BIOL 1102 Biology Seminar  
Fall 2021

Instructor: Charcacia T. Sanders, PhD
Section # and CRN: Section: P02 and CRN: 17935
Office Location: Physical Location: Elmer E. O'Banion Science Building, Rm 430R
Office Phone: (936) 261-3162
Email Address: ctsanders@pvamu.edu
Office Hours: Mondays 9:00 am – 11:00 am and Fridays 10:30 am – 2:30 pm Appointment Only
Mode of Instruction: Face to Face

Course Location: Lecture: E E O'Banion Science Bldg Room 103
Class Days & Times: 4:00 pm – 4:50 pm

Catalog Description: Seminar (1-0) credit 1. Discussion and presentations of current biological topics by students, faculty and guest lecturers.

Prerequisites: None
Co-requisites: None


Recommended Text(s):

Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Program Learning Outcome #</th>
<th>Core Curriculum Outcome Alignment</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
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<tr>
<td>1</td>
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This syllabus is subject to change at the discretion of the instructor

### Major Course Requirements

#### Method of Determining Final Course Grade

<table>
<thead>
<tr>
<th>Course Grade Requirement</th>
<th>Value</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>15 Quizzes (5 points each)</td>
<td>75</td>
</tr>
<tr>
<td>Success Journals</td>
<td>32 Success Journals</td>
<td>160</td>
</tr>
<tr>
<td>6 Study Skills Activities: “Do One Different Thing This Week”</td>
<td>6 Study Skills Activities</td>
<td>90</td>
</tr>
<tr>
<td>Final Essay</td>
<td>1 Essay</td>
<td>75</td>
</tr>
<tr>
<td>Career Plan Project</td>
<td>1 Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Attendance</td>
<td>13 sessions (10 points each)</td>
<td>130</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>630</strong></td>
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</table>

#### FINAL GRADE

Grading Criteria and Conversion:

- A = 90% to 100%
- B = 80% to 89%
- C = 70% to 79%
- D = 60% to 69%
- F = 0% to 59%

Detailed Description of Major Assignments:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Description:</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>QUIZZES</strong></td>
<td>To encourage and reward your preparation for active participation at every class, 15 unannounced quizzes on the readings will be given. If you have read the assignment and completed your journal entry, you should have no trouble earning the maximum points (5) for each quiz. No quiz may be made up.</td>
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</tr>
<tr>
<td><strong>SUCCESS JOURNALS</strong></td>
<td>Your Success Journals provide an opportunity to explore your thoughts and feelings as you experiment with the success strategies presented in <em>On Course</em>. During this semester, you will write journal entries from our textbook. These entries will be written outside of class.</td>
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<tr>
<td><strong>6 STUDY SKILLS ACTIVITIES: “DO ONE DIFFERENT THING THIS WEEK”</strong></td>
<td>The creation of each Study Skills Activity will provide an opportunity to do one different thing for a week, something you have never done before. This experiment will help you determine the most effective way for you to deepen your learning in college and beyond, as well as raising your grades!</td>
<td></td>
</tr>
<tr>
<td><strong>CAREER PLAN PROJECT</strong></td>
<td>Students will complete a project to learn about themselves, explore, dream, and reach goals</td>
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</tbody>
</table>

### Course Procedures or Additional Instructor Policies

**Taskstream**

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. One of your assignments may be required to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. If applicable, more information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

1. **DIVERSITY STATEMENT:** The Department of Biology values the perspectives of individuals from all backgrounds, reflecting our students’ diversity. We broadly define diversity as race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. We strive to make this classroom and this department an inclusive space for all students.

2. **MINIMUM TECHNOLOGY REQUIREMENTS:** Students are required to maintain to have access to the following:
   A. A computer (desktop/laptop) or mobile device (tablet) that is less than five years old
B. Speakers/headphones/earbuds for listening to audio or videos presented in courses. Webcam for interacting in course activities that require video feedback from students (such as VoiceThread), video test proctoring (such as Proctorio), or other third-party tools.
C. An Internet Browser, such as Mozilla Firefox and Google Chrome preferred.
D. Adobe Acrobat Reader (latest version) - Download.
E. A stable high-speed Internet connection

III. **CLASS FORMAT:** The class instructor facilitates a synchronous, face-to-face course. This class requires student participation and demonstrations. The instructor will ask students questions, present problems to solve, and use audiovisuals to demonstrate concepts. The expectation is students are prepared to actively participate in class to demonstrate their knowledge of biological concepts.

