

**Course Title: Advanced Writing for the Discipline**

**Course Prefix:** COMM **Course No.:** 4543

*Department of Languages and Communications*

**Section No.:** P01

*College of Arts and Sciences*

**Instructor Name:** Dr. Toniesha L. Taylor

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**U.S. Postal Service Address:** Prairie View A&M University

P.O. Box 519

Mail Stop 2220

Prairie View, TX 77446

**Office Hours:** T/R 11:00AM – 12:00PM; W 11:00AM – 5:00PM (@Northwest Houston Center)

**Virtual Office Hours:** by Appointment

**Course Location:** DELCO 217

LIBRARY CONFERENCE RM 108

**Class Meeting Days &** R 4:00 – 6:50PM

**Times:**

**Catalog Description:** Credit 3 semester hours. Students will learn and apply advanced methods and theories of writing for the communication discipline, producing a major research paper, literature review or performative writing project. This course will cover advanced elements of source citation, style, research writing formats and content. Prerequisites: Junior standing, and COMM 2513

**Prerequisites/ Co-requisites:** Prerequisite: ENGL 1123 and 1133.

**Required Text:** All Readings will be made available via eCourses

Cohen, Daniel J. and Roy Rosenzweig. *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*. Philadelphia: University of Pennsylvania Press, 2006. <http://chnm.gmu.edu/digitalhistory/>

Palmquist, Mike. *The Bedford Researcher*. 4<sup>th</sup> Ed. Boston, Bedford St. Martin, 2011.

Schreibman, Susan, Ray Siemens and John Unsworth. *A Companion to Digital Humanities*. Malden, MA: Blackwell Publishing, 2004.

<http://www.digitalhumanities.org/companion/>

**Recommended  
Text/Readings:  
(In order of Importance)**

Moretti, Frank. *Graphs, Maps, Trees: Abstract Models for Literary History*. London: Verso, 2007.

Pascale, Celine-Marie. *Cartographies of Knowledge: Exploring Qualitative Epistemologies*. Los Angeles: Sage, 2011.

**Access to Learning  
Resources:**

PVAMU Library: phone: (936) 261-1500;  
web: <http://www.pvamu.edu/library/>  
University Bookstore: phone: (936) 261-1990;  
web: <https://www.bkstr.com/Home/10001-10734-1?demoKey=d>

**Course Goals or Overview:**

The course will focus on how to write research paper for qualitative academic audience. Students will perfect the principles of argument, persuasion and informative writing for the communication discipline. This course will cover elements of critical and qualitative research design, source citation, style, research writing formats and content.

**Course Outcomes/Objectives**

**At the end of this course, the student will:**

1. Conduct, evaluate, and analyze research in the preparation of assignments
2. Write clearly, precisely, and in a well-organized manner
3. Build critical thinking, reading, writing, and viewing skills
4. Further enhance oral and written communications both in new and traditional media
5. Learn and practice a more analytical, precise, and elaborated language for talking and writing about aspects of communication in digital humanities projects

**Course Requirements & Evaluation Methods**

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

**Oral Presentations** – oral performances designed to measure ability to apply presented course materials

**Exams** – written tests designed to measure knowledge of presented course material

**Exercises** – written assignments designed to supplement and reinforce course material

**Projects** – development assignments designed to measure ability to apply presented course material

**Class Participation** – daily attendance and participation in class discussions

*(instruments will vary slightly depending on the instructor)*

**Grading Matrix**

Your grade will be determined by the following:	Instrument	Max Points	Percent
Activities	Exercises	20	20
Week Progress Presentations	Oral Presentation	10	10
Writing Projects			
Blogging and Comments	Project	20	20
Written Review of Project	Project	20	20
Group Contract	Project	20	20
Final Presentation of Research	Oral Presentation	10	10
<b>TOTAL POINTS</b>		100	<b>100%</b>

**Grade Determination:**

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

F = 59% or below

**Activities:** There will be a variety of graded and non-graded activities throughout the semester. Each activity will assess your command of the material as well as your understanding of the course goals and concepts. Activities are assigned and completed during the class period unless otherwise noted and cannot be turned in late or if classes are missed.

