



**COMM 3372 - Digital Video Production I  
Fall 2023**

**General Course Information**

<b>Information Item</b>	<b>Information</b>
<b>Instructor:</b>	Professor Tony Clomax, MFA, MA
<b>Section # and CRN:</b>	Section P01; CRN: 10040
<b>Office Location:</b>	Hilliard Hall 017A (In the basement)
<b>Office Phone:</b>	Cell Phone: 646-406-0012 (use cell always) Office: 936-261-3718
<b>Email Address:</b>	<a href="mailto:toclomax@pvamu.edu">toclomax@pvamu.edu</a> (will respond within 24 hours) Additional contact will be done via Canvas Discussions & GroupMe
<b>Office Hours:</b>	Mondays 9:30am - 11am, Tuesdays 11am - 12:30pm, 1:30pm - 4pm, Wednesday 9:30am - 11am, Thursday 12pm - 2pm (Virtual Appointment Only) Immediate contact through our GroupMe setup
<b>Mode of Instruction:</b>	(Face to Face)
<b>Course Location:</b>	Hilliard Hall 125 Editing Lab. We will use Hilliard Hall 144 for Production
<b>Class Days &amp; Times:</b>	Mondays & Wednesdays 3:30 pm - 4:50 pm
<b>Catalog Description:</b>	Digital Video Production I (3-0) Credit 3 semester hours. This course is designed to familiarize students with pre-production, single-camera digital video production, and post-production. In addition, students will learn the technology, art, and practices involved in compelling visual storytelling. By completing this course, students will have a foundational understanding of and gain practical experience in writing, producing, directing, shooting, and editing digital content with a completed project ready for the film festival circuit or broadcast in various media.
<b>Prerequisites:</b>	(COMM 1713 or COMM 1307) and ((COMM 2513 or COMM 2351) or (COMM 2523 or COMM 2311) or (COMM 2533 or COMM 2339) or (COMM 2543 or COMM 2315)).
<b>Co-requisites:</b>	None
<b>Required Text(s):</b>	Spike Lee Master Class Handbook, The Duffer Brothers Master Class Handbook and Ron Howard Master Class Handbook will be given to each student as an e-Book. You MUST have an External Hard Drive with 2 TB. No Thumb Drive. Examples on Canvas.

<b>Recommended Text(s):</b>	<p>Rooney, Bethany and Belli, Mary Lou, <b><u>Directors Tell The Story</u></b>, 2nd Edition, Routledge - Taylor &amp; Francis Group 2016</p> <p>Weston, Judith, <b><u>The Film Director's Intuition</u></b>, Michael Wiese Productions 2003</p> <p>Phillips, William H., <b><u>Film: An Introduction</u></b> 4th Edition, Bedford/St. Martin's, 2009</p> <p>Markham, Petere, <b><u>What's the Story? The Director Meets Their Screenplay</u></b>, 1st edition, Routledge - Taylor &amp; Francis Group 2021</p> <p>Belton, John, <b><u>American Cinema/American Culture</u></b>, 4th edition, McGraw-Hill Humanities &amp; Social Science; 2012</p> <p>Boggs, Joseph M.; Petrie, Dennis, <b><u>The Art of Watching Films</u></b> McGraw-Hill Humanities &amp; Social Science, 8th edition</p>
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**General Course Information Table**

**Required Equipment:**

Each student will need an **external hard drive (2TB formatted for both Mac OS and PC)** for editing on. A Solid State Drive (SSD) is the best option for its speed and dependability. An external hard drive is the only way to keeping your projects and video footage. Each student has access to an account with Adobe Creative Suite (Premiere Pro, After Effects, Photoshop, Illustrator, InDesign) and Microsoft Suite. However, we will learn editing with Final Cut Pro X on the computers in Editing Lab. You can not save content on computer. Computers' downloads and desktops are deleted twice a week. **YOU MUST SAVE ON YOUR HARD DRIVE.**

**Student Learning Outcomes:**

1. Apply communication concepts and theories.
2. Communicate ideas effectively and with sensitivity to a variety of audiences.
3. Demonstrate effective use of a variety of communication tools and styles.
4. Demonstrate communication proficiency appropriate for meeting personal and professional needs.

