New Faculty Resource Book
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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.
- 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 and Information Technology web site includes a wide variety of tools for your teaching and research. https://www.southwestern.edu/library-and-it/
  www.southwestern.edu/library/
- 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/
A Brief History of the Founding of Southwestern University

Southwestern University’s roots go to the first college in Texas (1840), Rutersville 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. Rutersville College was born. The charter of Rutersville 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**
Books are ordered through the Southwestern University Bookstore.

*Timeline:* Generally, books for the fall and summer sessions are ordered by April 1 and books for the spring semester are ordered by November 1. You will receive a reminder e-mail from the Bookstore, along with some specific policies.

*How to order:* The SU Bookstore is working with the Southwestern IT Department to implement a new tool for faculty to order books for their courses. Once in place this tool will be integrated with other Southwestern systems and available with your MySouthwestern login. It is expected that faculty will be able to use the new ordering tool for Spring 2019 courses. For any Fall 2018 courses that still need book orders please email bookstore@southwestern.edu or call 512-863-1344.

*Examination copies:* To order, contact publishers directly. The publishers often require that you write to them from university email. The bookstore can assist with publisher contact information.

**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://my.southwestern.edu. Workshops and support for setting up your course in Moodle are offered on a regular basis.

**Classroom Assignments & Equipment**
Find out your classroom assignment by checking WebAdvisor 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 Instructional Technology information needs or questions, please contact Melanie Hoag, Instructional Technologist, at hoagm@southwestern.edu. For more information about your classrooms, visit: https://sites.google.com/site/sulearningspaces/
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.

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
- 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/9051-2020-2021-academic-calendar-e19-take-2pdf).
- Statement on absences due to religious and cultural traditions (see page 18).
- 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 16).
- Information about the resources available at the Debby Ellis Writing Center (Mood 306) (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.

Change of Registration (add/drop) cards are available in the Office of the Registrar. Online adds and drops will also be available within certain windows of time. 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 Warning for All Students
Each semester the Office of Advising and Retention coordinates the Academic Warning System (AWS) for all students. 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 WebAdvisor and provide notations about the nature of their concerns. Students identified through the system receive an immediate e-mail containing helpful information about available campus resources. The online system becomes available the 3rd week of classes and is available throughout the semester.

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 curriculars, 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 Kelly Lessard, 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 may take up to 16 credits of courses on a Pass/D/Fail basis at their discretion during their junior and senior years. This does not count courses that are only offered P/D/F. Students *cannot* take as P/D/F any courses taken to fulfill the distribution requirement, courses taken towards 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 use an Add/Drop card and drop the graded course while adding the P/D/F course. The instructor’s signature is required for this change. After the first two weeks of classes, the advisor’s signature is required on the card. The goal of this policy behind the 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 cancelled.

**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 through Qualtrics. During the week before the evaluation process begins, you will receive an email from the Dean of the Faculty with the link to the evaluations, along with instructions for administering them. 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.

**WebAdvisor**
WebAdvisor 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 WebAdvisor, you will need to obtain a user ID and password at New Faculty Orientation. Web Advisor 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](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](bit.ly/3dprintstudioSU)
- **Audio Studio**: Record a podcast, interview, oral history or voice-over. [bit.ly/audiostudioSU](bit.ly/audiostudioSU)
- **Media Lab [Sandbox]**: Write code, build 3D models, or edit and mix audio and video. [bit.ly/medialabSU](bit.ly/medialabSU)
- **Video Studio**: Light and shoot video using the green screen or interview sets. [bit.ly/videostudioSU](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/vZgf30ehQXQ](http://ow.ly/vZgf30ehQXQ). 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/library-and-it/infodesk/audio-visual-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
The Debby Ellis Writing Center, located in Mood 306, 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 Kauth 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. https://suscholar.southwestern.edu/
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://my.southwestern.edu/ 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 via Web Advisor which may be accessed through the University portal at https://my.southwestern.edu/.

After logging into the Portal, you should see a “Web Advisor” tab. Click on it, then “Employee” or “Faculty.” The next page will contain “Contact Information.” Click it to provide/update your information.

The form is self-explanatory. You may provide up to 3 phone numbers and 1 alternate, non-SU e-mail address. Notification will be sent to your Southwestern e-mail address by default. Please do not include your on-campus telephone number. A separate system is used for notification via on-campus numbers.

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.

SU Mobile App
Southwestern has a mobile app that almost 100% of students use. The app is a source of information about events on campus, and can be used to communicate with students via direct message without exchanging personal phone numbers. You can find a link to download the app at http://southwestern.campusapp.com/.

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.

SPBC: Strategic Planning and Budget Committee: Receives, reviews, and disseminates information about the University’s budget; collates and conveys information regarding budgetary needs, faculty and staff positions, compensation and benefits, institutional priorities, etc. for appropriate committees; and advises the President on all such matters.
## Appendices

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Appendix 1: Sample Syllabi

Developmental Psychology Evolutionary Biology

Introduction to Art History: Image, Object, Text Music and Identity
Developmental Psychology

Description: A theory and research-based overview of the ways in which nature and nurture combine to produce developmental outcomes in the biological, cognitive, intellectual, personality, and social domains, focusing on childhood & adolescence. Prerequisite: 33-103 or 33-104.

