

**PRAIRIE VIEW A&M UNIVERSITY**

Department of Music and Theatre – College of Arts and Sciences

**DRAM 2223 AFRICAN AMERICAN THEATRE II**

Spring 2013 — TR 12:30am–1:50pm — Hobart Taylor Bldg, Rm 1E146

Instructor: Professor Cristal C. Truscott  
Email: [cctruscott@pvamu.edu](mailto:cctruscott@pvamu.edu)  
Snail Mail: Prairie View A&M University  
Dept. of Music and Theatre  
P.O. Box 519  
Mail Stop 2205  
Prairie View, TX 77446

Office Location: Hobart Taylor 2J284  
Office Phone: 936.261.3308  
Office Fax: 936.261.3341  
Office Hours: (T/R) 9am-11am; 3:30pm-5:30pm  
(W) 10am-2pm or by appointment

**CATALOG DESCRIPTION:** DRAM 2223. African American Theatre II. (3-0) Credit 3 semester hours. Exploring the evolution of African American Theatre from World War I to the present through the examination of plays, theories and sociopolitical themes of the era.

**REQUIRED TEXT:** *BLACK THEATRE USA: The Recent Period 1935-Today*. Ed. James V. Hatch & Ted Shine  
*The Fire This Time: African American Plays for the 21<sup>st</sup> Century*. ed. H. Elam & R. Alexander  
*Plays from the BoomBox Galaxy: Theatre from the Hip Hop Generation* eds. Euell & Alexander

<b>Access to Learning Resources:</b>	PVAMU Library: phone: (936) 261-1500; web: <a href="http://www.pvamu.edu/pages/3585.asp">http://www.pvamu.edu/pages/3585.asp</a> University Bookstore: phone: (936) 261-1990; web: <a href="https://www.bkstr.com/Home/10001-10734-1?demoKey=d">https://www.bkstr.com/Home/10001-10734-1?demoKey=d</a>
--------------------------------------	---

**COURSE GOALS & OVERVIEW:** This course examines plays written by African American playwrights from 1935 to the present to provide the student with a historical overview of the development of Black Theatre in the U.S. These playwrights set out to use theatre not only to raise awareness and protest the conditions racial inequality, but also to counter Black stereotypes that White playwrights created (i.e. via minstrelsy, blackface, etc.) for the stage by presenting complex, multi-dimensional depictions of characters' lives, social & political concerns, and cultural developments confronting African Americans during these decades, such as slavery, lynching, gender equality, racial prejudice, religion, civil rights and new genres, like hip hop theatre. The selection of plays includes plays by women and men as well as Southern and Northern playwrights exploring the diversity of African American life to bring about change and better conditions for their communities.

**COURSE OBJECTIVES:** *[Accrediting Body: National Association of Schools of Theatre (NAST); Standards Met: NAST Handbook, 2009-2010 pp. 82-83]*

By the end of this course it is hoped and expected that each student will be able to:

- Communicate a basic understanding of the individual elements of theatre-making (i.e. stage, playwright, the director, designers, actor, audience, etc.). *[NAST B.(1d)], [Theatre Outcome 1/3], [Core Curriculum Outcome 2]*
- Demonstrate an understanding of the collaborative nature of theatre by working as part of a team to ensure the success of a performance and its engagement with a live audience. *[NAST B.(1d)], [Theatre Outcome 1/3], [Core Curriculum Outcome 3]*
- Demonstrate a basic working knowledge of the development, evolution and diversity of theatre as reflected in diverse cultures in America. *[NAST B.(3a)], [Theatre Outcome 1/3]*
- Read, think and write critically about theatre to evaluate live performances and performance production elements analytically with an informed knowledge base of theatre. *[NAST B.(3a)], [Theatre Outcome 1/3], [Core Curriculum Outcome 1 & 2]*

**COURSE EVALUATION:** Grades will be based on final exam, group project, pop quizzes (i.e. cold readings), response papers, and attendance and in-class participation. It is very important that the student attends class regularly, is prepared on all readings and other assignments, turns in all work in a timely manner, and participates in all class discussions and activities.