Upon successful completion of this course, students will be able to:	Program Learning Outcome Alignment	Core Curriculum Outcome Alignment
1. Write a properly formatted, dramatic or comedic screenplay for a 5-10 minute film (5-10 pages).	1, 2, 3	
2. Plan all aspects of a production including identify crew, reserve equipment, secure locations and create shooting schedules.	1, 2, 3	
3. Create a 1-2 Page Treatment, Shot List, Storyboard, Budget & Schedule for your production.	2, 3	
4. Cast Actors, Rehearse and Block scenes.	2, 3	
5. Edit footage and sound from Rough Cut to Fine Cut using Final Cut Pro X.	2, 3, 4	
6. Sound design, Mix sound and Color Grade Fine Cut using Final Cut Pro X.	3, 4	
7. Interpret and apply common terms in cinematic language.	1, 2, 3, 4	
8. Write a film analysis on 1 of the 5 films screened in Class.	1, 2, 3, 4	

## Major Course Requirements

### Method of Determining Final Course Grade

Course Grade Requirement	Value (Points)	Total
1. 1-2 Page Treatment	100	10%
2. Shooting Schedule, Storyboard & Shot List	100	10%
3. Film Budget	50	5%
4. 5-10 Page Screenplay	100	10%
5. Editing Fundamentals (Software)	100	10%
6. Midterm Exam	100	10%
7. Final Film Project (5-10 minute narrative, web series pilot or documentary)	150	15%
8. Quizzes, random assignments & Class Participation	100	10%
9. Crew Member	100	10%
10. 1,500 word Film Analysis Paper	50	5%
11. Attendance	50	5%
<b>Total:</b>	<b>1000</b>	<b>100%</b>

Course Grade Requirement Table

### Grading Criteria and Conversion:

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

### Attendance Policy:

Attendance plays a crucial role in your academic success. Please be aware that for every three unexcused absences, your class grade will be dropped by a full letter grade. I understand emergencies happen, so please ensure you provide an official written excuse for any absences. You have 1 Mental Health Day available to use but must be requested at least 1 hour before class and it can not be used during the day of an exam, quiz, presentation and final project due date.

If a student has stopped attending the course (i.e. "stopped out") at any point after the first day of class but did not officially withdraw from the course and has missed assignments and exams and performed below the grade level of a D, a grade of FN (failed-non attendance) will be assigned for the final course grade to ensure compliance with the federal Title IV financial aid regulations. In contrast, if the student has completed all assignments and exams, but performed below the grade level of a D, a grade of F will be assigned for the final course grade.

**Time Management:**

Punctuality is essential in this industry. Arriving ten minutes late to class will be considered tardy, whereas being between 11 to 15 minutes late will be marked as plain late. Anything over 15 minutes will be counted as an absence. Let's value our time together and strive to be present and engaged.

**Timely Submissions:**

Meeting deadlines is crucial in the film production world. Any work submitted after the due date will incur a 10% deduction for each day for up to three days. After three days, the assignment will not be accepted. Let's foster discipline and adhere to these submission guidelines.

Attendance: This is a face to face class.

**Missed or late assignments:**

Students are required to submit all assignments by the listed due dates. Each day an assignment is late, there will be a deduction of 10 points. If you have a medical situation, an official letter Must be provided. Assignments will not be accepted if they are more than 7 days late.

In the Film & TV Industry, your body of work and reputation is your way through the door as well as to stay working. Use this class to establish your work ethic, dependability, and a strong body of work.

