

**ENGL 2314: Advanced Composition  
Spring 2024**

**Instructor:** Mr. Theodore Giraud  
**Section # and CRN** Advanced Composition (B-GLOBAL) - 25295 - ENGL 2314 - P02  
**Office Location:** Hilliard Hall Communication Building 007  
**Email Address:** thgiraud@pvamu.edu  
**Office Hours:** MWF: 8:30-10am, 3-4:30pm  
**Mode of Instruction:** Face to face  
**Course Location:** W R Banks Bldg 208  
**Class Days & Times:** MWF 1:00 pm - 1:50 pm

**Catalog Description:** (3-0) Credit 3 semester hours. Study and practice of advanced academic reading and writing through cultural studies, research projects, and critical, rhetorical, and literary analysis.  
**Prerequisites:** ENGL 1302 or ENGL 1133  
**Co-requisites:** None  
**Required/Recommended Texts:** All readings will be made available on eCourses. Several of them can also be accessed online and/or from the PVAMU library.  
**Other Required Course Materials:** None

**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, persuasive prose.	5	Communication
5	Employ effective teamwork skills with emphasis on listening, responding, and creating a positive climate		Teamwork
6	Cite sources correctly according to the MLA format.	1	Personal Responsibility

## Major Course Requirements:

Method of Determining Final Course Grade		
Course Grade Requirement	Breakdown of Value	Total Value
Attendance and Participation		100 points
Contextual Narratives (3)	100*3	300 points
Revised Contextual Narrative		100 points
Descriptive Writing Project		250 points
Argumentative Writing Project		250 points
<b>Total</b>		<b>1000 points</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 Graded Assignments:

Further detailed instructions (if applicable) and rubrics for the assignments will be posted on eCourses.

#### Attendance and Participation (100 points)

Punctually and regularly attend and participate in our in-person classes. This portion of the grade will be based on your contribution as a considerate and involved citizen in our classroom.

#### Contextual Narratives (100\*3=300 points)

Select one event of historical/political/cultural importance (For example, the moon landing of 1969, the fall of the Berlin Wall, construction of the Empire State Building, and so on ... the possibilities are endless).

Then write 3 contextual narratives, describing the event for 3 different contexts:

- a short book chapter for students in middle school
- a newspaper report for a leading national daily
- an academic essay for a college-level course

Each narrative should be tailored to fit the specific context it is for. The audience of each narrative is different. Likewise, your content, organization, and style will vastly differ in each narrative, even if you are describing the same event. This exercise will allow you to frame your writing according to genre conventions, by identifying your audience and purpose.

Each narrative should be 2-3 full pages in length, and formatted in the MLA style. Narrative (c) will require more research and a Works Cited page with 2 relevant scholarly sources.

#### Revised Contextual Narrative (100 points)

Select any one of the three contextual narratives to revise. Make this selection carefully based on your own preferences and skills. In this context, it is always a good idea to remember which audience group you most enjoyed writing for.

#### Descriptive Writing Project (250 points)

Select a piece of short fiction (poem/short story/short play/novella) and describe it for a scholarly audience in a paper (2-3 pages). Keep the following in mind as you write your descriptive paper:

- What is the focus of the piece of fiction you are describing?
- Who is the author and what is the historical/socio-political context of the piece?
- Who is/was the author's intended audience? Are they still the intended audience?
- What are some possible interpretations of the work?

## Argumentative Writing Project (250 points)

Select any one the readings (non-fiction) in the syllabus and write an argumentative paper (3-5 pages) based on it. You may argue for or against it. In case of the former, you need to do considerably more than simply agree with the thesis: make original points based on the reading to nuance its claims with your own argument.

You should use two additional secondary scholarly sources to support your point of view and build your argument. You should format your final paper in the MLA style and provide a Works Cited page. Keep the following in mind as you write your argumentative paper:

What is the author's thesis statement? Is this statement entirely convincing?

What are some other ways to look at the issue the author is discussing?

What have others (scholarly sources) say about this issue?

Based on this research, what is a persuasive counter-argument or nuanced argument?

## Course Procedures and Additional Instructor Policies:

**Attendance Policy:** Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or a grade of F.

Absences are accumulated beginning with the first day of class. In this course, you are allowed three unexcused absences. Your fourth unexcused absence, and each one beyond that, will result in a 5-point deduction from your final grade. While an email notifying me of an absence is a kind gesture, excused absences require documentation from an appropriate university official. If you miss class due to a legitimate emergency, you may take documentation to the third floor of Evans Hall and apply for an excused absence from the Office of Student Affairs.

