SYLLABUS ENGL 1123: FRESHMAN COMPOSITION I
PRAIRIE VIEW A&M UNIVERSITY – SUMMER 2021

CONTACT INFORMATION
Instructor’s Name: Joy Patterson, M.A.
Section # and CRN: Z01-32428
Office Location: JB Coleman Library #309
Office Phone: (936) 261-3725
Email Address: jnpatterson@pvamu.edu
Office Hours: Virtual Office hours via Zoom TW 11am-1pm
Mode of Instruction: Online/Asynchronous
Course Location: Ecourses(Canvas)
Class Days & Times: N/A

CATALOG DESCRIPTION
A writing course focused on composing strong arguments through critical thinking and analysis of primary and secondary source material. The course emphasizes rhetorical awareness in writing essays for a variety of audiences and purposes. Students will actively participate in peer workshops and demonstrate awareness of general research methods and ethics.

PREREQUISITES:
Unconditional admission to PVAMU. **NOTE:** You must pass this course with a C or better in order to advance to ENGL 1133.

CO-REQUISITES:
ENGL 0111 if admission to PVAMU is conditional

REQUIRED TEXTS
Everything’s an Argument, 8th edition. Bedford/St. Martin’s.

Available through the campus bookstore. Other course materials are posted on eCourses.

COURSE GOALS:
The goals of this course are to practice critical thinking, writing, and reading skills; refine awareness of different rhetorical modes; practice writing as a recursive process; produce essays with strong purpose, content, and organization; improve proofreading and editing skills; produce critical writing based on analysis of primary and secondary source material; improve sense of audience in reading and writing; start learning techniques for research and documentation in MLA format; write at least one paper with a research component.
STUDENT LEARNING OUTCOMES (SLOs)

<table>
<thead>
<tr>
<th>SLO #</th>
<th>Upon successful completion of this course, students will be able to:</th>
<th>Program Learning Outcome # Alignment</th>
<th>Core Curriculum Outcome Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1</td>
<td>Compose strong, argument-driven thesis statements directed at a specific audience.</td>
<td>1, 5</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>SLO 2</td>
<td>Provide logical, appropriate evidence to support an argument.</td>
<td>1, 2</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>SLO 3</td>
<td>Organize writing assignments clearly.</td>
<td>1</td>
<td>Communication</td>
</tr>
<tr>
<td>SLO 4</td>
<td>Write in clear, correct, grammatical prose.</td>
<td>5</td>
<td>Communication</td>
</tr>
<tr>
<td>SLO 5</td>
<td>Employ effective teamwork skills with emphasis on listening, responding, and creating a positive climate</td>
<td></td>
<td>Teamwork</td>
</tr>
<tr>
<td>SLO 6</td>
<td>Cite research correctly according to MLA format, both in the text and in the bibliography.</td>
<td>1</td>
<td>Personal Responsibility</td>
</tr>
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</table>

MAJOR COURSE REQUIREMENTS

**Method of Determining Final Course Grade**

<table>
<thead>
<tr>
<th>No</th>
<th>Course Grade Requirement</th>
<th>Value</th>
<th>Points</th>
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<tbody>
<tr>
<td>1</td>
<td>Essay #1: Analytical Summary (500-750 words)</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Essay #2: Rhetorical Analysis (750-950 words)</td>
<td>15%</td>
<td>150</td>
</tr>
<tr>
<td>3</td>
<td>Essay #3: Research-Based Argument (950-1250 words)</td>
<td>20%</td>
<td>200</td>
</tr>
<tr>
<td>4</td>
<td>Prewriting Assignments</td>
<td>25%</td>
<td>250</td>
</tr>
<tr>
<td>5</td>
<td>Daily Work &amp; Participation (quizzes, discussion posts, etc.)</td>
<td>20%</td>
<td>200</td>
</tr>
<tr>
<td>6</td>
<td>Midterm Exam</td>
<td>5%</td>
<td>50</td>
</tr>
<tr>
<td>7</td>
<td>Final Exam</td>
<td>5%</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100%</strong></td>
<td><strong>1000</strong></td>
</tr>
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</table>

GRADING CRITERIA AND CONVERSION:

A = 90-100% (900 to 1000 points)
B = 80-89% (800 to 899 points)
C = 70-79% (700 to 799 points)
D = 60-69% (600 to 699 points)
F = 0-59% (0 to 599 points)

DETAILED DESCRIPTION OF MAJOR ASSIGNMENTS:

<table>
<thead>
<tr>
<th>Grade Requirement</th>
<th>Description</th>
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<tbody>
<tr>
<td>Exams</td>
<td>Multiple choice examinations demonstrating mastery of course content</td>
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</table>
Essays
Formal essays demonstrating the ability to produce college-level, research-based analytical writing. Of the essays, at minimum, Essay #3: Research-Based Writing requires students to develop an evidence-based argument using academic and non-academic source material.

