

## ENGL 3223 Advanced Grammar *Fall 2018*

**Instructor:** Christanna "Christa" Eshleman, M.A.  
**Section # and CRN:** P01 11273  
**Office Location:** Hilliard 115  
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**Office Hours:** T/Th: 12:30-2 p.m. and 5-5:30 p.m.  
 Wed: 10:30 a.m.-3:30 p.m.  
**Mode of Instruction:** Face-to-face  
**Course Location:** JJ 365  
**Class Days & Times:** T/Th 11 a.m.  
**Catalog Description:** Study of morphology, syntax, and semantics of the English language, conventional grammatical terminology, inflectional forms, grammatical classifications, and structural patterns.

**Prerequisites:** ENGL 1123 and 1133 with a minimum grade of "C"

**Required Texts:** *Rhetorical Grammar: Grammatical Choices, Rhetorical Effects*. 7th ed. Martha Kolln & Loretta Gray. Pearson, 2013. ISBN 978-0-321-84672-3.

### Student Learning Outcomes

**Course Goals or Overview:** The goals of this course is to increase students' mastery of English grammar through increasingly sophisticated understanding and application of forms, structures, and rhetorical situations. It also seeks to prepare students to teach English grammar effectively in grades 4 through 12, with emphasis on TEKS objectives and Texas state teacher certification standards. Specific accreditation and teacher certification standards addressed include NCTE 2.4, 3.1, 3.2, 3.3, 3.4, 3.7, 4.1 and TExES I, V, VI, & VII.

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	
1	Explain the significance of the various dates and historical events for the development of the English language.	5	
2	Distinguish form classes, structure classes, sentence parts, sentence patterns, tenses, and clauses.	5	
3	Create grammatical sentences appropriate for a given rhetorical.	5	
4	Improve editing skills.	5	
5	Compare and critique major debates in the teaching of grammar.	3 & 5	
6	Conduct research about grammar and design a major research project.	1 & 2	
7	Demonstrate the ability to design appropriate, effective grammar lessons that reflect best practices in writing instruction for K-12 education.	5 & 6	

## Major Course Requirements

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course:

**Reading Quizzes & Homework** –quizzes demonstrating the student's engagement with details in assigned readings and short take-home assignments or grammar exercises to work with in class.

**Exams** – essays and short-answers demonstrating the student's understanding and critical thinking about each of the course's major units.

**Term Paper** – formal paper (8 to 10 pages) demonstrating the student's critical thinking and application of grammar theory and/or pedagogy using scholarly sources as support in order to showcase excellent organization, style, and correct MLA citation.

**Midterm**—Term Paper topic proposal to be written according to an outline that will be provided.

### GRADING MATRIX:

Instrument	Value	
Reading Quizzes & Homework	20%	
Exams	40%	
Term Paper	30%	
Midterm—Topic Proposal	10%	
<b>Total:</b>	<b>100%</b>	

### GRADE DETERMINATION:

A = 90 to 100%	900 to 1000 points	D = 60 to 69%	600 to 699 points
B = 80 to 89%	800 to 899 points	F = 0 to 59%	0 to 599 points
C = 70 to 79%	700 to 799 points		

## Course Procedures

### Submission of Essays:

The Term Paper must be submitted through Turnitin.com by the deadline posted within the system. Essays will be accepted late after the due date with a deduction of 5% from your essay grade for each day. 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 using an existing account at: [http://www.turnitin.com/en\\_us/home](http://www.turnitin.com/en_us/home). The Class ID and Class Enrollment Password will be provided to you on the first day of class, as well as on eCourses.

\*\*\*NOTE: All of your work for this course must be original. 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.

**Emergency Communication:** I will utilize the Remind app to notify you via text of course changes due to emergency, such as weather or instructor illness. A smart phone works best, but if you don't have one, you can still participate via email using the Remind.com website. The Class ID and Class Enrollment Password will be provided to you on the first day of class, as well as on eCourses.