## Blogging

Students are expected to create a group blog using Google Blogger. Each student is expected to participate within this research community on weekly bases. Group blogs should narrate your progress as you plan your research and implement your project goals. I expect that each student will submit to the group blog as a lead author twice (2) during the semester. Students will receive points from participation through comments on their group blog as well as the blogs of other groups.

## Group Contracts

Each group will create contracts with me about their projects. The contracts are due Week 4, though each will need to be approved by me & may need to be tweaked before that happens. Each contract must include:

- Mission statement (describe project)
- Tools planning on using
- Schedule of milestones (when critical pieces are ready to present)

NOTE: These contracts may be revised as the semester goes on, though only with good reasons.

NOTE #2: Although each group will receive one shared grade for their contract, on the final project everyone will earn an individual and a group project grade, which will be averaged together to make each person's project grade.

**Digital Archive Project:** Digital Humanities works are not done individually. These are collaborative projects that utilize the strengths of the collaborators. Students can chose to work on one or both projects within their groups. The Prairie View Women's Oral History Project or the "White Violence/Black Resistance Project". Both projects will result in the creation of a digital archive built using Omeka.net. Students must utilize documents and media from Special Collections and Archives, GIS mapping and analytical narrative text as part of their project. The details and goals of the project will be discussed and written into group contracts. A rubric for assessing the success of the project will be created by the class with the professor and input rom guest collaborators. *Students must include a copy of the Digital Archive Project Rubric with the completed assignment.* A copy of the rubric will be available on eCourses.

**Presentation:** Your presentation should include all of the information required in the Digital Archive Project. You are to prepare a 10-15 minute discussion. The ideal presentation should include all of the above-mentioned elements plus prepared discussion of the rational and implications for your group contract and collaboration experience. The presentation should spark conversation; demonstrate critical reflection and creativity of thought. Ultimately, the ideal presentation reflects the elements of the ideal Digital Archive Project. *Students must include a copy of the Presentation Rubric before delivering the presentation.* A copy of the rubric will be provided and made available on eCourses.

## Semester Calendar

<b>Week One:</b> Topic	Welcome/Course Overview The Nature of Writing for the Discipline Digital Humanities and Collaborative Research
Chapter (s):	Readings: Trevor Owens, "Defining Data for Humanists: Text, Artifact, Information or Evidence?" <i>Journal of Digital Humanities</i> <a href="http://journalofdigitalhumanities.org/1-1/defining-data-for-humanists-by-trevor-owens/">http://journalofdigitalhumanities.org/1-1/defining-data-for-humanists-by-trevor-owens/</a> The Machine is Us/ing Us, Information R/evolution.
Assignment (s):	<b>ACTIVITY: Meeting Mrs. Earles and Dr. Estwick</b>
<b>Week Two:</b> Topic	Preservation and Research Questions: Using Communication Research Methods and Analysis ( <b>Mrs. Earles</b> )
Chapter (s):	<i>Digital Humanities</i> Introduction other readings
Assignment (s):	<b>ACTIVITY: Executing Writing Projects</b> — Write and publish first blog post — Use <a href="#">Google Reader</a> or <a href="#">Bloglines</a> to subscribe to the blogs of the people in class
<b>Week Three:</b> Topic	Digital Archives and Preservation Metadata: What is it? Why does it matter? How is it used? ( <b>Mrs. Earles</b> )
Chapter (s):	Cohen & Rosenzweig, <i>Digital History</i> , Ch. 3 and 6

