



# SYLLABUS

## Black Family SOCG 5352-Z01– Online Division of Social Sciences

**Instructor:** Dr. Cambrice

**Section # and CRN:** Z01 CRN 25158

**Office Location:** WOOL 305

**Office Phone:** 936.261.3210- Please do not leave a voice mail.

**Email Address:** [fgcambrice@pvamu.edu](mailto:fgcambrice@pvamu.edu)

**Office Hours:** Monday 10:00 a.m. – 2:30; Tuesdays: 12:30-3:30 p.m.

**Mode of Instruction:** Online

**Course Location:** Online <https://pvamu.instructure.com>

**Class Days & Times:** Online

**Course Description:** This course is designed to explore the Black family from a number of different perspectives. We will research and discuss how institutions affect family structure, relationships, socioeconomic conditions, health and other factors. Different theoretical frameworks will be used to explain the historical and contemporary status and experiences of Black families in the United States.

**Texts/Supplies:**

1. Abdill, Aasha. (2018). *Fathering From the Margins*. Columbia Press. ISBN: 9780231180023
2. McDonald, K., Cross-Barnet, C. (2018). *Marriage in Black*. New York: Routledge. ISBN 13- 978-1138497672
3. Additional Readings Placed on Canvas.

**Recommended Texts:** Johnson, William, Richard Rettig, Gregory Scott and Stephen Garrison. (2010). *The Sociology Student Writing Manual*. ISBN: 9780205723454

### LEARNING OBJECTIVES

Upon completion of this course, students should be able to:

- ◆ Define key sociological concepts related to the study of the family
- ◆ Evaluate the multiple and intersecting ways that race, class, gender, and sexuality shape Black families
- ◆ Outline the key factors associated with the origination of Black family life in America
- ◆ Compare and contrast the marital experiences of American-born and Immigrant Blacks
- ◆ Analyze the perceptions of parental roles in Black communities

- ◆ Compare their own life experiences, perceptions, and assumptions in relation to larger trends and diversity-related issues in U.S. society related to family and intimate relationships
- ◆ Appraise existing peer-reviewed articles related to Black families and produce an annotated bibliography
- ◆ Utilize interview research methods to gather in-depth perspectives on issues related to the family

### COMPONENTS OF EVALUATION AND GRADING MATRIX:

This course will utilize the following grading matrix to determine the student’s final grades and proficiency in the learning outcomes for the course.

Course Grade Requirement	Contribution to the final grade
1) Weekly Assignments (Discussion posts/ Quizzes)	25%
2) Marriage in Black exam	25%
3) Course Project	50%
<b>Total:</b>	<b>100%</b>

Grading Conversion:

“A” (90-100), “B” (89-80), “C” (79-70), “D” (69-60), “F” (59 or below)

### Description of Major Assignments

**Weekly Assignments (WA)-** Weekly assignments will assess the student’s understanding and comprehension of assigned readings. The assignments may take the form of a reaction paper, reading quizzes, or discussion posts (post and reply to classmates). Instructions will be provided on the course website. Late assignments will not be accepted under any circumstances. – 25%

**Marriage in Black Exam-** Students will be required to submit one exam. The exam will consist of essays, key terms, and personal reflections on the text Marriage in Black. The completed exam should exhibit graduate-level critical thinking and writing skills. The instructions for the exam will be posted on the course website. -25%

**Course Project Assignments (CPA)-** Students will be required to submit a semester-long project based on a topic connected to black families. The project will require the student to select a topic, create a working bibliography, and conduct a 40-50-minute recorded interview with an individual or individuals who will speak in-depth on the topic. The project will be broken down into the following tasks. – Total 50%

- **CPA 1: Description of Research Topic-** Each student will submit a recorded statement about their proposed topic. The instructions will appear on Canvas. The recorded clip should not be longer than 3 minutes and 30 seconds. The video must be clear and loud enough for the professor to hear. Canvas has a studio feature; you can make your video that way. Some of you might have a YOUTUBE account, and that is fine too. Please make sure your face is visible. Turn the camera on and make sure the volume is up. See Canvas for a list of pre-approved topics. – 5%
- **CPA 2: Bibliography Worksheet & Reflection on the Literature-** Submit a working annotated bibliography worksheet. You will have to find seven articles related to your topic. The articles must be peer-reviewed journal articles from the last twelve years. The worksheet instructions will appear on Canvas. -15%