## Detailed Description of Major Assignments:

Assignment Title or Grade Requirement	Description
2-Page Treatment	Student must write a 2-page Treatment for their proposed Narrative or Documentary Film Project. It is a composition of full-scenes outline put together that explains the characters, story and plot of your story. This is created from a Beat Sheet.
Shotlist, Storyboard, Schedule	Each student will breakdown their script for production by creating a shotlist, storyboards, shooting schedule, etc.
Film Budget	Each student will use a budget template to create a proposed budget for their film. Each role Above and Below the Line will get a rate (although you're not really paying them).
Editing Fundamentals (Software)	Students will learn the basics of editing software interface (Adobe Premiere and FCPX), as well as various storytelling techniques. Each student will successfully edit and organized a project in the software and edit multiple scenes together to tell a story incorporating video, sound, music, text, etc.
Midterm Exam	<b>Midterm Exam</b> Includes questions based on text, handouts, lectures, instructional videos, screenings, and demonstrations to date.
Writing a 5-10 page Dramatic, Thriller or Comedic Short	Every Student will learn the basic 3-Act structure of screenwriting, character development, plot, story arcs, conflict, etc. and will create a 5-10 page short script to be produced in this class. Even if you choose to do a documentary, a screenplay is still required as an assignment.
Class Participation & Quizzes	There will be random quizzes & assignments to measure your knowledge on what is being presented and applied. Participation is crucial to succeeding in this course.
Crew Member	Each student will work on a minimum 2 film productions as a crew member. You will either be a cinematographer, gaffer, assistant director, or sound recordist on a project that a classmate is the director/writer of.
Final Film Project (5-10 minute narrative, web series pilot or documentary)	You will shoot your script or documentary, sync sound and video clips together and creatively edit the footage into a film. Then you will build layers of Sound FX, Music, SFX, Color Grading and Credits to complete a Film. You may use Adobe Premiere in the iCloud or FCPX in the lab. I'm teaching you FCPX only.
Hard Drive	All work must be done on an external hard drive (SSD). This is a requirement for this class. Work is not to be saved on the Desktop, which is deleted twice a week. Hard drive must be brought to each class starting week 2. <b>THIS IS A MUST.</b>
1,500 word Film Analysis Paper	We will watch a film in class and you will write a 1,500 word film analysis paper discussing direction, characters, plot, structure, cinematography, set design, music, sound, conflict, climax, tone, genre and conclusion.

Detailed Description of Major Assignments Table

## Semester Calendar

**Week**

**Description**

**Week One:  
Aug. 20 - 26**

	<b>Monday - August 21</b>
<b>Topic</b>	<b>“Introduction to the Course”</b> Goals, Expectations, & Assessment of Students’ Screenwriting Skills.
<b>Reading</b>	Syllabus Review Video 1: How To Write A Short Film **Receive Vocabulary Terms for Midterm.**
<b>Assignments</b>	<b>Watch Shared short film links and be ready to discuss on next class.</b>
	<b>Wednesday - August 23</b>
<b>Topic</b>	<b>“Visual Elements and Camera Techniques”</b> Camera Lenses and Movement, Composition and Aspect Ratio, Rules of Thirds, Directors with Visual Styles.
<b>Reading</b>	Video 2: What is Juxtaposition? Video 3: 5 Techniques for Framing Cinematic Shots Video 4: 12 Cinematic Camera Movements In-Class Camera Demonstration. **Read Chapters 8-9 of Spike Lee Handbook for next class.**
<b>Assignments</b>	<b>Utilizing your cellphone, capture footage in HD 1080p of a setting that possesses the potential to serve as a captivating location for either a horror film or a romantic comedy. Within this framework, incorporate ten distinct camera movements across ten individual shots, each spanning a duration of 15 to 20 seconds. It is essential to maintain a horizontal orientation, akin to cinematic framing, as you embark on this creative endeavor. Upload each file on Canvas by Sunday Aug 28, 11:59p. That’s 10 clips.</b>
<b>Week Two: Aug 28 - Sept 1</b>	
	<b>Monday - Aug 28</b>
<b>Topic</b>	<b>“Lighting and Cinematic Mood”</b> Lighting for Emotional Impact: 3-point Lighting, Exposure & Color, Practical Light, Natural Light.
<b>Readings</b>	Video 5: Cinematic 3-Point Lighting Video 6: 5 Lighting Techniques Video 7: Using Light & Camera to Enhance the Ordinary In-Class Lighting Demonstration. <b>Ron Howard Handbook pages 15-18</b>

