SYLLABUS ENGL 1133: FRESHMAN COMPOSITION II
PRAIRIE VIEW A&M UNIVERSITY – Summer 2021

CONTACT INFORMATION

Instructor’s Name: Dr. T. Banks
Section # and CRN: Z02/32435
Office Location: Online
Office Phone: 936-261-3713
Email Address: tvbanks@pvamu.edu
Office Hours: MW: 10:00-10:15am; and by appointment
Mode of Instruction: Online synchronous
Course Location: Online
Class Days & Times: MTWR 10:15a.m.-12:35p.m.

Access to Zoom sessions is via “Zoom” tab on eCourses. You can also access via the link below.

People are required to register before joining this meeting.
Registration URL: https://pvpanther.zoom.us/meeting/register/tJIrc-Crqz8oE9ATqBirrK-SVPR8wFFXUSI
Security Passcode 797467

NOTE: Zoom sessions may vary depending on assignment and schedule. Check “Announcements” on eCourses.

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CATALOG DESCRIPTION

ENGL 1133 is a writing course that emphasizes rhetorical analysis and critical thinking, advanced research and documentation, and writing extended arguments for academic audiences. Students will actively participate in peer workshops and demonstrate an awareness of academic research methods and ethics.

PREREQUISITES:
Completion of ENGL 1123 or transfer equivalent with a "C" or better

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:
Goals of this course include continuing to develop skills learned in Composition I, with emphasis on formal academic writing; producing argumentative writing based on close analysis of primary
and secondary source material; improving a sense of audience in reading and writing; mastering techniques for research and documentation, and writing at least three papers 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 complex, original, argument-driven thesis statements directed at an appropriate audience.</td>
<td>1, 5</td>
<td>Critical Thinking</td>
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Syllabus for ENGL 1133 – Freshman Composition II

<table>
<thead>
<tr>
<th>SLO #</th>
<th>Program Learning Outcome #</th>
<th>Core Curriculum Outcome Alignment</th>
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<tbody>
<tr>
<td>SLO 2</td>
<td>Synthesize credible, relevant research sources in support of an argument.</td>
<td>1, 2</td>
</tr>
<tr>
<td>SLO 3</td>
<td>Organize writing assignments with consistent, clear logic.</td>
<td>1</td>
</tr>
<tr>
<td>SLO 4</td>
<td>Write in skillful, fluent, grammatical prose.</td>
<td>5</td>
</tr>
<tr>
<td>SLO 5</td>
<td>Employ effective teamwork skills with emphasis on listening, responding, and creating a positive climate</td>
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</tr>
<tr>
<td>SLO 6</td>
<td>Cite research correctly according to APA format, both in the text and in the bibliography.</td>
<td>1</td>
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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 (Quizzes)</td>
<td>20%</td>
<td>200</td>
</tr>
<tr>
<td>2</td>
<td>Essay #1: Analysis</td>
<td>20%</td>
<td>200</td>
</tr>
<tr>
<td>3</td>
<td>Essay #2: Expository</td>
<td>25%</td>
<td>250</td>
</tr>
<tr>
<td>4</td>
<td>Essay #3: Research-Based Argument</td>
<td>25%</td>
<td>250</td>
</tr>
<tr>
<td>5</td>
<td>Final Exam</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td></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>
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<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. Essay #3 requires students to</td>
</tr>
</tbody>
</table>
develop a sophisticated, evidence-based argument using a variety of academic and non-academic sources.

Prewriting Assignments  Assignments demonstrating engagement in writing as a recursive process.

Group Assignment  Project demonstrating effective teamwork and critical thinking.

Daily Work & Participation  Minor homework assignments, quizzes, and participation in-class activities.

**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. Printed drafts of writing progress will be required during class session. No late assignments or extra credit assignments will be accepted.

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. Create a new account or sign in using an existing account by clicking on this Turnitin homepage link. Use the Class ID number and course key provided elsewhere by your instructor to enroll in the proper section of the course. Do not enroll in the class more than once. The Class ID is unique to your section of this course; so, you will not receive credit for your work if you enroll using a Class ID for another section. Please note that Turnitin is also available through eCourses, and your instructor may choose to use this link.

***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.***

**Exam and Quiz Policy:**
The final exam 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.
**Extra Credit Policy:**
No extra credit will be available in any section of Composition or Technical Writing.

**SEMESTER CALENDAR**

**NOTE:** Assignments due are in bold in each week.

### WEEK 1: July 5-9

<table>
<thead>
<tr>
<th>July 7</th>
<th>First Class Day: Course Introduction</th>
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<tr>
<td></td>
<td>Discuss Essay #1 topics and outline</td>
</tr>
<tr>
<td>July 8</td>
<td>- Read Chapter 1: &quot;Everything’s an Argument&quot;. Pay attention to what argument is, types of arguments, and the rhetorical situation, modified as audience and purpose.</td>
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<td></td>
<td>- Discuss annotation of articles</td>
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**Syllabus quiz due 6/12/ by 11:59pm**