- **CPA 3: Interview Guide/Participant Approval Sheet-** Students will have to submit an interview guide with a list of several open-ended questions. The interview guide should contain a list of logical questions. There should be approximately 7-10 questions with probes. Additionally, students will have to provide interviewee(s) contact information. - 5%
  
- **CPA 4: Interview Recording & Final Written Reflection**
  - **Filmed/Recorded Interview:** You will conduct an oral interview where you ask the participant(s) questions, and they respond. Please note that interviews cannot be conducted over email. You should take detailed notes during or after the interview process (by re-watching the interview). When interviewing, do NOT try to alter their responses in any way; just let them answer freely and honestly. It will be better to use Zoom to record and transcribe the interview. The participant does not have to show their face, but a recording must be submitted. Ensure the participants that the audio/video will not be seen by anyone else, and the interview recordings will be destroyed/deleted upon the end of the semester. The recorded interview must be uploaded to CANVAS.
  
  - **Interview Reflection Paper:** In addition to the Zoom recording of the interview, students must submit a typed 5-7-page written reflection discussing the key themes from the interviews. Students will discuss and analyze key findings and connect the findings to the literature on the topic. -25%

## COURSE PROCEDURES AND POLICIES

**MANDATORY ATTENDANCE REPORTING:** Faculty are required to report attendance for the first week of class. Students must sign on and post on the Introduce Yourself Discussion Board to be counted as present for the first week. Failure to attend will result in you being dropped from the course.

**ONLINE COURSES:** Please note that online courses require a great amount of self-discipline. In many ways, taking online courses can be more challenging than face-to-face courses. This course will require students to be organized, motivated, and ready to self-teach and work. Students will also have to log on multiple times throughout the week.

**CLASS FORMAT:** The class is not offered in real-time, and you are never required to attend a lecture. Asynchronous means the instructor and students do NOT meet on a designated day and time each week. However, you must adhere to the due dates outlined on the syllabus to receive full credit for this course. The course is not self-paced; there are due dates and scheduled assignments. The course activities take place on Canvas, which is available <https://pvamu.instructure.com>. Log on using your PVAMU username and password. If you have problems accessing your account, please call (936) 261-2525. I cannot resolve your login problems

**COURSE GRADES:** I do not negotiate about grades except when you believe there is an explicit error in the grading procedures. Do not ask me to bump your grade up. You should record your exam and assignment scores so that you will always know where you stand in the class. You should also save a copy of any assignment for your personal records. The course grades are weighted. This means that some assignments count more than others. If you think a mistake has been made in your grade calculations, please contact me immediately.

**GRADE GROVELING POLICY:** Students concerned about their grades should endeavor to attend all class sessions and complete all work to the best of their ability. Students earn high grades based on demonstrating mastery of the subject matter and not based on what they want or need for their overall GPA. Therefore, harassing your professors will not be permitted. If students choose to engage in this behavior, the faculty member will file a report with the Office of Student Conduct. Please reference your Student Conduct Handbook should you have questions/concerns.

**LATE WORK:** **When assignments are due, they are DUE.** You will have ample time and numerous days to hand in assignments. Therefore, they will not be accepted late. Once the discussion or homework due date and time expires, access is locked again and will no longer be available for submission. That is one of the conveniences of an online class! In rare cases of legitimate and verifiable emergencies (i.e., death of a relative, extended hospitalization, etc.), the instructor may consider allowing students to make up work; however, the student must submit a valid excuse note issued by the University. **Malfunctions with your computer, loss of Internet connectivity, a busy work schedule, or forgetting or scheduled vacations are not valid emergencies or reasons for extensions.**

**TECH PROBLEMS ARE NOT MY PROBLEMS:** I cannot fix your laptop or Lockdown Browser. I cannot diagnose any problems you may have with the LMS (CANVAS). CITE and the Distance Learning Office can assist you. Do not wait until the last minute if you have never used the LOCKDOWN browser. Carve out time to go to the library for assistance. It is your responsibility to stay on top of your technology. Make sure you have a backup device. If you call HELPDESK, please get a reference number, and I verify any system-wide issues. If your computer crashes in April, you will still be responsible for submitting the work for the rest of the semester. <https://www.pvamu.edu/dlearning/faq/>.

