

Department of Community Sustainability

CSUS 200, Section 2: Introduction to Community Sustainability

Fall 2020

Wednesday 3:00 pm – 5:50 pm

Online: D2L and Zoom

Zoom Meeting ID: <https://msu.zoom.us/j/94013205896>

Zoom Password: section2

Date of Final Exam: Dec. 18, 2020 at 12:45 pm

Part 1: Course Information

Instructor Information

Instructor: Michael Kaplowitz, JD, PhD

Pronouns: he/him/his

Office: 308b Natural Resources Building

Office Hours: Tuesdays 3:00 pm – 5:00 pm (by appointment), after class, and by appointment.

Cell Phone: 517-582-1918 (*feel free to text*) (best number)(before 11 pm)

Email: kaplowit@msu.edu (*always an outstanding option*)

Course Objectives

Students will be able to:

1. Identify key themes and principles of sustainability.
2. Apply critical thinking, analysis, and research skills to evaluate the credibility of policy positions and scientific arguments related to sustainable communities.
3. Develop working knowledge of ecological footprint concept and estimate their own ecological footprint.
4. Improve decision-making capabilities within the context of sustainable communities.
5. Assess whether a societal issue is a wicked or tame problem.
6. Develop leadership skills within groups to advance positive change within communities.
7. Use information technologies in their formal and non-formal learning.
8. Consider the role of the Commons in strategies for community sustainability.
9. Identify individual worldviews as they relate to sustainability, communities, and individual actions.
10. Examine the interaction between agriculture, food, natural resources, and Michigan communities using a systems approach.
11. Understand and use Life Cycle Analysis to consider true costs of products and services.



Course Description

Total Credits 3, Lecture/Recitation/Discussion 3 hours. Introduction to sustainability and personal role in sustainability initiatives. Implications of individual actions for key sustainability challenges. Application of sustainability principles and leadership skills in community.

Textbook & Course Materials (required)

- [Choices for Sustainable Living](#) (8-chapter version)
- Purchase/rent/borrow a book (from the list below) for your Book Review

Course Requirements

- Internet connection (DSL, LAN, or cable connection desirable); MSU NetID/email.
- Access to computer (laptop) and/or tablet. And if possible, a second device, typically a cell phone or a tablet for some group activities.
- Access to D2L, Zoom, Microsoft Applications, and Google Apps (i.e., JamBoard).

Technical Assistance

If you need technical assistance at any time during the course or to report a problem, you can:

- Visit the Desire2Learn Help Site (<http://help.d2l.msu.edu/>)

Inclusive Classroom

Diversity, equity and inclusion are important, interdependent components of everyday life in the College of Agriculture and Natural Resources (CANR) and are critical to our pursuit of academic excellence. Our aim is to foster a culture where every member of CANR feels valued, supported and inspired to achieve individual and common goals with an uncommon will. This includes providing opportunity and access for all people across differences of race, age, color, ethnicity, gender, sexual orientation, gender identity, gender expression, religion, national origin, migratory status, disability/abilities, political affiliation, veteran status and socioeconomic background. [See [CANR DEI Statement](#)]

Land Acknowledgement

Michigan State University occupies the ancestral, traditional and contemporary lands of the Anishinaabeg – Three Fires Confederacy of Ojibwe, Odawa and Potawatomi peoples. In particular, the university resides on land ceded in the 1819 Treaty of Saginaw. We recognize Michigan's 12 federally recognized Native Nations, historic Indigenous communities in Michigan, Indigenous individuals and communities who live here now, and those who were forcibly removed from their homelands. In offering this land acknowledgement, we affirm Indigenous sovereignty, history and experiences. [MSU Native American Institute. See [here](#)]



Part 2: Class Schedule

Week 1 – Introduction—September 9, 2020

1–Intro.; Sustainability Def.; Ground Rules; Inclusive Space; Co-Learners; Apologizing

2–Wicked Problems; Systems Thinking; Mindsets; Listening

Week 2 – Systems Thinking—September 16, 2020

3–Analyzing Websites; Credibility of Information; What is “Good Science?”

4–Introduction to Mental Modeler (personal trash sort). (check in) mind map:trash sort)

Week 3 – Equity—September 23, 2020

5–Why Talk about Race, Power and Privilege when Talking about Sustainability?