	More on the process of digitization <a href="http://www.nyu.edu/its/pubs/pdfs/NINCH_Guide_to_Good_Practice.pdf">http://www.nyu.edu/its/pubs/pdfs/NINCH_Guide_to_Good_Practice.pdf</a> other readings
Assignment (s):	<b>Providence Activity</b> <b>Omeka.net</b> Blog Due
<b>Week Four:</b> Topic	Careers in Archiving and Media -- COMM Week ( <b>Mrs. Earles</b> )
Chapter (s):	<b>Guest Speaker Dr. Judith Hamera</b>
Assignment (s):	<b>Group Contracts DUE</b> Blog Due
<b>Week Five:</b> Topic	Digital Media Archiving: Photos, Audio, Video, and Texts ( <b>Mrs. Earles</b> )
Chapter (s):	other readings
Assignment (s):	ACTIVITY: Working with Special Collections <b>Groups Present:</b> Project Timelines Blog Due
<b>Week Six:</b> Topic	GIS Mapping: Introduction ( <b>Welcome back Dr. Estwick</b> )
Chapter (s):	<b>Readings on eCourses</b>
Assignment (s):	<b>Groups Present:</b> Content from Special Collections ACTIVITY: Historical Markers Blog Due
<b>Week Seven:</b> Topic	Mapping and the Global (Careers and GIS) ( <b>Dr. Estwick</b> )
Chapter (s):	<b>Readings on eCourses</b>
Assignment (s):	<b>Groups Present:</b>
<b>Week Eight:</b> Topic	Using GIS – Prairie View Women’s Oral History Project (Housing) ( <b>Dr. Estwick</b> )
Chapter (s):	<b>Readings on eCourses</b>
Assignment (s):	<b>Groups Present:</b> Blog Due
<b>Week Nine:</b> Topic	Using GIS – White Violence/Black Resistance (Hilliard Hall) ( <b>Dr. Estwick</b> )
Chapter (s):	Readings from <i>A Manual for Writers of Research Papers</i>
Assignment (s):	<b>Groups Present:</b>
<b>Week Ten:</b> Topic	Using GIS and Special Collections ( <b>Dr. Estwick</b> )
Chapter (s):	Text on Campus Historical Markers
Assignment (s):	<b>DATA COLLECTION WEEK</b> Blog Due
<b>Week Eleven:</b> Topic	Writing Content (using data, analysis and answering critical questions)
Chapter (s):	<b>Readings on eCourses</b>
Assignment (s):	<b>Groups Present:</b> Update on data collection Blog Due
<b>Week Twelve:</b> Topic	Group Meeting Working With Omeka
Chapter (s):	<b>Readings on eCourses</b>
Assignment (s):	<b>Groups Present:</b> Update on Writing Content
<b>Week Thirteen:</b> Topic	Digital history, Digital Communication
Chapter (s):	<b>Readings on eCourses</b>
Assignment (s):	<b>Groups Present:</b> Update on Writing Content
<b>Week Fourteen:</b> Topic	Group Meeting working with Omeka
Chapter (s):	
Assignment (s):	<b>Groups Present:</b> Update on Writing Content
<b>Week Fifteen:</b> Topic	<b>Presentation WEEK</b>
Chapter (s):	
Assignment (s):	<b>Presentation DUE</b>
<b>Week Sixteen – Research Proposal DUE</b>	

## Languages and Communications Department Guidelines

One of the primary goals of the Languages and Communications Department (LCOM) is to nurture a dynamic environment of higher learning, where each student is expected to develop critical skills, learn to communicate effectively, engage in a higher level of academic inquiry, seek and obtain knowledge, and prepare for a productive career or for further pursuits of post-graduate studies. Behavior that impedes teaching and learning and creates obstacles to the fulfillment of this goal is considered disruptive and may result in disciplinary action. In this regard, the ultimate goal of instituting official academic sanctions against unacceptable student misconduct in the classroom is to create and protect the best possible learning experience while preserving the classroom as a place where learners can pursue knowledge freely, share educational experiences candidly, and engage in an intellectual discourse in an atmosphere of tolerance and respect. Thus, students have the responsibility of fully complying with all University procedures pertaining to student conduct in the classroom. Equally, faculty has a professional responsibility to conduct their instruction in an atmosphere conducive to maximum learning, of which treating students with dignity, respect, and understanding is paramount.

The standards, governing the LCOM Code of Student Conduct in the Classroom, which is enumerated below, have been designed with the above statement of mission in mind. Therefore, all students taking classes in the Languages and Communications Department are to pledge full compliance with these standards, affirming that any violation of the standards will subject them to some disciplinary action as appropriate. To this end, the student and the instructor of record in each class are to sign their respective name at the bottom of this page during the first week of class each semester. The instructor's signature will serve only as a confirmation of the student's consent to abide by the standards.