**Submission of Assignments:** All written assignments prepared outside of class must be submitted through Turnitin on Canvas by the due dates. Be advised that Turnitin checks all submissions for plagiarism against web sources, periodical archives, and other student submissions. Discussion responses must be posted by stipulated deadlines on Canvas discussion forums. Discussion responses sent in via email will not be accepted.

All of your work for this course must be original. You are not allowed to submit papers that you or anyone else has submitted for any other course or any other previous or concurrent course. **Late submissions will be docked five points per day of lateness.**

**Online Requirement:** Students are required to log-on to eCourses and check their email regularly to access shared course materials, graded discussions, and all other course-information.

**Assignment/Exam and Quiz Policy:** Students need to complete all assignments as scheduled. No makeup quizzes and assignments will be allowed except under documented emergencies (see Student Handbook).

**Formatting Documents:** Microsoft Word is the standard word processing tool used at PVAMU. If you are using other word processors, be sure to use the "save as" tool and save the document in Rich Text Format (RTF).

All essays must adhere to MLA formatting style (including 1-inch margins and 12-point Times New Roman font). MLA formatting guidelines can be found online at: <http://owl.english.purdue.edu/owl/resource/747/01/>

## Semester Calendar:

You should come to class on time and fully prepared: Read/view the course content *before class* to be able to properly follow lectures and participate in discussion and other activities.

I reserve the right to revise the following schedule as necessary. Please also follow university notices and guidelines regarding the semester calendar.

Week 1 January 15-19		
Date	Readings, Viewings, and Other Course Content	Activities and Assignments
Wed, Jan 17	Introductions and Course Overview: Why write? What are the limits of writing? How are the written word, power, and identity related?	Lecture and class discussion
Fri, Jan 19	Detailed Syllabus Overview	Lecture and class discussion
Week 1 Dates to note		
Jan 15	Dr. Martin Luther King, Jr. Day Holiday (University Closed)	
Jan 17	Financial Aid Satisfactory Academic Progress (SAP) Appeal Deadline First Class Day Tuition & Fees Payment Due Date	
Jan 16-23	Late Registration/Late Registration Fee Begins (\$50.00)	
Jan 16-25	Attendance Reporting Period. Students who do not attend class during this period will have their courses removed and financial aid reduced or cancelled.	

Week 2 January 22-26		
Date	Readings, Viewings, and Other Course Content	Activities and Assignments
Mon, Jan 22	"Adapting to Your Audience" <i>The WAC Clearinghouse</i>	Lecture and class discussion
Wed, Jan 24	"Speaking of Yourself: Introducing, Interesting, and Informing" by Jack Wilson  Writing exercise: introducing yourselves, orally and on paper	
Fri, Jan 26	"I Just Wanna Be Average" by Mike Rose  Writing exercise: Identifying the intended audience and rhetorical appeals. Revising for a different audience.	Lecture and class discussion  Brainstorming contextual narrative topic
Week 2 Dates to note		
Jan 17-23	Late Registration/Late Registration Fee Begins (\$50.00)	
Jan 17-25	Attendance Reporting Period. Students who do not attend class during this period will have their courses removed and financial aid reduced or cancelled.	

Week 3 January 29-February 4		
Date	Readings, Viewings, and Other Course Content	Activities and Assignments
Mon, Jan 29	"Choosing a School for My Daughter in a Segregated City" by Nikole Hannah-Jones	Lecture and class discussion
Wed, Jan 31	Persuasive writing: Who is reading? What is your purpose? How to frame a narrative? What information to offer? What language to use?	
Fri, Feb 2	<u>In-class Workshop - Contextual Narrative (a)</u>	Lecture and writing workshop
Week 3 Dates to Note		

Jan 30	Financial Aid Refunds begin
Jan 31	12th Class Day (Census Date) Final Day to Drop/Withdraw from Course(s) without Academic Record (A Financial Record will still exist)
Feb 1	Withdrawal from Courses with Academic Record ("W") Begins

### Week 4 February 5-9

Date	Readings, Viewings, and Other Course Content	Activities and Assignments
Mon, Feb 5	"Juneteenth," <i>Britannica Kids</i> "So You Want to Learn About Juneteenth?" <i>The New York Times</i>	Lecture and class discussion
Wed, Feb 7	Discussion - How to retell the same story for a different audience? narrating, reporting, analyzing	<b>Contextual Narrative (a) due</b>
Fri, Feb 9	In-class Workshop - Contextual Narrative (b)	Lecture and writing workshop

