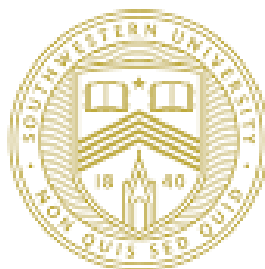


2022-2023

New Faculty
Resource Book



SOUTHWESTERN
UNIVERSITY

New Faculty

Resource Book



**SOUTHWESTERN
UNIVERSITY**

Table of Contents

Introduction	4
Southwestern University: Mission, Purpose, and Values	5
Course Materials and Classrooms	6
Academic Policies and Your Syllabus	7
Student Academic Rights	14
Semester Course Evaluations	16
Academic Support Resources for Faculty	17
Communication & Media Vehicles	22
Acronyms Guide	24
Appendices	25

Introduction

Welcome

Welcome to Southwestern University! We are glad that you are bringing your expertise, talents, and experience to enrich our university community.

A Library of Resources

This resource book is not intended to replace information in the Faculty Handbook, Student Handbook, or Catalog. Those publications are your official sources for policy information for tenure-track faculty. Please remember that it is important to read through the entire Faculty Handbook. Because it is a large document, and you may not yet have had a chance to read it, this resource book is designed to help you organize some of that information. You might think about developing a library of print and electronic resources. You will find the following list of resources helpful as you join the Southwestern community:

- The **Office of the Dean of the Faculty** web site includes information on faculty development opportunities, teaching and advising awards, councils and committees, etc.
www.southwestern.edu/offices/dean/
- The **Faculty Handbook** is the official source for many policies related to faculty positions.
<https://www.southwestern.edu/live/files/10188-2022-2023-faculty-handbook>
- The **Staff Handbook** is the official source for many policies related to staff positions, including positions with faculty rank.
<https://www.southwestern.edu/human-resources/forms-handbooks-policies/>
- The **Student Handbook** includes policies related to students
<https://www.southwestern.edu/student-resources-tools/>
- The **Catalog** outlines academic policies (grading, absences, dropping and adding courses, requirements for the major, course descriptions, etc.).
<https://www.southwestern.edu/academics/records-registrar/catalog/>
- The **Center for Teaching, Learning, and Scholarship** web site provides information and resources for your development as a teacher and scholar. <https://www.southwestern.edu/ctls/>
- The **Smith Library Center** website includes a wide variety of tools for your teaching and research. Open to students 24 hours a day on most days; the library has roughly 275,000 volumes selected for the research needs and academic support, in addition to 770,000 electronic volumes.<https://www.southwestern.edu/library/>
- **Information Technology** is located on the 2nd and 3rd floors of the Prothro Center. The Information Technology department provides and supports all aspects of campus computing and audiovisual and telecommunications services. <https://www.southwestern.edu/it/>
- The **Debby Ellis Writing Center** web site includes tools for teaching writing assignments in your courses. <http://www.southwestern.edu/offices/writing/>
- The **Office of Community Engaged Learning** can help you include community engagement and civic engagement in your courses.
<https://www.southwestern.edu/community-engaged-learning/index.php>
- The **Business Office** web site has many of the instructions and forms that you will need regularly - e.g. Check Requisitions, etc. www.southwestern.edu/businessoffice/

Southwestern University: Mission, Purpose, and Values

A Brief History of the Founding of Southwestern University

Southwestern University's roots go to the first college in Texas (1840), Rutgersville College (near La Grange, Texas), established by Methodist minister Martin Ruter. Ruter, previously president of Allegheny College in Pennsylvania, responded to the call from William Barrett Travis to start an institution of higher education in the new nation of Texas. Rutgersville College was born. The charter of Rutgersville College was passed on to four other efforts to bring higher education to Texas: Wesleyan College (1844); McKenzie College (1848); Soule University (1856); Texas University (Georgetown 1872), later to be named Southwestern University. The first four colleges were constituted by the Texas Conference of The United Methodist Church. When it made its move to Georgetown, it was constituted by all five Conferences located in Texas. Today Southwestern is constituted by the six annual Conferences in Texas. Representatives from each Conference are elected to serve on our Board of Trustees. Many of these representatives are alums of Southwestern.

As a United Methodist-related college, Southwestern must maintain a high level of academic excellence and be fully accredited by the appropriate regional and national accrediting associations. Scholarships and financial aid are available to all students, regardless of religion. The United Methodist Church does award some scholarships specifically to students who are United Methodist. As with other United Methodist colleges, there is a significant value placed on service, diversity, community and international education. Southwestern, like other United Methodist colleges, values critical thinking in all areas of academic endeavors including religion, ethics, and values analysis.

Institutional Mission Statement

Southwestern University, under the auspices of the United Methodist Church, is committed to undergraduate liberal education involving both the study of and participation in significant aspects of our cultural heritage, expressed primarily through the arts, the sciences, the institutions, and the professions of society. As a teaching-learning community, Southwestern encourages rigorous inquiry and scholarship, creative teaching and the expression of free human life. The University seeks to involve the student in finding a personal and social direction for life, developing more sensitive methods of communication, cultivating those qualities and skills which make for personal and professional effectiveness, and learning to think clearly and make relevant judgments and discriminations.

Core Purpose

Fostering a liberal arts community whose values and actions encourage contributions toward the well-being of humanity.

Core Values

- Cultivating academic excellence.
- Promoting lifelong learning and a passion for intellectual and personal growth.
- Fostering diverse perspectives.
- Being true to oneself and others.
- Respecting the worth and dignity of persons.
- Encouraging activism in the pursuit of justice and the common good.

Course Materials and Classrooms

Book Orders

You will receive an email with detailed instructions from the SU Bookstore a few weeks before book orders for the upcoming semester open (usually March for Summer/Fall semesters and October for Spring semester). To submit your request, you will either email bookstore@southwestern.edu or use the Bookstore's online adoption tool at www.southwestern-shop.com.

Course Packets

Provide the bookstore with the materials at least six weeks before needed. The bookstore will help you select covers and binding and will arrange pricing and delivery to the printer. They will also arrange copyright permission for each article. Once copied, they will sell them in the bookstore and provide you with a single copy. It is wise to get an estimate of the cost to students before the order is placed.

Learning Management System (Moodle)

Southwestern uses the free Moodle learning management system. Access it at <https://moodle.southwestern.edu> or through <https://www.southwestern.edu/my>. Workshops and support for setting up your course in Moodle are offered on a regular basis. For Moodle information, needs, or questions, please contact Melanie Hoag, Instructional Technologist, at hoagm@southwestern.edu.

Classroom Assignments & Equipment

Find out your classroom assignment by checking Self-Service under “Faculty.” Each classroom at Southwestern is equipped with in-room speakers, projector, screen or HDTV, and connections to attach your iPad/laptop/tablet. With the exception of the Cullen classrooms, all include a document/object camera and external DVD/CD player. A touch screen console allows you to control what is being displayed on the screen. For classroom technology help, contact helpdesk@southwestern.edu or call x7333 or 512-819-7333. For more information about the technology available in your classrooms, visit: <http://ow.ly/yZgf30ehOXQ>.

Academic Policies and Your Syllabus

Each August, the Dean of the Faculty will distribute a memo describing the required components of syllabuses. A syllabus for every course you teach is turned in to your department/program chair to be kept on file. The following checklist includes Southwestern policies that may directly affect your syllabus. [This is](#) another helpful document with some quick notes about what to include in your syllabus.

Syllabus Components

Syllabi vary considerably by discipline, teaching philosophy, level of course, and university/college setting. This should provide a checklist for examining your syllabus. Check with your department chair for access to department-specific syllabus models.

Contact Information

- Your name
- Your department
- Your office number
- Your office phone number (Indicate your norms for returning calls.)
- Your e-mail addresses (Indicate how you prefer to be contacted.)
- Your office hours (Do you also allow drop-ins?)

Basic Information

- Name of the course; course number
- Semester
- Meeting times and places
- Objectives / student learning outcomes of the course
- Credit hours statement (See [Appendix 7](#))
- Texts and assigned readings (required; suggested; where available; on reserve?)
- General outline of the course
- Specific outline of the course, with readings, assignments, due dates, etc. – double- check the calendar against the University Calendar; does it conform to the Student Bill of Rights?
- Dates when class is not in session (for example, holidays, or the day of the Research & Creative Works Symposium in the spring.) The Academic Calendar can be found at <https://www.southwestern.edu/live/files/10122-2022-2023-academic-calendar-approved-32822pdf>.
- Statement on absences due to religious and cultural traditions (see page 16).
- A statement about accommodations for student disabilities (an example, provided by the Center for Academic Success and Records, is provided at the end of this section, see page 13).
- Information about the resources available at the Debby Ellis Writing Center (Smith Library Center 111) (optional, but encouraged)

Evaluation

- Explicit information on how grades will be determined
- Use of + and - grading. You should let students know what the cut-offs are for earning each grade.
- Attendance and participation policy for the course.
- Withdrawal for absences policy, if using. Although the university has a policy that allows faculty to withdraw students for lack of attendance through the ninth week of classes, it cannot happen unless you specifically state your attendance policy (see below).
- Information about any required activities outside the normal class period, like field trips, lectures, performances, etc. Note – if you are taking a field trip, you need to have the dates written in your syllabus - particularly if the field trip will require missing other classes. (Additional important information about field trips can be found later in this section.)
- All graded assignments: quizzes, exams, projects, assignments, papers
- Clear guidelines on late assignments.
- Night exams – Some faculty elect to give their exams in the evening rather than during the regularly scheduled course time to allow students a longer time period. However, night exams may conflict with other student activities or classes. If you are going to have night exams, you need to make this information available during the registration period AND you need to have the information in your syllabus. In addition, you need to be flexible with your students who have other class-related obligations.
- The final exam date and time (see below).

Norms for the course:

- Information about the Honor Code, plagiarism, etc. See the [Faculty Handbook](#).
- Any other specific rules or guidelines for students related to the course and how it is structured-ground rules for discussion, etc.

Add/Drop Classes

Once registered, students may modify their schedules with the appropriate approvals. Addition of courses is subject to approval by the instructor or academic department offering the course. Students may drop a class through the 10th class day without any approvals by completing the transaction form used by the Office of the Registrar. After the 10th class day, approvals from the instructor and academic advisor are required.

In order to drop a class after the 10th class day, the student must email their instructor and the instructor will then submit a petition in Self Service to the Registrar. The student must copy their academic advisor on the email to the instructor. Students who stop attending a course without following the procedures outlined above receive a grade of “F” for the course.

