



COURSE SYLLABUS	
Course Number: MUL 2010 003 General Education Core Course in Humanities Gordon Rule Applies	Course Title: Music Appreciation
Course Credit: 3 hours	Course Hours: 04 MWF 2:30 p.m.—3:20 p.m.
College of Social Sciences, Arts and Humanities Department of Music Professor's name: TBA	Required Materials: Book: Exploring the World of Music, 2nd Edition, ISBN 978-0-7575-6327-0 \$114.00 new if remote then also: Recorder: \$3.50 plus tax, \$7.75 flat-rate shipping Technology Toolkit: as listed below
Classroom: Foster-Tanner Music Building 201	Term and Year: Fall 2022
Office Hours: T B D	Faculty e-mail:

Office Hours follow classes in 201 <i>also by appointment</i>	<u>Monday</u> TBA	<u>Tuesday</u> TBA	<u>Wednesday</u> TBA	<u>Thursday</u> TBA	<u>Friday</u> TBA
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The **Overarching Goal** of this course is for students to develop an appreciation of Western musical cultures, concepts, and styles.

LEARNING OBJECTIVES:

By the end of this course, students will have

- investigated a range of human musical experiences and traditions
- practiced musical skills to facilitate student's entry into making music
- spoken and written intelligently about music in a myriad of cultural contexts
- developed the ability to discern characteristic patterns of melody, rhythm, timbre, form, texture, instrumentation, and harmony
- assessed the relevance of musical experience to individual and social well-being
- practiced research methods and academic writing techniques, including description and interpretation of music cultures and proper citation of sources

Students will also have

- acquired life-long learning, writing, and critical thinking skills
- become more culturally astute

During this course, the work assigned and our time together in an active learning classroom will step students through acquiring the knowledge and hands-on practice needed to achieve these learning outcomes.

Six (6) hours of work per week outside of class is expected. (9 is standard for a 3-unit course.)

TECHNOLOGY TOOLKIT & HELP-DESK SUPPORT

THE FOLLOWING ITEMS ARE REQUIRED. By enrolling in this course, you agree to acquire and maintain in proper working order both your required hardware and software.

This means you are responsible for learning the basics of how to maintain your hardware and how to use your software. You are responsible for seeking help when you need it.

Note: these expectations model what is presently expected of working professionals in every field.

Technical help for Canvas

FAMU's learning management system, iRattler, and FAMU email can be obtained by contacting the Educational Information Technology

Helpdesk: (850) 412-4357

After calling the Helpdesk, you might be referred the Office of Instructional Technology:

oit@famuedu

(850) 599-3460

Technical help for your equipment—if there is an associated cost it is your responsibility

Note that AppleCare is available at no cost through the phone.

AppleCare: 1 (800) MY APPLE

If you are using a Mac, iPhone or iPad to access required apps for this class, you should call AppleCare for technical support to optimize your storage, optimize the speed of your device(s), and ensure that you are running the latest operating system with the best security given the limitations of your specific device(s).

The technology TOOLKIT for this course includes:

Hardware

- Computer Mac or PC
- Full frequency stereo speakers such as earphones or a wired output from computer to speakers

Software — all of the software listed here is free (in app purchases are available, not required)

- FAMU email
- Canvas
- Zoom Zoom functions best in the stand-alone app; only use the browser version on a temporary basis
- Scanning app such as Scannable or CamScanner

Suggested additional software:

- PDF image editing app such as Preview (for MacOS only) or Adobe
- Ayoa
- LiquidText
- Evernote
- Grammarly

Canvas Inbox, famuedu email, and Zoom are our main ways to communicate in this course.

If you have any difficulty acquiring any of these required technological tools, you must communicate this with the PROFESSOR before the second week of classes ends.

You will get help to ensure that you have all the tools you need to excel in this course.

STUDENT EVALUATION *OVERVIEW*—How you earn your course grade

“Formative Assessments” give you credit & hold you accountable for challenging yourself and actively engaging in your own learning.

