

EDUC 616: Learning Experience Design
 Fall 2021
 Nine Designated Fridays, Fall 9:00 am to 11:00 am
 School of Education, Room 2327

INSTRUCTORS

This course is taught as a team. **Please address all communication about the course to the instructor group email, educ616-instructors@umich.edu.** Office hours are by appointment and will be scheduled in Zoom.

Dr. Chris Quintana - <i>he/his</i> Associate Professor, School of Education	Jacob Fortman - <i>he/his</i> Learning Experience Designer and Certificate Coordinator, Center for Academic Innovation	Dr. Rebecca Quintana - <i>her/hers</i> Associate Director, Learning Experience Design, Center for Academic Innovation
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Seminar topics and assignment due dates

Seminar 1	September 3, 2021	Introduction to the certificate program and the profession
Seminar 2	September 17, 2021	Overview of the “big ideas” of the field of Learning Experience Design
DUE	September 24, 2021	Draft Individual Learning Plans are due by EOD
Seminar 3	October 1, 2021*	Understanding learners and the learning context
	*Class is from 1-3 pm	Final Individual Learning Plans due by EOD
Seminar 4	October 15, 2021	Feedback Opportunity: LXD Competency Planning
DUE	October 15, 2021	LXD Competency Planning due before seminar
Seminar 5	October 29, 2021	Getting started with design: theoretical underpinnings, learning design frameworks, and articulating learning outcomes
Seminar 6	November 12, 2021	Mapping out the design of the course
Seminar 7	November 19, 2021	Residency debrief discussion
Seminar 8	December 3, 2021	Designing assessments for learning
Seminar 9	December 10, 2021	LXD competency mapping feedback opportunity
DUE	December 10, 2021	LXD competency mapping (digital poster) due before seminar
DUE	December 17, 2021	Final Independent Learning Plan report due by EOD

[*Link to Fall Schedule*](#)

OVERVIEW OF THE COURSE

EDUC 616 is a required course for the graduate certificate in Learning Experience Design (LXD). It consists of two parts: a seminar portion and a residency component.

Seminar: In the first half of the course, we will explore foundational topics in design, theories of learning, and evidence-based approaches to instruction. We will engage with these scholarly topics over a series of nine discussion-based seminars across the Fall semester. In the second half of the course, we will explore practical and applied topics related to the profession of Learning Experience Design. We will engage in discussion and application of these topics over a series of nine discussion-based seminars across the Winter semester. In the seminar portion of the course, students will be expected to discuss readings and projects with peers and instructors.

Residency: Simultaneously, students will serve as Students in Residence at the Center for Academic Innovation (CAI), completing 90 hours of residency work per semester. In the residency portion of the course, students will work alongside design mentors, media specialists, and faculty to create authentic and engaging learning experiences for a global audience of learners. Encompassing the scholarly and practical work that we will do are the principles of diversity, equity, and inclusion (DEI). This integrated experience will culminate in the development of a learning design portfolio that will showcase students' contributions to learning design projects across CAI's portfolio.

COURSE LEARNING OUTCOMES

In the fall seminar, students will:

- Describe key concepts related to learning experience design, such as analysis, design, development, implementation, and evaluation
- Apply design principles, theories of learning, and evidence-based approaches to instruction to the design of learning experiences
- Explain how “Learning Experience Design” is related to adjacent types of design
- Develop [LXD Core Competencies](#) in the areas of learning, design and evaluation, project development and management, and interpersonal and leadership skills
- Begin to identify with the role of a Learning Experience Designer through hands-on experience at the Center for Academic Innovation
- Begin to cultivate a professional and scholarly network to set the foundation for remaining current as a learning professional

COMMUNICATION TOOLS AND RESOURCES

- **Canvas** - The University of Michigan's standard learning management system (LMS). We will use Canvas for posting assignments, readings, and formal class materials.

- **Hypothes.is** - A document annotation and discussion tool, accessed through Canvas. We will use Hypothes.is for online discussions of readings prior to class.
- **Gamut Gallery** - A tool for sharing work, examples, and resources and receiving peer feedback. This tool is also accessed through Canvas.
- **Slack** - A tool for team communication, accessible via mobile app, desktop app, and web. We will use Slack for reminders, general conversation, and in-the-moment resources.
- **LinkedIn Learning** - online courses on a wide range of practical topics, which you can use as part of your individual learning plan.

CORE TEXTS AND READINGS

Course Texts

The course texts we have chosen for the Fall seminars are available through the University of Michigan Library as e-books. Specific chapters (i.e., required reading) will be made available through Canvas.

