

# HISTORY 103: WORLD HISTORY TO 1600

Missouri State University, Spring 2022

Section -001 T/R 11am-12:15pm

Strong Rm 401

**Professor:** Dr. Julia Troche (she/her/hers)

**Office:** Strong Hall 433

**Email:** JuliaTroche@MissouriState.edu

**Office Hours<sup>1</sup>:** Mondays 11-1pm; Tues/Thurs 2-3pm

## COURSE DESCRIPTION

This course is a survey of world history until circa 1600 CE. The course, which is about 2/3 lecture and 1/3 discussion, will begin with an introduction to the origins of complex human societies before exploring human cultures across the globe. Lectures will emphasize primary sources, textual and material, as a means of exploring world religions, cultures, and politics. The course will focus on a number of themes: the emergence of cities and states, organization of society, the nature of rulership, the emergence and use of writing, religious expressions, social hierarchies, political systems, and trade, exchange, and economic pursuits. The purpose of this course is not only to present students with an overview of world history before 1600, but also to give students an opportunity to develop critical thinking and reading skills, and strategies for effective academic writing.

## COURSE OBJECTIVES AND GOALS

### Course-Specific Student Learning Goals

- I. This course will provide students with an overview of world history from roughly 3500 BCE until 1600 CE. Due to time restraints, emphasis will be placed on the cultures of Asia, the Near East, North Africa, Europe, and the Americas.
- II. By the end of this course, students will be able to synthesize information drawn from primary and secondary sources in order to reconstruct the major historical moments and trends before 1600.
- III. By the end of this course, students will be able to discuss causes and effects of major historical changes, describe interactions, such as trade and religious syncretism, between different cultural groups, and communicate effectively how cultural, religious, and political innovations and traditions influenced each other before 1600.

### General Education Goals

**General Goal (9):** Students will cultivate their intellect, imagination, and creativity as they develop an understanding of how social, cultural, linguistic, artistic, religious, philosophical, and historical contexts have shaped the thoughts and actions of people worldwide.

1. Understand how various forms of written, oral, musical, visual, and bodily expression contribute to human knowledge and experience.
2. Utilize knowledge of various critical and theoretical frameworks to analyze and respond to works in humanities and the arts.
3. Develop creative capabilities.

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<sup>1</sup> Office Hours will be in person by default, but I am happy to meet during these times over zoom as well. If meeting over zoom, we will meet in [this zoom room](#) (ID: 958 6166 4705; Passcode: S@rgon!). I won't have the zoom room open though automatically (it is too easy to miss people coming in), so just email me if you want to meet online and I will open up this room. If meeting in person, **masks will be required** for the entirety of the semester, regardless of general changes to the campus masking policy. If you have any issues with this, I suggest setting up a virtual, zoom meeting with me to meet virtually instead. Students who are unwell are also required to meet via zoom. If I am sick, I will move all office hours to zoom and will announce this via BB announcements.

4. Interpret texts and other cultural products in ways that reflect informed understanding of relevant contextual factors, including socio-cultural influence and cultural traditions, perspectives, and behavioral patterns.
5. Analytically compare the influences of community, institutions, and other constructions such as class, gender, and race on the ways of thinking, believing, and acting in cultural and historical settings other than one's own.

### Guiding Course Themes

- I. How did encounters and the exchange of ideas, traditions, and goods between societies drive social, political, and religious change?
- II. What forms of government did societies develop and how did relationships between ruler and ruled differ across time and space?
- III. What role has religion played in the construction of socio-political norms and order?
- IV. How has geography and landscape affected social, religious, and political ideology and change?

### COURSE REQUIREMENTS & EVALUATION

#### Readings

We will have one *required* textbook, listed as “Strayer and Nelson” or (S&N) in the rest of the syllabus.

