

ENGL 1123: Freshman Composition I Fall 2018

Instructor: G. Paris Johnson, MA
Section # and CRN: P40-11695
Office Location: Hilliard Hall #216
Office Phone:
Email Address: grjohnson@pvamu.edu
Office Hours: Tuesday 10:30AM-12:00
Mode of Instruction: Face to Face

Course Location: Juvenile Justice Building Room# 240
Class Days & Times: Tuesday/Thursday 2:00pm – 3:20pm
Catalog Description: A writing course focused on composing strong arguments through critical thinking and analysis of primary and secondary source material. The course emphasizes rhetorical awareness in writing essays for a variety of audiences and purposes. Students will actively participate in peer workshops and demonstrate awareness of general research methods and ethics.

Prerequisites: Unconditional admission to PVAMU or satisfactory completion of ENGL 0112 or 0101. **NOTE:** You must pass this course with a C or better in order to advance to ENGL 1133.

Co-requisites: n/a

Required Texts: *Everything's an Argument, With Readings*, 6th ed. Bedford/St. Martin's. Other course materials are posted on eCourses, and MLA Handbook 8th edition ISBN: 978-1-60329-262-7

Course Goals: The goals of this course are to practice critical thinking, writing, and reading skills; refine awareness of different rhetorical modes; practice writing as a recursive process; produce essays with strong purpose, content, and organization; improve proofreading and editing skills; produce critical writing based on analysis of primary and secondary source material; improve sense of audience in reading and writing; start learning techniques for research and documentation in MLA format; write at least 1 paper with a research component.

Student Learning Outcomes:

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	Compose solid, argument-driven thesis statements directed at a specific audience.	1, 5	Critical Thinking
2	Provide logical, appropriate evidence to support an argument.	1, 2	Critical Thinking
3	Organize writing assignments clearly.	1	Communication
4	Write in clear, correct, grammatical prose.	5	Communication
5	Employ effective teamwork skills with emphasis on listening, responding, and creating a positive climate		Teamwork
6	Cite research correctly according to MLA format, both in the text and in the bibliography.	1	Personal Responsibility

Major Course Requirements

Method of Determining Final Course Grade

Course Grade Requirement		Value
1) Essay #1: Analytical Summary (750-1000 words)	10%	100 points
2) Group Assignment	10%	100 points
3) Essay #2: Rhetorical Analysis (1000-1200 words)	15%	150 points
4) Essay #3: Research-Based Argument (1200-1500 words)	20%	200 points
5) Prewriting (scaffolding assignments, drafts, peer reviews)	25%	250 points
6) Daily Work & Participation (homework, in-class work, quizzes, etc.)	10%	100 points
7) Midterm Exam	5%	50 points
8) Final Exam	5%	50 points
Total:	100%	1000 points

Grading Criteria and Conversion:

A = 90-100% (895 to 1000 points)

B = 80-89% (795 to 894 points)

C = 70-79% (695 to 794 points)

D = 60-69% (595 to 694 points)

F = 0-59% (0 to 594 points)

Detailed Description of Major Assignments:

Grade Requirement	Description
Exams	Multiple choice examinations demonstrating mastery of course content
Essays	Formal essays demonstrating ability to produce college-level, research-based analytical writing. Essay #2: Rhetorical Analysis requires student to closely analyze the argumentative strategies employed within a substantial piece of writing. Essay #3: Research-Based Writing requires students to develop an evidence-based argument using academic and non-academic source material.
Prewriting Assignments	Assignments demonstrating engagement in writing as a recursive process
Group Assignment	Project demonstrating effective teamwork and critical thinking.
Daily Work & Participation	Minor homework assignments, quizzes, and participation in class activities

Course Procedures

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.

Submission of Essays: All essays and prewriting assignments must be submitted through Turnitin.com by the deadline posted within the system. If your instructor also requires a hard copy, printed essays are due at the beginning of the class period. Essays will be accepted late for four calendar days after the due date with a deduction of 5% from your essay grade for each day. After four calendar days have passed, your essay will not be accepted and you will receive a grade of zero on the assignment.

Be advised that Turnitin.com checks all submissions for plagiarism against web sources, periodical archives, and other student submissions. Access to Turnitin.com is free. Create a new account or sign in using an existing account at: http://www.turnitin.com/en_us/home. Use the Class ID number and course key provided below to enroll in the proper section of the course. Please note that the Class ID is unique to your section of this course; so, you will not receive credit for your work if you enroll using a Class ID for another section.

