

**Course Number: Course Title**

**Credit Hours**

**Meeting Location (Including Zoom), Day(s) and Time(s)**

### **Instructor Information**

**Full Name:**

**Pronouns:**

**Office Location:**

**Office Phone Number: University Email:**

**Zoom Link:**

**Office Student Support Hours:**

### **Instructor Introduction/Bio**

This section helps build the relationship between the student and the instructor.

- **Things you might include in this section:**

- Introduce yourself as an instructor
- How do you approach teaching? How do you think students learn best?
- What gets you excited about this course?

### **Teaching Assistants (If applicable):**

**Name:**

**Pronouns:**

**Email Address:**

**Office Student Support Hours:**

### **Communication Expectations**

Faculty should be clear about how and when students will communicate with the instructor and with one another. Ongoing communication is essential for student success. Let students know when you will send updates and reminders (certain days and times) throughout the semester.

\*Remember that the instructor will have access to all conversations in Zoom chat, even private because of Zoom settings. Avoid personal conversations in Zoom chat for the course.

## Course Description

Content from the current academic catalog active course list.

## Course Information

### Course Prerequisites

List, if any, or indicate none

### Course Learning Outcomes

- Outcome 1
- Outcome 2

Learning outcomes describe what students will know or be able to do when they successfully complete the course. If the course is cross listed at the 400/500 levels, learning objectives should identify the difference between graduate and undergraduate work.

#### \*General Education Goal Area Learning Outcomes

If you are teaching a general education course, be sure to include the goal area outcomes. Some courses are in more than one goal area, both sets of learning outcomes should be provided.

### Required Course Materials

- Full citation for required textbook(s) or other reading material(s)
- Other required resources such as software, hardware, equipment (including materials needed in an online teaching environment)
- Recommended materials should be included if applicable.
- Review authorship of materials for diverse representation as it relates to race and other aspects of marginalization and oppression

## Course Policies

### Disability Accommodation

Minnesota State University, Mankato provides students with disabilities reasonable accommodation to participate in educational programs, activities, or services. Students with disabilities requiring equal access to participate in class activities or to meet course requirements should first register with Accessibility Resources (Memorial Library 132, telephone 507-389-2825, TDD 711, or email [ar@mnsu.edu](mailto:ar@mnsu.edu)) to establish an accommodation plan and then contact me if needed.

Consider reviewing Accessibility Resource's UDL checklist to make sure your course incorporates UDL practices.

### **How to Be Successful**

Policies and procedures help students understand the conditions of the work to be done in the course. If your department or college has policies about student performance, attendance, behavior, or learning that apply to all courses, include them so students are aware of the consistency.

We often describe the syllabus as a contract with students, but the problem with that perspective is that the syllabus begins to sound like a terms of service contract. When was the last time you actually read a TOS? Using a conversational tone and addressing the reader directly (e.g., you will read, when you submit assignments, etc.) is more likely to engage the students, and an engaged student is more likely to read the document.

The University does not have a required layout for syllabi but keep usability and accessibility in mind as you experiment with fun typography, illustrations, and layouts. All students must be able to locate information in the syllabus.

Also, be sure that your policies support learning and growth over the semester. Consider ways to build in flexibility and opportunity for students to learn from failure.

### **Attendance**

Explain how students attend the course. Make sure it is clear whether the class is in-person, online, or some other combination. Provide clear expectations for each setting and apply an equity lens when creating those expectations (i.e., requiring cameras to be on in a Zoom-based course is not equitable. There are other ways to assess engagement.). Consider adding language about how attendance and engagement in the course contributes to success.

### **Grading**

Grading scale (e.g. 90-100 = A), total points available, weight given to each graded component.

The University's grading policy is available at [University Grading Policy](#)

### **Assignment Expectations**

Scope of work, format, and a description of expectations. If you are using rubrics for assignments, include them in the syllabus and the assignment to create clear expectations for students.

## Late Work and Missed Work

For example, not accepted, point/grade deduction, options for making up the work. We encourage faculty to build in flexibility with the opportunity for students to revise and resubmit to foster learning.

## Safety/Health

If the course content includes potentially dangerous activities or conditions (e.g., lab work), describe safety precautions. Clear information about health policies and guidelines are needed.

## Emergency Preparedness

On days when the University cancels classes due to pandemic, weather, or any other reason), this class will not meet. In any other case when class must be cancelled, you will be notified via email as early as possible, and the cancellation will also be posted on D2L [if the course uses it].

More information is available at [Weather Closings](#)

## Class Environment:

### Diversity Statement

The diversity of the participants in this course is a valuable source of ideas, problem-solving strategies, knowledge-sharing, and creativity. I consider this classroom to be a place where you will be treated with respect, and individuals of all races, ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class will contribute to a respectful, welcoming and inclusive environment for every other member of the class.