Student Learning Outcomes: students will demonstrate a basic understanding of
1. current theory and research in the field of Developmental Psychology.
2. the characteristics, strengths, and weaknesses of basic methodologies used to answer developmental questions, and be able to critically evaluate the knowledge produced by these methodologies.
3. the many ways that nature and nurture act and interact to produce normative development and individual differences.
4. how culture and context can influence development while at the same time recognizing human universals.
5. how the science of developmental psychology can enrich one’s understanding of one’s own and other’s developmental trajectories.

Instructor: Dr. Jacqueline Muir-Broaddus
E-mail: muirbroj@southwestern.edu; phone: 863-1571

Office Hours: FWO 214; M/W 11-12; T/Th 1-2.
At other times, please drop by or make an appointment.

Class: MW 1:25 to 2:40, FWO 209

Class web site: Select Moodle from the SU portal
If you haven’t already done so, enroll in the psychology list serve at http://www.southwestern.edu/mailman/listinfo/su-psych

The correct version is a NEW copy of “Books a la Carte Plus MyDevelopmentLab” with ISBN 10:0205775381, which comes with pre-paid web access to MyDevelopmentLab and MyVirtualChild. Do NOT purchase a used copy or sell your used copy…the access code is good for only one student. This ISBN is for the shrink-wrapped packet with an unbound text and access code enclosed. You can access the etextbook, sample test questions, etc., at www.mydevelopmentlab.com.


Additional required readings: All readings posted on class Moodle site.


**Attendance:**
You are expected to attend all classes and exams as scheduled. I have observed that students who do not attend class earn poor grades, and worse, they do not learn much. You are responsible for making yourself aware of missed material and announcements.

Tests and assignments must be completed as scheduled. Absences are excused only for participation in university-approved events (i.e., varsity athletics, field trip, performance, holy day, etc.) and must be made-up as soon as possible. At my discretion, absences may also be excused for severe illness (doctor or hospital note required) or personal emergency. In all cases please notify me in advance or as soon as circumstances permit. Due to time constraints and the fact that most work takes place before the presentation date, group seminar presentations are not normally re-scheduled due to the absence of a group member, regardless of the reason for the absence. However, I may be able to reschedule under some circumstances if given advance notice.

**Students with disabilities:**
Southwestern University will make reasonable accommodations for students with documented disabilities. To arrange accommodations students should contact the Assistant Director for Access and Academic Resources within the Center for Academic Success, located on the 1st floor of the Prothro Center for Lifelong Learning (863-1286; carterk@southwestern.edu). Students seeking accommodations should notify the Assistant Director at least two weeks before services are needed. It is the student’s responsibility to discuss any necessary accommodations with the appropriate faculty member. For more information, go to http://www.southwestern.edu/offices/success/.

**Honor Code:**
Students should act “with honesty and integrity”, as the SU honor code requires, which includes properly citing the work of others and collaborating with others only when it is specifically authorized (e.g., seminar presentations). With respect to this class it is also a violation to make use of old exams and in-class quizzes in any way.

**Assignments and Evaluation (325 points total)**

**Exams (160 points):**
In the belief that informed opinions are grounded in research-based content knowledge, your understanding of developmental concepts will be evaluated via four exams based on the text, class material, and readings. The four exams are non-cumulative.

- **Exam #1:** 25 points
- **Exam #2:** 40 points
- **Exam #3:** 40 points
Exam #4: 55 points

Quizzes (70 points):

Berk text (50 pts): Go to http://www.mydevelopmentlab.com/, select Berk’s Child Development 8th edition, register (once), and then complete the pre-test and post-test quizzes for at least 8 of the 13 assigned chapters (1,2,3,5,6,7,8,9,10,12,13,14,15). If you complete more than 8 I will use your 8 best scores. If you have technical problems, reboot your computer (as for all computer problems!) and make sure the caps lock isn’t on. If it still isn’t working consult http://www.mydevelopmentlab.com/help.html. If the problem remains, contact Pearson’s tech support using the contact information at the bottom of the my developmentlab web page, including online web chat. For example, use 888-433-8435 or http://247pearsoned.custhelp.com.

Complete the pre-test before reading each chapter and the post-test after reading/studying each chapter. Although you should study for the post-test, you may consider it an open book test (that is, you may use the book to find and check answers). You may also work with one or more classmates as long as the work is truly collaborative. That is, you may select answers through discussion but it is a violation of the honor code to simply copy answers selected by another student. The “study plan” shows your score out of 25 on both the pre-test and post-test as well as topics needing further study, but grading will be based on post-test scores only. Immediately upon post-test completion you MUST print the resulting “study plan” and also e-mail it to yourself (click the button on the top right of the screen and enter your e-mail address). I say “must” because failing to do this will NOT excuse you in the event you lose your study plans or your login becomes nonfunctional. The date stamp on the post-tests must be no later than the due date for that chapter. In the case of excused absences (documented illnesses etc.), post-test scores are due the day of the subsequent class. I understand that “stuff happens” so I will accept ONE “free” late quiz from each of you regardless of reason up to one week past the due date (but no later than the final Quiz Report due date) as long as the reason is stated on the report. In fairness to others, do not ask to submit more than one unexcused late quiz or to extend the final deadline.

