PSYC 7371 Social Psychology
Summer 2022

Instructor: Dr. Joseph Pelletier
Section # and CRN: P01 30119
Email Address: jppelletier@pvamu.edu
Office Hours: By Appointment Only
Mode of Instruction: In Class

Course Location: Don K. Clark (Juvenile Justice Building) Room # 350
Class Days & Times: T 8am-12:50pm

Catalog Description: A critical foundation course, social psychology is a bridge discipline involving both group and individual dynamics. Started in the U.S. at the University of Chicago during the early 19th century, social psychology provided the forum for significant interdisciplinary studies during the Great Depression, the World Wars and beyond. Research on basic human interpersonal and intra-group and inter-group dynamics are presented (Hawthorne effect, primacy effect, stereotyping, physical attractiveness, attribution bias, social power, compliance, obedience, risky-shift phenomenon) as well as their impact on race relations, gender and sex issues, systems (family, school, community institutions) and peer relations. Enculturation, socialization, group influences (significant and generalized others), and the impact of social sanctions as well as collective and behavioral attribution processes are covered.

Prerequisites: None
Co-requisites: None

Required Texts: None.


Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Program Learning Outcome #</th>
<th>Core Curriculum Outcome Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Gain research experience. Students will learn how to: appropriately find literature on a topic; formulate research hypotheses; interpret research findings; and propose research ideas after identifying gaps</td>
<td>2,4 Communication and empirical and quantitative</td>
</tr>
</tbody>
</table>
Major Course Requirements
The goal of this course is to acquire the skills and knowledge to effectively integrate psychological theories and principles across various social processes.

Method of Determining Final Course Grade

<table>
<thead>
<tr>
<th>Course Grade Requirement</th>
<th>Value</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Initial Manuscript Submission</td>
<td>100 pts</td>
<td>20%</td>
</tr>
<tr>
<td>2) Final Manuscript Submission</td>
<td>100 pts</td>
<td>20%</td>
</tr>
<tr>
<td>3) Reviews</td>
<td>100 pts</td>
<td>20%</td>
</tr>
<tr>
<td>4) Class Discussions</td>
<td>100 pts</td>
<td>20%</td>
</tr>
<tr>
<td>5) Attendance/Participation</td>
<td>100 pts</td>
<td>5%</td>
</tr>
<tr>
<td>6) Reaction Papers</td>
<td>100 pts</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100 pts</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Grading Criteria and Conversion (I do not round grades in this class):
A = 90% - 100%
B = 80% - 89.99%
C = 70% - 79.99%
D = 60% - 69.99%
F = 0% - 59.99%

************It is always a good idea to schedule an appointment with me before attending office hours. Office hours are subject to change. Any changes in my office hours will be communicated to you immediately. I often work with research assistants on the same floor as my office, therefore, please read notes on my door regarding my exact location. Also, if you have class during my office hours, please do not hesitate to schedule an appointment with me. We will find a time when we can both meet.

How to succeed in this course:
To be successful in this course, it is essential to attend class. Read ALL assignments prior to coming to class. This course is fast paced and will be easy to fall behind. Pay attention in class AND read the
articles. TAKE NOTES! Pay extremely close attention to your writing. This is a writing intensive course. If you do not put forth substantial effort and work hard, do not expect to do well in this course.

It is your job as a student to provide me with feedback about how you are doing. **You must ask questions in class.** If you have a question, rest assured that other students in the room might have the same question. Please don’t be afraid to ask questions because they seem “dumb.” **All questions are potential learning experiences.**

**Class Rules:**

*Be respectful.
*Maintain academic integrity.
*Ask questions when you are confused. Chances are someone else has that question as well.
*Come to class on time.
*If you must come in late, please enter unobtrusively into the room. However, do not expect to be counted present in class if you are significantly late.
*Network with other students if you know you have to miss a particular class.
*Be welcoming attentive audience members for other students when they are speaking.
*Maintain a safe learning environment for your peers.
*Provide support for arguments with research and facts.

**Format**

This course will follow a seminar format. This means, I will assume that you have read all of the assigned literature prior to class, and are able to discuss it competently and critically. Your active participation is essential to the success of this course. Indeed, I rely on your willingness to fill the room with half-baked ideas, challenging comments and unmitigated criticism (if you don’t have anything nice to say): anything that you may have experienced in response to the readings, as long as it can be put into a sentence. Depending on the topic at hand, you will see me breakout into a mini-lecture, in which I offer more background to the readings or offer additional theories and research findings.

