

Bereavement

Students seeking a grief absence should be directed to the Grief Absence Request Form found on the RO home page (<https://reg.msu.edu/>) under ‘Student Services – Grief Absence Request Form’ OR to StuInfo (<https://stuinfo.msu.edu/>) under ‘Academics - Enrollment Information and Services – Grief Absence Request Form.’ Per policy, graduate students who should see their major professor and notify course instructors are directed to do so when they access the form.

Drops and Adds

The last day to add this course is the end of the first week of classes. See **Important Dates** for appropriate dates. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

Commercialized Lecture Notes

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

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 D2L 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

In the event of an emergency arising within the class, the Professor 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 the Professor 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 provides assistance if it is advisable to do so.

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/>.
 - Excessive emails make an unreasonable time demands on both sender and recipient. Please ensure you have a legitimate need before you write.
 - **Dr. Everett** 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. Everett** will NOT answer email which:
 - Poses questions answered in the course information sections of the 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 (**CSUS265**).
 - Raises an inappropriate subject.
 - **Dr. Everett** will make every effort to answer email received on a given day no later than close of work on the next workday.
 - 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.
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APPENDIX A – Mental Model Grading Criteria

Criteria	Exemplary	Very Well Done	Well Done	Needs Work	Not Acceptable	Very Poor
Mental Model Situational Highlights (What is currently going on)	10 Situational Highlights (30 Points)	8-9 Situational Highlights (25 Points)	6-7 Situational Highlights (20 Points)	4-5 Situational Highlights (15 Points)	2-3 Situational Highlights (8 Points)	0-1 Situational Highlights (0 Points)
Mental Model Situational Opportunities (What are potential opportunities that could be used to solve the problem)	10 Situational Opportunities (30 Points)	8-9 Situational Opportunities (25 Points)	6-7 Situational Opportunities (20 Points)	4-5 Situational Opportunities (15 Points)	2-3 Situational Opportunities (8 Points)	0-1 Situational Opportunities (0 Points)
Mental Model Drivers (What are the most important drivers of the Mental Model)	Central driver is indicated that is the focus of the mental model (10 Points)	Central driver indicated, but no focus (5 Points)	No evidence provided (0 Points)	No evidence provided (0 Points)	No evidence provided (0 Points)	No evidence provided (0 Points)
Evidence of Relationships (What sources were used to support the mental model)	Evidence used to determine components and relationships (10 Points)	Lack of evidence exists to determine components and relationships (5 Points)	No evidence provided (0 Points)	No evidence provided (0 Points)	No evidence provided (0 Points)	No evidence provided (0 Points)
Mental Model Reflection (Reflection is consistent with all aspects of the Mental Model)	Complete reflection of MM (10 Points)	Mostly complete reflection of MM (15 Points)	MM lacks a clear reflective direction (10 Points)	No reflection provided (0 Points)	No reflection provided (0 Points)	No reflection provided (0 Points)

APPENDIX B – ESM #1 Grading Criteria

<i>Objective/Criteria</i>	<i>Not Acceptable</i>	<i>Passing Grade</i>	<i>Inspiring</i>	<i>Out of</i>
<i>Video that has a clear focus, not distracting, and creative</i>	0	15	25	/25
<i>Spoke clearly, no disruptions in videographic dialogue (12.5 Points) Dialogue and videography are all original and has been created by the student (12.5 Points).</i>	0	15	25	/25
<i>Provided a solid conceptual foundation of one’s personal environmental and/or sustainability perspective.</i>	0	30	50	/50
<i>Provided a solid conceptual foundation of a selected theme. ESM aspects include: 1) a storyline relating to the theme (25 Points); and 2) unique and creative aspects that underscore the important points of the movie (25 Points).</i>	0	30	50	/50
<i>Time should be 1 to 1.5 minutes (-25 points under 1 minutes and -25 points over 2 minutes).</i>				
<i>Total</i>				/150

APPENDIX C – ESM #2 Grading Criteria

<i>Objective/Criteria</i>	<i>Not Acceptable</i>	<i>Passing Grade</i>	<i>Inspiring</i>	<i>Out of</i>
<i>Video that has a clear focus, not distracting, and creative</i>	0	30	50	/50
<i>Spoke clearly, no disruptions in videographic dialogue (25 Points) Dialogue and videography are all original and has been created by the student (25 Points).</i>	0	30	50	/50
<i>Provided a solid conceptual foundation of one of the selected thematic aspects of the course. ESM aspects include: 1) Overview of the theme (50 Points); and 2) message that conveys the theme (50 Points).</i>	0	60	100	/100
<i>Provided a solid conceptual foundation of the selected theme. ESM aspects include: 1) well developed storyline relating to the theme (50 Points); and 2) unique and creative aspects that underscore the important points of the movie (50 Points).</i>	0	60	100	/100
<i>Time should be between 3 and 5 minutes (-50 points under 3 minutes and -50 points over 5 minutes and 30 seconds)</i>				
<i>Total</i>				/300