



PRAIRIE VIEW  
A&M UNIVERSITY

## SYLLABUS

### COMM 2513 Principles of Writing for the Discipline Spring 2016

<b>Instructor</b>	Dr. Toniesha Taylor
<b>Section # and CRN:</b>	P01 CRN 23381
<b>Office Location:</b>	Hilliard Hall 105
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<b>Office Hours:</b>	Tuesday and Thursday 12:00PM--1:30; TUESDAY AND WEDNESDAY 7:50PM--8:40; Wednesday 3:30PM--4:50PM
<b>Mode of Instruction:</b>	Face to Face
<b>Course Location:</b>	Hilliard 123
<b>Class Days &amp; Times:</b>	Wednesday 5:00--7:50PM
<b>Catalog Description:</b>	Credit 3 semester hours. This is a principles of writing course for communication majors. The course will focus on how to write research papers for both qualitative and quantitative audiences. Students will learn the principles of argument, persuasion and informative writing for the communication discipline. This course will cover elements of source citation, style, research writing formats and content.
<b>Prerequisites:</b>	Prerequisite: ENGL 1123 and 1133.
<b>Co-requisites:</b>	
<b>Required Texts:</b>	Merrigan, Gerianne and Carole L. Huston. <i>Communication Research Methods</i> . 3 <sup>rd</sup> ed. New York: Oxford Press, 2015. Palmquist, Mike. <i>The Bedford Researcher</i> . 4th Ed. Boston, Bedford St. Martin, 2011.
<b>Recommended Texts:</b>	Galvan, Jose L. <i>Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences</i> . Los Angeles, CA: Pyrczak, 1999.

**Student Learning Outcomes:** *The course will focus on how to write research papers for both qualitative and quantitative audiences. Students will learn the principles of argument, persuasion and informative writing for the communication discipline. This course will cover elements of source citation, style, research writing formats and content.*

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	<b>Upon successful completion of this course, students will be able to:</b>	<b>Program Learning Outcome # Alignment</b>	<b>Core Curriculum Outcome Alignment</b>
<b>1</b>	Conduct, evaluate, and analyze research in the preparation of assignments		
<b>2</b>	Write clearly, precisely, and in a well-organized manner		
<b>3</b>	Build critical thinking, reading, writing, and viewing skills		
<b>4</b>	Further enhance oral and written communications		
<b>5</b>	Learn and practice a more analytical, precise, and elaborated language for talking and writing about aspects of communication		

### **Major Course Requirements**

#### **Method of Determining Final Course Grade**

<b>Course Grade Requirement</b>	<b>Max Points</b>	<b>Percent</b>
Weekly Journals (4 weeks 5 pts each)	20	20%
Seelio Portfolio Creation	10	10%
Topic Memo (Seelio)	10	10%
Mid-term Exam	20	20%
Preliminary Outline (Seelio)	10	10%
Literature Review (Seelio)	20	20%
Seelio Reflection/Peer Feedback	10	10%
<b>TOTAL POINTS</b>	<b>100</b>	<b>100%</b>

#### **Grading Criteria and Conversion:**

- A = 90 – 100%
- B = 80 – 89%
- C = 70 – 79%
- D = 60 – 69%
- F = 59% or below

**Assignments:** There will be a variety of graded and non-graded activities throughout the semester. Each activity will assess your command of the material as well as your understanding of the course goals and concepts. Activities are assigned and completed during the class period unless otherwise noted and cannot be turned in late or if classes are missed.