- Fink, L. D. (2013). [*Creating significant learning experiences: An integrated approach to designing college courses*](#). ProQuest Ebook Central.
- McDonald, J. K. & West, R. E. (2021) [*Design for Learning: Principles, processes, and praxis*](#) (1st ed). EdTech Books.
- Wiggins, G., & McTighe, J. (1998). [*Understanding by Design*](#). ProQuest Ebook Central.
- Additional weekly readings as assigned and made available on Canvas

GRADEBOOK

The Fall and Winter semesters of EDUC 616 combined make up six academic credits. Each semester, 1.5 credits will be allocated to seminar participation and assignment work and 1.5 credits will be allocated to residency work. To earn an "A" in the course, you must meet the requirements for both the seminar and the residency portions of the course. All requirements (i.e., rubrics) are described in the "Assignments" page of this course on Canvas.

Fall Seminar Requirements

- **Active Participation Before Seminars.** You will participate in online, asynchronous discussions in advance of seminar meetings. Occasionally, the instructional team may also post videos for you to watch in advance of the seminar. These will be posted in Canvas through Panopto, which will allow you to comment on the timeline of the video.
- **Active Participation During Seminars.** You will participate in a variety of activities and discussions during seminars that are designed to allow you to interact with the seminar's topics in an experiential way, such as through critiquing a design case, creating a prototype of a learning design artifact (e.g., online module), or participating in a role-based simulation. These activities will take place through various tools such as Gamut Gallery and Miro.
- **Design and completion of an Independent Learning Plan (ILP).** You will construct and implement a self-directed, learning experience consisting of at least nine hours of instruction. You will focus on a skill or topic that will augment your skills as a Learning

Experience Designer. You will submit a plan outlining your instructional plan and associated resources at the beginning of the semester. At the end of the semester, you will submit a report on what you learned from the experience.

- **LXD Core Competency Planning and Mapping.** You will create a personalized plan for developing LXD Core Competencies. At the conclusion of the semester, you will create a digital poster that gives an overview of your progress towards your goals to present at a follow-up meeting. You will present these documents in two seminars to a small group of peers and members of the instructional team.

Fall Residency Requirements

- **Completion of 90 hours of residency work.** You will complete 90 hours of residency work over the Fall semester. You should plan on allocating 6 hours per week (in two three hour blocks) for this work.
- **Monthly check-ins.** You will meet with Jacob Fortman once a month to check-in on the status of projects, work towards resolving any problems, and share goals for the coming weeks. You should be prepared to discuss project updates by referring to Trello cards that you ensure are updated in advance of these meetings.

Grading Approach

- This course will use a “specifications” approach to grading. A specifications approach to assessment provides a series of requirements for students to meet (Nilson, 2015). All specifications are equally necessary, providing a passing grade (i.e., an “A”) if all are met. Students are required to raise their efforts to the level of the specifications, because there is no partial credit.
- In order to ensure that all students will be successful in the course, the instructor will provide a clear list of requirements for each assignment or category of assignments (workbook reflections, participation, and individual project proposal and presentation). Additionally, if a student does not meet one or more requirements for an assignment or category of assignments, the instructor will provide substantive feedback and a reasonable number of resubmission opportunities, providing a “safety net” and pathway for improvement.
- The specifications for each assessment opportunity are provided in Canvas and in [this supplemental document](#).
- Any issues that cannot be addressed through the approach outlined above will be resolved through discussion between the instructional team and the student. If work is incomplete, the instructor reserves the right to give a student less than an “A.”

ASSIGNMENT DESCRIPTIONS

ACTIVE PARTICIPATION BEFORE SEMINAR

For seminars 2-8 you will have the opportunity to annotate the readings in preparation for the upcoming seminar. In advance of each seminar, **you should prepare at least 5 thoughtful, substantive annotations**. You can access these readings and the annotation tool (i.e., Hypothes.is) through Canvas. Hypothes.is is a social annotation tool that allows you to select text from the readings and comment or ask questions about the excerpts. You can also respond to the annotations of others and build on the ideas and insights of your peers.

You are encouraged to use annotations to “build bridges” to other readings and ideas that are explored in the course. You are also encouraged to pose questions for us to pursue as a group. The instructors hope that use of this social annotation tool will allow everyone to participate in a discussion about the weekly readings online, which will provide a good foundation for face to face discussions during our seminars.