### Exam and Quiz Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (see Student Handbook). If you have a university event on the day of an exam, arrange to take it early. Pop quizzes are given throughout the semester over readings and course concepts. If you are late or have an unexcused absence, you cannot make up a quiz. With an excused, documented absence, you may make up a quiz on the instructor's schedule.

### 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 Rich Text Format (RTF). All essays must adhere to MLA

formatting style (including 1-inch margins and 12-point Times New Roman font). MLA formatting guidelines are in your textbook and online at: <http://owl.english.purdue.edu/owl/resource/747/01/>

## University Rules and Procedures

### 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 may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

### Academic misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this 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. Academic dishonesty includes the following:

1. Cheating: Deception in which a student misrepresents his/her mastery of information on an academic exercise; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: Tampering with grades or helping to obtain or distribute 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. Presenting anyone else's work as your own (even with that person's consent) also constitutes plagiarism. In ENGL 4223, a paper with plagiarized material will automatically receive a failing grade ranging from 0% to 59% depending on the severity of the case as determined by the instructor.

### Nonacademic misconduct (See Student Handbook):

The university respects the rights of instructors to teach and students to learn. 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 a grade of "F". Absences are accumulated beginning with the first day of class. ***In this class, you are allowed three unexcused absences. Your fourth unexcused absence, and each one beyond that, will result in a 3-point deduction from your final grade.*** Excused absences require documentation from an appropriate university official. If you miss class due to a legitimate emergency, you may take documentation to the third floor of Evans Hall and apply for an excused absence from the Office of Student Affairs.

### 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.

**Taskstream:**

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. Your research paper will be considered an "artifact," an item of coursework that serves as evidence that course objectives are met. Taskstream also allows students to electronically post documents that can be used to create an electronic portfolio for future employment or educational endeavors. More information will be provided during the semester, but for general information, you can visit Taskstream via the link marked with a green puzzle piece in eCourses. When you upload your Research Paper to Turnitin.com for grading, also upload it to Taskstream to be collected for artifact assessment purposes. This is a required assignment that will count as a Reading Quiz grade. Instructions for uploading to Taskstream will be posted on eCourses near the end of the semester.

**Additional Instructor Policies****More About Attendance:**

- Because my class is discussion-oriented with daily in-class reading and writing, your mental and physical presence are required. As an adult, you are responsible for your actions and choices. Your success in this class depends on your willingness to attend class and interact dynamically.
- I will provide a sign-in sheet at the beginning of each class session. It is your responsibility to sign the sheet each day, as that proves your presence. If you do not sign it, you will be counted absent, even if you were actually present that day.
- On the sign in sheet, only sign in yourself. Do NOT under any circumstances sign in another person. Doing so will result in YOU getting counted absent.
- If you arrive late to class it is your responsibility to inform me of your presence in order for you to receive credit for that day's attendance. Approaching me several days later insisting that you were present at a previous class meeting will not suffice. You must inform me of your presence on the actual day of your tardiness.
- Three instances of arriving to class 10 minutes late or leaving early without prior notice will result in one absence. You are late if you arrive any later than the posted class start time, regardless of whether or not instruction has started for that day.
- If an assignment, quiz, or exam is due on a day you are absent, it will NOT be accepted late unless we have discussed an arrangement PRIOR to your absence.
- You are responsible for getting the material covered when you are not in class; being absent does not excuse you from not knowing the material covered that day. Check eCourses to see what you missed before emailing me as I will post a daily re-cap after each class, plus links to assignments, notes, etc. that were presented in class that day.
- If an assignment was given or changed on a day you were absent, you are responsible for knowing that (check eCourses!).
- I do count the student absent if ejected from class for disruptive behavior. Each day missed thereafter until we resolve the issue also, of course, counts as an absence. It is the student's responsibility to catch me and arrange a time to talk about the ejection from class. Anyone ejected a second time will be dropped from the course.