On the due date that is listed on the course schedule, please bring to class a completed Quiz Report (available on Moodle) summarizing your best 8 post-test scores. Please attach your study plan printouts so that I can verify the scores and date stamps.

Taking Sides and posted readings (20 pts): For each of the four supplementary readings posted on Moodle and for every Taking Sides issue (but NOT Berk text chapters), short 2-point quizzes will be given at the beginning of class on the dates they are assigned to be discussed. Quiz grades are intended to simultaneously tap attendance and punctuality so no make-ups will be given except for excused absences. I will drop your two lowest grades.

Paper: (25 points)

In order to provide you with the opportunity to further explore developmental concepts, please write a short (3-4 pages) typed and double-spaced paper based on an interview, an analysis of some component of your life or the life of a close friend/relative, an observation or assessment of one or more children, and/or outside research into some topic within Developmental Psychology. These options are further detailed below. Feel free to be creative. Whatever it is that you choose to do, I will evaluate it in terms of the accuracy, insight, depth, and sophistication with which you have critically examined or applied developmental concept(s). I will also consider the quality of your written expression. Although outside resources are not required, they are often needed to achieve a sophisticated analysis. Papers must incorporate specific course-related terms and concepts, which must be underlined (note that terms are almost always 1-3 words) and referenced with a source and page number. Late papers will be penalized 1 point (4%) per day unless your absence is excused according to the attendance rules detailed above.
1. **Interview**: Interview a parent, child, teacher, social worker, etc. about any course-related topic. For example, interview a parent and consider the extent to which you and/or your parent illustrate or deviate from text coverage of developmental issues? Include your written list of questions with your paper as an Appendix (it won’t count in the page limit). Because the paper is short use only limited direct quotes from your interviewee; I want your insights and analysis of this individual’s remarks with respect to course content.

2. **Analysis of life events**: Analyze some component of your own life or the life of someone you know well with respect to one or more topics in Developmental Psychology.

3. **Observation**: Observe children and analyze your observations with respect to course content (e.g., development of play).

4. **Popular press vs. developmental science**: Study one or more popular press sources, such as a child-rearing book, magazine article, or program such as Nanny 911 or Dr. Phil (drphil.com), and evaluate it in the context of developmental theory and research. Perhaps consult J. Rankin’s 2005 book called *Parenting experts* (available in the library).

5. **Child assessment**: With parent and child permission, ask children to answer questions or engage in activities to demonstrate developmental phenomenon, such as categorization, object permanence, belief-desire reasoning, conservation, peer relations, etc. (see text index). Check out the activities described in the text or the *Research Manual in Child Development* in Olin 213. You may also test your own hypotheses by varying previously used tasks/questions or inventing new ones and analyze your observations in the context of course concepts. Make children feel they are doing well by saying “good”, “okay”, etc.

**Taking Sides Group Seminar**: (45 points)

This assignment is an opportunity to explore the application of developmental research and theory to real-world issues that you find interesting and relevant, while providing a common foundation for student-led discussions and an opportunity for in-depth research. In short, the goal is to explore an issue of interest and then share your insights with your peers. Please select an issue from *Taking Sides* no later than the second class and on the basis of class selections groups of 3-4 will be formed. On the day that each issue is assigned for presentation, everyone should come to class having read and thought about the issue and the questions posed on the handout. After I administer a short quiz the presenters will engage us for 30-45 minutes, including discussion. So that I can evaluate the quality and quantity of your work, presenters must submit (hard copy and/or e-mail) ALL seminar materials (sources, notes, etc.) at the end of class. An e-mailed evaluation will address ACCURACY, CLARITY, DEPTH, SOPHISTICATION, ENTHUSIASM, & INTEREST.

(1) **Handout (5 pts; group grade)**: Each group will send me a 1-2 page handout that I can post on Moodle at least one day before the scheduled presentation. The handout must include the issue name and number, the presenters’ names, the presentation date, a summary of the main points of the two *Taking Sides* articles, and 3 objective (e.g., multiple choice, short answer, fill-in-the-blank) “sample” test questions AND answers. If they are well done I may use them on exams. In assessing your handout I will consider its usefulness as a study aid; thus, it should be thorough, accurate, clear, organized, and interesting. Also, arrange your handout to avoid wasting paper!

