



[BIOL 1502 General Biology

Spring Semester, 2024 Lecture section # P01 and CRN 23192, Lab section # P61 and CRN 23205]

Instructor:	Dr. George E. Brown		
Section # and CRN:	Lecture section # P01 and CRN 23192, Lab section # P61 and CRN 23205		
Office Location:	430F E. E. O'Banion Science Building		
Office Phone:	936-261-3161		
Email Address:	gebrown@pvamu.edu		
Office Hours:	Monday, Wednesday, Friday following lecture by appointment 9:00 a. m. to 9:50 a. m. Tuesdays and Thursdays following lab-class by appointment 11:50 a.m. to 12:30 p. m.		
Mode of Instruction:	[Face to Face instruction requires students to be present in the classroom for exams and active learning to pass this course]		
Course Location:	Lecture classroom A103 on 1 st floor, west wing of E. E. O'Banion Science Building. Lab classroom 315 3 rd Floor of E. E. O'Banion Science Building.		
Class Days & Times:	Lecture occurs on MWF 8:00 a. m. to 8:50 a. m. Laboratory class occurs on Tuesdays and Thursdays 8:00 a. m. to 9:50 a. m.		
Catalog Description:	[Genetic variability, and origins of diversity of organisms]		
Prerequisites:	[Successful completion and passage with academic credit of BIOL 1501 General Biology course designed for Biology majors and minors] Students should earn a passing grade in BIOL 1501 before enrolling in this BIOL 1502 course.		
Co-requisites:	[Students are required to co-enroll in BIOL 1502 General Biology Lab section # P61 CRN # 23205, because General Biology is a combined lecture-laboratory course for five credit hours. Students must be enrolled in both the lecture and laboratory sections to earn the one grade for the course.]		
Required Text(s):	Campbell Biology, 12 th edition, by Lisa A. Urry, Michael L. Cain, Steven A. Wasserman, Peter V Minorsky, and Rebecca B. Orr ISBN-10: 0-135-18874-1 or ISBN 13: 978-0-135-18874-3 Rental edition		
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Student Learning Outcomes:			
	Upon successful completion of this course, students should be able to:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	Demonstrate understanding of the use of scientific methods employed in the conduct of laboratory investigations by: Planning and implementing investigative procedures including asking questions, formulating testable hypotheses, and the use of required instruments and technology.	All core outcomes 1, 2, 3, 4	1.Critical Thinking 2.Communication 3.Problem solving 4.Personal and social responsibility

	Understanding how to collect data, organize it, analyze it, evaluate, make inferences, and predict trends. Communicate valid conclusions in required presentations.		
2	Demonstrate understanding of biological laboratory investigations, using safe, environmentally appropriate, and ethical practices.	All core outcomes 1, 2, 3, 4	1.Critical Thinking 2.Communication 3.Problem solving 4.Personal and social responsibility
3	Demonstrate critical thinking and scientific problem solving to draw conclusions about evidence presented in the required textbook	All core outcomes 1, 2, 3, 4	1.Critical Thinking 2.Communication 3.Problem solving 4.Personal and social responsibility
4	Describe meiosis and sexual life cycles (Chapter 13 page 254). Demonstrate how offspring acquire genes from parents by inheriting chromosomes. Describe how fertilization and meiosis alternate in sexual life cycles. Explain how meiosis reduces the number of chromosomes sets from diploid to haploid. Demonstrate how genetic variation produced in sexual life cycles contributes to evolution.	All core outcomes 1, 2, 3, 4	1.Critical Thinking 2.Communication 3.Problem solving 4.Personal and social responsibility
5	Demonstrate an understanding of how Mendelian laws govern inheritance (Chapter 14 page 269). Describe how Mendel used the scientific approach to identify two laws of inheritance. Explain how probability laws govern Mendelian inheritance. Demonstrate how inheritance patterns are more complex than predicted by simple Mendelian genetics. Describe how many human traits follow Mendelian patterns of inheritance.	All core outcomes 1, 2, 3, 4	1.Critical Thinking 2.Communication 3.Problem solving 4.Personal and social responsibility
6	Demonstrate an understanding of the chromosomal basis of inheritance (Chapter 15 page 294) in the following ways: Describe how Morgan showed that Mendelian inheritance has its physical basis in the behavior of chromosomes. Explain how sex-linked genes exhibit unique patterns of inheritance. Demonstrate how linked genes tend to be inherited together because they are located near each other on the same chromosome. Describe how alterations of chromosome number or structure cause some genetic disorders. Explain how some inheritance patterns are exceptions to standard Mendelian inheritance.	All core outcomes 1, 2, 3, 4	1.Critical Thinking 2.Communication 3.Problem solving 4.Personal and social responsibility
7	Explain the following concepts of molecular basis of inheritance (Chapter 16, page 314): Demonstrate how DNA is the genetic material. Explain how many proteins work together in DNA replication and repair. Describe how each chromosome consists of a DNA molecule packed together with proteins.	All core outcomes 1, 2, 3, 4	1.Critical Thinking 2.Communication 3.Problem solving 4.Personal and social responsibility