### Week 4 Date to Note

Feb 7	Drop for Non-Payment of Tuition and Fees @ 5:00 p.m.
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### Week 5 February 12-16

Date	Readings, Viewings, and Other Course Content	Activities and Assignments
Mon, Feb 12	"Overlooked No More: Frances B. Johnston, Photographer Who Defied Genteel Norms," <i>The New York Times</i>	Lecture and class discussion
Wed, Feb 14	Discussion – forms of narration	<b>Contextual Narrative (b) due</b>
Fri, Feb 16	"Reexamining Southern Emancipation in Comparative Perspective" by Peter Kolchin Discussion: Getting started with sources - discovery, research, scholarly writing	Lecture and class discussion

### Week 5 Date to Note

Feb 13	20th Class Day
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### Week 6 February 19-23

Date	Readings, Viewings, and Other Course Content	Activities and Assignments
Mon, Feb 19	In-class Workshop - Contextual Narrative (c)	Lecture and writing workshop
Wed, Feb 21	In-class Workshop cont. - Contextual Narrative (c)	Lecture and writing workshop
Fri, Feb 23	In-class Workshop cont. - Contextual Narrative (c)	<b>Contextual Narrative (c) due</b>

### Week 7 February 26-March 2

Date	Readings, Viewings, and Other Course Content	Activities and Assignments
Mon, Feb 26	"La Gioconda" by Michael Field	
Wed, Feb 28	"Poem of the week: 'La Gioconda' by Michael Field," <i>The Guardian</i>	Lecture and class discussion
Fri, Mar 2	"What is a descriptive essay?" <i>Purdue Online Writing Lab</i> Writing exercise: describing an artifact, a location, and an experience	Lecture and class discussion

**Week 8 March 6-10**

Date	Readings, Viewings, and Other Course Content	Activities and Assignments
Mon, Mar 5	<u>In-class Workshop – Descriptive Writing</u>	Lecture and writing workshop
Wed, Mar 7	“Woman in France” by George Eliot	
Fri, Mar 9	“Don’t Look Up’ Review: Tick, Tick, Kablooeey,” <i>The New York Times</i>  Discussion: When does description meet persuasion? How is a description different from a review?	Lecture and class discussion  <b>Descriptive Writing Project due</b>

**Week 8 Dates to Note**

Mar 13-18	Mid-Semester Examination Period
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**Spring Break**

Date	Readings, Viewings, and Other Course Content	Activities and Assignments
Spring Break		No Classes (Spring Break)

**Week 9 Dates to Note**

Mar 12-16	Spring Break (Student Break)
Mar 14	Mid-Semester Grades Due

**Week 9- March 19-23**

Date	Readings, Viewings, and Other Course Content	Activities and Assignments
Mon, Mar 19	“Girl” by Jamaica Kincaid	
Wed, Mar 21	<i>Sultana’s Dream</i> by Rokeya Sakhawat Hossain	Lecture and class discussion
Fri, Mar 23	Writing exercise: identifying thesis statements, arguments, and audiences  Discussion - returning to an old piece of writing, the value of fresh eyes on an old text  Writing exercise: rereading and rethinking	Lecture and class discussion

**Week 10 Date to Note**

Mar 22	Founders Day/Honors Convocation
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**Week 10 March 26-30**

Date	Readings, Viewings, and Other Course Content	Activities and Assignments
Mon, Mar 26	<u>In-class workshop: Selecting an essay for revision</u>	Lecture and writing workshop
Wed, Mar 28		Lecture and writing workshop
Fri, March 30	<u>In-class workshop cont: The Final Revised Draft</u>	<b>Revised Contextual Narrative due</b>

**Week 10 Dates to Note**

Mar 26	Final Date to Apply for Spring 2022 Graduation (ceremony participation)
Mar 27	Application for Graduation-Degree Conferral only for Spring 2022 Graduation Begins (no ceremony participation or name listed in the program)

### Week 11 April 2-6

Date	Readings, Viewings, and Other Course Content	Activities and Assignments
Mon, Apr 2	Writing exercise 1: free writing	Lecture and class discussion
Wed, Apr 4	Writing exercise 2: prompt-based writing	
	Discussion: from prompt-response to argument	
Thu, Apr 6	Discussion: academic integrity <ul style="list-style-type: none"> <li>Why, when, and how we cite</li> <li>MLA Style Guide</li> <li>Factchecking: How to spot a scholarly source? How to test the reliability of websites?</li> <li>Revision Process: Content, Organization, and Style</li> </ul>	Lecture and class discussion