6–A Call to Sustainability (CSL Discussion #1)

Week 4 – Equity—September 30, 2020

7–History-Read-A-Round

8– Cycle of Socialization; Implicit Bias; Interrupting Bias

Week 5 – Human/Environmental Interdependence— October 7, 2020

9– Environmental Racism; Environmental Justice

10-Defining What Matters; Community and Global Trends

Week 6 – Ecology— October 14, 2020

11–An Ecological Footprint; What’s Your Ecological Footprint?

12–Ecological Principles (CSL Discussion - #2)

Week 7 –Systems / Food—October 21, 2020 [Book Review Due 10/21/20]

13 – Governing the Commons

14 – Life Cycle Analysis

Week 8 – Food—October 28, 2020 –

15 – What is the Real Cost of Food? /Feeding Yourself for a Year [ten]/A Place at the Table

16 – Food (CSL Discussion - #3)



Week 9 – Water— November 4, 2020

17 – Water – Oil of the 21st Century?

18 – Water (CSL Discussion - #4)

Week 10 – Strategies for Communities— November 11, 2020

19 – Implementing Sustainability Strategies for Communities

20 – Community (CSL Discussion - #5)

Week 11 – Transportation—November 18, 2020

21 – [transportation stuff]

22 – Transportation (CSL Discussion - #6)

Week 12 –Consumption— November 25, 2020

23 – What is Minimalism? No Impact Man]

24 – Consumption and Economy (CSL Discussion - #7)

Week 13 - Visions of Sustainability— December 2, 2020

25 – Indigenous Sustainability

26 – Holistic Management

Week 14 – Visions of Sustainability—December 9, 2020

27 – Visions of Sustainability (CSL Discussion - #8)

28 – Class Debrief/Reflection/Discussion

Week 16 – Finals Week -- [R3 Report & Data Due 12/18/20]

29 – December 18, 2020 – Final (12:45pm – 2:45pm)



Part 3: Assignments

There are several types of assignments for this class. Students are expected to engage in some daily, weekly, and some once-a-term tasks. Students will be asked to engage in different types of reflective, research, and writing tasks. Importantly, students are expected to manage their time and workload independently and responsibly.

All sections of CSUS 200 share four major sets of assignments:

- **R3 Project**
 - Daily –R3 data collection
 - Weekly –Blog Post
 - End of Semester –R3 Report and R3 Data Set
- **Book Review**
 - Pick book from short-list of books provided to class.
 - Read book
 - 10/21/2020 – Submit YouTube Book Review
- **Mental Modeler**
 - Introduction - Class 9/9/2020
 - Applications during course
- **Final Exam**
 - December 18 @ 12:45 pm-2:45
 - R3 report & dataset due by this day/time.

In addition, each section of CSUS 200 may have different assignments and due dates. In this section of CSUS 200, students will be expected to turn in assignments/take quizzes weekly. The typical dues days/times will be 1) **Wednesdays** (before class) and 2) **Fridays** (before midnight). Quizzes, Assignment dropboxes (folders), etc. in D2L will be open in advance of deadlines. Early submissions are welcome.

This course has multiple components. Each week there are assignments due and over the course of the semester, there will assignments due as well.

DUE DATES

- Book Report: October 21, 2020 at 11:59pm
- R3 Report & Data: December 18, 2020 at 12:45pm



Graphical Depiction of Typical Week of Work Flow

	Saturday/Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
Reading/Assignments (daily)	Daily as needed	Daily as needed	Daily as needed	Daily as needed	Daily as needed	Daily as needed
R3 Data Collection (daily)	R3 data entry	R3 data entry	R3 data entry	R3 data entry	R3 data entry	R3 data entry
Reading Quiz (weekly)				Quiz Before Class		
Synchronous Session (weekly)				Synchronous Classes		
Asynchronous Session (occasional)	X	X	X	X	X	Assignment Due
CSL Discussion Summary (8) (notetaker rotates; one time each)						CSL Discussion Summary
Application Check (weekly)						Application Check
R3 Blog (12 weeks) (weekly)						R3 Blog



Course Flow

This section of CSUS 200 'meets' once each week for just under three hours. That time is divided into two units, that I call classes. In person and online, there is an expectation of students being prepared and present during our scheduled class time. So, plan to be with us on Wednesdays (camera on, most of the time) unless we are having an asynchronous class

Some sessions (e.g., Mental Modeler) may be asynchronous, with students working through material at a time of their choosing with the expectation that required work will be submitted by midnight on Friday of that session's week.