8	<p>Demonstrate Knowledge of gene expression from gene to protein (Chapter 17 page 335) in the following ways: Explain how genes specify proteins via transcription and translation. Describe the details of how translation is the DNA-directed synthesis of RNA. Demonstrate how eukaryotic cells modify pre-RNA after transcription. Explain the details of how translation is the RNA-directed synthesis of a polypeptide. Describe how mutations of one or a few nucleotides can affect protein structure and function.</p>	All core outcomes 1, 2, 3, 4	Critical Thinking Communication Problem Solving Personal and Social Responsibility
9	<p>Demonstrate Knowledge of the regulation of gene expression (Chapter 18 page 365). Describe how bacteria often respond to environmental change by regulating transcription. Explain how eukaryotic gene expression is regulated at many stages. Demonstrate how noncoding RNAs play multiple roles in controlling gene expression. Describe how a program of differential gene expression leads to the different cell types in a multicellular organism. Explain how cancer results from genetic changes that affect cell cycle control.</p>	All core outcomes 1, 2, 3, 4	Critical Thinking Communication Problem Solving Personal and Social Responsibility
10	<p>Demonstrate an understanding the science of viruses (Chapter 19 page 398). Describe how a virus consists of a nucleic acid surrounded by a protein coat. Explain how viruses replicate only in host cells. Demonstrate how viruses and prions are formidable pathogens in animals and plants.</p>	All core outcomes 1, 2, 3, 4	Critical Thinking Communication Problem Solving Personal and Social Responsibility
11	<p>Demonstrate an understanding of DNA tools and biotechnology (Chapter 20 page 415). Understand DNA sequencing and DNA cloning are valuable tools for genetic engineering and biological inquiry. Explain how biologists use DNA technology to study gene expression and function. Describe how cloned organisms and stem cells are useful for basic research and other applications. Explain how the practical applications of DNA-based biotechnology affect our lives in many ways.</p>	All core outcomes 1, 2, 3, 4	Critical Thinking Communication Problem Solving Personal and Social Responsibility
12	<p>Demonstrate knowledge of genomes and their evolution (Chapter 21 page 442) Explain how the human genome project fostered development of faster, less expensive sequencing techniques. Demonstrate how scientists use bioinformatics to analyze genomes and their function. Describe how genomes vary in size, number of genes, and gene density.</p>	All core outcomes 1, 2, 3, 4	Critical Thinking Communication Problem Solving Personal and Social Responsibility
13	<p>Demonstrate knowledge of the mechanisms of Evolution (Unit 4 page467) and a Darwinian view of evolution of life (Chapter 22 "Descent with Modification" page 468). Describe how descent with modification explains the adaptations of organisms and the unity and diversity of life. Explain how evolution is supported by an overwhelming amount of scientific evidence.</p>	All core outcomes 1, 2, 3, 4	Critical Thinking Communication Problem Solving Personal and Social Responsibility