**GRADING MATRIX (Total = 100%)**

Attendance & Responses:	20%
Oral Presentation:	25%
Critique/Mid-Term Exam:	25%
Group Project/Final Exam:	30%

**COURSE GRADING DETERMINATION**

A	100-90%
B	89-80%
C	79-70%
D	69-60%
F	under 60%

<b>Core Curriculum Outcome</b>	<b>How is it used?</b>	<b>How is it assessed?</b>
<b>1) Critical Thinking</b> <i>creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information</i>	Written critique a live performances (that the class attends together) are assigned for students to evaluate theatre and performance production elements analytically with an informed knowledge base of theatre and all its aspects (i.e. stage, playwright, the director, designers, actors, audience, story, themes, etc.)	All faculty uses a common departmental rubric with a 1-5 scale for critiques. The rubric includes communicating a clear position on the performance, and identifying and evaluating the performative, theoretical and technical aspects of theatre.
<b>2) Communication</b> <i>effective development, interpretation and expression of ideas through written, oral and visual communication</i>	Each student is assigned class days to share an oral presentation and to co-facilitate class discussion with the instructor based on the assigned readings/viewings. For written communication, see critique assignment above.	All faculty uses a common departmental rubric with a 1-5 scale for critiques. For oral presentation, students are assessed using the University rubric for Oral Communication.
<b>3) Teamwork</b> <i>ability to consider different points of view and to work effectively with others to support a shared purpose or goal</i>	Group Project: Adapting, rehearsing and performing a short play or a scene from a published play. Group members will be assigned as playwright, director, actors, designers and publicity/public relations team. Through rehearsal students gain a greater understanding of theatre as a fundamentally collaborative art.	Students are assessed on their ability to fulfill their complimentary roles in the service of the larger project and shared vision of the group. University rubric for Teamwork is used to assess.
<b>4) Social Responsibility</b> <i>Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities</i>	Course materials and dialogue expose students to the diversity of African American Theatre as it is reflected in a multi-cultural American society. Group Project performance is open to the university audience and must be marketed to and designed to engage with diverse groups in the university community as part of the assignment.	Questions of social responsibility are included in small group discussion, on quizzes and as a requirement of the written critique and group project. Students are assessed using the University Rubric on Social responsibility.

**CLASS PROCEDURES**

(A course outline with student assignment due dates is on p.3)

1. Buy the book, Read the syllabus, Sign & Submit the Student Acknowledgment form on p.7.
2. Complete all assigned readings from the text and other sources (eCourses, class handouts, library reserves of texts and videos, and/or online reading). Each student is expected to read the assigned play(s) and supplemental materials prior to the class discussion of the play (s). Reading should be completed **before** the related topic is started in class.

