

*Course name
*Course number
*Semester

Items marked with an asterisk* are required.

Course Information

- *Professor's name
- *Professor's contact information
- *Names and contact information of any assistants or other course personnel
- *Office hours and location—2 in-person hours per week are required by MGSA

- *Mode of instructions (Face to face, online, hybrid)
- *Class meeting location
- *Class meeting days and times
- *Learning management website (for example, canvas.rutgers.edu)

- *Prerequisites and/or alternatives such as placement exams, if applicable
- *Required readings and materials, including ISBN numbers for any required books
- *Additional materials or supplies that students will need to acquire. Students should contact Dean Mandy Feiler or their department Advisor and Student Success Counselor if they experience financial hardships that prevent purchase of textbooks or other supplies.

Purpose of the Course

***Course description:**

***Course learning goals:** For clarity, please link each learning goal to one or more assignments that will be used to determine whether students have achieved the learning goals. For example, writing skills will be assessed by means of a written paper; acquisition of factual knowledge will be assessed by means of a multiple-choice quiz; etc.

Sample presentation of learning goal/assessment relationship:

Learning goal	Assessment
[Sample language: Upon completion of the course, students will possess the knowledge and skills to... (Frame these in terms of core competencies that students will attain.)]	
[Sample language: Upon completion of the course, students will be able to... (Frame these using active verbs whenever possible: create, explain, analyze, synthesize, investigate, forge connections, extrapolate, etc.)]	

How to Succeed in this Course

***Grading system and policies:** In creating your grading system, please be mindful of students’ divergent backgrounds, often a result of uneven access to preparatory arts education in different socioeconomic circumstances. Consider inclusive grading systems such as [specification-based grading](#), [points-based grading](#), offering students a choice of assignments to meet the same learning goal (especially in upper-level courses), and other means of accommodating different levels of preparation and learning styles. Also consider flexibility with respect to participation; students from different cultural backgrounds may have been trained not to “speak up,” so please consider allowing for alternate modes of participation whenever possible.

***Required assignments:** Use of grading rubrics for each assignment is considered a best practice and clarifies expectations for all parties.

***Come to class consistently:** As instructor you have the authority to develop your own attendance policy. Please note that you may not ask for doctors’ notes from students who are ill. If students are absent repeatedly and do not communicate with you, contact Dean Feiler or your department’s Advisor and Student Success Counselor.

University attendance policy: The University is committed to a culture of academic engagement between students and faculty. Part of this commitment involves taking responsibility for attending your classes, labs, and exams, and informing your instructors when you cannot attend. Rutgers students are expected to attend all scheduled course meetings. University policy excuses absences due to religious observance or participation in Rutgers-approved activities, and permits students to make up work missed for these circumstances. If you will be absent from a class, lab, or exam for any reason, please

report your absence through the Student Self-Reporting Absence System (<https://sims.rutgers.edu/ssra/>) so we may inform your instructors and advisors. Please note: it is up to your instructors to determine how to handle your absence from classes, labs, or exams. Reporting your absence does not ‘excuse’ you. It notifies your instructors, a courtesy that provides an opportunity for you to contact your instructor directly about missed work. In addition to reporting your absence here, we encourage you to contact your instructors directly. (Language from <https://sims.rutgers.edu/ssra/>)

Complete the assignments on time, and ask for help if you need it (sample language): Please let me know if you are experiencing difficulties, and I will do my best to accommodate you. You can reach out to me using the contact information above (please write to me from your Rutgers email account) or come to my office hours so we can speak face-to-face. I am eager to hear your questions, engage you in discussion of the course material, and support you in any way I can.

***Disability accommodations:** “Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the [registration form](https://webapps.rutgers.edu/student-ods/forms/registration) (<https://webapps.rutgers.edu/student-ods/forms/registration>). (Language from <https://ods.rutgers.edu/faculty-staff/syllabus-statement>)

***Schedule of Topics and Assignments**

Date on which the assignment is due	Description of topic to be covered and assignments to be completed before class (reading/preparation, writing assignments, creative projects, etc.)

The Classroom Environment

Classroom citizenship (sample language): All members of the Rutgers University community are expected to conduct themselves in a manner that reflects our shared commitment to the university as a site of learning, open inquiry, and respect for intellectual, cultural, and personal differences. All voices in this classroom are important, and it is incumbent upon all of us to acknowledge and honor the variety of

perspectives, experiences, and backgrounds that we bring to our work together. I will do my best to set a positive tone in the classroom, but if you have any concerns or become aware of problems, please don't hesitate to reach out to me. You must also familiarize yourself with—and abide by—the university's [Policy on Student Conduct](#).

Inclusion and Anti-Discrimination (sample language): As a teacher, I strive to foster a safe, secure, and supportive learning environment for all students. To this end, I recognize that the space of inclusion and trust is predicated on a community that is anti-racist, anti-sexist, anti-transphobic, non-ableist, non-ageist, and is reverent to different religious beliefs and practices. I strive to establish expectations for care, respect, and compassion in all our activities as a class community.

As a school with students, faculty, and staff from different states, countries, racial and ethnic backgrounds, religions, and gender identities, as well as first-generation college students, veterans, and those with diverse learning styles, we at Mason Gross are in a unique and privileged position to be inspired, challenged, and transformed by and through our differences. Your voice, your safety, and your experience both in and out of this classroom matter and are deeply valued.