14	<p>Demonstrate knowledge of the evolution of populations (Chapter 23 page 486). Explain how genetic variation makes evolution possible. Describe how the Hardy-Weinberg equation can be used to test whether a population is evolving. Demonstrate how natural selection, Genetic drift, and gene flow can alter allele frequencies in a population. Describe how natural selection is the only mechanism that consistently causes adaptive evolution.</p>	All core outcomes 1, 2, 3, 4	Critical Thinking Communication Problem Solving Personal and Social Responsibility
15	<p>Demonstrate knowledge of origin of species (Chapter 24 page 506). Explain how the biological species concept emphasizes reproductive isolation. Describe how speciation can take place with or without geographic separation.</p>	All core outcomes 1, 2, 3, 4	Critical Thinking Communication Problem Solving Personal and Social Responsibility
16	<p>Demonstrate knowledge of the history of life on earth (Chapter 25 page 525).</p>	All core outcomes 1, 2, 3, 4	Critical Thinking Communication Problem Solving Personal and Social Responsibility
17	<p>Demonstrate an understanding of how phylogeny shows evolutionary relationships. (Chapter 26 page 553) Describe how an organism's evolutionary history is documented in its genome.</p>	All core outcomes 1, 2, 3, 4	Critical Thinking Communication Problem Solving Personal and Social Responsibility
18	<p>Demonstrate knowledge of bacteria and archaea (Chapter 27 page 573) in the following ways: Describe how the various structural and functional adaptations contribute to prokaryotic success. Explain how rapid reproduction, mutation, and genetic recombination promote genetic diversity in prokaryotes. Describe the diverse nutritional and metabolic adaptations that have evolved in prokaryotes. Demonstrate how prokaryotes play crucial roles in the biosphere. Explain how prokaryotes have beneficial and harmful impacts on humans</p>	All core outcomes 1, 2, 3, 4	Critical Thinking Communication Problem Solving Personal and Social Responsibility
19	<p>Demonstrate knowledge of the key roles of eukaryotic single cell Protists in ecological communities (Chapter 28, page 593).</p>	All core outcomes 1, 2, 3, 4	Critical Thinking Communication Problem Solving Personal and Social Responsibility
20	<p>Demonstrate knowledge of fungi (Chapter 31 page 654) in the following ways: Describe how fungi are eukaryotic heterotrophs that feed that feed by absorption. Explain how fungi produce spores through sexual and asexual life cycles. Demonstrate how fungi play key roles in nutrient cycling, ecological interactions, and human welfare.</p>	All core outcomes 1, 2, 3, 4	Critical Thinking Communication Problem Solving Personal and Social Responsibility
21	<p>Demonstrate an overview of animal diversity (Chapter 32). Explain how animals are multicellular, heterotrophic eukaryotes with tissues that develop from embryonic layers. Describe how animals can be characterize by body plans.</p>	All core outcomes 1, 2, 3, 4	Critical Thinking Communication Problem Solving Personal and Social Responsibility

<p>Demonstrate the following concepts of invertebrate animals (Chapter 33 “The Invertebrates”):</p> <p>Sponges are basal animals that lack tissues. Cnidarians form endoderm and ectoderm during development. Flatworms form mesoderm, ectoderm, and endoderm but lack a coelom. Molluscs are characterized by a ventral muscular organ, a mantle, a visceral mass, and most are covered by a hard shell made of calcium carbonate. Annelids are segmented worms. Nematodes are round worms. Arthropods develop jointed appendages. Echinoderms and chordates are deuterostomes</p> <p>Chapter 34 “The Origin and Evolution of Vertebrates”):</p> <p>Chordates have a notochord and a dorsal hollow nerve cord. Vertebrates are chordates that have a vertebral column (backbone). Lampreys and hagfish are jawless vertebrates with cartilaginous skeleton. Sharks, rays, and skates develop cartilaginous skeleton and jaws. Ray-finned fishes develop bony skeletons. Amphibia are frog, salamanders, and caecilians. Amniotes are reptiles and birds that develop in terrestrially adapted eggs. Mammals are amniotes that have hair and produce milk.</p>		
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other objectives or specialized accrediting agency requirements as needed.

Major Course Requirements

Method of Determining Final Course Grade

Course Grade Requirement [Name each major requirement]	Value	Total
1) Exam 01, Tuesday 01/23/24 covers chapters 13 to 16	4.5%	4.5
2) Exam 02, Tuesday 02/06/24 covers chapters 13 to 17	4.5%	4.5
3) Exam 03, Tuesday 02/13/24 covers chapters 13 to 18	4.5%	4.5
4) Exam 04, Tuesday 02/20/24 covers chapters 13 to 20	4.5%	4.5
5) Exam 05, Tuesday 02/27/24 covers chapters 13 to 21	4.5%	4.5
6) Exam 06, Tuesday 03/07/24 covers chapters 13 to 23	4.5%	4.5
7) Exam 07, Tuesday 03/26/24 covers chapters 13 to 26	4.5%	4.5
8) Exam 08, Tuesday 04/02/24 covers chapters 13 to 28	4.5%	4.5
9) Exam 09, Tuesday 04/09/24 covers chapters 13 to 31	4.5%	4.5
10) Exam 10, Tuesday 04/16/24 covers chapters 13 to 33	4.5%	4.5
11) Lab Exam and assignments due Thursday 04/25/24	4.5%	4.5
FINAL EXAM	50%	50.0
Total:	100%	100

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: [Describe each assignment valued at 10% of grade or more]

Assignment Title or Grade Requirement	Description
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11 Semester Exams (50%) + One Final Exam (50%)	Students must score a total of 90% to 100% on the exams to earn grade of A
11 Semester Exams (50%) + Final Exam (50%)	Students must score a total of 80% to 89% on the exams to earn grade of B
11 Semester Exams (50%) + Final Exam (50%)	Students must score a total of 70% to 79% on the exams to earn grade of C
11 Semester Exams (50%) + Final Exam (50%)	Students must score a total of 60% to 69% on the exams to earn grade of D
11 Semester Exams (50%) + Final Exam (50%)	Students scoring 0% to 59% will earn a grade of F

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.