**COMMUNICATION:** I am available to you (via email) for face-to-face office appointments and for virtual meetings. In the past, I was so accessible to students that many of my advisees had my phone number, but I cannot do that anymore. I cannot work 24 hours a day. The best way to reach me is via email. I will try to respond within 24 hours after receiving your email, except for weekends and holidays. I will not be able to honor urgent or last-minute requests. Please do not send me an email at midnight with the expectation that I will answer. The University also maintains an email account for you; please use it. Periodically, I may send you class notices or other information. **Please use your PV email account.**

**Netiquette is important.** Foul or abusive language will not be tolerated. In your emails, do not use ALL CAPS for communicating with the professor AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.” Please do not send emails without a greeting (e.g., *Hello Dr. Cambrice* or *Good morning, Dr. Cambrice*). **Finally, students should always use “Dr.” or “professor” when addressing faculty.**

**OPTIONAL VIRTUAL MEET-UPS:** I will routinely hold virtual meetings to enhance student-to-student and instructor-to-student interaction. The meetings are not required. The virtual meetings will provide time for students to ask/ answer questions regarding weekly assigned readings. The sessions are not mandatory and will always be recorded so that students can access the information at their convenience. I will notify students a week before the virtual meet-ups. Check your email for the details.

**FEEDBACK AND GRADING:** I believe in providing timely and helpful feedback to students. Students will receive timely feedback (via posted grades/completed rubrics). I will grade course assignments within a week of submission. In some rare cases, the professor may need additional time to grade assignments. **NOTE:** Comments on papers are not meant to discourage or provoke animosity. Remember, I am in charge of facilitating your learning experience, and I take the charge very seriously. Additionally, my comments are never personal in nature. Please use the comments to improve future writing assignments. If you ever want or need clarification on feedback/comments, please feel free to reach out to me. I am here to help; constructive criticism is a part of graduate school.

# Course Content Outline- Readings, Assignments and Deadlines

Subject to change at the instructor's discretion  
 Canvas- Readings located on the Course webpage  
 CPA – Course Project Assignment  
 WA- Weekly Assignment

CPAs are typically due on Sundays by 11:59 PM.  
 Weekly assignments that require you to post and reply have two due dates.  
 Your initial post is due on Friday, and responses must be posted by Sunday by 11:59 PM.

<b>January 15<sup>th</sup> – 19<sup>th</sup></b>		<b>Introduction to the Black Family and Getting Started</b>
<b>Readings</b>	<ul style="list-style-type: none"> <li>• Course Syllabus</li> <li>• The Making of the Black Family: Race and Class in Qualitative Studies in the Twentieth Century (Canvas)</li> <li>• W.E.B Dubois and the Sociology of the African American Family (Canvas)</li> </ul>	
<b>Assignment /Tasks</b>	<ul style="list-style-type: none"> <li>• <b>Introduce Yourself Discussion Forum by January 21<sup>st</sup> no later than 11:59 p.m.</b></li> <li>• <b>WA #1: Black Families in the News Discussion Forum. Due by 1/19/2024. Respond to 2 of your classmates by 1/21/2024 by 11:59 p.m.</b></li> </ul>	

<b>Jan. 22<sup>nd</sup> -26<sup>th</sup></b>		<b>Research Methods</b>
<b>Readings</b>	<ul style="list-style-type: none"> <li>• How and Why We Study Families – Contemporary Families: An Equity Lens 1e (Canvas)</li> <li>• Family interviews as a method. (Canvas)</li> <li>• Researching Hard-to-Reach Populations: Privileged Access Interviewers and Drug Using Parents. (Canvas)</li> </ul>	
<b>Assignment/Tasks</b>	<b>CPA #1 Due on January 28<sup>th</sup> by 11:59 p.m.</b>	