The book is Strayer & Nelson (2019), *Ways of the World (volume 1)*, Fourth Edition (ISBN 9781319109844). You must, however, **purchase the online version of the textbook** (which includes volumes 1 and 2 fyi) **with access to LaunchPad**, the textbook's electronic platform. To register follow these directions, which are also on Blackboard: <https://macmillan.force.com/macmillanlearning/s/article/Students-Register-for-LaunchPad-Writer-s-Help-2-0-courses-via-your-school-s-LMS-Part-1>

**The second book, which is *optional***, is a collection of primary sources entitled *Thinking Through Sources* (ISBN 9781319170202) that are also available via the e-book on Launchpad. This is about convenience and giving you options to pick the modality you study from best. In class I will expect you to engage with the sources and have them accessible. Your phone does not count as an accessible entry point for the primary sources. As long as they do not become a distraction, I will allow computers and tablets in class to access the primary sources. Most students prefer to have this physical copy, though.

Any additional readings will be made available through Blackboard (“BB”). Readings should be completed before the start of the week they are assigned unless otherwise noted.

## Evaluation

Learning Curve Quizzes (x13) [LaunchPad]	120 points possible
Primary Source Quizzes [LaunchPad]	50 points possible
Quizzes [in class & BB]	25 points possible
Discussions x5 [in class & BB]	75 points possible
Thesis Assignment [BB]	20 points possible
Research Project & Presentation [BB]	100 points possible
Final Exam [BB]	60 points possible
Participation, Attendance, and Preparedness [in class, LaunchPad, & BB]	50 points possible

**Total 500 total points possible**

## Grading

Points Needed/500 Points Possible	Percentage	Letter Grade
470	94%	A
450	90%	A-
435	87%	B+
420	84%	B
400	80%	B-
385	77%	C+
370	74%	C
350	70%	C-
335	67%	D+
320	64%	D/PASS
300	60%	D/NP
0-229	0-59%	F

90-93 = A-	94-100 = A	
80-83 = B-	84-86 = B	87-89 = B+
70-73 = C-	74-76 = C	77-79 = C+
60-63% D-/D	64-66 = D	67-69 = D+
	0-59 = F	

I do not round grades. To get an A, for example, you must earn a 94.0 or higher. A 93.99 is an A-. To receive a "Pass" Grade students must achieve a 64% or above.

## Learning Curve Quizzes (LaunchPad)

- These quizzes are all taken on the textbook/ebook's online platform known as LaunchPad.
- They are open note/open book. You have to get so many questions right before you get credit for the assignment. Within the 'game' you have to earn 500 points, but this will translate to 10 points in the class gradebook.
- As a general rule, there will be no extensions or make up options.
- You may take the quiz at any point before the due date and there is no time limit, as long as it is submitted before the due date.

- There are 13 possible Learning Curve quizzes, but only 12 are required to be completed. That means you can skip one for whatever reason without penalty. If you do all 13, your lowest score will be dropped.

### **Primary Source Quizzes (LaunchPad)**

- These quizzes are all taken on the textbook/ebook’s online platform known as LaunchPad and are often called “Thinking Through Sources quizzes” on the online platform.
- **They are open note/open book. Most of these quizzes are worth 5 points**
- As a general rule, there will be no extensions or make up options.
- You may take the quiz at any point before the due date, as long as you submit before the due date. They are not timed, but you may take a quiz only once. Your submitted grade is final. You may not drop any of these quizzes.

### **Other Quizzes: Map Quiz, Syllabus Quiz, Citation Quiz [in class & BB]**

- **The Map Quiz will be an in-class exam focused on world geography. No notes will be allowed**
- The Syllabus quiz will be completed on Blackboard.
- The Citation Assignment will test you on your knowledge of Chicago Manual of Style and your ability to recognize where citations are required in academic writing. You will be allowed notes for this assignment. Usually this is an in-class quiz.
- The Thesis Assignment will ask you to write a thesis statement for an imaginary essay. This will be submitted on BB.
- More directions for these assignments will be provided closer to their due dates.
- All in-class quizzes may be moved online depending on covid related university requirements.