### Week 12 Date to Note

Apr 6	Final Day to Withdraw from Course(s) with Academic Record ("W")
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### Week 12 April 9-13

Date	Readings, Viewings, and Other Course Content	Activities and Assignments
Mon, Apr 9	"The hidden environmental cost of your free holiday returns." <i>The Guardian</i>	Lecture and class discussion
Wed, Apr 11	Writing exercise: Factchecking and factfinding How old is the article? Are the claims still valid? Are there similar essays published elsewhere? Is there a counter-argument? What needs to happen next?	
Thu, Apr 13	"Has the Smartphone Destroyed a Generation?" by Jean M. Twenge Writing exercise: Analyzing, researching, and responding	Lecture and class discussion

### Week 13 Dates to Note

Apr 11-14	Priority registration for continuing students for Summer and Fall 2022 Semesters
Apr 14	Good Friday (No Classes) Registration for all students begins for Summer and Fall 2022 Semesters

### Week 13 April 16-20

Date	Readings, Viewings, and Other Course Content	Activities and Assignments
Mon, Apr 16	"On marriage" by Harriet Martineau	Lecture and class discussion
Wed, Apr 17	Writing exercise: analyzing historical texts How to situate texts from disparate contexts in your 21 <sup>st</sup> century writing?	

Thu, Apr 20	From "Sesame and Lilies" by John Ruskin From <i>A Vindication of the Rights of Woman</i> by Mary Wollstonecraft Analyzing historical texts cont.	Lecture and class discussion
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#### Week 14 April 23-27

Date	Readings, Viewings, and Other Course Content	Activities and Assignments
Mon, Apr 23	<u>In-class workshop: Argumentative Writing Project</u>	Lecture and writing workshop
Wed, Apr 25 Fri, Apr 27	<u>In-class workshop cont.: Argumentative Writing Project</u>	Lecture and writing workshop

#### Week 15 Date to Note

Apr 28	Final Day for Graduating Undergraduates to Submit Application for Tuition Rebate for Spring 2022 Final Day to Apply for Degree Conferral only for Spring 2022 Graduation (no ceremony participation or name listed in the program)
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#### Week 15 Final Exam

Date	Readings, Viewings, and Other Course Content	Activities and Assignments
Mon, Apr 29	<b>FINAL REFLECTIONS</b> <ul style="list-style-type: none"> <li>Concluding thoughts: advanced composition, advanced communication, and advancing humanity</li> <li>Farewell</li> </ul>	Lecture and class discussion  <b>Argumentative Writing Project due by 11.59pm on Fri, May 5</b>

#### Week 16 Onward Dates to Note

Apr 27	Final Day to Withdraw from the University (from all courses) for the Spring 2022 16- week session
Apr 29	Last Class Day
May 2-9	Final Exams
May 10	Final Grades due for Graduation Candidates (12:00 pm)
May 12	Commencement
May 15	Final Grades due for all other students (11:59 pm)



## **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: [pvtutoring@pvamu.edu](mailto:pvtutoring@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, 2<sup>nd</sup> 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, 3<sup>rd</sup> Floor, Rm. 305; Phone: 936-261-3627; Email: [aetesting@pvamu.edu](mailto: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](mailto: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, 2<sup>nd</sup> floor; Phone: 936-261-3570; [Center for Careers & Professional Development Website](#)

## University Rules and Procedures

### Academic Misconduct

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

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

### Forms of Academic Dishonesty:

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

without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

### **The Use of Generative Artificial Intelligence Tools in the Classroom**

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

### **Nonacademic Misconduct**

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

### **Sexual Misconduct**

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

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

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

### **Non-Discrimination Statement**

Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The University is committed to supporting students and complying with The Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet

with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109 or by phone at 936-261-1744 or 1792.

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

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

### **Makeup Work for Legitimate Absences**

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

### **Absence Verification Process**

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

### **Student Academic Appeals Process**

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

### **Technical Considerations**

#### **Minimum Recommended Hardware and Software:**

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

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



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

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

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

**Netiquette (online etiquette)**

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

**Video Conferencing Etiquette**

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

**Technical Support**

Students should go to <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**

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

- Students who are ill will be asked to adhere to best practices in public health, such as masking,

handwashing, and social distancing, to help reduce the spread of illness across campus.

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