Please consider creating the following kinds of annotations:

- Comment or question about text you select
- Respond to or build on to an annotation by your peers
- Build bridges to other readings or ideas that are explored in class
- Pose question(s) for us to consider as a class

We encourage the following participation patterns:

- Log in to Canvas and create annotations on one or more of the readings two or more times throughout the week(s) between seminars. This will allow you to see how the discussion evolves and to provide responses to your peers.
- Please remember that your peers may have annotated a reading after you have completed your annotations. Consider returning to articles that you have already annotated and respond or build on to your peers' annotations.
- We expect that you will contribute a minimum of five annotations across one or more readings in advance of every seminar.

Occasionally, we may also post videos for you to watch in advance of the seminar. We plan to post these in Canvas through Panopto, which will allow you to comment on the timeline of the video. Additionally, we may also post a prompt in the Canvas discussion board to allow you to continue to discuss ideas and issues that are raised in the seminar.

ACTIVE PARTICIPATION DURING SEMINAR

You will participate in a variety of activities and discussions during seminars that are designed to allow you to interact with the seminar's topics in an experiential way, such as through critiquing a design case, creating a prototype of a learning design artifact (e.g., online module), or participating in a role-based simulation. These activities will take place through various tools such as Gamut Gallery and Miro.

Please see details in the [Fall Seminar schedule](#).

INDIVIDUAL LEARNING PLAN

During the Fall semester you will develop an Individual Learning Plan (ILP). You will construct and implement a professional development experience that will augment your skills as a learning experience designer. In the Winter semester you will demonstrate proficiency in the area that you focused on in your ILP through an Applied Project.

Choose one area of focus:

- **E-authoring tools.** Our graduate certificate program will not delve into the intricacies of how to use software tools to create or prototype learning experiences. However, if you peruse job postings for learning professionals you will find that many reference

proficiency in authoring tools such as Camtasia, Captivate, Articulate, or Storyline. They may also be looking for professionals who are adept at using project management tools like Asana, ActiveCollab, or Trello. Or they may be seeking individuals who are skilled using visual design prototyping tools like Adobe Illustrator or Premier Pro. If you choose this area of focus, you will have an opportunity to develop a specific skill using one of these tools.

- **Innovative pedagogies.** In our graduate certificate program we will touch on a variety of instructional approaches, but we will not have an opportunity to do a “deep dive” into any of them. If you choose the innovative pedagogies category, you might consider specializing in approaches such as gameful pedagogies, active learning, writing to learn, peer instruction, computer-supported collaborative learning, assessments as learning (e.g., portfolios), and service learning. There are too many to list here, so if you have an idea of an innovative pedagogy that you would like to explore that isn't listed here, please consult with your instructors.
- **Research-informed design.** In our graduate certificate program, we will often discuss how research can inform practice. If you want to specialize in a research-based topic, you might consider studying a topic like learning analytics or research approaches specific to online learning environments. If you choose this area of focus, you may already have an idea of the kind of research you are interested in. If you have ideas you would like to discuss, please reach out to your instructors.

Guidelines for creating your Individual Learning Plan:

- **Topic Selection:** Select a topic from one of the following three areas: 1) e-authoring tools, 2) innovative pedagogies, and 3) research-informed design. Your topic should relate to your personal professional goals and allow you to develop skills or insight in an area that is new to you.
- **Overview:** Write a paragraph that includes the following:
 - Description of your topic
 - Rationale for choice with respect to personal and professional goals
 - Connections to [LXD Core Competencies](#)
- **Resources description:** Provide a list of resources you will utilize. These resources should comprise at least nine hours of self-directed learning time (i.e., “instruction”). Be sure to provide direct links to the sources you intend to use (e.g., links to specific videos or modules).
 - Provide an explanation of why you chose them and how you anticipate these resources will help you advance your goals.
- **Timeline:** Provide a timeline for when you plan to complete specific components of your plan. The format of the timeline is up to you (e.g., table, graphic)
- **Length:** 2-3 pages double spaced

Note: *You will prepare and submit a draft of your ILP that consists of the topic selection and overview section of the final plan. The instructors will provide rapid feedback to inform the final plan that you will submit the following week.*

Guidelines for reporting on your Individual Learning Plan:

- Prepare a summary of your learning experience to demonstrate that you have completed the plan you articulated at the start of the semester.

- The format of your summary is up to you! Consider creating a short video using LOOM, an interactive presentation using VoiceThread, or a written report (3-4 pages double spaced).
- Include a discussion of how you intend to implement these skills or insights in an Applied Project for the Winter semester.
- If you completed a course or earned a certificate, include evidence of that in your report.

