HUMA 1303 ZB2: Introduction to Humanities
Women’s Rights and Voices in the Nineteenth Century
Summer 2021 (Session 2)

Instructor: Dr. Riya Das
Section # and CRN: ZB2 and 32883
Office Location: Virtual (Zoom)
Email Address: ridas@pvamu.edu
Office Hours (Zoom): MTW 11am-12:30pm, or by appointment

Mode of Instruction: Internet Synchronous
(Scheduled classes on Zoom, see Semester Calendar for details)

Course Location: Zoom (synchronous lectures) and Canvas (discussion forums)
Class Days & Times: MTWR 1-3:20pm
Catalog Description: (3-0) Credit 3 semester hours. An interdisciplinary, multi-perspective assessment of cultural, political, philosophical, and aesthetic factors critical to the formulation of values and the historical development of the individual and of society. A special emphasis will be placed on culture, art, film, theater, religion, and literature.

Prerequisites: None
Co-requisites: None
Recommended Texts: None (readings will be uploaded and/or online links will be provided on Canvas)
Other Required Course Materials: Access to online streaming services for course viewings

Student Learning Outcomes:

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<tr>
<th>#</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>
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<tbody>
<tr>
<td>1</td>
<td>Explain and demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.</td>
<td>1, 5</td>
<td>Communication</td>
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<tr>
<td>2</td>
<td>Analyze and appropriately apply modes of expression, i.e. descriptive, expositive, argumentative and narrative in written and oral communication.</td>
<td>1, 2</td>
<td>Communication</td>
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<td>3</td>
<td>Critically evaluate a variety of interdisciplinary texts and media, such as literature, film/television, art, music, visual arts</td>
<td>1</td>
<td>Critical Thinking</td>
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<tr>
<td>4</td>
<td>Apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.</td>
<td>5</td>
<td>Critical Thinking</td>
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<tr>
<td>5</td>
<td>Employ effective teamwork skills with emphasis on listening, responding, and creating a positive climate</td>
<td></td>
<td>Teamwork</td>
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<td>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>
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Major Course Requirements:

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<tr>
<th>Course Grade Requirement</th>
<th>Breakdown of Value</th>
<th>Total Value</th>
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</table>
| Discussion Forum Participation (2)            | Responses to instructor prompts: $50 \times 2 = 100$  
|                                               | Comments on peer responses: $25 \times 4 = 100$         | 200 points  |
| “Forgotten No More” Essay and Presentation    | 200+150                                                 | 350 points  |
| Final Project (Creative Artifact or Final Paper) |                                                         | 350 points  |
| Attendance, Punctuality, and Participation     |                                                         | 100 points  |
| **Total**                                     |                                                         | **1000 points** |

Grading Criteria and Conversion:

- A = 90-100% (895 to 1000 points)
- B = 80-89% (795 to 894 points)
- C = 70-79% (695 to 794 points)
- D = 60-69% (595 to 694 points)
- F = 0-59% (0 to 594 points)

Detailed Description of Graded Assignments:

Further detailed instructions (if applicable) and rubrics for the assignments will be posted on Canvas.

**Discussion Forum Responses (200 points)**

Throughout the session the professor will post a total of 2 discussion prompts. You must respond to the discussion prompts with a thoughtful and extensive response by the stipulated deadlines. Each response is worth 50 points. You must also comment on at least two of your peers’ responses to each discussion prompt. Each comment is worth 25 points.

The highest score you can receive for each discussion forum is $50+25+25=100$ for each discussion forum, and a total of $100 \times 2 = 200$ for two discussion forums.

Late responses/comments will not be accepted. You may not stay inactive for several days and then post multiple responses/comments in one day. All exact due dates and times for the discussion prompts are mentioned in the semester calendar.

**“Forgotten No More” Essay and Presentation (350 points)**

Choose a female historical figure who you believe has not received the attention she deserves, and write an essay describing her life and achievements. Your essay should be 2-3 pages in length and formatted in the MLA style (which will be shared on Canvas and discussed in class).

Present on this woman in class. You can prepare a Powerpoint presentation and/or read your paper aloud. Once your presentation is complete, revise your essay and submit a polished version of it.

