

NEW MATERIALS FOR FALL 2021**Suggested syllabus language for Fall 2021**Face coverings in in-person classes:

Face coverings are mandatory at all times (with the exception of when drinking water) while in on-campus class sessions. Failure to follow this requirement is grounds for disciplinary action and may lead to removal from the classroom and/or the course. This is a matter of public health in which the entire community must act in concert to help one another. (Office of the Provost)

Students and Faculty who are experiencing COVID-19 symptoms or have been in close contact with a known COVID-19 case:

Students and Faculty who are experiencing possible [symptoms](#) consistent with, or who have been potentially exposed to, COVID-19 can also call 305-243-ONE-U and should follow the guidance on the Student Health Service website at miami.edu/shs-covid.

Student recordings of class activities and lectures:

Students are expressly prohibited from recording any part of this course. Meetings of this course might be recorded by the University. Any recordings will be available to students registered for this class as they are intended to supplement the classroom experience. Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Recordings may not be reproduced, shared with those not in the class, or uploaded to other online environments. If the instructor or a University of Miami office plans any other uses for the recordings, beyond this class, students identifiable in the recordings will be notified to request consent prior to such use. (Office of the Provost)

Class attendance policy for synchronous remote learning (Fall 2021):

In Fall 2021, there is no “remote only” learning option. However, some courses will be taught through synchronous remote instruction. Attendance in the virtual class is required as scheduled. If you cannot attend the virtual class due to illness or other reason, you must contact the instructor. Unexcused absences from the classroom may affect your grade or lead to failing the course.

Policy on copyright and intellectual property of faculty course materials:

Faculty work hard to create their courses, and this semester is certainly no exception. The University affirms its commitment that your coursework is yours by reiterating the longstanding university statements on this. Specifically, *pursuant to the University’s Policy on Inventions, Intellectual Property, and Technology Transfer, “courseware” includes: course syllabi, assignments, assessments, and/or other materials that are first created and made available to students as part of the educational curriculum at the University. Courseware is owned by the faculty member, unless otherwise agreed to beforehand in a written contract between the University and the faculty member.* This policy and position has not changed due to recent circumstances, and this policy and definitions apply in the same manner to courses delivered in virtual environments, whether in a synchronous or asynchronous format. Due to the unique nature of the asynchronous

format, however, materials developed for such instruction will not be used for faculty reviews. Review of materials hosted on Blackboard, or any other classroom management software, will be governed by the University's Policy on the Use of Computing Facilities, which requires notice to the affected individual in the unlikely event of a review.

We recommend that faculty note in their syllabi that *“Professor X is the copyright owner of the courseware; individual recordings of the materials on Blackboard and/or of the virtual sessions are not allowed; and that such materials cannot be shared outside the physical or virtual classroom environment.”* (Office of the Provost)

Academic contingency plans (Fall 2021):

Faculty should, in consultation with their dean or chair, develop a plan to address the teaching continuity of their course should they become ill. Plans may include, but are not limited to, a backup instructor (e.g., faculty member colleague, teaching assistant, post-doc), pre-recording class sessions, and/or developing backup class projects that meet course objectives. (Office of the Provost)

New reporting policy for academic integrity violations:

From the new policy (this started in 2020):

“Faculty shall immediately report all suspected cases of academic integrity violations to the Department Chair (or to the relevant administrator in non-departmentalized schools) along with submitting the online academic integrity violation form. The Department Chair shall immediately inform the Academic Dean for Undergraduate Studies at their school/college of all reports so that accurate records can be maintained at the school level.”

Another important point:

“When faculty have clearly outlined expectations and sanctions in their syllabus, those penalties will supersede the sanctions recommended by the University.”