Students may add courses through the second Wednesday of classes. Students may drop courses without record entry (or change graded courses to or from Pass/D/F or audit) through the end of the fifth week of classes. From the beginning of the sixth week through the end of the 12th week of classes, students may drop courses with a record entry of “W”. The “W” will appear on the students’ transcripts but will not be counted as part of his or her academic grade point average. After the last day of the 10th week of classes, students may not drop courses. All deadlines are at 5:00 p.m. on the designated days. NOTE: Courses may be less than a semester in duration. Drop dates for those courses are proportionate to the length of the course in relation to a regular 15-week semester.

Academic Alerts for All Students

The Office of Advising and Retention (OAR) previously coordinated the former Academic Warning System for all students. The director of OAR now administers Nuro, our new student case management system. Starting this fall, you will enter alerts for students through Nuro. The goal of the program is to identify students who are struggling in a course and to refer them to the variety of resources available on campus. Faculty identify students through Nuro and provide flags about the nature of their concerns. The flags allow the concern to be sent to a specific person or office for additional support. Students identified through the system will be contacted by that person or office to address the concern. The person or office will be able to clear the flag, informing you that the student has been assisted. The online system becomes available the first day of classes and is available throughout the semester. Training will be offered during the Fall Faculty Conference on Thursday, August 18th.

Attendance and Excused Absences

It is expected that students attend all regularly scheduled classes for which credit is granted. For up-to-date information on attendance and excused absences, see the Office of the Registrar policy:

<https://www.southwestern.edu/academics/records-registrar/policies-for-faculty-staff/>

- *Illness*: In the case of extended illness or other emergency, the Center for Academic Success notifies faculty members by e-mail, voice-mail, or in writing. It is up to the faculty member to decide whether the situation justifies an excused absence. For more information, see the Student Handbook.
- *Athletics, extra curriculums, etc.*: Students who are absent from class because they are participating in intercollegiate athletics, class-related field trips, ensemble tours, interviews at graduate schools, or faculty-sponsored attendance at professional conferences will be excused from classes. It is the student's responsibility to inform you before the event and to work with you to determine how the work will be made up. For these types of excused absences, you should receive a notice from the Center of Academic Success and Registrar or from the Dean of Students Office prior to the event.
- *Religious holidays*: The Religious Holidays Absence Policy states that students are to notify their professor(s) as far in advance as possible if they will miss class due to the observance of a cultural or religious holiday. The student is then expected to learn what assignments or exams are due or will be assigned on those dates and negotiate with the professor alternate times for fulfilling those requirements. Students should be prepared to fulfill the requirements prior to the class(es) to be missed. See "Religious Holidays."

You should have a specific attendance policy included in your syllabus.

Class Meeting Times

At Southwestern University, the normal student course load is four 4-credit courses per fifteen-week semester. This reflects the practice of many national liberal arts colleges and allows for a deep and rigorous learning experience for students. The weekly course schedule can be found in [Appendix 2](#). You should also refer to the document "Scheduling Courses and Other Academic Activities which outlines policies for scheduling course activities between 5:00 p.m. and 7:30 p.m. This document is also included in [Appendix 2](#).

Course Goals and Objectives

It is important to think about your goals and objectives, and determine the best way to meet those goals. You will also want to have conversations with others in your department about how your course will fit in with the existing curriculum. Some courses, for example, may be designed to work toward specific student learning outcomes that are listed in the department assessment plan. Other courses fulfill distribution requirements (see above).

Course Numbering

The course numbers at Southwestern University are two digits followed by a hyphen and then three digits.

- The first two numbers represent the department or area.
- Typically, the first number following the hyphen indicates whether the course is upper-level or not. (A number of 0 or 1 usually indicates a lower level.)
- The third number following the hyphen indicates the number of credit hours that the course earns.
- For example, 16-314 is an upper-level history course earning 4 credits.

Accommodations / Disabilities Statement

All syllabi should address the provision of accommodations for students with disabilities. Below is one example.

"The Center for Academic Success coordinates reasonable, individualized accommodations for students with documented disabilities (medical, learning and/or psychological). To receive formal accommodations, students must be registered with the Assistant Director of Academic Success, Prothro Suite 120, (512) 863-1536."

Additional examples can be found in the "Syllabus policies and statements" document on the Center for Teaching, Learning, and Scholarship's "Guides" page -

<https://www.southwestern.edu/faculty-dean/teaching-learning-scholarship/guides/>:

Field Trips

Some courses have required field trips. If you are scheduling a required class field trip that meets outside of your regularly scheduled class, you should include the requirement in the online course description, and you need to have the dates and expectations listed in your syllabus. You should ask the Center for Academic Success to send an e-mail to the students' faculty members that lists the students who will be on your trip and explain their absence. The ultimate responsibility for informing other professors and making up missed work lies with the students. Be sure that they are aware of this. If you are planning on taking University vans or cars on your field trip, you need to reserve these well ahead of time with Physical Plant. NOTE: In order to drive a University vehicle, you must take and pass a short course and exam and have completed a driver's license check.

Final Evaluations; Final Exam Schedule; and Study Days

All courses at Southwestern must have some sort of final evaluation. This may entail a comprehensive exam,

other exams, a major paper, or some other sort of final project. Study Days include the days following the last day of class and preceding the start of finals weeks. No activities (curricular or extracurricular including tests, finals, make-up work, etc.) requiring student participation may be scheduled during Study Days. More information about final evaluations and the exam schedule can be found on the Registrar's website:

<https://www.southwestern.edu/academics/records-registrar/policies-for-faculty-staff/>

Grading

Grades of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F are awarded (you do not have to use the plus/minus system). A general description of each is given in the Catalog. You are required to state your grading policy clearly in your syllabus. Some courses are designated as P/D/F; in this case, grades ranging from A+ to C- earn a "P".

Honor Code

Southwestern University operates under an Honor Code. You should include a reminder of this on your syllabi. In addition, all independent work (including exams) should have the following pledge written and signed at the end of the work:

"I have acted with honesty and integrity in producing this work and am unaware of anyone who has not."

Because of the Honor Code, there shall be no deliberate proctoring of exams. However, the person giving the exam may enter the room and remain in the room as he or she sees fit. Faculty may require students to sit in alternate chairs of a row and in alternate rows, if desired. As soon as the exams or assignments are received, the faculty member should check to see if the pledge has been written and signed. If not, you should contact the student for an explanation as soon as possible.

Any irregular work should be reported immediately to the Dean of Students. The Constitution of the Honor Code, as well as specific procedures for a hearing before the Honor Code Council Hearing Board and Non-Judicial Resolutions, are included in the *Faculty Handbook*. One of the more common violations of the Honor Code involves plagiarism. You may want to include specific information about plagiarism in your syllabus. (The official University policy on plagiarism is found in the *Faculty Handbook*.) If a suspected act of academic dishonesty occurs on a final examination or final paper, you should assign a grade of "X" on the Grade Sheets that you turn in to the Records Office. You will also need to include a form explaining the nature of the problem, and agreeing to submit the grade in a timely manner. (You will be able to assign a grade following resolution of the academic dishonesty case.)

Incompletes

The grade of "Incomplete" shall be given only in the case of a medical emergency or some other emergency situation beyond the student's control. The grade of "Incomplete" may not be given for the sole reason of permitting additional time to complete assigned course work. An Incomplete form, including the student's signature, must be submitted to the Center for Academic Success and Registrar. If a student is unable to provide a signature (due to a medical emergency, for example), then acknowledgement from the

CASAR will suffice. The deadline for posting a final grade following an Incomplete will be 4 weeks from the last day of class. If the Incomplete has not been replaced with a final grade by 5 pm on the last day to resolve the Incomplete, the grade becomes an F. Students may seek an extension to the deadline for posting a final grade, if approved by the instructor and the Registrar. (Faculty Handbook)

Involuntary Withdrawal from Classes

As noted in the Catalog, “When, prior to the last day to drop courses (after the 10th week of class), excessive absences, as defined by the instructor in the course syllabus and the University Excused Absence Policy, jeopardize a student's work in any course, the instructor may request that the Records drop the student from the course. After the last day to drop, students missing an excessive number of class meetings could be dropped at the discretion of the instructor with an F. Students will be notified of this action by the Records Office.”

Matriculation and Commencement

All full-time members of the faculty are expected to appear in academic cap and gown at special convocations and commencements. The participation of part-time faculty members is desirable but not obligatory. The commencement procession is under supervision of the faculty marshals. Faculty members who do not own academic cap and gown should make arrangements for rental with Ashleigh Snyder, faculty administrative assistant in Mood-Bridwell Hall (x1662.)

Office Hours

Faculty members are required to announce and post hours that they will be available to students in their offices.

Full-time faculty should set three to four hours each week and allow students to request other times by appointment. Some faculty members prefer to have an open door policy. Talk to colleagues about the pros and cons of this decision. It is also good to talk to members of your department about “departmental culture” in this regard.

Part-time faculty should have 1-2 hours per week of office hours (preferably before or after class).

P/D/F

Students with a junior or senior classification may take up to 16 credits of courses on a Pass/D/Fail basis at their discretion. This does not count courses that are only offered P/D/F. Students *cannot* take as P/D/F any courses taken to fulfill a major, minor, university requirement for a degree, or courses fulfilling the general education requirement. Students need to register this preference at registration OR within the first five weeks of class. After registration they must email the instructor to obtain approval, and the instructor will then submit a petition in Self Service to the Registrar. The student must copy their academic advisor on the email to the instructor. The goal of this policy is to allow students to broaden their education by taking electives that they might not feel they have the proper background for.

Privacy of Student Records (FERPA)

It is against federal law for you to share any student information other than “directory information” with

anyone but the student unless you have the written consent of the student. This means that you cannot discuss academic information with parents or others. You cannot post academic information with any personally identifying information such as social security numbers or parts of social security numbers. You may share information with University officials on a “need to know” basis. If parents do call, you can discuss general course information, such as the syllabus, but you should not share grade information without written consent from the student. It is always a good idea to include students in the same conversation so that all parties hear the same message. If in doubt about conversations with parents, consult the Registrar, x1186. FERPA questions should be directed to the Office of the Registrar.

Religious Holidays

Each year the University Chaplain’s Office will distribute a list of major religious holidays. All syllabi should include the following policy on Absences due to religious and cultural traditions. If you have questions about specific holidays or traditions you may contact the Chaplain at 512-863-1056:

“Southwestern University recognizes that it has students from a variety of religious and cultural traditions that have special days of observance or celebration that may take students out of their regular activities on certain days during the school year. Since the academic calendar does not always coincide with these days, the following policy is to be followed in order to facilitate student absences due to cultural and religious observances: As far in advance as possible, the student is expected to notify the professor(s) or instructor(s) of the class(es) to be missed. The student is expected to learn what assignments or exams are due or will be assigned on those dates and negotiate with the professor(s) or instructor(s) alternate times for fulfilling those requirements. Students should be prepared to fulfill the requirements prior to the class(es) to be missed.”