Suggested resources

- LinkedIn Learning
- Adobe Creative Suite
- Coursera
- FutureLearn
- edX

LXD CORE COMPETENCY PLANNING AND MAPPING

Planning Document: On October 15th (our fourth seminar), you will meet a member of the instructional team to present a planning document that is tailored to your assigned project work. This plan will include a selection of [LXD Core Competencies](#) and corresponding opportunities and projects where you expect to be able to demonstrate progress towards developing Core LXD Competencies. For this plan, you should focus on the first three competency categories: Applying Knowledge of Instructional Design and Affordances; Fostering Productive Professional Relationships; and Creating Documentation and Resources.

- Complete the [planning document in advance](#) of the October 15th seminar
- Come prepared to discuss dimensions of these three LXD Core Competencies that you will focus on for the Fall semester in your residency. Additionally, be prepared to discuss how you anticipate your project work will allow you to make progress towards being able to demonstrate dimensions of these competencies.

Digital Poster: In the last seminar of the semester, you will have an opportunity to present highlights of your residency work with peers and instructors to show evidence of your progress towards developing dimensions of the LXD Core Competencies you identified in your planning document. Following a template, you will create [a digital poster](#) that provides an overview of how you intentionally cultivated proficiency in the dimensions identified in your plan. In advance of this second presentation opportunity, the instructional team will also solicit feedback from project team members (e.g., LXDs) in order to provide you with additional sources of constructive feedback.

- Complete your digital poster in advance of the final seminar on December 10, 2021 and be prepared to discuss your residency work in the Fall semester

Note: In the Winter semester, this work will culminate in the creation of a professional learning experience design portfolio, which you will present to your peers and instructors in the final seminar class. You should start to think about developing your portfolio in the Fall semester, even though you will not need to present it until the winter semester.

RESIDENCY HOURS COMPLETION

You will work with Jacob Fortman to determine your work schedule and project assignments. Your work schedule should occur in three hour blocks twice per week during CAI's normal working hours. If you would like to reschedule your working shifts, please review [this document](#) for more information.

MONTHLY CHECK-INS

Early in the semester you will work with Jacob Fortman to determine a time for a 20 minute monthly check-in meeting. The purpose of these meetings is to check on the status of projects, work towards resolving any problems, and share goals for the coming weeks. In preparation for these meetings, you should have your Trello Board updated with your most recent project activity.

COURSE SCHEDULE - FALL

<p>Seminar 1 - Introduction September 3</p> <p><i>Intro to the certificate program and profession</i></p>	<p><i>In this introductory seminar, we will give an overview of the course and an introduction to the profession of Learning Experience Design (LXD). We will also discuss aspects of professional practice, including how to cultivate a professional network.</i></p> <p>Seminar Structure</p> <p>Part 1: Welcome and Introduction</p> <ul style="list-style-type: none"> ● Welcome and introductions ● Course overview <ul style="list-style-type: none"> ○ Seminar ○ Residency <p>Part 2: Introduction to the Profession</p> <ul style="list-style-type: none"> ● LXD Core Competencies ● Possible career paths ● Professional networks ● Professional resources <p>In Class Reading</p> <ul style="list-style-type: none"> ● Becoming a learning designer (Wagner, 2021)
<p>Seminar 2 - Big Ideas September 17</p> <p><i>Overview of “big ideas” related to the field of Learning Experience Design</i></p>	<p><i>In the second seminar of the course we will look at the “big ideas” related to the field of Learning Experience Design, including “what does it mean to design something” and “what does a learning experience designer do?”</i></p> <p>Big Ideas of the Course</p> <ul style="list-style-type: none"> ● What does it mean to design something?