### **LCOM Student Expectations;**

1. All work must be turned in on time – **NO LATE WORK IS ACCEPTED**
2. You are always expected to come to class on time.
3. You should not leave before class is over, or leave and reenter the classroom when the class is still in progress. If you must leave early, notify the instructor before the class begins, sit by the door, and exit quietly.
4. During the class periods, all phones, pagers, and other electronic devices will be turned off.
5. Do not talk to other students during lecture. If you have a question or a comment on the subject being discussed, address it to the instructor directly.
6. Walk quietly through the hallways, classes in other rooms may still be in session.
7. Such practices, as eating, drinking, sleeping in class, using profanity, and engaging in any form of horseplay in the classroom are disruptive and unacceptable behavior.
8. Be respectful, civil, polite, and considerate when dealing with your professors as well as your fellow students.
9. Always dress properly, particularly when making presentations in class, attending sessions that involve outside guests, as required by the faculty.
10. You must purchase textbooks for your class. Effective learning, in addition to the lecture material in class, requires reading textbooks. In order to maximize your potential in the learning process, you are expected to own textbooks for each class, the most important resource assets in scholarly pursuits; both scholars and students cannot fulfill their obligations without textbooks.
11. You must review and fulfill the requirements defined in your course syllabus. The professor has an obligation to provide you with a syllabus that outlines the requirements of the course, based on the university standards and expectations.

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Name of Student

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Signature

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Date

### **Submission of Assignments and Exams:**

ALL ASSIGNMENTS must be typed and submitted via eCourses. No late work is accepted. Make sure that you are attentive to the **due date AND time** for assignments and exams. You will not be allowed to submit late work on eCourses or in class.

**Make-up and Late Work:** NO MAKE-UP OPTIONS ARE PROVIDED. NO LATE ASSIGNMENTS, SPEECHES, DISCUSSIONS OR EXAMS WILL BE ACCEPTED. **I do not accept late WORK under any circumstance.** This cannot be stressed enough. I will not accept late assignments, presentations, exams or activities under any circumstance. You are expected to come to each and every class on time and prepared. This is a dynamic participation based course. There is no way to recreate the atmosphere of an assignment, presentation or exam. **If an assignment is not turned in on time it will not be accepted. Each individual student is responsible to ensure that all assignments are completed and turned in on time.** For this reason I do not offer make-up assignments. Additionally, I will not be placed in the unfair position of evaluating the quality of your reason or excuse along side the quality of your work. I function in a reality that is governed by the maxim “failure to plan on you part does not constitute an emergency on mine.” You have everything you need to plan your life accordingly. If you have planned your life accordingly, then in the face of a true emergency you should be able to turn your assignment in via classmate, email, or carrier pigeon by the start of class on the day it is due. Emergencies do happen. I expect you to contact me if an emergency prevents you from attending class or completing a presentation, assignment or exam. If you do not contact me and let know what is going on I cannot help you. Finally, I will not accept late assignments, presentations or exams under any circumstance.

### **Other Instructor Policies:**

**COURSE ASSIGNMENTS AND GRADING:** Your grade in this course is based on the completion of the course assignments including all readings, notes, presentations, papers, exams and class participation. You are expected to and your grade will reflect your adhesion to course guidelines and expectations. Full-length assignment discussions are included with this document after the discussion of University Rules and Procedures.

**Grade Concerns:** I am happy to discuss your work and performance with you. Keep in mind that I will protect your privacy in discussing your work. This means not discussing your grade in the presence of other students, faculty or staff before, during or after class sessions and or office hours. If others are present at the time that you attempt to engage in a conversation about your grades I will ask them to leave or instruct you to wait until such time as your privacy can be maintained.

In general, I require a 24-hour reflection period before discussing grading concerns. After the reflection period has passed, you may submit your concerns in writing. Make sure that in your email you include:

- (a) Your name, the title of the course and meeting time
- (b) The name of the assignment
- (c) A clear discussion of your issues or concerns
- (d) Your suggestion(s) for resolving the issue(s).
- (e) Make sure that you use correct spelling and grammar in your email. (*I do not respond to messages I do not understand.*)

I will respond in writing to your concern(s) within 48 hours of receiving them unless the email is sent over the weekend or holiday break. If you continue to have questions after you have received and read my written response(s) to your concern(s), we will find a suitable time to meet and discuss your concern(s). **USE ONLY** your pvamu.edu email accounts to discuss grade concerns. I will not respond to emails sent via a non PVAMU email account as there is no way to secure your receipt of my response or the authenticity of the user.