The transition of this course to an online format is ongoing and a work in progress. Please help me and my colleagues improve the course.

Weekly Workflow

- Every day: Time for reading, assignments, & R3 data
- Wednesdays: Reading Quiz (before class)
- Fridays: R3 Blog, Application Check, and CSL Discussion Summary (midnight)

Semester Workflow

- Identify behavioral change for R3 project
- Enter R3 data daily
- Pick book for Book Report
- Book Report (due 10/21/2020)
- R3 Report & Data (due 12/18/2020)
- Final (12/18/2020)

Note: All assignments, quizzes, etc. need to be completed/submitted via D2L. Late work will be penalized. Students are expected to obtain needed software/skills for assignments



A. R3 Project Assignments [320 total points]

This set of assignments spans the semester. The R3 tasks the first week or so of the class are for you to identify a **daily personal behavior** that you can change.

This daily behavior should be one that you believe will result in you reducing, reusing, or recycling a resource/product.

Some examples include decreasing the number of miles you drive your car, decreasing your water usage, decreasing your use of plastic, and eliminating your use of bottled water, just to name a few.

Components

- **“R3 Blog” – Weekly for 12 weeks.** Due by midnight on Fridays except for Blog 12. Blog 1 due: 09/11/2020. Blog 12 due: Monday, 11/30/2020 (bc of Thanksgiving)

Your first blog will focus on the selection process of your behavior that you hope to modify (subject to Dr. Kaplowitz’s approval). That blog must reflect your recognition that you are able to **measure the proposed behavior change**, and that you have begun to establish **baseline data** of your current practice/behavior (see Data Record). The subsequent blogs will ask you to report some of your successes (and failures), your data totals, as well as ask you to reflect on class-related tasks, observations, and exercises.

- **R3 Data Record.** Final spreadsheet due on or before 12/18/20 @ 12:45 pm.

You will need to keep an **Excel spreadsheet** to track your changes (or lack thereof). Your spreadsheet will be needed for your blog entries each week. Your first entry/entries should help you establish your baseline. For example, you may record your commute miles via bike, bottles of water do you currently drink each day, etc. on a daily basis. Failure to establish a R3 spreadsheet may negatively impact R3 blog grades in addition to negatively impacting your final spreadsheet grade and R3 report grade.

Your **spreadsheet should be available to share with the instructor at any time during the semester**. Your final spreadsheet must be turned in at the end of the term together with submission of your final R3 report on or before 12/18/20 at 12:45 pm. Failure to turn in a final spreadsheet on time will result in zero points.

- **Final R3 Report.** Due on or before 12/18/20 at 12:45pm.

You are expected to prepare a well-written 3-page report that: 1) summarizes your efforts over the semester to change your behavior, 2) analyses the impacts (both primary and secondary) of your behavioral change, 3) estimates and discusses the impact that would occur if every student at MSU adopted the same behavioral change



(assuming that none of them are currently doing it), and 4) includes summaries from your data set/spreadsheet. The uploaded R3 Report should be in Microsoft Word or PDF format. The data set (i.e., spreadsheet) should be an Excel format.

B. Book Review [150 total points]

You are expected to create a 2-3 minute YouTube book review on one of the books listed below (do not pick a book that you have read before). Resources on how to write a book review are available in D2L in the Assignment folder. They will help you develop your own script for your video. The grading rubric for the assignment gives clear indications of the importance of the several required elements for your Book Review.

Your video should include a brief summary; however, the majority of video should focus on a critical analysis of the book as well as how it personally impacted you.

- Did your thoughts about the topic change because of the book?
- Or your behaviors?
- Is this a book that you would recommend?