### **Discussions**

- There will be 5 discussions throughout the semester. Attendance on these days is required and graded. They will be held in person unless the covid pandemic situation develops, in which case we will host them remotely on zoom or BB. Some discussions will also require posting to online discussion boards on BB prior to the in-class meeting.
- Showing up to class (or signing on to the discussion board/zoom) does not guarantee you any points for discussion. Discussion points are based on a student’s robust, critical, and thoughtful participation and engagement with the primary sources assigned for that discussion.
- Discussions will focus on assigned primary sources. Students are expected to have read the sources and thought about them before coming to class. Bring the “Thinking Through Sources” book every day if you have it (or make sure you have immediate access to the ebook), and those that are posted to BB should be printed or available on a computer/tablet which will be allowed during discussions. A phone does not work as an acceptable portable device—make other arrangements.
- As a general rule, discussions cannot be made up nor can extensions for online discussion boards be provided.
- Though there are specific “discussion days” we will be discussing content most class days. I do a mix of lecture and student discussion every class, so be prepared to participate!

### **Final Exam**

- We will have a final exam during Finals Week that will be hosted on Blackboard and completed online. There will be no in-person component during Finals week—this is to ensure those traveling can take the necessary precautions as rules and restrictions may change over the next few months.
- It will be a cumulative examination that will test your knowledge of the material covered in our class. It will be largely short answer and essay based, and may ask you to demonstrate your primary sources analysis skills.
- The exam will be open for at least 24 hours; students may take it at any time, but once it is begun it must be completed in 2 hours and submitted before the scheduled final exam deadline. More information will be provided closer to this assignment.

**Participation & Preparedness (and my Attendance policy):**

- a. We have been told to hold classes and require attendance in line with our pre-pandemic policies. To that end, attendance is required and will be part of your grade. That being said, I will explain some flexible measures to ensure everyone’s safety and ability to learn below. Right now masks are required in classrooms (by university order), but this can change at any time. We cannot physically distance in our classroom. I cannot guarantee masking will be required throughout the entirety of the semester, as this is a university, higher administration decision (in fact in President Smart’s recent letter to students, he implies as much). If you do not feel safe being in the classroom consistently (or have immune compromised family members, or for whatever reason), I would suggest you consider online options instead. You will not be able to attend this class remotely (via zoom or similar), unless there is a directive from the University President to move all seated classes online (which I do not expect will happen).
- b. See make up and attendance policy under “policies” below as well for more information.
- c. Absences on non-assignment days: We only meet about 30 times throughout the semester, so regular attendance is needed for success. However, I appreciate that things happen. So—Every student gets **four** free, no-questions-asked absences. This could be for work, family, not feeling well, or you just slept in. These free absences only apply to **non-exam, non-quiz, non-discussion, and other non-assignment days**. All assignments due online are still required to be turned in by the deadline.
- d. Absences on assignment days: If you are not feeling well or need to travel or miss class for some other reason on a day in which we have a quiz, exam, discussion or similar assigned, you will need to speak with me well in advance (at least 2 weeks) to discuss possible alternatives. I will only allow for alternatives (e.g. taking a quiz early or late, making up a discussion, etc.) for ‘approved’ absences—such as, university team travel, presenting at an academic conference, etc. I may consider significant life events as well (e.g. you are getting married, having a child, attending a funeral, etc.). **All absences related to missed assignments must have documentation**. While this might be awkward, it is to ensure equitable treatment of all students. Medical absences should include a note from a medical professional that you were under care, but NO personal details should be included.
- e. If you feel well, have not been in contact with anyone with Covid-19 (or any other contagious disease), and are able to attend class safely and in a manner that conforms to University and/or CDC guidelines, you are expected to attend class. These guidelines may change throughout the semester and updated policies will be communicated via Blackboard and email.
- f. If you do not feel well, and have symptoms that may be related to Covid-19, you should follow the [guidelines established by the university found here](#). Similarly, if you have symptoms of other contagious illnesses it is also best to seek medical attention and stay home. **Email me right away so we can figure out a plan**.
- g. Attendance will be taken every day and your active participation is expected during every single class. You will receive an overall participation and preparedness grade which will reflect your preparedness for class, your participation in informal class discussions, your full engagement with online and in-class discussions, and participation (or completion of alternative assignments pending approval of an “excused absence”) for all class days.
- h. **Consistent attendance is recommended for student success in this class**. Lectures/powerpoints/similar will **not** be posted online. Students who are not able to attend class should consult classmates for notes.
- i. Non-attendance: if you do not attend class consistently (without informing me why) and do not complete online quizzes and other assignments, you may be dropped from the course and/or reported for non-attendance (which can lead to you being dropped from the class, losing financial aid, etc.).
  - If you miss three classes in a row you will be reported for non-attendance (unless you have an excused absence that you have communicated to me).

