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

Contact Information

Instructor’s Name: Chad Oliver
Section # and CRN: ZB6 - 32477
Office Location: TBD
Office Phone: TBD
Email Address: Cmoliver@pvamu.edu
Office Hours: MTWTH (8:30AM – 9:00AM) – Virtual (Zoom) Office Hours
Mode of Instruction: Online – Synchronous (Zoom)
Course Location: Online Zoom (eCourses)
Class Days & Times: MTWTH (9:10AM – 11:50AM)

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, With Readings, 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.
Syllabus for ENGL 1123 – Freshman Composition I

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 #</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>
</tbody>
</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>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Daily Work and Participation</td>
<td>20%</td>
<td>200</td>
</tr>
<tr>
<td>2.</td>
<td>Essay #1</td>
<td>15%</td>
<td>150</td>
</tr>
<tr>
<td>3.</td>
<td>Essay #2</td>
<td>15%</td>
<td>150</td>
</tr>
<tr>
<td>4.</td>
<td>Essay #3: Research-Based Argument (1200-1500 words)</td>
<td>25%</td>
<td>250</td>
</tr>
<tr>
<td>5.</td>
<td>Group Assignment</td>
<td>15%</td>
<td>150</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>8.</td>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</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>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>Multiple choice examinations demonstrating mastery of course content</td>
</tr>
<tr>
<td>Essays</td>
<td>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.</td>
</tr>
<tr>
<td>Group Assignment</td>
<td>Project demonstrating effective teamwork and critical thinking.</td>
</tr>
<tr>
<td>Daily Work &amp; Participation</td>
<td>Prewriting assignments such as drafts and peer reviews; minor assignments, quizzes, professionalism, and participation in-class activities.</td>
</tr>
</tbody>
</table>

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. Essays will be accepted late for three days after the due date with a deduction of 10% from your essay grade for each day. After three 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. **Our course will utilize the Turnitin link through eCourses for the submission of essay assignments, instead of the separate Turnitin.com website.**

***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. Essays that have been found to extensively plagiarize or that have been written by someone else will receive the grade of a 0 with no opportunity to earn points back.***

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. Throughout the semester, pop quizzes over textbook readings and course concepts may be given. If you are late or do not have an excused absence, you cannot make up a quiz. With an excused, documented absence from a legitimate third party, you may make up a quiz at the instructor’s convenience.
Syllabus for ENGL 1123 – Freshman Composition I

Instructor Policies

Class Format

This online course has been designed to meet synchronously (M-TH) through Zoom which you can access in our eCourse page: this means that students should plan on logging into eCourses each day in order to participate in our Zoom classroom meetings.

Additionally, our eCourses page has been populated with daily modules that contain information and other material that will prove necessary for the completion and submission of assignments throughout the course of our semester. Please note that you will need to click on the module itself in order to enter it and see an overview for that module as well as the aforementioned materials located within.

- Each module will provide students with instruction as to what they should be working on and may include instructional videos, presentations, assignment prompts, additional notes, etc.

- As this is an online course, students are encouraged to find time in their individual schedules that allow them the opportunity to engage the course multiple times over the week – generally it is encouraged that students not wait until the very end of the week to try and complete all assignments.

Participation & Attendance

Even though students will not be meeting in a localized classroom, participation in the course is still an important requirement that will be graded primarily through 1) completion of daily journal assignments, 2) occasional group work, and 3) logging into our Zoom meetings.

- All assignments for the course (whether daily journal assignment, group project, or essay) will include a due date letting students know when that assignment should be submitted by, and failure to complete the assignment by that time will result in a 0 for that assignment.

- Please be aware that absences will result in lost points from the 20% daily grade portion of the overall course grade.

- It is strongly encouraged that student not wait until the final day of the week to begin/complete their assignments: once the assignments close they will not be reopened and students will be left with a 0 with the reasoning that a full week should have been sufficient time to complete the assignment.

Essay Assignments

All essay assignments will be submitted to eCourses over the course of our semester: any assignment that is not submitted on time will forfeit 10 points per day late and will not be accepted after 3 days of being late.

- Any assignment found to have been plagiarized will result in an automatic failing grade: this includes essays that a student may have written before as all work for this course must be original for this class.

- If eCourses is down when you attempt to submit an essay online, you are still responsible for getting the essay to me by the scheduled due date time: one suggestion is to email me the essay
assignment as proof of its having been completed on time and then re-submitting it to eCourses later.

- When turning in an assignment to eCourses, students should always double check that their assignment submitted (keep the submission receipt as well as proof of submission).

**Other Things to Know:**

If you ever want to know the reasoning for a particular grade on an essay, please read the comments that I've left on the essay (each essay will contain comments explaining the grade) before coming to see me about it.

Please make sure that you are emailing me directly at cmoliver@pvamu.edu (and not through eCourses), and please check your emails (as well as eCourses) daily for any changes that may have been made.