**More About Assignments:**

- Assignments will not be accepted late unless you have a documented excused absence. I MUST have documentation, such as a doctor's note, hospital papers, etc. The only exceptions to this policy are the Research Paper and the Topic Proposal. I will deduct 5% off of your final grade for every calendar day the Research Paper or Topic Proposal is late. These are the only assignment that can be submitted late without an excused absence. Everything else MUST be completed when it is due or it is a zero.
- The university uses an anti-plagiarism website called Turnitin.com. Your Term Paper must be submitted to Turnitin.com as part of the assignment requirements.
- Do not assume your assignment was successfully uploaded to Turnitin.com until you follow all the submission steps and receive a digital receipt via email. This receipt is your proof that you uploaded your work. I may ask to see a copy of this receipt in the event that your work does not appear in the program. It is your responsibility to make sure you receive that receipt and that your paper successfully uploaded. Double check!
- Assignments uploaded even one minute late will be considered late. The deadline is firm. That means you shouldn't wait until the very last minute to upload because you never know if your computer may freeze, etc.
- If, in the rare event, that Turnitin.com goes down, it is okay to email me your work, but it must be emailed before the due date deadline.

- I am the only one who can delete work from Turnitin.com once it has been submitted. Take care when uploading and make sure that you have selected the correct file. If you discover after the deadline that you submitted the incorrect document, I can delete it and allow you to upload again, but I will have to take off late points for every day that passed since the deadline to compensate for the extra days you had to continue to work on that assignment.
- Broken computers, bad internet connection etc. are not sufficient reasons for late work. If your computer breaks, come up to school and use a library computer. Students are encouraged not to procrastinate so as to avoid last minute computer emergencies.
- You are encouraged to keep your work throughout the semester. Also, save copies of work that you have submitted and which has not yet been graded.

#### **Cell phone policy:**

Please put cell phones away before entering the classroom. Practice good manners. It is rude to text while the instructor is trying to help you. If I have to call attention to anyone more than once on this issue, I will bar him/her from returning to class until he/she has met with me outside class to determine a solution to the problem. If, for some reason, there is an emergency situation going on for which you need to have your cell on vibrate, please notify me *before* class, and I will grant you special permission for that one class day.

#### **Laptop policy:**

Laptops are welcome in class **on writing/editing days only** as long as their use is not distracting to the other learners and are being used for legitimate activity pertaining to this course. No chat, Facebook, email, games, music etc. while class is in session. Same rules of ejection apply as stated above. The use of laptops or any other electronic device will be prohibited on examination days.

#### **Contacting the Instructor:**

I am happy to assist you via email when you have questions about an assignment. Please note that because I have a family consisting of two small children, I generally am not online late at night, so if you send me an email at 10 p.m. about an assignment due the next day, I most likely will not see it until it's too late to help you. Also, please note that I don't check my email often during weekends unless there is a major deadline coming up. Please plan ahead.


I try to respond to all emails within 24 hours of receiving them. If you do not get an email response from me, that means I likely did not receive your email. Make sure you sent your email to the right address and that all parts of my address were typed in correctly. (My email address is complicated and mistyping is a common reason why I don't receive emails. Please pay attention to details.)

## **COURSE SCHEDULE**

<b>WEEK 1: COURSE INTRODUCTION</b>	
<b>AUG. 28</b>  <b>Read before class:</b> <ul style="list-style-type: none"> <li>▪ N/A</li> </ul> <b>What we'll do in class:</b> <ul style="list-style-type: none"> <li>▪ Course intro</li> <li>▪ Getting to Know Each Other</li> <li>▪ Begin intro to grammar in the classroom</li> </ul>	<b>AUG. 30</b>  <b>Read before class</b> (link on eCourses): <ul style="list-style-type: none"> <li>▪ "Julie Washington's Quest to Get Schools to Respect African-American English" (from <i>The Atlantic</i>)</li> </ul> <b>What we'll do in class:</b> <ul style="list-style-type: none"> <li>▪ Discuss readings</li> <li>▪ Brief history of the English language</li> </ul>