Assignments	Divide into four teams, and each team should choose one out of the five provided movie stills. Your task is to reenact the chosen still using three different lighting setups: 3-point lighting, natural lighting, and practical lighting. Capture footage of each setup, as we will utilize these clips in the upcoming "FCPX Part 1" class. Put footage on your external hard drive.
	<b>Wednesday - Aug 30</b>
<b>Topic</b>	<b>"Sound and Audio Techniques"</b> Recording Sound, Sound Equipment and Techniques, Sound for Tone & Emotion, Dialogue Recording and Room Tone.
<b>Readings</b>	Video 8: Recording Cinematic Audio KPVU-TV Instructional Videos for Rode Lav, Zoom Recorder, Boom Mic. E-Book Handout
Assignments	Divide into four teams and employ various audio recording tools – a boom mic, a lavalier mic, a cellphone with a baby boom attachment, a Rode mic, or a sound recorder. Your goal is to capture a 60-second conversation or VoiceOver, along with separate recordings of isolated interior and exterior sounds. Bring these files with you to our next class, where we'll explore the creative potential of these captured sounds.
<b>Week Three: Sept 3 - 9</b>	
	<b>Monday - Sept 4 (No Classes)</b>
	<b>Wednesday - Sept 6</b>
<b>Topic</b>	<b>EDITING PART I: "Editing Fundamentals and Project Setup"</b> Non-Linear Editing Explained. External Hard Drive Organization. Setting up a Library & Project. Importing footage and syncing sound. We will organized a project correctly in FCPX on your External Hard Drive using footage from the Camera, Lighting and Sound exercises.
<b>Readings</b>	Read Chapters 5-6 in Spike Lee Handbook.
Assignments	<b>Organize supplied footage. Edit supplied footage into a 2-minute scene and turn in on Canvas on Oct 13, 11:9pm.</b>  <b>Using the "Who Am I?" Template, complete profiles for your short's Protagonist and Antagonist due next class Sept 11. Please bring out a printed version. Go to Library to print. DO NOT USE CLASS TIME TO PRINT.</b>
	Final Day to Drop/Withdraw from Course(s) without Academic Record (A Financial Record will still exist) Sept 7.

<b>Week Four: Sept 10 - 16</b>	
	<b>Monday - Sept 11</b>
<b>Topic</b>	<b>SCREENWRITING PART 1: “Introduction to Screenwriting and Formatting”</b> Screenwriting Software: WriterDuet, Celtx, Studiobinder and Final Draft. Writing a Premise. Creating a Beat Sheet using the Save The Cat template. 3-Act Structure.
<b>Readings</b>	<b>Read Duffer Brothers Handbook page 1-9.</b>  Video 9: Writing a Premise Video 10: Three Act Structure Explained Video 11: 15 Story Beats
<b>Assignments</b>	<b>Write a Premise for your Short or you Documentary and bring to class on Sept. 13.</b>
	<b>Wednesday - Sept 13</b>
<b>Topic</b>	<b>SCREENWRITING PART 2: “Structure and Character Development”</b> Creating Dramatic Characters. Character Arcs. The Purpose of Conflict.
<b>Readings</b>	Read Chapters 3-4 in Ron Howard Handbook <b>Read Duffer Brothers Handbook page 10-18.</b>  Video 12: How To Create Dramatic Characters Video 13: How To Create Character Arcs
<b>Assignments</b>	<b>Watch the instructional video in the Canvas assignment and complete a 1-2 Page Treatment due Sunday, Sept 17, 11:59pm on Canvas.</b>  <b>Identify 5-10 songs that captures the tone of your film idea. Consider this your Soundtrack to your creative inspiration. Bring either Youtube links or Spotify / Apple links to class Monday, Sept 18.</b>
<b>Week Five: Sept 17 - 23</b>	
	<b>Monday - Sept 18</b>
<b>Topic</b>	<b>SCREENWRITING PART 3: “Dialogue, Exposition, and Writing Practice.</b> How To Write Dialogue. Writing Exposition. Creating Story Conflict. Writing Subtext.
<b>Readings</b>	Video 14: The Purpose of Conflict. Video15: How to create Story Conflict. Video 16: How to write dialogue <b>Read Duffer Brothers Handbook page 30-38.</b>
<b>Assignments</b>	<b>1st Draft of Screenplay or 1st Draft of Documentary Proposal due Sept 24, 11:59pm on Canvas.</b>