Lastly, it is possible that the syllabus schedule below may end up differing from the eCourses daily schedule: the eCourses schedule will be updated as necessary throughout our semester so please ensure that you pay attention to it and as always if you have any questions please ask me!
Syllabus for ENGL 1123 – Freshman Composition I

Semester Calendar

**Week 1: July 5 – July 9**

**Important Dates**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>July 7</td>
<td>First Class Day</td>
</tr>
<tr>
<td>July 7</td>
<td>Tuition &amp; Fees Payment Due Date</td>
</tr>
<tr>
<td>July 7-10</td>
<td>Late Registration Fee Begins ($50.00)</td>
</tr>
<tr>
<td>July 7-17</td>
<td>Attendance Reporting Period (NS/SH) Students who do not attend class during this period will have their courses removed and financial aid reduced or canceled</td>
</tr>
</tbody>
</table>

**Wednesday (July 7): The Rhetorical Situation Pt. I**

**In Class:** Students will be introduced to the course through a combination of the syllabus, online access via eCourses, and classroom expectations followed by an introduction to the basic components of the rhetorical situation.

**Homework:** Students should read the assigned article, “Singer’s Solution to World Poverty” by Peter Singer and complete both the “Student eCourses Contract” and the “Syllabus Review” assignments on eCourses.

**Thursday (July 8): The Rhetorical Situation Pt. II**

**In Class:** Students will be introduced to both thesis ideas and thesis development strategies before continuing to work on Scaffolding Assignment #1.

**Homework:** Students should complete Scaffolding Assignment #1 by 11:59pm Friday (July 9) and submit to eCourses for grading.

**Week 2: July 12 – July 16**

**Important Dates**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>July 12</td>
<td>Final Day to Drop/Withdraw from Course(s) without Academic Record</td>
</tr>
<tr>
<td>July 13</td>
<td>Withdrawal from Courses with Academic Records (“W”) Begins</td>
</tr>
</tbody>
</table>

**Monday (July 12): The Rhetorical Situation Pt. III**

**In Class:** Students will be introduced to a sample outline in class for Essay #1: An Analytical Summary and will then have the full class period to workshop the essay – students should check the comments that have been left on the graded Scaffolding Assignment in order to know what things they might consider making changes to on the essay assignment itself.

**Homework:** Students should continue working on Essay #1: An Analytical Summary which will be due by 11:59pm on Sunday, July 18.

**Tuesday (July 13): Plagiarism & Source Integration**

**In Class:** Students will engage in the process of learning how to distinguish between paraphrase/summary, identification of the elements comprising plagiarism, and how to correctly incorporate quotations into our own writing.

**Homework:** Students should complete the “Source Integration” assignment on eCourses.
Wednesday (July 14): Student/Instructor Conferences

**In Class:** Students will continue workshopping Essay #1: Analytical Summary but during this time will also meet one-on-one with the instructor for a brief 5-7 minute conference in which they will together review the student’s essay work thus far.

**Homework:** Students should continue working on Essay #1: An Analytical Summary which will be due by 11:59pm on Sunday, July 18.

Thursday (July 15): Practicing Identifying the Rhetorical Situation

**In Class:** Students will be introduced to an extra credit opportunity in which they will be required to identify the rhetorical situation of a complicated scenario through the practice of creative writing.

**Homework:** The extra credit assignment will be due by 11:59pm tonight (July 15) and should be sent via email to cmoliver@pvamu.edu instead of submitting to eCourses.

Week 3: July 19 – July 23

**Important Dates**

July 21 Drop for Non-Payment of Tuition and Fees @ 5:00pm

**Monday (July 19): The Rhetorical Appeals and Group Project Pt. I**

**In Class:** Students will be introduced to the rhetorical appeals and fallacies through a series of commercial advertisements before being introduced to the major group project assignment.

**Homework:** Students should read both “Chapter 2: Arguments Based on Emotion” and “Chapter 3: Arguments Based on Character” on eCourses and complete the “Identifying Ethos, Pathos, and Logos” assignment located on eCourses.

**Tuesday (July 20): The Rhetorical Appeals and Group Project Pt. II**

**In Class:** Students will have the full class period to workshop the major group project assignment.

**Homework:** Students should read both “Chapter 4: Arguments Based on Facts and Reason” and “Chapter 15: Fallacies of Argument” on eCourses.

**Wednesday (July 21): The Rhetorical Appeals and Group Project Pt. III**

**In Class:** Students will have the full class period to workshop the major group project assignment.

**Homework:** Students should complete their presentations and be prepared to present in class on Thursday, July 22.
Thursday (July 22): The Rhetorical Appeals and Group Project Pt. IV

**In Class:** Student groups will have the first portion of class to finalize their presentations and will then present their commercial advertisements and analysis to the rest of the class.