Senior Grades Due Early

During the Spring Semester only, senior grades for May and August grads are due early (by 12:00 p.m. first Monday of the week). Thus, you will need to arrange with all seniors for them to take their finals (or complete final papers, etc.) early. It is not common practice to let seniors “skip” the final examination.

Student Course Load

The “normal” student course load at Southwestern is 4 courses (16 credits). Some students have a higher load due to labs, ensembles, etc.

Student Academic Rights

Southwestern University has developed a list of Academic Rights for Students that may directly affect some aspects of your syllabus and your course. The full text is found in the Faculty Handbook. This subsection is reprinted from that source.

Course Syllabus

At the beginning of every course, faculty members shall provide the students with a course syllabus containing the following basic pieces of information: a. attendance policy (including the policy on Absences Due to Religious and Cultural Traditions), b. grading policy (e.g., what percentage tests, papers, attendance, class participation, etc. count toward the course grade), c. required activities outside the normal class period (including tests, lectures, field trips, performances, and other events). These activities must be scheduled in accordance with the Scheduling Courses and Other Academic Activities Policy posted on the Office of the Dean of the Faculty website (<http://southwestern.edu/offices/dean/forms.php>). Students should be advised of revisions to the syllabus in a timely fashion; any syllabus changes that concern attendance policy, grading policy, or required activities outside the normal class period must be done in writing, with a copy sent to the department or program chair.

Announcement of Tests, Papers, and Projects in a Regular Semester

All tests worth 10% or more of the final course grade shall be announced at least one week before they are administered. All papers and projects worth 10% or more of the final course grade shall be announced at least three weeks before they are due.

Return of Assignments to Students

All tests, papers, and projects shall be graded and made available to the student no more than three weeks after the assignment is turned in. No test worth 10% or more of the course grade shall be administered until at least one class period after the previous test worth 10% or more of the final course grade has been graded and made available to the student. No paper worth 10% or more of the final course grade shall be due until at least one class period after the previous paper worth 10% or more of the final course grade has been graded and made available to the student.

Reading Load/Major Assignments at the End of a Regular Semester

No more than 20% of the total reading load for the course shall be assigned during the last two weeks of the regular semester. No assignment worth 20% or more of the final course grade shall be initiated in the last full week of the regular semester. (In this context, an assignment is considered "initiated" when it is both assigned and students have gained the information, knowledge and skills necessary to be capable of beginning the assignment or studying/preparing for another form of assessment).

Teacher Tardiness to Class

Students may leave after they have waited **ten minutes** for a faculty member who is late for class. If the faculty member has notified the class that he or she will be late and requests that the students wait for his or her arrival, the ten-minute limit does not apply. This rule does not apply to final examinations. Students shall wait for the faculty member to arrive or until notice is received that the examination is canceled.

Procedure

Should a student have reason to believe that the “Academic Rights for Students” has been violated; the student should request a conference with the faculty member involved, within 14 days of the alleged violation. If no informal resolution between the student and the faculty member can be reached, the student should meet with the faculty member’s department chair. If no resolution is reached after meeting with the department chair, the student then requests a conference with the Associate Director of Academic Success. The Associate Director shall evaluate the alleged violation and advise the student about his or her academic rights and try to affect an informal resolution between the student and the faculty member involved.

If no satisfactory settlement is reached at this level, the alleged violation may serve as a basis for grade appeal. The student should follow the procedure for Appeal of Grades as stated in the Student Handbook and the Faculty Handbook.

Approved by the Faculty on April 27, 1993 and amended on January 22, 2013

Semester Course Evaluations

Course Evaluations

The evaluation form is done electronically. During the week before the evaluation process begins, you will receive an email from the Dean of the Faculty with information about the evaluation process. In general, you need to allow approximately 20 minutes of class time in order for students to complete the form. You should leave the room while the evaluations are being completed. Once they are completed, they will be processed and reports will be created. Evaluations will be e-mailed to faculty within two weeks after the final grade deadline. The completed evaluations will be used in the University's routine faculty evaluation process.

Mid-Semester Feedback

In addition to the standard course evaluations that are used by the University at the end of each semester, you may find it useful to do some type of mid-semester evaluation in your course. This can be very helpful in terms of gauging the learning that is happening up to that point. You may discover things that can be improved or modified for the remainder of the semester. The Center for Teaching, Learning, and Scholarship includes a [resource guide](#) about mid-semester feedback, including several possible formats for collecting feedback from students in your classes.

Academic Support Resources for Faculty

Moodle

Southwestern uses Moodle as its Learning and Content Management System (LMS/CMS). Features include creation of online content with text, images, video and audio. Moodle also provides online delivery of quizzes/exams, forums, grade book with secure student access to grades, assignments submissions, choice of different languages, and calendar for assignments, projects and upcoming events. Moodle workshops and walk-in sessions are conducted at various times during the year. Announcements of the dates and times are sent through e-mail and campus notices. Queries about Moodle may be directed to Melanie Hoag, Instructional Technologist, at hoagm@southwestern.edu.

G Suite for Education

Southwestern is a G Suite for Education campus and this collection of apps is available to all faculty, students and staff. Features include the ability to collaborate on documents, spreadsheets and presentations with your students and colleagues, creation and delivery of surveys, questionnaires and data collection tools, interactive video web presentations/meetings/conferencing to bring remote guests into your classrooms and interact with students at other institutions, and your YouTube page for organizing video content. Google workshops and walk-in sessions are conducted at various times during the year. Announcements of the dates and times are sent through e-mail and campus notices.

Queries about G Suite [Google Apps] may be directed to either Melanie Hoag, Instructional Technologist, at hoagm@southwestern.edu or Theresa Zelasko, Outreach and Information Literacy Librarian, at zelaskot@southwestern.edu.

Self-Service

Self-Service is an online tool that is used for web registration, advising, checking course rosters, and submitting final grades (with approval from the Office of the Registrar). Before using Self-Service, you will need to obtain a user ID and password at New Faculty Orientation. Self-Service is accessible through the SU portal.

Library Support & Special Collections

The InfoDesk near the entrance serves as Smith Library Center's primary service point, offering library assistance and borrower services; course reserves; assistance with printing and copying; technology support; and more. Many library services can be accessed at www.southwestern.edu/library-and-it.

Research and Instruction Services (RAIS) provides in-person and online research support, and an information literacy program covering topics related to the research process. If you are planning an assignment utilizing library resources or digital technologies, RAIS can work with you to meet your goals. Find more information at www.southwestern.edu/library-and-it/research.

The Resources department manages print and electronic resources (databases, journal subscriptions, etc.), acquisitions, and interlibrary loan. Each academic department or program has a subject liaison librarian who is responsible for the collection in that discipline and for helping faculty with acquisitions and services. Find a directory of the liaisons at www.southwestern.edu/library-and-it/a-z/subject-liaisons-list.

Special Collections and Archives is the home of significant and historical materials, including the papers of U.S. Senator John G. Tower. Special Collections includes nearly 20,000 rare books and 1300 linear feet of archival collections. For more information, including hours, visit the Special Collections website at www.southwestern.edu/library-and-it/special-collections.

SU Makerspace Studios

The [SU Makerspace Studios](#) at Smith Library are makerspaces to gather, create, invent and learn. They are open to all SU students, faculty and staff. bit.ly/makerspacestudiosSU

- [3D Print Studio](#): Print your 3D objects with the Ultimaker 3 Extended dual extrusion large volume filament printer or the Form 2 high resolution liquid resin printer. bit.ly/3dprintstudioSU
- [Audio Studio](#): Record a podcast, interview, oral history or voice-over. bit.ly/audiostudioSU
- [Media Lab \[Sandbox\]](#): Write code, build 3D models, or edit and mix audio and video. bit.ly/medialabSU
- [Video Studio](#): Light and shoot video using the green screen or interview sets. bit.ly/videostudioSU

Audiovisual Needs

Most classrooms at Southwestern are equipped with a variety of AV equipment. You can find exactly what is in each classroom and the instructions online: <http://ow.ly/yZgf30ehOXQ>. If you require additional equipment, or have problems or questions about the equipment, you may arrange for help by calling x7333 (or (512) 819-7333), e-mailing infodesk@southwestern.edu or looking online at <https://www.southwestern.edu/it/audiovisual-equipment-and-technology/>. You can reserve additional equipment by first clicking on “Equipment” and then “Reserve A/V Equipment Online.” It is best to make your reservation at least two business days in advance. If you are experiencing problems operating the equipment, please, call the InfoDesk. ALWAYS prepare backup methods of presentation and arrive early to ensure everything is in working order. Stuff happens.

Care Team

The Care Team meets weekly to discuss how to support students who have been identified as experiencing challenges in and/or out of the classroom. The goal of the team is to promote the academic success, safety, and health of students which, in turn, aids in the well-being of the Southwestern community. The team is comprised of staff from Counseling and Health Center, Center for Academic Success, Academic Affairs, Student Life, Residence Life, Spiritual and Religious Life, and Advising and Retention. Faculty are encouraged to reach out to the Care Team to share concerns about a student.

Center for Academic Success and Registrar (CASAR)

The Center for Academic Success and Registrar provides students with comprehensive, individual academic support. Students are encouraged to visit with an advisor in Academic Success for assistance with time management, study skills, concern about individual academic performance and motivation, and for information about academic policies and procedures. The Center for Academic Success also coordinates services for students with disabilities who need academic accommodations in specific courses, program modifications, or other academic assistance. Please call x1952 for more information or to make an appointment with an Academic Success advisor. The Office of the Registrar coordinates all aspects of registration, records, transcript evaluations, room scheduling, degree completion and the University Catalog.

Students with Disabilities

Students with disabilities who need accommodations for equal access should work with the Assistant Director for Academic Success to determine reasonable and appropriate accommodations. Common accommodations may include, but are not limited to extended-time testing, reduced-distraction testing, and note-taking assistance.

Office of Advising and Retention

The Office of Advising and Retention provides leadership to the academic advising system and works collaboratively across campus to evaluate current and implement new retention programs/strategies. Our office develops and offers training and professional development opportunities to our dedicated academic advisors. Additionally, we initiate outreach to students to help them continue their academic path at SU. We strive to ensure successful degree completion through effective academic advising and proactive student engagement with the SU community. For advising resources, please go to <https://www.southwestern.edu/advising/advisor-resources/>.

Debby Ellis Writing Center (DEWC)

The Debby Ellis Writing Center, located in SLC 111 (Smith Library Center), offers one-on-one and small group consultations with student writers at all levels, on all texts, in all disciplines, and at all stages in the writing process. The DEWC Director can also work with faculty on questions related to writing instruction in their courses. For more information about the DEWC's resources for faculty, visit <http://www.southwestern.edu/offices/writing/>.