The grading system used for the following three areas of formation is:

70% credit for poor, 85% for good, 100% for exemplary work
“–” (minus sign) “ ” (check mark) “+” (plus sign)

40% Chapter Reviews, Active Learning in Preparation for Class. Our textbook and video chapters provide a lot of ideas to learn and explore further. This part of your grade is earned by accumulating points for chapter & video reviews and research completed BEFORE class. Chapter reviews prepare you for hands-on learning activities and discussions during class. There is one quiz. 100% ‘+’ work is complete and accurate per assignment guidance.

81 maximum points can be earned in this category.

48 points earns 100% of this part of your semester grade.

30% Creative Work. Earned as an average of grades on activities of making music, observation, reflection, and integration of music and culture concepts. 100% ‘+’ work demonstrates student has mastered concepts well enough to discover or create something new based upon what student has learned.

32 max points can be earned in this category.

24 points earned is 100%.

30% Engaged Participation. Includes actively contributing to our classroom’s engaged-learning environment & group music making. Earned as an average of attending class and grades earned on quizzes, one-minute papers, notes, or reflections written before, during, or immediately following a class meeting. Participating in workshops is weighted more heavily.

50 maximum points is a perfect 100% participation grade.

If late work is accepted for credit, it will be graded after all on-time work is graded.

If you turn in work late, then you will not know your actual grade in the course until final grades are posted at the end of the semester.

ENGAGED PARTICIPATION: *Participation means arriving on time and staying until the end. Students risk being counted absent when late or when departing early.*

Arrive before **class begins** to ensure that you are ready to begin.

Avoiding distractions Because we will use smart phones, tablets, and laptops during class, **please place your devices in “DO NOT DISTURB” mode before class starts.**

Before class starts, you should be logged onto the internet, signed into Canvas, paper notebook open with pen ready to take notes, assignments already uploaded, textbooks or other reading materials open, and ready for discussion.

Practice thoughtful attention on the focused theme. Listen attentively while someone is sharing information. Be mindful that you are supporting your own and others’ learning and having a positive experience. If you are distracted or are distracting others, change your behavior.

*Students will be marked absent when doing something other than the active learning task at hand (such distractions include checking email, texting, doing homework for another class, etc.). **Distracting conduct can cause a student to be marked absent for the day.***

ASSIGNMENTS:

- all assignments are available on Canvas and must be turned in via Canvas
- all assignments **must be properly cited** and free of plagiarism.
- a PDF scan of legible, handwritten homework is always accepted except where noted.
- **Engaged Participation notes must be handwritten for full credit.**
- **Research summaries must be typed because they are checked for plagiarism.**

Plagiarism is the unlawful stealing of others’ ideas. It happens when someone copies another person’s ideas and does not properly credit the other person as the original source.

To help you avoid plagiarism, Canvas has a checker (TurnItIn) that will analyze your paper for copied or plagiarized content. The app. shows where there is content in your paper that may be plagiarized. You can fix problems of missing citations before submitting your final draft.

Copied / plagiarized work will earn zero credit.

Research summaries without proper citation will not be graded.

Students are required to get outside input on their research summaries through the Writing Resource Center or University Libraries Information Literacy Programs.

Late assignments or exams

IF accepted, late Creative Projects will earn only 90% or less of what would be earned for an on-time grade.

Late Creative projects or Chapter Reviews will be **accepted for full credit only:**

- (1) when student has an official university excuse for the absence**
- or***
- (2) with written request from student who then receives written approval from Dr. Sager *prior to the assignment deadline.***

No late Chapter Reviews will ever be accepted after the final due date passes; final due dates are noted in the syllabus and the date an assignment

Music Appreciation

disappears is noted in Canvas.

STUDENT CENTERED LEARNING

Goals:

To ENGAGE and EMPOWER you through self-directed education:

This course is team taught between all of us. We are all expected to bring our expertise and imagination to guide the classroom activities and discussions.

