



ENGL 1302: Freshman Composition II (B-GLOBAL)
Spring 2024

Instructor: Chad Oliver
Section # and CRN: P07 - 24310
Office Location: Hilliard Hall 121
Office Phone: 936-261-3734
Email Address: Cmoliver@pvamu.edu
Office Hours: Face-to-Face Hours:
 Tuesday (12:30PM – 2:00PM)
 Thursday (12:30PM – 3:30PM)
 Online Hours:
 Friday (10:00AM – 12:00PM)

Mode of Instruction: Face to Face

Course Location: Sam R Collins Engr Tech Bldg 331
Class Days & Times: Tuesday/Thursday (11:00AM – 12:20PM)
Catalog Description: A writing course that emphasizes rhetorical analysis and critical thinking, advanced research and documentation, and writing extended arguments for academic audiences. Students will actively participate in peer workshops and demonstrate an awareness of academic research methods and ethics

Prerequisites: ENGL 1301 or ENGL 1123
Co-requisites: None

Required Text(s): *ENGL 1302 Composition II: Research and Analysis*, an OER textbook, available in Canvas eCourses. All other readings posted in eCourses

COURSE GOALS:

Students will develop skills learned in Composition I, with emphasis on formal academic writing based on argumentation and analysis that includes a sense of audience; master techniques for research and documentation and write at least three papers with a research component.

This course is designated as part of the B-Global Initiative. Readings, activities, and writings will help students identify their own cultural rules and biases and foster a growing global understanding. They will begin to connect local actions to global contexts and demonstrate a comparative understanding of different cultural beliefs and practices. They will address ethical, social, and environmental challenges in global systems by using interdisciplinary perspectives, knowledge, and skills.

Student Learning Outcomes:

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	Compose complex, original, argument-driven thesis statements directed at an appropriate audience.	1, 5	Critical Thinking
2	Synthesize credible, relevant research sources in support of an argument.	1, 2	Critical Thinking

3	Organize writing assignments with consistent, clear logic.	1	Communication
4	Write in skillful, fluent, grammatical prose.	5	Communication
5	Employ effective teamwork skills with emphasis on listening, responding, and creating a positive climate		Teamwork
6	Cite research correctly according to APA format, both in the text and in the bibliography.	1	Personal Responsibility

Major Course Requirements

Method of Determining Final Course Grade

Course Grade Requirement	Value	Total
1) Daily Work, Participation, and Peer Review	25%	250
2) Essay #1: Literary Analysis	15%	150
3) Essay #2: Cultural Artifact Analysis	15%	150
4) Essay #3: Research-Based Argument	20%	200
5) Group Assignment	15%	150
6) Midterm Exam	5%	50
7) Final Exam	5%	50
Total:	100%	100%

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
Essay #1 (Literary Analysis)	Formal argumentative essay on single or multiple primary texts that focuses on a critical evaluation of the work and can include academic and non-academic sources
Essay #2 (Cultural Artifact Analysis)	Formal argumentative essay analyzing specific cultural artifact(s) from an interdisciplinary lens and can include academic and non-academic sources
Essay #3 (Research-Based Argument)	Formal argumentative essay on a sophisticated, evidence-based argument and topic using a variety of academic and non-academic sources
Group Assignment	Creative and/or Popular Culture Project demonstrating effective teamwork and critical thinking
Exams	Multiple-choice, short-answer, or essay-based examinations demonstrating mastery of course content
Prewriting Assignments	Assignments demonstrating engagement in writing as a recursive process and peer review—students will give feedback or workshop each other’s drafts
Daily Work and Participation	Minor homework assignments, quizzes, and participation in-class activities

Course Procedures or Additional Instructor Policies

Submission of Essays:

All essays and prewriting 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. Essays will be accepted late for three days after the due date with a deduction of 10% from your essay grade for each day. After three days have passed, your essay 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. **Our course will utilize the Turnitin link through eCourses for the submission of essay assignments, instead of the separate Turnitin.com website.**

Formatting Documents:

Microsoft Word is the standard processing tool used at PVAMU. Assignments should be submitted in Word format for compatibility reasons within our course software. If you don't have Word on your computer, sign up for a free Google drive/Google docs account where you can use Word there at no cost to you. Note that PDF documents will not be accepted unless specifically stated that they are allowed for a particular assignment. Also note that Pages documents will not be accepted as well as my computer cannot read that file type. Assignments must adhere to APA formatting style (including 1-inch margins and 12-point Times New Roman font). APA formatting guidelines can be found many places online, including at Purdue University's Online Writing Lab (OWL): https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

*****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 opportunities will be available to individual students that aren't given to the whole class. For this reason, individual requests for extra credit will be denied. Keep up with your work from the beginning of the semester, do your best quality work, and ask for help early if you are confused!