IV. **MATERIALS:** Students are required to maintain a folder with all class notes, handouts, and reports. You will also need access to a reliable internet connection and a computer.

V. **SUBMITTING ASSIGNMENTS:** All assignments must be submitted in class, online via Canvas, or Mastering Biology. The instructor will not accept any assignments via email unless prior arrangements are made.

VI. **MAKE-UP ASSIGNMENTS:** You are required to complete assignments as scheduled with the rest of your class. No make-up will be given automatically. Suppose you cannot complete an assessment during the scheduled time. In that case, you must contact the instructor immediately to discuss your options. The instructor will take into account the reasons for the missing assessments. The instructor will score the make-up within 24 hours of missing the assessments. The make-up must be taken within 72 hours after the assessments have been administered. Make-ups will be given in a free-response format during a designated day and time at the instructor’s discretion.

Do not assume that you are eligible to take a make-up. It is up to the instructor to decide if a student is eligible for a make-up pending the submission of the appropriate documentation. Appropriate documentation must be supplied before any make-up will be scored (please discuss with the instructor what is considered proper documentation).

If a student does not appear at the prearranged time or meet the prescribed deadline for makeup work, they forfeit their rights for the makeup of that work and will receive a grade of zero.

VII. **LATE WORK:** Any assignment not submitted by the due date will receive a late penalty of 20% per day.

VIII. **CLASS ATTENDANCE:** Success in this course is dependent on your active participation and engagement throughout the course. As such, students must complete all assignments by the due date and actively participate in class discussions. Students are expected to:

- Log onto Canvas at least two times a week – on different days to complete weekly assignments and other weekly deliverables as directed by the instructor and outlined in the syllabus
- Participate in the weekly activities; this means that, in addition to attending the scheduled meetings, students are expected to participate in class discussions and class activities actively.

Your attendance will be taken in the form of your participation during class meetings. Attendance in this class is crucial to your success in this class and the success of the entire class. This course is designed to be interactive and student-centered.

In case of absence, it is the student's responsibility to contact the instructor.

Excused absences will only be considered under extenuating circumstances and at the instructor's discretion. Extenuating circumstances include sickness requiring hospitalization (not doctor’s appointments), death of an immediate family member (parent, sibling, spouse, and children), military obligations, and religious holidays (which requires a written notice to be provided to the instructor no later than the second-class meeting of the semester). Official documentation must be provided for an excused absence (i.e., medical paperwork, a funeral acknowledgment in a newspaper).
IX. **CLASS CONDUCT:** It is the instructor's goal to maintain the integrity of the course and an environment conducive to learning. Students are expected to follow the Prairie View A&M University Code of Student Conduct and adhere to the course procedures and policies.

A. **Academic Dishonesty:** No cheating on exams, quizzes, reports, or any graded activity. Cheating will result in a grade of zero.

B. **Online Etiquette:** It is essential to recognize that Canvas is an extension of the classroom, and certain behaviors are expected when you communicate with your peers and your instructors. These guidelines for online conduct and interaction are known as netiquette. Please review the "NETIQUETTE GUIDE FOR ONLINE COURSES" posted on Canvas to familiarize yourself with the proper netiquette for this course.

X. **ASSIGNMENT FOLLOW-UP:** All automatically graded assignments will be available for review after the work is completed, except for exams and extra credit writing assignments. Assignments with open-ended responses will receive a grade and instructor feedback within a week after the due date.

To review assignments that are not available to view online, you must set up an appointment during the instructor's office hours. Students will have seven days after the assignment grade has been posted to discuss their performance on the assignment with the instructor. After the 7-day follow-up period, students will forfeit the opportunity to discuss the work with the instructor.

XI. **COMMUNICATION:** My primary means of communication with you will be through the email address listed in this syllabus and email messaging via Canvas. Do not expect instantaneous replies and responses. You can expect a response to communications within 48 hours Monday – Friday from 9:00 am – 5:00 pm.