Make sure that you justify your choice in the introduction of your essay—provide evidence that the historical figure of your choice has not received proper acknowledgement. For instance, Madame Marie Curie (the winner of two Nobel prizes), or Elizabeth Barrett Browning, celebrated poet, are not particularly good choices for this assignment. As you make your selection, ask yourself these questions:

- Does this historical figure have elaborate pages about her life and works on open access databases such as Wikipedia?
- Has she or her works been depicted in popular media, such as films and television series?
- Has she been the recipient of prestigious awards and other national/international accolades?

If you answer yes to any of these questions, you need to keep looking.

This assignment is inspired by the “Overlooked” obituary series published in *The New York Times*. We have one essay from the series, on Pandita Ramabai, in our course readings. Absolutely feel free to go through the other essays in the series for inspiration: [https://www.nytimes.com/spotlight/overlooked](https://www.nytimes.com/spotlight/overlooked)

**Final Project (350 points)**

**Choice 1: Creative Artifact Project**

1. Submit a creative piece inspired by any one specific aspect in the course materials. This can be any one of the following:
   - One of the nineteenth-century women included in our syllabus
   - A reading (poem/essay/story/novel) from the syllabus
   - A photograph/painting from the syllabus
   - A film/series/video from the syllabus
Make sure your submission is, indeed, a genuine creative work. Essays and reports will not be accepted. Your creative piece may be, but is not limited to, the following:
- A poem/short prose fiction
- A sketch/painting
- A satirical piece, such as a cartoon
- A performance, such as a recorded musical composition

If you have a creative idea outside of these suggestions, remember to run it by your professor before you begin working on this project.

2. Along with your creative artifact, submit a 250-word reflection. In this reflection, describe what your creative work was inspired by and why, and how to two compare. Ensure that your creative piece clearly depicts its connection to the original person/writing/artwork it was inspired by. When you compare the original work you were inspired by and your own creative work, the connection should be lucid.

Do take your time with planning this assignment to present your best creative potential:
- Like creative writing? Carefully plan out a poem/story based on your inspiration from the syllabus. Maybe a poem on Madam C.J. walker, or a fanciful short story based on a painting by Elizabeth Nourse … the possibilities are endless!
- Enjoy composing and singing? Maybe think about writing and setting tune to an ode to Emily Dickinson or Susan B. Anthony. Again, the possibilities are numerous!
- Love to paint? Maybe draw a portrait of Madame Marie Curie or paint a scene from Cranford. So many ways to display your artistic skills!
- Have a humorous streak? Maybe write a funny poem about a photograph by Lady Clementina Hawarden, or draw a cartoon based on “Goblin Market.” So many ways to be creatively funny!

This assignment will be considered an original artifact you have prepared for this course.

**Choice 2: Final Paper**

Choose any two items from the syllabus, and submit a final paper based on one of the following:
- Comparative study – juxtaposing two works (such as two poems) and comparing/contrasting their narrative styles and effects.
- Theme-based analysis – analyzing the selected works with close reference to a particular theme such as women’s suffrage, women and the visual arts, women and entrepreneurship, women and travel, women and science etc.
- Close-reading – picking out specific lines/scenes from your chosen text/film(s) to analyze in detail, critically commenting on their context, language, style, and significance.
- Contemporary criticism – discussing the relevance of the nineteenth-century works of your choice to us as readers and viewers of the 21st century. Why do we still find these works useful? What do we learn from them?

If you have a topic idea outside of these suggestions, remember to run it by your professor before you begin working on the final project.

1. A Final Paper, in 1250-1750 words (this amounts to approximately 5-7 double-spaced pages):
   - Papers that are not based on the topic in your proposal will not be accepted.
   - You may, but do not need to, use up to five secondary sources including one or more of the articles in the syllabus to support your writing. However, the final paper should reflect your original ideas rather than be crowded with critical commentary borrowed from articles. Secondary sources should be used only when required for relevant citations.
   - You should format your final paper in the MLA style. If you use secondary sources, a Works Cited page must be included.