Office of Community-Engaged Learning

The Office of Community-Engaged Learning collaborates with students, faculty, staff, and community organizations to develop innovative projects that bring together learning goals, passions, and community needs. The office provides support for faculty wanting to build community-engaged learning into their courses. To learn more about models, resources, and connections to local organizations, visit <https://www.southwestern.edu/community-engaged-learning/resources/>

Center for Teaching, Learning, and Scholarship

The Center for Teaching, Learning, and Scholarship supports faculty as teacher-scholars and helps them explore the integration of scholarship and teaching that will enrich the education of Southwestern students. The CTLS office fosters a campus culture that values a diversity of learning, teaching, and scholarly approaches, and it assists Southwestern faculty and staff in developing courses and curricula, scholarly projects, institutional initiatives, and collaborations across disciplines. It also supports the success of faculty across their career stages at Southwestern. For more support for your work as a teacher or scholar, visit <https://www.southwestern.edu/faculty-dean/teaching-learning-scholarship/>

Office of Intercultural Learning and Study Abroad

The Office of Intercultural Learning takes a holistic approach to off-campus study by preparing and supporting students to live and learn in a new culture setting. Exposure to different ideas and perspectives is an integral part of the Southwestern Experience. For more information, visit <https://www.southwestern.edu/study-abroad/>

Facility Scheduling

The current schedule of facility usage may be viewed at <https://www.southwestern.edu/offices/events/scheduling-procedures/>. To request a facility, click on “25LIVE.” You are able to download a guide for instructions. Please note that the University has identified priority events and days over which programs are not to be scheduled. For more information review the Faculty Handbook. Administrative Assistants can assist with facility scheduling.

University Vehicles

The University maintains three 15-passenger vans (capacity of 11 passengers only). These are to be used for official University business. The department requesting the van will be charged per mile. If you are using a University vehicle, rental agency vehicle or personal vehicle for University business, you have to have a valid Texas driver’s license. To reserve a van, contact Helyne Knauth at x1916 with the dates needed, the department to be charged, and the name of the driver. To drive the vans, you must have passed a short course on van safety offered by the University and have had your driving record checked by the S.U. Campus Police. Contact Derek Timourian at x1665 for more information.

Administrative Assistants – Faculty Support

There are four administrative assistants available to help you with your work. They are generally assigned based on your building location. One of the goals of this group is to provide better guidance to faculty members on the kinds of support services available and how these services may be requested. They can assist with duplicating material (with prior notice), helping to arrange for speaker and candidate visits, and for other types of support work. You should have a conversation with the administrative assistant assigned to your building to find out about the other assistance she can provide. Feel free to give Julie Cowley a call (x1720) if you have any questions. Refer to [Appendix 4](#).

Faculty Funds for Teaching, Research and Travel

Many full-time faculty are eligible for internal funds for travel to professional meetings, research projects, curriculum development, and collaborative research with students. Application dates are printed on the Office of the Dean of the Faculty website at www.southwestern.edu/offices/dean.

External Grant Seeking

If you are thinking of applying for an external grant, or if you would just like to explore potential sources of funding for your scholarly work, contact Sonya Robinson, Senior Director of Foundation Relations at robinsos@southwestern.edu for an individualized consultation. Also, be sure to review the grants web site at <https://www.southwestern.edu/faculty-dean/grants-professional-development/>. This resource lists upcoming deadlines and general information on grants and foundation opportunities by academic discipline.

SU Scholar Institutional Repository

SU Scholar is Southwestern University's open-access institutional repository. Managed by the Library, it collects scholarly and creative works produced by faculty, students, and other members of the Southwestern University community. SU Scholar includes faculty working papers, journal articles, conference presentations, book chapters, and creative works. It also highlights the best in student work, including honors theses, select capstone projects, and more. <http://collections.southwestern.edu/s/suscholar/page/intro>

Communication & Media Vehicles

Important Phone Numbers

An online directory is available via the SU portal. Dialing “0” from a campus phone will get you the campus operator; from off-campus, the operator can be reached at 512-863-6511. You can also reach the campus police at 512-863-1657.

Campus Notices

The Campus Notices system allows anyone on campus to post a notice and target that notice to the most appropriate audience (faculty, staff, students or everyone). The system is accessed by going to the University portal at <https://www.southwestern.edu/my> and clicking on the Campus Notices button on the left hand side of your screen. Campus users can log in using their e-mail address and password. Notices may be scheduled for delivery the next day or at another future date. Notices in a variety of categories are accepted, including Official University News and Notices; Club, Organization and Extracurricular Notices; Community Service and Fund-Raising; and Personal Notices.

News from the Dean of the Faculty

News from the Dean of the Faculty is an electronic newsletter sent to faculty members periodically.

Email lists:

Southwestern uses a variety of email distribution lists for communication.

- **su-fac-off@southwestern.edu**
You are automatically subscribed to su-fac-off@southwestern.edu. This is the way that official notices are sent to the entire faculty from the President, the Dean of the Faculty’s Office, the Fiscal Affairs Office, and the Records Office. It is used very sparingly. You won’t be able to send a message via this listserv.
- **dean’s office-managed email lists**
The Office of the Dean of the Faculty maintains targeted email distribution lists for tenure-line faculty, visiting faculty, staff with faculty rank, and part-time faculty.
- **su-faculty@southwestern.edu**
Subscription to this list is voluntary, but you may post announcements about SU events.
- **su-advisors@southwestern.edu**
You are automatically subscribed to su-advisors@southwestern.edu when you have completed advisor training. The Director of Advising and Retention uses this listserv to share timely and relevant advising information with the advising community. You are also able to send messages via this listserv.

Emergency Notification System

Southwestern operates an Emergency Notification System (ENS) that is used to notify the campus community of significant emergencies. The ENS is used for emergencies only. The system features rapid notification by e-mail, landline telephone, mobile phone, text messaging and TDD/TTY. In the event of an emergency, you will be contacted through all channels for which you provide information. All members of the campus community must provide their contact information.

See <https://www.southwestern.edu/emergency/emergency-notification-system/> for more information.

Faculty Notables

Notables should be submitted using the form at <https://www.southwestern.edu/academics/faculty-notables/> in order to appear on the websites. Please contact your administrative assistant if you would like the same information to show up on your departmental page. Additionally, you can find a list of regional and national media placements that Southwestern students, faculty, and staff have received here. Included is the date of the placement, the media outlet in which it appeared, and, if possible, a link to the archives or the actual story.

Megaphone

The Megaphone is the student newspaper. It is published once a month during the academic year. Submissions should be sent to megaphone@southwestern.edu. The Megaphone is available online at <https://megaphone.southwestern.edu/>

Southwestern Magazine

Southwestern Magazine is the official University magazine. It is published twice a year by the Office of University Relations-Communications. Deadlines are several months in advance of publication. Submissions or ideas for stories should be directed to sucommunications@southwestern.edu.

Events Calendar

The Southwestern University Events Calendar is a Web-based calendar that provides faculty, staff, students, and the community easy access to information about what is happening on campus. It also provides faculty, staff and students an opportunity to promote their approved events. To view the calendar, visit the SU Home Page and click on Calendar.

Acronyms Guide

ACS: Associated Colleges of the South – The consortium to which we belong.

CC: Curriculum Committee –Issues of relevance to the academic program are addressed in this committee (e.g. curricular reform, catalog copy, approval of new courses and programs, academic policies).

FSC: Faculty Steering Committee – Issues of relevance to faculty members are addressed in this committee (e.g. sabbatical policy, benefits, parental leave policy, salary).

FYS / AES: First-Year Seminar / Advanced-Entry Seminar - This is a required course for all incoming first-year students or, in the case of AES, transfer students. It begins during New Student Orientation and continues through October. It is a four-credit course. The course is taught in small sections of up to 20 students and has common goals including writing, research, critical and creative thinking, and informed discussion skills.

IFC: Inter-fraternity Council - This is an organization with representatives from all of the different Greek organizations on campus.

IT: Information Technology provides you with technology and A/V support – both in your office and in your classrooms and laboratories. In addition to providing you with your computer hardware, all technology (hardware and software) purchases must be approved through this office. IT also provides technology workshops, individual consultations, and support for computer problems in the various student computer labs and classrooms on campus. You can call x7333 with technology problems, or visit the InfoDesk in Smith Library Center.

SGA: Student Government Association: Issues of relevance to student affairs are addressed here (e.g. alcohol policy, paper policy, student judiciary, student government).

SACSCOC: Southern Association of Colleges and Schools Commission on Colleges - This is the regional accrediting body that assesses SU's operations. Through the SACSCOC, we undergo an extensive self-study and an external review every ten years. The University was reaffirmed in June 2013.

SPC: Strategic Planning Committee: Works closely with the President, Chief Administrative Officers, the Board of Trustees, Faculty, and Staff to establish and maintain a sustainable culture of continuous improvement focused on identifying, articulating, and helping coordinate action towards achieving our institutional priorities. The work of the Committee involves monitoring environmental changes that affect higher education institutions like Southwestern, aligning Southwestern's strategic priorities with institutional resources, benchmarking practices with peer and aspirant institutions, refining the Strategic Plan as circumstances change, and monitoring progress on the implementation of specific strategic priorities.

Appendices

Appendix 1:	Sample Syllabi
Appendix 2:	Approved Course Times
Appendix 3:	Course Evaluation Material
Appendix 4:	Administrative Assistants / SU Faculty Support
Appendix 5:	Academic Calendar
Appendix 6:	Religious Holidays
Appendix 7:	Semester Credits at Southwestern

Appendix 1: Sample Syllabi

German II: Introduction to Language and Culture

Introduction to Numerical Analysis

GERMAN II: INTRODUCTION TO LANGUAGE AND CULTURE
SPRING 2022

Course:	GER12-154-01
Time:	Monday, Wednesday & Friday 9:30 am to 10:20 am in Olin 111
Instructor:	Dr. Erika Berroth
E-mail:	berrothe@southwestern.edu
Office:	FW Olin 319
Office hours:	For the first 2 weeks: remotely by appointment or outdoors by appointment. Please let me know in class or via e-mail. Evening Hours available. Rest of the semester: T/TH 4:00 - 5:30 pm and by appointment. Dr. Berroth office hours Video call link: https://meet.google.com/cdx-acff-idu
Tutoring:	Melina Boutris, boutrism@southwestern.edu Mondays, 5:00-7:00pm and Thursdays 7:00-8:00 pm Olin Tutoring room – first floor / remote link: https://meet.google.com/roy-xrzf-ipa

Pandemic and personal circumstances: One set of expectations does not fit all teaching and learning contexts. Please know that dates can be adjusted and individual learning plans can be developed. Let's communicate as early as possible about what will work best for you to advance your learning. Due dates for exams can have a 2-day grace period. Time beyond this period will need to be negotiated in a meeting. E-mail and office hours are good ways of communicating effectively. Office hours are visiting hours – time I set aside to engage with my students, to listen, to get to know you, to hear about issues and to work on solutions. Please come in – the door is open.