To report a violation and for more information: <https://doso.studentaffairs.miami.edu/honor-council/report-a-violation/index.html>

On communication and expectations for remote courses (lots of syllabus language here):

- Please see the various UM resources and guidelines [here](#).
- “[Communicating Expectations](#)” for Remote Teaching from Harvard University’s Bok Center for Teaching and Learning
- University of Minnesota [guide](#) to online teaching and learning etiquette

UM and other COVID-19 teaching resources

- [UM Hybrid Course Design Guide](#)
- [UM Guide to Teaching Remote Courses](#)
- [ADA Accommodations for students in online courses](#)

- Creating a “culture of belonging” in an online environment: [guide to resources](#).

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The following is an extremely helpful primer on strategies for remote and hybrid teaching, furnished by Tiffany Shinbach back in 2020 (thanks to Tiffany!)

Blackboard Ultra Resources

Preparing Your Blackboard Course

<https://lpt.it.miami.edu/article/beginning-of-the-semester-blackboard-checklist/>

Blackboard Learn with the Ultra Experience: instructor videos

<https://lpt.it.miami.edu/article/blackboard-learn-with-the-ultra-experience-video-playlist-for-instructors/>

Instructor webinars:

https://go.blackboard.com/Instructor-webinar-series?utm_campaign=Global_2021_Cross_Webinar_InstructorSeries_Jul_Promo&utm_medium=email&utm_source=Eloqua&utm_content=Global_2021_Cross_Webinar_InstructorSeries_Jul_Promo8&elqTrackId=9ab522b822fc4e1086ece852625179ad&elq=21023725740e44c6a22765bc93879680&elqaid=50585&elqat=1&elqCampaignId=17468

I. General suggestions

Plan for technical problems

Set up a backchannel for communication (email, Remind, Slack, WhatsApp, etc.) that will allow the instructor and students to communicate if the session is interrupted by technical issues. If the instructor cannot connect to a session, they can use the alternative app to message students with instructions.

You may want to post a basic lesson plan for that day’s activities to Bb before each class. If a student loses their connection or cannot attend, you should give the student instructions on what to do. The student can complete the assigned activities on their own and turn in for participation credit.

When using breakout rooms, put students in groups of 3 or more whenever possible. If one student is disconnected or loses audio, the other students should continue working without having to pause the activity. The affected student can rejoin the activity when they resolve the problem.

Class recordings and makeup materials

Make class material available if students miss class due to illness or technical issues. Record the class session and upload the recording and corresponding materials.

If the recording includes student names, voices, or images, you can share the file ONLY with students in the same section.

Post recordings to the cloud in Zoom and set to stream only. Do not allow students to download as this would allow them to share with others outside of that section or the university community.

Office hours

Office hours should be virtual. If using Zoom, students will go to a waiting room, thus allowing the instructor to meet privately with one person at a time. If desired, you can use free online sites to schedule appointments (YouCanBook.me, etc.).

II. Hybrid/blended synchronous classes

Infection control

Instructors and students should wipe down their desk before class using provided sanitizer/wipes. Instructors should wipe down the computer and other touch surfaces. If you are concerned about the keyboard, you can bring your own silicone keyboard cover.

Do not send students to the physical whiteboard as this will complicate physical distancing and require students to touch shared objects. Zoom and Bb Collaborate have integrated whiteboards. Google Docs will also work. You can ask students to write their answers on the same whiteboard/document and then read and make corrections, etc.

Avoid the use of handouts and paper. Post documents on Bb or Google Docs before class. Ask students to bring them to class and project them when possible. Turn in all assignments electronically.

General guidelines

Inclusion of remote students

Log in to Zoom or Bb Collaborate at the beginning of class and project onto the screen in the classroom. Use the videoconferencing software to show any presentations, videos or music so that it can be easily seen and heard by both groups of students.

Be sure to check in with the remote students regularly to answer questions. If you find it difficult to follow the online chat while teaching in the classroom, designate one student per day to be an “ambassador” for the remote students and notify you of questions. Another option is to not use online chat and have the remote students ask questions orally.