We all have different experiences and literacies that inform who we are and that contribute to our artistic work. We all have room to grow to deepen our commitment to equity and care. Our attitude towards navigating these differences should be one of engagement, curiosity, openness, honesty, and the ability to listen.

Names and pronouns (sample language): If you use a name and/or gender pronoun that is not indicated on the class roster, or if it changes over the course of the semester, please let me know. If I make an error in addressing you, please correct me.

Land acknowledgment: We acknowledge that the land on which we stand is the ancestral territory of the Lenape People. We pay respect to Indigenous people throughout the Lenape diaspora—past, present, and future—and honor those that have been historically and systemically disenfranchised. We also acknowledge that Rutgers University, like New Jersey and the United States as a nation, was founded upon the exclusions and erasures of Indigenous peoples. (<https://diversity.rutgers.edu/honor-native-land>)

Technology (As instructor, you have the authority to set a technology policy for your classroom. The following is a sample policy that you may want to adopt): You may use a laptop or other device that enables you to take efficient notes. However, you may not use that device in a way that distracts either your peers or the instructor. If you are using devices to watch videos, write e-mails, send text messages, or surf the web, you will be asked to leave class.

Academic integrity (sample language): Academic integrity is the foundation of all scholarly inquiry; this means producing our own work independently, honestly, and fairly, and giving credit to others upon

whose work we draw. As participants in this learning community, we must all agree to abide by this core principle. All students are responsible for understanding Rutgers University's policy on academic integrity (<http://academicintegrity.rutgers.edu>), including the range of consequences and disciplinary actions that result from violation of the policy. It is essential that we cite all sources; resources to learn this skill are available through the [Purdue OWL website](#), among many others. If you have questions about when to cite, please ask! And please know that it is always better to provide too many citations rather than too few. I have a zero-tolerance policy for violations of academic integrity and refer all violations to the Office of Student Conduct (<https://studentconduct.rutgers.edu>).

Please Ask for Help If You Need It

Contact me: As your instructor, I am committed to helping you succeed in this course and in your studies at the university. I encourage you to contact me or drop by office hours if you are encountering obstacles to your academic success or personal welfare. In accordance with university policy, please contact me through your Rutgers email account.

I am providing these links in case they are helpful to you:

- **Covid-19 information:** <https://coronavirus.rutgers.edu>
- **Rutgers Learning Centers:** Services include tutoring, assistance with writing, strategizing for schoolwork and stress management, and workshops to prepare for exams, among others. <https://rlc.rutgers.edu>
- **Rutgers Writing Program:** Services, tutoring, and courses to assist with writing. <http://wp.rutgers.edu>. Assistance for English Language Learners is at <https://wp.rutgers.edu/special-programs/reli>.
- **Counseling, ADAP & Psychiatric Services (CAPS):** <http://health.rutgers.edu/medical-counseling-services/counseling/> or (848) 932-7884. CAPS provides counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals within Rutgers Health Services. CAPS services include individual and group therapy, workshops, crisis intervention, referral to specialists, and consultation and collaboration with campus partners.
- **Violence Prevention and Victim Assistance:** www.vpva.rutgers.edu/ or (848) 932-1181. This office provides confidential crisis intervention, counseling, and advocacy for victims of sexual and relationship violence and stalking to students, faculty, and staff.
- **Disability Services:** <https://ods.rutgers.edu/> or (848) 445-6800. (See the suggested disability statement above.)
- **Scarlet Listeners:** <https://rutgers.campuslabs.com/engage/organization/scarletlisteners> or (732) 247-5555. Free and confidential peer counseling and referral hotline.
- **Report a Concern:** <http://health.rutgers.edu/do-something-to-help/>
- **Speak Up Bias Prevention Campaign:** <https://diversity.rutgers.edu/speakup>
- **Report a bias incident:** <http://inclusion.rutgers.edu/report-bias-incident/>
- **Basic Needs Security:** Any student who has difficulty affording groceries or accessing sufficient food, or who lacks a safe and stable place to live, and believes this may affect their performance

in this course, is urged to contact the Dean of Students (<http://deanofstudents.rutgers.edu>; deanofstudents@echo.rutgers.edu) for support. Also, if you are comfortable doing so, please inform me so I can help to connect you with campus resources.

- **Office of the Dean of Students:** <http://deanofstudents.rutgers.edu>; deanofstudents@echo.rutgers.edu. This office provides resources to assist all students at Rutgers in navigating the university.
- **MGSA Office of Advising and Student Success:** Contact Assistant Dean of Advising and Student Success Mandy Feiler at mfeiler@mgsa.rutgers.edu. Dean Feiler is dedicated to supporting all students at Mason Gross through advising, mentorship, and connections to resources throughout the university. The following are the Advisors and Student Success Counselors for each Mason Gross department:
 - Art & Design: Ameer Pollack (apollack@mgsa.rutgers.edu)
 - Dance: Christine Whalen (cwhalen@mgsa.rutgers.edu)
 - Filmmaking: Ameer Pollack (apollack@mgsa.rutgers.edu)
 - Music undergraduate: Ellen Leibowitz (ellenlei@mgsa.rutgers.edu)
 - Music graduate: Dr. Robert Grohman (rgrohman@mgsa.rutgers.edu)
 - Theater: Christine Whalen (cwhalen@mgsa.rutgers.edu)
- **Rutgers Student Food Pantry:** <http://ruoffcampus.rutgers.edu/food/>; ruoffcampus@echo.rutgers.edu.