(2) **Presentation of Issue (30 pts; group grade)**: Start by reading the two articles in *Taking Sides* and then do additional outside research concerning this issue. The text and the web can be a great source of ideas and arguments representing all sides and biases, but at least one source must be from the published peer-reviewed literature. You might also consider interviewing relevant persons for
additional insights and examples. Organize your presentation so that you begin by introducing the "big picture" (the context and significance of the issue; why should we care?). Then, use your time to explore and critically analyze the issue at hand. Integrate what you have learned from your outside research, being sure to make clear the source of each of your ideas. Make your presentation as clear and interesting as you can. Formats such as simulated talk shows, school board meetings, etc. are effective vehicles because they provide a real world context around which to analyze your issue in an engaging and memorable way. It is rarely effective either to read verbatim from notes or text-heavy PowerPoints or to speak "off the top of your head". I also strongly suggest that you use at least some visual aids, such as PowerPoint, video clips, web sites, etc. But, know that complications frequently arise and rescheduling is rarely possible, so BEFORE your presentation time you MUST be sure you know how to use the equipment, check that your materials work correctly on the system, and download any online video clips (to avoid lag). If you are using a PowerPoint please e-mail it to me before class so that I can put it on the server. Finally, be sure to include ample time for class discussion. Develop 3-5 questions (it is fine if you don’t get to them all) that raise specific and meaningful issues and then facilitate the ensuing discussion by interjecting controversial points and/or summarizing key points. Do not feel that you should save all discussion for the end; some discussion at the outset and in the middle is often most effective.

(3) Group Process Reflection and Evaluation (10 pts; individual grade): Group work is valuable and practical but often fraught with problems. To help make it a positive learning experience, students should individually complete a confidential reflection and evaluation. Before your first group meeting please read the document Developmental Psychology Seminar Group Process Reflection and Evaluation (posted on Moodle as Group Process Form), type your responses into this form as appropriate, and e-mail me the completed document no later than the end of your presentation day (late evaluations will NOT be accepted and will receive a zero). In your evaluation, consider quantity and quality of contributions.

MyVirtualChild (25 points)
Vicariously experience the challenges and fun of parenting as well as see developmental concepts in action by raising your own virtual child. Use the URL www.myvirtualchild.com and access code provided with the Berk text. As with real parenting, this program is not deterministic (i.e., parent choice A does not consistently cause child outcome B). Rather, it is probabilistic, giving a sense of the kinds of decisions parents face and the kinds of outcomes that might reasonably occur given one’s unique combination of genes, environment, and as in real life, a dash of randomness. The simulation provides three questions for each of 12 ages from 9 months to 18 years. For any FOUR of the 12 ages (one between each of 9 months and 3 years, one between 4 and 7 years, one between 8 and 12 years, and one between 13 & 18 years), choose ONE of the questions and type the question, the child’s age, and a thoughtful response to the question that is about one long paragraph in length. I will be looking for specific course terms and concepts in your answers to these questions, so please underline all developmental terms (terms are 1-3 words, not sentences!). Hence, carefully select rich questions that allow you to thoughtfully integrate developmental theory and research from the text and class. Each of the 4 responses is worth 5 points and completion of the simulation earns 5 points. Document completion by submitting the final page (your child will be 18 years 1 month old and it says “as you reach the end of the program”). Don’t worry if you’re not sure if it’s the final page; if it “looks like” the final page it’s close enough. You may also be asked to share some of your favorite parenting experiences and observations in class. Late papers will be penalized 1 point (4%) per day unless your absence is excused according to the attendance rules detailed above. Active engagement with this simulation should earn a high grade and may also translate into higher test, quiz, and paper grades.
FINAL COURSE GRADES:
A+ (98-100%), A (93-97%), A- (90-92%), B+ (88-89%), B (83-87%), B- (80-82%),
C+ (78-79%), C (73-77%), C- (70-72%), D+ (68-69%), D (63-67%), D- (60-62%), F <60%

OPTIONAL EXTRA CREDIT (maximum = 5 bonus points total)
1) **Class “show and tell”** *(up to 2 BONUS points):*
Present to the class a cartoon, article, story, video clip, etc. & explain (~ 5 minutes) how it specifically illustrates course concepts.

2) **Community-based learning** *(up to 5 BONUS points):*

   Community-based learning provides an excellent opportunity to observe the developmental concepts about which you are studying. You will receive up to 5 bonus points if you volunteer for at least 10 hours during the semester at an appropriate setting, and then give a short oral (3-5 minutes) or written report (my choice depending on time at the end of the semester). In this report you must explicitly link some of your experiences to class concepts; anecdotal stories illustrating "psychological concepts in action" are perfect vehicles for this. You will receive 3 points if you describe your experiences, 4 points if you explicitly link your experiences to course concepts, and 5 points if you reflect upon and analyze your experiences in the context of specific course concepts (the difference is depth). You may not earn bonus points for experiences that meet requirements for other courses, although it may earn extra credit in other courses. It is your responsibility to choose a site, meet with the contact person, and work out the details of your volunteer commitment. SU’s Director of Civic Engagement Suzy Pukys (x 1987; pukyss@southwestern.edu) is happy to help you identify a site that meets your needs. For ideas about possible sites please consult the “Guide to Social and Public Services” found on our course Moodle page and also on the Office of Civic Engagement website http://www.southwestern.edu/offices/civicengagement/.
Course Description

This course offers a look at select art and artifacts made in various cultures and periods across the globe, from antiquity onwards. We’ll move chronologically through these eras, but will simultaneously address key themes in the history of art.

This is an introductory course that covers a wide range of material, yet it is decidedly not a survey. We will be sacrificing some breadth in the interest of gaining a depth of understanding into certain important products of visual culture. In order to achieve this more “vertical” learning experience, the course is comprised of a series of case studies drawn from diverse periods in the history of art.