If you are a graduating senior, all of your work including your final paper must be turned in to your professor on or before **April 25, 2014 at 11:00 am** in order to receive full consideration for this course.

For all other students, all of your work must be turned in to your professor before **by May 2, 2014 at 12:00pm**.

## **REMEMBER NO LATE WORK IS ACCEPTED FOR THIS COURSE**

**Extra Credit:** None. No extra credit is provided. If you make sure to complete and submit all assignments, exams, presentations and papers on time and do your best work no extra work is needed.

### **CLASSROOM POLICIES AND COURSE PROCEDURES**

The following sections outline specific policies and procedures that govern this class. If you remain in this class after **the second class meeting** you signal your agreement with the policies and procedures governing this course to the professor and the university. If you have questions about the policies and procedures please ask me. I am always happy to discuss the class with you. *Your professor will not drop you from this course if you attend the first day of instruction.* If at anytime you decide not to continue in this course, you are responsible to drop this course with the Office of the Registrar.

Class is conducted through face-to-face, virtual lecture, discussion, and small group workshop. Class involvement and participation is an essential aspect of the course. A percentage of the final grade is based on your participation. The remainder of your grade is determined based on your performance on exams, written and oral assignments. Students are expected to come to class on time for every class meeting. Your professor expects you to be prepared for every class. This means having all needed documents, books, writing instruments, completing all reading and other materials assigned in the syllabus **prior** to the date indicated on the course calendar. Students are also expected to provide appropriate feedback about their classmates' preparation, participation and presentations according to criteria set forth by the professor.

**Attendance:** Regular attendance is crucial to your success in this class. You are expected to come to class having completed all assignments, prepared for all readings, discussions and presentations. Please be on time and prepared on your assigned presentation day as well as your day to be an active audience member. If you decide not to come to class, you will be held responsible for all information and/or in-class activities whether you are there or not. **You will not be permitted to make up any assignments completed in a class for which you are absent.** If you are absent, have one of your classmates bring you up to speed. Please don't ask me if we did anything important, or if you missed anything; assume that it was and you did. Attendance is a substantial part of your participation grade. I make no value judgments about WHY you are absent from class. When you are absent, it is counted against you.

**Participation:** I invite you to participate in class. Participation can take many forms. In my view, it involves coming to every class, staying through the entire class, not disrupting the class from its' business (i.e. going to the bathroom during class time, failing to turn off cell phones, sending text messages, instant messages, reading newspapers, gossiping, etc.). It includes being prepared to discuss the day's topic, stimulating the class's thinking by bringing in real life examples or thoughts you have about the readings, etc. These are the types of behaviors that I expect from you in this class. Be assured that I will do my part by offering ideas, videos, readings, and exercises that I hope will spark your intellectual curiosity.

**Reading:** It is mandatory that you have the required reading(s)/textbook(s) for this course. **I expect every student to own a copy of the required text(s) for this course no later than the end of the first week of instruction.** There will be days when you must bring your text(s) to class with you. I expect every student to have read the assigned material from the text(s) *before* coming to class. I encourage you to take notes as you read so that you can ask informed questions during class. This is your education. Take it seriously and read the material. You will be held responsible for the material in the textbook(s) as well as for information discussed in class on exams, assignments, and during presentations. Your final grade will reflect, in part, your commitment to reading and understanding the material.

**Writing and Research:** Unless otherwise noted, any written assignment must be typed, double-spaced, 12 point font, standard 1 inch margins, in Chicago Style format. If you do not have a copy of *The Chicago Manual of Style 16<sup>th</sup> edition* or Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations* I encourage you to purchase one. Do not lose points needlessly because you don't know what the manual requires. You will be held accountable for the rules of citation, reference, title and page format, spelling and grammar whether you know them or not.