When your Book Review video is complete, you will upload it to YouTube as “unlisted.” Then you are expected to upload the URL to your Book Review into the Book Review Dropbox in D2L. You should do this two (2) ways: 1) by placing ‘your’ URL into a Word document that you upload into D2L **AND** 2) adding (pasting) the URL into the notes filed in Dropbox page where you upload your ‘url document.’ (The Book Review is due by midnight of October 21, 2020).

Book List (Fall 2020)

- *Between the World and Me* by Ta-Nehisi Coates
ISBN-10: 0812993543 / ISBN-13: 978-0812993547
- *Recovering the Sacred* by Winona LaDuke.
ISBN-10: 1608466272 / ISBN-13: 978-1608466276
- *Rising Out of Hatred* by Eli Saslow
ISBN-10: 052543495X / ISBN-13: 978-0525434955
- *Waking up White* by Debby Irving
ISBN-10: 0991331303 / ISBN-13: 978-0991331307
- *The Watchman’s Rattle* by Rebecca Costa
ISBN-10: 1593156863 / ISBN-13: 978-1593156862
- *The Unsettling of America* by Wendell Berry
ISBN-10: 161902599X / ISBN-13: 978-1619025998



C. Reading Quiz/Assignments [150 total points]

All of the assigned readings for each week's classes should be completed before class. There will be a weekly D2L-based quiz based on the assigned materials, typically due before class. Some weeks there may be alternative assignments. These 14 quizzes/assignments will be worth 11 points per week (14) for a total of ~150 points.

D. Application/Class Check Ins [150 total points]

After class on Wednesday, there will be an application/class check-in quiz based on that week's classes. The Application/Class Check-in quiz is due by Friday midnight. Each of the 14 application/class checks is worth 11 points for a total of ~150 points.

E. Discussion Group Summaries [80 total points]

Each Discussion Group will submit a summary of their group's discussion for each of the 8 classes devoted to the Choices for Sustainable Living discussions via the appropriate Dropbox. These summaries, based on the group's responses to the *Suggested Discussion Questions*, will be completed by the assigned notetaker for the given discussion including those group members present as well as a summary of the group's responses for each discussion question. Each summary is worth 10 points for each group member **present** during that discussion and should be both uploaded to the D2L site AND emailed to Dr. Kaplowitz by **5:00 PM the day of the discussion**.

F. Final [150 total points]

The Final will be comprehensive and open note. The Final Exam time is December 18, 2020 from 12:45pm – 2:45pm.

Class Attendance and Participation

Your active participation in class is expected (including reading assigned readings prior to class and engaging in the in-class activities). If you are texting, facebooking, or any other forms of social media you are **not** participating in class.

Your camera must be on if you are in class and fully participating. If your study/class space is problematic, please let your instructor know. Please be proactive about your issues so that the instructor can help you.

Please note that classes missed for university-approved reasons, when the student has followed the MSU protocol, will not count against class attendance 'grade.' See below in the syllabus for more information about absences.



Part 4: Grading Policy

Overview of Assignments and Grading (Total = 1000 points)

R3 Blog	120 point
R3 Dataset	50 points
R3 Report	150 points
Book Review	150 points
Quizzes	150 points
Application Checks	150 points
Discussion Summaries	80 points
Final Exam	<u>150 points</u>
Total	1000 points

Instructor's Grading Scale

Grade	Points	Percentage
4.0	1000-920	100 – 92
3.5	919-860	91.9 – 86
3.0	859-820	85.9 – 82
2.5	819-750	81.9 – 75
2.0	749-700	74.9 – 70
1.5	699-650	69.9 – 65
1.0	649-600	64.9 – 60
0.0	< 600	< 60

Notice About 'D2L Grades'

The MSU web-based instruction system (D2L) is a tool for supporting class instruction. It is not automatically synchronized with the registrar's systems. D2L has a myriad of functions, default settings, and automated computations that do not necessarily and automatically align with instructors' syllabi, grading schemes, etc. The instructor will work towards making the D2L grades closely approximate the grading scheme in the syllabus. However, be advised that the D2L grade book should be treated as approximations of students' grades. D2L has been known to generate erroneous 'final grades' or '4-point equivalent grades' that are incorrect and misleading because D2L assumptions and default settings are not in line with the instructor's syllabus. Please advise the instructor about anomalies with D2L gradebook and other functions so that he can address them as soon as possible.