Group work

Physical distancing requirements, masks, and blended groups (in-person and remote) will create challenges for group work. Instructors may need to modify their use of class time to include more whole-class activities.

It is possible that the remote students will not be able to hear their peers in the classroom depending on the quality and location of microphones. If this happens, students in the classroom will need to log in to the videoconferencing software and mute their mics and volume. When speaking, they can unmute their mics so that the students at home can hear them. They can do this on a laptop or by using their phone to call in using audio only.

If working in small groups, the instructor can easily group remote students in breakout rooms. The students in the classroom can work in their own groups or perhaps as one large group. It may also be possible to pair students in class with those at home. The students in class will need to connect to the virtual session on their laptop or phone. Keep in mind that this may create background noise and

would require students in the classroom to use headphones, preferably with a built-in microphone. Have a backup plan in the event of audio interference.

Possible activities

Chain questions and answers: The instructor asks a question of the first student, who responds and then asks the next student, and so on. For example: *My name is X, what is your name?*

Fishbowl conversation: A pair or small group of students practices a conversation while the rest of the class listens. Afterwards, students can summarize or rephrase what they heard using third-person verb forms.

20 questions/guessing game: A student thinks of an item (such as a class, food, or piece of clothing), famous person, etc. The other students ask questions and guess what or who it is.

2 truths and a lie: Students write three sentences about themselves, including one lie. The other students ask questions and try to determine which sentence is false.

TPR (Total Physical Response): Play a game like Simon Says for body parts, following directions for commands, etc. The instructor can model and then ask various students to lead. Students in the classroom will need to stand in place at their desk and not move around the room.

At-home group work with in-class follow-up: Assign a typical communicative activity as homework and use class time to follow up. For example, ask students to work with a partner outside of class and meet on Zoom or Skype. They can record themselves having a conversation from the textbook or role playing a situation. During class, play the recorded activities and have students summarize their classmates' conversations. Summaries can be oral or written and posted on Bb depending on what skills you want to practice that day.

Students can also record things in their environment individually. For example, they can describe the furniture in their house and explain what they like to do in their favorite room. Follow up as explained above.

Kahoot!: Use Kahoot! games at the end of a chapter or after practicing new material to help students identify areas they need to review.

III. Online classes (100% remote)

Most communicative activities can easily be adapted for online classes using breakout rooms. Consider using exercises from the book or those listed above. Here are some additional possibilities:

Scavenger hunt/find a person who... :As homework, ask students to use VoiceThread (within Bb) or Flipgrid (3rd party) to record a short video in which they give 3-4 facts about themselves using a specific verb tense or grammar point. During class, give students 10 minutes to watch some of the videos while they complete a grid with names of students who fit certain criteria. They can then use third-person singular and plural forms to summarize their classmates' videos. Summaries could be live during class, recorded, or written and posted to the discussion board.

Interview + summary: Have students work in breakout rooms to interview each other using an exercise from the book. Then bring students back to the main room to summarize and/or ask them to post a written reaction on Bb.

Mixers: Give students a list of 20+ questions. Put them into breakout rooms and change rooms randomly every 2-3 minutes so that they talk to as many different students as possible. At the end, ask them to state three interesting things that they learned from their classmates.

Group song/poem: Play a song for the whole class. Then, put students into groups to compose their own song or poem using the same grammar point and post it on the discussion board. Read aloud if time permits.

Peer instruction: To review a grammar concept, give students a short guided practice activity (fill-in-the-blank, multiple choice, etc.) to complete using the polling function. Put students in groups to discuss, then repeat the poll to see if the consensus is correct.

