****

**Course Syllabus**

**[Insert Course Name Here]**

# INSTRUCTOR CONTACT INFORMATION:

**[Delete this text before providing to students: Here you will provide your contact information, preferred way of addressing, a short self-introduction (1-2 sentences), and what students can expect when they communicate with you.]**

Instructor Name: [Your name here] (I prefer to be address as Dr. Smith, Dr. S, etc.)

Email: [instructoremail@missouristate.edu]

Phone:

Office Hours: (central standard time)

Office Location: [Office on campus AND/OR Virtual Office Meeting Room in Blackboard]

About me: (1-2 sentences about yourself e.g., teaching philosophy, personal interests, etc.)

COMMUNICATION EXPECTATIONS: **[Delete this text before providing to students: you will also want to include expectations for your students regarding email/phone call turnaround time. An example is included below]**

If you send an email during the week (Monday – Friday), I will respond to your email within 24 hours. Emails sent over the weekend or during breaks/holidays will receive a response within 48 hours.  If you prefer to speak to me on the phone, I can be reached Monday - Friday during my office hours (except on when the university is closed). If you leave a message, I will return your call within 24 hours during the week. If you leave a message after 5:00 p.m. on Friday or on the weekend it will be the following Monday before I will be able to return your call.

For general questions about the course or course assignments I encourage you to post them to the Q & A discussion forum on Blackboard. Chances are someone may have the same question, this way everyone can benefit from your question. I will check the Discussion Board on a daily basis and will answer questions as needed. I also encourage you to read and respond to postings from your classmates. We are all part of a learning community and the goal of a learning community is to help each other troubleshoot problems and develop critical-thinking skills. Working through questions on the forum is an excellent method to develop proficiency in these areas.

# **STUDENT SUCCESS AND** INCLUSIVITY:

At Missouri State University we are committed to your success and the creation of an environment where all students are welcome. As a community of learners, we acknowledge the value in the engagement and exchange of ideas with individuals, whose backgrounds may be different than our own.

A key element to your success as a student is to actively engage in the course activities, with your peers, and me - your instructor. If you anticipate or experience academic barriers during the course, contact me right away so we can discuss options for addressing those barriers. Missouri State University (as an institution) and I (as a human being and instructor of this course) are committed to full inclusion in education for all persons. Services and reasonable accommodations are available to persons with temporary and permanent disabilities, to students facing mental health or other personal challenges, and to students with other kinds of learning challenges. Please let me know if there are circumstances affecting your ability to participate in class. Some resources that might be of use include:

* [Disability Resource Center](https://www.missouristate.edu/disability/)
* [Counseling Center](https://counselingcenter.missouristate.edu/)
* [Multicultural Center](https://multicultural.missouristate.edu/)
* [Academic Advising & Transfer Center](https://www.missouristate.edu/advising/)

COURSE DESCRIPTION:

**[Delete this text before providing to students: in a student-centered syllabus, tone is a crucial element. With the course description you have an opportunity to grab their attention and help them understand how this course fits into the overall “big picture”. Example included below]**

Did you know that nearly half of all college students are considered adult learners? Adult learners are typically students that are 25 and older, usually employed full-time, often have family and children to support, and they have varying levels of prior experience with college. In this course we will discuss the characteristics of adult learners and how those characteristics influence how we develop and teach our courses. I will provide you with strategies for curriculum development and instruction that support and engage adult learners. You will have the opportunity to apply these strategies to the development and teaching of your own courses.

# **Prerequisites**: (list prerequisites, if none simply state “None”)

Course Format: (indicate Online or Hybrid)

# LEARNING OUTCOMES:

**[Delete this text before providing to students: Include course-learning outcomes that address the question, “Why is this course useful?” The outcomes should be broadly written to focus on what students will learn and what skills they will develop.]**

Upon completion of this course, you will:

* [list learning outcomes here, be sure to use the built-in bulleted styles to maintain accessibility]

# TEACHING METHODS:

# [Delete this text before providing to students: Describe your teaching practices and activities that you will use in your course (e.g., active learning, interactive lecture), how interactions will take place (e.g., discussion-based learning).]

# COURSE MATERIALS:

Textbook: [textbook and other course material information here]

Technology**:**

**[Delete this text before providing to students: in this section you will provide a list of any technology/special software required for your course. If you are using Blackboard to deliver materials, include the Blackboard Ally statement below]**

The use of technology is a part of our everyday lives at the university. There is important information you should know about your own computer’s capabilities, Internet access, Blackboard, and other technology tools whether you are participating in a classroom on campus or taking an online class. For information on the basic computer requirements to be successful in class visit the [Knowledge Base for Computer Requirements](https://missouristate.teamdynamix.com/TDClient/1931/Portal/KB/ArticleDet?ID=107376) on the Missouri State University website.