Part 5: Course Policies

Commit to Integrity: Academic Honesty

Article 2.3.2 of the [Academic Freedom Report](#) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Department of Community Sustainability adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See [Spartan Life: Student Handbook and Resource Guide](#) and/or the MSU website: www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com or other such websites to complete any course work in CSUS 200.

Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also the [Academic Integrity webpage](#).)

There will be no additional warnings – the maximum sanction allowed under MSU policy will occur on the first offense.

Turnitin and Plagiarism

Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, I have chosen to use a tool called Turnitin to compare your papers with multiple sources. The tool will compare each paper you submit to an extensive database of prior publications and papers, providing links to possible matches and a 'similarity score.' The tool does not determine whether plagiarism has occurred or not. Instead, I will make a complete assessment and judge the originality of your work. All submissions to this course may be checked using this tool. You should submit papers to Dropboxes enabled with Turnitin without identifying information included in the paper (e.g., name or student number), the Desire 2 Learn system will automatically show this information to me when I view the submission, but the information will not be retained by Turnitin. If you forget and submit your paper with your identifying information on it, it will be retained in the Turnitin repository. Furthermore, your submissions will be retained in the Global Turnitin repository.



In choosing to use Turnitin in our class, I have agreed to follow five guidelines. They are:

1. I will use Turnitin as part of a balanced approach to encourage academic integrity and foster student success.
2. I will openly disclose use of Turnitin in this course on the syllabus and at the time assignments are announced.
3. For a given assignment, I will use Turnitin for all papers.
4. I will make the final determination of originality and integrity.
5. To ensure privacy, I will ask students to remove identification (e.g., names and student numbers) from submissions.

If you have any questions about the use of Turnitin in this course, please bring them to my attention.

Accommodations for Students with Disabilities

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities online at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me Dr. Kaplowitz at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.

Drops and Adds

The last day to add this course is the end of the first week of classes. Middle of Semester is 2/26/2020 and it is last day to drop courses with no grade reported. You should immediately make a copy of your amended schedule to verify you dropped this course.

Commercialized Lecture Notes

Commercialization of lecture notes and university-provided course materials is not permitted in this course.

Attendance

Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course. This course follows the General University Attendance Policy. You can find information regarding MSU's attendance policies on the website for the [Office of the University Ombudsperson](#).



Grief Absence Policy

The instructor is sensitive to and will accommodate the bereavement process of a student who has lost a family member or who is experiencing emotional distress from a similar tragedy so that the student is not academically disadvantaged in the class. For undergraduate students, it is the responsibility of the student to: a) notify the Associate Dean of their college of the need for a grief absence in a timely manner, but no later than one week from the student's initial knowledge of the situation, b) provide appropriate verification of the grief absence as specified by the Associate Dean, and c) complete all missed work as determined in consultation with the instructor. The instructor will work with the student to make reasonable accommodations and to include appropriate language describing such accommodations in their course syllabus, so that the student is not penalized due to a verified grief absence.

Observance of Religious Holidays

It has always been the policy of the University to permit students and faculty to observe those holidays set aside by their chosen religious faith.

It is the responsibility of those students who wish to be absent to make arrangements in advance with their instructors. It is also the responsibility of those faculty who wish to be absent to make arrangements in advance with their chairpersons, who shall assume the responsibility for covering their classes.

Visit <https://reg.msu.edu/ROInfo/Notices/ReligiousPolicy.aspx> for the rest of the Religious Observance Policy.

Participation in Field Trips, Rehearsals and Performances

Instructors requiring these events must, in advance, provide their students who have resulting course conflicts with a letter that verifies the event and the conflict. Students then must present this letter to the instructors of the courses in conflict with the event. One such excused absence will be allowed in the class.

Participation in University-Approved and Required Events (i.e., Athletic Competitions)

Student-athletes are excused from classes to participate in out-of-town university-approved events/competition. Before missing classes, student-athletes must present their instructors with a letter signed by both the director of the Student-Athlete Support Services and the Faculty Athletics Representative. These letters confirm the dates and locations of the out-of-town events and, depending on the schedule, may be issued as frequently as once a week. An excused absence for such events does not excuse student-athletes from completing course work missed during their absences. However, the excused absence for University-Approved and Required Events will not count against the student's attendance grade. Online quizzes, assignments, papers, etc. are still expected to be submitted 'on time' or as close to on time as possible. Prior discussion with the instructor should establish the submission deadlines.



