammatically correct.</li> <li>Can write freely unique sentences that describe thoughts and realities.</li> <li>Understand the structure of a sentence in Spanish for interrogative and declarative statements.</li> </ul>	1,2, 6	Written Communication Teamwork Critical Thinking Civic Engagement Personal Responsibility
2	<b>Reading</b> <ul style="list-style-type: none"> <li>Can read native written and modified pieces at a lexile of at least 650 XP Lexile score on familiar topics.</li> <li>Develop Critical thinking skills and transferring comprehension techniques.</li> <li>Can use context clues to understand.</li> <li>Can understand articles, stories and poems on a level.</li> </ul>	1, 2, 3, 6	Written Communication Teamwork Critical Thinking Civic Engagement Social Responsibility Personal Responsibility
3	<b>Listening</b> <ul style="list-style-type: none"> <li>Can understand native-near speakers on familiar topics and answer questions about topics.</li> <li>Can understand peers on familiar and unfamiliar topics using learned vocabulary.</li> </ul>	1,4, 5, 6	Critical thinking, Communication Skills Teamwork Personal Responsibility
4	<b>Speaking</b> <ul style="list-style-type: none"> <li>Can have more simple conversations about familiar topics in the present tense.</li> <li>Can speak in the present tense on a variety of topics.</li> <li>Can respond appropriately to questions which contain vocabulary from class.</li> <li>Can speak for 2 minutes in the target language.</li> </ul>	1,3,4, 5, 6	Critical Thinking Communication skills Personal Responsibility Teamwork Social Responsibility Empirical and Quantitative Skills

Statement and Measurement		
Assessment	Value	Total
Test 1	10%	10%
Test 2	15%	15%
Discussion 1	5%	20%
Discussion 2	5%	
Discussion 3	5%	
Discussion 4	5%	
Test 3/Mid-Term	15%	15%
HW	20%	20%
Final Exam	20%	20%
Total		100%

## Major Course Requirements

### Method of Determining Final Course Grade

#### Course Grade Requirement Table

Grading Criteria and Conversation				
A = 90 – 100%	B = 80 – 89.9%	C = 70 – 79.9%	D = 60 – 69.9%	F = 59.9 and below

- 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-nonattendance) 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 Mayor Assignments Table

Assignment Title	Description
Written Tests	All exams require students to do free writing on a topic, to read a native written piece and show basic comprehension, listen to a native speaker in a monologue and show comprehension as well as demonstrate basic cultural knowledge learned throughout the class. The exact numbers of questions vary but the test format is always the same. These exams do not include fill in the blank type questions, nor do they contain word banks. <b>Tests and final exams are proctored/online by your professor. The final exam will be 2 hours long and will cover all material.</b> Grades will be posted in canvas grade book and final grade in Panther Tracks.
Discussions/Post Video/Writing activities	There will be four Discussions/Writing activities throughout the whole semester. Students will complete all discussions/writing activities on Canvas following the directions for them. Students will watch videos clips, read texts, find some information, write posts, and record/video short presentations. All activities were created to promote critical thinking, cultural and self-awareness, and use real and current materials and topics as well. These Discussions forums are part of an interaction with other students. Use your best grammar, spelling, and punctuation in the post. It is a good idea to type your post in a word processor document first as this will help with spell checking. All Discussions count for your final grade 20%. Be careful, read the instructions, take time to prepare these activities and post them before they are due. 'Important': no late work will be accepted. Pay attention to avoid plagiarism. Do not copy and paste your responses.
Attendance	Attendance is required on this course. If you will be absent, you are responsible for the material covered in class in your absence (see the Course Calendar). You need to submit your homework by the due date. There are no excuses to not post assignments on time. Read attendance policy.

HW	Practice is crucial for Language learning, so you will have some HW assignments. All HW have specific due dates listed on Canvas, you are expected to submit and meet those deadlines. Late work will not be accepted.
Exam Reviews	Exam reviews will succinctly list all grammar and vocabulary that will be included on the exam.
Listening Exercises	At home you will be listening to native speakers and working on your comprehension of what is said.
Reading Exercises	We will do several reading exercises aimed to develop your ability to read native-written material related to your interests, majors, and daily life.

## Course Procedures or Additional Instructor Policies

### Instructor Policies

- **DROPPED GRADES, NO CURVING OF THE GRADES, NO EXTRA CREDIT.**

**Participation in class is mandatory:** check the course daily • read announcements • read and respond to course email messages as needed • complete assignments by the due dates specified • communicate regularly with your instructor and peers • create a study and/or assignment schedule to stay on track.

**Note:** This is an online 15-weeks course for students capable of working in an online self-paced environment. The time required for this course is 100 hours (about 8 hours per week).