## CLASS PROCEDURES (cont.)

3. Class Participation. The following is expected and will count towards your participation grade.
  - **Attendance is required.** Attend class regularly and be on time. You will be allowed to make-up the Final and/or quizzes only with an official university excuse. If you accumulate 3 unexcused absences your grade can be dropped a letter. Three tardies equal one unexcused absence. Remember that absences can also lead to a lack of knowledge regarding assignments and overall course learning, which may, in turn, affect your performance in other areas of the class.
  - Keep up with readings and assignments. Come prepared and give your best. Take part in class discussions and ask questions for clarity. Participate in class discussions. Share insights and thoughts with the class to enhance the discussion and learning.
    - Students are required to participate by submitting Written Responses to assigned class readings on eCourses every week. Responses are due by midnight on the day before the class date when the assigned play will be discussed. For example, the response for **Week #4** on *Mulatto* is due by MON, 9/19 for the TUES, 9/20 class date when the play will be discussed.
    - You are Required to see PVAMU Theatre Department's Production of *Jelly's Last Jam*. Tickets are \$5. Performances will be held February 27-March 10, WED-FRI @ 6pm, SAT @ 3pm & 7pm, SUN @ 3pm. An attendance sheet will be available at each of the performance. Failure to attend the performance is equivalent to an unexcused absence. A Response on the performance will also be due as part of the Mid-term.
    - Late responses are not accepted and are counted as missed. Each missed response equals one tardy. **Note:** *Students are not required to submit a weekly response for the week of your assigned presentation. For that week, the written component to your presentation will count as your response.*
    - Unless otherwise specified by the professor, use the following guidelines for each Response:
      - Read the introduction to each section being covered and to each of the assigned plays.
      - Read each play assigned. Write a 1-2 page response to each play using that includes the following:
        - Identify the Protagonist and the Antagonist. Justify why you chose each character.
        - State the conflict & how it is resolved? If it's not resolved, pinpoint why.
        - What does the play mean, i.e., THEME? What is the playwright trying to say or do?
        - Use one of our class concepts to briefly analyze the play. Cite an example.
        - How did you connect (or struggle to connect) to the play? What issues stood out for you & why? (i.e. What was most memorable? Favorite moments/character? Least Favorite?)
      - At the end of your Response, list 3 questions for class discussion.
4. Oral Presentation: Each student will be required give an in-class oral presentation on one or two (if short) of the plays read in class. Oral Presentations are only accepted at the beginning of class on the day assigned and are not allowed to be made up without an official university excused absence. If a late presentation is accepted, it is automatically dropped by a letter grade. Students must submit a written paper to accompany their oral presentation via eCourses. Rubrics and detailed instructions for the presentation will be posted on eCourses & discussed in class. **Note:** *Students are not required to submit a weekly response for the week of your assigned presentation.*
5. Mid-Term: Two short answer essays on theories and plays covered in class to date. Plus, a written critique evaluating and analyzing the PVAMU Theatre/Gilpin mainstage performance for the semester. Attendance is required under #3 above.
6. Final: The final will be a cumulative written exam of materials covered in class as well as a group project to adapt and perform a scene from one of our class plays to engage the diverse campus community. Group members will be assigned as playwright, director, actors, designers and publicity/public relations team. Detailed and rubrics for the project will be discussed within the first 2 weeks of class and also uploaded to eCourses.
7. Formatting Documents: Unless specified by the professor, all written assignments must be typed, double-spaced, using a 12 point font and 1-inch page margins. 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.
8. Quiz & Exam Policy: Exams must be taken as scheduled. No make-up examinations will be allowed except under documented emergencies (See Student Handbook.)

## **COURSE OUTLINE (TOPICS & ASSIGNMENT DATES)**

**\*\*NOTE:** For all class-related correspondence, I request that students email me through eCourses. I check eCourses email regularly and will respond immediately. If you have questions regarding the reading or an assignment due, you must email me before 5pm on the day before the class due date to ensure a response prior to class time. Emails sent after 5pm on Friday, may not receive a response until the following Monday morning. Students should also check eCourses daily for any course-related announcements, supplemental readings, viewings and/or assignment updates. eCourses Website:

<http://ecourses.pvamu.edu/webct/entryPageIns.dowebct>

### **Week #1**

Tue 1/15 Course Introduction, Syllabus Overview  
Thu 1/17 What is Black? What is Theatre?  
Student Acknowledgement Form Due in Class

### **Week #2**

Tue 1/22 *New Black Math* by Suzan-Lori Parks, Stereotypical Characters  
Thu 1/24 Why Black Theatre? - Historical Themes: Diaspora, Mental/Physical Slavery, Sampling etc

### **Week #3**

Tue 1/29 **R#1** *Bamboozled* & "New Black Math"  
Thu 1/31 (Cont.) + Historical Themes: Violence, Otherness, Un/Marked

### **Week #4 – Presentations Begin**

Tue 2/5 **R#2** Dubois, "Double Consciousness," "Criteria for Black Art" (FUBUAUNU), White Privilege  
Thu 2/7 (Cont.) + Script Analysis Tools: Title, Character, Pro/Antagonist, Life Themes, POA, Message

### **Week #5**

Tue 2/12 **R#3** - "Social Protest" (Intro) & *Mulatto*  
Thu 2/14 (Cont.)

### **Week #6**

Tue 2/19 **R#4** "Social Protest" & *Native Son* "  
Thu 2/21 (Cont.)

### **Week #7**

Tue 2/26 **R#5** "Family Life" & *A Raisin in the Sun*  
Thu 2/28 (Cont.) – ***Jelly's Last Jam* opens 2/27**

### **Week #8**

Tue 3/5 Review + "The Ground on Which I Stand" by August Wilson  
Thu 3/7 Mid-Term – ***Jelly's Last Jam* closes 3/10**

### **Week #9**

Tue 3/11-15 SPRING BREAK

### **Week #10**

Tue 3/19 **R#6** "Church and God" & *The Amen Corner*  
Thu 3/20 (Cont.)

