



SYLLABUS

SOCG 4302 Sociology of Sport Spring 2024

Instructor: Ronald Lorenzo
Section # and CRN: P67 CRN 25394
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Student Hours: Tuesday 4-5 pm; Wed. 9am-12pm, 4-5pm; Other times/Zoom by request
Mode of Instruction: Face to Face
Course Location: WR Banks, 209
Class Days & Times: Tuesday and Thursday 9:30 am to 10:50 am
Catalog Description: Students will examine how sports overlap with issues of race, ethnicity, gender, wealth, social class, and social justice. Different theoretical frameworks will help us examine social issues in our world through the entry point of sports.

Prerequisites: None
Co-requisites: None
Required Text(s): Sociology of North American Sport 11th Edition by George H. Sage (Author), D. Stanley Eitzen (Author), Becky Beal (Author), Publisher: Oxford University Press; 11 edition (July 2, 2018), ISBN-10: 0190854103, ISBN-13: 978-0190854102

A People's History of Sports in the United States: 250 Years of Politics, Protest, People, and Play (New Press People's History), 2008, by Dave Zirin (Author), Howard Zinn (Series Editor), Publisher: The New Press; Not Indicated edition (September 1, 2008), ISBN-10: 1595581006, ISBN-13: 978-1595581006

Current podcast episodes of Dave Zirin's *Edge of Sports* available on Spotify, iTunes, and www.edgeofsports.com

Course Learning Objectives:

	Upon successful completion of this course, students will be able to:	Student Learning Outcome # Alignment	Core Curriculum Objective Alignment
1	Develop knowledge of the evolution of minority groups' differential treatment by mainstream society	SLO #4: examine social institutions and processes across cultures	CO #4: Social responsibility
2	Develops an awareness of the interconnection between social perceptions and social policy.	SLO #4: examine social institutions and processes across cultures	CO #4: Social responsibility
3	Understand and explain problems that arise from diversity.	SLO #1: define and apply basic sociological concepts used in micro and macro sociological theory.	CO #1: Critical thinking
4	Examine, evaluate, and interpret data illustrating emerging trends of social phenomena	SLO #4: examine social institutions and processes across cultures	CO #3: Empirical and Quantitative skills

Major Course Requirements

Method of Determining Final Course Grade

Course Grade Requirement		Value	Total
1)	Exam 1	200 points	200 points
2)	Exam 2	200 points	200 points
3)	Semester Research Project	200 points	200 points
4)	Class participation and attendance	100 points	100 points
Total:		700 points	700 points

Grading Criteria and Conversion:

A = 90% to 100%: 630 to 700 points

B = 80% to 89%: 560 to 629 points

C = 70% to 79%: 490 to 559 points

D = 60% to 69%: 420 to 489 points

F = Below 60%; 0 to 419 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 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, 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
1. Exams	Online exams designed to measure knowledge of presented course material
2. Semester Project	Written assignment designed to enhance understanding of course material and stimulate critical thinking.
3. Course Attendance and Participation	Attendance and participation in class discussions and virtual events related to course materials; Participation in required class discussion boards on Canvas. I will take attendance promptly at the scheduled starting time for class. Once I have concluded attendance I will ask if I missed any names. After that point, students entering class will be considered late. On time attendance is given a grade of 90%, late attendance is given a grade of 60%, and unexcused absences are given a grade of 0%. At the end of the semester, I will adjust the attendance grade by factoring participation – which can potentially increase the numerical grade. I will also drop the three lowest participation grades of the semester for each student.

Course Procedures or Additional Instructor Policies

Taskstream

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. One of your assignments may be required to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. If applicable, more information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

Classroom Community and Civility Statement

In the classroom, we are trying to form a community of scholars who share ideas, critique perspectives, and, most importantly, respect each other. We come from different backgrounds with different sources of information. In order to foster the classroom community and civility of scholarly discourse, I ask you to please do the following

- 1) Respect the fact that our experiences based on gender, race, age, social class, disability, religion, political opinions, place of origin, personal values, etc. shape how we perceive and experience society
- 2) Be agreeable when you disagree. You may disagree with someone's ideas, but please do so with tact and civility.
- 3) The university is a place to challenge ideas. Please remember #2: be agreeable when you disagree. We have an obligation to correct misinformation, errors, and stereotypes, but to do so in a civil manner.

Artificial Intelligence (AI) Statement

In this class, students are encouraged to develop and practice skills, including critical thinking skills and writing skills. Artificial Intelligence (AI) for the purpose of writing assignments or taking exams is absolutely **prohibited**. ChatGPT and other generative artificial intelligence tools may not be used in this class because they undermine the learning objectives. Violations of this policy will be considered plagiarism/academic dishonesty.