It is strongly recommended that, in addition to your standard means of access, you have an alternative plan for acquiring course materials, should your computer fail to function, or your Internet connectivity becomes disrupted.  The MSU campus library is an excellent option if it is nearby; otherwise, most public libraries offer Internet access.  If you have a laptop computer, then familiarity with local “hotspots” might also serve you well.  It is your responsibility to actively and proactively address technical problems, therefore, develop a plan to address technical problems before they arise. If you need assistance with Blackboard the MSU helpdesk can be reached by phone at 417-836-5891 or by emailing [HelpDesk@MissouriState.edu](mailto:helpdesk@missouristate.edu). You can also visit the [Help Desk website](http://helpdesk.missouristate.edu/) for a live chat option.

Blackboard Ally**:**

To help ensure you have access to your digital learning materials in formats that work for your different devices, learning needs, and preferences, Blackboard includes a tool called Ally. Next to your course files, you’ll find an icon for a dropdown menu. Simply select the icon to access a list of alternative format options from which to choose. Download speed for the different formats will depend on the file size.

Depending on the type of document, you many find some or all of the options below available:

* An OCRed PDF which is used to improve the text of scanned documents
* A Tagged PDF with improved navigation, especially if you use a screen reader
* An HTML version that will be adjust text for your mobile devices
* An ePub version if you use an eReader or tablet
* An Electronic Braille version if you’re a braille reader
* An audio version for listening to an MP3
* BeeLine Reader used to add a color gradient technique to enhance focus and increase reading speeds
* A Library Reference link which will direct you to the file in its respective database where a more accessible version may be found

Explore the [Accessibility website](https://www.missouristate.edu/accessibility/) to learn about ways we are working to improve accessibility at MSU.

Respondus Lockdown Browser & Monitor **[Delete if not applicable to your course]**: Test integrity and security is of the utmost importance at Missouri State University. This course requires the use of Respondus LockDown Browser and Monitor for online exams. Monitor requires the use of a webcam. It is recommended that the webcam be the type that plugs in with a USB cable, not built-in to the monitor. Watch this [**short video**](https://web.respondus.com/lockdownbrowser-student-video/) to get a basic understanding of LockDown Browser and Monitor features. Please visit the Start Here section in our Blackboard course to download the browser and read more detailed information on Respondus Lockdown Browser and Monitor.

# COURSE ASSIGNMENT DESCRIPTIONS:

**[Delete this text before giving to students: Provide assignment details, which include descriptions, types (e.g., essay, quiz), deadlines, point value, and expectations.**

Quizzes**:** [provide description – delete if not applicable]

Exams**:** [provide description – delete if not applicable]

Written Assignments: [provide description – delete if not applicable]

Discussion Board: [provide description – delete if not applicable]

# COURSE POLICIES:

**[Delete this text before giving to students: This section should contain policies specific to your course such as participation, communication expectations, late assignment policy and grading information]**

# **Participation/Attendance**:

***[Example Statement]*** Because of the nature of an online course, participation will be measured by your active involvement in the activities on Blackboard (weekly discussions and completions of assignments, quizzes, etc.). Simply logging into the course site does not count as participation.

Course Schedule**:** Our class “week” will begin on Monday at 7:00 a.m. (CST) and end at 11:59 p.m. (CST) on Sunday. Weekly homework assignments must be uploaded no later than 11:59 p.m. (CST) on Sunday unless I have given specific instruction through the course announcements stating otherwise.  Review the Course Schedule for an overview of the schedule and the due dates for each week. New assignments and discussion board questions will become available 7:00 a.m. (CST) each Monday. A copy of the course Schedule is also located in the "Getting Started" section of the course as a PDF document for ease of printing.

Netiquette/Civility**:** Faculty at MSU are committed to developing and actively protecting a class environment in which respect must be shown to everyone in order to facilitate and encourage the expression, testing, understanding, and creation of a variety of ideas and opinions. You may find the [**Core Rules of Netiquette**](http://www.albion.com/netiquette/corerules.html)helpful for information on proper conduct when interacting with others online.

Rude, sarcastic, obscene, or disrespectful posts have a negative impact on everyone’s learning and will not be tolerated. As your instructor, I reserve the right to remove any discussion I deem to be disrespectful or offensive. Any person engaging in disrespectful or disruptive behavior in our course will be subject to the university’s misconduct policy outlined in the [**Code of Student Rights and Responsibilities**](https://www.missouristate.edu/policy/G5_01_StudentRightsandResponsibilities.htm).

Late Homework Policy:

[insert late assignment policy statement here]

Course Grading:

**[Delete this text before giving to students: Communicate *how*students will be evaluated, including a grading scale, value of assignments, and if you grade on a curve. Example included below]**

A total of 680 points can be earned in this course. Your final grade is determined by the total number of points you earn for each of the course activities (breakdown listed in the Grading Scale Table below).