Medical Excuses

Olin Health Center physicians will provide students with a medical excuse only if the student's illness warrants such action. If a student is examined by an Olin health-care provider during the time he/she is ill, the provider will decide at that time if the student is too ill to attend classes. If an excuse is warranted, the provider will specify this on a Patient Instructions form, which the student will receive. A copy of that form must be shared with the instructor

If a medical excuse is received, the student needs to submit this form to the instructor in support of a request for an excused absence (i.e., no penalty for absence) and a request for rescheduling missed quiz(zes), etc.

If the Patient Instructions form does not include a recommendation for an excused absence, it would serve only to document that a student saw an Olin physician on a specific date. The form, then, would not support a request for an excused absence and should not be submitted to an instructor.

Many illnesses take several days to run their normal course and do not necessarily need to be evaluated or treated by a health-care provider -- nor do they require absences from class. Generally, to qualify for an Olin Patient Instructions form with a recommendation for an excused absence, the illness must be severe enough to warrant absence from classes. Students must see an Olin health-care provider when they are ill, not after they have missed a few classes, recovered, and have returned to class. Olin staff will not issue requests for medical excuses after the fact and without examining the student.

The instructors may--or may not--honor a non-Olin physician's request, for an excused absence.

Late Assignments, Make-Ups, etc.

Class assignments, for the most part, are available in advance of the due date on D2L. Assignments/quizzes may be submitted in advance of their due date on D2L. Late assignments may be accepted by the instructor with an appropriate late penalty. That penalty is typically a grade reduction of 10% per day.

E.g., A 10-point assignment turned in one day late that would have received a 10 out of 10 will receive a grade of 9/10.

Students confronting serious issues that adversely impact their ability to turn in their assignments, should inform the instructor so that an accommodation regarding late assignments may be considered and made.

For absences that are known to students in advance, the associated assignments are expected to be submitted on or before due dates. If a student who misses class wants to earn credit for in-class assignments, that student will need approval from the instructor on alternative assignments that such a student can complete and submit in order to receive credit for them.



For absences/illnesses for university-approved reasons that are not known to students in advance, associated assignments will be accepted without late penalty within a week of returning to class. In cases with extended absences for approved reasons, accommodations will be made.

Internet

Some professional journals will not consider a submission for publication if the article has appeared on the Internet. Please notify your instructor in writing if you do not want your course papers posted to the course Web site.

Disruptive Behavior

Article 2.III.B.4 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

Campus Emergencies [not applicable FS20]

In the event of an emergency arising within the classroom, Dr. Kaplowitz will notify you of what actions that may be required to ensure your safety. It is the responsibility of each student to understand the evacuation, "shelter-in-place," and "secure-in-place" guidelines posted in each facility and to act in a safe manner. You are allowed to maintain cellular devices in a silent mode during this course, in order to receive emergency SMS text, phone or email messages distributed by the university. When anyone receives such a notification or observes an emergency situation, they should immediately bring it to the attention of Dr. Kaplowitz in a way that causes the least disruption. If an evacuation is ordered, please ensure that you do it in a safe manner and facilitate those around you that may not otherwise be able to safely leave. When these orders are given, you do have the right as a member of this community to follow that order. Also, if a shelter-in-place or secure-in-place is ordered, please seek areas of refuge that are safe depending on the emergency encountered and provide assistance if it is advisable to do so. (See also www.alert.msu.edu.)

E-Learning Policies

Information technologies such as D2L and email are widely used in this class. As a result, there are some additional policies that need to be understood.