2. Two Supporting Artifacts that Complement your Final Paper: Unlike the Creative Artifact Project, you do not need to create any original artifacts for this. Simply choose two artifacts that reflect the ethos of your paper. For instance, two iconic photographs/paintings of women’s marches/historic feminist speeches can complement an essay on suffrage, or a short educational YouTube video on fossils or radium can complement an essay on certain women in the Syllabus (by this point, you will know who I am referring to).

Patiently conduct your research before you choose the two artifacts to include in your project. Hasty decisions can often be trite, such as including an overused photograph of Emily Dickinson to go with an essay about her poems. But
looking up a lesser-known painting inspired by one of her poems and using it, now \textit{that's} interesting! The artifacts may be, but are not limited to, the following:

- Painting
- Photograph
- Short video
- Sculpture
- Short musical composition

Last but not least, do not forget to cite the two artifacts you choose. They are, after all, others' work and must be acknowledged as such.

\textbf{Course Procedures and Additional Instructor Policies:}

\textbf{Attendance Policy:} Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or a grade of F. Absences are accumulated beginning with the first day of class. In this course, you are allowed three unexcused absences. Your fourth unexcused absence, and each one beyond that, will result in a 5-point deduction from your final grade. While an email notifying me of an absence is a kind gesture, excused absences require documentation from an appropriate university official. If you miss class due to a legitimate emergency, you may take documentation to the third floor of Evans Hall and apply for an excused absence from the Office of Student Affairs.

\textbf{Submission of Assignments:} All written assignments prepared outside of class must be submitted through Turnitin on Canvas by the due dates. Be advised that Turnitin checks all submissions for plagiarism against web sources, periodical archives, and other student submissions. Discussion responses must be posted by stipulated deadlines on Canvas discussion forums. Discussion responses sent in via email will not be accepted. All of your work for this course must be original. You are not allowed to submit papers that you or anyone else has submitted for any other course or any other previous or concurrent course. \textbf{Late submissions will be docked five points per day of lateness.}

\textbf{Online Requirement:} Students are required to log-on to Canvas and check their email regularly to access shared course materials, graded discussions, and all other course-information.

\textbf{Assignment/Exam and Quiz Policy:} Students need to complete all assignments as scheduled. \textbf{No makeup quizzes and assignments will be allowed} except under documented emergencies (see Student Handbook).

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

\textbf{Taskstream:} Taskstream is a tool that Prairie View A&M University uses for assessment purposes. One of your assignments will be considered an “artifact,” an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

\textbf{Semester Calendar:}
\textit{You should come to Zoom classes on time and fully prepared. Read/view the course content before class to be able to properly follow lectures and participate in discussion and other activities.}

\begin{tabular}{|c|c|c|}
\hline
\textbf{Week 1} & \textbf{Readings, Viewings, and Other Course Content} & \textbf{Activities and Assignments} \\
\hline
\textbf{Wed, Jul 7} & \textbf{Read the syllabus thoroughly before class} & Internet synchronous meeting on Zoom during class time \\
& \textbf{Introductions and Syllabus Overview} & Discussion Forum 1 will be posted on Canvas \\
\hline
\textbf{Thu, Jul 8} & \textbf{Discussion Forum 1} & Respond to prompt by Fri, Jul 9, 11.59pm \\
& & Comment on two peers’ responses by Mon, Jul 12, 11:59pm \\
\hline
\textbf{Week 1 Dates to note} & & \\
\textbf{Jul 7} & \textbf{First Class Day} & \\
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\end{tabular}
### Week 2