<b>WEEK 2: FORM CLASSES AND THEORY</b>	
<b>SEPT. 4</b> <b>Read before class (links on eCourses):</b> <ul style="list-style-type: none"> <li>▪ “The Wrong Way to Teach Grammar” by Michelle Navarre Cleary (from <i>The Atlantic</i>)</li> <li>▪ The Theory of Grammar</li> <li>▪ </li> </ul> <b>What we’ll do in class:</b> <ul style="list-style-type: none"> <li>▪ Possible reading quiz</li> <li>▪ Discussion &amp; practice activities</li> <li>▪ Pedagogy modeling</li> </ul>	<b>SEPT. 6</b> <b>Read before class:</b> <ul style="list-style-type: none"> <li>▪ Chapter 1</li> </ul> <b>What we’ll do in class:</b> <ul style="list-style-type: none"> <li>▪ Possible reading quiz</li> <li>▪ Discussion &amp; practice activities</li> <li>▪ Pedagogy modeling</li> </ul>
<b>WEEK 3: STRUCTURE CLASSES</b>	
<b>SEPT. 11</b> <b>Read before class:</b> <ul style="list-style-type: none"> <li>▪ Chapter 12</li> </ul> <b>What we’ll do in class:</b> <ul style="list-style-type: none"> <li>▪ Possible reading quiz</li> <li>▪ Discussion &amp; practice activities</li> <li>▪ Pedagogy modeling</li> </ul>	<b>SEPT. 13</b> <b>Review before class:</b> <ul style="list-style-type: none"> <li>▪ Chapter 12</li> </ul> <b>What we’ll do in class:</b> <ul style="list-style-type: none"> <li>▪ Possible reading quiz</li> <li>▪ Discussion &amp; practice activities</li> <li>▪ Pedagogy modeling</li> </ul>
<b>WEEK 4: SENTENCE PATTERNS</b>	
<b>SEPT. 18</b> <b>Read before class:</b> <ul style="list-style-type: none"> <li>▪ Chapter 2</li> </ul> <b>What we’ll do in class:</b> <ul style="list-style-type: none"> <li>▪ Possible reading quiz</li> <li>▪ Discussion &amp; practice activities</li> <li>▪ Pedagogy modeling</li> </ul>	<b>SEPT. 20</b> <b>Review before class (link on eCourses):</b> <ul style="list-style-type: none"> <li>▪ “Diagramming Sentences”</li> </ul> <b>What we’ll do in class:</b> <ul style="list-style-type: none"> <li>▪ Possible reading quiz</li> <li>▪ Discussion &amp; practice activities</li> <li>▪ Pedagogy modeling</li> </ul>
<b>WEEK 5: REVIEW &amp; INTRO TO PROJECT</b>	
<b>SEPT. 25</b> <b>Review before class:</b> <ul style="list-style-type: none"> <li>▪ Chapters 1, 12, &amp; 2 &amp; articles</li> </ul> <b>What we’ll do in class:</b> <ul style="list-style-type: none"> <li>▪ Review for exam</li> <li>▪ Intro to course project</li> <li>▪ Intro to topic proposal assignment</li> </ul>	<b>SEPT. 27</b> <b>Review before class:</b> <ul style="list-style-type: none"> <li>▪ Chapters 1, 12, &amp; 2 &amp; articles</li> </ul> <b>What we’ll do in class:</b> <ul style="list-style-type: none"> <li>▪ Take written exam (bring a blue book)</li> </ul>

