



## ENGL 0111: Integrated Reading and Writing Spring 2024

**Instructor:** T. Dorsey  
**Section # and CRN:** ENGL 0111-P02 24842  
**Office Location:** Hilliard 121  
**Office Phone:** 936-261-3670  
**Email Address:** [tlwheaton@pvamu.edu](mailto:tlwheaton@pvamu.edu)  
**Office Hours:** Monday/Wednesday 11:00 am – 1:00 pm; Tuesday 9:30 am – 11:30 (Virtual)

**Mode of Instruction:** Face-to-Face  
**Course Location:** Delco 241  
**Class Days & Times:** Monday/Wednesday 10 am-10:50 am  
**Catalog Description:** A corequisite writing course with Freshman Composition I. Students will actively develop skills in the following areas: critical reading, grammar and mechanics, sentence and paragraph construction, and essay writing. This course is for students who have not passed the English/Reading sections of the Texas Success Initiative Assessment (TSIA).

**Prerequisites:** 'Not Pass' on English/Reading TSIA. NOTE: You must pass ENGL 1301 course with a C or better in order to advance to ENGL 1302.

**Co-requisites:** ENGL 1301

**Required Texts:** [\*English 0111: Integrated Reading & Writing\*](#), an open educational resource compiled by PV faculty Christa Eshleman, Tiffany Dorsey, and Kalandra Rankins. This is a free, e-textbook. It can be found on the library website by clicking the hyperlink above.

**Course Goals:** The goals of this course are to develop critical thinking, writing, and reading skills; practice the conventions of standard English in writing; use effective organizational drafting strategies to apply insights from reading and construct various writing assignments.

### Student Learning Outcomes:

Upon successful completion of this course, students will be able to:	
1	Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
2	Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.
3	Recognize and apply the conventions of standard English in reading and writing.
4	Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
5	Describe and apply insights gained from reading and writing a variety of texts.
6	Determine the use of effective approaches and rhetorical strategies for given reading and writing situations.
7	Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.

## Major Course Requirements

### Method of Determining Final Course Grade:

Course Grade Requirement	Value	Total
1) Participation	15%	150
2) Daily Assignments	25%	250
3) Tests/Quizzes/Surveys/Assessments	30%	300
4) Short Writings – Timed Writings; Pre-Writing; Paragraphs	15%	150
5) Final Exam	15%	150
<b>Total:</b>	<b>100%</b>	<b>1000</b>

### Grading Criteria and Conversion:

A = 90-100% (900 to 1000 points)

B = 80-89% (800 to 899 points)

C = 70-79% (700 to 799 points)

D = 60-69% (600 to 699 points)

F = 0-59% (0 to 599 points)

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

### Detailed Description of Major Assignments:

Assignment Title or Grade Requirement	Description
Exams/Quizzes	Multiple choice or short answer assessments demonstrating mastery of course content.
Short Writings	Formal and informal writings demonstrating the ability to produce various forms of composition.
Participation	Professionalism and active engagement in course activities.
Daily Assignments	Critical reading questions; writing activities such as drafts and peer reviews; minor assignments.

## Course Procedures

### Submission of Assignments:

All assignments must be submitted through the course LMS by the deadline posted within the system. If your instructor also requires a hard copy, printed essays are due at the beginning of the class period. Assignments will be accepted late five days after the due date with a deduction of 50 points from your grade. After five days have passed, your assignment will not be accepted, and you will receive a grade of zero on the assignment. Be advised that Turnitin.com checks all submissions for plagiarism against web sources, periodical archives, and other student submissions.

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

### Exam and Quiz Policy:

The midterm and final exams should be taken as scheduled. No makeup exams will be allowed unless there is a documented emergency (see Student Handbook). If you have a university event on the day of the exam, arrange to take it early. Throughout the semester, pop quizzes over textbook readings and course concepts may be given. If

you are late or do not have an excused absence, you cannot make up a quiz. With an excused, documented absence from a legitimate third party, you may make up a quiz at the instructor's convenience.

**Extra Credit Policy:**

No extra credit will be available in ENGL 0111.

