MTSU General Education English Syllabus Checklist

Below are "best practice" items that the General Education English Program expects you to include on your course syllabus. Please consult the University Provost website for all university required statements as well as suggested wording. In addition, the General Education English Faculty Guide includes examples of syllabi for each Gen Ed English course that you may reference.

Name of instructor _____

Term and year _____

Official course name _____
□ ENGL 1010: *Expository Writing*
□ ENGL 1020: *Research and Argumentative Writing*
□ ENGL 1050: *Introduction to Technical and Professional Writing*
□ ENGL 2020: *Themes in Literature and Culture*
□ ENGL 2030: *The Experience of Literature*

Course section number _____

Class location and time of class _____

Office room number _____

Office hours _____

Phone number and MTSU email address _____
(FERPA regulations require that all faculty and staff must use their MTSU email account when communicating to a student. Faculty and staff must send the email to a student's MTSU assigned email address instead of a personal account such as Gmail. Educational data must never be sent to or from a non-institutional assigned email account. You should therefore only provide your students with your MTSU email address. Please consult the Office of Compliance and Enterprise Risk Management for more information on FERPA regulations.

Prerequisites _____
ENGL 1010: ACT English score of 18-31 or SAT score of 460-710 (or the equivalent)
ENGL 1020: A grade of C- or better in ENGL 1010 (or the equivalent)
ENGL 1050: A grade of C- or better in ENGL 1010 (or the equivalent)
ENGL 2030: A grade of C- or better in ENGL 1010 and 1020 (or the equivalent)

True Blue Core Statement and Logo _____

The True Blue Core Statement and logo are available verbatim on the Faculty Guide. It is linked here for easy access: https://mtsu.pressbooks.pub/gen-ed-english/chapter/true-blue-core-statement-for-syllabi/

Course goals/course description _____

Provide an overview of the design of your course. Explain the relationships of writing and reading assignments and other activities to overall course goals. If using a theme, explain its significance. Many instructors choose to create a course description that includes information from the course objectives. Also include the course objectives verbatim or provide a link to the course objectives (you can find the course objectives here): https://mtsu.pressbooks.pub/gen-ed-english/chapter/course-objectives/

Required/recommended texts and materials _____

□ The textbook for ENGL 1010 is *The Muse: Misunderstandings and Their Remedies*.
□ The textbook for ENGL 1020 is *The Ask: A More Beautiful Question*.
□ There is no required/recommended textbook for ENGL 1050, please see the sample syllabi in the Faculty Guide for suggestions.
□ There is no required/recommended textbook for ENGL 2020, since it is a theme-based course. Texts should be appropriate for the thematic focus of the course.
□ The textbook for ENGL 2030 is *The Compact Bedford Introduction to Literature*, 12th edition.

Note: All faculty are encouraged to use the texts listed above, since they have been approved by the General Education English Curriculum Committee for use in Gen Ed English courses. Moreover, *The Muse* (ENGL 1010) and *The Ask* (ENGL 1020) are free and specifically designed to be in alignment with the True Blue Core course objectives for these two first-year writing courses. However, only GTAs are required to use the above texts. All other faculty (T/TT, FTT, DE, and adjunct) are permitted to select alternative texts if they wish.

General overview of required work _____

Provide a brief description of the formal writing assignments, informal writing, participation, and any other work. Please label each project very specifically with a title that indicates the genre of that assignment. If applicable, indicate the weight of each task/the percentage each contributes to the final grade.

Grading policy _____

□ In addition to your policy, also inform students that in order to receive credit for ENGL 1010,1020, and 1050 students must pass the course with at least a C-.
□ It is up to the instructor what grading policy they wish to use in their courses (traditional, ungrading, hybrid). Please make sure to be thorough in how you explain your specific grading policy.
□ Please note that students **cannot** earn a final grade of D for an ENGL 1010 or 1020 course. However, you may assign these grades on individual assignments.

Attendance and Tardiness statement _____
Provide students with information about how attendance will affect their grades. Instructors are not allowed to ask students for medical records as documentation of the reasons for their absences. We suggest adopting a flexible attendance policy that doesn't deduct points from the final grade for missed classes. To motivate students to attend class, assign frequent invention/writing-to-learn exercises during class. Some instructors choose to incentivize attendance with daily assignments (and of course engaging material) rather than specify penalties for lack of attendance.
□ Regardless of your specific attendance policy, you must track student attendance for financial aid reasons. Students who are reported for nonattendance will be assigned a grade of F to appear on their transcripts, and nonattendance will be reported to appropriate agencies. Distribution of future financial aid will be suspended if applicable.
□ Exceptions are made for University-sanctioned activities. Students shall not be penalized for such absences. Students anticipating participation in University functions which will take them out of classes should discuss these events prior to the absence with their instructors at the earliest convenient time and must provide documentation of the event on official letterhead or stationary.
□ Although a student may be absent from a class, it does not relieve that student of the responsibility for the work covered or assigned during the absence. It is the responsibility of the student to make arrangements with the faculty member in question to make up the work missed. Absences begin with the first date the student is enrolled in class.