I expect you to check your PVAMU student email account and Canvas Inbox daily and use these systems as your primary mode of communication with me. Failure to keep up with email communications from me will solely be your responsibility as the student. Only email me from your PVAMU student email account. In the email's subject line, please write the course code and term in the following format: BIOL 1102 Fall 2021. Any email that does not have the proper subject line will possibly be overlooked and receive a delayed response.

If a student’s parent or guardian requests a meeting with the instructor, the student, and a biology faculty member must be present.

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. Website: [https://www.pvamu.edu/library/](https://www.pvamu.edu/library/); Phone: 936-261-1500

**Academic Advising Services**
Academic Advising Services offers students a variety of services that contribute to student success and leads towards 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 with Academic Advising Services are available to all students. We are located across campus. Find your advisor’s location by academic major at [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, in virtual face-to-face 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: pytutoring@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

Academic Early Alert
Academic Early Alert is a proactive system of communication and collaboration between faculty, academic advisors, and PVAMU students that is designed to support student success by promptly identifying issues and allowing for intervention. Academic Early Alerts help students by providing a central location to schedule advising appointments, view advisor contact information, and request assistance. Students who recognize that they have a problem that is negatively affecting their academic performance or ability to continue school may self-refer an Academic Early Alert. To do so, students will log in to PV Place and click on Academic Early Alert on the left sidebar. Phone: 936-261-5902; Website: https://www.pvamu.edu/student-success/early-alert/

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 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, 2nd floor; Phone: 936-261-3564; Website: https://www.pvamu.edu/healthservices/student-counseling-services/

Office of Testing Services
Testing Services serves to create opportunities by offering a suite of exams that aid in the students' academic and professional success. Currently, we administer entrance (HESI A2), college readiness (TSI assessment), Prior Learning (CLEP, DSST), and proctored exams. Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; Website: 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; 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 college in the traditional manner. The Center for Instructional
Innovation and Technology Services (CITS) supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit: https://www.pvamu.edu/dlearning/distance-learning-2-2/students-2/; Phone: 936-261-3283

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. 102; Phone: 936-261-3563; 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; Website: https://www.pvamu.edu/studentengagement/

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: Anderson Hall, 2nd floor; Phone: 936-261-3570; Website: https://www.pvamu.edu/careerservices/

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.

**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 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. 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) 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 at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at www.pvamu.edu/titleix, including confidential resources available on campus.

**Pregnancy, Pregnancy-related, and Parenting Accommodations**
Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related conditions, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Disability Services or the Dean of Students’ Office for additional information and to request accommodations.

**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.

**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 High Sierra*
- 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, or Firefox

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

* Smartphones, Google Chrome books, and Android tablets may not be supported. iPads are the only tablets supported.

**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

**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 [https://mypassword.pvamu.edu/](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 Center for Instructional Innovation and Technology Services at 936-261-3283 or email 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 [NOTE: Delete this section when the COVID-19 pandemic is over]

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, PVAMU has adopted policies and practices to limit virus transmission.

- **Self-monitoring** - Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.

- **Face Coverings** - Face coverings (cloth face covering, surgical mask, etc.) are recommended in classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource, and support offices, and outdoor spaces where 6 feet of physical distancing is challenging to maintain reliably.

- **Physical Distancing** - Physical distancing should be maintained between students, instructors, and others in course and course-related activities where possible.

- **Personal Illness and Quarantine** - Students required to quarantine are to participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities. Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence. To receive an excused absence, students must provide appropriate documentation to the Office for Student Conduct, studentconduct@pvamu.
Welcome! My goal in this course is to offer you one of the most valuable learning experiences of your entire life. And I need your full cooperation to make it work!

Course Purpose: This course is designed to help you create greater success in college and in life. In the coming weeks, you will learn many proven strategies for creating greater academic, professional, and personal success. We will use guided journal writings to explore these strategies, and as a bonus, you will learn to express yourself more effectively in writing. In addition, we will explore the strategies through classroom activities that are designed to be engaging and enlightening. You may never again have an opportunity quite like this one to discover how to create a rich, personally fulfilling life. I urge you to make the most of this extraordinary opportunity! If you do, you will dramatically change the outcome of your life—for the better!

Course Objectives: In this course, you will learn to . . .