A typical class session could begin with a listening or written quiz, then include a brief presentation by Dr. Sager or other student, a guided discussion through series of relevant questions, playing recorders, a critical listening exercise of music, song, or dance, as well as activities of individual reflection, small group discussion, followed by discussion as a class.

Remaining in the course after the drop date means students' commitment to:

- (1) actively participate in the teaching and development of this course
- (2) take ultimate responsibility for educating oneself
- (3) improve one's skills in self-directed learning and critical thinking

When we meet in person, students will be:

- prepared (ready to discuss, critique, ask questions),
- well-rested and in good health, and
- actively engaged in the activity of the moment.

All students in the class are recognized for their ability as teachers. Dr. Sager—as a research scholar—is a student as well and functions as a facilitator of student growth in knowledge and skill.

Students are responsible for directing their own learning, for sharing their knowledge in a manner beneficial to the entire class, and for finding appropriate ways of holding each other accountable so that we each rise to our highest level of excellence.

Students are responsible for tracking their own grade. Scoring sheets/checklists are provided in Canvas to help you track your grade. All assignment grades will be shown in Canvas.

To support your success, at any time during the semester, you can request Dr. Sager send you details of your current grade by email. Dr. Sager may also send poor-grade early warnings via Canvas to you and to your advisor.

If you want to know your actual current grade, then please turn in all of your work on time. Grade totals cannot reflect what could be earned on assignments that were turned in late and thus are not yet graded. When late work is accepted, the late work is graded last, after all on-time student work is done.

To give you the chance to direct your own learning, the number of opportunities to earn course credit far exceeds the points needed to successfully complete the course.

There is not a lot of work in this course. Rather, there are a lot of opportunities to learn and options to earn your grade. Dr. Sager invites you to discuss strategies for choosing a successful, individualized path.

Six hours work outside of class is expected most weeks. (In the United States, the standard for university courses is 9 hours outside of class for every three hours in class.)

To provide a SAFE LEARNING ENVIRONMENT where we can express ourselves, have fun exploring new ideas, and take intellectual risks:

This course will be conducted with respect—for you, yourself, and all others—and with the highest regard for human dignity and cultural expression globally.

Students shall avoid personal attacks or demeaning comments. When not avoided, then fellow students are called upon to politely recognize and constructively resolve lapses.

All class activities or discussions of a personal nature shall be kept confidential among class participants (for example, no photos will be taken, no online posts will be made).

We may adopt or revise guidelines as needed to ensure an open learning environment where everyone's voice, experience, values, and beliefs may be expressed in a way that is to everyone's benefit.

