



SYLLABUS

ENGL 4343: Special Topics in English Spring 2024

Instructor: Dr. M. Clay Hooper
Section # and CRN: Section P10; CRN 25590
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Office Hours: MWF 12-2pm
Mode of Instruction: Face to Face

Course Location: AGBU 214
Class Days & Times: MWF 11-11:50am
Catalog Description: Seminar offers a critical examination of a topic within the instructor's field of specialization. Emphasis on scholarly analysis and research allows students to demonstrate the capacity to bring information, skills, and ideas acquired from the English major and various curricula to bear on a major project. May be repeated once for credit when the topic varies.

Prerequisites: At least one English course at the 3000 or 4000 level
Co-requisites: n/a

Required Texts: Sutton Griggs, *Imperium in Imperio* (any edition)
 Toni Morrison, *Paradise* (any edition)
 Alice Walker, *The Color Purple* (any edition)

Course Goals: This section of ENGL 4433 focuses on the literature, philosophy, and politics of black nationalism. Students will complete various daily work assignments and two exams and compile a portfolio consisting of two revisions of work from previous English classes and a major seminar paper related to the theme of black nationalism. As the capstone course for the English major, ENGL 4343 requires a portfolio of work to demonstrate mastery of several key Program Learning Outcomes for English.

Student Learning Outcomes:

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	Perform critical evaluations of a variety of literature related to black nationalism (NCTE 3.5)	1 & 3	Critical Thinking
2	Integrate appropriate research theory into writing projects (NCTE 3.7)	2	Communication
3	Identify and define periods, genres, and authors in African American literature (NCTE 3.5)	4	Critical Thinking
4	Demonstrate awareness of English language arts pedagogy (NCTE 4.1, 4.3, 4.6, 4.12)	6	Social Responsibility
5	Demonstrate correct usage of grammar and mechanics	5	Communication
6	Show mastery of MLA citation	2	Personal Responsibility
7	Demonstrate ability to engage in writing as a recursive process involving research, planning, drafting, review, and revision.	1	Communication

Major Course Requirements

Method of Determining Final Course Grade

Course Grade Requirement	Value
1) Attendance	15%
2) Daily Work and Participation	15%
3) Exams (3)	25%
4) Research/Writing Portfolio	45%
• Prewriting & Revision – 25% of total grade	
• Seminar Paper (Final Product) – 20% of total grade	
Total:	100%

Grading Criteria and Conversion:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 0-59%

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:

Grade Requirement	Description
Attendance	Attendance is checked daily and recorded through Canvas. The daily attendance score is assigned according to the formula below (see Class Attendance Policy) with opportunities to recover missed attendance points.
Daily Work & Participation	Daily quizzes, reading responses, and participation in class discussions demonstrate day-to-day preparation and basic reading comprehension.
Exams	Two essay exams demonstrating mastery of the two units of course content.
Research/Writing Portfolio	A collection of work demonstrating the student’s mastery of the writing process, breadth of learning within the discipline, and depth of research and literary analysis skills. The portfolio consists of the following major components along with several minor supporting components: <ul style="list-style-type: none">• A full structural revision of a paper completed for a previous English course• Prewriting for the structural revision and the Seminar Paper (source responses, outlines, paragraph drafts, peer reviews, etc.)• Annotated Bibliography for the Seminar Paper• Draft Material for the Seminar Paper• 3000-Word Seminar Paper (final product)

Course Procedures

Communication: Course-related communications may take place via regular email or the Canvas mailing system. Email communications with the instructor must be from the student’s official school email account rather than from a personal email account. Students are expected to check Canvas as well as their student email accounts on a daily basis to ensure that they receive important course notifications. The instructor will reply to student emails

within a 24-hour period (except on weekends) and will expect the same courtesy from students.

Class Attendance: Students will be scored for attendance according to the formula provided above (see Detailed Description of Major Assignments). Students will be able to receive partial credit for watching the recording and posting a substantial discussion about it online. This will only apply to six classes during the term.

Class Participation: In order to receive full credit for participation, students must, on a weekly basis, actively engage in class discussions by asking relevant questions, responding to questions posed by the instructor, and/or offering substantive commentary on the course content. This engagement should demonstrate that students are fully prepared for class sessions by completing assigned readings and other required tasks.