**Assignment: Weekly Journals**

*Date Due: See Course Calendar*

Every week you will have to submit your research journal for the week. Use the format for creating a research journal as discussed in *The Bedford Researcher*. Many of the handouts can and should be included in your weekly research journal. This will be the final assignment for each week and will help you to build your final literature review. **WEEKLY RESEARCH JOURNALS ARE DUE ON FRIDAY AT 2:00PM on eCourses.**

**Assignment: Topic Memo**

*Date Due: See Course Calendar*

The topic memo is a written assignment designed to help you develop your research question/hypothesis for the literature review assignment. Each student will choose research question/hypothesis and conduct preliminary research. The topic memo must include your

- (1) topic,
- (2) a purpose statement,
- (3) thesis statement,
- (4) statement of research question(s) or hypothesis,
- (5) main points (minimum of 3)
- (6) rationale, and
- (7) 6 research sources, **each source must include**
  1. Prepare a complete bibliography for each article in Chicago Manual format.
  2. Include 6 - 8 statement summary of each article.
  3. Comprise 2 - 4 statements as to the value of each article for your analysis.

The assignment must be typed and should be 2-3 pages in length (if single spaced). The grading rubric for this assignment is in eCourses. **Points will be deducted for errors in spelling, grammar and/or citation. Failure to adhere to *Chicago Manual of Style* guidelines means a failing grade! The topic memo is due on eCourses by the date provided on eCourses**

**Assignment: Preliminary Outline**

*Date Due: See Course Calendar*

This assignment is a full sentence outline. The idea here is that by sketching out your ideas in a full sentence format it allows you to see where you are going with your project. Think of it as a road map. Additionally, this provides an opportunity to review the feasibility of your project and assess the realities of the writing, analysis, and conclusions.

This is an extension of the previous assignments allowing you to apply the information collected in the research journals with the information provided in the topic memo to provide a more well rounded and grounded picture prior to writing the literature review.

You are expected to use a current edition of Chicago Manual for your citation standard. Be sure to attend to grammar and spelling. The grading rubric for this assignment is in eCourses. **Points will be deducted for errors in spelling, grammar, fallacy of argument, and/or citation errors. Failure to adhere to *Chicago Manual of Style* guidelines means a failing grade! The preliminary outline is due on eCourses by the date provided on eCourses**

**Assignment Mid-Term Exam:**

*Date Due: See Course Calendar*

This is an oral exam. The questions will be asked and answered orally. The exam questions will include all readings, lectures and discussions from weeks 1-7. Your grade will be determined based on completeness and correctness of answers, professional use of oral communication and academic rigor.

**Assignment Literature Review:**

*Date Due: See Course Calendar*

**This assignment uses the Prairie View Women’s History Project.** Each student is expected to consider the work of women who have attended, worked for or worked with PVAMU, local, national and international communities to improve society. A review of literature presents a synthesis of existing theory and literature that argues for the research question(s)/hypotheses that you are putting forward. The process of constructing a literature review acquaints the researcher with the studies already done in a particular area and allows the researcher to extend existing knowledge. The key to writing a good literature review is **synthesis**.

Assignment Guidelines:

- I. Work on your research questions and/or hypothesis(es). You may have a question in mind or find a gap in existing literature. Be sure you pose a question/hypothesis that is new; **your study must propose to add to/refine our current knowledge.**
- II. Be sure you have gathered adequate research (supplement your original bibliography if you need to). Avoid using direct quotations. Instead, you should paraphrase ideas – this will help you synthesize the material. Use the articles you read as evidence to support assertions/statements that you formulate in your own words!! You will need to read more material than you cite in your review. **You must have about 5 to 8 sources referenced and synthesized in your review. An “A” paper will use 5 -8 communication sources expertly.**
- III. The paper must have a clear structure – don’t fall into the trap of “listing” articles and summarizing their findings! Remember, this is an argument in favor of your proposed research question/ hypothesis. (Consider organizing your paper in a “general to specific”, “chronological”, “thematic” or “known to unknown” funnel pattern.)
- IV. Write the paper following *Chicago Manual of Style* guidelines. **Points will be deducted for errors in formatting and failure to adhere to Chicago Manual of Style guidelines!** The review needs to include the following components.
  - A. *Chicago Manual of Style* formatted title page
  - B. Introduction—including a strong thesis that gives a roadmap to the paper.
  - C. Review of current literature on topic that begins with broad/general concepts and becomes gradually more and more specific.
    1. You may want to think of the paper as “funnel” that starts broad and gradually narrows, until you propose your specific RQ or Hypothesis.
    2. Use *Chicago Manual of Style* headings and subheadings to organize your paper and help provide clear structure.
  - D. Propose RQs /hypothesis that emerge logically and clearly from your literature review. The RQs/ hypothesis must include the variables that are set up in your literature review and SHOULD NOT introduce “new” ideas or variables (that is, the RQ/hypo should flow from the prior discussion).
  - E. References Page using *Chicago Manual of Style* (only articles specifically referenced in the review ought to be cited).