Late work policy _____
Explain how handing work in late will affect a student's grade. We suggest adopting a flexible submission policy using either submission windows, grace periods, or time banks. Provide students with clear instructions about how many points will be deducted per late period, and define how you will measure the time when determining how late a paper is (by 24-hour period, by class meeting, etc.).

Community and Classroom Etiquette Statement _____
Explaining what you consider appropriate classroom behavior will help students understand what is expected of them, resulting in a better learning experience for all students. Clearly articulating your expectations for classroom behavior also provides a basis for disciplinary action in the rare cases when it becomes necessary. You may also invite students to collaboratively develop this policy together during the first few days of the course.

Title IX
Students who believe they have been harassed, discriminated against or been the victim of sexual assault, dating violence, domestic violence or stalking should contact a Title IX/Deputy Coordinator at 615-898- 2185 or 615-898-2750 for assistance or review MTSU's Title IX website for resources. MTSU faculty are concerned about the well-being and development of our students and are legally obligated to share reports of sexual assault, dating violence, domestic violence and stalking with the University's Title IX coordinator to help ensure student's safety and welfare. Please refer to MTSU's Title IX website for contact information and details.

Academic Integrity _____

Academic integrity is a hallmark of Middle Tennessee State University. We expect students to complete academic exercises, i.e., assignments turned in for credit that are original and appropriately credit all sources used.

Academic misconduct includes, but is not limited to:

1. *Plagiarism*: Plagiarism includes, but is not limited to, the adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution. This includes self-plagiarism, which occurs when an author submits material or research from a previous academic exercise to satisfy the requirements of another academic exercise and uses it without proper citation of its reuse. The unauthorized use of paraphrasing tools or “text spinners” and artificial intelligence software can also be considered plagiarism.
2. *Cheating*: Cheating includes, but is not limited to, using or attempting to use unauthorized materials, information, or aids in any academic exercise or test/examination. Cheating also includes unapproved collaboration, which occurs when a student works with others on an individual academic exercise without the express permission of the faculty member. Working with others can include but is not limited to sharing of any physical or electronic papers, exams/quizzes, assignments, posting to an unauthorized website.
3. *Fabrication*: Fabrication includes, but is not limited to, unauthorized falsification or invention of any information or citation in an academic exercise.

Going online and using information without proper citation, copying parts of other students’ work, creating information to establish credibility, or using someone else’s thoughts or ideas without appropriate acknowledgment is academic misconduct. If you have a question about an assignment, please ask for clarification. All cases of academic misconduct will be reported to the Director of Academic Integrity and may result in failure on the test/assignment or for the course. When students participate in behavior that is considered to be academic misconduct, the value of their education and that of their classmates is reduced, and their academic careers are jeopardized.

Taking a test/quiz ONLINE is just like taking a test/quiz in a classroom. Unless you have the approval of your professor:

• You may not use your textbooks
• You may not use class notes
• You may not use additional websites
• You may not ask anyone for help

Using any knowledge resources without the explicit approval of your professor may be considered a violation of the Academic Integrity policy.

UWC Statement _____

The Margaret H. Ordoubadian University Writing Center is located in LIB 362 and online at www.mtsu.edu/writing-center. Here, students can receive valuable (and FREE!) one-to-one assistance on writing projects for any course. Conferences are available by appointment (615-904-8237). Visit early and often!

Inclement weather policy _____

MTSU does not usually close because of inclement weather, but students will be allowed to use their own discretion when snow and icy conditions exist; they will be given the opportunity to make up the missed classes should they decide not to attend. For more information on inclement weather and notification mechanisms for university closings, visit mtsunews.

Right to Make Changes Statement _____

The instructor reserves the right to make changes to the course schedule if necessary.

Lottery Statement _____

Do you have a lottery scholarship? To retain the Tennessee Education Lottery Scholarship eligibility, you must earn a cumulative TELS GPA of 2.75 after 24 and 48 attempted hours and a cumulative TELS GPA of 3.0 thereafter. A grade of C, D, F, FA, or I in this class may negatively impact TELS eligibility.
If you drop this class, withdraw, or if you stop attending this class you may lose eligibility for your lottery scholarship, and you will not be able to regain eligibility at a later time. For additional Lottery rules, please contact the MT One Stop.