**Literature**

All course readings are available via eCourses for this course. In case this is not the case, check the Library One Search EDS tool. If that does not help, note that most readings used in this course are part of the electronic collection of the PVAMU library anyway, and you can find them and access them directly. You can always consult ResearchGate if you cannot find them in traditional ways. In any case, these files, your computer must have Adobe Acrobat Reader installed.

**Detailed Description of Major Assignments:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Discussions</td>
<td>Each student will be required to discuss relevant readings in class. In cases when discussion appears irrelevant to the readings or responses and discussions suggest lack of reading, I will break out into a mini-lecture and begin asking comprehension</td>
</tr>
</tbody>
</table>
questions to each student in order to allow demonstration of completed assigned readings.

**Attendance/Participation**

Attendance is absolutely mandatory and is taken every class period. Everybody starts off with perfect attendance and a grade of a 100. For each absence 1/3 of the final points will be deducted from the final attendance grade. This means that three absences equates to a zero on this grade. If an emergency comes up, speak with me prior to that date. Missing a class is essentially missing a week of material. **DO NOT MISS CLASS! Take care of personal responsibilities before or after class, not during class.**

**Late/Makeup Work**

All due dates are final. Assignments are considered late if they are not turned in by the due date and time specified in the assignment description. Students are allowed a 24 hour extension if agreed upon (between the student and me) **before the due date.** Late work will result in a zero.

**Reaction Papers**

Every participant is required to write reaction papers on a regular basis. Recognizing that the literature of the day may not always speak to you, there are a total of **9 (nine) reaction papers** required over the course of the semester. The reaction papers should provide a thoughtful elaboration of your ideas, questions, doubts, or concerns concerning the readings. You are free to write about anything related to the readings, as long as you integrate at least **three** of the readings. Further, it is critical that you argue clearly, support your arguments, and present justifications, e.g., for suggested extensions of the present research. The reaction papers should be turned in no later than **12 PM (noon) on Monday** as an email attachment in eCourses. **Please be sure to send your reaction paper to all members of the class so that everybody can get the benefit of your insights!**

Reaction papers should be 2-3 pages (12pt. Times New Roman, double-spaced). Reaction papers should have a title and reference page in APA format. Title and reference pages do not count as part of the 2-3 pages.

**Grading Rubric:**

<table>
<thead>
<tr>
<th>Analysis of readings</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion of implications</td>
<td>40%</td>
</tr>
<tr>
<td>Unique/integrated conclusions</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Readings, Discussions, and Projects**

Students are required to read ALL ARTICLES prior to class.

**Representing and Critiquing an Assigned Reading**

Regularly during the semester, you will briefly discuss one of the assigned readings. We will make reading discussion assignments on the first day of class. It is a good idea to write down talking points for each reading. In case our discussions begin to drag, I will call on people to identify some talking points they indicated when reading the chapters and articles.

**Critiquing journal articles:**

Since all in the room have read the assignment, focus on the implications of the
reading, how it may relate to other literature we have read and, most of all, provide a
critique of it (e.g., appropriateness of the theory, appropriateness of the methods, and
appropriateness of the analyses, what is it missing, are its assumptions warranted?).
Do not simply summarize it. Focus on the theory and methods.

Presenting a SURPRISE Paper

Two students per week will be assigned to find one additional paper on the topic of
the week. The idea is that this particular paper should relate to the assigned readings,
by either expanding on them, or critiquing them, or contradicting them etc. The
student who has selected the paper should present the paper in class (if necessary with
some visual aids) and make its relationship to the assigned readings clear. Students
must email a .pdf version of the article they chose to the entire class and myself no
later than noon on the day before the class day.

Summarize reaction papers

Once or twice during the semester each student will read all of the reaction papers
submitted by the Monday 12 PM deadline, and present student with a summary of the
issues, comments and concerns expressed by their peers. Your presentation should
include a summary handout, which points out common themes and, in your view,
important points made by the reaction papers.