TOPIC OUTLINE — Due dates in Canvas overrule this topic outline

WEEK	Focus for the Week:
1	<p><i>TOPIC</i> WHAT IS MUSIC? WHAT IS CULTURE? CHPT: HOW THE BRAIN LEARNS</p> <p><i>To Do: START YOUR HOW BRAIN LEARNS CHAPTER REVIEW; DO WHAT IS MUSIC</i></p> <p>DUE: FRIDAY, WHAT IS MUSIC PROJECT</p> <p><i>To Do: DO HOW BRAIN LEARNS VIDEO REVIEWS; STUDY FOR QUIZ ON BRAIN</i></p>
2	<p><i>TOPIC</i> CHPT 1: SOUND, MUSIC, AND THE ENVIRONMENT</p> <p>DUE: MONDAY, HOW BRAIN LEARNS CHAPTER REVIEW</p> <p>MON: WORKSHOP: HOW THE BRAIN LEARNS/HOW LEARNING WORKS DOUBLE CREDIT</p> <p>DUE: WEDNESDAY, HOW BRAIN LEARNS VIDEO REVIEWS</p> <p>WED: QUIZ - ON HOW BRAIN LEARNS</p> <p>DUE: SYLLABUS REVIEW EXTRA CREDIT</p> <p>DUE: FRIDAY, CHAPTER 1 REVIEW</p>
3	<p>MON: HOLIDAY (NO CLASSES MONDAY)</p> <p><i>TOPIC</i> CHPT 1 CON'D: SOUND, MUSIC, AND THE ENVIRONMENT</p> <p>DUE: WEDNESDAY, SOUNDSCAPE INVENTORY</p> <p><i>To Do: SCHEDULE NOW YOUR APPOINTMENT FOR NEXT WEEK WITH WRITING RESOURCE CENTER OR LIBRARY FOR INFORMATION LITERACY TUTOR</i></p> <p>FRI: RECEIVE BACK YOUR GRADED CHAPTER 1 ANNOTATIONS</p>
4	<p><i>TOPIC</i> CHPT 2: TRANSFORMATIVE POWER OF MUSIC</p> <p>DUE: MONDAY, CHPT 2 REVIEW</p> <p>DUE: FRIDAY, AVOIDING PLAGIARISM REVIEW</p>
5	<p><i>TOPIC</i> CHPT 2 CON'D: TRANSFORMATIVE POWER OF MUSIC</p> <p>FRI: WORKSHOP, SHARE RESEARCH REVIEWS WITH PEERS, GIVE & COLLECT CRITIQUES</p> <p>DUE: FRIDAY, FINAL DEADLINE FOR ANY LATE CHAPTER 1 & 2 REVIEWS TO EARN CREDIT</p>

<p>6</p>	<p><i>TOPIC</i> CHPT 3: MUSIC & MEMORY</p> <p>DUE: MONDAY, RESEARCH REVIEWS THAT INCORPORATE PEER CRITIQUE</p> <p>DUE: MONDAY, CHAPTER 3 REVIEW <i>TO DO: BEGIN WORK ON MUSICAL ME PROJECT</i></p> <p>WED: WORKSHOP: MUSICAL ME (HAVE LAPTOP LOADED WITH AUDACITY & MUSIC YOU OWN)</p> <p>DUE: FRIDAY, MUSICAL ME THOUGHT PIECE</p>
<p>7</p>	<p><i>TOPIC</i> CHPT 4: TRANSMISSION: LEARNING MUSIC</p> <p>DUE: MONDAY, MUSICAL ME PROJECT—AUDIO & LINER NOTES</p> <p>DUE: MONDAY, CHAPTER 4 REVIEW</p> <p>WED: MUSICAL ME THOUGHT PIECES RETURNED WITH COMMENTS FRI: WORKSHOP: LEARNING/TEACHING YOUR MUSIC - TRIPLE CREDIT</p> <p><i>REMEMBER: COMPLETE A CONCERT REPORT</i></p>
<p>8</p>	<p><i>TOPIC</i> CHPT 5: RHYTHM</p> <p>DUE: MONDAY, CHAPTER 5 REVIEW</p> <p>DUE: FRIDAY, MUSICAL ME THOUGHT PIECES REVISED FRI: WORKSHOP: PRACTICING POLYRHYTHM - DOUBLE CREDIT</p>
<p>9</p>	<p><i>TOPIC</i> CHPT 6: MELODY</p> <p>DUE: MONDAY, CHAPTER 6 REVIEW</p>
<p>10</p>	<p><i>TOPIC</i> CHPT 7: TIMBRE</p> <p>DUE: MONDAY, CHAPTER 7 REVIEW DUE: MONDAY, LAST DAY TO TURN IN CONCERT REPORT 1 FOR ON TIME CREDIT</p> <p>WED: WORKSHOP, TIMBRE EXPLORATORIUM - TRIPLE CREDIT DUE: FRIDAY, INSTRUMENT CREATION</p>