IV. Additional online tools

Recording apps: VoiceThread, Flipgrid, Kaltura

Free videos: NBC Learn, Kanopy

Collaboration:

On Bb: Bb Collaborate, Discussion Boards, Journals (can be individual or group), Blogs, Wikis
3rd party: Twiddla (whiteboard), Zoom, Google Docs, Padlet, MindMeister

Surveys, polls & quizzes: Bb Survey/quiz, Qualtrics, polls in Bb Collaborate and Zoom

Communication and texting: Remind, Slack, WhatsApp, Loom (video messaging)

Appointment scheduling: YouCanBook.me, Setmore.com, Calendly, MS Bookings

OERs (Open Educational Resources): MERLOT, OER Commons

Graphic design: Canva

Other: Nearpod, Charlala (interactive canvas for drawing, conversation practice where students respond to recorded prompts)

Tech tools for language educators:

https://docs.google.com/spreadsheets/d/16YIxPkoK3ddNUf_v_km41XrAUcjt8vOJNG7BHUrKYgU/edit?fbclid=IwAR3jIyXpizq3sUcCvAo48e1Exs7Mg4cSqkIHMhtIoOGOA9_QN0r1e4zhzIU#gid=0

FLTMAG teaching resources during COVID-19:

https://fltmag.com/fltmag-resources-for-covid-19/?fbclid=IwAR2qkwwgA9271hWaDXQ07qZx6NfSdQdDWZ08hr3XNRPYKmjS1ur1epdBAl_I

Active learning in hybrid and physically distanced classrooms:

<https://cft.vanderbilt.edu/2020/06/active-learning-in-hybrid-and-socially-distanced-classrooms/>

New in 2021: UM Travel Portal

<https://travel.miami.edu>

Please keep in mind that all university-sponsored and/or approved travel must be booked through the UM Travel Portal. This includes flight reservations. Do not book a flight through any other means but the portal.

Library Liaisons at UM

Please contact these librarians to request the purchase of books and materials at the library. Liaison Librarians are also available for classroom visits and specialized workshops on research methods, bibliographical norms, and other topics.

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Material from MLL Orientations, “Pre-COVID19”

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The following is orientation material from previous MLL orientations.

Please redact and update based on current guidelines, calendar, and norms for Fall 2021.

FINAL EXAMINATION SCHEDULE

Examinations will take place in the room in which the individual classes have been meeting, UNLESS otherwise announced.

A table of final exams is provided using both the LETTER designators and DAY/TIME designators

If a class is taught during a standard time indicated by either a single letter (A, B, N, Q) or a letter/number combination (E2, RI, T4)- the exam will be given in the corresponding LETTER time slot.

Final exam day and times for non-standard sections (section having TWO numbers 01-79) is determined by the meeting days and start time of the class. For example: a course section meeting on MW and having the start time of 10:20am will have the same final exam day and time as a standard C course section. Similarly, a course section meeting on W only at 10:30am will have the same final exam day and time as a standard C course section.

Group Exams override your normally scheduled exam time. Basic language program courses (101 - 201 and Spanish 207) can be accommodated as part of the group exam; please confirm a group exam time with the director of your language program.

FINAL EXAMINATION POLICY

Final Examinations **may not** be given during a regularly-scheduled class period.

No examination shall be permitted during the reading period.

Final Examinations may be rescheduled only with the permission of the dean.

No student shall be required to take more than two final examinations in a twenty-four hour period. A student having three or more final examinations scheduled during a twenty-four hour period may request the instructor of the course most easily rescheduled (normally the course with the smallest enrollment) to reschedule the examination for that individual. The request shall be made no later than two weeks before the last class day.

A student who has a conflict between a final examination and a religious observation may request that the instructor reschedule that student's examination. The request shall be made no later than two weeks before the last class day.

For the resolution of any problem pertaining to the scheduling of final examinations, a student should consult with the following entities or persons in this order: the relevant instructor, the department chair, the Dean or designee. If the matter cannot be resolved at the school or college, the student should contact the Office of the Provost.

MLL ATTENDANCE POLICY

Basic Language Program: You are allowed up to **three (3) unexcused absences** (two (2) unexcused absences in classes that meet TR) during the semester without any official documentation. On **your fourth unexcused absence** (third unexcused absence in classes that meet TR), ONE percentage point will be deducted from the final course grade, and each subsequent absence will result in the deduction of one further percentage point (of 100 total points).