### **Week #11**

Tue 3/26 **R#7** "Modern Women Writing on Women," *Wine In The Wilderness*  
Thu 3/28 (Cont.)

### **Week #12**

Tue 4/2 **R#8** "Black Theatre for Black People, *Goin' A Buffalo*  
Thu 4/4 **R#9** *Dutchman*, *Contribution* & *Black Love Song* #1

### **Week #13**

Tue 4/9 **R#10** "New Plays, New Ideas, New Forms," & *The Colored Museum*  
Tue 4/11 **R#11** "Modern Women Writing on Women", *For Colored Girls...*

### **Week #14**

Thu 4/16 **R#12** *Fences* by August Wilson  
Tue 4/18 (Cont.)

### **Week #15**

Tue 4/23 **R#13** *TopDog/UnderDog* by Suzan-Lori Parks  
Thu 4/25 (Cont.)

### **Week #16**

Tue 4/30 **R#14** New Plays, New Ideas, New Forms, *Word Becomes Flesh* + Review  
May 2-10 Reading Days & Final according to university schedule

## **CLASS GUIDELINES**

The quality of the course and the value of the experience for all of us depends upon the participation and careful preparation for class by each one of us. All students begin with an “A” for a class participation grade with the expectation that they will work to maintain that status. Here’s how:

1. Attend every class and be on time. You must sign in at the beginning of class to ensure that your attendance is counted. All students should only sign in for themselves. If any student is caught signing another student’s name, it will be reported as student misconduct. If you arrive after 30 minutes into class, you may still join us but you are still counted absent. Anyone who must arrive late should do so quietly, discretely and respectfully. Always avoid walking directly in front of the speaker. Catch up on notes later and get the silent assistance of a neighboring student to turn to the appropriate page and join the class in progress.

2. Students must adhere to the University Policy on Attendance to pass this class. A copy of the attendance policy is attached. If you miss 3 classes without an excuse, your final grade will be dropped a letter. Your grade will be lowered a letter if you have excessive (8 or more) tardiness without the proper excuse.

*Please do not try to submit an excuse that is not official. You must have written proof to present for approval. An official University excuse for being absent is obtained from the Division for Student and Enrollment Services on the 3<sup>rd</sup> Floor of Evans Hall. It is your responsibility to complete any work missed.*

3. Plagiarism and Cheating are serious offenses that will not be tolerated in any form. If a student is found engaging in either, the student will receive a zero on the assignment and the University procedure will be followed. See below and p. 5 of syllabus for more on academic dishonesty.

### **UNIVERSITY POLICY on ACADEMIC HONESTY**

*Course credit, degrees, and certificates are to be earned by students and may not be obtained through acts of dishonesty. Students are prohibited from participation in acts of academic dishonesty including tampering with records or falsifying admissions or other information. Disciplinary action will be taken against any student who alone or with others engages in any act of academic fraud or deceit. The university’s policy on academic dishonesty is stated below:*

It is the responsibility of students and faculty members to maintain academic integrity at the university by refusing to participate in or tolerate academic dishonesty. Each instance of academic dishonesty should be reported to the department in which the student has declared a major so that it can become a part of the student’s file; to the department head of the instructor of the course in which the alleged infraction occurred; and to the Office for Academic Affairs as deemed necessary.

4. **Class Etiquette:** No cell phones or laptops are allowed in class. Be respectful of those who are here to learn and excuse yourself, if necessary in the event of an emergency. **Chatting/Sidebar Conversations:** Please be respectful and considerate of the class by refraining from extraneous talking, chatting or whispering that is not contributing to directly to the discussion at hand. Students should either be listening to the lecture, sharing their class-related comments/question with the entire class in turn or listening to the thoughts of their fellow students. Any disruptive talking will be immediately addressed by the professor and persistent disruption may result in automatic eviction from class.