## Veterans Information

Veterans and active-duty military personnel make vital contributions to the course. Those with special circumstances should communicate with the instructor. Resources for veterans are available at the [Veterans Resource Center](#)

## Name/Pronouns

Minnesota State University, Mankato recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him,

she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit the [Trans\\* Resources](#) page to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences, perspectives or in other ways) and should be self-identified, not presumed or imposed.

I will address and refer to all students accordingly and will support you in doing so as well. More information about the preferred names and the online [Preferred Name Form](#) or by contacting the [Registration and Records Office](#) (507-389-5929 or by [email](#)).

Safe Zone (note to instructors – if you haven't completed this, find more information at the [Safe Zone Project](#))

I am a member of a Safe Zone Ally community network, and I am available to listen and support you in a safe and confidential manner. As a Safe Zone Ally, I can help you connect with resources on campus to address problems you may face that interfere with your academic and social success on campus as it relates to issues surrounding sexual orientation and gender identity. My goal is to help you be successful and to maintain a safe and equitable campus.

#### **\*Become an Active Online Learner**

You are expected to participate fully in all online class activities and assignments. Therefore, you are responsible for keeping up to date on all relevant course communications and notifications. Check your MavMail at least twice each week; you are encouraged to check your MavMail daily if possible. Keep up with the course work and to submit assignments on time. For online activities, this means adhering to the activity and assignment schedules within each course module. You are expected to participate actively in group work.

#### **\*Virtual Learner Best Practices**

Log into Zoom prior to meeting times. Set up your headset, camera, and microphones and to ensure that they are working properly. Be sure your background is appropriate while sharing video, along with how their image is displayed to the rest of the class. Request to speak by raising your hand or submit a question via chat box. Avoid "side conversations" in chat that will distract students from the ongoing conversation.

#### **University Policies:**

The information in this section is optional. The policies apply to your courses whether you include them in your syllabus or not but adding them (or linking to them in your course website) could help students understand their responsibilities.

## Academic Honesty

As members of this University community, students assume the responsibility to fulfill their academic obligations in a fair and honest manner. This responsibility includes avoiding inappropriate activities such as plagiarism, cheating or collusion. Students found responsible for one or more of these activities may face both academic sanctions (such as lowering a grade, failing of a course, etc.) and disciplinary sanctions (such as probation, suspension, or expulsion).

The full policy, including definitions of plagiarism, cheating, and collusion, is available on the [Academic Honesty](#) page.

## Credit Hours

Each credit hour consists of one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately 15 weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time. Other activities, such as laboratory work, internships, practicum, and studio work, must feature an equivalent amount of work to award credit hours.

The full policy, including definitions of credit hours for alternative course and delivery formats, is available on the [Academic Credit Hour](#) page.

## Electronic Recording of Lectures and Materials

Students are not permitted to make unauthorized, electronic recordings of lectures or electronic copies of course materials (e.g., PowerPoints, formulas, lecture notes) using personally owned recording devices (e.g., smart phone, iPad, computer, digital recorder) unless prior permission from the instructor or lecturer is obtained, and there are no objections from other students.

Permission is limited to the student's own personal use and for educational purposes only. Recorded lectures or copied material must be destroyed at the end of the course or semester. Unauthorized downloading, file sharing, distribution of any part of a recorded lecture or course materials or using information for purposes other than the student's own learning may be deemed a violation of Minnesota State University, Mankato's "Statement of Student Responsibilities" subject to disciplinary action.

The full policy is available on the [Electronic Recording of Lectures and Materials](#) page.

## Grade Appeals

Students have the right to ask an instructor for an explanation of any grade received. Grade appeals are reviewed in instances where students perceive that a final course grade is unfair, arbitrary, or capricious. Students must begin the procedures of this policy within two weeks\* of university notification of a final course grade. Students needing assistance at any step in appealing a grade may contact the Academic Affairs Coordinator of the Student Senate (280 Centennial Student Union; phone 389-2611). Students should retain copies of all materials associated with this process for their records. Students should also have records of their coursework from the class as part of the appeal process.

The full policy is available on the [Grade Appeals](#) page.

## Grading

A student's work in any course will be evaluated in accordance with the following grade system:

*Table 1A: Grades*

Grade	Undergraduate	Graduate
A	Work of definitely superior quality	Work of definitely superior quality
B	Better-than-average level of performance	Above average level of performance
C	Performance	Below-average level of performance
D	Average level of performance	Unacceptable performance
F	Below-average performance	Unacceptable performance
	Unacceptable level of performance	
*P	Passing performance (grade of C or better)	Passing performance (grade of B or better)
NC	Unacceptable performance	Unacceptable performance

\* Pass/No Credit (P/NC) courses may fulfill program requirements but do not enter into the computation of grade point average.