	<b>Wednesday - Sept 20</b>
<b>Topic</b>	<b>DIRECTING PART I: “Directing Styles, Directing Actors” Directing Actors. Scene Blocking. Directing the Camera.</b>
<b>Readings</b>	Read Chapters 6-7, 18-19 in Ron Howard Handbook Direct Two Actors in a Scene (In-Class)
<b>Assignments</b>	<b>2nd Draft of Screenplay or Documentary Proposal is due Sunday, Oct 8, 11:59pm on Canvas.</b>
<b>Week Six: Sept 24 - Sept 30</b>	
	<b>Monday - Sept 25</b>
<b>Topic</b>	<b>DIRECTING PART 2: “Selecting &amp; Working with Talent (Actors)” Breaking Down The Script. Props.</b>
<b>Readings</b>	Master Class with Natalie Portman & Samuel L. Jackson Read Chapters 7, 12-13 in Spike Lee Handbook.
<b>Assignments</b>	<b>Identify 5 songs that captures the tone of your film idea. Consider this your Soundtrack to your creative inspiration. Bring either Youtube links or Spotify / Apple links to next class Sept 27.</b>
	<b>Wednesday - Sept 27</b>
<b>Topic</b>	<b>EDITING PART 2: “Editing Techniques and Sequencing” Navigating FCPX Interface. Basic Editing Techniques. Cutting Action. Sequencing.</b>
<b>Readings</b>	Video 17: FCPX Tutorial, Principles of Editing Read Chapter 16 of Spike Lee Handbook
<b>Assignments</b>	<b>Building Production Teams: Writer/Director, Cinematographer (DP), Sound Recordist, Assistant Director (AD), Production Assistant (PA) by Oct. 2.</b>
<b>Week Seven: Oct 1 - 7</b>	
	<b>Monday - Oct 2</b>
<b>Topic</b>	<b>EDITING PART 3: “Advanced Editing Techniques and Sound Design. Color Grading. Creating Titles and Lower Thirds. Sound Design and Mixing.</b>
<b>Readings</b>	
<b>Assignments</b>	<b>Create a Look Book for your Film Project. Due in Class Monday, Oct 9.</b>

	<b>Wednesday - Oct 4</b>
<b>Topic</b>	“Indie Filmmaking Part 1”
<b>Readings</b>	Master Class with Spike Lee Read Chapters 17-18 in Spike Lee Handbook
<b>Assignments</b>	<b>Assignment: Film Budget due Wednesday, Oct 11, 11:59 pm on Canvas.</b>
<b>Week Eight: Oct 8 - 14</b>	
	<b>Monday - Oct 9</b>
<b>Topic</b>	“Indie Filmmaking Part 2”
<b>Readings</b>	Master Class with Ron Howard
<b>Assignments</b>	<b>Assignment: Shot List, Story Board &amp; Production Schedule due Oct 18, 2:00 pm on Canvas, but be ready to discuss in class.</b>  <b>Reserve Equipment on website for either an Oct. 20. Schedule your productions between Oct. 20 - 29. Everyone works on at least 2 productions.</b>
	<b>Wednesday - Oct 11</b>
<b>Topic</b>	<b>Midterm Exam</b>
<b>Readings</b>	none
<b>Assignments</b>	<b>Midterm Exam</b>
<b>Week Nine: Oct 15 - 21</b>	
	<b>Monday - Oct 16</b>
<b>Topic</b>	<b>NON CLASS FOR STUDENTS &amp; FACULTY</b>
	<b>Wednesday - Oct 18</b>
<b>Topic</b>	“Organizing Your Post-Production”
<b>Readings</b>	Read Chapters 14-15 in Spike Lee Handbook
<b>Assignments</b>	<b>Pick Up Equipment on Oct 20.</b>

<b>Week Ten: Oct 22 - 28</b>	<b>Short Film / Short Documentary Production Week</b>
	<b>Monday - Oct 23</b>
<b>Topic</b>	<b>“In-Class Film Screening for Film Analysis Paper”</b>
Readings	Video 18: How to Write A Film Analysis Paper
Assignments	<b>Film Projects Oct 23 - Oct 29. Return Equipment Monday, Oct. 30</b>
	<b>Wednesday - Oct 25</b>
<b>Topic</b>	You can Use this Class to film. Those who attend will receive Extra Credit.
Readings	
Assignments	<b>Film Projects Oct 23 - Oct 29. Return Equipment Monday, Oct. 30</b>
<b>Week Eleven: Oct 29 - Nov 4</b>	<b>HOMECOMING WEEK</b>
	<b>Monday - Oct 30</b>
<b>Topic</b>	“Start Editing Organization” Import all footage and sound. Sync footage. Construct Assembly Line.
Readings	
Assignments	<b>Show Assembly Organization on Wednesday, Nov 1.</b>
	<b>Wednesday - Nov 1</b>
<b>Topic</b>	<b>“First Editing Round Part 1”</b> One on One Editing Consultation (This Day is for up to 8 students who want specialized assistance in the Lab. All are welcome to use lab, but attendance will not be taken.
Readings	<b>Show Assembly Organization</b>
Assignments	
<b>Week Twelve: Nov 5 - 11</b>	
	<b>Monday - Nov 6</b>
<b>Topic</b>	<b>“First Editing Round Part 2”</b>
Readings	e-Book & Video Clips on Editing.
Assignments	