	<ul style="list-style-type: none"> • User-centered design and learner-centered design - what is the difference? • What is an LXD and what do they do? <p>Reading Annotations Due:</p> <ul style="list-style-type: none"> • Instructional design: Insights into the profession (Kilgore & Weaver, 2020) • Drawing inspiration for Learning Experience Design (LX) from diverse perspectives (Ahn, 2019) <p>Optional:</p> <ul style="list-style-type: none"> • What should learning designers learn? (Heggart & Dickson-Dean, 2021) • Judgment and instructional design: How ID practitioners work in practice (Gray et al., 2015) • Defining Learning Experience Design: Voices from the field of learning design and technology (Schmidt & Huang, 2021) <p><i>In this seminar, we will also discuss the Individual Learning Plan (ILP) and prepare to submit proposal drafts for the next seminar.</i></p> <p>Upcoming Assignments: Submit a rough draft of your Individual Learning Plan (ILP) by September 24, 2021 on Canvas. Final plan is due October 1, 2021.</p>
<p>Seminar 3 - Analysis October 1</p> <p><i>Understanding learners and the learning context</i></p>	<p><i>In this seminar, we will focus on the analysis phase of the learning experience design process. We will examine approaches and frameworks that put the learner at the center of our designs. We will also explore methods to deepen our understanding of the learning context.</i></p> <p>Reading Annotations Due</p> <ul style="list-style-type: none"> • Designing for diverse learners (Gronseth et al., 2021) • Conducting a learner analysis (Fulgencio & Casino, 2021) • Determining environmental and contextual needs (Stefaniak, 2021) <p>Optional Readings</p> <ul style="list-style-type: none"> • The persona party: Using personas to design for learning at scale (Quintana et al., 2017) • Integrating Learner and User Experience Design: A Bi-directional Approach (Quintana et al., 2020) • Mismatch: How Inclusion Shapes Design (Holmes, 2020) <p>Seminar Structure</p>

	<p>Part 1: Understanding our learners</p> <ul style="list-style-type: none"> • Equitable and inclusive Design • Assumptive, aspirational, and evidence-based approaches to developing learner personas • Faculty insights; market research <p>Part 2: Understanding the learning context</p> <ul style="list-style-type: none"> • Show spectrum of learning opportunities • Open online courses • Online degree courses • Training <p>Part 3: Tools</p> <ul style="list-style-type: none"> • Personas • Scenarios • Diversity, equity, inclusion, and justice (DEIJ) lenses <p>Resources</p> <ul style="list-style-type: none"> • DEIJ lenses • Asynchronous persona activity <p>Assignment Due: Submit your final Individual Learning Plan (ILP) by October 1, 2021 on Canvas.</p>
<p>Seminar 4 - LXD Core Competencies October 15</p> <p><i>LXD Competency Planning</i></p>	<p><i>In this seminar, we will take an opportunity to present the LXD Core Competency Planning documents. You should submit this document to Canvas as a Google document in advance of class and come prepared to discuss your ideas in a small group setting that includes a member of the instructional team.</i></p> <p>Readings Due</p> <ul style="list-style-type: none"> • Learning theories (Oyarzun & Conklin, 2021) • The role of theory in instructional design (Christenson, 2021) • Fundamentals of exceptional instructional design: Essentials of mindset and approach (Gaylen et al., 2020) <p>Assignment Due: Submit your LXD Core Competency Planning document by October 15, 2021 on Canvas.</p>
<p>Seminar 5 - Design October 29</p> <p><i>Getting started with design</i></p>	<p><i>In this seminar we will focus on the following questions: What are the theoretical underpinnings that guide the work of an LXD? What learning design frameworks can guide the design process? What approaches can inform how LXD's guide faculty in articulating learning outcomes?</i></p> <ul style="list-style-type: none"> • Backward design (Wiggins & McTighe, 2005)

	<ul style="list-style-type: none"> • A taxonomy of significant learning (Fink, 2013) • Integrated course design (Fink, 2005) • A revision of Bloom's taxonomy: An overview (Krathwohl, 2002) <p>Seminar Structure</p> <p>Part 1: Learning theories review</p> <ul style="list-style-type: none"> • Behaviorism • Cognitivism • Constructivism • Social Constructivism <p>Part 2: Learning design frameworks</p> <ul style="list-style-type: none"> • Integrated course design • Backward design • ADDIE <p>Part 3: Taxonomies and learning outcomes</p> <ul style="list-style-type: none"> • Bloom's Revised Taxonomy • Creating Significant Learning Experiences
<p>Seminar 6 - Course planning November 12</p> <p><i>Mapping out the design of the course</i></p>	<p><i>In this semester, we will take another look at the overall learning experience design process. We will investigate a variety of strategies for mapping out course designs to serve as an artifact for reflection and discussion by the design team.</i></p> <p>Readings Due</p> <ul style="list-style-type: none"> • Designing Significant Learning Experiences I (Fink, 2013) • Designing Significant Learning Experiences II (Fink, 2013) • Curriculum design processes (Dodd, 2021) <p>Optional Readings</p> <ul style="list-style-type: none"> • Using chart paper and sticky notes to bring curriculum design into focus (Quintana, 2019) <p>Seminar Structure</p> <ul style="list-style-type: none"> • Application of design frameworks • Course outlining • Visualization of course structure
<p>Seminar 7 - Residency debrief November 19</p> <p><i>Residency debrief</i></p>	<p><i>In this semester, we will take another look at the overall learning experience design process. We will investigate a variety of strategies for mapping out course designs to serve as an artifact for reflection and discussion by the design team.</i></p> <p>Readings Due</p>

