General Course Information

Instructor Name: Mrs. Minnie Cyrus, MS
Section # and CRN: Z01 33173
Office Location: Agriculture and Business Room 416
Virtual Location: Virtual/Online via Canvas
Office Phone: 936-261-2516
Email Address: mecyrus@pvamu.edu
Virtual Office Hours: M-W, 8:00 - 9:00am
   All appointments are made via Zoom in Canvas
Mode of Instruction: Internet/Synchronous
Course Location: Internet/Virtual
Class Meeting Days & Times: MWTR 9:10 – 11:30 am
Catalog Description: Analysis of family interaction patterns, roles, and functions, throughout the life cycle as influenced by customs, cultural diversity, and socioeconomic status with implications for broader understanding of a multicultural society. Examination of public policies and procedures impacting family functioning.

Prerequisites: None
Co-requisites: None


Supplemental Text: Other required readings will be posted on the class website or put on reserve at J.B. Coleman Library.

Course Description: This course is designed to increase your knowledge about the important topic of couple and family relationships. The focus of this course is on the development of individuals and families across the life cycle, the relationships of individuals within families, and the influence of external factors. This course will provide information on a variety of theories used to study families, on current research on couples and families, and on the influence of families on individuals in contemporary society.
COURSE OBJECTIVES:

Students completing this course will be able to:

• Discuss the family life cycle and critical life transitions (dating, courtship, marriage, parenthood, child rearing, work and retirement).
• Explain important factors that currently influence American families, such as the economy, work / family conflict, laws & regulations, and social policy.
• Analyze various theories used to study families and the differences and similarities among these theoretical perspectives regarding familial influences on individual behavioral and social - development.
• Compare differences and similarities among various ethnic minority families as well as the differences and similarities within the dominant U.S. culture. This information will be discussed in the context of sociological perspectives on the study of families.
• Develop an understanding of how social change affects the adaptation and resilience of individuals, couples, and families.

REQUIREMENTS:

• Attend class and participate in class discussion.
• Contribute to a respectful class environment, which includes no talking with classmates during lecture, turning off cell phones, pagers, IPods, and similar devices, and staying until the end of the lecture.
• Read assigned readings. Students are encouraged to review assigned readings both before and after class to fully understand the materials. Please note that students are responsible for all reading assignments and that not all topics will be covered in depth in class.
• Students will be responsible for everything covered prior to each exam.
• Complete four exams the mid-term and final and in-class/out-of-class writing assignments.

FORMAT:

There will be two guest speakers during the term. Students are expected to read the assigned readings and attend lectures. Materials covered in this class will include information from the text and other assigned readings, from current research, and from current events. Students are encouraged to think about (rather than simply memorize) the concepts and materials presented in lectures, the readings, and the text.

It is extremely important that you read the assigned readings as the lectures will not cover all the topics presented in the assigned reading material. In addition, the in-class writing assignments will be based on the lectures and readings. The readings are designed to supplement the information you receive in class as well as provide opportunities to process what you have learned. Six to eight hours of reading and studying each week will be needed to be prepared for class and to keep up with the assigned readings.

ASSIGNMENTS AND EXAMINATIONS:

There will be a total of four exams and a final. There will be a total of ten E-journal assignments at 10 pts a piece. Two in-class assignments; you will receive points for each in-class assignment completed. Some of the in-class assignments will be announced (in the syllabus) and some will not be. You must be in class and complete the assignment at that time to receive credit; no make-up assignments will be accepted. The exams will be based on assigned readings, class discussions, and lecture content.
• All exams will be multiple choice, true/false, matching.
• The final will be a combination of multiple choice, true/false, and matching – no essay questions. All exams will be placed online and will be completed during the allotted time.
• No make-up exams will be scheduled or accepted without a certified medical or documented family emergency excuse.
• Each exam and assignment have been assigned a set number of points and a student’s grade in the course will be awarded based on the total number of points accumulated during the semester.

**POINTS EARNED**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points</th>
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<tbody>
<tr>
<td>Quizzes:</td>
<td>400 (4)100 per exam</td>
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<tr>
<td>Family Tree:</td>
<td>100</td>
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<tr>
<td>Research Paper:</td>
<td>100 (Taskstream)</td>
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<tr>
<td>Final:</td>
<td>100</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>700 points</strong></td>
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The letter grade will be based on the total points obtained for the three exams and the in-class assignments. The grades will be given according to the following criteria:

- **A** 630 - 700
- **B** 560 - 629
- **C** 490 - 559
- **D** 420 - 489
- **F** 419 and below

It is expected that all students will abide by the PVAMU Code of Academic Conduct, i.e., the policies and procedures regarding academic honesty and integrity.

**COURSE OUTLINE**

**Week 1**  
Introduction: *Getting to know each other. Review syllabus for Summer I semester.* A study of marriage and family’s diversity and change. An overview of marriages and families as the oldest human social institutions; and the family has existed in some form in all societies.

**Week 1**  
Ch. 1 Marriage and Families Over Time- A contemporary definition of marriage and families, a historical perspective of families, the types of marriages, types of families, the family functions social, regulation of sexual behavior within the family. What is a family? Myth about marriages and families

**Week 1**  
Ch. 2 Ways of Studying and Explaining Marriages and Families- Sociology of Marriages and Families, Studying marriages and families: The link between research and theory, Methodological techniques in the study of marriages and families. Critical look at traditional research on marriages and families, theoretical perspectives, and men studies relative to marriages and families.