Each week, I’ll give you a broad overview of the cultural and historical background in which these objects were made. We’ll follow these lectures by discussions of focused readings from your course packet. In the course of engaging in these case studies, you’ll also receive an introduction to some of the key methods used within the discipline of art history.

This course is intended for first-years and sophomores. It serves as an introduction to some of the basic objects and questions of art history, and its intended audience is first and second-year students. If you are a junior or senior, you need to speak with me about staying in the course.

Goals for Student Learning

- To understand how art functions within particular social and historical contexts
- To strengthen visual literacy by concentrating on the formal qualities of an image or object, and considering the ways in which these characteristics communicate meaning
- To read written texts with care, reflection and critical analysis
- To develop solid research and writing skills, focusing in particular on utilizing research and written argumentation to analyze works of art
- Become familiar with some of the basic methodological premises of art history

Texts

Background material for this course will be assigned from publicly available websites, primarily the **Heilbrunn Timeline of Art History** hosted by the Metropolitan Museum, and the website **smarthistory.org**. These will provide good information and basic analysis of the artists, movements, styles, and historical periods covered in our class. If you would like to purchase an optional textbook to keep for later use, you are certainly free to do so. I would suggest **Art: A Brief Survey**, (3rd or 4th edition) at...
In addition to the websites, there are two textbooks for this course:

- Course packet of selected readings, available at SU bookstore.

**Course Website**

- **In structure Canvas**

We will be relying heavily on the course website, since most of the background reading for the semester's topics will be online, and the links will be posted on our site. In addition, all class PowerPoints and all written materials handed out in class will be posted on the course website. You are responsible for knowing about all assignments and deadlines in this class. If you are absent the day a handout is distributed or a deadline is discussed, this will not be a valid excuse for not having that information. Check this site regularly for updates to the schedule, and all class documents (including the syllabus, works & terms handouts, study sheets, paper assignments, etc.)

*You should receive an invitation this week to register for our Canvas course site. Please contact me a.s.a.p. if you haven’t received an invitation by the end of the first week of classes.*

**Assignments and Expectations**

*Note: Be sure to note not only when an assignment is due, but whether it is to be turned in online or in class.*

- **Attendance and Expectations**

You may miss three classes without consequence. More than three absences, however, will be considered excessive and each subsequent absence will affect your grade negatively, regardless of whether you have requested permission for the absence.

Approximately one day a week will be devoted to discussing particular aspects of the course material in fuller detail, and all students should come prepared ready to articulate their thoughts on the assigned course pack reading for that day. Your thoughtful participation in these discussions will not only improve your grade, but will also contribute to a successful and satisfying class experience for you and your colleagues.

**Technologies:**

- You are welcome to take notes on a **laptop**, but if you choose to do this, please sit in the back row so your screen doesn't distract the students behind you. Please use laptops *only* for note taking.
- You may not use **cellphones** in class for any reason (this includes texting). If I see a cell phone on, you'll be asked to turn it off and put it away. You get one free warning. If I have to ask again during the semester, your participation grade will be penalized.

- **Each day’s reading assignment completed before class**

Websites will provide basic background for lecture days. The course packet readings will form the basis for our weekly discussions. You are expected to read these articles closely and thoroughly. Carefully
consider the arguments presented in these texts, so that you can participate fully in class discussions and successfully respond to essay questions on the exams.

Although we probably won’t discuss the Sayre book much in class, you should pay close attention to the assigned readings from this book to guide you in your writing assignments.

- **Formal analysis paper (2-3 pages)**
  Due at the beginning of class Thursday, January 27

- **Two take-home exams (one mid-term and one final)**
  Both exams will be open book, take-home exams. You may refer to online readings, class notes, course packet readings, and your textbooks. You may not talk with anyone else, however, about the test. Exam #1 (midterm) will be due Monday, March 7. Exam #2 (final) will be due Wednesday, May 4. Make-up exams will be granted only in the event of a medical or personal emergency and, because of the extra study time, will be more difficult than the regularly scheduled exam.

- **Research paper project**
  This multi-stage project will focus on a work of art from the collections of the Blanton Museum in Austin. You will need to view this work in person at least once before Part 1 of the project is due. *If you do not have access to a car, or if making the trip to Austin poses a problem for some other reason, please see me as soon as possible.*

  Part 1: Analysis of subject matter and form.
  **2-3 page paper** due Tuesday, February 22.

  Part 2: Researching the verbal frame
  **Annotated bibliography** due at the beginning of class Tuesday, April 5.

  Part 3: Interpretation and argument
  **6-8 page research paper** due at the beginning of class Thursday, April 28.

**Late Policy**

Each day an assignment is late results in a 1/3 letter-grade deduction. For example, if you turn in a paper two days late which warrants a B+, your grade would be a B-. All assignments are due at the beginning of the class period. After the first five minutes of class, assignments will be considered late. Weekends and holidays DO count when determining how many days an assignment is past due.