**Citation:** All sources used to complete assignments, exams, speeches, presentations or other work completed for this course should follow the Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations 7<sup>th</sup> edition* unless



otherwise noted in writing by your professor. ALL SOURCES MUST BE ACKNOWLEDGED!!! The penalty for plagiarism is severe and may result in expulsion from the university.

**Formatting Documents:** Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format. Assignments saved in other formats will not be graded and will be returned to students to correct formatting. A zero (0) will be recorded for the assignment until the student corrects the format issue(s) and returns the assignment. Students taking longer than 24 hours to return assignments will lose 10% per day until the assignment is returned to the professor in the correct format.

### **Exam Policy**

Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook). If you cannot document your emergency under the university guidelines, you will not be allowed to make-up the exam.

**Classroom Etiquette:** In order to make each class session as productive as possible it is important that we follow:

#### *Lecture and Discussion Days*

- When a lecture is in session please wait until you are given a signal before entering class.
- Never walk in front of or behind a speaker when he/she is talking, as this is very distracting to the speaker and the audience.
- Please refrain from whispering or carrying on conversations with other class members when lectures and or discussions are in progress. This behavior is very disruptive.
- Take care of bathroom breaks before or after class. Unless you are ill, you should not walk in and out of class when a lecture is in progress.
- Please refrain from reading materials or doing homework unrelated to class during our sessions.
- Turn off cell phones and pagers when in class.
- Refrain from sending and receiving e-mail, text messages, instant messages or other forms computer mediated communication during class. This is highly disruptive and disrespectful.
- Do not come to class extensively exposed. Gentlemen do not come to class wearing revealing outfits i.e. underwear as outerwear or sagging to the point that buttocks are exposed. Ladies do not come to class wearing revealing outfits i.e. extremely short shirts, skirts or shorts. If you do not know the difference between club attire and classroom attire please ask me. You have paid to attend college. Make that your focus while in this class.

#### *Presentation and Speech Days*

- Do not enter the classroom during student speeches. Wait until you hear applause then enter.
- On speech days you are required to wear business casual dress. This demonstrates a level of preparedness and professionalism.

**Student Responsibility:** As the student it is your responsibility to keep track of what is discussed and assigned in this syllabus as well as for additional information announced in class and via on-line resources such as *eCourses*. Your professor will not rely totally on material from the textbook. Students are responsible for any additional material covered in class meetings or assigned as homework. This includes but is not limited to books, journal articles, films, television series, and other cultural artifacts. *You are also responsible for your grades and course information. If you have questions do not sit in silence. Ask me.* If you do not want to ask during class you can come to office hours or email me. I am here to facilitate your learning.

### **Professional Organizations and Journals**

National Communication Association;

Web: <http://www.natcom.org/>

Western States Communication Association

Web: <http://westcom.org>



Southern States Communication Association

Web: <http://ssca.net/>

Eastern States Communication Association

Web: [http://associationdatabase.com/aws/ECA/pt/sp/p\\_Home\\_Page](http://associationdatabase.com/aws/ECA/pt/sp/p_Home_Page)

Organization for the Study of Communication, Language and Gender

Web: <http://www.osclg.org>

Find a complete listing of communication journals in the appendix of the course textbook.

## **University Rules and Procedures**

### **Disability statement (See Student Handbook):**

Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

### **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.

### **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 an assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

### **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.

### **Technical Considerations for Online and Web-Assist Courses**

#### **Minimum Hardware and Software Requirements:**

- Pentium with Windows XP or PowerMac with OS 10
- Wireless or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 256 MB Ram
- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Microsoft Internet Explorer ver. 5.0 /plug-ins, Mozilla Firefox
- Participants should be proficient in the following:
  - Sending and receiving email
  - Internet searching
  - Microsoft Word
  - Acrobat PDF Reader
  - Windows or Mac O.S.

**Netiquette (online etiquette):** students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

**Technical Support:** Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

**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. Taskstream also allows students to electronically post documents that can be used to create an electronic portfolio (e-portfolio) for future employment and/or educational endeavors. More information will be provided during the semester, but for general information, you can visit Taskstream via the link marked with a green puzzle piece in eCourses.