I care about you and your learning and aim to support an environment that is welcoming to all. We use Universal Design for Learning principles that help create multiple pathways to success for diverse learners. The sooner you become aware of what works best for your progress and success, the better we can collaborate. Please let me know – I am ready to listen.

The syllabus provides information for basic questions and we will go over all the sections in class. There will be detailed guidelines and examples for your assignments and practices for the tests and oral interviews. Please check our Moodle site regularly for updated information. If you send me e-mail, I will aim to answer your questions within a day during the week and may take longer on weekends.

Table of Contents

<i>German at Southwestern</i>	2
<i>What do I need to buy? Textbook and Resources</i>	2
<i>What will I learn? Student Learning Outcomes</i>	2
<i>How will I learn? Learning Activities</i>	3
<i>What are our course policies?</i>	3
Graded Events	3
Course Grade Definitions – General Guidelines:	4
What kinds of assignments will I complete?	4
Testing	5
What are the rules about attendance and tardiness and participation?	5
<i>What accommodations are available for students with disabilities?</i>	5
<i>What do I do if I want to observe my religious or cultural traditions?</i>	6
<i>What is the SU Honor Code?</i>	6
<i>How do I use gender-neutral language in German?</i>	6
<i>What does the Semester Calendar look like? When are my assignments and exams due? And when is my final?</i>	7

German at Southwestern

This course is the second half of a two-semester intensive training in the German language and culture which supports students in developing communicative skills and knowledge of grammar in order to prepare for speaking, reading, and writing German and increasing intercultural knowledge and competence. While this course emphasizes correct grammar and usage throughout, we will focus on developing a comfortable, communicative environment in which all students can feel confident in speaking, even at the earliest stages of learning the language.

Our goal this semester is to increase confidence about using German as the language that will complement your personal and professional life by building the foundations for further development of language skills in different contexts: oral proficiency and writing intensive courses, literary and cultural studies, and immersion in the life of German-speaking countries. By the time you finish the first two semesters of German at Southwestern, you should be ready to think about making your goal a German major or minor and study abroad in a German-speaking country. The German Program prepares students for post-graduation scholarships and fellowships and is #1 on campus for students earning Fulbright Fellowships. Start thinking about teaching English at a school in Germany or Austria after graduation.

What do I need to buy? Textbook and Resources

Required:

- *Kontakte: A Communicative Approach*, 9th edition. Ed. Terrell, Tschirner, and Nikolai **including the online access code** for “Connect” your link for homework assignments. The same textbook has been used in the first semester.
- A notebook for writing down vocabulary and taking notes both in and outside of class.

Recommended:

- *An English Grammar for Students of German* by Zorach and Melin. This will help you if you are unsure of basic grammatical concepts with which you will need to be familiar in order to understand the rules of German grammar.
- A good German/English dictionary in book form will be useful (such as Langenscheidt or Oxford-Duden).
- A useful online dictionary you will find at: **www.dict.cc** – this dictionary has a voice option for most words so you can practice your pronunciation as well.
- The dictionary housed at the university in Munich offers examples for usage of words and phrases and many other useful features: <https://dict.leo.org/englisch-deutsch/>

What will I learn? Student Learning Outcomes

We seek for our Southwestern University students to:

- Develop sufficient proficiency in a language other than English to engage in foreign cultures, histories, and literatures.
- Gain a sophisticated understanding of the nature of culture, particularly in as far as it is embodied in language.
- Develop a cultural perspective to enhance their understanding of complex issues of similarity and difference.

Upon successful completion of the Foreign Language Requirement with our third course in the sequence, Intermediate German Language and Culture, at Southwestern University, students will have developed their knowledge, skills, and attitudes at proficiency levels described by ACTFL Novice High (Speaking) and Intermediate Low (Writing) and beyond. Listening and Reading proficiencies will fall in this range as well. ACTFL is a national organization: the American Council for the Teaching of Foreign Languages. Students will increase their intercultural knowledge and competence.

At the **Novice Proficiency Levels**, students are able to:

- Express themselves in fundamental oral and written registers, keeping in mind the communicative contexts and conventions of German cultures.
- Read and comprehend basic texts in the target language tailored to a variety of communicative needs.
- Write basic documents in the target language tailored to a variety of communicative needs.
- Understand native speech targeted towards language learners.
- Employ a variety of coping strategies to communicate both verbally and non-verbally in the target language.
- Demonstrate familiarity with current events, pop culture, and the social structures of the countries and cultures in which the target language is spoken.

Language learners completing the **language requirement** at SU engage with grammar, contexts, and content. Through review and practice they are enabled to demonstrate proficiency in reading, listening, writing, and speaking, aiming to meet expectations set by faculty in German following nationally recognized guidelines articulated by the American Council on Teaching Foreign Languages, ACTFL. To assess development of intercultural knowledge and competence, we use a rubric developed by the Association of American Colleges and Universities, AAC&U.

Direct measure in-class assessments are scheduled at regular intervals throughout the courses. Quizzes, writing assignments as well as oral projects in groups or for individual students aim to challenge language learners to demonstrate proficiencies in reading-comprehension, listening-comprehension, writing, speaking and presentational skills.

Proficiency goals for GERMAN II: Novice Mid or above in oral proficiency. Novice Mid or above for writing proficiency, according to ACTFL standards.

- Students will gain the ability to communicate in the target language (orally and in writing) on such topics as school, family, weather, hobbies, possessions, talents and plans, travel, holidays, cooking, and professions.
- Students will begin to make guided comparisons between cultural attitudes and practices related to the above topics in their native culture and those of German-speaking countries.
- Students will increase their active and passive vocabularies in preparation for oral and written exams and for their subsequent study of German language, literature, and culture.

ORAL PROFICIENCY

WRITING PROFICIENCY

NOVICE-HIGH

Speakers at the Novice-High level are able to handle a variety of tasks pertaining to the Intermediate level but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs. Novice-High speakers respond to simple, direct questions or requests for information; they are able to ask only a very few formulaic questions when asked to do so.

Novice-High speakers are able to express personal meaning by relying heavily on learned phrases or recombination of these and what they hear from their interlocutor. Their utterances, which consist mostly of short and sometimes incomplete sentences in the present, may be hesitant or inaccurate. On the other hand, since these utterances are frequently only expansions of learned material and stock phrases, they may sometimes appear surprisingly fluent and accurate. These speakers' first language may strongly influence their pronunciation, as well as their vocabulary and syntax when they attempt to personalize their utterances. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice-High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle simply a variety of topics and perform functions pertaining to the Intermediate level, a Novice-High speaker can sometimes respond in intelligible sentences but will not be able to sustain sentence level discourse.

NOVICE-HIGH

Writers at the Novice-High level are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes, and to express themselves within the context in which the language was learned, relying mainly on practiced material. The writing is generally writer-centered and is focused on common, discrete elements of daily life. Novice-High writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but the language they produce may only partially communicate what is intended. Control of features of the Intermediate level is not sustained due to inadequate vocabulary and/or grammar. Novice-High writing is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur.

NOVICE-MID

Speakers at the Novice-Mid level communicate minimally and with difficulty by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may utter only two or three words at a time or an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Because of hesitations, lack of vocabulary, inaccuracy, or failure to respond appropriately, Novice-Mid speakers may be understood with great difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics by performing functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

NOVICE-MID

Writers at the Novice-Mid level are able to copy or transcribe familiar words or phrases and reproduce from memory a modest number of isolated words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice-Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to reading the texts of non-natives.

<p>NOVICE-LOW Speakers at the Novice-Low level have no real functional ability, and, because of their pronunciation, they may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level and cannot therefore participate in a true conversational exchange.</p>	<p>NOVICE-LOW Writers at the Novice-Low level are able to form letters in an alphabetic system and can copy and produce isolated, basic strokes in languages that use syllabaries or characters. Given adequate time and familiar cues, they can reproduce from memory a very limited number of isolated words or familiar phrases, but errors are to be expected.</p>
--	---

How will I learn? Learning Activities

In order to raise your level of German language and cultural proficiency, you should be prepared to **attend all class sessions and complete all the assigned homework**. This semester we will cover 5 or more grammar selections and cultural and literary themes. As the Pandemic and personal learning contexts intersect, we will keep communication about changes and adjustments current.

Southwestern University has outlined its **course credits and the expected student workload** on Moodle. With German II, you will earn 4 credits. In addition to our class time of 150 minutes per week, students are expected to work outside of class. This increases your engagement with the material in each course allowing a greater depth of understanding of the topics covered and/or an expansion of the material covered in each course. Weekly assignments to guide independent work or group study will accompany and inform our in-class work. Please make sure to include adequate study time in your schedules – about two hours per day. All assignments and exams are due or must be taken at the date and time specified on our schedule. Communicate early and clearly if you have a time conflict. We will work out solutions.

Free **tutoring** will be sponsored by the German Department. Class time provides some opportunities for practicing German pronunciation and conversation, and in tutoring sessions you can enhance this practice individually. It is highly recommended that you take advantage of tutoring. Tutoring times and location will be announced and updated throughout the semester.

Southwestern University values **intercultural learning**. Students are encouraged to be intentional about increasing their intercultural knowledge and competence. To this end, students will seek out cultural events and contexts that enhance the understanding of their own culture and other cultures they study or encounter. The attendance of **German Lunch Table** as well as **German Club** meetings and activities is highly recommended to foster a community of speakers of German at SU. Additionally, you can individually or as a group engage in German cultural events, watch feature-length German movies, or enjoy lectures. Participate and join the leadership team of German Club to help organize those co-curricular learning opportunities!

What are our course policies?

Graded Events

The grade for this course is composed of the following elements:

• Attendance and Participation	10%
• 3 Projects: Intercultural Perspectives and Engagement & Connections Essays	15%
• Online Workbook Assignments	10%
• 5 Chapter Quizzes	40 %
• 2 Oral Proficiency Interviews	15%
• Final Exam	10%

A+		B+	87-89	C+	77-79	D+	67-69
A	93-100	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62

Course Grade Definitions – General Guidelines

A: Excellent. Exceptional achievement. Meets highest expectations for the course. Strongest efforts made to engage with course material and to improve. Regular and punctual attendance, with assignments always prepared thoroughly and on time. German spoken throughout all course meetings. A+ may be earned for truly exceptional effort and outcome.

B: Very good. High achievement. Meets high expectations for the course. Solid efforts made to engage with course material and to improve. Regular and punctual attendance, with minor exceptions. Assignments prepared thoroughly and on time, with minor exceptions. German spoken almost exclusively at course meetings.