5. If you are confused or unclear about the nature or requirements of an assignment, ask the professor for clarification **before** the assignment is due—not on or after the due date. Not “understanding” or “being unclear” about the nature or requirements of an assignment will not be an acceptable excuse for poorly executed or late work, when the necessary steps were not taken by the student to gain clarity prior to submitting the assignment. Having “technical difficulties” with eCourses or in any other way is also not an excuse for late or poorly executed work, when the necessary steps were not taken to find a solution or alternate to ensure your work is submitted on time. For example, if eCourse is somehow not allowing you to upload your assignment, then email it to me. If your email is not allowing you to attach your response, then copy/paste it in the body of the email. And, so on. **Tip: Offering a solution is better than offering an excuse.**

6. **IMPORTANT:** *If you have questions regarding the reading or an assignment due, you must email me before 5pm on the day before the class due date to ensure a response prior to class time. Emails sent after 5pm on Friday, may not receive a response until the following Monday morning.* Student emails to the professor are expected to be written in a professional and intelligible manner. They should address the professor by name, include which course and/or class time you are enrolled in and be signed with the student’s name. No shorthand or “text” language and abbreviations should be used. Please take the extra step to check your spelling and grammar before sending. The Professor may ask require that the student correct, edit, and resend emails which lack a professional structure and are difficult to read before receiving a response.

### **PLEASE NOTE:**

***\*If necessary and/or to enhance the syllabus based on student interests, the professor may modify this syllabus including assignments and due dates. However, all changes will be given to the students in writing and no changes will significantly alter course requirements or reading load.***

## **University Rules and Procedures**

**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.

**Attendance Policy:** Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. 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.

**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.

**Grading/Class Related Appeals:** Generally, student complaints about grades or other class related performance assessments can be addressed by the instructor of record and the student. When that cannot be achieved, the student may have his/her complaint addressed by the procedure outlined below. Faculty, other classroom professionals, and students' rights are to be protected and their human dignity respected. Grading and other class related complaints are to be filed initially within thirty days following the alleged precipitating action on which the complaint is based. Except where extenuating circumstances render it unreasonable, the outcome of a complaint that reaches the level of department/division head (exception Dean of Architecture and of Nursing) will be reviewed within thirty days and a written notification of outcome will be provided to the student. Where a complaint must be reviewed at each level, the entire process should be completed within ninety days of receipt of the complaint. 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 following the procedure listed and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint:

1. The student should meet with the instructor of record, preferably during his/her office hours, to present the grievance and any supporting documentation that the grade or outcome of a class related concern should have been different.
2. If the instructor is no longer at the university or if the subject of the grievance arises when faculty are not expected to be on duty for a week or more, the student should report to his or her advisor or the absent faculty member's immediate supervisor (department head, division head, or dean if in School of Architecture or College of Nursing).
3. If the issue is not resolved at the faculty level and the student wishes to pursue the issue beyond the instructor, he/she should meet with his/her academic advisor even if the grade or other issue is not in the department, division, school, or college in which the student's class is being offered. The advisor will intervene appropriately, but if unable to negotiate an agreement between the student and his/her instructor, will direct the student to follow each level of the appeals procedures items 4 through 10 below.
4. If no agreement can be reached following discussion among the advisor, the student, and the instructor, the student should write a letter, or complete a published form used for this purpose and submit it to the instructor's immediate supervisor. In the School of Architecture; or School of Nursing the Dean; in all other colleges the immediate supervisor of faculty, teaching assistants, laboratory assistants and other classroom professionals is the department or division head. The letter or form should present the grievance, the rationale for it, and the remedy sought. The letter or form should be sent at least one week prior to the student's scheduled appointment to meet with the instructor's immediate supervisor.
5. If the instructor's immediate supervisor cannot resolve the issue to the student's satisfaction and the student wishes to pursue the matter, the instructor's immediate supervisor will refer the matter to a three to five person faculty appeals panel, one of whom must be a part-time faculty person if part-time faculty are employed in the department, school or college. The panel will review the grievance and make a recommendation to the instructor's immediate supervisor.
6. If no agreement is reached and the student decides to appeal the matter further, he/she should send a letter or any published form used for this purpose to the person above the instructor's immediate supervisor.
7. If the student believes that the decision of the highest official in the College or School, the dean, deserves further review due to flaws in the previous reviews or due to his/her having information of such nature as to potentially impact the outcome, the student should provide a written request for review to the Provost and Vice President for Academic Affairs

who will employ a review process appropriate to the situation and notify the dean of the outcome. The dean will notify the student of the outcome. A decision that has reached review by the Admissions and Academic Standards Committee is final.