Research Proposal

Over the course of the semester, every student is required to write a research proposal.
You are free to pick any topic of interest to you, as long as it falls within the broad
purview of social psychology. I expect you to meet with me prior to your initial
submission (no later than October 29th) to discuss your topic of interest and
strategies for implementing your research question. The study MUST test social
psychological theory.

The format of a proposal should resemble the introduction and method section of an
article in the empirical social sciences (broadly construed). There are no specific
length requirements; yet the assumption is that your proposal is no shorter than 10 and
no longer than 20 pages (not counting title page, reference list, appendices etc.;
double-spaced, Times New Roman, 1 inch margins). Use APA style (6th ed.).

Grading Rubric:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Research question and hypothesis</td>
<td>25%</td>
</tr>
<tr>
<td>Overall content of background information</td>
<td>10%</td>
</tr>
<tr>
<td>Study design and description</td>
<td>50%</td>
</tr>
<tr>
<td>Organization</td>
<td>10%</td>
</tr>
<tr>
<td>Formatting</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

For the research proposal we will use a PEER FEEDBACK SYSTEM that models
the real-life review process of professional journals and granting agencies. Here is
how it works:

1. **By November 15th** (the latest!), each student will submit his or her research
   proposal to me (Dr. Logan). Earlier submissions are encouraged.

2. I will solicit the input of two students in the class to serve as reviewers of the
   manuscript. The selection of reviewers is based on the topic of the paper and
the expertise of the reviewers.

3. Every student in the class will serve as reviewer for two papers of his or her peers. Each reviewer is expected to generate a written review that provides constructive criticism on the research proposal. The general goal is to help the author improve what he or she is trying to do. (This may entail that you have to read beyond the research proposal to appreciate the nature of the project.)

4. All reviews will be blind, i.e. the identity of the author will not be disclosed to the reviewers, and the reviewers’ identity will not be disclosed to the authors. It is recommended that reviewers do not disclose their identity to the author, though they are free to do so if they wish. At the same time, in a small class in which people talk about their own and others’ research it can be hard to maintain anonymity.

5. By **November 22**nd (at the latest!) each reviewer must have reviewed both papers and have returned both reviews to me.

6. I will generate an action letter based on the two reviews as well as my own reading of the paper. Authors will receive their action letter plus the reviews by **November 25**th.

7. By **December 3**nd, final versions of the paper are due to me, accompanied by a letter detailing the changes made in the revision process.

8. By **December 9**th, reviewers submit their 2nd round reviews, and grading suggestions.

9. As soon as final reviews are available, authors will receive final comments and a final grade on their paper. Unless there are extenuating circumstances, each reviewers grading suggestion will account for roughly 25% of the research proposal grade, with the editor’s evaluation accounting for 50%. If necessary, the editor’s judgment will serve as tiebreaker.

10. The research proposal grade is based on the quality of review of relevant literature; quality of the theoretical analysis and integration of that literature; originality of the proposed study; and the quality of writing.

11. On **December 10**th, students will present their research proposal to the class. Each presentation should be 5-7 minutes. PowerPoint presentations are not necessary. Oral presentations will be expected.

Each review should be **at least** 500 words long for initial reviews. Second reviews should be a minimum of 300 words. In essence, it should be a short essay about the manuscript, in which you provide constructive feedback. When you provide feedback make sure that you (a) provide solid arguments for your criticism; (b) criticize the work and NOT the person; and (c) include suggestions for improvements. You may wish to respond to all aspects of the manuscript, including substantive research idea, theory, operationalization, as well as presentation. **IN ADDITION** to your content-focused review, you may wish to return an edited manuscript to the author if you feel that changes in wording, phrasing etc. are needed. Your paper will be anonymized by the editor to make sure that the file properties do not give away the identity of the reviewer. However, **in order to remain anonymous, it might help of you turned off the option in your word processor that automatically identifies the computer’s owner as the author of any comments**, esp. when these comments are added via a “comment” function.
Conflict of interest. Some type of relationships with the author of the paper may disqualify you as a reviewer. Specifically, you may have commented on the work prior to submission or even helped the author prepare the manuscript. In this case, you should decline serving as a reviewer.

During the entire procedure I will be happy to consult with each author and reviewer, and provide input of whatever kind is needed. Please remember that deadlines are just that: Earlier submissions are encouraged. The earlier you submit, the earlier you will receive your own research proposal back. The earlier you submit your review, the earlier others will receive necessary feedback.