Participation & Attendance

Prairie View A&M University requires regular class attendance. Excessive absences and tardies will result in lowered grades for the course. Absences are accumulated beginning with the first day of class and in this class you are allowed three unexcused absences for any reason. Excused absences require documentation emailed direction to me, your instructor and must be official (doctor's note, court papers, etc.)

- It is the responsibility of the student to ensure that their name was taken for attendance on any given day, and not days later.
- If a student has something going on and will be unable to attend a class period, they should let their instructor know before the class period begins.
- Students who leave class early without being dismissed will forfeit attendance for that day's work: students who have let me know ahead of time about a reason that they need to leave early however do not need to worry. Similarly, a student who arrives significantly late for the class (for example, showing up halfway through the class time) will also receive an absent for that class day.
- Ultimately student attendance will make up 15% of the overall grade (within the Daily Work & Participation grade category) so excessive absences, tardies, etc. will cost points from this section.

- All assignments for the course (whether daily journal assignment, group project, or essay) will include a due date letting students know when that assignment should be submitted.
- Students will at times have weekly journal assignments to complete through eCourses: most of these journal assignments will be completion based though not all; please be aware that weekly journals are always due at the end of the week in which they are assigned and will not be accepted late.

Essay Assignments

All essay assignments will be submitted to eCourses over the course of our semester: any assignment that is not submitted on time will forfeit 10 points per day late and will not be accepted after 3 days of being late.

- Any assignment found to have been plagiarized will result in an automatic failing grade: this includes essays that a student may have written before as all work for this course must be original for this class during this particular semester. Please be aware that if a student is caught using an essay spinner, submitting an essay written by someone else or other sources that the student will receive a 0 for that assignment. Similarly, students who are found to have utilized AI generated content for their assignments will also receive a 0 on those assignments (this will be based on the Turnitin checker for AI similarity).
- If eCourses is down when you attempt to submit an essay online, you are still responsible for getting the essay to me by the scheduled due date time: one suggestion is to email me the essay assignment as proof of its having been completed on time and then re-submitting it to eCourses later.
- When turning in an assignment to eCourses, students should always double check that their assignment submitted (keep the submission receipt as well as proof of submission). Do not assume that your assignment was successfully uploaded to eCourses until you receive a digital receipt. This receipt is your proof that you uploaded your work, and I may ask to see a copy of this receipt in the event that your work does not appear in the program for grading.
- Please take care when uploading your assignments for grading. If you discover after the deadline that you submitted the incorrect assignment/document, you can upload it again but the late point policy will be put into play.
- Students are heavily encouraged to not procrastinate their work by putting it off until the weekend it is due: students will have workshop days in class and will typically have multiple weeks to complete the major assignments. Broken computers, low ink, etc. are not sufficient reasons for late work if you are working from when the assignments are first given to you. By avoiding procrastination you can hopefully avoid those last minute computer emergencies.

Other Things to Know:

- If you ever want to know the reasoning for a particular grade on an essay, please read the comments that I've left on the essay (each essay will contain comments explaining the grade) before coming to see me about it.
- Please make sure that you are emailing me directly at cmoliver@pvamu.edu (and not through eCourses), and please check your emails (as well as eCourses) daily for any changes that may have been made.
- Lastly, it is possible that the syllabus schedule below may end up differing from the eCourses daily schedule: the eCourses schedule will be updated as necessary throughout our semester so please ensure that you pay attention to it and as always if you have any questions, please ask me!

Semester Calendar

Week 1: January 16 – January 19

Important Dates

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

Class Module: Introduction to Course

Objective: Students will be introduced to the course syllabus, course expectations, and online course access.

Homework: Students should complete both the “Student eCourses Contract” and “Syllabus and FAQ Review” by 11:59pm this Sunday in eCourses.

Class Module: Student / Instructor Conferences

Objective: Students will meet one-on-one (or in small groups) with the instructor during our class time today in order to get to know each other a little better.