Grading Scale: Final grades will be determined using the total points you earned during the semester:

| Assignment | Total Points |
| --- | --- |
| Module Discussions: 4 total, 20 points each | 80 |
| Online Quizzes- 12 Total, each worth 25 points | 300 |
| Tests- 2 Total, 1 ‘Mid-term’ 1 ‘Final’ | 200 |
| Two (2) Reflection Assignments- Each worth 50 points | 100 |
| Total | 680 |

Final grades will be determined using the total points you earned during the semester:

| Points | Percentage | Grade |
| --- | --- | --- |
| 680-612 | 100 - 90 | A |
| 611-544 | 89 – 80 | B |
| 543-476 | 79 – 70 | C |
| 475-408 | 69 – 60 | D |
| 407-0 | 59 – 0 | F |

# HOW TO BE SUCCESSFUL IN THIS COURSE:

To be successful in this course, I ask that you focus on these key things:

* Be prepared. This course asks that you prepare for class by reading and reviewing content on a weekly basis. As your instructor, I will guide your learning and facilitate discussion.
* Be an active participant. To be successful in this class, you must be involved and participate in the learning process.
* Take steps to avoid distractions while you are working on homework.
* Be respectful. In this course, we will be exposed to a variety of backgrounds and opinions that may differ from our own. Everyone in this class should feel comfortable expressing their viewpoints and concerns. We are each an important part of creating the atmosphere that makes this possible.
* Act with integrity. As a part of a learning community, you are expected to choose to act with integrity in all your classes, including this one. For clarification on academic integrity and to avoid unintentionally violating academic integrity, read the Academic Integrity policy listed on the [University Policy website](https://www.missouristate.edu/provost/bbsyllabus.htm). If you have any questions about what constitutes a violation in academic integrity, or any other issues related to academic integrity please ask me.

UNIVERSITY POLICIES:

The purpose of the [University Syllabus Policy Statements](https://www.missouristate.edu/provost/bbsyllabus.htm) is to support teaching and learning on the Missouri State campus. The established policies are in place to ensure that students, faculty, and staff may pursue academic endeavors with as few obstacles as possible.

As a student at Missouri State University, you are a part of the university community therefore, you are responsible for familiarizing yourself with the [University Syllabus Policy Statements](https://www.missouristate.edu/provost/bbsyllabus.htm). These policies cover topics such as nondiscrimination, disability accommodation, academic integrity, among many others. For program and course specific policies please refer to the individual course syllabus provided by your instructor.

# CULTURAL COMPETENCE:

**Cultural Competence**, as one of the pillars of the Public Affairs Mission at Missouri State University (MSU), is the capacity to empathize with and ability to effectively and appropriately interact with people who have different backgrounds. These individuals and groups include, but are not limited to, differences in nationality, culture, religion, ethnicity, race, gender, age, sexual orientation, gender expression, disability, and socio-economic status. Cultural consciousness involves developing an understanding of how these differences impact access to higher education and inclusion in the broader community. Cultural competence requires both humility and a lifelong pursuit of knowledge and awareness of differences relative to one's own worldview (Statement jointly developed by the Provost Diversity Council and The Office of Diversity and Inclusion, May 2021).

COPYRIGHT & FAIR USE**:**

This course may contain copyrighted material, the use of which may not have been specifically authorized by the copyright owner. This material is available in an effort to explain issues relevant to the course or to illustrate the use and benefits of an educational tool. The material contained in this course is distributed without profit for research and educational purposes. Only small portions of the original work are being used and those could not be used easily to duplicate the original work. This should constitute a ‘fair use’ of any such copyrighted material (referenced and provided for in section 107 of the US Copyright Law).

If you wish to use any copyrighted material from this course for purposes of your own that go beyond ‘fair use’, you must obtain expressed permission from the copyright owner.

STATEMENT OF FLEXIBILITY:

Please note that the course calendar, my office hours, etc. are subject to change due to inclement weather, student needs, instructional delays, etc. I will communicate any changes that may occur through the course announcements on Blackboard.

COURSE CALENDAR:

**[Delete this text before giving to students: Provide a comprehensive course calendar that includes assigned readings, assignments, activities, etc. and their due dates. Additionally, you may want to include important drop/withdrawal dates. You may also consider providing students the course calendar as a separate document for ease of printing. Example provided below:]**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Date** | **Readings** | **Assignments & Due Dates** |
| 1 | 1/13-1/19 | Chapter 1: Becoming a 21st Century Teacher | Microsoft Word Assignment due 1/19 by 11:59 p.m.,  Icebreaker discussion due 1/19 by 11:59 p.m.  Chapter 1 Discussion   * initial response to prompt due 1/16 by 11:59 p.m. * peer engagement due 1/19 by 11:59 p.m. |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |
| 6 |  |  |  |
| 7 |  |  |  |
| 8 |  |  |  |
| 9 |  |  |  |
| 10 |  |  |  |
| 11 |  |  |  |
| 12 |  |  |  |
| 13 |  |  |  |
| 14 |  |  |  |
| 15 |  |  |  |
| 16 |  |  |  |