### WEEK 2: July 12-16

<table>
<thead>
<tr>
<th>July 12</th>
<th>- Annotation due of selected article for Essay #1</th>
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<tbody>
<tr>
<td></td>
<td>- Discuss MLA Guidelines</td>
</tr>
<tr>
<td>July 13</td>
<td>- Research /obtain 2 additional articles on same topic selected for Essay #1</td>
</tr>
<tr>
<td>July 14</td>
<td>- Draft Essay #1 due/ Grammarly.com review</td>
</tr>
<tr>
<td><strong>July 15</strong></td>
<td>- <strong>Essay #1 due on eCourses</strong></td>
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<tr>
<td></td>
<td>- Discuss Essay #2 topics</td>
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<td></td>
<td>- Review Chapter 17: “Academic Arguments” and Chapter 21: “Plagiarism and Academic Integrity.”</td>
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</table>

### WEEK 3: July 19-22

<table>
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<tr>
<th>July 19</th>
<th>- Discuss C/C essay format/ Research requirements</th>
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<tbody>
<tr>
<td>July 20</td>
<td>- Research session</td>
</tr>
<tr>
<td>July 21</td>
<td>- Research due</td>
</tr>
<tr>
<td>July 22</td>
<td>- Draft sections I,II of Essay #2</td>
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<tr>
<td></td>
<td>- Discuss Read “Plagiarism and Academic Integrity,” “Synthesizing Information”, Using Sources” Print the Plagiarism Worksheet (eCourses)</td>
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<tr>
<td></td>
<td>- Discuss “Synthesizing Information”, Chapter 20 “Using Sources” with emphasis on the sections on paraphrasing, summarizing, and quoting, and the section on “Avoiding Patchwriting.” Discuss Chapter 22: “Documenting Sources.”</td>
</tr>
</tbody>
</table>
**WEEK 4: July 26-29**

- July 26: Draft sections III-V due in class; discuss APA format
- July 27: Final draft due in class; discuss Essay #3 topics and format
- July 28: Essay #3 topics due; Research due
- **July 29:** Essay #2 due on eCourses

Discussions: Revising Drafts; Proofreading Essays; “Revising Drafts”

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**WEEK 5: August 2-5**

- August 2: Research due for Essay #3; check format
- August 3: Draft sections I & II due in class
- August 4: Draft sections III-V due in class
- August 5: Finalize draft; discuss APA Guidelines/MLA guidelines – determine format for essay

Discussions: APA and MLA formats; “Using Sources” in Chapter 20; arguments and fallacies.

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**WEEK 6: August 9-11**

- August 9: Final review of Essay #3
- August 10: Essay #3 due on eCourses/ Last day for class session
- August 11: Final exam/ End of course

Discussions: MLA and APA formats, document formats, essay requirements

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**Reading Links** for background information on writing/research (you will be using the following reading links to obtain writing information in lieu of purchasing a handbook for this course):

Main Link to Owl at Purdue: [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/)

Use the Owl at Purdue link for background reading on MLA style formatting (required formatting rules for all English and History courses), grammar background, essay writing background, research paper writing information (for all of your courses—i.e. this website includes the required formatting for the social sciences which is APA style), and current/future writing needs such as cover letters and résumés. This website is updated with current style rules and is an academically sound source for all of your writing needs. I have included specific OWL links below related to certain topics you will be using in this course, but the above link is the main homepage for the website.
· Read the following “When You’re Just Beginning Your Writing Task”
  * Understanding Writing Assignments
  * Prewriting (Invention)
  * Writer's Block/Writer's Anxiety
  * Developing an Outline
  * Audience Analysis

At the following link: http://owl.english.purdue.edu/owl/resource/749/01/

Review Writer’s Web Helpful Links

Transitional Words & Phrases:

http://writing2.richmond.edu/writing/

wweb/trans1.html Editing a Draft:

http://writing2.richmond.edu/writing/wweb/editdraft.html

* Avoiding Faculty "Pet Peeves" by Joe Essid
* Concise Writing: Using Lanham's Paramedic Method
* Editing Checklist
* Reading Aloud: Catching Fossils and Flubs
  Warning Signs of a Rushed Paper

READ: Peer Review Background information at the following link
http://owl.english.purdue.edu/owl/resource/712/1/

READ: all five sections/links under “Proofreading” at the following link
http://owl.english.purdue.edu/owl/resource/561/1/

Avoiding Plagiarism--Harvard Guide to Using Sources
https://usingsources.fas.harvard.edu/

Read all sections under 'How to Avoid Plagiarism':

1) What Constitutes Plagiarism?
2) The Exception: Common Knowledge

3) Other Scenarios to Avoid

4) Why does it matter if you plagiarize?

5) How to avoid plagiarism

Integrating Sources
https://usingsources.fas.harvard.edu/

Read the following sections under Integrating Sources:

1) Sources and Your Assignment

2) A Source's Role in Your Paper

3) Choosing Relevant Parts of a Source

4) The Nuts and Bolts of Integrating

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.
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](mailto: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](mailto: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.
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 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.

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

**Additional Information:**

- Students should regularly check course modules, announcements, and emails for assignments and due dates.

- Send emails through your PV email account only (no personal email accounts).

- Only university excused absences will warrant a makeup (unless there is a technological or weather issue). Missed assignments due to forgetfulness does not warrant a makeup.

- If emails aren’t answered within 24 hours, resend.

- Attendance is kept by electronic sign-on to online class session.

- APA format for each essay requires four parts: Running head, abstract, essay content, and references. Essay word count is only the essay (abstract and references do not count towards word count). See assignment sheet for MLA requirements.