## TENTATIVE COURSE SCHEDULE

<b>WEEK 1 (JAN. 15-19): READING PROCESS / WRITING PROCESS</b>	
<p><b>WHAT TO READ/WATCH:</b></p> <ul style="list-style-type: none"> <li>• ENGL 0111 Syllabus</li> <li>• Reading: Exploring the Reading Process</li> <li>• The Writing Process</li> <li>• <b>Article: "Defining Social Stratification"</b></li> </ul> <p><b>1/15: MLK Holiday – No Class</b></p>	<p><b>WHAT TO DO:</b></p> <ul style="list-style-type: none"> <li>• Preview Article Assignment – <b>Article: "Defining Social Stratification"</b></li> </ul>
<b>WEEK 2 (JAN. 22-26): REVISING SENTENCE ERRORS</b>	
<p><b>WHAT TO READ/WATCH:</b></p> <ul style="list-style-type: none"> <li>• Complete Sentences vs. Sentence Fragments</li> <li>• Run-On Sentences and Comma Splices</li> </ul>	<p><b>WHAT TO DO:</b></p> <ul style="list-style-type: none"> <li>• Revise sentence fragments and run-on sentences with a class partner.</li> <li>• Assignment 1: The Reading Process due</li> </ul>
<b>WEEK 3 (JAN. 29 – FEB 2) PATTERNS OF ORGANIZATION</b>	
<p><b>WHAT TO READ/WATCH:</b></p> <ul style="list-style-type: none"> <li>• Patterns of Organization: Narrative; Description; Comparison and Contrast</li> <li>• Writing an Introduction and Thesis Statement</li> <li>• <b>Article: "Types and Stages of Social Movements"</b></li> </ul>	<p><b>WHAT TO DO:</b></p> <ul style="list-style-type: none"> <li>• Read sample narrative essays and identify characteristics of each.</li> </ul>
<b>WEEK 4 (FEB. 2-9): REVISING SENTENCES / ESSAY ORGANIZATION</b>	
<p><b>WHAT TO READ/WATCH:</b></p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Revising Sentences: Subject/Verb Agreement; Parallelism; Punctuation; Dangling and Misplaced Modifiers</li> <li>• Essay Organization</li> </ul>	<p><b>WHAT TO DO:</b></p> <ul style="list-style-type: none"> <li>• Create a Grammarly account</li> </ul>
<b>WEEK 5 (FEB. 12-16): PATTERNS OF ORGANIZATION</b>	

<b>WHAT TO READ/WATCH:</b> <ul style="list-style-type: none"> <li>• Article: “Social Change and Modernization”</li> <li>• Patterns of Organization: Process Analysis; Cause and Effect; Illustration; Definition</li> </ul>	<b>WHAT TO DO:</b> <ul style="list-style-type: none"> <li>• Select article details to support writing</li> </ul>
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**WEEK 6 (FEB. 19-23): INTEGRATING SOURCES IN WRITING**

<b>WHAT TO READ/WATCH:</b> <ul style="list-style-type: none"> <li>• Integrating source material in body paragraphs</li> </ul>	<b>WHAT TO DO:</b> <ul style="list-style-type: none"> <li>• Complete the Quote Sandwich exercise using research from “Liking and Loving”</li> <li>• Writing Center Visit: Using Quotes</li> </ul>
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**WEEK 7 (FEB. 26- MAR. 1): TOPIC, MAIN IDEA, AND DETAILS**

<b>WHAT TO READ/WATCH:</b> <ul style="list-style-type: none"> <li>• Reading: Topic, Implied Main Idea, Details, and Summary</li> </ul>	<b>WHAT TO DO:</b> <ul style="list-style-type: none"> <li>• Select article details to support writing</li> <li>• Exam: Critical Reading</li> </ul>
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**WEEK 8 (MAR. 4-8): REVISING THESIS STATEMENTS AND PARAGRAPHS**