Class ID: _____ Key: _____

*****NOTE:** All of your work for this course must be original to you and to the course. You are not allowed to submit papers that you or anyone else has submitted for any other course or any other previous or concurrent section of composition.

Exam and Quiz Policy: The midterm and final exams should be taken as scheduled. No makeup exams will be allowed unless there is a documented emergency (see Student Handbook). If you have a university event on the day of the exam, arrange to take it early. Throughout the semester, pop quizzes over textbook readings and course concepts may be given. If you are late or do not have an excused absence, you cannot make up a quiz. With an excused, documented absence from a legitimate third party, you may make up a quiz at the instructor's convenience.

Extra Credit Policy: No extra credit will be available in any section of Composition or Technical Writing.

Tentative Semester Calendar

Week One (8/27 – 8/31): Course Introduction

Readings: Tuesday, 8/28—No assigned readings; course introduction

Thursday, 8/30—**Class Diagnostic Exam:** Write about a time you were forced to challenge your beliefs. Whether personal, religious, familial, etc. Your essay should either focus on a time you stood up to someone who may have challenged your beliefs, or about an experience you had where your views were challenged.

Due in class, 8/30.

Assignment(s): Read “Chapter 1: Everything’s an Argument” (pp. 2-29) take copious notes and be prepared for in class discussion on Tuesday, 9/4. Then read MLK’s “I have a Dream Speech” and make notes of his audience appeal and rhetorical strategies used. Be prepared to discuss in class for a grade.

Notes: **Monday, September 3, 2018 Labor Day Holiday—UNIVERSITY CLOSED.**

Week Two (9/3 – 9/7): Chapters 1 & 2: Everything’s An Argument & Arguments Based on Emotion

Readings: Tuesday, 9/4—Discuss audience appeal and Rhetorical Structure. Assess, discuss, and annotate the MLK’s “I Have a Dream” speech in class.

Proper MLA formatting will be introduced/reviewed—Handouts and will be provided on BB.

Assignment(s): Prewriting Assignment and Reading—

Answer the 4 questions on page 17 (found under the heading “Kinds of Argument”), as it relates to Dr. King’s speech. Questions must be answered in complete sentences using proper grammar and punctuation. Please ensure your assignment is properly formatted MLA style (Times New Roman 12-pt font, 1-inch margins, etc.)

Due Tuesday, 9/4, through TurnItIn by 11:59pm.

Read Chapter 2: Arguments Based on Emotion: Pathos (pp.29-39)

Thursday, 9/6—Lecture over Chapter 2: Arguments Based on Emotion: Pathos
Please bring your copy of Dr. King’s Speech for annotations and notes

Assignment(s): Reflective piece:

In a well thought out 500-750-word reflection piece, write about your thoughts concerning MLK’s speech, and his usage of pathos.

Questions to think about and answer while you write: Who do you think his intended audience was and why? What are some literary devices (imagery, metaphor, simile, etc.), he used to appeal to his audience? Did it cause you to have a reaction? Explain. If not, then why? What is your overall opinion/feeling you have about this speech?

Due Sunday, 9/9, through TurnItIn by 11:59pm.

Read Chapter 3: Arguments Based on Character: Ethos (pp. 41-48)

Week Three (9/10 – 9/14): Chapters 3 & 4: Arguments Based on Character: Ethos and Logos

Readings: Tuesday, 9/11 – Lecture over Chapter 3, and in class annotations over Dr. King's speech to identify ethos.
In class group activity using ethos (participation points to be given)

Assignment(s): Answer question number 3 on page 50

Due Wednesday, 9/12 through TurnItIn by 11:59pm.

AND

Read Chapter 4: Arguments Based on Fact & Reason: Logos (pp. 51-70)

Thursday, 9/13—Lecture over Chapter 4; students will break into groups and identify Logos used in Dr. King's speech. Then answer questions in class on page 66, located in the grey box titled, "Cultural Contexts for Arguments"

Due by the end of class, 9/13 through TurnItIn

Assignment(s): Essay #1 (750-1000 words)

Essay #1 Prompt: After having read, annotated, and re-read Dr. King's "I Have a Dream" speech, and using your other work related to this speech, what are the ways in which Dr. King appealed to all races in his speech? Explain. How was he able to connect with his audience? Provide text evidence. What specific examples from the text can you provide that are indicative of his usage of Logos, Ethos, and Pathos? Provide textual evidence and citations.