Food and Beverage Policy

Students may bring water or other beverages (coffee or soft drinks) if they are in a bottle with a cap or in another container with a lid that seals. Keeping the classroom clean helps to create a better learning environment. For this reason, food is strictly forbidden in the classroom, so please do not bring food to class. If you need to consume food, please do so outside of class before or after class time. Please keep in mind that your classmates have food allergies and that the smell of certain foods is enough to make people feel unwell.

Semester Calendar

Week One: Topic Description	Class Introductions; Overview of the Syllabus; Chapter 2 Social and Cultural Transformations and the Rise of Sport in North America
Readings:	T Jan 16 - Read Chapter 2 Social and Cultural Transformations and the Rise of Sport in North America in Sage and Eitzen R Jan 18 - Read Chapter 2 Social and Cultural Transformations and the Rise of Sport in North America in Sage and Eitzen
Assignment (s):	T Jan 16 - Class lecture over chapter 2 R Jan 18 - Class lecture over chapter 2
Week Two: Topic Description	Chapter 2 – Sociological Theories and Patterns of Intergroup Relations Service-Learning Project Assigned January 25; Chapter 1 Sociological Analysis of Sport in North America
Readings:	T Jan 23 - Read Chapter 2 Social and Cultural Transformations and the Rise of Sport in North America in Sage and Eitzen; Zirin 33-47 R Jan 25 - Read Chapter 1 Sociological Analysis of Sport in North America in Sage and Eitzen
Assignment (s):	T Jan 23 - Class lecture over Chapter 2 Social and Cultural Transformations and the Rise of Sport in North America in Sage and Eitzen; Zirin 33-47 R Jan 25 - Class lecture over Chapter 1 Sociological Analysis of Sport in North America in Sage and Eitzen; Zirin 1-11
Week Three: Topic Description	Chapter 1 Sociological Analysis of Sport in North America (12th Class Day January 31)
Readings:	T Jan 30 - Read Chapter 1 Sociological Analysis of Sport in North America in Sage and Eitzen; Zirin 11-21 W Jan 31 - 12th Class Day R Feb 1 - Read Chapter 1 Sociological Analysis of Sport in North America in Sage and Eitzen; Zirin 21-31
	T Jan 30 - Class lecture over chapter 1 W Jan 31 - 12th Class Day

	R Feb 1 - Class lecture over chapter 1
Week Four: Topic Description	“The Dynastic State in Germany” by Thorstein Veblen [class handout]; Chapter 9 Sport and Politics in Sage and Eitzen;
Readings:	T Feb 6 - “The Dynastic State in Germany” by Thorstein Veblen [class handout]; Chapter 9 Sport and Politics in Sage and Eitzen R Feb 8 - Read Chapter 9 Sport and Politics in Sage and Eitzen; Zirin 211-219
	T Feb 6 – Class lecture over “The Dynastic State in Germany” by Thorstein Veblen [class handout]; Chapter 9 Sport and Politics in Sage and Eitzen R Feb 8 - Class lecture over Chapter 9 Sport and Politics in Sage and Eitzen; Zirin 211-219
Week Five: Topic Description	Chapter 9 Sport and Politics in Sage and Eitzen; Chapter 11 Sport and Economy
Readings:	T Feb 13 - Read Chapter 9 Sport and Politics in Sage and Eitzen; Zirin 219-228 R Feb 15 - Read Chapter 11 Sport and Economy in Sage and Eitzen; Zirin 229-239
	T Feb 13 - Lecture over Chapter 9 Sport and Politics in Sage and Eitzen; Zirin 219-228 R Feb 15 - Lecture over Chapter 11 Sport and Economy in Sage and Eitzen; Zirin 229-239
Week Six: Topic Description	Chapter 11 Sport and Economy
Readings:	T Feb 20 - Read Chapter 11 Sport and Economy in Sage and Eitzen; Zirin 239-251 R Feb 22 - Read Chapter 11 Sport and Economy in Sage and Eitzen; Zirin 239-251
	T Feb 20 - Lecture over Chapter 11 Sport and Economy in Sage and Eitzen; Zirin 239-251 R Feb 22 - Lecture over Chapter 11 Sport and Economy in Sage and Eitzen; Zirin 239-251
Week Seven: Topic Description	Chapter 5 Sport, Social Stratification, and Social Mobility
Readings:	T Feb 27 - Read Chapter 5 Sport, Social Stratification, and Social Mobility in Sage and Eitzen; Zirin 253-261 R Feb 29 - Read Chapter 5 Sport, Social Stratification, and Social Mobility in Sage and Eitzen; Zirin 261-268
	T Feb 27 - Lecture over Sarna and Golden OER chapters R Feb 29 - Exam 2: Chapter 4 and 10 in OER textbook (Prejudice, Discrimination, and Racism; Middle Eastern Americans) and OER material over Jewish Americans
Week Eight: Topic Description	Chapter 5 Sport, Social Stratification, and Social Mobility MIDTERM EXAM
Readings:	T March 5 – Chapter 5 Sport, Social Stratification, and Social Mobility in Sage and Eitzen R March 7 - Midterm Exam
	T March 5 - Lecture over Chapter 5 Sport, Social Stratification, and Social Mobility in Sage and Eitzen; Zirin 253-261 R March 7 - Midterm Exam
Week Nine: Topic Description	SPRING BREAK – March 11 to March 15
Readings:	SPRING BREAK
	SPRING BREAK
Week Ten: Topic Description	Chapter 6 Racial-Ethnic Minorities and Sport
Readings:	T March 19 - Read Chapter 6 Racial-Ethnic Minorities and Sport; Zirin 131-152 R March 21 - Read Chapter 6 Racial-Ethnic Minorities and Sport; Zirin 152-163
	T March 19 - Lecture over Chapter 6 Racial-Ethnic Minorities and Sport; Zirin 131-152