Statement on behalf of students with disabilities _____

Middle Tennessee State University is committed to campus access in accordance with Title II of the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973. Any student interested in reasonable accommodations can consult the Disability & Access Center (DAC) website and/or contact the DAC for assistance at 615-898-2783 or dacemail@mtsu.edu.

Other Optional Items:

MTSU Charlie and Hazel Daniels Veterans and Military Family Center____

The goal of our Veterans and Military Family Center is to assist current military, veterans, and family members move from military to college, then from college to a successful career. The center is located in KUC 124 / 316 and is open Monday-Friday 8:00 am to 4:30 pm.

AI Policy____

Currently, the University does not require you to have an AI policy listed. However, there are examples of wording for AI policy in the Faculty Guide.

Emergencies in the Classroom

Faculty and students who do not follow University policies and instructions during emergencies and emergency drills are individually liable.
Emergency plans and instructions.
A list of safest places for each building during a tornado can be found at the MTSU Alert4U Tornado information page. University instructions during emergencies are sent via email, phone calls, and text messages. University websites will also be updated with the latest information. You are encouraged to plan ahead for emergencies.

Mental Health

As a college student, you may experience a range of challenges and issues that can interfere with your physical and mental well-being, hinder your academic experience, and negatively impact your daily life. Some of these experiences may include overwhelming depression/sadness, anxiety, high levels of stress, use of alcohol/drugs, difficulty sleeping, difficulty concentrating, and/or loss of motivation. These challenges and issues can lead to thoughts of self-harm and suicide. If you or any of your classmates are experiencing these issues, it is important to reach out and ask for help. Discuss your situation with a friend, a family member, your instructor, or an academic advisor. Remember: Everyone struggles. It's okay to talk about it. Ask for help. YOU ARE NOT ALONE!

Outreach and Support Programs

The MTSU community is committed to the academic achievement of each student, and we know that struggling to address basic needs can affect a student's ability to perform academically. If you are having trouble finding a safe and stable place to live or enough food to eat, please contact Melanie Crowder, 615-898-2808 / (Melanie.Crowder@mtsu.edu), come by the MTSU Food Pantry at the MT One Stop, or speak with your instructor to get the assistance and resources you need.

Additional Tips and Things to Include:

Make an effort to create documents that are accessible:

□ Provide a digital copy of your syllabus for your students on Canvas.

□ If you would like to use a pre-formatted template for your syllabus or schedule, the easiest way to make sure you're being accessible is to create a minimally formatted, text-only version as well. Text boxes can be problematic for screen readers. Examples are available in the Gen Ed English Faculty Guide.

□ Try to structure your document with headings whenever possible.

□ If you're using Microsoft Word for Windows, there is a built-in program for checking your document's accessibility. Go to "File," "Check for Issues," and then select "Check Accessibility" from the menu. If there are issues with your document, a separate menu will pop up and guide you through steps to remedy them.

□ If you are using a Mac, the most common things to be aware of are making sure tables and graphics are formatted with alt text. To do this, select the table or graphic, double click it, select "Format picture/chart/graphic," and then you will be able to add a title and description of your image. If you're doing this for a table,

you only need to enter a description of the table as a whole, so that students using a screen reader will understand what they are reading. Your alt text will be hidden behind your graphic and available for students who may need it.
□ Try to avoid using unnecessary spaces in your documents; they're problematic for screen readers.
For more accessibility information about fonts, spacing, layout, and design, consult following University Provost page, or see the example syllabi in the Gen Ed Faculty Guide.

Course Weekly Schedule, including major due dates ____
Include a schedule with details for each class meeting, including what students are to read and write prior to class. Also include important dates, such as Fall/Spring break, last day to withdraw, finals, etc.
These dates are available on MTSU's academic calendar, which can be accessed at: https://www.mtsu.edu/academic-calendar/
□ Holidays:
□ Fall Semester—Labor Day, Fall Break, Thanksgiving
□ Spring Semester—Martin Luther King Holiday, Spring Break
□ Summer Semester—Memorial Day Holiday, Juneteenth Holiday, Independence Day Holiday
□ Last day to drop or withdraw **without** a grade
□ Last day to drop classes with a grade of "**W**"
□ Library Day Scheduled (a scheduled library day is recommended for ENGL 1020)
□ Dates when class will be cancelled in lieu of required conferences (no more than 1 week of class time)
□ Last Day of Classes
□ Study Day
□ Final exam day and time:
Exam schedule available at: https://www.mtsu.edu/registration/registration-guide/
In-class exams are not required for General Education English courses. A final essay, reflection, or presentation may take the place of a traditional "exam."