	<b>Wednesday - Nov 8</b>
<b>Topic</b>	<b>“First Editing Round Part 3”</b>
Readings	e-Book & Video Clips on Music and Sound Design.
Assignments	<b>Show rough cut for feedback</b>
<b>Week Thirteen: Nov 12 - 18</b>	
	<b>Monday - Nov 13</b>
<b>Topic</b>	<b>“Second Editing Round Part 1”</b>
Readings	Handouts & Video Clips on Sound Mixing.
Assignments	
	<b>Wednesday - Nov 15</b>
<b>Topic</b>	<b>“Second Editing Round Part 2”</b>
Readings	Video Clips on Titles and Lower Thirds.
Assignments	<b>1st Edit Due for Feedback.</b> <b>Film Analysis paper due on Canvas Sunday, Nov. 19, by 11:59p</b>
<b>Week Fourteen: Nov 19 - 25</b>	
	<b>Monday - Nov 20</b>
<b>Topic</b>	<b>“Third Editing Round Part 1”</b>
Readings	Video Clips on Color Grading.
Assignments	
	<b>Wednesday - Nov 22</b>
<b>Topic</b>	<b>“Third Editing Round Part 2”</b>
Readings	Video Clips on Editing.
Assignments	<b>2nd Edit Due for Feedback.</b>
	<b>Thursday - Nov 23</b>
<b>Topic</b>	Thanksgiving (School Closed Nov 23 - 25)

<b>Week Fifteen: Nov 26 - Dec 2</b>	
	<b>Monday - Nov 27</b>
<b>Topic</b>	<b>“Final Edits”</b>
Readings	
Assignments	<b>Films are due via Canvas Tuesday, 11:59 pm .</b>
	<b>Wednesday - Nov 29</b>
<b>Topic</b>	<b>“Last Day of Class - Screen Final Films on the Big Screen in Room 144”</b>
Readings	
Assignments	<b>Digital Film Portfolio Due: Final Film, Logline, Short Synopsis, Script, &amp; Budget due Dec 1 on Canvas by 5 pm.</b>
<b>Week Sixteen: Dec 3 - 6</b>	<b>FINALS WEEK</b>
	<b>Monday - Dec 4</b>
<b>Topic</b>	Final via Canvas
Readings	
Assignments	
	<b>Wednesday - Dec 6</b>
<b>Topic</b>	Finals Week. Final Grades Due for Graduating seniors

## Student Support and Success

### John B. Coleman Library

The John B. Coleman Library’s mission is to enhance the scholarly pursuit of knowledge, to foster intellectual curiosity, and to promote life-long learning and research through our innovative services, resources, and cultural programs, which support the Prairie View A&M University’s global mission of teaching, service, and research. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. [Library Website](#) Phone: 936-261-1500 Website: <https://www.pvamu.edu/library/>

### Academic Advising Services

Academic Advising Services offers students a varies services that contributes to student success and leads toward graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students get connected to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors within Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major on the [www.pvamu.edu/advising](http://www.pvamu.edu/advising). Phone: 936-261-5911

### **The University Tutoring Center**

The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC, and virtually in online sessions (<https://www.pvamu.edu/student-success/sass/university-tutoring-center/>), and through online sessions (<https://www.pvamu.edu/pvplace/>). Other support services available for students include Supplemental Instruction, Study Break, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: [pv tutoring@pvamu.edu](mailto:pv tutoring@pvamu.edu); Website: <https://www.pvamu.edu/student-success/sass/university-tutoring-center/>

### **Writing Center**

The Writing Center provides well-trained peer tutors to assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Students must register for Grammarly by using their student email address. In addition, students have access to face-to-face and virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; Website: <https://www.pvamu.edu/student-success/writing-center/>; Grammarly Registration: <https://www.grammarly.com/enterprise/signup>

### **Panther Navigate**

Panther Navigate is a proactive system of communication and collaboration between faculty, academic advisors, and students that is designed to support student success by promptly identifying issues and allowing for intervention. Panther Navigate helps students by providing a central location to schedule advising appointments, view campus resources, and request assistance. Students who recognize that they have a problem that negatively affects their academic performance or ability to continue school may self-refer an academic early alert. To do so, students will log in to Canvas and click on Student Alerts on the left sidebar within a course. Students also have the option to download the Navigate Student app. Phone: 936-261-5902; [Panther Navigate Website](#)