**Homework:** Students should complete the “Peer Review” assignment on eCourses.

Week 4: July 26 – July 30

Monday (July 26): Identifying the Rhetorical Appeals Pt. I

**In Class:** Students will be introduced to Essay #2: Rhetorical Analysis and will work with an in-class article to transition from identifying appeals in advertising to written arguments.

**Homework:** Students should read Skip Hollandsworth’s “Toddlers in Tiaras” for class.

Tuesday (July 27): Identifying the Rhetorical Appeals Pt. II

**In Class:** Students will have the full class to workshop Scaffolding Assignment #2 over Skip Hollandsworth’s “Toddlers in Tiaras”.

**Homework:** Students should complete the Scaffolding Assignment by 11:59pm tonight (July 27) and submit to eCourses for grading.

Wednesday (July 28): Identifying the Rhetorical Appeals Pt. III

**In Class:** Students will be introduced to a sample outline for Essay #2: Rhetorical Analysis and will then have the full class period to workshop Essay #2: Rhetorical Analysis – students should look at the graded Scaffolding Assignment #2 in order to see what may need to be revised for the essay itself.

**Homework:** Students should continue working on Essay #2: Rhetorical Analysis which will be due by 11:59pm on Sunday, August 1.

Thursday (July 29): Midterm Exam

**In Class:** Students will complete the online midterm exam and use any additional time to continue working on Essay #2: Rhetorical Analysis.

**Homework:** Students should complete Essay #2: Rhetorical Analysis by 11:59pm on Sunday, August 1 and submit to eCourses for grading.

Week 5: August 2 – August 6

Important Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 5</td>
<td>Final Day to Withdraw from Course(s) with Academic Record (“W”)</td>
</tr>
<tr>
<td>August 5</td>
<td>Final Day to Withdraw from University (all courses) for Summer 2021 2nd 5-week session</td>
</tr>
<tr>
<td>August 6</td>
<td>Final Day to Apply for Degree Conferral only for Summer 2021 Graduation</td>
</tr>
</tbody>
</table>
Monday (August 2): Introduction to Library Database

In Class: Students will be introduced to the online library database as well as the final essay prompt, before having time to begin research for their final essay.

Homework: Students should continue the research process for the final essay and complete the "Identifying a Topic" journal assignment on eCourses.

Tuesday (August 3): Research Day

In Class: Students will have the full class to continue their research for the final essay of the semester.

Homework: Students should complete the “Identifying Sources” journal assignment on eCourses.

Wednesday (August 4): Problem/Solution Argument

In Class: Students will be introduced to the type of argument being dealt with in this final essay as we unpack the problem/solution dynamic; afterwards, students will be introduced to a sample outline for the final essay.

Homework: Students should complete the “Secondary Problems” journal assignment on eCourses.

Thursday (August 5): Research Day

In Class: Students will have the full class to continue their research for the final essay of the semester.

Homework: Students should continue their research process for the final essay.

Week 6: August 9 – August 13

Important Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 11</td>
<td>Last Class Day for Summer 2021 2nd 5-Week Session</td>
</tr>
<tr>
<td>August 11</td>
<td>Final Exams</td>
</tr>
<tr>
<td>August 17</td>
<td>Final Grades due for all other students (11:59pm)</td>
</tr>
</tbody>
</table>

Monday (August 9): Writing Workshop

In Class: Students will have the full class day to workshop Essay #3: Research Based Argument.

Homework: Students should continue working on Essay #3: Research Based Argument which will be due by 11:59pm on Tuesday, August 10.

Tuesday (August 10): Writing Workshop

In Class: Students will have the full class day to workshop Essay #3: Research Based Argument.

Homework: Students should continue working on Essay #3: Research Based Argument which will be due by 11:59pm tonight; please submit to eCourses for grading.
Wednesday (August 11): Final Exam

In Class: Students should complete the online final exam by 5pm today.

Homework: None
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](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](http://pvamu.edu/title-ix) 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](http://pvamu.edu/disability-services).

**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
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 [NOTE: Delete this section when the COVID-19 pandemic is over]
To promote public safety and protect students, faculty, and staff during the COVID-19 pandemic, Prairie View A&M University has adopted policies and practices for the Fall 2020
academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- **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.) must be properly worn in all non-private spaces including 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 must be maintained between students, instructors, and others in course and course-related activities.

- **Classroom Ingress/Egress** - Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Students should leave classrooms promptly after course activities have concluded, should not congregate in hallways and should maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.

- **Face-to-face Class** - To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office for Student Conduct for adjudication. Additionally, the faculty member may choose to teach that day’s class remotely for all students.

- **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.
  
  o 1st incident: upon review of Incident Report and finding of responsibility — Conduct Probation
  
  o 2nd incident: upon review of Incident Report and finding of responsibility — Suspension
  
  o 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