<b>WHAT TO READ/WATCH:</b> <ul style="list-style-type: none"> <li>• Revising thesis statements, underdeveloped paragraphs, disorganized paragraphs</li> <li>• Online Resources for MLA Format</li> </ul>	<b>WHAT TO DO:</b> <ul style="list-style-type: none"> <li>• Writing Center Visit: Writing and Refining Thesis Statements</li> </ul>
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**WEEK 9 (MAR. 11-15): SPRING BREAK (STUDENT HOLIDAY)**

**WEEK 10 (MAR. 18-22): RESEARCH BASED ARGUMENT**

<b>WHAT TO READ/WATCH:</b> <ul style="list-style-type: none"> <li>• Reading: Research Based Argument</li> <li>• Short-written responses</li> </ul> <p><b>3/20: Honors Convocation</b></p>	<b>WHAT TO DO:</b> <ul style="list-style-type: none"> <li>• Read and respond using an argumentative essay.</li> <li>• Writing Center Visit: Research Based Argument</li> </ul>
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**WEEK 11 (MAR. 25-29): CRITICAL READING: INFERENCE / CONTEXT CLUES**

<b>WHAT TO READ/WATCH:</b> <ul style="list-style-type: none"> <li>Vocabulary Development</li> <li>Inferencing</li> </ul> <p><b>3/29: Good Friday – No Class</b></p>	<b>WHAT TO DO:</b> <ul style="list-style-type: none"> <li>Quiz: Text Analysis</li> </ul>
<b>WEEK 12 (APR. 1-5): INTRODUCTION, THESIS STATEMENT, &amp; CONCLUSIONS</b>	
<b>WHAT TO READ/WATCH:</b> <ul style="list-style-type: none"> <li>Effective conclusions</li> </ul>	<b>WHAT TO DO:</b> <ul style="list-style-type: none"> <li>Write introduction and conclusion given a specific topic.</li> </ul>
<b>WEEK 13 (APR. 8-12): CRITICAL READING AND WRITING: AUTHOR’S TONE, PURPOSE, &amp; AUDIENCE</b>	
<b>WHAT TO READ/WATCH:</b> <ul style="list-style-type: none"> <li>Reading: Author’s Tone, Purpose, &amp; Audience</li> <li>Article: “Hope and Change”</li> </ul>	<b>WHAT TO DO:</b> <ul style="list-style-type: none"> <li>Assignment 2: Critical Reading Practice due</li> <li>Article: “Hope and Change”</li> </ul>
<b>WEEK 14 (APR. 15-19): WRITING SKILLS REVIEW</b>	
<b>WHAT TO READ/WATCH:</b> <ul style="list-style-type: none"> <li>Skills Review</li> </ul>	<b>WHAT TO DO:</b> <ul style="list-style-type: none"> <li>Writing Center Visits</li> <li>Assignment 3: The Writing Process</li> </ul>
<b>WEEK 15/16 (APR. 22-29): FINAL EXAM/COURSE REVIEW</b>	
<b>WHAT TO READ/WATCH:</b> <ul style="list-style-type: none"> <li>Final Exam review</li> </ul> <p><b>4/29: Study Day – No Class</b></p>	<b>WHAT TO DO:</b> <ul style="list-style-type: none"> <li>Complete Final Exam (eCourses)</li> </ul>
<b>End-of-Term Schedule:</b> Tuesday (5/1) is the last day of classes. The final exam period extends from Tuesday (4/30) to the following Wednesday (5/8).	<b>Final Grades:</b> Final grades will be posted in PantherTracks by Tuesday, 5/14.