**8.** Grading and other class related academic issues are referred in writing to the Office of the President only in instances where a preponderance of the evidence reveals that a student's Constitutional rights or human dignity may have been violated. The Provost and Vice President for Academic Affairs will transmit to the President the entire record of reviews conducted at each level if requested by the

President following his/her receipt of the student's written appeal. The President will employ a review process appropriate to the matter presented and notify the Provost and Vice President for Academic Affairs and dean of the outcome. The dean will notify the student of the outcome.

**9.** If the class related complaint is related to issues including but not limited to sexual harassment, violence, drug use, possession of firearms, or other behaviors prohibited by federal law, state law,

Texas A&M University System policy or University regulations, the student may select one of the following options:

Option A: Report the incident, in writing, to the instructor's or other classroom professional's immediate supervisor (department head, division head, or dean).

Option B: Report the incident, in writing, to the Director of Human Resources in Room 122 W.R.

Banks Building or to the Provost and Vice President for Academic Affairs in Room 214 A.I. Thomas Building.

**10.** If the class related complaint involves another student(s) and is related to issues including, but not limited to sexual harassment, violence, drug use, possession of firearms, or other behaviors prohibited by federal law, state law, Texas A&M University System policy or University regulations, the student should report the incident to the Office of the Vice President for Student and Enrollment Services.

**Special Provisions for Students in Developmental (Remedial) Courses:** State law of Texas (The Texas Higher Education Coordinating Board Policies, Subchapter P, 5.316) requires that students who fail any portion of the TASP test "both enroll in and participate" continuously in developmental course work until the TASP requirement has been satisfied. Excessive absenteeism from developmental courses can result in the student's dismissal from the University. Accumulation of one week of unexcused absences (the number of clock hours equivalent to the credit for the course) constitutes excessive absenteeism.

**Disability statement (See Student Handbook):** Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements can be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

**Title V of the Rehabilitation Act of 1973:** In compliance with Title V of the Rehabilitation Act of 1973 and Sections 501, 502, 503, and 504, Prairie View A&M University prohibits the imposition of rules or restrictions that have the effect of limiting participation of students with disabilities in educational programs or activities. Appropriate academic accommodations and reasonable modifications to policies and practices are made to assure that students with disabilities have the same opportunities as other students to be successful on the basis of their intellectual abilities and academic achievements.

**Class 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. 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.

**Excused Absences:** Absences due to illness, attendance at university approved activities, and family or other emergencies constitute excused absences and must be supported by documentation presented to the instructor prior to or immediately upon the student's return to class. Students are always responsible for all oral and written examinations as well as all assignments (e.g., projects, papers, reports).

**Excessive Absences:** Accumulation of one week of unexcused absences (for the number of clock hours equivalent to the credit for the course) constitutes excessive absenteeism. The instructor is not required to accept assignments as part of the course requirement when the student's absence is unexcused.

**Absences on Religious Holy Days:** In accordance with Texas Education Code, Section 51.925, subchapter (Z), a student may be absent from classes for the observance of a religious holy day and will be permitted to take missed examinations and complete missed assignments provided the student has notified the instructor of the planned absence in writing and receipt of the notice has been acknowledged by the instructor in writing. "A religious holy day means a holy day observed by a religion whose place of worship is exempt from property taxation under the Texas Tax Code, Section 11.20."

**Student Acknowledgement Form and Information Sheet**

Name: \_\_\_\_\_ Preferred nickname, if any: \_\_\_\_\_

Email Address (one that you check regularly):Major/Expected Major:Year of School:Previous courses related to the material of this class (if any):Extracurricular activities:What do you want to learn about course subject(s)?Anything you would like me to know about you:

*I have read and have understood all of the requirements and rules contained in the Spring 2013 syllabus for DRAM 2223. I agree to follow the outlined rules and requirements for this course.*

Print Name \_\_\_\_\_ Date \_\_\_\_\_

Student ID # \_\_\_\_\_

Signature \_\_\_\_\_

***Return this page to the Instructor.***