**Grading Percentages and Scale**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal analysis paper</td>
<td>5%</td>
</tr>
<tr>
<td>Exam #1</td>
<td>20%</td>
</tr>
<tr>
<td>Exam #2</td>
<td>20%</td>
</tr>
<tr>
<td>Research Project – Part 1 (formal analysis)</td>
<td>10%</td>
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<tr>
<td>Research Project – Part 2 (annotated bibliography)</td>
<td>15%</td>
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<tr>
<td>Research Project – Part 3 (final paper)</td>
<td>20%</td>
</tr>
<tr>
<td>Class Attendance/Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>
The following scale will be used for calculating letter grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-94%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>83-86%</td>
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<td>B-</td>
<td>80-82%</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
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<tr>
<td>C</td>
<td>73-76%</td>
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<tr>
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<td>70-72%</td>
</tr>
<tr>
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<td>67-69%</td>
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<tr>
<td>D</td>
<td>63-66%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>
**Staying Informed**

You are responsible for knowing about all assignments and deadlines in this class. If you are absent the day a handout is distributed or a deadline is discussed, this will NOT be a valid excuse for not having that information.

All written materials handed out in class will also be posted on the course Canvas website. Please follow the instructions in the Canvas e-mail to register on the Canvas – Instructure site and access our course materials. **Be sure to check this site regularly for announcements, changes in assignments, or updates to the schedule. You can also set your preferences on Canvas to be alerted through e-mail, texts, etc. about course announcements, assignments, grades, etc.**

**Accommodations for Students with Disabilities**

Southwestern University will make reasonable accommodations for persons with documented disabilities. Students should register with the Center for Academic Success, located in the Prothro Center. Professors must be officially notified by the Access and Academic Resources Coordinator that documentation is on file at least two weeks before the accommodation is needed.

**Honor Code**

All work is to be completed and pledged in accordance with the Southwestern University Honor Code. For information on the Honor System, please refer to the Student Handbook.

Plagiarism is defined in the Faculty Handbook as "the submission of another’s work as one’s own without acknowledgement in the written work" (p. 85). Princeton University's Word Net defines plagiarism as:

(n) Plagiarism: a piece of writing that has been copied from someone else and is presented as being your own work.
(n) Plagiarism, plagiarism, plagiarisation, piracy: the act of plagiarizing; taking someone's words or ideas as if they were your own.

**Plagiarism is a serious offense of the university’s honor code and should be avoided scrupulously.** If you are at all unclear as to what constitutes plagiarism, please see me before turning in any assignment. It’s better to ask than to be sorry later.

**Office Hours**

On Wednesdays from 1:30-3:30, I’ll be in my office (FAC 232) and available to meet about any of my courses, the art history program, or any other related topic. If these office hours don’t work with your schedule, I am always very happy to schedule appointments outside of office hours.

This year, I’m trying a new system for scheduling appointments. Go to http://tungle.me/kimsmith to find a time that I’m available. You can simply sign up for a slot and tungle.me will notify me of the meeting. (This must be done at least one day in advance, and you'll be asked to propose more than one meeting time.)

**Course Schedule**

(please note: additions or revisions to this schedule may be made if needed)

<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 11</td>
<td>Thinking Formally I</td>
</tr>
<tr>
<td>January 13</td>
<td>Sayre 33-67</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 2</th>
<th>Thinking Formally II: Formalist Interpretation of Ancient Chinese Art</th>
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</thead>
<tbody>
<tr>
<td>January 18</td>
<td>Wang, &quot;Crystallizing the 'Bleary Blur': Bronze Mat Weights and the Emergence of Plastic Thinking in the Western Han Dynasty”</td>
</tr>
</tbody>
</table>

| January 20                      | Art of Antiquity I: Overview         |
| WEEK 3 | January 25 | **Art of Antiquity II: Monumental Style and Politics**  
Peirce, "The Arch of Constantine: Propaganda and Ideology in Late Roman Art"  
Links to readings/videos on **Canvas**  
5:00 p.m.  
**Tripp Evans lecture (Extra Credit opportunity)**
| January 27 | **Islamic Art I: Overview**  
Links to readings/videos on Canvas  
+ Discuss Research Project (Part 1) – read Sayre, 15-25  
- **Formal analysis paper due in class**
| WEEK 4 | February 1 | **Islamic Art II: Aliaferia: Architecture, Audience and Literature**  
Robinson, "Seeing Paradise: Metaphor and Vision in taifa Palace Architecture"  
| February 3 | **African Art I: Overview**  
Links to readings/videos on Canvas  
| WEEK 5 | February 8 | **African Art II: Yoruban Sculpture and Political Rituals**  
Blier, "Kings, Crowns, and Rights of Succession: Obalufon Arts at Ife and other Yoruba Center"  
| February 10 | **No class, Dr. Smith at conference.**  
| WEEK 6 | February 15 | **Romanesque & Gothic Art in France I: Overview**  
Links to readings/videos on Canvas  
| February 17 | **Romanesque & Gothic Art in France II: Chartres & Local Histories**  
Spitzer, "The Cult of the Virgin and Gothic Sculpture: Evaluating Opposition in the Chartres West Façade Capital Frieze"  
| WEEK 7 | February 22 | **Researching the Art History Paper – The Verbal Frame (Project: Part 2)**  
Sayre, 68-97  
- **Research Project Part I (Formal Analysis) due in class**  
| February 24 | **Ancient and Medieval Asian Art I: Overview**  
Links to readings/videos on Canvas  
| WEEK 8 | March 1 | **Ancient and Medieval Asian Art II: Japan’s China**  
Watsky, "Locating 'China' in the Arts of 16th c. Japan"  
| March 3 | **No class. Work on the take-home exam.**  
| WEEK 9 | March 7 | **Take-home exam #1 due online by midnight.**  
| March 8 | **Renaissance Art I: Overview**  
Links to readings/videos on Canvas  
| March 10 | **Renaissance Art II: The Rise of the Artist in Europe**  
Rubin, "Signposts of Invention: Artists’ Signatures in Italian Renaissance Art"  
**spring break: March 14-18**
| WEEK 10 | March 22 | **Baroque Art I: Overview**  
Links to readings/videos on Canvas  
| March 24 | **Baroque Art II: Beyond the Mirror**  
Klein, "Wild Woman in Colonial Mexico: An Encounter of European and Aztec Concepts of the Other."
| WEEK 11 | March 29 | **Rococo and Neoclassicism I: Overview**  