Course Procedures or Additional Instructor Policies

I. [Course Purpose and Objectives:

The purpose of this course is to provide **first year biology majors** with a detailed knowledge of part two of general biology that satisfies the prerequisites for entry into health profession schools and graduate biomedical programs. This is the second semester course of a comprehensive introduction of the concepts of modern biology for freshmen biology majors. It covers genetics, the eukaryotic cell cycle, meiosis, simple and complex patterns of inheritance, regulation of gene expression, mutations, DNA repair, cancer, prokaryotic and viral genetics, developmental genetics, genetic technology, genomes, proteosomes, the diversity of life, plant structures and processes, animal evolution, and ecology. The **Outcome Expectations for Learners** are listed above in this syllabus.

Understanding Outcome Expectations learned in Part one of General Biology (BIOL 1501) are applied to learning genetics, regulations of gene expression, organism development, and modern molecular technology taught in this course. BIOL 1501 covered the chemical basis of life, organization of cells, biological membranes, cell communication system, energetics, and metabolism, how cells make ATP, energy releasing pathways, photosynthesis, regulation of the cell cycle, mitosis, meiosis, principles of heredity, DNA structure, regulation of gene expression, DNA Technology, genomics, and developmental genetics.

II. Type of Course:

The course instructor conducts discussion type classes to engage students to demonstrate their knowledge learned from reading the textbook. These classes require student participation and demonstrations. The instructor will ask students questions, present problems to solve and use audiovisuals to demonstrate concepts. Students should be prepared to actively participate in class by answering questions, or demonstrating on the marker board, their knowledge of biological concepts. Students must read the assigned textbook chapter and write notes of what they have read before the instructor discusses that chapter in class. **Grades are determined** by student performance on exams that test knowledge of the **chapter's study objectives**. Students should be prepared to ask questions at the beginning of each class about concepts or questions that they were not able to comprehend during their individual studies. This should enhance student's performance of the **outcome expectations for learners**.

Students are required to bring their general biology textbook and course materials to each class and when they meet with the instructor for office conferences, study sessions, tutorials, laboratories, or any part of the course. In recent years some students have misunderstood the purposes of office hours and committed inappropriate request for higher grades than they have earned. **This instructor will not discuss such request.**

III. EXAMS

All exams are cumulative covering course topics taught from the first day of class to the day of the exam.

Eleven semester exams and one laboratory grade are tentative scheduled based on the pace of the course and activities imposed by the University's Administration as follows:

Exam 01, Tuesday, January 23, 2024
Exam 02, Tuesday, February 06, 2024
Exam 03, Tuesday, February 13, 2024
Exam 04, Tuesday, February 20, 2024
Exam 05, Tuesday, February 27, 2024
Exam 06, Thursday, March 07, 2024 (Midterm)
Exam 07, Tuesday, March 26, 2024
Exam 08, Tuesday, April 02, 2024
Exam 09, Tuesday, April 09, 2024
Exam 10, Tuesday, April 16, 2024
Exam 11, Thursday, April 25 Lab Exam and lab assignments due.

The cumulative final exam

Final exams are required to be given **only** at the times and dates announced in the University Final Exam Schedule. Students **must arrange** their schedule and activities so that they are prepared and **present for the final exam**. Students are strongly advised to take all exams at the scheduled time. During the past 48 years, **only four students have passed** make-up exams in this class. Plan and schedule your activities so that you can be present to take all exams at the scheduled time. **Spring 2024 FINAL EXAMS begin on Tuesday, April 30, 2024 and end on Wednesday, May 08, 2024.**

IV. Class Attendance:

The University Attendance Policy requires students to be present for each scheduled class. Learning is a voluntary act by students and faculty. **Excessive absenteeism will result in the student's grade being reduced.**

V. Conduct That Is Not Allowed:

- a. **Cellular phones, computer watches, earbugs, I-Pads, I-Pods, Palm pilots, CD players, Radios, Cameras, Lab top Computers and other sorts of high technology communication instruments are not allowed to be used for cheating on exams and tests.**
- b. **No cheating on exams, quizzes, reports, or any graded activity.** The Department of Biology has an honor code which all students enrolled in this course are required to read and sign.