<b>WEEK 6: PATTERNS AND VERBS</b>	
<b>OCT. 2</b> <b>Read before class:</b> <ul style="list-style-type: none"> <li>▪ Chapter 3</li> </ul> <b>What we'll do in class:</b> <ul style="list-style-type: none"> <li>▪ Possible reading quiz</li> <li>▪ Discussion &amp; practice activities</li> <li>▪ Pedagogy modeling</li> </ul>	<b>OCT. 4</b> <b>Review before class:</b> <ul style="list-style-type: none"> <li>▪ Chapter 3</li> </ul> <b>What we'll do in class:</b> <ul style="list-style-type: none"> <li>▪ Possible reading quiz</li> <li>▪ Discussion &amp; practice activities</li> <li>▪ Pedagogy modeling</li> </ul>
<b>WEEK 7: COORDINATION &amp; SUBORDINATION AND PUNCTUATION</b>	
<b>OCT. 9</b> <b>Read before class:</b> <ul style="list-style-type: none"> <li>▪ Chapter 4</li> </ul> <b>What we'll do in class:</b> <ul style="list-style-type: none"> <li>▪ Possible reading quiz</li> <li>▪ Discussion &amp; practice activities</li> <li>▪ Pedagogy modeling</li> </ul>	<b>OCT. 11</b> <b>Read before class:</b> <ul style="list-style-type: none"> <li>▪ Chapter 4</li> </ul> <b>What we'll do in class:</b> <ul style="list-style-type: none"> <li>▪ Possible reading quiz</li> <li>▪ Discussion &amp; practice activities</li> <li>▪ Pedagogy modeling</li> </ul>
<b>WEEK 8 : MIDTERM</b>	
<b>OCT. 16</b> <b>Read and do before class:</b> <ul style="list-style-type: none"> <li>▪ "Diagramming Sentences—Compound and Complex Sentences" (eCourses)</li> <li>▪ Decide about topic and begin finding sources</li> </ul> <b>What we'll do in class:</b> <ul style="list-style-type: none"> <li>• Discussion about sources</li> <li>• Individual conferences about topic proposals</li> </ul>	<b>OCT. 18</b> <b>No class today:</b> <ul style="list-style-type: none"> <li>▪ Midterm—topic proposal—should be submitted online by 11:59 p.m.</li> </ul>
<b>WEEK 9 : COHESION &amp; SENTENCE RHYTHM (HOMECOMING)</b>	
<b>OCT. 23</b> <b>Read before class:</b> <ul style="list-style-type: none"> <li>▪ Chapter 5</li> </ul> <b>What we'll do in class:</b> <ul style="list-style-type: none"> <li>▪ Possible reading quiz</li> <li>▪ Discussion &amp; practice activities</li> <li>▪ Pedagogy modeling</li> </ul> <b>NOTE:</b> Midterm grades due	<b>OCT. 25</b> <b>Read before class:</b> <ul style="list-style-type: none"> <li>▪ Chapter 6</li> </ul> <b>What we'll do in class:</b> <ul style="list-style-type: none"> <li>▪ Possible reading quiz</li> <li>▪ Discussion &amp; practice activities</li> <li>▪ Pedagogy modeling</li> </ul>