The ideal (read A) literature review will clearly present all of the information above. It will address the research paradigm, theory and methods that are discussed in the literature in a clear and concise argument. The literature review will contribute to communication scholarship in new and interesting ways. Finally, the ideal paper will be error free. It will make full use of *Chicago Manual of Style* in areas of spelling, grammar, citation and style. **The literature review is due on eCourses by the date provided on eCourses.**

## Course Procedures or Additional Instructor Policies

**Submission of Assignments:** ALL ASSIGNMENTS must be typed and submitted via eCourses. No late work is accepted. Make sure that you are attentive to the **due date AND time** for assignments. You will not be allowed to submit late work on eCourses or in class.

### Seelio ePortfolio

This course requires the use of Seelio to build an ePortfolio of work completed during your time at PVAMU. Each student will have an account and will spend time developing their professional online persona. Artifacts submitted to Seelio will include graded and nongraded works as well as works used to assess learning outcomes. Required Seelio assignments are clearly marked on the calendar.

### Taskstream

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is **REQUIRED** to be submitted as an "artifact," an item of coursework that serves as evidence 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 eCourses.

### Make-up and Late Work:

NO MAKE-UP OPTIONS ARE PROVIDED. NO LATE ASSIGNMENTS, SPEECHES, DISCUSSIONS OR EXAMS WILL BE ACCEPTED. **I do not accept late WORK under any circumstance.** This cannot be stressed enough. I will not accept late assignments, presentations, exams or activities under any circumstance. You are expected to come to each and every class on time and prepared. This is a dynamic participation based course. There is no way to recreate the atmosphere of an assignment, presentation or exam.

**If an assignment is not turned in on time it will not be accepted. Each individual student is responsible to ensure that all assignments are completed and turned in on time. If a group member fails to complete and turn in an assignment on time EVERYONE in the group will receive a failing grade. It is your responsibility to turn work in by the due dates listed in this syllabus and on eCourses.** For this reason I do not offer make-up assignments. Additionally, I will not be placed in the unfair position of evaluating the quality of your reason or excuse along side the quality of your work. I function in a reality that is governed by the maxim "failure to plan on your part does not constitute an emergency on mine." You have everything you need to plan your life accordingly. If you have planned your life accordingly, then in the face of a true emergency you should be able to turn your assignment in via classmate, email, or carrier pigeon by the start of class on the day it is due. Emergencies do happen. I expect you to contact me if an emergency prevents you from attending class or completing a presentation, assignment or exam. If you do not contact me and let know what is going on I cannot help you. Finally, I will not accept late assignments, presentations or exams under any circumstance.

## **COURSE ASSIGNMENTS AND GRADING:**

Your grade in this course is based on the completion of the course assignments including all readings, notes, presentations, papers, exams and class participation. You are expected to and your grade will reflect your adherence to course guidelines and expectations. Full-length assignment discussions are included with this document after the discussion of University Rules and Procedures.

**Grade Concerns:** I am happy to discuss your work and performance with you. Keep in mind that I will protect your privacy in discussing your work. This means not discussing your grade in the presence of other students, faculty or staff before, during or after class sessions and or office hours. If others are present at the time that you attempt to engage in a conversation about your grades I will ask them to leave or instruct you to wait until such time as your privacy can be maintained.

