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**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]

Email: [instructoremail@missouristate.edu]

Phone:

Office Hours: (Central Standard Time, CST)

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: include expectations for your students regarding email/phone call turnaround time. An example is included below]**

Please use ONLY your MSU email when sending email correspondence to me in this course. I teach multiple courses each semester and it will help me assist you faster if you include the course name and section number in the subject line of your email. Not including this information could delay my response to you. 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.

# **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 INFORMATION:

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: Seated, Blackboard enhanced

Classroom Location: **[Delete this text before providing to students: include building and room number. It is also helpful to provide directions as how to locate the room once students have entered the building]**

Meeting Days and Times:

# 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:

* [insert course objectives here, be sure to use the built-in bulleted styles to maintain accessibility]

# REQUIRED 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 will be using Blackboard, include the Blackboard use statement and Ally statement below]**

The use of technology is a part of our everyday lives at the university and 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.

### Computer Requirements:

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.

Blackboard: **(Delete section if not applicable)**

Blackboard will be used for our course. I will use the announcements tool to post information about the course as the semester progresses. All course assessments will be submitted through Blackboard (this includes any written assignments, quizzes, tests, etc.). You will also have access to view your grades through the My Grades link so you can stay up to date on how you are doing in the course. If you are unfamiliar with how to use Blackboard, I recommend reviewing the [Blackboard Basics for Students](https://missouristate.teamdynamix.com/TDClient/1931/Portal/KB/?CategoryID=15642) on the Computer Services Knowledge Base.

## Blackboard Ally (Delete section if not applicable)

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 new tool called Ally. Next to your course files, you’ll find an icon for a dropdown menu. Simply click the icon and select “Alternative Formats.” You’ll see a list of options from which to choose. Download speed will depend on the size file.

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

 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 section if not applicable to your course. This generic statement applies to faculty who are using Respondus Lockdown Browser & Monitor to proctor exams. If you allow students to use the Testing Center, you will need to include that information]**

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 Syllabus 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 SPECIFIC 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**:

[insert attendance statement here]

Missing Class If You Are Sick**:**

While missing class is usually not advisable, it is important to stay home when sick to avoid the spread of communicable illness. If you are sick or not feeling well, please do not come to class but rather seek medical attention from your doctor or at Magers Health and Wellness Center. They can provide you a medical excuse and advise you when it is safe to return to class. Contact your instructor to let them know that you are sick and will not be in class. By working with your instructor, you will be able to keep up with readings and assignments through the Blackboard course site.

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 |
| Midterm | 100 |
| Final | 100 |
| 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 STATEMENT:

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 in class (when possible) and 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** | **Meeting Dates** | **Readings** | **Assignments & Due Dates** |
| 1 | (M) 1/11  (W) 1/13 | Chapter 1: Becoming a 21st Century Teacher | Microsoft Word Assignment due 1/17 by 11:59 p.m. |
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