<b>WEEK 10 : REVIEW &amp; DRAFTING</b>	
<b>OCT. 30</b> <b>Review before class:</b> <ul style="list-style-type: none"> <li>Chapters 3, 4, 5, &amp; 6</li> </ul> <b>What we'll do in class:</b> <ul style="list-style-type: none"> <li>Review for exam</li> <li>Intro to project prewriting assignment</li> </ul>	<b>NOV. 1</b> <b>Review before class:</b> <ul style="list-style-type: none"> <li>Chapters 3, 4, 5, &amp; 6</li> </ul> <b>What we'll do in class:</b> <ul style="list-style-type: none"> <li>Take written exam (bring a blue book)</li> </ul>
<b>WEEK 11 : WRITER'S VOICE &amp; STYLISTIC VARIATIONS</b>	
<b>NOV. 6</b> <b>Read before class:</b> <ul style="list-style-type: none"> <li>Chapter 7</li> </ul> <b>What we'll do in class:</b> <ul style="list-style-type: none"> <li>Possible reading quiz</li> <li>Discussion &amp; practice activities</li> <li>Pedagogy modeling</li> </ul>	<b>NOV. 8</b> <b>Read before class:</b> <ul style="list-style-type: none"> <li>Chapter 11</li> </ul> <b>What we'll do in class:</b> <ul style="list-style-type: none"> <li>Possible reading quiz</li> <li>Discussion &amp; practice activities</li> <li>Pedagogy modeling</li> </ul>
<b>WEEK 12 : CHOOSING ADVERBIALS &amp; ADJECTIVALS</b>	
<b>NOV. 13</b> <b>Read before class:</b> <ul style="list-style-type: none"> <li>Chapter 8</li> </ul> <b>What we'll do in class:</b> <ul style="list-style-type: none"> <li>Possible reading quiz</li> <li>Discussion &amp; practice activities</li> <li>Pedagogy modeling</li> </ul>	<b>NOV. 15</b> <b>DUE: Prewriting</b> <b>Read before class:</b> <ul style="list-style-type: none"> <li>Chapter 9</li> </ul> <b>What we'll do in class:</b> <ul style="list-style-type: none"> <li>Possible reading quiz</li> <li>Discussion &amp; practice activities</li> <li>Pedagogy modeling</li> </ul>
<b>WEEK 13 : CHOOSING NOMINALS</b>	
<b>NOV. 20</b> <b>Read before class:</b> <ul style="list-style-type: none"> <li>Chapter 10</li> </ul> <b>What we'll do in class:</b> <ul style="list-style-type: none"> <li>Possible reading quiz</li> <li>Discussion &amp; practice activities</li> <li>Pedagogy modeling</li> </ul>	<b>NOV. 22</b> 
<b>WEEK 14 : REVIEW</b>	
<b>NOV. 27</b> <b>Review before class:</b> <ul style="list-style-type: none"> <li>Chapters 7,11,8,9, &amp;10</li> </ul> <b>What we'll do in class:</b> <ul style="list-style-type: none"> <li>Review for exam</li> <li>Q&amp;A about course project &amp; personal conferences</li> </ul>	<b>NOV. 29</b> <b>Review before class:</b> <ul style="list-style-type: none"> <li>Chapters 7,11,8,9, &amp;10</li> </ul> <b>What we'll do in class:</b> <ul style="list-style-type: none"> <li>Take written exam (bring a blue book)</li> </ul>



WEEK 15 : TERM PAPER	
<p><b>DEC. 4</b></p> <p><b>Do before class:</b></p> <ul style="list-style-type: none"> <li>▪ Complete an entire draft of your course project</li> <li>▪ Bring a typed/printed out draft to class</li> </ul> <p><b>What we'll do in class:</b></p> <ul style="list-style-type: none"> <li>• Peer edit rough drafts of the course project</li> <li>• Celebrate the end of the semester!</li> </ul> <p><b>DUE:</b> Remember that the course project is due to Turnitin.com by 12/6 at 11:59 p.m.</p>	<p><b>End-of-Term Schedule:</b> Tuesday (12/4) is the last day of classes. The final exam period extends from Wednesday (12/5) to the following Tuesday (12/11).</p> <p><b>Final Exam:</b> There will not be a final exam in this course. Your term paper will be in lieu of a final exam.</p> <p><b>Final grades:</b> grades for graduating seniors will be posted in PantherTracks by Tuesday, 12/11. Final grades for all other students will be posted in PantherTracks by Tuesday, 12/18. Commencement is 12/15.</p>

## 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:**

5. 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.
6. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a

scheduled test.

7. Fabrication: use of invented information or falsified research.
8. 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 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 936-261-2166 or at [alboyd@pvamu.edu](mailto:alboyd@pvamu.edu).

**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.