In general, I require a 24-hour reflection period before discussing grading concerns. After the reflection period has passed, you may submit your concerns in writing. Make sure that in your email you include:

- (a) Your name, the title of the course and meeting time
- (b) The name of the assignment
- (c) A clear discussion of your issues or concerns
- (d) Your suggestion(s) for resolving the issue(s).
- (e) Make sure that you use correct spelling and grammar in your email. (*I do not respond to messages I do not understand.*)

I will respond in writing to your concern(s) within 48 hours of receiving them unless the email is sent over the weekend or holiday break. If you continue to have questions after you have received and read my written response(s) to your concern(s), we will find a suitable time to meet and discuss your concern(s). USE ONLY your pvamu.edu email accounts to discuss grade concerns. I will not respond to emails sent via a non PVAMU email account as there is no way to secure your receipt of my response or the authenticity of the user.

FOR ALL STUDENTS, all of your work including your final paper must be turned in to your professor **on or before Tuesday, December 1, 2015 at 12:00 pm** in order to receive full consideration for this course.

### **REMEMBER NO LATE WORK IS ACCEPTED FOR THIS COURSE**

**Extra Credit:** None. No extra credit is provided. If you make sure to complete and submit all assignments, exams, presentations and papers on time and do your best work no extra work is needed.

## CLASSROOM POLICIES AND COURSE PROCEDURES

The following sections outline specific policies and procedures that govern this class. If you remain in this class after **the second-class meeting** you signal your agreement with the policies and procedures governing this course to the professor and the university. If you have questions about the policies and procedures please ask me. I am always happy to discuss the class with you. *Your professor will not drop you from this course. If at anytime you decide not to continue in this course, you are responsible to drop this course with the Office of the Registrar.*

Class is conducted through face-to-face, virtual lecture, discussion, and small group workshop. Class involvement and participation is an essential aspect of the course. A percentage of the final grade is based on your participation.

The remainder of your grade is determined based on your performance on exams, written and oral assignments. Students are expected to come to class on time for every class meeting. I expect all students registered for this class to be prepared for every class. This means having all needed documents, books, writing instruments, completing all reading and other materials assigned in the syllabus **prior** to the date indicated on the course calendar. Students are also expected to provide appropriate feedback about their classmates' preparation, participation and presentations according to criteria set forth by the professor.

**Attendance:** Regular attendance is crucial to your success in this class. You are expected to come to class having completed all assignments, prepared for all readings, discussions and presentations. Please be on time and prepared on your assigned presentation day as well as your day to be an active audience member. If you decide not to come to class, you will be held responsible for all information and/or in-class activities whether you are there or not. ***You will not be permitted to make up any assignments completed in a class for which you are absent.*** If you are absent, have one of your classmates bring you up to speed. Please don't ask me if we did anything important, or if you missed anything; assume that it was and you did. Attendance is a substantial part of your participation grade. I make no value judgments about WHY you are absent from class. When you are absent, it is counted against you.

**Participation:** I invite you to participate in class. Participation can take many forms. In my view, it involves coming to every class, staying through the entire class, not disrupting the class from its' business (i.e. going to the bathroom during class time, failing to turn off cell phones, sending text messages, instant messages, reading newspapers, gossiping, etc.). It includes being prepared to discuss the day's topic, stimulating the class's thinking by bringing in real life examples or thoughts you have about the readings, etc. These are the types of behaviors that I expect from you in this class. Be assured that I will do my part by offering ideas, videos, readings, and exercises that I hope will spark your intellectual curiosity.

**Reading:** It is mandatory that you have the required reading(s)/textbook(s) for this course. **I expect every student to own a copy of the required text(s) for this course no later than the end of the first week of instruction.** There will be days when you must bring your text(s) to class with you. I expect every student to have read the assigned material from the text(s) *before*

coming to class. I encourage you to take notes as you read so that you can ask informed questions during class. This is your education. Take it seriously and read the material. You will be held responsible for the material in the textbook(s) as well as for information discussed in class on exams, assignments, and during presentations. Your final grade will reflect, in part, your commitment to reading and understanding the material.