Online Participation: When attending class sessions via Zoom, students must keep their video feeds on with their faces visible for the duration of the class in order to receive full credit for attendance. The expectations for participation are the same as for face-to-face participation.

Premature Exiting: A student who leaves class without being dismissed will be counted as absent for the day regardless of how much class time remains. If you have a legitimate reason to leave class early, notify the instructor before class. If an emergency arises during class, notify the instructor at that time.

Submission of Assignments: Unless otherwise stated, all assignments are to be submitted through Canvas. Major assignments will be submitted and graded through the Turnitin integration with Canvas. Late essays will be penalized five points per day (including weekends) and will not be accepted more than four days late. Makeup opportunities for exams will only be provided within one week of the scheduled exam and with a fully documented excused absence. There are no makeup opportunities for missed quizzes or daily work.

Off-Task Behavior: Your instructor reserves the right to ask you to leave class if you are not on-task or are preventing other students from being on-task. Once you are asked to leave, you will be counted absent for the day regardless of how much time remains in the period or whether you actually leave the session.

Extra Credit Policy: The instructor may or may not include opportunities for extra credit during the course of the semester, but no student will receive an opportunity for extra credit that is not made available to all students except in cases where the opportunity is dependent on having received a low score on a previous assignment. In such cases, all students who scored below a clearly defined threshold will receive the same opportunity.

Semester Calendar

Week One (1/15-1/19): Course Introduction & Early Black Nationalism

Readings: M – No class. MLK Day
W – Course Introduction
F – Read excerpts from Martin R. Delany's *The Condition, Elevation, Emigration, and Destiny of the Colored People of the United States*

Week Two (1/22-1/28): Early Black Nationalism

Readings: M – Read selections by Henry McNeal Turner and Alexander Crummell
W – No assigned reading. In class we will complete our discussion of early black nationalism and begin discussing the portfolio project
F – Read Robert J. Norrell, "Perfect Quiet, Peace, and Harmony" (below). Also bring a HARD COPY of a paper from a previous English course that you will use for your structural revision for the portfolio. Read the paper slowly, carefully, and completely before coming to class.

NOTE: Late registration period ends Tuesday, 1/23

Week Three (1/29-2/2): The Washington/Du Bois Dustup

Readings: M – Read Booker T. Washington's "What I Learned About Education In Denmark." In class we will complete our discussion of Washington and workshop the surface

revision. Bring TWO CLEAN HARD COPIES of your surface revision paper as well as the hard the copy that you have already marked and annotated.
W – Read Booker T. Washington’s “Atlanta Exposition Address” and W. E. B. Du Bois’s “Of Mr. Booker T. Washington and Others”
F – Read W. E. B. Du Bois’s “The Coming of John”

NOTE: Last day to drop classes without record is Wednesday, 1/31

Week Four (2/5-2/9): Sutton Griggs

Readings: M – Read chapters 1-5 of Sutton Griggs's *Imperium in Imperio* and watch *Hilliard@Home: Planning a Literary Analysis*
W – Read chapters 6-10 of Sutton Griggs's *Imperium in Imperio*
F – No assigned reading. In class we will workshop the Structural Revision assignment

Assignment: M – Submit Topic Discussion by 11:59pm

Week Five (2/12-2/16): Alain Locke & Pragmatic Nationalism

Readings: M – Read chapters 11-20 of Sutton Griggs' *Imperium in Imperio* and watch *Hilliard@Home: Academic Sources*
W - Read Alain Locke's "Modern Race Creeds and Their Fallacies"
F – Read Alain Locke's "Racial Progress and Race Adjustment"

Assignment: F -- Submit Academic Source Upload by 11:59pm

Week Six (2/19-2/23): Solidarity & Sacrifice (Ellison & Hurston)

Readings: M – Read Ralph Ellison's "Flying Home"
W – Read Zora Neale Hurston's "The Gilded Six-Bits" (below).
F – Read Zora Neale Hurston's "Letter to the Orlando Sentinel"