Assignment: Family Research Paper (Due ________ )  
Research Paper-(Academic Journal will be provided by professor). The paper must be APA, font is 12, and Times New Roman on all work, doubled spaced, cover page, reference pages and four (4) pages in the body. This means 1-cover page, 4-body pages and 1-reference page. Due date: ______________ Submit in Canvas by midnight. No exceptions!

**Week 1**  
Ch. 3 Understanding Gender: It's' Influence in Intimate Relationships- Distinguishing sex and gender roles, the traditional meanings of femininity and masculinity, gender roles in transition, theories of gender-role socialization, agents of socialization, and consequences of gender stereotyping.

**Quiz 1 (Chapters 1-3)**

**Week 2**  
Ch. 4 The Many Faces of Love: What is this thing called love, how do people express love, love versus friendship, infatuation, and liking, Theories of love, love across gender and race, romantic love today and obstacles to love and loving relationships.
Week 2  Ch. 5 Dating, Coupling, and Mate Selection- A historical perspective on mate selection in cross-culture, the intersections of race, gender, class, and sexual orientation, Theories of mate selection, mate selection: finding and meeting partners, the future of dating, violence in dating and intimate relationships, meeting partners: where and how. (Family Intimacy presentation due ________)

Week 2  Ch. 6 Sexuality and Intimate Relationships- A look at human sexuality: past and present, sexuality as social learning, sexual orientations, the physiology of sexuality, the human sexual expression, sexuality across the life cycle, sexual dysfunctions and sexual responsibility: protecting you from AIDS and other STD’s.

Quiz 2 (Chapters 4-6)

Week 3  Ch. 7 Non-marital Lifestyles- from a historical perspectives-singlehood in early America, nineteenth and early twentieth century’s, and current demographic trends, demystifying singlehood, single lifestyles heterosexual cohabitation, lesbian and gay relationships.

Week 3  Ch. 8 The Marriage Experience- Why do people marry? The meaning of marriage, marriage as a commitment, marriage as a legal contract, the changes and continuity in the meaning of marriage, marriage and gender, the transition and adjustments to marriages, heterogamous marriages, and marital satisfaction, communication, and conflict resolution in marriages.

Week 3  Ch. 9 Reproduction and Parenting- a historical overview: fertility trends in the United States, controlling fertility, abortion, infertility, reproduction without sex: the new technologies –artificial insemination, in vitro fertilization, embryo transplant and surrogacy, conception, the choice to parent, pregnancy, prenatal development and care, prenatal problems and defects, expectant fathers, the parental adjustments, adaptations and patterns of child rearing.

Quiz 3 (Chapters 7-9)

Taskstream Research paper is due.

Week 4  Ch. 10 Evolving Work and Family Structures- The transformation of work and family roles, reason women work, work and family structure, traditional nuclear families, two-person career, the impact of work on family relationships, integrating work and family life: resolving role conflict, inequities in the workplace: consequences for families, the economic well-being of families-who are the poor? Uncertain future: the widening income gap, homelessness, and the welfare debate. HDFM 2533, Contemporary Family in Cross-Cultural Perspective 5.

Week 4  Ch. 11 Violence and Abuse- The roots of family violence: A historical Context, family violence and United States culture, myths about violence and abuse, physical assault: the case of battered women-explore what is battering, how prevalent is women battering? Why do women remain in abusive relationships? The sexual assault of women, the criminal justice response to women assault, the effects of physical and sexual assault on women, a comparative look at battered men, child assault and abuse and elder abuse in the United States.

Week 4  Ch. 12 The Process of Uncoupling: Divorce in the United States- A historical perspective on divorce in early America, who gets divorced and why? The process of divorce, the causes of divorce, the impact of divorce on spouses and children.

Quiz 4 (Chapters 10-12)
**Week 5**  
Ch. 13 Remarriage and Remarried Families- Cultural images of stepfamilies, a historical perspective, the process of remarriage-dating and courtship patterns, the decision to remarry, patterns of remarriage, and stages in the development of remarried families, The strengths and benefits of remarried families, and the quality of the remarital relationship.

**Week 5**  
Ch. 14 Marriage and Families in later Life- study the characteristics of later-life families, sandwich generation, diversity in the family life cycle, demographics of aging: defining “Old” –age categories of the elderly, gender and marital status, race, ethnicity, and class and poverty among the elderly. Review living arrangements, marriage in later life and intergenerational relationships, the child-free elderly, sibling relationships, health and illness, family care giving and experience of widowhood.

**Week 5**  
Ch. 15 Marriage and Families in the Twenty-First Century: U.S. and World Trends- the challenges of a world economy, inequities in income and wealth, health and health care, the trends in drug use and associated health programs, alcohol, addiction and the family, meeting the needs of children: Foster care and adoption, explore the challenge of racism and ethnic discrimination in family life, and safety and security: Gangs & street violence and violence in America’ schools. The terrorism and war and the fears that haunt Americans, and families coping with loss: Dying and death.

**Final Exam: July 6, 2021**

HAVE A GREAT SUMMER!
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 PV Place. 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 PV Place 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
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.