**Writing and Research:** Unless otherwise noted, any written assignment must be typed, double-spaced, 12 point font, standard 1 inch margins, in Chicago Style format. If you do not have a copy of *The Chicago Manual of Style 16<sup>th</sup> edition* or Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations* I encourage you to purchase one. Do not lose points needlessly because you don't know what the manual requires. You will be held accountable for the rules of citation, reference, title and page format, spelling and grammar whether you know them or not.

**Citation:** All sources used to complete assignments, exams, speeches, presentations or other work completed for this course should follow the Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations 7<sup>th</sup> edition* unless otherwise noted in writing by your professor. ALL SOURCES MUST BE ACKNOWLEDGED!!! The penalty for plagiarism is severe and may result in expulsion from the university.

### **Exam Policy**

Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook). If you cannot document your emergency under the university guidelines, you will not be allowed to make-up the exam.

**Classroom Etiquette:** In order to make each class session as productive as possible it is important that we follow:

### *Lecture and Discussion Days*

- When a lecture is in session please wait until you are given a signal before entering class.
- Never walk in front of or behind a speaker when he/she is talking, as this is very distracting to the speaker and the audience.
- Please refrain from whispering or carrying on conversations with other class members when lectures and or discussions are in progress. This behavior is very disruptive.
- Take care of bathroom breaks before or after class. Unless you are ill, you should not walk in and out of class when a lecture is in progress.
- Please refrain from reading materials or doing homework unrelated to class during our sessions.
- Turn off cell phones and pagers when in class.
- Refrain from sending and receiving e-mail, text messages, instant messages or other forms computer mediated communication during class. This is highly disruptive and disrespectful.

- Do not come to class extensively exposed. Gentlemen do not come to class wearing revealing outfits i.e. underwear as outerwear or sagging to the point that buttocks are exposed. Ladies do not come to class wearing revealing outfits i.e. extremely short skirts, skirts or shorts. If you do not know the difference between club attire and classroom attire please ask me. You have paid to attend college. Make that your focus while in this class.

#### *Presentation and Speech Days*

- Do not enter the classroom during student speeches. Wait until you hear applause then enter.
- On speech days you are required to wear business casual dress. This demonstrates a level of preparedness and professionalism.

**Student Responsibility:** As the student it is your responsibility to keep track of what is discussed and assigned in this course and on the syllabus as well as additional information announced in class and via on-line resources such as *eCourses*. Your professor will not rely totally on material from the textbook. Students are responsible for any additional material covered in class meetings or assigned as homework. This includes but is not limited to books, journal articles, films, television series, and other cultural artifacts. *You are also responsible for your grades and course information. If you have questions do not sit in silence. Ask me.* If you do not want to ask during class you can come to office hours or email me. I am here to facilitate your learning.

**Formatting Documents:** Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format. Assignments saved in other formats will not be graded and will be returned to students to correct formatting, a zero (0) will be recorded for the assignment until the student corrects the format issue(s) and returns the assignment. Students taking longer than 24 hours to return assignments will lose 10% per day until the assignment is returned to the professor in the correct format.

### **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 emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. <https://www.pvamu.edu/library/> Phone: 936-261-1500

#### **The Learning Curve (Center for Academic Support)**

The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

### **The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)**

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

### **Writing Center**

The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

### **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 provides assistance to 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: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

### **Testing**

The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

### **Office of Diagnostic Testing and 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 of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

### **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. 323. Phone: 936-261-3563

### **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

### **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: Evans Hall Rm. 217. Phone: 936-261-3570

### **University Rules and Procedures**

#### **Disability Statement (Also See Student Handbook):**

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, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

#### **Academic Misconduct (See Student Handbook):**

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

**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 mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

**Nonacademic Misconduct (See Student Handbook)**

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. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

**Sexual Misconduct (See Student Handbook):**

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

**Title IX Statement**

Prairie View A&M University (PVAMU) 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 sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU's Title IX Coordinator. 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 Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

### **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 Undergraduate 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 7; Mac with OS X; 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, Internet Explorer or Firefox

**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 email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

***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.

***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 Office of Distance Learning at 936-261-3283

***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 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, it/they should be copied and pasted to the discussion board.