*Table 1B: Grades*

I	The grade of "incomplete" is reserved for special cases and means that, because of extenuating circumstances, the student failed to meet an important requirement of the course, but has in other respects done passing work for the semester. A student and instructor must have a signed "Incomplete Contract" stating the assigned grade for the course is "I."
IP	Instructors may assign the grade of "IP" to students whose work at the end of a term is still in progress because the course, by design or by arrangement prior to registration, requires more than one term to complete all assignments. Completion of course requirements must occur within one year.

The full policy is available on the [Grading](#) page.

## Excused Absences and Makeup Work

Students represent the University through participation in university sponsored or sanctioned activities, such as the arts, theatre, music, dance, speech & debate, and intercollegiate athletics. When the activity schedule occasionally conflicts with academic obligations, student-participants will follow a standard protocol to provide their faculty members with prior, written notification of their absences from classes. Faculty members will determine, in consultation with student-participants, how missed classes and assignments are made-up in a manner that fulfills academic obligations and accommodates participatory obligations. Except for absences resulting from sponsored or sanctioned activities, student-participants have the same responsibility with regard to class attendance and assignments as do all other students.

The full policy is available on the [Excused Absences and Makeup Work](#) page.

## Protection of Human Subjects in Research

All research activity involving human subjects conducted at or under the auspices of Minnesota State University, Mankato must have IRB approval. In deciding if a proposed activity requires IRB approval, it must be determined if the activity involves human subjects and if it is research.

For IRB purposes these decisions are based on the criteria set forth in federal regulations on the [Office for Human Research Protections](#). Human subjects are involved if: a) there is an intervention or an interaction with a living person that would not be occurring or would be occurring in some other fashion, in the absence of this research, or b) identifiable private data/information will be obtained for this research in a form associable with the individual. Secondary analysis of aggregate data does not require IRB approval.

For IRB purposes, research is defined as a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. This generally excludes purely pedagogical classroom exercises especially if they are conducted solely in the classroom (not generalizable), internal program assessment such as teacher evaluations (not generalizable), and the treatment of patients or clients (not a systematic investigation). For example, an investigation undertaken solely for a class in which there are no plans for publication or presentation outside the class would not be within the purview of the IRB. Researchers are strongly urged to consult with the IRB Administrator, the IRB Coordinator, the IRB Chair, or Co-Chair if they think their activities may not require IRB approval.

The full policy is available on the [Protection of Human Subjects in Research](#) page.

## Protection of Animals in Research

All research activity involving animals conducted at or under the auspices of Minnesota State University, Mankato must have IACUC approval. In deciding if a proposed activity requires IACUC approval, it must be determined if the activity involves vertebrate animals and if it is research. IACUC approval is required for all research directly involving vertebrate animals, whether the animals are purchased or raised by the Minnesota State University, Mankato colony. For field research, IACUC approval is required if: a) there is an intervention or an interaction with an animal that would not be occurring in the absence of this research, or b) if the researcher is directly collecting tissues from animals euthanized in the field. Animal research involving tissues collected by another investigator and sent to the Minnesota State University, Mankato researcher does not require IACUC approval. IACUC approval is highly recommended for use of vertebrate animals in teaching, but is not required by PHS. For IACUC purposes, research is defined as a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. Researchers are strongly urged to consult with the IACUC Chairperson or another committee member before submitting a proposal.

The full policy is available on the [Protection of Animals in Research](#) page.

## Tentative Schedule

*This schedule is subject to change with advance notice from the instructor.*

Create a daily or weekly chronology of topics including approximate due dates for major assignments, quizzes, and exams. Specific dates are not required but will help students organize their time. Include special events such as guest speakers, performances, or field trips. If you know in advance of that you will not attend class meetings (e.g., conference travel), include the date(s) in the schedule and indicate what the students will do while you are absent.

*Table 2: Weekly Schedule*

Week	Topic/Readings	Assignments	Notes/Announcements
1 (Jan 12-16)			
2 (Jan 19*-23)			*Martin Luther King Day - No classes
3 (Jan 26-30)			

4 (Feb 2 – 6)			
5 (Feb 9-13)			
6 (Feb 16-20)			
7 (Feb 23-27)			
8 (Mar 2-6)			
(Mar 9-13)*			* Spring Break – No classes
9 (Mar 16-20)			
10 (Mar 23-27)			
11 (Mar 30-Apr 3)			
12 (Apr 6-10)*			
13 (Apr 13-17)			
14 (Apr 20-24)*			
15 (Apr 27-May 1)			
16 (May 4-May 8)			Final Exam Week. Final Exam times are available <a href="#">online</a> .