Homework: Students should read Chapter 1: “Why Write?” and Chapter 2: “Dealing with Obstacles” for our next class period.

Week 2: January 22 – January 26

Class Module: The Rhetorical Situation Review

Objective: Students will review the four basic elements that comprise the rhetorical situation with an emphasis on purpose, audience, and context as well as introduce Essay #1: Literary Analysis.

Homework: Students should read Chapter 4: “Basics of Rhetoric” and Chapter 19: “Analysis for Multiple Perspectives” for our next class.

Class Module: The Rhetorical Situation Practice

Objective: Students will build upon our review of the rhetorical situation by engaging in a group assignment that requires analysis of purpose, audience, and context of an assigned artifact.

Homework: Students should read *How Dare the Sun Rise: Memoirs of a War Child* (excerpt, Chapter 1) by Sandra Uwiringiyimana and Abigail Pesta and complete the online journal assignment based on the reading by 11:59pm this Sunday in eCourses.

Week 3: January 29 – February 2

Important Dates

January 30	Financial Aid Refunds Begin
January 31	12 th Class Day (Census Date) & Final Day to Withdraw from Courses without Academic Record
February 1	Withdrawal from Courses with Academic Record (“W”) Begins

Class Module: The Rhetorical Appeals Review

Objective: Students will review the rhetorical appeals and how they function in rhetoric to persuade specific audience groups.

Homework: Students should read through “Arguments Based on Emotion” (eCourses), “Arguments Based on Character” (eCourses) and “Arguments Based on Facts and Reason” (eCourses) for our next class.

Class Module: The Rhetorical Appeals Practice

Objective: Students will build upon our review of the rhetorical appeals by engaging in a group assignment that requires analysis of an artifact through a focus on ethos, pathos, and logos.

Homework: Students should read Chapter 18: “Developing Assertions” and *How Dare the Sun Rise* (except Chapter 2) by Sandra Uwiringiyimana as well as complete the online journal assignment based on the reading by 11:59pm this Sunday in eCourses.

Week 4: February 5 – February 9

Important Dates

February 6 Drop for Non-Payment of Tuition and Fees at 5:00PM

Class Module: APA Review, Plagiarism, and Source Integration

Objective: Students will engage in the processes of reviewing how to distinguish between paraphrase/summary, identification of the elements of plagiarism along with completion of the Plagiarism Worksheet before learning about basic APA formatting procedures.

Homework: Students should read Chapter 9: “Avoiding Plagiarism” and complete the Plagiarism Worksheet & Code of Ethics Contract by 11:59pm this Sunday.

Class Module: Writing Workshop

Objective: Students will have the entirety of the class period to begin workshopping Essay #1: Literary Analysis.

Homework: Students should read Chapter 5: “Using Quotes, Paraphrases, and Summaries” and Chapter 7: “Titles, Introductions and Conclusions, and Body Paragraphs” for our next class. Students will need to bring a complete hard copy version of Essay #1: Literary Analysis to class on Thursday (February 15) for the 4% Peer Editing Assignment.

Week 5: February 12 – February 16

Important Dates

February 12 20th Class Day

Class Module: Writing Workshop

Objective: Students will have the entirety of the class period to workshop Essay #1: Literary Analysis.

Homework: Students will need to bring a complete hard copy version of Essay #1: Literary Analysis to class on Thursday (February 15) for the 4% Peer Editing Assignment.

Class Module: Peer Editing Assignment

Objective: Students should bring a fully completed hard copy version of Essay #1: Literary Analysis to class today and engage in the Peer Editing Assignment, all of which will be worth 4% of the semester grade (from the Daily Attendance and Participation grade category).

Homework: Students should revise their Essay #1: Literary Analysis assignment and submit to eCourses for grading by 11:59PM on Sunday, February 18.

Week 6: February 19 – February 23

Class Module: In-Class Timed Writing

Objective: Students will be required to engage an in-class timed writing exercise that will gauge how well they understand elements of the rhetorical situation and the rhetorical appeals. This assignment will be worth 2% of your overall final grade (from the Daily Work & Participation section of the grade book).

Homework: None.

Class Module: Introduction to Research Methods

Objective: Students will both review and be introduced to a variety of research methods that will be used through the remainder of the semester.

Homework: Students should read Chapter 10: “Doing Research” and Chapter 14: Evaluating Sources”; additionally, students should also read/watch spoken word poem, “Tell Them” by Kathy Jetnil-Kijiner.