Week	Readings	Assignment
1	<ol style="list-style-type: none"> <li>Welcome to class—Introduction of the Prairie View Women’s Oral History Project</li> <li>Joining the Conversation Bedford (ch1-3)</li> <li>Intro to Comm Research and 3 Paradigms of Knowing Merrigan and Huston (ch 1 and 2)</li> <li><b>APPLICATION:</b> Topics and What Counts as Research</li> </ol>	
2	<ol style="list-style-type: none"> <li>Working w/Sources Bedford (ch4-7)</li> <li>Ethics and Research (ch 3)</li> <li>Making Claims Merrigan and Huston (ch 4)</li> <li><b>APPLICATION:</b> Design Ethical Research</li> </ol>	Research Journal Due @ 5pm
3	<ol style="list-style-type: none"> <li>Collecting Information Bedford (ch 8-10)</li> <li>Documenting Sources Bedford (ch 20-24)</li> <li>What Counts as Communication Data Merrigan and Huston (ch 5)</li> <li><b>APPLICATION:</b> Finding Sources that answer Your Research Question</li> </ol>	Research Journal Due @ 5pm
4	<ol style="list-style-type: none"> <li>Writing Your Document Bedford (ch 11-17)</li> <li><b>APPLICATION:</b> Writing Workshop—A Thesis: There Must be One</li> </ol>	<b>TOPIC MEMO DUE @ 12:00PM</b>
5	<ol style="list-style-type: none"> <li>Warrants and Merrigan and Huston (ch 6)</li> <li><b>APPLICATION:</b> Writing Workshop—Respond to Critique</li> </ol>	Research Journal Due @ 5pm
6	<ol style="list-style-type: none"> <li>Ethnography: How to Interpret Participants Merrigan and Huston (ch 7)</li> <li><b>APPLICATION:</b></li> </ol>	Research Journal Due @ 5pm
7	<ol style="list-style-type: none"> <li>Conversation and Discourse Analysis Merrigan and Huston (ch 8)</li> <li>Rhetorical Criticism Merrigan and Huston (ch 9)</li> </ol>	Research Journal Due @ 5pm
8	<b>MID-TERN EXAM ORAL PRESENTATION OF PAPER PROGRESS</b>	Research Journal Due @ 5pm
9	<ol style="list-style-type: none"> <li>How to Critique Texts Merrigan and Huston (ch 10)</li> <li>How to Design Discovery Research Merrigan and Huston (ch 11)</li> <li><b>APPLICATION:</b> Writing Workshop</li> </ol>	<b>PRELIMINARY OULINE DUE @ 12:00PM</b>
10	<ol style="list-style-type: none"> <li>Content Analysis Merrigan and Huston (ch 12)</li> <li><b>APPLICATION:</b> Writing Workshop—Respond to Critique</li> </ol>	Research Journal Due @ 5pm
11	<ol style="list-style-type: none"> <li>How to Construct Survey Research Merrigan and Huston (ch 13)</li> <li>How to Conduct Experimental Research Merrigan and Huston (ch 14)</li> </ol>	Research Journal Due @ 5pm
12	<ol style="list-style-type: none"> <li>Descriptive Statistics and Hypothesis Testing Merrigan and Huston (ch 15)</li> <li>Inferential Stats Merrigan and Huston (ch 16)</li> <li><b>APPLICATION:</b> Writing Workshop—Respond to Critique</li> </ol>	Research Journal Due @ 5pm

Week	Readings	Assignment
13	<u>Writing Workshop</u>	
14	<u>Writing Workshop</u>	
15	<u>FINAL PRESENTATION AND LITERATURE REVIEW</u>	
16	<u>FINAL PAPER Due On Ecourse</u>	