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| March 31 | Links to readings/videos on **Canvas**  
Rococo and Neoclassicism II: Signs & Semiotics  
Johnson, "Corporality and Communication: The Gestural Revolution of Diderot, David, and The Oath of the Horatii." |
| WEEK 12 | April 5 | Realism and Impressionism I: Overview Links to readings/videos on **Canvas**  
• Research Project Part 3 (annotated bibliography) due in class |
| | April 7 | Realism and Impressionism II: Class Cusack, “Bourgeois Leisure” |
| WEEK 13 | April 12 | Modern Latin American Art I: Overview Links to readings/videos on **Canvas**  
+ Discuss Part 3 of the research project (interpretation and argument) |
| | April 14 | Modern Latin American Art II: Post-Colonialism and Gender Baddeley, "'Her Dress Hangs Here': De-Frocking the Kahlo Cult" |
| WEEK 14 | April 19 | Diasporas I: The Black Atlantic Links to readings/videos on **Canvas** |
| | April 21 | Diasporas II: Chinese Art  
Links to readings/videos on **Canvas** |
| WEEK 15 | April 26 | Global Contemporary Art Reading T.B.A.  
Catch-up day  
• Research Project – Part 3 (final research paper) due in class |
| | April 28 | Take-home Exam #2 (final) is due online by 5:00 p.m., Wednesday, May 4 |
# Appendix 2: Approved Course Times

## Southwestern University Grid - Effective Fall 2019

<table>
<thead>
<tr>
<th>Lecture / Seminar Offerings</th>
<th>Labs / Studios / Minimester / Once-a-week classes (pm only)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MW</strong> 8:00 - 9:15</td>
<td>TTH 8:30 - 9:45 M, W, F 9:30 - 12:20 T, TH 8:30 - 11:20</td>
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<tr>
<td><strong>MW</strong> 8:00 - 9:15</td>
<td>TTH 8:15 - 9:45 M, W, F 8:30 - 12:20 T, TH 10:00 - 12:50</td>
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<tr>
<td><strong>MW</strong> 8:30 - 9:20</td>
<td>TTH 10:00 - 11:15 M, W, F 2:00 - 4:50 T, TH 1:00 - 3:50</td>
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<tr>
<td><strong>MW</strong> 9:30 - 10:45</td>
<td>TTH 11:30 - 12:45 M, W, F 1:00 - 4:50 T, TH 1:00 - 4:50</td>
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<tr>
<td><strong>MW</strong> 9:30 - 10:45</td>
<td>TTH 11:30 - 12:45 W, F 1:00 - 4:50 T, TH 1:00 - 4:50</td>
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<td><strong>MW</strong> 9:30 - 10:45</td>
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<td><strong>MW</strong> 9:30 - 10:45</td>
<td>TTH 9:30 - 10:45</td>
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<tr>
<td><strong>MW</strong> 11:00 - 12:15</td>
<td>TTH 2:30 - 3:45</td>
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<tr>
<td><strong>MW</strong> 11:00 - 11:50</td>
<td>TTH 11:30 - 12:45</td>
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</tbody>
</table>

WF 12:30 - 1:50 - all depts, adjunct faculty only

M*WF 12:30 - 1:50 - ensembles (M require special arrangements)

