CUIN 4003: Instructional Planning and Assessment
Spring, 2019

Instructor: Dr. Katina L. Thomas
Section # and CRN: P01; 28484
Office Location: DELCO 318
Office Phone: 936.261.3628
Email Address: kithomas@pvamu.edu
Office Hours: Monday: 1:00 p.m. – 2:00 p.m.; 4:00 p.m. – 5:00 p.m.
Tuesday: 12:00 p.m. – 3:00 p.m.
Wednesday: 1:00 p.m. – 2:00 p.m.
Thursday: 12:00 p.m. – 3:00 p.m.
Mode of Instruction: Face to Face
Course Location: Agriculture and Business Bldg Rm. 111
Class Days & Times: Tuesday and Thursday: 3:30 p.m. – 4:50 p.m.
Catalog Description: Instruction and practice in planning instructional lessons, developing and applying teacher-made tests to assess elementary students’ progress. The course requires field-based experiences.

Prerequisites: Admission to Teacher Education; CUIN 3003 and CUIN 3013 with the grade of C or better
Co-requisites: N/A

Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Upon successful completion of this course, students will be able to:</th>
<th>Program Learning Outcome #</th>
<th>Core Curriculum Outcome Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the foundations of teaching, including the concepts of effective teaching, standards and professional development, the teacher as a reflective decision maker, and the impact of increasing student diversity.</td>
<td>PLO 2, PLO 3, PLO 4, PLO 5</td>
<td>Critical Thinking Skills, Communication Skills</td>
</tr>
<tr>
<td>Articulate the meaning of and design lesson plans inclusive of differentiated instruction for diverse learners, including understanding the sources of student diversity, and how to create an inclusive, multicultural classroom.</td>
<td>PLO 1, PLO 2, PLO 3, PLO 4, PLO 5</td>
<td>Critical Thinking Skills, Communication Skills</td>
</tr>
</tbody>
</table>
Educator Standards: PPR EC-12: Domain 1: Competencies 1-4; Domain 2: Competencies 5, 6 (see http://cms.texas-ets.org/files/2815/1023/1650/ppr_EC_12_160_TAAG_2017accessibility.pdf)

3 Articulate the importance of assessing and reporting student performance, grading systems, marking, and reporting, and general principles of grading reporting, as well as design lessons inclusive of various kinds of assessment.


| PLO 1, PLO 2, PLO 4, PLO 5 | Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills |

InTASC Core Teaching Standards (see https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

The Learner and Learning

Standard #1: Learner Development. The teacher understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Standard #4: Content Knowledge. The teacher understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Major Course Requirements

Method of Determining Final Course Grade

<table>
<thead>
<tr>
<th>Course Grade Requirement</th>
<th>Value (points)</th>
<th>Total (points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Attendance, Field Observations/Reflections</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>2) Classroom Instructional Plan in Practice</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>3) Midterm Examination</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>4) Thematic Unit (Group Project/Presentation)</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>5) Grade Level Lesson Plan (Individual)</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>6) Final Examination</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>7) Participation in Face-to-Face and Online Activities, and Dispositions</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Total: 700

Grading Criteria and Conversion:
A = 700 -- 630 points
B = 629 -- 560 points
C = 559 -- 490 points
D = 489 -- 420 points
F = 419 points and below

Detailed Description of Major Assignments:

<table>
<thead>
<tr>
<th>Assignment Title or Grade Requirement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance, Field Observations/Reflections</td>
<td>This includes prompt and regular attendance to class, including remaining in class for the duration of the designated time. It also includes active participation in class activities, both face-to-face and online, and appropriate dress/attire (professional dress). Per the course description, this course requires field-based experiences. Field observations must be completed between January 14, 2019 and March 22, 2019, and will include the completion and submission of various forms by Thursday, March 28, 2019. A detailed packet is available on eCourses.</td>
</tr>
<tr>
<td>Classroom Instructional Plan in Practice</td>
<td>A teacher candidate is expected to express his/her own beliefs about how he/she will plan for instruction within a classroom environment. The assignment will consist of the following: A brief introductory description of the grade level(s) and content area(s) of your classroom. A developmentally appropriate classroom design of your own classroom based on the characteristics discussed in the text. Your classroom will be digitally designed at <a href="http://classroom.4teachers.org">http://classroom.4teachers.org</a>. Categories to address in designing your own classroom include: Physical space, learning centers, displays, sample classroom schedule, technology integrated into the classroom A written description of your classroom MUST be included. Include drawings, photographs, carts, or actual student artifacts to describe your classroom. Borrowing ideas from your field observations as well as referencing the text is strongly encouraged. Also include a written description that discusses the following: • Which elements of your learning environment can be used to implement the SIOP Model and assist your English Language Learners? How? • Which elements of your learning environment address the three learning styles discussed in your textbook? • Where will direct instruction occur? What strategy/strategies will occur? • Where will indirect instruction occur? What strategy/strategies will occur?</td>
</tr>
</tbody>
</table>


Mid-Term Examination  The mid-term examination will cover specified chapters in the book, as well as information from class lectures and activities.