	R March 21 - Lecture over Chapter 6 Racial-Ethnic Minorities and Sport; Zirin 152-163
Week Eleven: Topic Description	Chapter 6 Racial-Ethnic Minorities and Sport; Chapter 7 Gender in North American Sport
Readings:	T March 26 - Read chapter 6 Racial-Ethnic Minorities and Sport; Zirin 163-180 R March 28 - Read chapter 7 Gender in North American Sport; Zirin 181-192
	T March 26 - Lecture over chapter 6 Racial-Ethnic Minorities and Sport; Zirin 163-180 R March 28 - Lecture over chapter 7 Gender in North American Sport; Zirin 181-192
Week Twelve: Topic Description	Chapter 7 Gender in North American Sport
Readings:	T April 2 – Read Chapter 7 Gender in North American Sport; Zirin 192-201 R April 4 - Read Chapter 7 Gender in North American Sport; Zirin 201-210
	T April 2 - Lecture over Chapter 7 Gender in North American Sport; Zirin 192-201 R April 4 - Lecture over Chapter 7 Gender in North American Sport; Zirin 201-210
Week Thirteen: Topic Description	Chapter 14 Sport and Religion
Readings:	T April 9 – Read Chapter 14 Sport and Religion; Zirin 91-98 R April 11 - Read Chapter 14 Sport and Religion; Zirin 98-105
	T April 9 - Lecture over Chapter 14 Sport and Religion; Zirin 91-98 R April 11 - Lecture over Chapter 14 Sport and Religion; Zirin 98-105
Week Fourteen: Topic Description	Chapter 14 Sport and Religion Chapter 4 Social Problems and North American Sport
Readings:	T April 16 - Read Chapter 14 Sport and Religion; Zirin 105-111 R April 18 - Read Chapter 4 Social Problems and North American Sport; Zirin 63-72
	T April 16 - Lecture over Chapter 14 Sport and Religion; Zirin 105-111 R April 18 - Lecture over Chapter 4 Social Problems and North American Sport; Zirin 63-72
Week Fifteen: Topic Description	Chapter 4 Social Problems and North American Sport Last Class Day April 26
Readings:	T April 23 - Read Chapter 4 Social Problems and North American Sport; Zirin 72-89 R April 25 - Read Chapter 4 Social Problems and North American Sport
	T April 23 - Lecture over Chapter 4 Social Problems and North American Sport; Zirin 72-89 R April 25 - Lecture over Chapter 4 Social Problems and North American Sport
Week Sixteen: Topic Description	FINAL EXAM Final Exam Period Begins May 3
Readings:	T Apr 30 - Final Exams Begin; EXAM 4
	T Apr 30 - Final Exams Begin; EXAM 4 (Exam over OER Chapters 8 and 9 – Latinos and Asian-Americans/Pacific Islanders)
Week Seventeen: Topic Description	Grades due for Graduation Candidates before May 9 Commencement May 11
	R May 9 Final grades due for graduating students
Week Eighteen: Topic Description	Final Grades Due for all students May 14
	T May 14 Final grades due for all students

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. Each faculty member will include the University's attendance policy in each course syllabus.

Student Academic Appeals Process

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

Technical Considerations

Minimum Recommended Hardware and Software:

- Intel PC or Laptop with Windows 10 or later version; Mac with OS High Sierra*
- Smartphone or iPad/Tablet with Wi-Fi*
- High-speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, or Firefox

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

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

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

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

Netiquette (online etiquette)

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

Video Conferencing Etiquette

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

Technical Support

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

Communication Expectations and Standards

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

Discussion Requirement

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

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

COVID-19 Campus Safety Measures

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

- **Self-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.