**MTSU General Education English Syllabus Checklist (Revised Fall 2019)**

**Name of instructor \_\_\_\_\_**

**Term and year \_\_\_\_\_**

**Official course name \_\_\_\_\_**

English 1010: Literacy for Life

English 1020: Research and Argumentative Writing

English 2030: Experience of Literature

**Course section number \_\_\_\_\_**

**Class location \_\_\_\_\_**

**Office room number \_\_\_\_\_**

**Office hours \_\_\_\_\_**

**Phone number and MTSU email address \_\_\_\_\_**

(FERPA regulations require 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 or Hotmail.

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. For more information, visit:

http://www.mtsu.edu/records/docs/Best\_Practices.pdf.)

**Prerequisites \_\_\_\_\_**

English 1010: ACT English score of 18-31 or SAT score of 460-

710 (or the equivalent)

English 1020: A grade of C- or better in English 1010 (or the

equivalent)

English 2030: A grade of C- or better in English 1010 and 1020

(or the equivalent)

**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://www.mtsu.edu/genedenglish/docs/GEEObjectives17.pdf

**Required/recommended texts and materials \_\_\_\_\_**

This year, we are using different textbooks for ENGL 1010 and 1020: *Everyone’s An Author* for 1010 and *Everything’s An Argument* for 1020. Both are customized MTSU editions with a great selection of texts chosen specifically for our program, including writing samples for major projects written by recent MTSU students. By

selecting a default text for the program, students have access to a less

expensive book.

**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

English 1010 and 1020, students must pass the course with at least a C-. If you

do not use minus grades in your grading scale, inform students that they must

pass with at least a C. Also explain to students how the N grade works and who

is eligible to receive it. An “N” is appropriate when a student completes all the

necessary work of the class and meets your attendance requirements but fails to

meet the standards for passing. This grade requires the student to repeat the

course but does not affect the student's GPA.

Plus/minus grading for undergraduate courses became effective Fall 2000.

Please note that students cannot earn a final grade of D for a 1010 or 1020

course, though you may earn 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, take frequent invention/writing to learn grades 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 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 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.

**Academic Integrity \_\_\_\_\_**

Ensure that you design assignments that ask students to develop original material. If you find that a student has incorrectly cited a source, not cited a source, or copied someone else’s work, you might choose to have the student revise and resubmit the assignment. Ultimately how you choose to respond to students who patchwrite, copy, or plagiarize is up to your discretion, but these moments can also be invaluable learning opportunities for our students.

**UWC Statement**

The University Writing Center is located in the James E. Walker Library, room 362, and

on the web at www.mtsu.edu/uwc for students to receive valuable one-on-one

assistance with their writing. Conferences are available by appointment (904-8237) or

for walk-ins (as available); don’t wait until the last minute to seek their help! Online

writing assistance is also available. Please visit the website for hours and more

information.

**Schedule, including major due dates \_\_\_\_\_**

Include a schedule with details for each class meeting, including what students are to

read and writer 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:

http://www.mtsu.edu/calendar\_academic.php

Holidays:

Fall Semester—Labor Day, Fall Break, Thanksgiving

Spring Semester—Martin Luther King Holiday, Spring Break

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 required 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: http://www.mtsu.edu/registration/registration-guide.php

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.”

**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. To

determine if classes are cancelled, students should listen to area radio and television

stations or access the News and Public Affairs home page at http://www.mtsu.edu/news/

(or click on “Events and News” from the MTSU home page at www.mtsu.edu).

**Right to Make Changes Statement \_\_\_\_\_**

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

**REQUIRED VERBATIM**

**Lottery Statement \_\_\_\_\_**

This statement is required verbatim: *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 refer to your Lottery Statement of Understanding*

*form (http://www.mtsu.edu/financial-aid/forms/LOTFOD.pdf) or contact your MT One*

*Stop Enrollment Counselor (http://mtsu.edu/one-stop/counselor.php).*

**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.*

**Make an effort to create documents that are accessible:**

Provide a digital copy of your syllabus for your students on D2L.

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 minimallyformatted,

text-only version as well. Text boxes can be problematic for screen

readers.

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 someone

using a screen reader will understand what he or she is 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

accessiblesyllabus.tulane.edu.