Prewriting
Assignments demonstrating engagement in writing as a recursive process.

Daily Work & Participation
Minor assignments, quizzes, discussion posts

COURSE PROCEDURES

Taskstream
Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is REQUIRED to be submitted 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 contained in eCourses.

Submission of Essays:
All essays and prewriting assignments must be submitted through the course LMS by the deadline posted within the system. If your instructor also requires a hard copy, printed essays are due at the beginning of the class period. Essays will be accepted late for four days after the due date with a deduction of 5% from your essay grade for each day. After four days have passed, your essay will not be accepted, and you will receive a grade of zero on the assignment.

Be advised that Turnitin.com checks all submissions for plagiarism against web sources, periodical archives, and other student submissions. Access to Turnitin.com is free and located within eCourses for this course.

***NOTE: All of your work for this course must be original to you and to the course. You are not allowed to submit papers that you or anyone else has submitted for any other course or any other previous or concurrent section of composition.

Prewriting
The Prewriting category on the grading matrix is very large and includes the actual prewriting assignments for each essay. If you miss these assignments, they cannot be made up, and any zero in this category can lower your overall average significantly.

Late Work
Broken computers, low ink, no wifi, etc. are not sufficient reasons for late work. Students are encouraged not to procrastinate so as to avoid last minute computer emergencies. Assignments uploaded even one minute late will be considered late. The deadline is firm. That means you
shouldn’t wait until the very last minute to upload because you never know if your computer may freeze, etc. If, in the rare event, that eCourses goes down, it is okay to email me your work, but it must be emailed before the due date. Also, please take a screen shot of the error message you receive as proof of the problem and email it with your assignment. The screen shot needs to visibly show the date/time that would appear on your computer screen.

**Formatting Documents:**
Microsoft Word is the standard word processing tool used at PVAMU. If you’re using other word processors, be sure to use the “save as” tool and save the document in Rich Text Format (RTF). All essays must adhere to MLA formatting style (including 1-inch margins and 12-point Times New Roman font). MLA formatting guidelines are in your textbook and online at: [http://owl.english.purdue.edu/owl/resource/747/01/](http://owl.english.purdue.edu/owl/resource/747/01/)

**Exam and Quiz Policy:**
The midterm and final exams should be taken as scheduled. No makeup exams will be allowed unless there is a documented emergency (see Student Handbook). If you have a university event on the day of the exam, arrange to take it early. Daily work/quizzes will NOT be accepted late. Only major grades will be accepted late, but with the 5% off penalty explained above.

**Extra Credit Policy:**
No extra credit will be available in any section of Composition or Technical Writing.

**Attendance:**
Virtual attendance is a required component of this asynchronous course. I report attendance for this class using your login data provided by eCourses. There is no set number of times you must log on to this course, however, weekly attendance is needed to meet the weekly courses deadlines. Excused absences require documentation that should be emailed directly to me.

**Time Management:**
Students who do well in online courses are students who are self-disciplined. It is easy to procrastinate and get behind in these types of courses. Especially during the accelerated summer sessions. The best plan is to set aside time each day to complete coursework. If you were taking this summer class face-to-face, you’d spend two hours per day in the classroom Monday-Thursday, plus a few hours outside of class on homework. As a general rule of thumb, you should set aside that much time (8-10) each week to keep up with your work. Feel free to work ahead as much as possible. Even if the next assignment modules aren’t posted yet, you already have all the upcoming readings on this syllabus. Read ahead!

**Communication:**
I try to respond to all emails within 24 hours of receiving them. Please contact me through the eCourses Message function.

**SEMESTER CALENDAR**

**WEEK 1: JUNE 1 – JUNE 6**
Topic: Course Introduction; Reading and Thinking Critically;
Read or watch the following:
- Course Information: Syllabus, Course Introduction Video, Course Philosophy Lecture, Discussion Forum Handout, Grading Procedures Handout
- Chapter 1: “Understanding Arguments and Reading Them Critically”
- Lecture Notes: Everything’s an Argument and How to Read Them
- Reading: “Strategies for Active Reading”
- Chapter 21: “Plagiarism and Academic Integrity”
- Reading: “Using Sources Responsibly: Summarizing, Quoting, and Paraphrasing”
- Lecture: Plagiarism
- Grammar Notes: Why Grammar Matters
- Grammar Lecture: Why Grammar Matters
- Essay #1: Analytical Summary Resources and Assignment Prompts Module

Complete the following:
- Syllabus Quiz
- Discussion Forum Post#1: Student Introduction
- Reading Quiz #1: Chapter 1: “Understanding Arguments and Reading Them Critically” and “Strategies for Active Reading”
- Reading Quiz #2: Chapter 21: “Plagiarism and Academic Integrity”
- Grammar Quiz #1: Why Grammar Matters
- Submit Prewriting Assignment: Essay #1 Analytical Summary by Thursday, June 7th at 11:59pm