Week 7: February 26 – March 1

Class Module: Introduction to Cultural Analysis and Group Project

Objective: Students will be introduced to the Group Project assignment and should begin preparation for how they plan to complete it.

Homework: Students should read Chapter 17: “The Analytical Essay” for our next class.

Class Module: Group Workshop

Objective: Students will have the entirety of this week to workshop in order to complete the major Group Project.

Homework: Students should read “Ten Qualities of an Effective Team Player” (eCourses) for class.

Week 8: March 4 – March 8

Important Dates

March 7-9	Mid-Semester Examination Period
March 11-16	Spring Break (Student Break)
March 13	Mid-Semester Grades Due

Class Module: Review for Midterm Exam

Objective: Students will use the Midterm Exam Review in order to prepare for the midterm exam.

Homework: Students should continue preparing for the Midterm Exam.

Class Module: Midterm Exam

Objective: Students will not be meeting face-to-face today in class but should instead use the class period to complete the online midterm exam.

Homework: None.

SPRING BREAK: March 11 – March 15

Week 9: March 18 – March 22

Important Dates

March 20 Founders Day/Honors Convocation

Class Module: Group Workshop

Objective: Students will have the entirety of this week to workshop in order to complete the major Group Project.

Homework: Students should complete the Group Project and submit their presentations to my email address (cmoliver@pvamu.edu) by 11:59pm on Sunday, March 24.

Class Module: Group Workshop

Objective: Students will have the entirety of this week to workshop in order to complete the major Group Project.

Homework: Students should complete the Group Project and submit their presentations to my email address (cmoliver@pvamu.edu) by 11:59pm on Sunday, March 24.

Week 10: March 25 – March 29

Important Dates

March 26 Final Date to Apply for Fall 2023 Graduation (Ceremony Participation)
March 27 Application for Graduation-Degree Conferral only for Spring 2024 Graduation Begins
March 29 Good Friday (No Classes)

Class Module: Group Presentations

Objective: Student groups will present their Group Project assignment to the rest of their peers in class this week.

Homework: Students should complete the Peer Review journal assignment in eCourses by 11:59pm this Sunday.

Class Module: Group Presentations

Objective: Student groups will present their Group Project assignment to the rest of their peers in class this week.

Homework: Students should complete the Peer Review journal assignment in eCourses by 11:59pm this Sunday.

Week 11: April 1 – April 5

Important Dates

April 2 Priority Registration for Continuing Students for Fall 2024 Semester
April 6 Registration for all students (based on classification) begins for Fall 2024 Semester, including winter mini-mester.

Class Module: Writing Workshop

Objective: Students will have the entirety of the week to work on the Essay #2: Cultural Analysis

Homework: Students will need to bring a complete hard copy version of Essay #2: Cultural Analysis to class on Tuesday (April 9) for the 4% Peer Editing Assignment.

Class Module: Writing Workshop

Objective: Students will have the entirety of the week to work on the Essay #2.

Homework: Students will need to bring a complete hard copy version of Essay #2 to class on Tuesday (April 9) for the 4% Peer Editing Assignment.

Week 12: April 8 – April 12

Class Module: Peer Editing Assignment

Objective: Students should bring a fully completed hard copy version of Essay #2 to class today and engage in the Peer Editing Assignment, all of which will be worth 4% of the semester grade (from the Daily Attendance and Participation grade category).

Homework: Students should revise their Essay #2 assignment and submit to eCourses for grading by 11:59PM on Wednesday, April 10.

Class Module: Extra Credit Timed Writing Assignment

Objective: Students will have an opportunity to earn points based on an in-class timed writing activity that requires students to utilize strategies from the previous unit.

Homework: None

Week 13: April 15 – April 19

Class Module: Introduction to Essay #3: Research Based Argument and Research

Objective: Students will be introduced to the final essay of the semester in class and will then have the remainder of class to begin researching.

Homework: Students should read Chapter 11: “Keeping a Research Journal and an Annotated Bibliography” and Matt Simon’s “There’s Another Plague: This One Is of Huge Locust Swarms in Africa.”

Class Module: Research Day

Objective: Students will meet in the library today to continue working on research for their final essay assignment.

Homework: Students should complete the “Topic Idea” journal assignment in eCourses by 11:59pm this Sunday.