**GENERAL EDUCATION RUBRIC**

General Goal 9	Course Goal	Examples of Specific Assignments (varies by indiv prof)
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Understand how various forms of written, oral, musical, visual, and bodily expression contribute to human knowledge and experience.	Understand how various forms of written, oral, and visual expression contributed to human knowledge from prehistory to the 16 <sup>th</sup> century.	Students will study documents in translation.
Interpret texts and other cultural products in ways that reflect informed understandings of relevant contextual factors, including socio-cultural influence and cultural traditions, perspectives, and behavior patterns.	Learn to interpret texts and other cultural products within the context of societies from prehistory to the 16 <sup>th</sup> century.	Students will use texts from ancient and early modern societies to illuminate the workings of ancient societies, for instance, a section might use Hammurabi's Code to illuminate Babylonian social structures.
Analytically compare the influences of community, institutions, and other constructions such as class, gender, and race on the ways of thinking, believing, and acting in cultural and historical settings other than one's own.	Learn to analyze and compare the influences of community institutions, and constructions such as class, gender, and race, on the ways of thinking, believing, and acting in historical settings from prehistory to the 16 <sup>th</sup> century.	Students will study gender relationships in Classical Greece, the Confucian family structure in ancient China, and class/caste systems in Europe, India and Japan. Students will learn to explain and illuminate these constructions in terms of regional philosophies and religions. For instance, students will understand the Hindu caste/jati system in the light of Hindu beliefs, and the changing fortunes of empire in India.

## ACCOMMODATIONS AND POLICIES

*Note my attendance and grading policies are also discussed above.*

### UNIVERSITY POLICIES

All university policies can be found on Blackboard tab “University Policies.” Please refer to this tab for the most up to date information. Some policies will be highlighted here as well, but this is not reflective of the entirety of policies you are required to be familiar with.

### STATEMENT ON REQUIRED FACE COVERING:

**In accord with the MSU Mask and Face Covering policy**

**(<https://www.missouristate.edu/Coronavirus/masking-policy.htm>) and CDC guidelines, masks or face coverings must be worn at all times during a traditional (seated) class as of August 22, 2021 (updated October 4, 2021), and continuing at least until February 2022.** This measure is being implemented to reduce COVID-19 related health risks for everyone engaged in the educational process. Masks or face coverings must be worn over the nose and mouth, in accordance with the Centers for Disease Control and Prevention (CDC) guidelines (<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wear-cloth-face-coverings.html>). Face shields are not considered masks or face coverings for purposes of this requirement.

This policy is dynamic and may change. Please consult the university’s website, and Blackboard for updated information. If in doubt, email me.

Students who cannot wear a mask or face covering due to a disability must contact the Disability Resource Center (DRC) (<https://www.missouristate.edu/disability/>) to initiate the interactive accommodation process.

In the absence of an approved accommodation, a student’s refusal to wear a mask or face covering will be considered a classroom disruption, consistent with Op3.04-11 Class Disruption, and may result in the student being administratively dropped from the class section.

CHPA Masking Policy specifics

1. Class cannot commence until all students are wearing face coverings
2. If students are noncompliant, they will be given a warning, either directly or in the form of a general warning/reminder to the entire class.
3. If students remain noncompliant, they will be asked to discuss the masking policy immediately with Department Head or CHPA Dean.
4. If student is noncompliant, faculty member should notify his/her department head and dean with student’s name, who will be warned that noncompliance will lead to an administrative drop from the course. Student will also be reported to the Student Conduct Office. This can result in the student being dropped from the course.
5. If noncompliant student refuses to leave, faculty have been told to contact campus security.
6. If multiple students are noncompliant an entire class may be canceled as a last resort.