C: Adequate. Moderate achievement. Some efforts made to engage with course material and to improve. Student has yet to overcome some repetitive errors, which will improve with practice. Policy of regular, punctual attendance may not have been followed consistently. Assignments may not have been consistently prepared.

D: Less than adequate, insufficient achievement with regard to course goals.

F: Entirely inadequate knowledge gained of course material; failure to meet course goals.

What kinds of assignments will I complete?

Guidelines for the use of the *Kontakte* online workbook CONNECT will be given during the first week of class. Daily homework from the textbook, mostly reading texts and grammar explanations, will be given in addition to these assignments. If you miss a class session, it is your responsibility to check the syllabus and course Moodle site and stay caught up with the material.

The major assignments that you will turn in for the course are as follows:

- **Writing assignments:** Brief texts you'll write in German.
- **The online CONNECT assignments:** There may be technical issues at times, so please provide proof of completion of each chapter by taking a screenshot when submitting the assignment.
- **Additional take-home assignments**

Testing

- **Chapter quizzes:** You will take a quiz on the vocabulary and grammar covered in each chapter. These quizzes may additionally have listening and reading comprehension components. The quizzes will serve as a regular way of monitoring your progress throughout the course of the semester. It is thus essential that you study daily and prepare for class regularly.
- **Midterm and final oral interviews:** These oral interviews will be done in pairs and will be comprehensive. More details about the format, content, and scheduling of these interviews will be provided in advance of the interviews.
- **Final exam:** The final exam will be comprehensive, building on learning in your first semester and covering material from chapter 5 onward. The final will be similar in format to the chapter quizzes. We will have a study guide and study sessions.

Please note: All assignments must be submitted, and all quizzes taken in order to receive a passing grade for this course. We will arrange adjustments and learning plans as needed and possible in the pandemic. Students earning a grade of C- or better advance to our intermediate German III course next semester.

What are the rules about attendance and tardiness and participation?

Attendance is mandatory and will be recorded every session. Missed classes due to the pandemic will be recovered through individual learning plans. Please read SU communication about expectations during the pandemic and your student handbook for guidelines on excused absences and proper notification.

TARDINESS:

So that we can all make the most of the valuable time we have for class meetings, you should also make every effort to be on time for class – in person or via google meet connections.

PARTICIPATION:

Success in learning a language entails speaking it on a regular basis, experimenting with new sounds and meanings, preparing for class, and reviewing new material often. Your participation grade is composed of two major components: oral in-class participation and daily preparation.

Active oral participation entails speaking German as much as possible while interacting with your fellow students and instructor in meaningful, respectful, and helpful ways. You will often work in small groups and pairs, and the success of these activities depends on each student's participation.

Good preparation entails coming to class ready to learn and communicate with others. This means that you are reviewing material daily by doing the daily homework.

What accommodations are available for students with disabilities?

Southwestern's statement on disabilities: "Southwestern University will make reasonable accommodations for persons with documented disabilities. Students should contact the Center for Academic Success and Records to determine their eligibility to receive accommodations."

What do I do if I want to observe my religious or cultural traditions?

STATEMENT ON ABSENCES DUE TO RELIGIOUS AND CULTURAL TRADITIONS:

Southwestern University recognizes that it has students from a variety of religious and cultural traditions that have special days of observance or celebration that may take students out of their regular activities on certain days during the school year. Since the academic calendar does not always coincide with these days, the following policy is to be followed in order to facilitate student absences due to cultural and religious observances: As far in advance as possible, the student is expected to notify the professor or instructor of the class(es) to be missed. The student is expected to learn what assignment or exams are due or will be assigned on those dates and negotiate with the professor or instructor alternate times for fulfilling those requirements. Students should be prepared to fulfill the requirements prior or after the class missed, as agreed upon by the professor or instructor.

What is the SU Honor Code?

THE HONOR CODE:

Do your own work. Cherish and respect the Honor Code at Southwestern University. Especially when you are learning a language, your success and confidence depend on doing your own work. All homework,

oral and written assignments, quizzes, and examinations completed for this course are covered by the academic Honor Code of Southwestern University. The Honor Code requires that the following pledge be written and signed at the bottom or end of every paper and examination submitted: "*I have acted with honesty and integrity in producing this work and am unaware of anyone who has not.*" For the purposes of this course, quizzes, writing assignments, and other assignments must bear this signed statement.

Please note: For the purposes of this course, **the usage of internet translators or translation software to complete assignments will fall under the category of *plagiarism* and thus constitute a violation of the Honor Code.** Online dictionaries, however, can be utilized as one would use a dictionary: to look up a term or phrase. Please seek and acknowledge the help of tutors, professors, German speaking friends and family, etc.

How do I use gender-neutral language in German?

GESCHLECHTERNEUTRALE SPRACHE (GENDER-NEUTRAL LANGUAGE):

Gender-neutral language and (especially!) pronouns are challenging in German and are not as prevalent as they are among certain demographics in the US. In our course, I will mostly use the "Genderstern" to refer to female, male, and non-binary identities at once (e.g., ein*e Schauspieler*in, Schauspieler*innen). Note that there are other spelling tools achieving a similar effect (e.g., Binnen-I: SchauspielerIn, Gender-Gap: Schauspieler_in, Doppelpunkt: Schauspieler:In). There are a few options for gender-neutral pronouns (e.g., they, hen, xier/sier). They are still used so rarely, however, that most German speakers do not yet know or use them actively. In our course, we will mostly avoid the pronouns in question by using given/chosen names instead of pronouns when speaking about each other in the third person. We will also aim to use the term "die Person" when speaking about people whose preferred gender pronouns are unknown. More info: <http://nonbinarytransgermany.tumblr.com/language>

What does my Semester Calendar look like?

When are my assignments and exams due? And when is my final?

Introduction to Numerical Analysis Course Syllabus

MAT52-524/CSC54-524

Spring 2022

Instructor: Kendall C. Richards

Office: FJS 302 / Cullen 120

Office Phone: 863-1556

email: richards@southwestern.edu

Office Hours: Wednesday and Friday, 10:00 - 11:30 am and by appointment.

Text: *Elementary Numerical Analysis*, 3rd Edition, by Atkinson and Han
(©2004 John Wiley & Sons, ISBN 0-471-43337-3)

Student Learning Outcomes and Course Content: Students are expected to develop and demonstrate a clear conceptual understanding of the central concepts and theorems of the introductory numerical analysis topics delineated below as well as a strong facility with the analytical and computational skills required in the successful application of these concepts. In some cases, students may be expected to demonstrate a basic understanding of particular proofs of important theorems. Most of the core topics are covered in Chapters 1 - 7 of the text. Supplemental notes will be provided throughout the course. The following provides an overview along with selected basic student learning outcomes:

- Taylor Polynomials: Students should be able to calculate a Taylor polynomial approximation to a given function and determine associated error bounds.
- Floating Point Arithmetic: Students should understand how to represent a number in a binary floating point system, the meaning of machine epsilon, and round-off error and loss of significance.
- Zeros of a Function: Students should be able to interpret and implement standard algorithms for root finding (Newton's, Secant, Bisection, Fixed Point Methods) and determine associated error bounds.
- Interpolation: Students should be able to interpret and implement standard algorithms for polynomial interpolation (Lagrange, Divided Difference, Chebyshev, Near-Minimax) and determine associated error bounds.
- Numerical Integration: Students should be able to interpret and implement standard algorithms for approximating the value of a definite integral (Riemann Sums, Trapezoidal Rule, Simpson's Rule, Gaussian Quadrature, Monte Carlo Methods) and identify error estimates.
- Solving Linear Systems: Students should be able to interpret and implement

standard algorithms for finding/approximating solutions to a linear system of equations (Gaussian Elimination, LU and QR matrix factorization, meaning of condition number, iterative methods and associated convergence criteria).

- Least Squares Analysis: Students should be able to set up and solve the normal equations to fit a polynomial to a set of data. Students should be able to calculate a least squares solution directly and by using a QR factorization (for full rank matrices).
- Selected topics from below (as time permits):
 - The Discrete Fourier Transformation (DFT) and Discrete Cosine Transformation (DCT): as tools for trigonometric interpolation, least squares approximation, and applications to data compression.
 - B´ezier splines and applications in basic design.

Technology Component: The programming language that we will normally use to write code is *Mathematica* (sometimes referred to as the Wolfram language). Southwestern has a site license for *Mathematica* that provides students with access in each of our main computer labs. You will also be provided with access to Mathematica Online (see <https://www.wolfram.com/mathematica/online/>).

For those interested, students can purchase their own desktop copy from *Wolfram* at reduced student pricing (see <https://www.wolfram.com/mathematica/pricing/students/>).

Paideia Connections: Throughout the course, we will look for opportunities to highlight connections among concepts within this course (and to concepts from other math courses). Students are also encouraged to apply a tool or connect a concept from this course to a topic, situation, or question from another course or area outside mathematics. Students may submit reflection papers (maximum length of 2 pages, single spaced) describing a connection of this type that is original to the student. The grade on each essay can be used to earn up to 5 extra-credit points allocated to the assignment average. (For those submitting multiple essays, the maximum cumulative total extra credit that can be earned is 10 assignment average points.) Be creative and genuine when working in this direction.

Assessment Format: There will be two regular exams and a comprehensive final exam. Homework will be assigned regularly and selected problems will be collected. Unannounced in-class quizzes may also be given.

Exam Schedule & Relative Weights:

- Exam 1 (Feb. 17): 25%
- Exam 2 (April 7): 25%
- Final Exam (May 5): 25%
- Assignment Average: 25%

Grade Scale (%):

100 - 96.5 : A+ 89.4 - 86.5: B+ 79.4 - 76.5: C+ 69.4 - 66.5: D+ 96.4 - 92.5: A 86.4 - 82.5: B 76.4 - 72.5: C 66.4 - 62.5: D 92.4 - 89.5: A- 82.4 - 79.5: B- 72.4 - 69.5: C- 62.4 - 59.5: D 59.4 - 0: F

Attendance, Past-Due Assignments, & Time Expectations for Work Outside of Class: While students are not assigned an attendance grade, students are expected to be present at each class. Each student, present or not, is responsible for all directives announced in class. A university approved excuse is generally a prerequisite for rescheduling any exam or quiz. Past-due assignments will generally not be accepted. Three consecutive unexcused absences or a total of five unexcused absences may result in involuntary withdrawal from the course. Finally, you should prepare to spend a minimum of 10 hours each week (outside of class) working on the material from this course.

Religious Holidays: Southwestern University recognizes that it has students from a variety of religious and cultural traditions that have special days of observance or celebration that may take students out of their regular activities on certain days during the school year. Since the academic calendar does not always coincide with these days, the following policy is to be followed in order to facilitate student absences due to cultural and religious observances. As far in advance as possible, the student is expected to notify the professor(s) or instructor(s) of the class(es) to be missed. The student is expected to learn what assignments or exams are due or will be assigned on those dates and negotiate with the professor(s) or instructor(s) alternate times for fulfilling those requirements. Students should be prepared to fulfill the requirements prior to the class(es) to be missed.