Assignment: W – Submit the Structural Revision Assignment by 11:59pm

Week Seven (2/26-3/1): Midterm Review & Exam

Readings: M – No assigned reading. In class we will review for the Midterm Exam
W – No assigned reading. In class we will discussion the Annotated Bibliography assignment
F – Midterm Exam, Part 1

Week Eight (3/4-3/8): Nationalism & Racial Essentialism

Readings: M – Midterm Exam, Part 2
W – No class. Scheduled day off to recover from the midterm exam and work on the Annotated Bibliography
F – Read Langston Hughes' "The Negro and the Racial Mountain"

Assignment: F - Submit the Annotated Bibliography by 11:59pm

SPRING BREAK: 3/11 – 3/15

Week Nine (3/18-3/22): Malcolm X

Readings: M – Read Malcom X's "Speech on Police Brutality"
W – Read Malcolm X's "The Ballot or the Bullet"
F – Read bell hooks' "The Imperialism of Patriarchy" and watch *Hilliard@Home: The Introductory Paragraph*

Week Ten (3/25-3/29): Toni Morrison & Black Sovereignty/Patriarchy

Readings: M – Read Toni Morrison’s *Paradise* (pages TBA)
W – Read Toni Morrison’s *Paradise* (pages TBA)
F – No class; Good Friday

Assignment: F – Submit the Introductory Paragraph Draft by 11:59pm

Week Eleven (4/1-4/5): Toni Morrison & Black Sovereignty/Patriarchy

Readings: M – Read Toni Morrison’s *Paradise* (pages TBA) and watch *Hilliard@Home: Drafting a Literary Analysis Paper*
W – Read Toni Morrison’s *Paradise* (pages TBA)
F – Read Toni Morrison’s *Paradise* (pages TBA)

Week Twelve (4/8-4/12): Alice Walker & Sisterly Solidarity

Readings: M – Read Alice Walker’s *The Color Purple* (pages TBA)
W – Read Alice Walker’s *The Color Purple* (pages TBA)
F – No class; university closed for Good Friday

NOTE: Priority Registration begins Monday, 4/8

Week Thirteen (4/15-4/19): Alice Walker & Sisterly Solidarity

Readings: M – Read Alice Walker’s *The Color Purple* (pages TBA)
W – Read Alice Walker’s *The Color Purple* (pages TBA)
F – Read Alice Walker’s *The Color Purple* (pages TBA)

Assignment: W – Submit the First Draft of Seminar Paper by 11:59pm

Week Fourteen (4/22-4/26): Final Exam Review & Seminar Paper Revision

Readings: M – Revision workshop
W – Revision workshop
F – Review for Final Exam

Week Fifteen (4/29-5/3): Final Exam

Assignment: R – Submit the Seminar Paper by 11:59pm on Thursday, 5/2

NOTE: Friday (4/26) is the last day to withdraw from the university, which means withdrawing from all your courses. Friday (4/26) is the last day of class. The final exam period is from Thursday, 5/2, to the following Thursday, 5/9. Final grades for graduating seniors will be posted in PantherTracks by Thursday, 5/9 (commencement is Saturday, 5/11). Final grades for all other students will be posted in PantherTracks by Tuesday, 5/14.

Student Support and Success

John B. Coleman Library

The John B. Coleman Library's mission is to enhance the scholarly pursuit of knowledge, to foster intellectual curiosity, and to promote life-long learning and research through our innovative services, resources, and cultural programs, which support the Prairie View A&M University's global mission of teaching, service, and research. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. Website: <https://www.pvamu.edu/library/>; Phone: 936-261-1500

Academic Advising Services

Academic Advising Services offers students a variety of services that contributes to student success and leads towards graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students get connected to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors with Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major at www.pvamu.edu/advising. Phone: 936-261-5911

The University Tutoring Center

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

Writing Center

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

Academic Early Alert

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

Student Counseling Services

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and assists students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2nd floor; Phone: 936-261-3564; Website: <https://www.pvamu.edu/healthservices/student-counseling-services/>

Office of Testing Services

Testing Services serves to create opportunities by offering a suite of exams that aid in the students' academic and professional success. Currently, we administer entrance (HESI A2), college readiness (TSI assessment), Prior Learning (CLEP, DSST), and proctored exams. Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; Website: www.pvamu.edu/testing