Week 14: April 22 – April 26

Important Dates

April 26	Final Day to Withdraw from University (from all courses) for the Spring 2024 16-week session
April 26	Last Class Day for 16-week session
April 26	Final Day for Graduating Undergraduates to Submit Application for Tuition Rebate for Spring 2024

Class Module: Writing Workshop

Objective: Students will have the entirety of class in order to workshop Essay #3: Research Based Argument.

Homework: Students should complete and submit the final essay assignment to eCourses by 11:59pm on Sunday, April 28.

Class Module: Writing Workshop

Objective: Students will have the entirety of class in order to workshop Essay #3: Research Based Argument.

Homework: Students should complete and submit the final essay assignment to eCourses by 11:59pm on Sunday, April 28.

Week 15: April 29 – May 3**Important Dates**

April 29 Study Day (No Classes in Session)
April 30 - May 8 Final Exams

Class Module: Review for Final Exam

Objective: Students will be given an overview of the online Final Exam.

Homework: Students should prepare for the online Final Exam.

Final Exam: April 30 – May 8**Important Dates**

May 9 Final Grades Due for Graduation Candidates (12:00PM)
May 11 Commencement
May 14 Final Grades Due for all Other Students (11:59PM)

Online Final Exam

Objective: Students should complete the online final exam which will open at 8AM on Wednesday, May 1 and will close at 11:59PM on Tuesday, May 7. The exam will not be re-opened for students who forget to complete it during this period of time.

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

The University Tutoring Center

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

Writing Center

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

Panther Navigate

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

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

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

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 classes in the traditional manner. CIITS supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit [CIITS Student Website](#). Phone: 936-261-3283 or email: ciits@pvamu.edu.

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

This center supports students through professional development, career readiness, and placement and employment assistance. The center provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the center website for information regarding services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; [Center for Careers & Professional Development Website](#)

University Rules and Procedures

Academic Misconduct

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

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

Forms of Academic Dishonesty:

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

The Use of Generative Artificial Intelligence Tools in the Classroom

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

Nonacademic Misconduct

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the ability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Office of Student Conduct will adjudicate such incidents under nonacademic procedures.

Sexual Misconduct

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

Protections and Accommodations for Pregnant and Parenting Students

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

Non-Discrimination Statement

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

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

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

Makeup Work for Legitimate Absences

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

Absence Verification Process

All non-athletic absences (e.g., Medical, Death/Funeral, Court/Legal-related, etc.) for which a student seeks to obtain a valid excuse must be submitted to the Dean of Students/Office of Student Conduct, with supporting documentation, for review and verification. Please use the [Online Reporting Forms](#) to access/complete/submit the *Request for a University Excused Absence* form for an excuse. Upon receipt, a staff member will verify the documentation and provide an official university excuse, if applicable. The student is responsible for providing the official university excuse issued by the Office for Student Conduct to the

professor(s). Questions should be directed to the Dean of Students via email: deanofstudents@pvamu.edu or phone: (936) 261-3550 or Office for Student Conduct via email: studentconduct@pvamu.edu or phone: (936) 261-3524.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rest with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Online Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations

Minimum Recommended Hardware and Software:

- Intel PC or laptop with Windows 10 or later version; Mac with OS Catalina
- Smartphone or iPad/tablet with wi-fi*
- High-speed internet access
- 8 GB memory
- Hard drive with 320 GB storage space
- 15" monitor, 1024 x 768, color
- Speakers (internal or external)
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, or Firefox

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

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

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

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

Netiquette (online etiquette)

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

Video Conferencing Etiquette

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

Technical Support

Students should go to <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

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

- Students who are ill will be asked to adhere to best practices in public health, such as masking, handwashing, and social distancing, to help reduce the spread of illness across campus.
- Mandatory self-reporting will no longer be required by students. Students will be responsible for communicating with their professors regarding COVID, similarly to any other illness.
- There will be no mandatory isolation. Students who are too ill to engage in classroom activities will be responsible for securing the appropriate documentation to support the absence.
- Students who self-isolate will be responsible for communicating with their professors and securing an excuse from Student Conduct.
- All students will have access to [TimelyCare](#), a telehealth platform that provides virtual medical care 24/7 and by appointment in the Student Health Clinic. Students are encouraged to enroll with TimelyCare at the beginning of the semester, at timelycare.com/pvamu.
- Students will have access to COVID testing in the Student Health Clinic by appointment. Testing is for students who are symptomatic ONLY.