1. Take charge of your life. You will learn how to take greater personal responsibility, gaining more control over the outcomes and experiences that you create both in college and in life.
2. Increase self-motivation. You will learn to create greater inner motivation by, among other things, discovering your own personally meaningful goals and dreams.
3. Improve personal self-management. You will learn numerous strategies for taking control of your time and energy, allowing you to move more effectively and efficiently toward the accomplishment of your goals and dreams.
4. Develop interdependence. You will learn how to develop mutually supportive relationships with people who will help you achieve your goals and dreams as you assist them to achieve theirs.
5. Increase self-awareness. You will learn how to understand and revise your self-defeating patterns of behavior, thought, and emotion as well as your unconscious limiting beliefs.
6. Maximize your learning. You will learn key research on how the human brain learns. You will apply this knowledge to develop your own learning system, giving you the keys to learning important course content in college as well as becoming a more effective lifelong learner.
7. Develop emotional intelligence. You will learn effective strategies for managing your emotional life, decreasing stress while increasing your inner sense of well-being and happiness.
9. Write more effectively. You will learn how to improve your writing skills through the extensive writing practice offered by your guided journal entries.
10. Improve creative and critical thinking skills. You will learn how to enhance the thinking skills essential for analyzing and solving problems in your academic, professional, and personal lives. You will also develop reasoning skills that will help you both construct persuasive arguments and deconstruct illogical arguments intended to persuade you to think or act against your own best interest.
11. Master effective study skills. You will learn how to raise your grades in college by improving essential skills such as reading, taking notes, studying, memorizing, taking tests and writing essays.
12. Manage your money. You will learn helpful techniques for increasing your income (including gaining more financial aid for college) and decreasing your expenses.

Course Supplies:

2. String-bound composition notebook or computer journal (with entries emailed to your instructor as attachments and then printed and stored in a three-ring binder)
Method: By reading *On Course* (our textbook), you’ll learn empowering strategies that have helped others create great success. By keeping a guided journal, you’ll discover how to apply these success strategies to achieve your own goals and dreams. By participating in class activities and focused conversations and by completing a course project, you will further improve your ability to stay on course to your success. When you make these new strategies your own through application, you’ll have the ability to dramatically improve the outcome of your life—academically, professionally, and personally.

**Course Grades:**

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 360–400</td>
</tr>
<tr>
<td>B = 320–359</td>
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<tr>
<td>C = 280–319</td>
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<tr>
<td>D = 240–279</td>
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<tr>
<td>E = 238 or below</td>
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</tbody>
</table>

**Course Projects:**

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 15 Quizzes (5 points each) 75</td>
</tr>
<tr>
<td>2. 32 Success Journals (5 points each) 160</td>
</tr>
<tr>
<td>3. 6 Study Skills Activities: “Do One Different Thing This Week” (15 points each) 90</td>
</tr>
<tr>
<td>4. 1 Final Essay 75</td>
</tr>
<tr>
<td>Total Possible Points 400</td>
</tr>
</tbody>
</table>

Each of these four components of your grade is explained below.

**1. Quizzes (75 Possible Points)**

This is a course for students who choose to be successful in college and in life. One of the most important factors of success in any endeavor is consistent and active participation. To encourage and reward your preparation for active participation at every class, 15 unannounced quizzes on the readings will be given. If you have read the assignment and completed your journal entry, you should have no trouble earning the maximum points (5) for each quiz. **No quiz may be made up.**

Great success is created one small step at a time. Each time that you earn your quiz points you take an important step toward your success in this course . . . and in life!

**2. Success Journals (160 Possible Points)**

Your Success Journals provide an opportunity to explore your thoughts and feelings as you experiment with the success strategies presented in *On Course*. By carefully examining each strategy in your journal, you will discover which ones will assist you to create a rich, personally fulfilling life. Although I will be collecting your journals and looking through them, write your journal for yourself, not for me. Your journal entries may occasionally be read by your classmates.

Journal Writings: During this semester, you will write 32 numbered journal entries from our textbook. These entries will be written outside of class. Additionally, you will write occasional lettered journal entries based on class activities. These journal entries will be written in class. At various times, you may have an opportunity to read a journal entry to one or more classmates. **THEREFORE, PLEASE BRING YOUR TEXTBOOK AND JOURNAL TO EVERY CLASS.**
Note: If you wish, you may write the first draft of journal entries on loose sheets of paper, but all journal entries must be written in the composition notebook when it is handed in for evaluation. Or if you choose to write your journal on a computer, you will print hard copies of all entries and bring them to class neatly organized in a three-ring binder. This requirement will assure that none of your entries gets lost. At the end of this semester, you will have your entire journal to keep for years to come. Many students come to regard their personal journal as one of their most valued possessions.