## Academic Calendar

January 16	First Class Day
January 16	Tuition & Fees Payment Due Date
January 16-23	Late Registration Fee Begins (\$50.00)
January 16-24	Attendance Reporting Period (NS/SH) Students who do not attend class during this period will have their courses removed and financial aid reduced or canceled.
January 30	Financial Aid Refunds Begin
January 31	12th Class Day (Census Date)
January 31	Final Day to Drop/Withdraw from Course(s) without Academic Record (Financial Record Will Still Exist)
February 1	Withdrawal from Courses with Academic Record ("w") Begins
February 6	Drop for Non-Payment of Tuition and Fees @ 5:00 p.m.
February 12	20 <sup>th</sup> Class Day
March 7-9	Mid-Semester Examination Period
March 11-16	Spring Break (Student Holiday)
March 13	Mid-Semester Grades Due
March 20	Founder's Day/Honors Convocation
March 29	Good Friday (No Classes)
April 2	Priority Registration for continuing students for Summer and Fall 2024 semester
April 6	Registration for all students begins for the Summer/Mini-Mester/Fall 2024 semester
April 26	Final Day to Withdraw from a course or the university for the Spring 2024 16-week session
April 26	Last Class Day
April 29	Study Day (No classes in session)
April 30-May 8	Final Exams
May 11	Commencement
May 14	Final Grades due for all other students (11:59 p.m.)

### 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/>; 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 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: [pv tutoring@pvamu.edu](mailto:pv tutoring@pvamu.edu); Website: <https://www.pvamu.edu/student-success/sass/university-tutoring-center/>

### **Writing Center**

The Writing Center provides well-trained peer tutors to assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Students must register for Grammarly by using their student email address. In addition, students have access to face-to-face tutoring services. 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, 2<sup>nd</sup> 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, 3<sup>rd</sup> Floor, Rm. 305; Phone: 936-261-3627; Email: [aetesting@pvamu.edu](mailto:aetesting@pvamu.edu); Website: [www.pvamu.edu/testing](http://www.pvamu.edu/testing)

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

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; 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/>

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

Career Services supports students through professional development, career readiness, 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, 2<sup>nd</sup> 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](mailto:titleixteam@pvamu.edu)) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator at 936-261-2144 or [titleixteam@pvamu.edu](mailto:titleixteam@pvamu.edu). More information can be found at [www.pvamu.edu/titleix](http://www.pvamu.edu/titleix), including confidential resources available on campus.

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

The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex, sexual orientation, and gender identity in education programs or activities that receive federal financial assistance. This protection includes those who may be pregnant and parenting. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Students seeking accommodations related to pregnancy or parenting should contact the Office of Title IX for information, resources, and support at [titleixteam@pvamu.edu](mailto:titleixteam@pvamu.edu). Additional information and/or support may be provided by the Office of Disability Services or the Office of the Dean of Students.

### **Non-Discrimination Statement**

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

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

Prairie View A&M University requires regular class attendance. Attending all classes supports the full academic development of each learner, whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or the internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in the assignment of a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms.

### **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](mailto:ciits@pvamu.edu).

### **Communication Expectations and Standards**

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

### **Discussion Requirement**

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings,

lectures, materials, and other aspects of the course can occur in a seminar fashion. The use of the discussion board will accomplish this. The instructor will determine the exact use of discussion boards.

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

## **COVID-19 Campus Safety Measures**

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-reporting** – Students who test positive for COVID-19 are required to report their positive test results within 48 hours using the [PVAMU Self-Reporting Form](#). Proof of off-campus and self-administered home test results must be sent to [covid-19@pvamu.edu](mailto:covid-19@pvamu.edu). Proof for self-administered home test is a picture of the test with a photo ID in the same photo.
- **Self-monitoring** – Students should follow public health guidance to help slow the spread of the virus, including being vaccinated. Students who have a fever or exhibit symptoms of COVID-19 should not participate in face-to-face instruction.
- **Face Coverings** – Face coverings (KN-95, surgical mask, etc.) are highly 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. Communication with the student's instructor for remote support will take place by the Office of the Assistant Vice President for Academic Engagement and Success. 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 may qualify for an excused absence. To receive an excused absence, students must provide appropriate documentation to the Office for Student Conduct, [studentconduct@pvamu.edu](mailto:studentconduct@pvamu.edu).
- **Questions** – For answers regarding COVID-19 policies and/or procedures, students should refer to [www.pvamu.edu/coronavirus](http://www.pvamu.edu/coronavirus) or email [covid-19@pvamu.edu](mailto:covid-19@pvamu.edu).