### **Student Counseling Services**

The Student Counseling Services offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and assists students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2<sup>nd</sup> floor; Phone: 936-261-3564; [Health & Counseling Center Website](#)  
Website: <https://www.pvamu.edu/healthservices/student-counseling-services/>

### **Office of Testing Services**

The Office of Testing Services serves to facilitate and protect the administration of educational and professional exams to aid students, faculty, staff, and the community in their academic and career goals. We provide proctoring services for individuals who need to take exams for distance or correspondence courses for another institution, exams for independent study courses, or make-up exams. In order for a proctored exam to be administered by our office, the instructor of the course must first submit the online PVAMU Testing Services – Test Proctoring Form (this form can only be completed by the instructor) to the Office of Testing Services 72 hours prior to the first exam being administered. Once the Test Proctoring Form has been submitted, the instructor will inform their testers so they can then register for an appointment with our office on one of the selected proctored exam test dates within the testing window for the exam and pay the applicable fees. To access the OTS – Test Proctoring Form, to schedule a proctored exam appointment, or to find more information about our proctoring services, please visit the [OTS – Proctoring Service website](#). Location: Wilhelmina Delco, 3<sup>rd</sup> Floor, Rm. 305; Phone: 936-261-3627; Email: [aetesting@pvamu.edu](mailto:aetesting@pvamu.edu); Website: [www.pvamu.edu/testing](http://www.pvamu.edu/testing)

### **Office of Diagnostic Testing and Disability Services**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with

disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; [Disability Services Website](#)  
Website: <https://www.pvamu.edu/disabilityservices/>

### **Center for Instructional Innovation and Technology Services (CIITS)**

Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend classes in the traditional manner. CIITS supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit [CIITS Student Website](#). or email: [ciits@pvamu.edu](mailto:ciits@pvamu.edu).  
<https://www.pvamu.edu/dlearning/distance-learning-2-2/students-2/>; Phone: 936-261-3283

### **Veteran Affairs**

Veteran Services works with student veterans, current military, and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; [Veteran Affairs Website](#) Website: <https://www.pvamu.edu/sa/departments/veteranaffairs/>

### **Office for Student Engagement**

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development, and campus governance. Location: Memorial Student Center, Rm. 221; Phone: 936-261-1340; [Student Engagement Website](#)

### **Center for Careers & Professional Development**

This center supports students through professional development, career readiness, and placement and employment assistance. The center 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 center website for information regarding services provided. Location: Anderson Hall, 2<sup>nd</sup> floor; Phone: 936-261-3570; [Center for Careers & Professional Development Website](#)

## **University Rules and Procedures**

### **Academic Misconduct**

Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional information, particularly related to a specific course, laboratory, or assignment.

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the *University Administrative Guidelines on Academic Integrity*, which can be found on the [Academic Integrity webpage](#). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the *University Administrative Guidelines on Academic Integrity*, the University Online Catalog, and the Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

Forms of Academic Dishonesty:

1. Cheating: Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher;
2. Plagiarism: Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks;
3. Collusion: When more than one student or person contributes to a piece of work that is submitted as the work of an individual;
4. Conspiracy: Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and
5. Multiple Submission: Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

PVAMU's General Statement on the Use of Generative Artificial Intelligence Tools in the Classroom  
Generative Artificial Intelligence (GAI), specifically foundational models that can create writing, computer code, and/or images using minimal human prompting, are increasingly becoming pervasive. Even though ChatGPT is one of the most well-known GAIs currently available, this statement includes any and all past, current, and future generations of GAI software. Prairie View A&M University expects that all work produced for a grade in any course, be it face-to-face or virtual, will be the sole product of a student's endeavors to meet those academic goals. However, should an instructor permit their students to use artificial intelligence as a resource or tool, students must not substitute the substance of their original work with the results of using such GAI tools. This clearly violates the [University's Administrative Guidelines on Academic Integrity](#) and its underlying academic values.

#### Nonacademic Misconduct

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 ability 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. The Office of Student Conduct will adjudicate such incidents under nonacademic procedures.

#### Sexual Misconduct

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance ([titleixteam@pvamu.edu](mailto:titleixteam@pvamu.edu)) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator, Dr. Zakiya Brown, at 936-261-2144 or [titleixteam@pvamu.edu](mailto:titleixteam@pvamu.edu). More information can be found at [Title XI Website](#), including confidential resources available on campus.