Journal Evaluations: Journals are due weekly. It is not my intention to read every journal entry you write. Instead, I will look through your journal entries to verify the completion of each assignment and to give credit for a job well done. I read occasional journal entries to get a sense of the issues you are working on. With this knowledge, I can be of greater assistance to you this semester. If you want my comment on a specific journal entry, please let me know with a note in your journal.

Journal Points: Each journal entry will be awarded up to 5 points. Thus, all 32 journal entries will be worth a possible total of 160 points. A journal entry will be awarded the maximum of 5 points if it fulfills the following two criteria:

1. The entry is **complete** (all steps in the directions have been responded to), and
2. The entry is **written with high standards** (an obvious attempt has been made to **Dive Deep**).

Grammar, spelling, and punctuation will NOT be factors in awarding points in this journal. You are free to express yourself without concern for Standard English conventions.

3. **Study Skills Activities: “Do One Different Thing This Week” (90 Possible Points)**

You will complete a Study Skills Activity for the following six topics:

- Reading
- Taking Notes
- Organizing Study Materials
- Rehearsing and Memorizing Study Materials
- Taking Tests
- Writing

The creation of each Study Skills Activity will provide an opportunity to do one different thing for a week, something you have never done before. This experiment will help you determine the most effective way for you to deepen your learning in college and beyond, as well as raising your grades!

Each of your Study Skills Activities can earn up to 15 points; thus, all six plans will be worth a possible total of 90 points. To complete each plan, simply choose one new study skill with which you will experiment, track your choices for a week, and then answer the three questions provided, diving deep to squeeze the most value from your experience.

4. **Final Essay (75 Possible Points)**

As your final project, you will choose one of the two following topics and write an essay.

**OPTION 1: ONE STUDENT’S STORY**

In this essay, you will relate the story of how you used a specific On Course strategy to overcome an obstacle to your success in college or in life. Use the “One Student's Story” essays in our textbook as models of how to write your story. If
your essay is done well, your instructor may submit it to the On Course Essay Contest. Winning entries will be published in the next edition of the On Course text to inspire future students. Winning entries will also be awarded a $100 prize. Full directions for writing this essay can be found at oncourseworkshop.com/course-textbook/essay-contest. An “A” paper will . . .

1. Explain a specific obstacle the writer faced.
2. Describe the specific On Course strategy used to overcome the specific obstacle.
3. Present the outcome of using the specific On Course strategy to overcome the specific obstacle the writer faced.
4. Show a commitment to excellence in preparation, including professional appearance and a command of Standard English.

**OPTION 2: PERSONAL PHILOSOPHY OF SUCCESS ESSAY**

In this essay, you will present your own Personal Philosophy of Success, identifying the On Course success principles and strategies that you will use for years to come. This essay is your opportunity to write the script that will keep you on course to a rich, personally fulfilling life! An “A” paper will . . .

1. Offer the writer’s personal definition of success.
2. Demonstrate the writer’s careful consideration of three or more On Course success principles and strategies that he or she will use to achieve success.
3. Contain extensive and specific support (examples, experiences, evidence, and explanation) for each strategy.
4. Show a commitment to excellence in preparation, including professional appearance and a command of Standard English.

**Course Rules for Success**

To create the very best environment for supporting your success and the success of your classmates, this course has three important rules. The more challenging these rules are for you, the more value you will experience by adopting them. By choosing to follow these three rules, you are choosing to be successful not only in this course but in your life. These rules will support your success in every goal you pursue!

1. **Show up!** To support my success, I choose to attend every scheduled class period in its entirety.
2. **Do the work!** To support my success, I choose to do my very best work in preparing all of my assignments and hand them in on time.
3. **Participate actively!** To support my success, I choose to stay focused and involved in every class session, offering my best comments, questions, and answers when appropriate.

**Schedule #1 of Assignments**

REMINDER: Fifteen unannounced quizzes will be given. No quizzes may be made up. The following assignments are due at the first class of the week in which they are due. Please bring your textbook and journal to every class.