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<th>Date</th>
<th>Readings, Viewings, and Other Course Content</th>
<th>Activities and Assignments</th>
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| Mon, Jul 12| **HISTORICAL OVERVIEW**  
Read the following before class  
Photo series and timelines:  
- *Houston Chronicle* (provided by *Stacker.com*): “History of Women in the Workplace” by Joni Sweet  
- *USNews*: “Stepping Through History, a timeline of women’s rights …” by *Susan Milligan*  
Essay:  
- Excerpt from *A Vindication of the Rights of Woman* by Mary Wollstonecraft | Internet synchronous meeting on Zoom during class time |
| Tue, Jul 13| **AMERICAN WOMEN WRITERS**  
Read the following before class  
Essay:  
- “On marriage” by Harriet Martineau  
- “On Women's Right to Vote” by Susan B. Anthony  
- “Ain't I a Woman?” by Sojourner Truth | Internet synchronous meeting on Zoom during class time |
| Wed, Jul 14| **AMERICAN WOMEN WRITERS**  
Read the following before class  
Poetry:  
Emily Dickinson  
- “Because I could not stop for Death”  
- “Success is counted sweetest”  
[ Secondary Readings:  
*Poetry Foundation*: “Emily Dickinson”  
*Startribune.com*: “A lesson in self-isolation from Emily Dickinson” by Erika Scheurer. ] | Internet synchronous meeting on Zoom during class time  
Discussion Forum 2 will be posted on Canvas |
| Thu, Jul 15| **Discussion Forum 2**  
Respond to prompt by Fri, Jul 16, 11:59pm  
Comment on two peers’ responses by Mon, Jul 19, 11:59pm |

### Week 2 Dates to note

- **Jul 10-17**: Attendance Reporting Period. Students who do not attend class during this period will have their courses removed and financial aid reduced or cancelled.
- **Jul 12**: Final Day to Drop/Withdraw from Course(s) without Academic Record (A Financial Record will still exist)
- **Jul 13**: Withdrawal from Courses with Academic Records (“W”) Begins

### Week 3

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<th>Date</th>
<th>Readings, Viewings, and Other Course Content</th>
<th>Activities and Assignments</th>
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| Mon, Jul 19| **Read the following before class**  
Short story:  
Charlotte Perkins Gilman  
- “The Yellow Wallpaper” | Internet synchronous meeting on Zoom during class time |
| Tue, Jul 20| **GLOBAL TRAVELERS: East to West**  
**Read the following before class** | **Activities and Assignments** |
Read the following before class

**Translation:**
Toru Dutt
- “The Young Girl” by Charles Nodier
- “Sonnet—to my Mother” by Henri Heine

[Secondary Reading:
*Scroll.in,* “How Toru Dutt … Pioneered Indian Writing and Poetry in English” by Sutapa Chaudhuri]

**Overlooked Obituary:**
Pandita Ramabai Saraswati
*New York Times,* “Pandita Ramabai, Indian Scholar, Feminist and Educator” by Aisha Khan

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**Wednesday, July 21**

**General Discussion and Sharing Session**
- “Forgotten No More” Presentation

**Instructions: Tips and Tricks**
- Making the selection for your essay: When is it overthinking? How to conduct research on “lesser-known” figures?
- Choosing the genre: Obituary? News? Argument?
- Revising the essay (content)
- Editing and proofreading (organization and style): the icing on the cake

Internet synchronous meeting on Zoom during class time
Discussion Forum 3 will be posted

**Thursday, July 22**

Prepare “Forgotten No More” Essay and Presentations

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**Week 3 Date to Note**

Jul 21 Drop for Non-Payment of Tuition and Fees @ 5:00 p.m.

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**Week 4**

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<th>Date</th>
<th>Readings, Viewings, and Other Course Content</th>
<th>Activities and Assignments</th>
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<tbody>
<tr>
<td>Mon, July 26</td>
<td>“Forgotten No More” Presentations</td>
<td></td>
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<tr>
<td>Tue, July 27</td>
<td>“Forgotten No More” Presentations</td>
<td></td>
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<tr>
<td>Wed, July 28</td>
<td>“Forgotten No More” Presentations</td>
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<td>Thu, July 29</td>
<td>&quot;Forgotten No More&quot; Essay due by 11:59pm</td>
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**Week 4 Date to Note**