	<ul style="list-style-type: none"> • Catch-up from preceding weeks of the course
<p>Seminar 8 December 3</p> <p><i>Designing assessments for learning</i></p>	<p><i>In this seminar, we will focus on the important topic of assessment—the process of documenting (in measurable terms) knowledge, skills, attitudes, and beliefs within educational settings. We will discuss the purpose and usefulness of both formative and summative assessments.</i></p> <p>Readings Due</p> <ul style="list-style-type: none"> • Measuring student learning (Harris & Jones, 2021) • Assessing student learning (Vanderbilt website) <p>Additional Resource</p> <ul style="list-style-type: none"> • Pedagogies of care <p>Seminar Structure</p> <ul style="list-style-type: none"> • Watch videos during class (or in advance) • Come together for whole group discussion <p>Video Resources</p> <ul style="list-style-type: none"> • Mapping assessments to learning objectives • Writing good multiple choice questions (Wing) • Writing elaborative feedback (Aguinaga) • Creating rubrics (Arashiro)
<p>Seminar 9 December 10</p> <p>Title: <i>LXD core competency mapping</i></p>	<p><i>In this final seminar, we will present our LXD core competency mappings in the form of digital posters in small groups.</i></p> <p>Seminar Structure</p> <ul style="list-style-type: none"> • Poster presentations • Semester reflection and wrap-up

ADDITIONAL POLICIES AND EXPECTATIONS

1. Academic and Professional Integrity

It is expected that you will conduct yourself with integrity related to all aspects of our academic and professional lives. This includes making certain that plagiarism never occurs. If you are unsure about how to correctly attribute ideas, words, work, etc. to others, please ask. Please refer to the School of Education’s Academic Integrity guidelines for specific policies and procedures related to academic and professional integrity.

2. Accessibility & Access

Every member of this learning community has the right to full participation. If you need extra support for any reason, please do not hesitate to contact any of the instructors so we can fully support your learning. We will, of course, keep our discussions private and confidential. If you need an accommodation(s) for any type of

disability, please let any of us know at your earliest convenience. We can work together with [Services for Students with Disabilities](#).

3. Discrimination/Harassment

No member of this learning community should be subject to discrimination of any kind and/or harassment. Please refer to [the University's policies](#) related to discrimination and harassment.

4. Gender Pronouns

All people have the right to be addressed in a way that aligns with their personal identity. In this seminar, we will share the name we prefer to be called, and if we choose, share the pronouns we wish to be addressed by. Also of note: there is an option to indicate your personal pronouns in Wolverine Access using the Gender Identity tab under Student Business.

5. Observance of Religious Holidays

Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements.

6. Attendance, Participation, and Communication

You are expected to attend all course seminars and participate fully in all online discussions and activities. If you know that you have to miss a class session or will be unable to participate in online activity within the expected time frame, *please notify the instructors in a timely way beforehand*. You are responsible for obtaining all materials and information missed, and making up any missed work. All work is due on the date listed on the syllabus.

Any student who faces challenges securing food, housing or other basic needs and believes this may affect their performance in the course is urged to contact the instructors or the Dean of Students Office (734-764-7420; deanofstudents@umich.edu; 609 Tappan Street) for resources and support.

7. COVID-19 Syllabus Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person basis is conditional upon your adherence to all safety measures mandated by the State of Michigan and the University, including properly wearing a face covering in class. Other applicable safety measures may be described in the [Wolverine Culture of Care](#) and the [University's Face Covering Policy for COVID-19](#). Your ability to participate in this course in-person as well as your grade may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#). If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis (if available) or to disenroll from the class. I

also encourage you to review the [Statement of Students Rights and Responsibilities](#), which includes a COVID-related Statement Addendum.

Any student who faces challenges securing food, housing or other basic needs and believes this may affect their performance in the course is urged to contact the instructors or the Dean of Students Office (734-764-7420; deanofstudents@umich.edu; 609 Tappan Street) for resources and support.

Please note: This will be a dynamic course and the syllabus may change at any time. The instructors will notify the class of changes when they occur, both in class and through other communication methods such as email or Slack. *These may include additions or changes to the readings, in class activities, assignments.* Please pay close attention to class announcements to learn about any updates or changes!