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<thead>
<tr>
<th>MW 2:00 - 3:15</th>
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<tbody>
<tr>
<td>MWF 2:00 - 3:15</td>
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<tr>
<td><strong>Protected Time</strong></td>
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<tr>
<td><strong>MTWTHF 5:00 - 7:30pm</strong></td>
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<tr>
<td><strong>Lectures/All Campus</strong></td>
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<tr>
<td><strong>TTH 4:00 - 5:00</strong></td>
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<tr>
<td><strong>Paideia</strong></td>
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<tr>
<td><strong>MW 3:30 - 4:45</strong></td>
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<tr>
<td><strong>Night Classes</strong></td>
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<tr>
<td><strong>MTWTH 7:30 - 10:30pm</strong></td>
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<tr>
<td><strong>MW 3:30 - 5:00</strong></td>
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<tr>
<td><strong>Faculty Meetings</strong></td>
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<tr>
<td><strong>MWF 12:30 - 1:50</strong></td>
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<tr>
<td><strong>MWF 3:30 - 4:46</strong></td>
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<tr>
<td><strong>First-Year Seminars</strong></td>
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<tr>
<td><strong>TTH 10:00 - 11:15</strong></td>
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<tr>
<td><strong>MWF 3:30 - 4:20</strong></td>
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<tr>
<td><strong>TTH 8:30 - 9:45</strong></td>
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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: ___________________________

<table>
<thead>
<tr>
<th>Current Status:</th>
<th>O First-year</th>
<th>O Sophomore</th>
<th>O Junior</th>
<th>O Senior</th>
<th>O Other</th>
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</thead>
<tbody>
<tr>
<td>Reason for Taking Course:</td>
<td>O Required for Major</td>
<td>O Required for Minor</td>
<td>O Gen Ed Distributive</td>
<td>O Elective</td>
<td></td>
</tr>
</tbody>
</table>

PART I: USING THE FOLLOWING SCALE, PLEASE RATE EACH OF THE FOLLOWING STATEMENTS. FILL IN THE BOX THAT BEST REFLECTS YOUR JUDGEMENT. COMPLETELY FILL IN ONE OF THE BUBBLES AVAILABLE FOR EACH ITEM/QUESTION. NO PENCILS PLEASE!

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

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
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</table>

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)

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
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</table>

Comment:

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

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
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</table>

Comment:

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

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<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
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Comment:

5. The feedback on student work was provided:
   a) in a constructive fashion
   b) in a timely manner

   (PLEASE KEEP YOUR COMMENTS WITHIN COMMENT BOX)

<table>
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<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
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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)

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
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Comment:

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

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
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</table>

Comment:
8. I learned a great deal in this course.  [PLEASE KEEP YOUR COMMENTS WITHIN COMMENT BOX]
   Comment: 
   
9. The instructor was enthusiastic about student learning in this course.  
   [PLEASE KEEP YOUR COMMENTS WITHIN COMMENT BOX]
   Comment: 
   
10. The effort I put into this course was appropriate, given the expectations.  
    [PLEASE KEEP YOUR COMMENTS WITHIN COMMENT BOX]
    Comment: 
    
**PART II: ANSWER EACH QUESTION ACCORDING TO THE SCALE PROVIDED.**

### Very Unsatisfactory Unsatisfactory Satisfactory Very Good Excellent

11. Overall, this instructor was
   
12. Overall, this class was
   
Comments:  [PLEASE KEEP YOUR COMMENTS WITHIN COMMENT 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:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susie Bullock</td>
<td>Administrative Assistant</td>
<td>Olin Building</td>
<td>FWO 219</td>
</tr>
<tr>
<td>Kelly Lessard</td>
<td>Administrative Assistant</td>
<td>Mood-Bridwell Building and</td>
<td>MBH 225</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fondren-Jones Science Hall</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(summer months)</td>
<td></td>
</tr>
<tr>
<td>Laura Polanco</td>
<td>Administrative Assistant</td>
<td>Fondren-Jones Science Hall</td>
<td>FJSH 104</td>
</tr>
<tr>
<td>Kat Garza</td>
<td>Administrative Assistant</td>
<td>Sarofim School of Fine Arts</td>
<td>FAC 135</td>
</tr>
</tbody>
</table>

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 Olin Building and the Kew 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

**Kelly Lessard** – (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 a 10-month contract – approximately early August to early June)
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

Katheryn Garza – (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.

Fax Machines: Faculty members may use fax machines in Mood-Bridwell (863-1535), Olin (863-1846), Fondren-Jones (863-1696) and Fine Arts (863-1422). When you receive a fax, the appropriate staff support person will notify you. The Business Office fax machine is also available (863-5788).

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 19, 2021 (begins at sundown July 18)*
- Rosh Hashanah, September 7-8, 2021 (begins at sundown September 6)
- Yom Kippur, September 16, 2021 (begins at sundown September 15)
- Christmas Day, December 25, 2019
- Pesach (Passover), April 16-23. 2-21 (first two days, begins at sundown on April 15)
- Good Friday, April 17, 2021
- Easter, April 19, 2021
- Eid al-Fitr, May 3, 2021 (begins at sundown May 2)*

Chapel Services: In addition to the above religious holidays, the following dates and times have been identified for Chapel services during the 2021-22 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.

- Welcome Week worship service, Sunday, August 15, 2021, 11:00am-12:00pm
- Homecoming worship service, Sunday, October 17, 2021, 11:00am-12:00pm
- Candlelight worship services, Thursday, December 2, 2021,
  6:00pm & 8:00pm
- Ash Wednesday, Wednesday, March 2, 2022 (reflection and ashes to go offered 11:30 to 12:30)
- Baccalaureate worship service, Friday, May 6, 2022, 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.