Thematic Unit Plan  Your group will create a Thematic Unit Plan for one (1) week of lessons that are thematically connected. If you are elementary/early childhood/generalist 4-8, you must include reading/language arts, math, science, and social studies. If you are middle or high school, you must create your unit over one subject to include several grade levels. Your theme will be assigned by the professor. Each group member must write a lesson plan for a specific subject area for the day in detail within the unit using the lesson plan format. Assessments for lessons must be included. Your group will be responsible for presenting a short presentation over an aspect of your thematic unit (~20 minutes). A copy of all handouts associated with the unit as well as the actual lesson plans and the unit must be typed and submitted to the professor at the time of the presentation. An electronic copy of the same documents must also be submitted to the relevant link in eCourses.

Grade Level Lesson Plan  You will also be responsible for teaching/presenting a lesson from your Thematic Unit to your classmates following the lesson plan format. You must include the TEKS objectives that will be covered. You must submit a copy of the lesson plan and all handouts associated with your lesson plan at the time of the presentation (~10 minutes), as well as an electronic copy to the Turnitin Link and Taskstream Link in eCourses.

Final Examination  The final examination will cover specified chapters in the book, as well as information from class lectures and activities.

Participation in Face-to-Face and Online Activities  This includes completion of face to face sessions and online modules that support preparation for content area certification.

Course Procedures or Additional Instructor Policies

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

Attendance  Per PVAMU, regular class attendance is required. An absence may only be excused with proper written documentation from relevant personnel. As such, attendance will be assessed using the following rubric at the end of the semester:

<table>
<thead>
<tr>
<th>Number of Unexcused Absences*</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>1</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>4 or more</td>
<td>0</td>
</tr>
</tbody>
</table>

*3 Tardies = 1 Unexcused Absence  Also, cell phone use is prohibited during class time. All cell phones should be on silent or vibrate. Tablets and computers are allowed to assist with participation in class activities.

Assignment Submissions  Documents uploaded to eCourses as part of your Field Observations must be scanned (not photographed), saved as a PDF, and then uploaded. Other assignments, as specified, must be typed according to APA guidelines and must include an APA formatted title page. These assignments will be submitted to eCourses via an Assignment Link or a Turnitin Link. Any assignment submitted via a Turnitin Link with a similarity index of 25% or more could result in an "F" in this course. Any assignment submitted otherwise with signs of plagiarism could result in an "F" in
this course. Assignments will only be accepted on eCourse. Late assignments will not be accepted.

**Exam Policy**
Exams and quizzes must be taken as scheduled by the professor. Makeup examinations and quizzes will NOT be allowed except under documented, extreme emergencies (See Student Handbook).

**Semester Calendar (subject to change)**

### Week One:
**Topic Description** The Teacher as a Decision Maker (with TExES correlation)
**Readings:**
- T 1/15: N/A
- R 1/17: Chapter 1
**Assignment (s):**

### Week Two:
**Topic Description** Knowing Your Students (with TExES correlation)
**Readings:**
- T 1/22: Chapter 2
- R 1/24: Chapter 2
**Assignment (s):**
- T: Initiate field experience processes
- R: Complete initial field experience processes, TW Reflection (Ch. 2)

### Week Three:
**Topic Description** The Fundamentals of Planning (with TExES correlation)
**Readings:**
- T 1/29: Chapter 3
- R 1/31: Chapter 3
**Assignment (s):**
- T: Submit School District/Campus Approval for Observation Request Documentation (via eCourse)
- R: Submit first TAPR Worksheet and Observation Data Form (via eCourse 5:00 p.m.), TW Reflection (Ch. 3)

### Week Four:
**Topic Description** Planning Lessons and Units (with TExES correlation)
**Readings:**
- T 2/5: Chapter 4
- R 2/7: Chapter 4
**Assignment (s):**
- T: Field Observations; Complete in class activities
- R: Field Observations; Complete in class activities, TW Reflection (Ch. 4)

### Week Five:
**Topic Description** Teacher-Centered Instructional Strategies (with TExES correlation)
**Readings:**
- T 2/12: Chapter 5
- R 2/14: Chapter 5
**Assignment (s):**
- T: Field Observations; Complete in class activities
- R: Field Observations; Complete in class activities, TW Reflection (Ch. 5)

### Week Six:
**Topic Description** Student-Centered Instructional Strategies (with TExES correlation)
**Readings:**
- T, 2/19: Chapter 6
- R, 2/21: Chapter 6
**Assignment (s):**
- T: Field Observations; Complete in class activities
- R: Field Observations; Complete in class activities, TW Reflection (Ch. 6)
- **Submit second TAPR Worksheet and Observation Data Form (via eCourse 5:00 p.m.)**