Per departmental guidelines for basic language courses, any student with **more than 12 unexcused absences** (including the three absences for which you will not incur a grade penalty) will automatically be assigned the grade of F for the course. In addition, those with **more than 12 absences (excused or unexcused)** may be asked to withdraw from the course by their instructor on the recommendation of the Language Program Director.

Upper-level courses: Attendance to all classes is mandatory. Only two absences are allowed. More than four absences will remove all your points for participation and attendance in your final grade. More than five absences will remove your points for participation and attendance plus 2 other points in your final grade. More than 8 unexcused absences will automatically give you an "F" in the class. **Those with more than 8 absences (excused or unexcused) may be asked to withdraw from the course by their instructor on the recommendation of the Director of Undergraduate Studies of the target language.**

Excused absences are for documented illnesses and personal/family emergencies, for religious holidays (see below) and for participating in UM team sports (documentation must be provided). If you must be absent for a university-sponsored event, please provide a letter from the organizer at least one week before the planned absence. If you are ill, you must e-mail the professor before class each day that you are to be absent for your absence to be considered excused. Please provide verification from your doctor. Absences without prior notification, however, will never be excused.

Observance of Religious Holy Days: Students must provide written notification to their instructor no later than August 27, 2021 for MWF or August 26, 2021 for T/Th of any classes from which they will be absent

during the semester due to the observance of religious holy days. Students who enroll in the course after the last day to add a course must inform the instructor within two calendar days of any classes from which they will be absent for the above reason. The time spent travelling to and from observances will not be excused. Absences for which the student has failed to provide written notice by the dates indicated above will not be excused.

RELIGIOUS HOLY DAY POLICY

The University of Miami, although a secular institution, is determined to accommodate those students who wish to observe religious holy days. It seeks to reflect its awareness of and sensitivity to religious holy days whenever possible when scheduling University activities. The following provisions are meant to apply equitably to all religious groups and to provide opportunities to all to meet their religious obligations.

Except as specifically provided to the contrary, this policy is binding on all students in undergraduate programs. Schools offering graduate or professional programs, including undergraduate professional programs, are strongly encouraged to adhere to these policies to the maximum extent practicable.

Any student absent from class in observance of a religious holy day shall not be penalized in any way for an examination or assignment missed during the period of absence. Absence in observance of a religious holy day does not relieve students from responsibility for any part of the course work required during the period of absence. Students who are absent on days of examinations or class assignments shall be offered a reasonable opportunity to make up the work without penalty, if the student previously arranged to be absent. Nothing in this policy shall preclude faculty members from limiting the number of student absences to a reasonable number of absences for any reason. The faculty member has discretion to determine how the make-up obligation will be fulfilled. A faculty member who penalizes a student contrary to these provisions may have committed unprofessional conduct, and thus may be subject to a complaint to the Committee on Professional Conduct under the provisions of Section B4.9 of the Faculty Manual.

It is the student's obligation to provide faculty members with notice of the dates they will be absent due to observance of religious holy days, preferably before the beginning of classes but no later than the end of the first three class days. For religious holy days that fall within the first three class days, students must provide faculty members with notice no later than two class days before the absence. Missing a class due to travel plans associated with a particular religious holy day does not constitute an excused absence. Absences due to observance of religious holy days that are not pre-arranged with the relevant faculty member within the first three class days may be considered unexcused, and the faculty member may therefore prevent the student from making up examinations or assignments missed during the period of absence.