Final Presentation

All students are expected to present their research proposal at the final meetings of the class. Each presentation should allow for discussion. I strongly recommend that you use a visual aid (PowerPoint, transparencies) for your presentation. (Do not forget that 1 minute per slide is about the maximum speed an audience can take, and only if there is not too much text on each slide.)

Note. ALL ASSIGNMENTS MUST BE TURNED IN USING ONE OF THE FOLLOWING FORMATS: .rtf, .doc, .docx, .pdf. THE FOLLOWING FORMATS ARE NOT ACCEPTABLE: .googledocs, .gdocs, .pages. IF YOU TURN IN AN ASSIGNMENT USING AN INCORRECT FORMAT, IT WILL NOT BE GRADED UNTIL YOU TURN IT IN USING A CORRECT FORMAT. LATE WORK POLICY APPLIES TO ASSIGNMENTS TURNED IN USING THE WRONG FORMATS.

Course Procedures or Additional Instructor Policies

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 in eCourses.

eCourses
This course utilizes eCourses extensively. Students will be required to actively monitor their messages and emails on eCourses during the semester. Dr. Logan will use the eCourses email system as the primary way of communicating with students. Students will be responsible for all messages sent to their eCourse accounts.
Week 1  

**Introduction to Social Psychology**

Go over Syllabus; Reading Assignments; Discuss the Importance of Theory in Social Psychological Research

Week 2  

**Social Psychology in Brief**


SUMMARIZER: _____  SURPRISER: _____

Week 3  

**No class – At a conference**

Week 4  

**Attitudes**


Week 5

**Self-Regulation**


**Week 6**

**Emotion**


SUMMARIZER: _______    SURPRISER: _______

---

**Week 7**

**Morality**


SUMMARIZER: _______    SURPRISER: __________

---

**Culture and Gender**

**Week 8**


Week 9

**Self-Perception and Biases**


**Week 10**

**Prejudice and Stereotyping**


Week 11

**Relationships**


SUMMARIZER: _____    SURPRISER: _____

---

*Rejection and Aggression*

Week 12


SUMMARIZER: _____    SURPRISER: _____

*****Initial Proposal Submission Due by 11:59pm on November 15th*****

Week 13 **Social Psychology and Law**


SUMMARIZER: ____  SURPRISER: ____

******First Round of Reviews Due by 11:59pm November 22nd ******

---

**Week 14**

**Clinical Applications**


SUMMARIZER: ____  SURPRISER: ____

---

**Week 15**

**Surpriser Week**

Everybody is a SURPRISER. Bring any article of your choosing that best fits your greatest interest in social psychology now that you have completed the course readings. Prepare to give a 10 minute summary and critique. Be sure to include why you chose that article.

SURPRISER __EVERYONE!__

---

For registration, withdrawal, graduation, and holiday dates, please view the Fall 2018 Academic
Calendar at https://www.pvamu.edu/registrar/academic-calendars/fall-2019/

**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. https://www.pvamu.edu/library/ Phone: 936-261-1500

**The Learning Curve (Center for Academic Support)**
The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

**The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)**
The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

**Writing Center**
The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

**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: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

**Testing**
The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school
Office of Diagnostic Testing and 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 hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

Veteran Affairs
Veterans 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. 323. Phone: 936-261-3563

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

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: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures
Disability Statement (Also See Student Handbook):
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, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct (See Student Handbook):
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 Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

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 mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.

2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: use of invented information or falsified research.

4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook)
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, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with 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 Dean of Students under nonacademic procedures.

Sexual Misconduct (See Student Handbook):
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Title IX Statement
Prairie View A&M University (PVAMU) 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 sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexis Boyd, PVAMU’s Interim Title IX Coordinator. 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 Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2166 or in Suite 013 in the A.I. Thomas Administration Building.

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 Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.
**Classroom 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.

**TECHNICAL CONSIDERATIONS**

**Minimum Recommended Hardware and Software:**
- Intel PC or Laptop with Windows 7; Mac with OS X; 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, Internet Explorer or Firefox

**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 email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

**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.

**Technical Support:**
Students should go to https://mypassword.pvamu.edu/ 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 Office of Distance Learning at 936-261-3283

**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 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, it/they should be copied and pasted to the discussion board.