Please note your essays shall: be written in MLA format—including a works cited page, be free from any major grammatical and mechanical errors, have your "voice", not be plagiarized, be well thought out, and should show your mastery of the concepts the information you have learned.

Due Sunday, September 16, through TurnIt by 11:59 pm.

!!!!IMPORTANT DATES!!!

Wednesday September 12th—Last day to withdraw WITHOUT academic record

September 13th-November 2nd –Withdrawals from course(s) WITH academic record ("W")

Week Four (9/17 – 9/21): Chapter 5: Fallacies of Argument and Chapter 6: Rhetorical Analysis

Readings: Tuesday, 9/18—Chapter 5: Fallacies of Argument (pp.79-81)—In class lecture and Group reading and annotations of the "Willie Lynch Letter".

Assignment(s): Read Chapter 6: Rhetorical Analysis (pp.87-105) Consider this "essay/speech/letter" when thinking about upcoming Essay #2. Answer/respond to the questions beginning on page 89, and ending on page 90—"Composing a Rhetorical Analysis"

Due Thursday, September 20, through TurnItIn by 11:59 pm.

Thursday, 9/20—Chapter 5 review & Chapter 6 lecture and application

- Group application of "Willie Lynch Letter", and discussion of fallacies (which one(s) and why using text evidence).
- Groups will also identify the rhetorical devices used, provide a detailed and concise description of the intended audience(s), and based on the text, students answer the questions on pp. 17 and 18.

Assignment(s): Read Booker T. Washington's speech given at the Atlanta Exposition and W.E.B. DuBois' response: Link provided for you to access for free:

http://p1cdn4static.sharpschool.com/UserFiles/Servers/Server_10640642/File/bugge/Chapter%2017/washingtonvsdubois.PDF

Using the speeches by Washington and DuBois, briefly, answer/respond to the questions

beginning on page 89, and ending on page 90—"Composing a Rhetorical Analysis".

Due Saturday, 9/22, through TurnItIn by 11:59 pm.

Week Five (9/24 – 9/28): Rhetorical Analysis

Readings:

Tuesday, 9/25—Quick Review of Chapter 6—specifically "Examining the Arrangement and Media of Arguments" and "Looking at Style". Corrective feedback and comments based from 9/20 assignment.

- Brief discussion of Washington's speech and DuBois' response (including background information). Student questions and feedback.

Assignment(s): In Class: Thinking of the 3 speeches/essays, (Willie Lynch, DuBois, and Washington) select which speech you prefer to construct your rhetorical analysis; this will be Essay #2. Please respond to respond to the poll letting me know which speech you chose.

Homework: Using page 112—subtitles "Researching Your Topic" and "Formulating a Claim" and answer the questions as it relates to the essay/speech you chose.

Due Wednesday, 9/26, through TurnItIn by 11:59 pm.

Thursday, 9/27—Group work/Class debate based on argument chosen for rhetorical analysis.

Assignment(s): In Class: Students will group themselves based on which essay/argument they chose and they will begin to construct their rhetorical analysis by examining the usage of logos, ethos, and pathos. Using the bullet points on pages 89 and 90, "Composing a Rhetorical Analysis", work in your groups to answer these questions

Out of Class Essay #2 (1000-1200 words)

Essay #2 Prompt: In an MLA formatted essay of sufficient length, 1000-1200 words, write an essay analyzing how well the components of an argument worked together to persuade or move the author's intended audience. Using the answers to the questions on pages 89 and 90, draw from those responses to construct your rhetorical analysis. Your essay must have a clear and concise thesis stating the issue your writer chose to address and the writer's position, purpose, intended audience, and each of the rhetorical devices they used to convey his position. The body paragraphs will expand on the ideas presented in your thesis, and will consist of the supporting evidence/text evidence you chose best proved your claims. Your essay will have a concluding paragraph that does not bring up any new ideas and it must re-state your thesis and summarize your points.

Due Tuesday, October 5 through TurnItIn by 11:59pm.

Week Six (10/1 – 10/5): Group Work

Readings:

Tuesday, 10/2 – Select a controversial topic to research for a class debate. Keep in mind that this base is the source for your Essay #3—a Research-Based Argument.

Essay #3 due Monday, November 19th through TurnItIn by 11:59pm. Students will be given a handout with a prompt for what is required for Essay #3.