<p>11</p>	<p><i>TOPIC</i> CHPT 8: TEXTURE</p> <p>DUE: MONDAY, CHAPTER 8 REVIEW DUE: WEDNESDAY, TEXTURE SCAVENGER HUNT (DUE 10 A.M.; ZERO CREDIT AFTER 12:20 P.M.)</p>
<p>12</p>	<p><i>TOPIC</i> CHPT 9: HARMONY</p> <p>DUE: MONDAY, CHAPTER 9 REVIEW DUE: FRIDAY, FINAL DEADLINE FOR ANY LATE REVIEWS OF CHAPTERS 3 THROUGH 8 TO EARN CREDIT</p>
<p>13</p>	<p><i>TOPIC</i> CHPT 10: FORM</p> <p>DUE: MONDAY, CHAPTER 10 REVIEW DUE: WEDNESDAY, IRISH DANCE TUNE FORM LISTENING DUE: FRIDAY, BLUES FORM LISTENING AND LYRICS</p>
<p>14</p>	<p><i>TOPIC</i> CHPT 11: COMPOSERS & IMPROVISORS</p> <p>DUE: MONDAY, CHAPTER 11 REVIEW DUE: WEDNESDAY, JAZZ IMPROVISATION & COMPOSITION LISTENING DUE: WEDNESDAY, ARABIC TAKSIM & COMPOSITION LISTENING <i>FRIDAY IS THE LAST TIME ANY LATE WORK CAN BE TURNED IN FOR CREDIT (INCLUDING CHPT 10 & 11 REVIEWS)</i></p>
<p>15</p>	<p><i>TOPIC</i> CHPT 12: MUSIC & TECHNOLOGY</p> <p>DUE: MONDAY, CHAPTER 12 REVIEW DUE: WEDNESDAY, GRANDMASTER FLASH LISTENING DUE: WEDNESDAY, DEMOCRATIZATION THOUGHT PIECE DUE: FRIDAY, RECORDER PLAYING PORTFOLIOS <i>FRIDAY AT CLASS IS THE LAST TIME ANY CHAPTER 12 WORK CAN BE TURNED IN FOR CREDIT</i></p>
<p>FINALS WEEK</p>	<p><i>No final exam.</i> LAST CHANCE! CONCERT REPORTS FINAL DEADLINE IS WEDNESDAY, 12 NOON</p>

STUDENT EVALUATION *DETAILED*—How you earn your course grade

Use the following criteria to track your final grade during the course of the semester.

Chapter Reviews—Preparation Active Learning - 40% of semester grade

TO EARN AN “A” FOR EXCELLENCE, I EXPECT YOU TO ENGAGE DEEPLY IN 8 OF 13 CHAPTERS.

81 maximum points can be earned in this category.

48 points earns 100% of this part of your semester grade.

46 points earns 95% A

41 points earns 85% B

36 points earns 75% C

31 points earns 65% D

Each “wrapper” turned in earns one point extra toward any of the **first three** Chapter Reviews.

One **Chapter Review** on How the Brain Learns earns **6 points** as follows:

- 1 point: turning annotations & answer in on time (per time noted in syllabus)
- 3 points: score on quiz (quiz assesses your comprehension of the reading)
- 2 points: video reviews (three videos reviewed, grades averaged)

Tutorial and Quiz on how to properly cite, avoid plagiarism

- 1 point: quiz (credit earned if 9 points or better scored on quiz)
- 2 points: annotations/notes on tutorial content, time spent, final favorite idea

Each of 12 textbook **Chapter Reviews** can earn **6 points** as follows when completed per guidance posted in Canvas.

- 1 point: turning in chapter review on time (per date noted in syllabus).
- 1 point: response to the video (with time markings)
- 1 point: response to the chapter reading (with page numbers)
- 3 points: creative research and written summary

(Extra Credit bonus points can be earned for each additional research question investigated, described, and cited)

Note: 8 on time, complete reviews, done excellently, earns an “A”= 48 points (100%); or 13 partial reviews can earn an “A” provided enough total points are earned.

“A” means excellent. “B” means good.

8 on time, complete reviews, done well, earns a “B”=40 points (83%).