### ACADEMIC DISHONESTY:

All students are responsible for understanding and following the university’s academic integrity policies and additional policies for specific classes. The University policy, formally known as “Student Academic Integrity Policies and Procedures” are available at the Reserves Desk in Meyer Library and online, at [http://www.missouristate.edu/policy/Op3\\_01\\_AcademicIntegrityStudents.htm](http://www.missouristate.edu/policy/Op3_01_AcademicIntegrityStudents.htm). The student code of conduct is available online at <https://www.missouristate.edu/StudentConduct/12331.htm>. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

Furthermore, all work for this course is required to be original and wholly your own. This means, for example, you may not submit for this class work that was submitted for another course or purpose, nor may you submit an

assignment simultaneously in two classes without written, explicit consent by all involved parties. Your work should be wholly originally, meaning it should be approx. 90% your own words. Quotations, especially of secondary sources, should account for 10% or less of your written work. Use quotes only when absolutely essential to your argument. Otherwise cited paraphrasing is preferred. You will not receive credit for an assignment that is entirely, or majority, composed of quotes. A student may similarly not be awarded any points for an assignment that does not match the directions outlined.

All of the above applies not only to formal written assignments, such as essays, but to all class work (including discussion boards, quizzes—online or in-class, worksheets, etc.).

Note that all paper assignments will be run through plagiarism detection software that compares your submission to published works, online sources, and other students' papers. Seek help before an assignment is submitted and double check that the file you are submitting is your intended submission. Once your work is submitted you are held responsible for that submission.

Every student is responsible for understanding the full extent of plagiarism and academic (dis)honesty, which is outlined in the policy mentioned above. Discovery of academic dishonesty usually results in you failing the assignment and/or class, but actions could be more severe. You cannot drop a course to avoid a charge of academic dishonesty. You do have the right to appeal a charge of academic dishonesty.



## **CHOSEN NAME & PRONOUNS STATEMENT**

If you have a name you (prefer to) go by that is not reflected in the name listed in my registration list, please let me know. I will do my best to use your preferred names, and accurate names and pronouns. By the way—mine are she/her/hers, and I prefer to be addressed as either Dr. Troche or Professor Troche (pronounced Tro-shay). If I mispronounce your name or make a mistake, please correct me.

## **EMAIL ETIQUETTE AND OFFICE HOUR COURTESY:**

When you need to get in contact with your Professor, please include, in your email subject, the class number or class name and section number. I will not search through all of my class lists to find you. I will simply not respond or I will reply and request you to re-send with relevant information included.

All emails must be sent from your university email (and not from a private email) to ensure privacy. All emails should begin with a salutation and title (e.g. Dear Dr. Troche / Hello Professor Troche). It is professional to refer to all of your professors by “Professor” or “Dr.”. Avoid using “Mr.” “Mrs.” “Mam” and the like.

Be patient. I try to return emails within 48 hours, during the work week, between the hours of 8am-5pm. I may or may not check email over the weekend; I may or may not check emails after 5pm. Plan accordingly; do not send multiple follow up emails within 48 hours.

I encourage all students to stop into office hours. I will have both in person and options for virtual office hours this semester. You may always try to catch me during office hours, but I encourage students to email and set up a meeting so that you are not stuck waiting a long time to be seen if you want a virtual meeting. If you are not comfortable being on camera, or if you do not have regular access to a computer with a camera, you may of course “zoom” in without video—but in this case be prepared to prove your identity by providing information such as your M#.

In general, in an effort to uphold FERPA laws, I will not discuss grades over email.

If you want to talk about a grade or something specific to you, you may want to email me ahead of time to say you will be stopping in— this will give me time to try and look over things before you arrive. I will (with exceptions) not discuss grades over email. I will generally limit office hour meetings to 10 minutes. I hold open-door office hours. It is possible, with the door open, that people may be able to hear what we are speaking about. It is your right (under FERPA) to have privacy in discussing things like grades. If you want more privacy to discuss something please let me know ahead of time and we can make arrangements.