### Week Seven:
**Topic Description** Strategies That Promote Understanding, Thinking, and Engagement (with TExES correlation)
**Readings:**
- T, 2/26: Chapter 7
- R, 2/28: Chapter 7
**Assignment (s):**
- T: Field Observations; Complete in class activities
- R: Field Observations; Complete in class activities, TW Reflection (Ch. 7)

### Week Eight:
**Topic Description** Mid-Term Examination
**Readings:**
- T, 3/5: Chapters 1 – 7
Week Nine:
Topic Description: Managing Lesson Delivery (with TExES correlation)
Readings:
- T, 3/19: Chapter 8
- R, 3/21: Chapter 8
Assignment (s):
- T: Field Observations; Complete in class activities
- R: Field Observations; Complete in class activities, TW Reflection (Ch. 8) Submit third TAPR Worksheet and Observation Data Form by 5:00 p.m.

Week Ten:
Topic Description: Classroom Management (with TExES correlation)
Readings:
- T, 3/26: Chapter 9
- R, 3/28: Chapter 9
Assignment (s):
- T: Complete in class activities; Submit Observation Logs and Validation Forms (in class)
- R: Complete in class activities, TW Reflection (Ch. 9); Submit Validation Forms and Observation Logs (via eCourse) and to Office of Field Experience

Week Eleven:
Topic Description: Classroom Discipline (with TExES correlation)
Readings:
- T, 4/2: Chapter 10
- R, 4/4: Chapter 10
Assignment (s):
- T: Complete in class activities
- R: Complete in class activities, TW Reflection (Ch. 10)

Week Twelve:
Topic Description: Assessing Student Performance (with TExES correlation)
Readings:
- T, 4/9: Chapter 11
- R, 4/11: Chapter 11
Assignment (s):
- T: Complete in class activities
- R: Complete in class activities, TW Reflection (Ch. 11)

Week Thirteen:
Topic Description: Grading Systems, Marking, and Reporting; Collaborating with Colleagues and Families (with TExES correlation)
Readings:
- T, 4/16: Chapter 12
- R, 4/18: Chapter 13
Assignment (s):
- T: Complete in class activities, prepare Thematic Units and Grade Level Lesson Plans
- R: Complete in class activities, prepare Thematic Units and Grade Level Lesson Plans

Week Fourteen:
Topic Description: Group Presentations
Readings:
- T, 4/23: Present Thematic Units and Teach Grade Level Lessons
- R, 4/25: Present Thematic Units and Teach Grade Level Lessons
Assignment (s):
- T: Submit Group Presentation documents (via eCourse)
- R: Submit Grade Level Lesson Plan (via eCourse Taskstream)

Week Fifteen:
Topic Description: Last Class Day
Readings:
- T, 4/30: Present Thematic Units and Teach Grade Level Lessons
- R, 5/2: Present Thematic Units and Teach Grade Level Lessons
Assignment (s):
- T: Review for Final Examination (Chapters 8 – 13)
- R: Review for Final Examination (Chapters 8 – 13)

Week Sixteen:
Topic Description: Final Examination
Readings:
- T, 5/7: Final Examination (Chapters 8 – 13)
- R: N/A
Assignment (s):
- T: Final Examination (tentative)
- R: N/A
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. 
https://www.pvamu.edu/library/ Phone: 936-261-1500

University Tutoring Center
The Center offers tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 307. Phone: 936-261-1561

The Student Academic Success Center
The Student Academic Success Center is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

Writing Center
The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724

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: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

Testing
The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Phone: 936-261-3627

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 of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

Veteran Services
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: May Hall Rm. 118. Phone: 936-261-3563
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

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: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures

Disability Statement (Also See Student Handbook):
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, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct (See Student Handbook):
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 Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

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 mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook)
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. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct (See Student Handbook):
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Title IX Statement
Prairie View A&M University (PVAMU) 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 sex- or gender-based discrimination, including sexual
harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a
faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience
to Ms. Alexia Taylor, PVAMU’s Title IX Coordinator. 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 Title IX Coordinator is
designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your
options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at
936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

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 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.

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 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 7; Mac with OS X; 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 or Firefox

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 email
• A working knowledge of the Internet
• Proficiency in Microsoft Word (or a program convertible to Word)
• Proficiency in the Acrobat PDF Reader
• Basic knowledge of Windows or Mac O.S.

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.

Technical Support:
Students should go to https://mypassword.pvamu.edu/ if they have password issues. The page will provide
instructions for resetting passwords along with whom to contact if login issues persist. For other technical
questions regarding eCourses, call the Center for Instructional Innovation and Technology Services at 936-261-
3283
**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 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, it/they should be copied and pasted to the discussion board.