8 LATE, complete reviews, done excellently (i.e. “A”), earns only 40 points (83%).

8 LATE, complete reviews, done well (i.e. “B”), earns only 34 points (71%).

Point: **Be prepared before class. On time work earns much more credit.**

DO NOT COPY

To earn the on time credit, you must submit at least one (of three) complete parts of the Chapter Review on the due date. "Complete" means that the part you submit shows that you have engaged thoughtfully in one part of the Chapter Review and this part earns a grade of 85% or higher per rubric.

If you earn over 100% of this part of your grade, then the bonus credit will help your overall semester grade.

Creative Projects —30% of total semester grade

32 max points can be earned in this category.

24 points earned is 100%.

23 points earns 95% A

20 points earns 85% B

18 points earns 75% C

16 points earns 66% D

Points can be earned as follows:

2 points: what is music interview research

2 points: soundscape inventory & thought piece

5 points: musical me audio sampler, liner notes, and thought piece

3 points: for each of two concert reports

(note the alternative projects described in Canvas during COVID pandemic)

Note: One concert report must be submitted by Monday of Week 10 for on time credit

2 points: blues form & lyrics

1 point each: [syllabus review \(extra credit\)](#)

[myth scavenger hunt \(extra credit\)](#)

thought piece on music lesson

[drummer of Dagbon \(extra credit\)](#)

rewrite of musical me thought piece

create an instrument

texture scavenger hunt

Irish dance form

jazz improvisation and composition focused listening

Arabic *taksim* and composition focused listening

'democratization' thought piece

hip hop focused listening

If you earn over 100% of this grade, the bonus credit will help your overall semester grade.

Engaged Participation in Class—30% of total semester grade

50 maximum points is a perfect 100% participation grade.

There are 43 class days this semester. You can earn 1 point every class day. Special days with in-class workshops earn double or triple credit. For example:

2 points:	How the Brain Works workshop 3
points:	Teaching/Learning Lesson
2 points:	Rhythm workshop
3 points:	Timbre Exploratorium workshop 2
points:	Group Improvisation workshop

Earning 100% of 50 would mean you attended every single class and earned a plus grade (100%) on all work completed during each class session.

Earning 45 points is 90% of the total possible. This would be your grade if you missed three regular classes and one of the 2 point workshops; or if you missed 5 regular days while earning a plus grade on all work completed during class.

Note that if you attended the same days as in the example above, but you earned only a check (85%) on one day, then your grade would fall below 90% to a B+.

47 points is 94% A

42 points earns 84% B

37 points earns 74% C

32 points earns 64% D

Note: Your participation grade is assessed by the completeness and thoughtfulness of your handwritten notes taken during class as well as written responses to:

- “focusing questions”/“quizzes”* handwritten at the start of class, and/or
- “guided reflections” written during class-time, and/or
- “one-minute papers” (clearest/most interesting point & muddiest point/ burning question) asked usually near end of class.

On occasion, your participation credit may be based solely upon a simple roll call.

If you are late or depart early, you will receive 60% toward your participation that day.

100% = exemplary engagement, 85% = good engagement, 70% = poor engagement
“+” (plus sign) “ ” (check mark) “-” (minus sign)

“+ ” is 93%, means super good. “ —” is 77%, means okay.

60% means late/left early

Extra credit will sometimes be offered during class discussions for researching answers to questions raised. This extra credit is earned by reporting your findings during class and uploading a written summary of your findings to the Engaged Participation assignment in Canvas for the next class.