The Honor Code: Simply put, each student is expected to fully abide by the Southwestern University Honor Code (see the Student Hand book). Embrace and abide by the Honor Code. Be genuine in representing your own work and give credit where credit is due. The decisions you make in this regard are likely to have a lasting impact on your time at Southwestern and beyond. If you are aware of a violation, you should omit the Honor Pledge and contact me as soon as possible.

Accommodations: Southwestern University will make reasonable accommodations for persons with documented disabilities. Students should register with the Center for Academic Success to initiate this process.

Appendix 2: Approved Course Times

Southwestern University Grid - Effective Fall 2019							
Lecture / Seminar Offerings				Labs / Studios / Minimester / Once-a-week classes (pm only)			
MW	8:00 - 9:15	TTH	8:30 - 9:45	M, W, F	9:30 - 12:20	T, TH	8:30 - 11:20
MWF	8:00 - 9:15	TTH	8:15 - 9:45	M, W, F	8:30 - 12:20		
MWF	8:30 - 9:20					T, TH	10:00 - 12:50
		TTH	10:00 - 11:15	M, W, F	2:00 - 4:50		
MW	9:30 - 10:45			W, F	1:00 - 4:50	T, TH	1:00 - 3:50
MWF	9:30 - 10:45	TTH	11:30 - 12:45			T, TH	1:00 - 4:50
MWF	9:30 - 10:20						
		TTH	1:00 - 2:15				
MW	11:00 - 12:15						
MWF	11:00 - 12:15	TTH	2:30 - 3:45				
MWF	11:00 - 11:50						
WF	12:30 - 1:50 - all depts, adjunct faculty only						
M*WF	12:30 - 1:50 - ensembles (M require special arrangements)						
MW	2:00 - 3:15						
MWF	2:00 - 3:15						
MWF	2:00 - 2:50						
MW	3:30 - 4:45						
MW	3:30 - 5:00						
MWF	3:30 - 4:45						
MWF	3:30 - 4:20						
				Protected Time	MTWTHF	5:00 - 7:30pm	
				Lectures/All Campus	TTH	4:00 - 5:00	
				Paideia	MW	3:30 - 4:45	
				Night Classes	MTWTH	7:30 - 10:30pm	
				Faculty Meetings	MWF	12:30 - 1:50	
				First-Year Seminars	TTH	10:00 - 11:15	
					TTH	8:30 - 9:45	
Approved by the Southwestern University faculty on November 27, 2018							

Scheduling Courses and Other Academic Activities

As a residential, liberal arts institution, Southwestern University is committed to providing students with a rich and robust learning environment. While the center of the learning environment is the academic program and the work that occurs in the classroom, we also acknowledge that a great deal of student learning and growth occurs in the myriad of other activities in which students engage, including athletics, artistic performances, cultural events, field trips, lectures, programming provided by Student Life, internships, and employment opportunities.

So that students may take the fullest advantage of the learning Southwestern has to offer, the faculty are committed to continuing our tradition of scheduling classes and activities in a manner that maximizes the opportunities that students have to engage in these experiences and that allows them to plan in advance when developing their daily schedules. To this end, regular academic courses will be scheduled in the time slots indicated in the Course Time Grid. Exceptions to course scheduling must be approved by the appropriate academic Dean and the Director of Records in advance of scheduling the course.

The Southwestern University course grid is designed to give faculty a variety of options for scheduling class times. When scheduling courses, faculty should, where feasible, schedule classes with sufficient contact hours to ensure that all required class meetings, events, and activities, including tutorial sessions, can be scheduled during these hours. Classes and labs should end at the publicized hours, and a student who must leave on time, whether it is to attend another class or an extracurricular activity, should never be put at a disadvantage. If course activities are scheduled outside of class, faculty must follow the *Policies for Scheduling Course Activities*, below.

The All-Campus Time (TH 4:00-5:00) is a time in which most faculty and students should be free to participate in campus wide activities. It is designed to provide a space in the week for academically supportive events (outside lectures, panels, student presentations of work, film showings, etc.). In addition, the first All-Campus Time of each month is reserved for Student Town Hall, a Priority Event. Although the All-Campus Time is intended for academically-supportive activities, any one student may have multiple activities that s/he would like to participate in during that time; therefore, faculty should not treat the All-Campus Time as a time in which a required course activity may be added to a course without following the policies below.

Since there may be situations that warrant consideration, requests for exceptions to this policy will be handled by the Provost.

Policies for Scheduling Course Activities Between 5:00pm and 7:30pm and Other Non-scheduled Class Times:

Class Field Trips Outside of Class Time

Faculty whose courses require field trips that fall outside the scheduled time for the course, should include the requirement in the on-line course description. The exact dates and times of the field trip must be included in the course syllabus and presented to the students on the first day of class to allow students time to resolve schedule conflicts or drop/add courses, if necessary. Faculty and students should adhere to the excused absence policy outlined in the *Faculty Handbook* when scheduling field trips.

Exams Outside of Class Time

Exams can be scheduled outside of the regular course time, provided that students with reasonable conflicts are provided an alternate time that does not conflict with their other activities. Reasonable conflicts include, but are not limited to, other courses, events required by other courses, athletic practices and events, rehearsals and performances, and work schedules. The syllabus will indicate the method students use to request an alternative exam time. So that students can make informed decisions about taking the course, faculty are expected to state their use of outside of class exams in the on-line listing for the course prior to registration and include the exam dates and times in the course syllabus presented to students on the first day of class. Exams should not be scheduled during the All-Campus Time or Priority Events.

Tutorial and Other Study Sessions

All students should have access to any tutorial and study sessions conducted by the faculty member for a course. If faculty include tutorial or other study sessions as regular elements of their courses, they should schedule their courses in the time slots that provide sufficient contact time to include these sessions in the allotted class time. If a tutorial or study session is scheduled outside of the regular class period, students with scheduling conflicts must be provided with an alternative time for an equivalent tutorial or study session. This could include a group review session during scheduled office hours.

Capstone Presentations

As the culminating experience in a student's academic program, capstone presentations hold special significance within the Southwestern educational experience. While faculty should make every effort to schedule capstone presentations within the Course Time Grid, faculty may require attendance outside of regular class time for students presenting their capstone work if students are given adequate notice of the date and time to allow them to adjust their schedules as necessary.

Other Class Meetings and Events Outside Regular Hours

Normally, class meetings and required class activities will be held within times reserved for the class. However, as a liberal arts college with an emphasis on engaged student learning, we recognize that some important class activities, such as attendance at evening performances or certain Priority Events such as Brown Symposium, cannot be scheduled during class, lab, or exam times. Events held outside the regular course times can be tied to a course if (a) the activity is a Priority Event, (b) the attendance at the event is optional (i.e. the student's grade will not be adversely affected if they miss the event – either by penalty or the inability to gain extra credit), or (c) when students have flexibility choosing among several evening or special events, some of which must be outside the Non-Scheduled times, or are given other alternatives. When meetings and events outside regular class hours cannot reasonably fit within this policy, faculty should contact the Provost to discuss an exemption to this policy.

To-Be-Arranged Course Times

To-Be-Arranged (TBA) course times and activities (independent studies, applied music, research, etc.) may be scheduled at any time that is mutually agreeable between the faculty member and student(s); however,

faculty should be considerate of students' academic and non-academic schedules when working with their students to create a TBA schedule.

Scheduling a required class related activity without following the policies outlined above or without prior approval of the Provost will constitute a violation of the stated Academic Rights for Students (*Faculty Handbook*, page 88) and will be considered valid grounds for a grade appeal.

Appendix 3: Student Course Evaluation Form

Student Course Evaluation Form

(This form is now in electronic form. The questions are the same as the attached copy of the paper form that was used.)



SOUTHWESTERN UNIVERSITY STUDENT COURSE EVALUATION

COURSE: _____

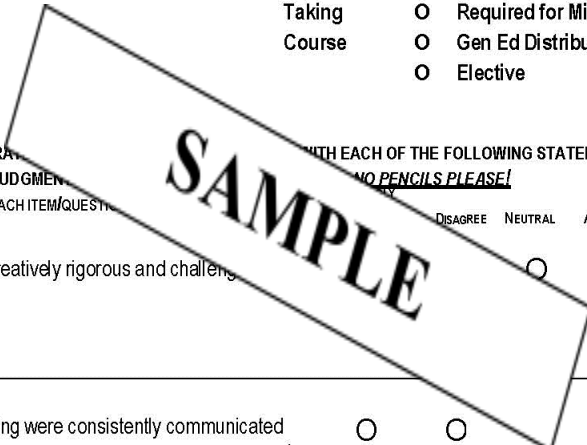
INSTRUCTOR: _____

- Current Status:
- First-year
 - Sophomore
 - Junior
 - Senior
 - Other

- Reason for Taking Course
- Required for Major
 - Required for Minor
 - Gen Ed Distributive
 - Elective

PART I: USING THE FOLLOWING SCALE, PLEASE RATE YOUR RESPONSE TO EACH OF THE FOLLOWING STATEMENTS. FILL IN THE RESPONSE THAT BEST REFLECTS YOUR JUDGMENT. **NO PENCILS PLEASE!**

COMPLETELY FILL IN ONE OF THE BUBBLES AVAILABLE FOR EACH ITEM/QUESTION. **DISAGREE NEUTRAL AGREE STRONGLY AGREE NOT APPLICABLE**



1. The content of this course was intellectually/creatively rigorous and challenging. (PLEASE KEEP YOUR COMMENTS WITHIN COMMENT BOX)

DISAGREE NEUTRAL AGREE STRONGLY AGREE NOT APPLICABLE

Comment:

2. Clear expectations for student work and learning were consistently communicated in the course syllabus and assignments. (PLEASE KEEP YOUR COMMENTS WITHIN COMMENT BOX)

DISAGREE NEUTRAL AGREE STRONGLY AGREE NOT APPLICABLE

Comment:

3. The instructor effectively presented information, concepts and ideas of the field. (PLEASE KEEP YOUR COMMENTS WITHIN COMMENT BOX)

DISAGREE NEUTRAL AGREE STRONGLY AGREE NOT APPLICABLE

Comment:

4. The class was well organized. (PLEASE KEEP YOUR COMMENTS WITHIN COMMENT BOX)

DISAGREE NEUTRAL AGREE STRONGLY AGREE NOT APPLICABLE

Comment:

5. The feedback on student work was provided:

a) in a constructive fashion DISAGREE NEUTRAL AGREE STRONGLY AGREE NOT APPLICABLE

b) in a timely manner DISAGREE NEUTRAL AGREE STRONGLY AGREE NOT APPLICABLE

(PLEASE KEEP YOUR COMMENTS WITHIN COMMENT BOX)

Comment:

6. The instructor conducted class in a manner that made me feel free to articulate my ideas and ask questions. (PLEASE KEEP YOUR COMMENTS WITHIN COMMENT BOX)

DISAGREE NEUTRAL AGREE STRONGLY AGREE NOT APPLICABLE

Comment:

7. The instructor was available to consult with students outside of class when necessary. (PLEASE KEEP YOUR COMMENTS WITHIN COMMENT BOX)

DISAGREE NEUTRAL AGREE STRONGLY AGREE NOT APPLICABLE

Comment:



- | | STRONGLY
DISAGREE | DISAGREE | NEUTRAL | AGREE | STRONGLY
AGREE | NOT
APPLICABLE |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 8. I learned a great deal in this course. (PLEASE KEEP YOUR COMMENTS WITHIN COMMENT BOX) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comment:

- | | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 9. The instructor was enthusiastic about student learning in this course. (PLEASE KEEP YOUR COMMENTS WITHIN COMMENT BOX) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

Comment:

- | | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 10. The effort I put into this course was appropriate, given the expectations. (PLEASE KEEP YOUR COMMENTS WITHIN COMMENT BOX) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

Comment:

PART II: ANSWER EACH QUESTION ACCORDING TO THE SCALE PROVIDED.