Semester Calendar

Week One: 01/16 to 01/19

Topic Description

Readings for:

Assignment (s):

[MODULE 01; GENETICS

Monday (M) Chapters 13, 14 and 46
Tuesday (T) Chapters 13, 14 and 46
Wednesday (W) Chapter 14
Thursday (R) Chapter 14
Friday (F) Chapter 15

MTWRF Study textbook chapters 13 to 15, power point presentations, and Clicker questions posted on e-course Canvas Week One Modules

Week Two: 01/22 to 01/26

Topic Description

Readings:

Assignment (s):

MODULE 02; GENETICS

M Chapter 15
T Exam 01 in classroom covers Chapters 13, 14, and 46
W Chapter 15
R Chapter 15
F Chapter 16

MTWRF Study textbook chapters 15 and 16, power point presentations, and clicker questions, posted on e-course Canvas Week Two Modules

Week Three: 02/29 to 02/02

Topic Description

Readings:

Assignment (s):

MODULE 03; GENETICS

M Chapter 16
T Chapter 16
W Chapter 16
R Chapter 16
F Chapter 16

MTWRF Study textbook chapters 16, power point presentations, and clicker questions, posted on e-course Canvas Week Three Modules

Week Four: 02/05 to 02/09

Topic Description

Readings:

Assignment (s):

MODULE 04; GENETICS

M Chapter 17
T Exam 02 covers Chapters 13 to 16
W Chapter 17
R Chapter 17
F Chapter 17

MTWRF Study textbook chapter 17, power point presentations, and clicker questions, posted on e-course Canvas Week Four Modules

Week Five: 02/12 to 02/16

Topic Description

MODULE 05; GENETICS

M Chapter 18
T Exam 03 covers chapters 13 to 17
W Chapter 18
R Chapter 18
F Chapter 18

Readings:

Assignments (s):

MTWRF Study textbook chapter 18,
power point presentations, and clicker
questions posted on e-course Canvas
Week Five Modules

Week Six: 02/19 to 02/23

Topic Description

MODULE 06; GENETICS

M Chapter 19
T Exam 04 covers chapters
13 to 18
W Chapter 19
R Chapter 19
F Chapter 20

Readings:

Assignment(s)

MTWRF Study textbook chapters 19 and 20
power point presentations, and clicker
questions posted on e-course Canvas
Week Six Modules

Week Seven: 02/26 to 03/01

Topic Description

MODULE 07; GENETICS

M Chapters 20
T Exam 05 covers chapters 13 to 20
W Chapter 20
R Chapter 20
F Chapter 21

Readings:

Assignment (s):

MTWRF Study textbook chapters 20 and 21,
power point presentations, and clicker
questions posted on e-course Canvas Week
seven Modules

Week Eight: 03/04 to 03/08

Topic Description

Readings:

MODULE 08; GENETICS

M Chapter 21
T Chapter 21
W Chapters 21
R Exam 06 (Midterm) covers chapters:
13 to 21
F Chapters 27

Assignment (s):

MTWRF Study textbook chapters 21 and 27
power point presentations, and clicker
questions posted on e-course Canvas Week
Eight Modules

Spring Break Week 03/10 to 03/17

Week Nine: 03/18 to 03/22

Topic Description

Readings:

Assignment (s):

MODULE 09; The Evolutionary History of Biological Diversity

M Chapter 27 Bacteria and Archaea

T Chapter 27

W Chapter 27

R Chapter 28

F Chapters 28

MTWRF Study textbook chapters 27 and 28, power point presentations, and clicker questions posted on e-course Canvas Week Nine Modules

Week Ten: 03/25 to 03/28

Topic Description

Readings:

Assignment (s):

MODULE 10; The Evolutionary History of Biological Diversity

M Chapter 28

T Exam 07 covers chapters 13 to 21 and 27 to 28.

W Chapter 28

R Chapter 31

F Chapters 31

MTWRF Study textbook chapters 28 and 31, power point presentations, and clicker questions posted on e-course Canvas Week Ten Modules

Week Eleven: 04/01 to 04/05

Topics Description

Readings:

Assignment (s)

MODULE 11; The Evolutionary History of Biological Diversity

M Chapter 31

T Exam 08 covers chapters 13 to 21, 27, 28,31.