**WEEK 2: JUNE 7 – JUNE 13**

**Topic: Using Sources Responsibly**

Read or watch the following:
- Article: “On Dumpster Diving”
- Video: “How to Find a Thesis Statement”
- Video: “Structure of Argumentation”
- Reading: Structure of Argumentation
- Reading: Using Sources Responsibly: Summarizing, Quoting, and Paraphrasing
- Reading: Source Integration
- Video: Source Integration Lecture
- Video: Quote Sandwich Lecture
- Reading: The Quote Sandwich
- Grammar Notes

Complete the following:
- Discussion Forum Post#2: “On Dumpster Diving”
- Assignment: Source Integration
- Quiz: Quote Sandwich
- Grammar Quiz #2
- Submit Essay #1: Analytical Summary by Monday, June 13th at 11:59pm

**WEEK 3: JUNE 14 - JUNE 20**

**Topic: Rhetorical Analysis and Structuring Arguments**
Read or watch the following:

- Essay #2 Rhetorical Analysis Resources and Assignment Prompts Module
- Midterm Exam Notes
- Chapter 2: “Arguments Based on Emotion: Pathos”
- Notes: Pathos in Arguments
- Video: Pathos Tutorial
- Chapter 3: “Arguments Based on Character: Ethos”
- Video: Logos, Ethos, Pathos, Tutorial Video
- Chapter 4: “Arguments Based on Facts and Reason: Logos”
- Lecture Notes: Logos, Ethos, and Acknowledging the Opposition
- Chapter 6: Rhetorical Analysis
- Handout: Rhetorical Appeals Chart
- Chapter 5: “Fallacies of Argument”
- Video: Logical Fallacies Lecture
- Video: Logical Fallacies Tutorial
- Article: “Get a Knife, Get a Dog, but Get Rid of Guns” by Molly Ivins
- Grammar Notes

Complete the following:

- Reading Quiz #3: Chapter 2: Arguments Based on Emotion: Pathos
- Reading Quiz #4: Chapter 3: Arguments Based on Character: Ethos and Chapter 4: Arguments Based on Facts and Reason: Logos
- Select and Read Source Article for Essay #2: Rhetorical Analysis
- Reading Quiz #5: Rhetorical Analysis
- Reading Quiz #6: Logical Fallacies
- Discussion Forum #2: Get a Knife, Get a Dog, but Get Rid of Guns"
- Grammar Quiz #3: Verb Agreement
- Submit Essay #2 Pre-writing Exercise by Thursday, June 17th at 11:59 pm
- Submit Essay #2 Rhetorical Analysis by Sunday, June 20th at 11:59 pm
- Midterm Exam (TBA)

WEEK 4: JUNE 21 - JUNE 27

Topic: Research Process

Read or watch the following:

Reading: Crafting an Introduction
Reading: Chapter 7: “Structuring Arguments”
Reading: Chapter 18: “Finding Evidence”
Reading: Chapter 19: “Evaluating Sources”
Video: Evaluating Web Sources for Credibility Lecture
Reading: Evaluating Web Sources
Video: Scholarly vs. Popular Sources Lecture
Reading: Finding Appropriate Sources for College Research
Grammar Notes and Videos

Complete the following:

- Reading Quiz #7: Crafting an Introduction
- Reading Quiz #8: Structuring Arguments
• Reading Quiz #9: Chapter 18 Finding Evidence and Evaluating Sources
• Prewriting Assignment: Essay #3 Sources
• Grammar Quiz #4: Revising Sentences
• Submit Essay #3 Topic Exploration by June 22nd at 11:59 pm
• Submit Essay #3 Prewriting Assignment Sources by June 24th at 11:59 pm
• Submit Essay #3 Prewriting Assignment by June 27th at 11:59 pm

WEEK 5: JUNE 28 – JULY 2

Topic: Paper Formatting

Read or watch the following:
• Chapter 20: “Using Sources”
• MLA Readings and Videos
• Reading: Understanding Attribution
• Reading: Source Attribution
• Reading: Revising Drafts

Complete the following:
• Reading Quiz#10: Chapter 20 Using Sources and MLA Style
• Assignment: Source Attribution Chart
• Grammar Quiz #5
• Submit Essay #3 Research-Based Position Paper by Friday, July 2nd at 11:59 pm

FINAL EXAM

Final Exam TBA

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; 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, 2nd 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, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: 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, 2nd 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) 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 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.

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 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-monitoring** - Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.

- **Face Coverings** - Face coverings (cloth face covering, surgical mask, etc.) are 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 difficult to reliably maintain.

- **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. 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.