- Students should visit the course’s D2L site on a regular basis.
- Students should check their email frequently (all class email is sent to the student’s official MSU email account).
- All assignments submitted electronically, either on disk or via email, should be free of any viruses and/or worms. Any infected file or media that is submitted will receive a zero (0) for that assignment.
- This course recognizes the students’ right to privacy and adheres to the Family Educational Rights and Privacy Act (FERPA).
- Students need to review the university policy “Acceptable Use of Computing Systems, Software, and the University Digital Network” at <http://lct.msu.edu/guidelines-policies/aup/>.
- Dr. Kaplowitz will answer email about:
 - Questions arising from difficulty in understanding course content.
 - Requests for feedback about graded assignments.
 - Private issues appropriate for discussion within the teacher-student relationship.
- Dr. Kaplowitz typically will NOT answer email which:
 - Poses questions answered in the course information sections of course D2L site
 - Poses questions answered in the course syllabus.
 - Lacks a subject line clearly stating the purpose of the email and the course number (CSUS 200).
 - Raises an inappropriate subject.
- Dr. Kaplowitz will make every effort to answer email received on a given day no later than close of work on the next workday.
 - You can also text or call Dr. Kaplowitz if the situation warrants a quick response
- The Web site tech.msu.edu provides a number of information technology resources for students.
- You are responsible for the operation of any personally owned computers you use on or off campus. A malfunctioning computer system is NOT a valid excuse for submitting late work.

Students are expected to have a high degree of self-motivation and self-direction in this class and develop the needed technology skills to excel in this class and in life.

Title IX and MSU’s Commitment

Michigan State University is committed to fostering a culture of caring and respect that is free of relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to services. For information on reporting options, confidential advocacy and



support resources, university policies and procedures, or how to make a difference on campus, visit the Title IX website at www.titleix.msu.edu.

Mandatory Reporting

Dr. Kaplowitz, in his capacity as a university employee, is obligated to promptly report incidents of sexual harassment, sexual violence, sexual misconduct, stalking, and relationship violence that:

- Are observed or learned about in his professional capacity,
- Involve a member of the university community, or
- Occurred at a university-sponsored event or on university property.

Limits to Confidentiality

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues based on external legal obligations or that relate to the health and safety of MSU community members and others.

As the instructor, I must report the following information to other University offices if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.



Cell Phone, Laptop, Calculators, Other Electronic Equipment Use Policies

Cell Phones, laptops, tablets, etc. in class are to be used in support of the course, course assignments, and course objectives. Many may be using an electronic format of the course's texts. However, use of Cell Phones, laptops, tablets, etc. for not course specific purposes is distracting to others in the class as well as disrespectful to the instructor and classmates. In the event that the instructor notices improper technology use during class (not including breaks), the student will be warned the first time. After that, the student will be penalized as follows: 1) First infraction (after warning) will result in a zero for attendance that class, 2) Second infraction will result in a zero for attendance that class as well as a 50-point final grade reduction, 3) Additional infractions will result in penalties outline in #2 as well as a required meeting with the instructor and Department Chairperson or his/her designee.

Mental Health

College students often experience issues that may interfere with academic success such as academic stress, sleep problems, juggling responsibilities, life events, relationship concerns, or feelings of anxiety, hopelessness, or depression. If you or a friend is struggling, we strongly encourage you to seek support. Helpful, effective resources are available on campus, and most are at no-charge.

- If you are struggling with this class, please visit during office hours or contact me
- Meet with your academic advisor if you are struggling in multiple classes, unsure whether you are making the most of your time at MSU, or unsure what academic resources are available at MSU.
- Visit <https://caps.msu.edu> for online health assessments, hours, and additional information.
- Drop by Counseling & Psychiatric Services (CAPS) main location for a same-day mental health screening. (3rd floor of Olin Health Center at 463 E. Circle Drive)
- Call CAPS at **517.355.8270** any time, day or night.
- 24-Hour MSU Sexual Assault Crisis Line **517.372.6666** or visit <https://centerforsurvivors.msu.edu/>

Chosen Name and Pronoun Policy

All people have the right to be addressed and referred to in accordance with their personal identity. Many people do not identify with the name on their birth certificate, school ID, or other forms of identification. In this class, I will include the opportunity for students to indicate the name and the pronouns they use. If you would like to change your name, you can do that through StuInfo. Your gender marker can be changed by filing a request at the Office of the Registrar at the Hannah Administration Building. More information about MSU's preferred name policy can be found at: <https://lbgrc.msu.edu/trans-msu/msu-preferred-name-policy/>. I will do my best to respect students by using the correct name and pronouns for them. Please advise me at any point if you need to update your name and/or pronouns in my records.