Office of Diagnostic Testing and Disability Services

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

Center for Instructional Innovation and Technology Services (CIITS)

Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend college in the traditional manner. The Center for Instructional Innovation and Technology Services (CIITS) supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit: <https://www.pvamu.edu/dlearning/distance-learning-2-2/students-2/>; Phone: 936-261-3283

Veteran Affairs

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; Website: <https://www.pvamu.edu/sa/departments/veteranaffairs/>

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development, and campus governance. Location: Memorial Student Center, Rm. 221; Phone: 936-261-1340; Website: <https://www.pvamu.edu/studentengagement/>

Career Services

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; Website: <https://www.pvamu.edu/careerservices/>

University Rules and Procedures

Academic Misconduct

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

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the *University Administrative Guidelines on Academic Integrity*, which can be found on the [Academic Integrity webpage](#). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the *University Administrative Guidelines on Academic Integrity*, the University Online Catalog, and the

Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

Forms of Academic Dishonesty:

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

Nonacademic Misconduct

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

Sexual Misconduct

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

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. In this course, your attendance score is factored into the Daily Work, Participation, & Attendance portion of your grade (see above). The attendance score for each day is calculated according to the following rubric:

(P)	Present	1 pt	
(E)	Excused Absence	1 pt	Excused absences require documentation from an approved university entity. Outside documentation must be processed through the Office of Student Affairs.
(T)	Tardy	0.75 pts	This includes missing more than 5 minutes of class during any part of the session. A "tardy" may also be awarded when a student does not have their face visible via live video feed for any portion of the session.
(L)	Late	0.5 pts	This includes missing more than 10 minutes of class during any part of the session. A "late" may also be awarded when a student does not have their face visible via live video feed for a significant portion of the session.
(A)	Absent	0 pt	This includes missing more than 25 minutes of class during any part of the session. An "absent" may also be awarded when a student does not have their face visible via live video feed for a substantial portion of the session.

Attendance Makeup: Once per week, a student may recover partial attendance credit by watching the recording of a class session and submitting an attendance makeup discussion post.

Student Academic Appeals Process

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

Technical Considerations

Minimum Recommended Hardware and Software:

- Intel PC or Laptop with Windows 10 or later version; Mac with OS High Sierra*
- Smartphone or iPad/Tablet with Wi-Fi*
- High-speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers

- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, or Firefox

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

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

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

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

Netiquette (online etiquette)

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

Video Conferencing Etiquette

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

Technical Support

Students should go to <https://mypassword.pvamu.edu/> if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding Canvas, call the Center for Instructional Innovation and Technology Services at 936-261-3283 or email ciits@pvamu.edu.

Communication Expectations and Standards

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

Discussion Requirement

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can occur in a seminar fashion. The use of the discussion board will accomplish this. The instructor will determine the exact use of discussion boards.

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

COVID-19 Campus Safety Measures

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

- **Self-reporting** – Students who test positive for COVID-19 are required to report their positive test results within 48 hours using the [PVAMU Self-Reporting Form](#). Proof of off-campus and self-administered home test results must be sent to covid-19@pvamu.edu. Proof for self-administered home test is a picture of the test with a photo ID in the same photo.
- **Self-monitoring** – Students should follow public health guidance to help slow the spread of the virus, including being vaccinated. Students who have a fever or exhibit symptoms of COVID-19 should not participate in face-to-face instruction.
- **Face Coverings** – Face coverings (KN-95, surgical mask, etc.) are highly recommended in classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is challenging to maintain reliably.
- **Physical Distancing** – Physical distancing should be maintained between students, instructors, and others in course and course-related activities where possible.
- **Personal Illness and Quarantine** – Students required to quarantine are to participate in courses and course-related activities remotely and must not attend face-to-face course activities. Communication with the student's instructor for remote support will take place by the Office of the Assistant Vice President for Academic Engagement and Success. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities. Students experiencing personal injury or illness that is too severe for the student to attend class may qualify for an excused absence. To receive an excused absence, students must provide appropriate documentation to the Office for Student Conduct, studentconduct@pvamu.edu.
- **Questions** – For answers regarding COVID-19 policies and/or procedures, students should refer to www.pvamu.edu/coronavirus or email covid-19@pvamu.edu.