- Absences may be excused as provided in the Prairie View A&M University Students Conduct Book. Please read the full policy for details regarding reasons for excused absences, the approval process.
- <https://www.pvamu.edu/soa/wp-content/uploads/sites/64/Student-Handbook.pdf>
- **Make-Up, Late Work. All assignments must be submitted by the deadline date. NO MAKE-UP OPTIONS ARE PROVIDED. NO LATE ASSIGNMENTS, ACTIVITIES OR EXAMS WILL BE ACCEPTED. I do not accept late work under any circumstance.** Link will not be reopening for you to turn any assignment in. You are expected to log on to your online class and prepared. If the assignment is not turned in on time, it will not be accepted. It is your responsibility to turn work in by due dates. Emergencies do happen. I expect you to contact me using your canvas email, if an emergency prevents you from attending class, assignment or exam. You need to provide documentation that will be evaluated for validity and acceptability. It is not an automatic process.
- **LANGUAGE IN THE ONLINE CLASS:** Expect to hear Spanish spoken in some videos from the first day of class (Instructors might use English rarely to explain some concepts and grammar). **All the Spanish instructors WILL DO the same in ALL sections.** The purpose is to maximize your exposure to the Spanish language. You need experience in hearing and using Spanish for communication in order to develop communicative ability.
- **BEHAVIOR:** Respectful behavior is expected at all times in the video conference via canvas. **Disrespect in any form, shown to fellow students or the instructor, will NOT be allowed.** Your behavior impacts your participation points.

The nature of online courses is completely different from the traditional classroom environment, especially in the areas of delivery, course content and the number of assignments. Online courses offer two appealing benefits. They provide flexibility with scheduling and location. The course work can be completed anytime and anyplace that you have access to a computer. However, an online course requires self-discipline, good reading and writing skills, and a willingness to work independently while not having the traditional class discussion.

## Semester Schedule

Any modification to this syllabus will be announced and distributed by the professor.

<b>Week 1 Jan 16-19</b>	<b>Introduction to the class. ¡Hola! ¿Cómo te llamas?</b>
<b>Assignments</b>	<p><b>Jan. 16- First Class Day</b>  <b>Jan 16 Tuition &amp; Fees Payment Due Date @ 5:00 p.m.</b>  <b>Jan. 16-24 Attendance Reporting Period (NS/SH) Students who do not attend class during this period will have their courses removed and financial aid reduced or canceled.</b></p> <p><b>Introduction to class, expectations and rationale.</b>          You will learn <b>vocabulary</b> to greet people and exchange some polite questions and answers, exchange phone numbers, talk about days. and dates and describe colors.</p> <p>1.4: Vocabulario- ¡Bienvenidos a la clase!          1.5: Vocabulario- El alfabeto          1.6: Gramática - ¿Formal o informal?          1.7: Ejercicios- ¡Bienvenidos a la clase!          1.8: Introduction to En la clase          1.9: Vocabulario- En el salón de clases</p> <p><b>- Respond to the First Announcement to keep you in Attendance and report to Registrar Office.</b></p>
<b>Week 2 Jan 22-26</b>	<b>¡Hola! ¿Cómo te llamas?</b>
<b>Assignments</b>	<p>1.10: Vocabulario- Números 0-31          1.11: Ejercicios- En el salón de clases y los números          1.12: Introduction to ¿Cuántos libros hay?          1.13: En contexto- Género y número de sustantivos          1.14: Gramática - Género de sustantivos          1.15: Gramática - Número de sustantivos          1.16: Ejercicios- Género y número de sustantivos</p> <p><b>- HW (Canvas) 1</b></p>
<b>Week 3 Jan 29 - Feb 2</b>	<b>Hola! ¿Cómo te llamas?</b>
<b>Assignments</b>	<p>1.17: Introduction to ¿Qué hay en la clase?          1.18: En contexto- Artículos indefinidos y definidos / Hay          1.19: Gramática - Artículos indefinidos y definidos / Hay          1.20: Ejercicios- Artículos indefinidos y definidos / Hay          1.23: Discussion- Preguntas con números</p> <p><b>-Discussion 1- Todo sobre mi (Canvas)</b>  <b>-HW 2</b></p>
<b>Week 4 Feb 5- 9</b>	<b>¿Eres estudiante?</b>
<b>Assignments</b>	<p>2.2: Introduction to ¿Qué día es hoy?          2.3: Vocabulario- Días y meses          2.4: Ejercicios- Días y meses          2.5: Introduction to ¿Cuál es la fecha hoy?          2.6: En contexto- La fecha / ¿Cuándo?          2.7: Gramática - La fecha / ¿Cuándo?          2.8: Ejercicios- La fecha          2.9: Introduction to ¿El lápiz es de ella?          2.10: En contexto- Los pronombres de sujeto / El verbo ser          2.11: Gramática - Los pronombres de sujeto          2.12: Gramática - El verbo ser / Ser + de          2.13: Ejercicios- Los pronombres de sujeto / El verbo ser</p> <p><b>-HW 3</b></p>