Academic Learning Compact

Find the Academic Learning Compact for your degree program at
<http://www.famu.edu/index.cfm?Assessment&CurrentALCs>

University Americans with Disabilities Act (ADA) Policy Statement

Find the University ADA Policy Statement at
[http://www.famu.edu/index.cfm?EOP&AmericanswithDisabilitiesAct\(ADA\)](http://www.famu.edu/index.cfm?EOP&AmericanswithDisabilitiesAct(ADA))

University Non-discrimination Policy Statement

Find the University Non-discrimination Policy Statement at
<http://www.famu.edu/index.cfm?EOP&NON-DISCRIMINATIONPOLICYSTATEMENT>

Academic Honor Policy Statement

Find the Student Code of Conduct at
<http://www.famu.edu/officeofstudentconduct/Regulation%20012%20Student%20Code%20of%20Conduct.pdf>

See especially section (8) Violations, found on pages 4-5 (emphasis added):

(a) Academic Dishonesty:

1. **Cheating:** using, attempting to use or giving unauthorized information or material in any academic endeavor. Cheating includes, but is not limited to, unauthorized possession and/or use of an examination, course related materials, cheat sheets, study aids or other information in an academic exercise; communication to another through written, visual, electronic or oral means; **submitting the same academic work for credit more than once without the express written permission of the instructor**; use of any materials or resources a faculty member has notified the student or class are prohibited.
2. **Plagiarism** may be specifically defined for the purposes of any course by the school, institute, or college involved. Unless otherwise defined, plagiarism shall include, but is not limited to,: failure of the student to use another's work without any indication of the source and in so doing, conveying or attempting to convey that the work is the student's own; submitting a document or assignment in whole or in part that is identical or substantially identical to a document or assignment not written by the student; allowing another person to compose or rewrite an assignment or document.
3. **A student who assists in any of the academic dishonesty violations mentioned above shall be considered equally as responsible as the student who accepts such assistance.**
4. When the University's schools, colleges or institutes choose to internally address academic dishonesty **violations**, students should consult with the academic dean, director or program coordinator in the respective school, college, or institute for procedural information.
5. The **penalties** for academic dishonesty violations may include: reprimand, reduction of grade; denial of academic credit; invalidation of university credit or of the degree based upon such credit; **probation; suspension; or expulsion**. In addition to any other penalties that may be imposed, the individual or student may be denied admission or further registration, and the University may invalidate academic credit for work done by a student and may invalidate or revoke the degree based upon such credit if it is determined that the student has made false, fraudulent, or incomplete statements in the application, residence affidavit, or accompanying documents or statements in connection with, or supplemental to, the application for admission to or graduation from the University.

Mask Protocols and Expectations

Wearing a face covering in public can help prevent the spread of COVID-19 in the community. In accordance with guidance from the Centers for Disease Control and Prevention (CDC) and the Florida Department of Health, Florida A&M University expects everyone to wear a face covering in university buildings, including classrooms, regardless of vaccination status. Face coverings should be worn appropriately (i.e., covering both your mouth and nose) in the building if you are attending class in person. Everyone is expected to wear one while inside any university building or public space in which social/physical distancing cannot be observed. Face coverings other than those provided by the University are acceptable so long as they provide appropriate coverage (mouth and nose).

Face coverings protect the health and safety of individual students as well as the health and safety of their classmates, instructor, and the university community. Anyone attending class in person without a face covering or whose face covering does not provide appropriate coverage may obtain a face covering, free of charge from University locations throughout the University. Instructors will end class if anyone present creates a disruption in class regarding behavioral expectations.

Students should observe signage or otherwise sit, stand, and situate themselves in the seating arrangement identified by their instructor. Disruptive students may face disciplinary action for Student Code of Conduct violations. Students may consult with the Center for Disability Access and Resources (CeDAR) for accommodations, as necessary.

Finally, students who are experiencing COVID-19 related symptoms must not attend class in person and are encouraged to contact a health care provider. Students must report their absence to the course instructor. Alternatively, students may contact Student Health Services to report their absence, who will work with the student to communicate with the course instructor.

A portion of the grade for this course is directly tied to your participation in this class. Successful participation is defined as consistently adhering to University expectations, as presented in this syllabus, including the University's response to the COVID-19 pandemic.

Disclaimer: *This syllabus is intended to provide student guidance on the type of content and activities that will be covered in this course throughout the semester. It will be followed to the extent possible. However, modifications may be made to supplement and/or enhance student learning.*