## **ATTENDANCE AND MAKE-UP POLICY:**

- a. Students are expected to attend all classes that they are able to.
- b. Students are responsible for all material covered during their excused and unexcused absence(s).
- c. **As a rule, there will be no make-up options for major assignments (quizzes, exams, essays, etc),** so plan your time accordingly. If you get sick the day before an essay is due, you may not get an extension. You should be working on these assignments leading up to their due date.
- d. I will only consider extensions/make-ups if you contact me ahead of time. If you do not contact me before the assignment/exam is due, I will only give a make-up in an extraordinary circumstance (e.g. medical emergency).
- e. Generally, I will consider an absence “excused” if a student’s absence is university-affiliated (e.g. a club/team competition that a student must travel for or be in attendance for), or if there is an extraordinary medical event.
- f. In general, I require documentation for any absence to be excused to ensure that all students are treated fairly and consistently. I know this may feel awkward and painful if the absence is related to a death or other traumatic event, but I do require documentation for all excused absences to ensure equitable treatment. Note: in regard to medical absences--please keep as much information private as possible. All I need is a letter from a medical professional saying your absence is medically related. Keep it vague so your privacy is kept intact. It is not appropriate to send me detailed information about your illness or send me photos as ‘documentation.’ This will not be accepted. Simply get a doctor’s note.
- g. Even if an absence is “excused” students are required to submit all assignments on time, unless we explicitly define alternative assignments/dates in writing (over email).

- h. If you miss an exam or assignment due to a medical emergency (and so you were not able to contact me ahead of time), you must email me as soon as is reasonably possible—this will depend on your situation but normally this is within 24-48 hours. I will also always require documentation from your doctor or a medical professional. Students have a right to privacy, so your doctor does not need to give me details, but they will need to explicitly state that you were under their care during the time of the exam/assignment.

## **MENTAL AND EMOTIONAL HEALTH**

As a student, you may experience a range of personal issues that can impede learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. You can learn more about free and confidential Missouri State University Counseling Center services available to assist you at [Counseling Center Website](#).

## **FOR ALL OTHER POLICIES**

For all other policies, see the Provost's [syllabus statements webpage](#).

## **World History to 1600 | HST 103 | Troche Contingency Plan**

### **Course Plan-B in the Event Classes Move to Virtual or Alternative Instruction due to COVID-19**

If the university requires that our course moves to a virtual setting, our plan is laid out here. Some minor changes may be made based on changing university policies and/or other extraordinary circumstances, but the following is my plan for our class. Please note that every class will have its own plan and so this is not a universal plan and you will need to check your other syllabus/professors for your other classes.

**How will class be taught? Will class be held at the same time as our seated class was scheduled (what is known as “remote” or “synchronous” learning) or will the class move entirely online (what is called “asynchronous”)?**

Both. For the most part, class will be moved online, and be taught asynchronously. This means that most weeks you will have readings, assignments, and discussion boards with due dates, but you will not necessarily need to be at a computer for “live” instruction twice a week. Instead, as long as you get the assigned work completed for that week on time, you could do it at 2am if you wanted.

However, in our class schedule you will see there are a handful of discussion days. These classes are most useful when students have an opportunity to ask questions and get immediate feedback. Therefore, ***I will be hosting these “required-attendance” classes live at our normally scheduled class time via Zoom video conferencing.*** It is every student’s responsibility to know which dates/times we are meeting and to schedule accordingly.

These live meetings will ensure students get face time with me, and will help keep our class structured and focused. Depending on if/when we stop seated instruction, this will probably mean we will have a “live” (or synchronous) class once every few weeks. I will regularly post announcements, directions, and information (including lectures, links, videos, and the like) to Blackboard, and will be in regular contact via email and office hours.

**What about Office Hours? How do I get in touch with you if we move to virtual instruction?**

Whether we are holding class seated or virtually, I will remain available via email, which I check regularly. I usually can respond to emails very quickly, but I make every effort to get you a response within 48 hours. If class moves virtual, then all office hours will be hosted virtual as well.

**What additional technology will I need if seated classes are transitioned?**

None. That is, no more than is required for your seated, in-person class. Due to the COVID-19 pandemic, there is a higher than usual technology requirement for all students even in seated classes to ensure access to class materials if students or the professor is sick. We will be using an e-textbook and all class assignments will use Blackboard. If we move online, all class discussion will also use Blackboard. Exams will be taken online and require students to have a computer with stable internet access and a computer camera. See the technology statement in the syllabus for the full list of technology related requirements, help with technology, and related resources. Professor office hours and “live” instruction will take place via Zoom. You will only need to sign up for a free Zoom account.