#### Protections and Accommodations for Pregnant and Parenting Students

The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex, sexual orientation, and gender identity in education programs or activities that receive federal financial assistance. This protection includes those who may be pregnant and parenting. Title IX states: "No person in the United States shall, on the basis of

sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” Students seeking accommodations related to pregnancy or parenting should contact the Office of Title IX for information, resources, and support at [titleixteam@pvamu.edu](mailto:titleixteam@pvamu.edu). Additional information and/or support may be provided by the Office of Disability Services or the Office of the Dean of Students.

#### Non-Discrimination Statement

Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The University is committed to supporting students and complying with The Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109, or by phone at 936-261-1744 or 1792.

#### Class Attendance Policy (See the University Online Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports the 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 the Internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in the 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.

#### Makeup Work for Legitimate Absences

Prairie View A&M University recognizes that there are a variety of legitimate circumstances in which students will miss coursework and that accommodations for makeup work will be made. If a student's absence is **excused**, the instructor must either provide the student an opportunity to make up any quiz, exam, or other work contributing to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. Students are encouraged to work with instructors to complete makeup work before known scheduled absences (University-sponsored events, administrative proceedings, etc.). Students are responsible for planning their schedules to avoid excessive conflicts with course requirements.

#### Absence Verification Process

All non-athletic absences (e.g., Medical, Death/Funeral, Court/Legal-related, etc.) for which a student seeks to obtain a valid excuse must be submitted to the Dean of Students/Office of Student Conduct, with supporting documentation, for review and verification. Please use the [Online Reporting Forms](#) to access/complete/submit the *Request for a University Excused Absence* form for an excuse. Upon receipt, a staff member will verify the documentation and provide an official university excuse, if applicable. The student is responsible for providing the official university excuse issued by the Office for Student Conduct to the professor(s). Questions should be directed to the Dean of Students via email: [deanofstudents@pvamu.edu](mailto:deanofstudents@pvamu.edu) or phone: (936) 261-3550 or Office for Student Conduct via email: [studentconduct@pvamu.edu](mailto:studentconduct@pvamu.edu) or phone: (936) 261-3524.

#### Student Academic Appeals Process

Authority and responsibility for assigning grades to students rest with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Online 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 10 or later version; Mac with OS Catalina
- Smartphone or iPad/tablet with wi-fi\*
- High-speed internet access
- 8 GB memory
- Hard drive with 320 GB storage space
- 15" monitor, 1024 x 768, color
- Speakers (internal or external)
- Microphone and recording software

- Keyboard & mouse
- Most current version of Google Chrome, Safari, or Firefox

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

\* Some courses may require remote proctoring. At this time only Chromebooks, laptops, and desktops running Windows or Mac work with our proctoring solution, but iPads are not compatible. Most other applications will work with Android or Apple tablets and smartphones.

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

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

*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 discussion boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you." Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post, and the message might be taken seriously or sound offensive.

Video Conferencing Etiquette

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

Technical Support

Students should go to [Password Reset Tool](#) if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services at 936-261-3283 or email [ciits@pvamu.edu](mailto:ciits@pvamu.edu).

Communication Expectations and Standards

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can occur in a seminar fashion. The use of the discussion board will accomplish this. The instructor will determine the exact use of discussion boards.

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

COVID-19 Campus Safety Measures

In accordance with the latest guidelines from the PVAMU Health Services, the following measures are in effect until further notice.

- Students who are ill will be asked to adhere to best practices in public health, such as masking, handwashing, and social distancing, to help reduce the spread of illness across campus.
- Mandatory self-reporting will no longer be required by students. Students will be responsible for communicating with their professors regarding COVID, similarly to any other illness.
- There will be no mandatory isolation. Students who are too ill to engage in classroom activities will be

responsible for securing the appropriate documentation to support the absence.

- Students who self-isolate will be responsible for communicating with their professors and securing an excuse from Student Conduct.
- All students will have access to [TimelyCare](#), a telehealth platform that provides virtual medical care 24/7 and by appointment in the Student Health Clinic. Students are encouraged to enroll with TimelyCare at the beginning of the semester, at [timelycare.com/pvamu](https://timelycare.com/pvamu).
- Students will have access to COVID testing in the Student Health Clinic by appointment. Testing is for students who are symptomatic ONLY.