<b>Week 5 Feb 12 - 16</b>	<b>¿Eres estudiante?</b>
<b>Assignments</b>	<p>2.14: Introduction to ¿El estudiante es inteligente?  2.15: Vocabulario- Colores, algunos adjetivos  2.16: En contexto - Concordancia de adjetivos  2.17: Gramática - Concordancia de adjetivos  2.18: Ejercicios- Concordancia de adjetivos  2.19: Introduction to Cultura- Los hispanos en los Estados Unidos  2.20: Cultura- Los hispanos en los Estados Unidos</p> <p><b>-HW 4</b>  <b>-Test 1</b></p>
<b>Week 6 Feb 19-23</b>	<b>Qué clases tomas?</b>
<b>Assignments</b>	<p>3.1: Why It Matters- ¿Qué clases tomas?  3.2: Introduction to ¿Estudias en la biblioteca?  3.3: Vocabulario- Verbos en -ar  3.4: Vocabulario- Números 30-100  3.5: Ejercicios-Números 30-100  3.6: Introduction to ¿Qué idiomas hablas tú?  3.7: En contexto- Conjugación de verbos en -ar  3.8: Gramática - Conjugación de verbos en -ar  3.9: Ejercicios- Conjugación de verbos en -ar  3.10: Introduction to ¿Caminas a la universidad?  3.11: En contexto- Verbos regulares con –ar  3.12: Gramática - Verbos regulares con –ar  3.13: Ejercicios- Verbos regulares con –ar</p> <p><b>-HW 5</b></p>
<b>Week 7 Feb 26–Mar 1</b>	<b>¿Qué clases tomas?</b>
<b>Assignments</b>	<p>3.14: Introduction to ¿A qué hora es tu primera clase?  3.15: En contexto- La hora  3.16: Gramática - ¿Qué hora es?  3.17: Ejercicios- ¿Qué hora es?  3.20: Assignment- Collaborative Peer Activity- En un restaurante  4.3: Vocabulario- La universidad  4.4: Ejercicios- La universidad  4.5: Introduction to ¿Tienes una clase por la noche?  4.6: En contexto- El verbo tener  4.7: Gramática - El verbo tener</p> <p><b>-HW 6</b>  <b>-Discussion 2 A qué hora? (Canvas)</b></p>
<b>Week 8 Mar 4-8</b>	<b>¿Tienes prisa?</b>
<b>Assignments</b>	<p><b>March 07-08 Mid-Semester Examination Period</b></p> <p>4.8: Gramática - Preguntas con “¿qué?” y “¿cuál?”  4.9: Ejercicios- El verbo tener y ¿qué/cuál?  4.11: En contexto- Expresiones con tener  4.12: Gramática - Expresiones con tener y tener + que  4.13: Ejercicios- Expresiones con tener y tener + que  4.15: En contexto- El verbo ir  4.16: Gramática - El verbo ir  4.17: Ejercicios- El verbo ir  4.19: Cultura- La universidad</p> <p><b>Test 2/Mid-term</b></p>
<b>Week 9</b>	<b>March 11-16 SPRING BREAK</b>
<b>Week 10 Mar 18 - 22</b>	<b>¿Quiénes son los miembros de una familia?</b>
<b>Assignments</b>	<p>5.3: Vocabulario- La familia  5.4: Ejercicios- La familia  5.7: Gramática - Los posesivos  5.8: Gramática - ¿Cuánto(s) y quién(es)?  5.9: Ejercicios- Los posesivos/ ¿Cuánto(s) y quién(es)?  5.12: Vocabulario- Verbos regulares de -er/-ir</p>