**Week 1:**

- Read “College Smart-Start Guide” and “Money Matters”
- Read “Becoming An Active Learner” in A Toolbox for Active Learners. (including self-assessment)
Week 2:

Read “Reading” in A Toolbox for Active Learners

Do “Reading: Do One Different Thing This Week” Written report due next week

Read “Taking Notes” in A Toolbox for Active Learners

Do “Taking Notes: Do One Different Thing This Week” Written report due next week

Week 3:

Turn in Written Report: “Reading: Do One Different Thing This Week”

Turn in Written Report: “Taking Notes: Do One Different Thing This Week”

Read “Organizing Study Materials” in A Toolbox for Active Learners

Do “Organizing Study Materials: Do One Different Thing This Week” Written report due next week

Read “Rehearsing and Memorizing Study Materials” in A Toolbox for Active Learners

Do “Rehearsing and Memorizing Study Materials: Do One Different Thing This Week” Written report due next week

Week 4:

Turn in Written Report: “Organizing Study Material: Do One Different Thing This Week”

Turn in Written Report: “Rehearsing and Memorizing Study Material: Do One Different Thing This Week”

Read “Taking Tests” in A Toolbox for Active Learners

Do “Taking Tests: Do One Different Thing This Week” Written report due next week

Read “Writing” in A Toolbox for Active Learners

Do “Writing: Do One Different Thing This Week” Written report due next week

Week 5:

Turn in Written Report: “Taking Tests: Do One Different Thing This Week”

Week 6:

Turn in Written Report: “Writing: Do One Different Thing This Week”

Week 7:

Read/Write Journal 1: “Understanding the Culture of Higher Education”

Week 8:

Read/Write Journal 2: “Understanding the Expectations of College and University Educators”

Read/Write Journal 3: “Understanding Yourself” (including self-assessment)

Read “Soft Skills at Work”

Read/Write Journal 4: “Adopting a Creator Mindset”

Read/Write Journal 5: “Mastering Creator Language”

Read/Write Journal 6: “Making Wise Decisions”

Read “Personal Responsibility at Work”

Read/Write Journal 7: “Believing in Yourself—Change Your Inner Conversation”

Read/Write Journal 8: “Creating Inner Motivation”

Read/Write Journal 9: “Designing a Compelling Life Plan”

Read/Write Journal 10: “Committing to Your Goals and Dreams”

Read “Self-Motivation at Work”

Read/Write Journal 11: “Believing in Yourself—Write a Personal Affirmation”

Week 9:

Read/Write Journal 12: “Acting on Purpose”

Read/Write Journal 13: “Creating a Leak-Proof Self-Management System”

Read/Write Journal 14: “Developing Self-Discipline”

Read “Self-Management at Work”

Week 10:

Read/Write Journal 15: “Believing in Yourself—Develop Self-Confidence”

Read/Write Journal 16: “Creating a Support System”

Read/Write Journal 17: “Strengthening Relationships with Active Listening”
Week 11:  
Read/Write Journal 18: “Respecting Cultural Differences”
Read “Interdependence at Work”
Read/Write Journal 19: “Believing in Yourself—Be Assertive”
Read/Write Journal 20: “Recognizing When You Are Off Course”

Week 12:  
Read/Write Journal 21: “Identifying Your Scripts”
Read/Write Journal 22: “Rewriting Your Outdated Scripts”
Read “Self-Awareness at Work”
Read/Write Journal 23: “Believing in Yourself—Write Your Own Rules”

Week 13:  
Read/Write Journal 24: “Developing a Learning Orientation to Life”
Read/Write Journal 25: “Discovering Your Preferred Ways of Learning”
Read/Write Journal 26: “Employing Critical Thinking”
Read “Lifelong Learning at Work”

Week 14:  
Read/Write Journal 27: “Believing in Yourself—Develop Self-Respect”
Read/Write Journal 28: “Understanding Emotional Intelligence”
Read/Write Journal 29: “Reducing Stress”

Week 15:  
Read/Write Journal 30: “Increasing Happiness”
Read “Emotional Intelligence at Work”
Read/Write Journal 31: “Believing in Yourself—Develop Self-Acceptance”
Read/Write Journal 32: “Planning Your Next Steps”

Turn in Final Essay