<b>Jan. 29th- Feb 16<sup>th</sup></b>		<b>Black Marriages</b>
<i>Jan. 29<sup>th</sup>- Feb. 2<sup>nd</sup></i>		
<b>Readings</b>	<ul style="list-style-type: none"> <li>• Marriage Matters for Black Middle Class (Canvas)</li> <li>• Stressors in African American marriages and families: A qualitative exploration. (Canvas)</li> <li>• Listen to <a href="#">Roundtable: African-Americans and Marriage: NPR</a></li> </ul>	
<b>Assignments/Tasks</b>	<ul style="list-style-type: none"> <li>• <b>WA #2: Discussion Forum. Post by February 2<sup>nd</sup> by 11:59 p.m. Reply to 2 classmates by February 4<sup>th</sup> no later than 11:59 p.m.</b></li> </ul>	
<i>Feb 5<sup>th</sup> -16<sup>th</sup></i>		
<b>Readings</b>	<ul style="list-style-type: none"> <li>• Marriage in Black (entire text over two weeks)</li> </ul>	
<b>Assignments/ Tasks</b>	<ul style="list-style-type: none"> <li>• <b>Exam #1. Due on 2/19 (11:59 p.m.). Exam #1 will cover all the readings/videos about marriage.</b></li> </ul>	

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<b>February 19<sup>th</sup>- 23<sup>rd</sup></b>	<b>LGBTQ Families</b>
<b>Readings</b>	<ul style="list-style-type: none"><li>• Two sides of the same coin: Revising analyses of lesbian sexuality and family formation through the study of Black women. (Canvas)</li><li>• No Matter What, Good or Bad, Love is Still There (Canvas)</li><li>• Watch <a href="https://soc.ucla.edu/content/mignon-moore-ucla-law-sch">https://soc.ucla.edu/content/mignon-moore-ucla-law-sch</a> (link on Canvas).</li></ul>
<b>Assignments/Tasks</b>	<ul style="list-style-type: none"><li>• <b>WA#3: Reading Quiz. Due on 2/25/2024 by 11:59 p.m.</b></li></ul>

<b>February 26<sup>th</sup>-March 1</b>	<b>Finding Peer-Reviewed Sources</b>
<b>Readings</b>	<ul style="list-style-type: none"><li>• Reading a Journal Article (Canvas)</li><li>• Library Orientation videos (Canvas)</li></ul>
<b>Assignments/Tasks</b>	<ul style="list-style-type: none"><li>• Students unfamiliar with collecting peer-reviewed journals should watch the library orientation videos featured on Canvas.</li><li>• <b>CPA #2 is due on 3/3/2024 by 11:59 p.m.</b></li></ul>

<b>March 18<sup>th</sup> -22<sup>nd</sup></b>	<b>Black Motherhood and Fatherhood</b>
<b>Readings</b>	<ul style="list-style-type: none"><li>• <i>Super Strong Black Woman</i>. (Canvas)</li><li>• All I Do is Win... No Matter What": Low-Income, African American Single Mothers and their Collegiate Daughters' Unrelenting Academic Achievement. (Canvas)</li></ul>
<b>Assignments/Tasks</b>	<ul style="list-style-type: none"><li>• <b>WA #4: Motherhood Discussion Board Assignment. Post by 3/22/2024 and reply to 2 classmates no later than 3/24/2024 by 11:59 p.m.</b></li></ul>

<b>March 25<sup>th</sup> -29<sup>th</sup></b>	
<b>Readings</b>	<ul style="list-style-type: none"><li>• <i>Fathering from the Margins</i>, Chapters 1-3</li></ul>
<b>Assignments/Tasks</b>	<ul style="list-style-type: none"><li>• <b>CPA #3 Due by 3/31/2024</b></li></ul>

<b>April 1<sup>st</sup>- April 5<sup>th</sup></b>	<b>Fathering from the Margins</b>
<b>Readings</b>	<ul style="list-style-type: none"><li>• <i>Fathering from the Margins</i>, Chapters 4-7</li></ul>
<b>Assignments/Tasks</b>	<ul style="list-style-type: none"><li>• <b>WA #5: Black Fathers Discussion Board Due by 4/7/2024</b></li></ul>

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<b>April 8<sup>th</sup>-12<sup>th</sup></b>	<b>Conduct Course Project Interviews</b>
<b>Readings</b>	<ul style="list-style-type: none"> <li>• Strategies for Qualitative Interviewing (Canvas)</li> <li>• Watch: Skills for Empathetic Listening Skills</li> </ul>
<b>Assignments/Tasks</b>	<ul style="list-style-type: none"> <li>• Schedule and conduct course project interview.</li> </ul>

<b>April 15<sup>th</sup>- 26<sup>th</sup></b>	<b>Individual Meetings with Instructor</b>
<b>Readings</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>
<b>Assignments/Tasks</b>	<ul style="list-style-type: none"> <li>• Schedule meetings to discuss interview findings</li> <li>• <b>CPA #4 due by 5/5/2024 by 11:59 p.m.</b></li> </ul>

## **Student Support and Success**

### **John B. Coleman Library**

The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. Phone: 936-261-1500; Website: [J. B. Coleman Library](#).