W Chapter 32

R Chapter 32 and 47

F Chapter 32 and 47

MTWRF Study textbook chapters 31. 32 and 47. power point presentations, and clicker questions posted on e-course Canvas Week Eleven Modules

Week Twelve: 04/08 to 04/12

Topic Description

Readings:

MODULE 12; The Evolutionary History of Biological Diversity

M Chapters 32 and 47

T Exam 09 covers chapters 13 to 21 and 27, 28, 31, 32 and 47.

W Chapter 33

R Chapter 33

F Chapters 33

MTWRF Study textbook chapters 32, 33 and 47, power point presentations, and clicker questions posted on e-course Canvas Week Twelve Modules

Week Thirteen: 04/15 to 04/19

Topic **Description**

Readings:

MODULE 13; The Evolutionary History of Biological Diversity

M Chapter 33

T Exam 10 covers chapters 13 to 21 and 27, 28, 31, 32, 33.

W Chapter 34

R Chapter 34

F Chapter 34

Assignment (s):

MTWRF Study textbook chapters 33 and 34, power point presentations, and clickers questions posted on e-course Canvas Week Thirteen Modules

Week Fourteen: 04/22 to 04/26

Topic **Description**

Readings:

MODULE 14; The Evolutionary History of Biological Diversity

M Chapter 34

T Chapter 34

W Chapter 34

R Lab Exam

F Chapter 34

Assignment (s):

MTWRF Study textbook chapter 34 power point presentations, and clicker questions posted on e-course Canvas Week Fourteen Modules

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Week Fifteen: 04/29 to 04/30

Topic **Description**

MODULE 15; The Evolutionary History of No Class.

Student study day. (Review chapters 13 to 21 27, 28, 31, 32, 33, 34, 46, and 47 for the FINAL EXAM

PVAMU FINAL EXAMS occur from

Tuesday, 04/30/24 to Wednesday 05/08/24

Student Support and Success

2024 Spring Semester Calendar

(Subject to change as guidelines evolve in relation to COVID. Any updates will be posted to <https://www.pvamu.edu/coronavirus>)

The Academic Calendar for Spring 2024 is published in the University's web site Home Page

1. **Monday, January 15 is Dr. Martin Luther King National Holiday**
2. Instruction begins for this class on **Tuesday, January 16, 2024**
3. Attendance reporting period is **Tuesday, January 15 to Tuesday, January 23, 2024**. Students that do not attend class during this period will have their courses removed and financial aid reduced or cancelled.
4. Late Registration fee for the Spring Semester begins on **Tuesday, January 16, 2024**
5. Final Day to Drop and Withdraw from a course without it being part of the academic record (however the financial record will still exist) **Wednesday, January 31, 2024**
6. Withdrawal from courses with **Academic Record of a (W)** begins on **Thursday, January 31, 2024**
7. **Mid-Semester Exam Period occurs between Thursday, March 7 to Saturday, March 9, 2024**
8. **SPRING STUDENT BREAK** occurs between Monday, March 11 to Saturday, March 16, 2024.
9. **Spring 2024 Classes resume on Monday, March 18, 2024.**
10. WEDNESDAY, March 20, 2024, is FOUNDERS DAY/HONORS CONVOCATION recognizes student academic achievements. **Invite your parents and friends to the PVAMU campus to help you celebrate your success.** The convocation occurs in the Baby Dome starting at 10:00 a.m. It is a dress for success event.
11. **No Classes** on Good Friday, March 29, 2024.
12. Saturday, April 6, 2024 **Early Registration begins for Summer 2024 and Fall 2024 classes.**
13. **April 26, 2024 is the Final Day to withdraw from the University for all courses for the Spring 2024 semester.**
14. Last class day is Friday, April 26, 2024.
15. **FINAL EXAMS start on Wednesday, April 30, 2024. Final exams are scheduled according to the published PVAMU Spring 2024 Final Exam Schedule.** The cumulative final exam will constitute the remaining 50% of the final semester grade. **It will test all topics covered during the semester. Final exams are required** to be given **only** at the times and dates announced in the 2024 Spring PVAMU Final Exam Schedule. Students **must arrange** their schedule and activities so that they are prepared and **present for the final exam.**

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/>; Phone: 936-261-1500

Academic Advising Services

Academic Advising Services offers students a variety of services that contributes 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 Panther Tracks. 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. 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: 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>

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 (CIITS) 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.
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/> 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

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.edu.