**What about attendance or participation grades?**

Students will be expected to participate fully and robustly in our online learning community, just as you are expected to do in our seated class, if we transition online.

**How will I know if things on the syllabus change?**

Blackboard and email. In our normal seated class, I will regularly post Announcements via Blackboard, that also get emailed out to students. I will continue using this method of communication if the class transitions. You are expected to check Blackboard and university email daily (and to read ALL communication CAREFULLY). I cannot stress this enough. I will try to not over burden your inboxes, which may cause some emails to be long and full of important information. Read all of them promptly and thoroughly. I promise to similarly read your emails promptly as they come in.

**How will assignments and exams be completed?**

Blackboard and LaunchPad (the textbook platform). If we transition to remote/online instruction, all assignments will be submitted via Blackboard typically as word documents or pdf's, or will be completed on LaunchPad. All exams will be taken online (Blackboard and/or LaunchPad) and may require you to use a Lockdown browser that monitors you as you take the exam. If the testing center on campus remains open and available to students, I will also allow exams to be taken in the Missouri State University testing center. All exams will be timed, but usually you will have at least 24 hours in which to take the exam (but once you start you will then be timed).

**What about grades?**

Regardless of if our class is held seated or remote/online, I will always keep the Blackboard gradebook up-to-date and give feedback to assignments via Blackboard.

## Class FAQ

### 1. What technology, software, etc. do I need to be successful in this class?

Whether the class remains seated, shifts to hybrid or remote learning, or goes entirely online, the technology requirements for the class remains the same:

- a. Stable, consistent internet access during class time and throughout the week.
- b. You will need to regularly check university email and access Blackboard.
- c. A LaunchPad account with access code, linked to Blackboard.
- d. For virtual office hours: You will need to sign up for a Zoom account—the free version will work.  
<https://zoom.us/signup>
- e. You will need to be able to watch YouTube videos.
- f. You will need to have access to a computer that is *not* a Chromebook, and that has a video camera and microphone either built in or attached.
- g. Additional tech/software/hardware is possible, but not currently predicted.

### 2. What do I do, related to coursework, if I am sick (possible with Covid-19 or other contagious illness) and need to stay home while I am tested, and/or I received a positive test result and need to quarantine?

- a. If you are feeling ill, follow the guidelines laid out by the University and make sure to contact the Covid-19 Taskforce: : <https://www.missouristate.edu/Coronavirus/report-exposure-or-positive-test-result.htm>
- b. Email me ASAP to make arrangements for class/coursework.
  - a. Most of the assignments in our class can be completed and submitted online. If you are quarantining and not actively under medical attention, you will be expected to continue to complete assignments and take exams on time.
  - b. To ensure equity and fair treatment to all students in class, I will require a doctor's note for students asking for an extension to a major items, which includes your assignments, discussions, exams, etc.
  - c. If you are missing only normal "lecture" days, you should still email me to let me know what is going on, but you are not required to get a doctor's note as long as you do not miss more than 4 class days. However, remember, after four missed classes you may be reported for non-attendance, so even if you are not asking to make up points, you should let me know if you will have a prolonged absence of more than 1 or 2 weeks.
  - d. If your situation is unique, I will try to work with you to develop unique, individual solutions as long as the integrity of the course is kept to the same standard and such an arrangement is not inequitable or unfair relative to what is being asked of other students in the class.
- c. In most cases, I will not be able to provide you with the lecture. However, students should be taking notes and you are encouraged to get notes from classmates.

### 3. What happens if the Professor gets sick or has to quarantine?

This is unlikely to happen, but if this happens, I may either ask for a colleague to step in and teach a few classes, or I will either lead lectures and discussions live (synchronously) via Zoom, or I will provide pre-recorded lectures for you to watch via Blackboard and YouTube or will provide a list of other resources such as videos, podcasts and similar. Discussions that were meant to be held in class, may be moved online for the days/weeks that I am not able to be on campus. Assuming I recover quickly, class will return "back to normal". Exams and quizzes will take place entirely online if I am not able to be on campus.