	<p>5.13: Gramática - Conjugación de verbos regulares en -er/-ir  5.14: Ejercicios- Verbos regulares de -er/-ir  5.16: Vocabulario- Adjetivos descriptivos  5.17: Gramática - Los países y las nacionalidades  5.18: Ejercicios- Adjetivos descriptivos / Los países y las nacionalidades  - <b>Discussion 3 Mi familia (Canvas)</b>  -<b>HW 7</b></p>
<b>Week 11 Mar 25 - 28</b>	<b>¿Necesito un suéter?</b>
<b>Assignments</b>	<p>6.3: Vocabulario- La ropa  6.4: Ejercicios- La ropa  6.10: Vocabulario- El clima  6.11: Ejercicios- El clima  6.14: Gramática - El verbo gustar + infinitivo  6.15: Ejercicios- El verbo gustar + infinitivo  6.16: Introduction to Cultura- Camino de Santiago  7.3: Vocabulario- En la casa  7.4: Ejercicios- La casa  7.3: Vocabulario- En la casa  7.4: Ejercicios- La casa  -<b>HW 8</b>  -<b>Discussion 4 “gustar” (Canvas)</b></p>
<b>Week 12 Apr 1 –5</b>	<b>Como pasas tu tiempo libre/ Estas triste Por que</b>
<b>Assignments</b>	<p>8.3: Vocabulario- Los pasatiempos  8.4: Ejercicios- Los pasatiempos  8.12: Gramática - Verbos con cambio de raíz (e-ie)  8.13: Ejercicios- Verbos con cambio de raíz (e-ie)  9.4: Ejercicios- Adjetivos de emoción y condición  9.6: En contexto- Estar + emociones  9.7: Gramática - Estar + emociones  9.8: Ejercicios- Estar + emociones  9.9: Introduction to ¿Cómo eres? ¿Cómo estás?  9.10: En contexto- Ser y Estar I  9.11: Gramática - Ser y Estar I / ¿Cómo?  9.12: Ejercicios- Ser y Estar I  -<b>HW 9</b>  - <b>Test 3</b></p>
<b>Week 13 Apr 8-12</b>	<b>Cual es tu comida favorita</b>
<b>Assignments</b>	<p>10.2: Introduction to ¿Qué te gusta comer?  10.3: Vocabulario- Comida  10.4: Ejercicios- Comida  10.5: Introduction to ¿El restaurante sirve papas fritas?  10.6: En contexto- Verbos con cambio de raíz (e-i)  10.7: Gramática - Verbos con cambio de raíz (e-i)  10.8: Ejercicios- Verbos con cambio de raíz (e-i)  10.11: Gramática - Verbos irregulares en la forma de “yo”  10.12: Ejercicios- Verbos irregulares en la forma de “yo”</p>
<b>Week 14 Apr 15 - 19</b>	<b>¿Traigo un mapa?</b>
<b>Assignments</b>	<p>11.3: Vocabulario- Navegando la ciudad  11.4: Ejercicios- Navegando la ciudad  11.5: Introduction to ¿Estás caminando ahora?  11.6: En contexto- El presente progresivo  11.7: Gramática - El presente progresivo  11.8: Ejercicios- El presente progresivo</p>
<b>Week 15 Apr 22 - 26</b>	<b>¿Traigo un mapa?</b>
<b>Assignments</b>	<p><b>April 26<sup>th</sup> Last day of class.</b>  11.11: - Gramática Saber y conocer</p>

	11.12: Ejercicios- Saber y conocer 11.13: Introduction to ¿Dónde estás? ¿De dónde eres? 11.14: En contexto- Ser y Estar II 11.15: Gramática- Ser y Estar II 11.16: Ejercicios- Ser y Estar II
<b>Week 16 Apr. 29-</b>	<b>Study day</b>
<b>Assignments</b>	General review for final exam over all material studied in the semester
<b>Week 16 Apr 30-May 8</b>	<b>Final Exam according with the University Schedule.</b>
	Final Exam (Date will be posted on eCourses Canvas)

**Note:**

Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a PVAMU campus open computer lab, etc.



## **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](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 (See Student Planner)**

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

### **Sexual Misconduct**

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance ([titleixteam@pvamu.edu](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 the [Title IX Webpage](#) 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 936-261-1744 or 1792.

### **Class Attendance Policy (See Catalog for Full Attendance Policy)**

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

### **Student Academic Appeals Process**

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint. Students can file Academic Complaints and/or Grade Appeals at this [webpage](#).

### **Technical Considerations**

#### **Minimum Recommended Hardware and Software:**

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

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

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

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

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

#### **Netiquette (online etiquette)**

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated. Do not

use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.” Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and the message might be taken seriously or sound offensive.

### **Video Conferencing Etiquette**

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

### **Technical Support**

Students should go to the [Password Reset Tool](#) if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, 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 responses.

### **Discussion Requirement**

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

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

### **COVID-19 Campus Safety Measures [NOTE: Delete this section when the COVID-19 pandemic is over]**

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](mailto: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](mailto:studentconduct@pvamu.edu).

- **Questions** – For answers regarding COVID-19 policies and/or procedures, students should refer to [www.pvamu.edu/coronavirus](http://www.pvamu.edu/coronavirus) or email [covid-19@pvamu.edu](mailto:covid-19@pvamu.edu).