### **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 the student is unsure of the best resource for their needs. Some students are supported by faculty advisors 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. You can find your advisor's location by academic major at the [Academic 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 is offered face-to-face in the [UTC, in virtual face-to-face sessions](#), and through [online sessions at 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](mailto:pvtutoring@pvamu.edu); Website: [University Tutoring Center](#).

### **The Writing Center**

The Writing Center provides well-trained peer tutors that 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. Student must register for Grammarly by using their student email address. In addition, students have access to face-to-face as well as virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; Website: [The Writing Center](#); [Grammarly Registration](#).

### **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 Alert helps 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 PVPlace and click on Academic Early Alert on the left sidebar. Phone: 936-261-5902; Website: [Academic 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 provides assistance to 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: [Student Counseling Services](#).

### **Office of Testing Services**

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

### **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 hardware and software, adapted furniture, proctoring of 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: [Disability Services](#).

### **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-assisted and 2-way video course delivery. For more details and contact information, visit: [CIITS Student Webpage](#); Phone: 936-261-3283.

### **Veteran Affairs**

Veteran 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: [Veteran Affairs](#).

### **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: [Office for Student Engagement](#).

### **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, 2<sup>nd</sup> floor; Phone: 936-261-3570; Website: [Career Services](#).

## **University Rules and Procedures**

### **Academic Misconduct (See Student Planner)**

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Planner, especially the section on academic misconduct (see *University Administrative Guidelines on Academic Integrity*). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the PVAMU Undergraduate Catalog, Graduate Catalog, and the Student Planner, 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 or to have attempted to commit the following academic misconduct may also be subject to disciplinary review and action as outlined in the PVAMU Student Planner.

### **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. **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.
4. **Conspiracy:** Agreeing with one or more persons to commit an act of academic/scholastic dishonesty.
5. **Fabrication of Information/Forgery:** Use or submission of contrived, invented, forged, or altered information in any assignment, laboratory exercise, or test; tampering with or production of a counterfeit document, particularly documents which make up the student's academic record. Examples: making up a source or citing nonexistent publication or article; representing made up data as real for an experiment in a science laboratory class; forging a change of grade or student withdrawal record; falsifying any document related to a student academic exercise.

### **Nonacademic Misconduct (See Student Planner)**

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, or (2) the ability of students to benefit from the instructional program, or (3) the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Office for Student Conduct under nonacademic procedures.

### **Sexual Misconduct**

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

### **Pregnancy, Pregnancy-related, and Parenting Accommodations**

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student

Disability Services or the Dean of Students' Office for additional information and to request accommodations. More information can be found at this [webpage](#).

### **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 936-261-1744 or 1792.

### **Class Attendance Policy (See Catalog for Full Attendance Policy)**

Prairie View A&M University requires regular class attendance. Attending all classes supports 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 internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in 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 rests 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 Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint. Students can file Academic Complaints and/or Grade Appeals at this [webpage](#).

## ***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

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

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

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

- Sending and receiving emails
- 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 discussions 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 session. Before class session begins, test audio, video and lighting to alleviate technology issues.

### **Technical Support**

Students should go to the [Password Reset Tool](#) 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 (CIITS) 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 take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

**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 Guidelines for Student Conduct Adjudication** - The mandatory COVID-19 Training/Certification taken by all students serves as the 1st Warning for violation of COVID-19 Guidelines.
  - 1<sup>st</sup> incident: upon review of Incident Report and finding of responsibility — Conduct Probation
  - 2<sup>nd</sup> incident: upon review of Incident Report and finding of responsibility — Suspension
  - Consult the Code of Student Conduct in the Student Planner or [Student Conduct website](#) for additional information on Conduct Probation and Suspension.
- **Personal Illness and Quarantine** - Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. 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 qualify for an excused absence. To receive an excused absence, students must provide appropriate documentation to the Office for Student Conduct, [studentconduct@pvamu.edu](mailto:studentconduct@pvamu.edu).