- | | VERY
UNSATISFACTORY | UNSATISFACTORY | SATISFACTORY | VERY
GOOD | EXCELLENT |
|----------------------------------|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 11. Overall, this instructor was | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Overall, this class was | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments: (PLEASE KEEP YOUR COMMENTS WITHIN COMMENTS BOX)

PART III: PLEASE ADDRESS THE FOLLOWING ITEMS IN THE SPACE PROVIDED.

13. Describe one or more things about the course that you found particularly valuable. (PLEASE KEEP YOUR RESPONSE WITHIN RESPONSE BOX)

14. What, if any, suggestions do you have about how the course might be improved? (PLEASE KEEP YOUR RESPONSE WITHIN RESPONSE BOX)

Appendix 4: Administrative Assistants – Faculty Support

There are four support staff members within the academic affairs area, who are designated specifically for faculty support. This document will tell you who these people are and/or how you might utilize their skills in the most effective and efficient manner possible. These persons are:

Susie Bullock	Administrative Assistant Olin Building	FWO 219
Ashleigh Snyder	Administrative Assistant Mood-Bridwell Building and Fondren-Jones Science Hall (summer months)	MBH 110
Laura Polanco	Administrative Assistant Fondren-Jones Science Hall	FJS 104
Alex Slaid	Administrative Assistant Sarofim School of Fine Arts	FAC 135

One of the goals of this group is to provide better guidance to faculty members on the kinds of support services available and how these services may be requested. Below is a listing of the services available to faculty through various SU academic support persons. Please review this information and make note of how you can most effectively utilize these persons' skills and talents. Feel free to give Julie Cowley a call (x1720) if you have any questions.

Susie Bullock – (on a 10-month contract – approximately early August to early June)

Provides support to faculty with offices in the Olin Building and the first floor of the Mundy Building. This may include mail merges, drafting of correspondence, assistance with semester course scheduling, report preparation (including Excel), typing/copying exams and syllabi, setting up filing systems, manual typewriting, formatting manuscripts, large photocopy jobs, working with Moodle, etc.

- Coordinates logistics for subset of faculty searches
- Assists faculty chairs with department/program matters
- Assists faculty with special projects, including lectures and guest speakers
- Database management/maintenance

Ashleigh Snyder – (on a 12-month contract)

Provides support to faculty with offices in Mood-Bridwell Building - This may include mail merges, drafting of correspondence, assistance with semester course scheduling, report preparation (including Excel), typing/copying exams and syllabi, setting up filing systems, manual typewriting, formatting manuscripts, large photocopy jobs, etc.

- Coordinates logistics of subset of faculty searches
- Assists faculty chairs with department/program matters
- Assists faculty with special projects, including lectures and guest speakers
- Web-page development
- Database management/maintenance
- Coordinates faculty robe-ordering
- Supports Fondren-Jones Science hall faculty during the summer months

Laura Polanco – (on an 11-month contract – approximately early August to early July)

Provides support to faculty with offices in Fondren-Jones Science Hall - This may include mail merges, drafting of correspondence, assistance with semester course scheduling, report preparation (including Excel), typing/copying exams and syllabi, setting up filing systems, manual typewriting, formatting manuscripts, large photocopy jobs, etc.

- Database management/maintenance
- Coordinates logistics for subset of faculty searches
- Assists faculty chairs with department/program matters
- Assists faculty with special projects, including lectures and guest speakers

Alex Slaid – (on a 12-month contract)

Provides support to the chairs of the departments in the School of Fine Arts (FA) - This may include budget management for each of the FA departments, mail merges, drafting of correspondence, assistance with semester course scheduling, report preparation (including Excel), typing/copying exams and syllabi, setting up filing systems, manual typewriting, formatting manuscripts, large photocopy jobs, etc.

- Coordinates logistics of subset of faculty searches
- Assists faculty chairs with department/program matters
- Assists faculty with special projects, including lectures and guest speakers
- Web-page development
- Database management/maintenance

These support persons are here for your benefit. Do not hesitate to contact them for help. However, they do appreciate ample notice to complete the tasks requested, *especially* during the peak times of the semester. Faculty support staff offices are closed from 12:00-1:00 daily.

Duplicating Services

- Photocopying can be done only if accompanied by a photocopy card.
- Please allow 24 hours for requests to be completed.
- Student-sensitive material (i.e. exams) may be copied by appropriate support staff; adequate notice is appreciated.

Computer/Clerical Support: Word-processing is available for syllabi, exams, letters, class handouts, manuscripts, etc. Faculty may provide information on disk or hard copy or via e-mail according to their needs.

Typing Services: Each staff support person has access to an electric typewriter. Faculty members with special forms that must be typed may submit their request to the appropriate person. Please ensure all materials to be typed are legible.

Appendix 5: Academic Calendar

Current calendars

Appendix 6: Religious Holidays

University Policies for Religious Holidays, Observance Days, and Related Absences

The following policies are in place in an effort to create an affirming environment for persons of faith at Southwestern. These policies can also be found in the *Student and Faculty Handbooks* and at (www.southwestern.edu/life-at-southwestern/spiritual-and-religious-life/holidays/). Please feel free to contact Alisa Gaunder, Dean of the Faculty, (gaundera@southwestern.edu) or the University Chaplain, (512-863-1056) if you have any questions.

Religious Holidays: The University recognizes the following traditional religious holidays in respect of the diverse faith traditions of our campus community and in an effort to allow as many people as possible to attend commonly observed religious holidays. One-time University events should not be scheduled during the following holidays; these are events which either (1) require attendance, (2) may not be mandatory, but those not attending would miss an important opportunity to be included in a campus event, and/or (3) are one-time opportunities for participants to receive the services offered. Please note that these are the North American dates and the Islamic holidays are tentative and subject to change, based on the best visibility estimates of the lunar crescent.

- Eid al-Adha, July 10, 2022 (begins at sundown July 9)*
- Rosh Hashanah, September 26-27, 2022 (begins at sundown September 25)
- Yom Kippur, October 5, 2022 (begins at sundown October 4)
- Christmas Day, December 25, 2022
- Pesach (Passover), April 6-13, 2023 (begins at sundown on April 5)
- Good Friday, April 7, 2023
- Easter, April 9, 2023
- Eid al-Fitr, April 22, 2023 (begins at sundown April 21)*

Chapel Services: In addition to the above religious holidays, the following dates and times have been identified for Chapel services during the 2022-23 academic year. These are priority events which no student, faculty, or staff member may be denied the opportunity to attend because of a conflicting class, meeting, or event.

- Spiritual and Religious Life Welcome and Reception, Saturday, August 14, 2022, 11:00am-12:30pm
- Homecoming worship service, Sunday, November 6, 2022, 10:30am
- Candlelight worship services, Thursday, December 1, 2022, 6:00pm & 8:00pm
- Ash Wednesday, Wednesday, February 22, 2023 (reflection and ashes offered 11:30 to 12:30)
- Baccalaureate worship service, Friday, May 12, 2023, 7:00pm-8:00pm

Religious Absences: Because the religious holidays listed above reflect some, but not all, of the most commonly observed holidays, the University policies also permit any student to miss class in order to observe any religious or cultural holidays that are part of their tradition, including holidays that are not listed above. Students are expected to notify their professor of religious absences as far in advance as possible and fulfill missed assignments prior to the absence. Additionally, University policies permit faculty and staff, including student employees, to miss work in order to observe religious and cultural holidays that are part of their

tradition, including holidays that are not listed above. This time off may be without pay or taken as accrued vacation time, and in the case of student employees, it can include a change in work hours within a pay period to accommodate the absence. The University policy notes that faculty members are still expected to meet their class schedules and should work with their Department chair or the Dean of the Faculty to arrange these absences.

These policies can also be found in the *Student and Faculty Handbooks* and on the Spiritual and Religious Life website: www.southwestern.edu/life-at-southwestern/spiritual-and-religious-life/holidays/

Appendix 7: Semester Credits at Southwestern

In the 2011 – 2012 academic year, Southwestern University implemented a new curricular structure that shifted the normal student course load from five three-hour courses to four four-credit courses per semester. The shift, which reflects the practice of most national liberal arts colleges, was implemented to allow for a deeper and more rigorous learning experience for students. In the decision making process that led to this curricular change, the Academic Affairs Council (AAC) determined that the intensification of courses would take one of two forms: either increased class time or increased expectations for student work and/or faculty interaction outside of the regularly scheduled class period. Therefore, courses yielding four credits at Southwestern University must meet one of the two following standards:

Option A: Minimum class time of 150 minutes per week with students expected to work outside of class a minimum of 2.5 hours per week, per credit.

Option B: Minimum class time of 200 minutes per week with students expected to work outside of class a minimum 2 hours per week, per credit.

Course syllabi will reflect the expectations of the in-class and out-of-class work that will be expected of students in the course.

The Academic Affairs Council also determined that most courses in the curriculum would be the four-credit course. Class time and out-of-class work for courses yielding fewer than four credits will be expressed as some proportion of a four-credit course.

It should be noted that courses taken elsewhere and accepted for transfer credit at Southwestern will be accepted as follows: One semester hour will count as one semester credit. For example, a three-hour course at another institution would yield three-semester credits at Southwestern. If the course is deemed to satisfy a University requirement, it would still only yield three-semester credits and students would be required to take additional credits to complete the required 127 credits for degree completion.