Jul 27 15th Class Day

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**Week 5**

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<th>Date</th>
<th>Readings, Viewings, and Other Course Content</th>
<th>Activities and Assignments</th>
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<tbody>
<tr>
<td>Mon, August 2</td>
<td>WOMEN AND THE VISUAL ARTS</td>
<td>Internet synchronous meeting on Zoom during class time</td>
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<td>Read and view the following before class</td>
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<tr>
<td></td>
<td><strong>Photography:</strong></td>
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<td></td>
<td>Lady Clementina Hawarden</td>
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<td></td>
<td>- Article with photographs: <em>Victoria and Albert Museum,</em></td>
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<td></td>
<td>“Lady Clementina Hawarden—an Introduction”</td>
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<td></td>
<td>Julia Margaret Cameron</td>
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<td></td>
<td>- Article: <em>The Metropolitan Museum of Art,</em> “Julia Margaret”</td>
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<tr>
<td>Week 5 Dates to Note</td>
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<td>Aug 5</td>
<td>Final Day to Withdraw from Course(s) with Academic Record (&quot;W&quot;)</td>
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<td>Aug 5</td>
<td>Final Day to Withdraw from the University (from all courses) for the Summer 2021 2nd 5-week session</td>
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<td>Aug 6</td>
<td>Final Day to Apply for Degree Conferral only for Summer 2021 Graduation (no ceremony participation or listing in program)</td>
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<th>Week 6</th>
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<td><strong>Date</strong></td>
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| **Mon, Aug 9** | View the following before class Film  
| | • *A Doll's House* (1973)  
| | Directed by Joseph Losey and starring Jane Fonda  
| | Adapted from the eponymous play by Henrik Ibsen.  
| | (Available on Amazon Prime and Kanopy) | Internet synchronous meeting on Zoom during class time |
| **Tue, Aug 10** | Final discussion: Final Project | Internet synchronous meeting on Zoom during class time |
| **Wed, Aug 11** | Final Project due by 11:59pm |  |
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 at https://www.pvamu.edu/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 at https://www.pvamu.edu/student-success/advising/ 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 at https://www.pvamu.edu/student-success/sass/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 at https://www.pvamu.edu/student-success/writing-center/; Grammarly Registration at https://www.grammarly.com/enterprise/signup

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 at https://www.pvamu.edu/student-success/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;
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 at https://www.pvamu.edu/student-success/sass/testing/

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 at https://www.pvamu.edu/disabilityservices/

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 at https://www.pvamu.edu/dlearning/distance-learning-2-2/students-2/; 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 at https://www.pvamu.edu/sa/departments/veteranaffairs/.

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 at https://www.pvamu.edu/studentengagement/

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 at https://www.pvamu.edu/careerservices/

UNIVERSITY RULES AND PROCEDURES:

Academic Misconduct (See Student Planner)
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Planner, especially the section on academic misconduct (see University Administrative Guidelines on Academic Integrity). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the PVAMU Undergraduate Catalog, Graduate Catalog, and the Student Planner, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed or to have attempted to commit the following academic misconduct may also be subject to disciplinary review and action as outlined in the PVAMU Student Planner.
Forms of Academic Dishonesty:

1. **Cheating**: Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a “cheat sheet” on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher.

2. **Plagiarism**: Careless or deliberate use of the work or the ideas of another; representation of another’s work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another’s paper or answers, failure to identify information or essays from the Internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another’s words with quotation marks.

3. **Multiple Submission**: Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

4. **Conspiracy**: Agreeing with one or more persons to commit an act of academic/scholastic dishonesty.

5. **Fabrication of Information/Forgery**: Use or submission of contrived, invented, forged, or altered information in any assignment, laboratory exercise, or test; tampering with or production of a counterfeit document, particularly documents which make up the student’s academic record. Examples: making up a source or citing nonexistent publication or article; representing made up data as real for an experiment in a science laboratory class; forging a change of grade or student withdrawal record; falsifying any document related to a student academic exercise.

**Nonacademic Misconduct (See Student Planner)**
The University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor’s ability to conduct the class, or (2) the ability of students to benefit from the instructional program, or (3) the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Office for Student Conduct under nonacademic procedures.

**Sexual Misconduct**
Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university’s sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance (titleixteam@pvamu.edu) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance, or have questions, they may contact the Title IX Coordinator at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at the Title IX Webpage at https://www.pvamu.edu/titleix/ 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 (https://www.pvamu.edu/titleix/pregnant-and-parenting-students/)

**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 (https://www.pvamu.edu/student-complaint/)

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, abusive, or disrespectful language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS SHOUTING. Avoid slang/colloquial 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 read as 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. Present yourself formally and professionally as you would do in a university classroom and avoid using high traffic or noisy areas. Stay muted when you are not speaking. 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.