Assignment(s): In class: Groups will choose a controversial topic that is frequently in the news and decide how you might structure an argument on the subject, using the general principles of the classical oration. Within the group, students will look at the same topic/subject from a Rogerian or invitational perspective. Submit proposals via BB and the names of those who are in the group by the end of class. (See BB for how to submit the proposal and ideas for controversial topics)

Due Tuesday (TODAY), 10/2 through TurnItIn by 11:59 pm.

Homework: Read Chapter 7: Structuring Arguments (pp121-144)

Thursday, 10/5—Lecture and quick review of Chapter 7.

Assignments: In class: Read “How to defend the Constitution when the KKK comes to town” (link/pdf to article found on BB). <https://www.cnn.com/2017/07/12/opinions/free-speech-isnt-free-kendrick-opinion/index.html>

Partners will pick a side, for or against, and be able to argue claims made in the article and find facts to support their claims for a quick debate. Participation points will be given.

Homework: Read article “Playing With Prejudice: The Prevalence and Consequences of Racial Stereotypes in Video Games”. Students will identify the structure and determine the author’s claim, qualifier, reason/evidence, warrants, and backing. Please make sure you mention some possible rebuttals that may come up from readers, or audience members and how you would address these issues. (link/pdf to article on BB)

<https://pdfs.semanticscholar.org/7eb8/581abd73e28aa010dd58512843b19fa9facb.pdf>

Due Sunday, October 7 through TurnItIn by 11:59pm

Week Seven (10/8– 10/12): The Research Process

Readings: Tuesday (10/9) – Read “Chapter 17: Finding Sources” (pp. 395-402)
Thursday (10/11)—Read “Chapter 18: Evaluating Sources” (pp. 410-16); class may meet in alternative location for research workshop

Introduction of how to write an Annotated Bibliography—examples will be provided on BB for students to view.

Assignment(s): Read “Chapter 19: Using Sources (pp. 418-27)

Week Eight (10/15 – 10/19): Midterm Exam Week (Exams 10/18-10/20) Midterm date for this class TBA

Readings: Tuesday (10/16) – No assigned reading; review for Midterm Exam
Thursday (10/18)

Assignment(s): N/A

Week Nine (10/22- 10/26): Source Synthesis

Readings: Tuesday (10/23) – Read “Chapter 19: Using Sources” (pp. 428-35)
Thursday (10/25)— Review of Annotated Bibliography and Works Cited

Assignment(s): In class: On going and peer reviewing for Essay #3. Students will use time outside of class to work on their essays.

Homework: Students will submit an Annotated Bibliography and a Works Cited page to show progression of research work. Examples of each will be on BB and notes from class may be used to construct their own.

Due Sunday, 10/28 through TurnItIn by 11:59pm.

Week Ten and Eleven (10/29 – 11/2) and (11/5-11/9)

Readings: Tuesday and Thursday classes will meet in library and computer lab to use online sources, work on Essay #3 and locate sources in the library to use for their essays.

Week Twelve (11/12-11/16): Drafting Arguments

Readings: Tuesday (11/13) – Read “Revising Drafts” (eCourses) and “Verb Agreement & Verb Form” (eCourses)
Thursday (11/15) – Read “Revising Sentence Fragments” (eCourses)

Week Thirteen (11/19-11/23): Office hours from 12:30-4:30 on 11/20 for ALL classes

I will be available to discuss any RELEVANT issues pertaining to your grade(s). I will not discuss attendance or failures if you know your failure is a result of your absences and/or multiple missed assignments.

::REMINDER:: ESSAY #3 DUE MONDAY 11/19 through TurnItIn by 11:59pm.

THANKSGIVING BREAK 11/22-11/24

Week Fourteen (11/26-11/30)

Tuesday and Thursday, classes will meet in the library and writing lab to work on research papers—there will be a sign in sheet, so please sign in so that you are eligible to receive credit for this day.

I will host office hours so that I am available for conferences regarding grades, assignments, etc. during this time

Week Fifteen (12/3-12/7): Final Exam Review Week Last Day of Class—12/4

Readings: NO ASSIGNED READINGS; review for final exam

Week Sixteen (12/5-12/11): Final Exams

Notes: Tuesday (12/4)—Last day of classes and the last day to withdraw from the university.
Wednesday (12/5)-Tuesday (12/11)—Final exams
Thursday (12/13)—Final grades for graduating seniors will be posted in PantherTracks
Saturday (12/15)—Fall Commencement
Tuesday (12/18)—Final grades for all other students will be posted in PantherTracks by 11:59 pm.

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 employees 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