Faculty members are encouraged to anticipate days when a substantial number of students will be absent for observance of religious holy days and should avoid scheduling examinations and assignment deadlines on those days. Faculty members are expected to reasonably assist students in obtaining class information the student missed during the period of absence in observance of a religious holy day. In that regard, faculty members are urged to allow taping or recording of the class session, with the reproduction limited to the student's personal use, when a student misses a class due to observance of a religious holy day. To assist in identifying religious observance days, faculty members are encouraged to consult the illustrative list provided in the Interfaith Calendar (<http://www.interfaithcalendar.org>). Faculty members are urged to remind students of their obligation to inform faculty members within the first three class days of any anticipated absences due to observance of religious holy days and should include that information in the syllabus or course requirements document for that course.

MLL HONOR CODE AND PLAGIARISM STATEMENTS

Students enrolled in any MLL course are expected to abide by the University of Miami Honor Code (https://umshare.miami.edu/web/wda/deanstudents/pdf/undergrad_honorcode.pdf). The purpose of the Honor Code is to protect the academic integrity of the university by encouraging consistent ethical behavior in assigned coursework. Academic dishonesty of any kind, for whatever reason, will not be tolerated.

ANY STUDENT FOUND IN VIOLATION OF THE CODE WILL AUTOMATICALLY RECEIVE A GRADE OF ZERO FOR THE ASSIGNMENT IN QUESTION; ASSIGNMENT CANNOT BE REWRITTEN. IN ADDITION, THE STUDENT MAY ALSO RECEIVE AN F FOR THE COURSE AND BE SUBJECT TO THE JUDGMENT OF THE HONOR COUNCIL. HONOR COUNCIL SANCTIONS INCLUDE SUSPENSION OR DISMISSAL FROM THE UNIVERSITY. (Please note new language for 2020 at beginning of this document. All violations shall be reported to Chair)

No honest student wants to be guilty of the intellectual crime of plagiarism or collusion, even unintentionally. Therefore, we provide you with these guidelines so that you don't accidentally fall into the plagiarism/collusion trap.

Collusion is working together on an assignment that a student is supposed to complete individually. You should never solicit the assistance of a native speaker or a tutor to write a paper; have your work **proofread** by anybody other than your instructor or the MLL Dept. tutor. They may proofread versions of your essays in order to help you to understand the revisions that need to be made, but will not write your work for you or correct your mistakes; have **native speakers** or **other students** help you to produce any work that you submit for a grade in this course, unless such collaboration is approved by your instructor, e.g., in the case of peer-reviewing.

Acceptable form of assistance or tutoring is one in which a tutor explains basic tenets of language and reviews errors encouraging self-correction. Tutors should never be correcting your essays; you should always be the sole author of your paper.

Plagiarism is the taking of someone else's words, work, or ideas, and passing them off as a product of your own efforts. Plagiarism may occur when a person fails to place quotation marks around someone else's exact words, directly rephrasing or paraphrasing someone else's words while still following the general form of the original, translating someone else's words, and/or failing to issue the proper citation to one's source material. A word of caution about the internet: If you incorporate information from the internet without properly citing the source from which you obtained the information, you are committing plagiarism and you will fail the course. Of course, if you use information from other written sources such as books, newspaper, magazine, or academic journal articles without properly citing them, you will also incur in plagiarism. Please consult the latest edition of *The MLA Handbook for Writers of Research Papers* for more information on how to cite sources properly (<https://style.mla.org/>).

In student papers, plagiarism is often due to:

- turning in someone else's paper as one's own;
- turning in your own paper from another course, even if edited, altered or expanded;
- using another person's data or ideas without acknowledgment;
- failing to cite a written source (printed or internet) of information that you used to collect data or ideas;
- copying an author's exact words and putting them in the paper without quotation marks;
- rephrasing an author's words and failing to cite the source;
- translating an author's words and failing to cite the source;
- using an internet translator or any translation program to translate your own or somebody else's words.

Note on translation: You should never use human translators or translation tools (e.g., Google Translate, Babelfish) to translate full sentences, passages, paragraphs, etc., written in another language that you later submit to your instructor as your own work. If somebody or something did the translating for you, you did not produce the work independently!

- copying, rephrasing, or quoting an author's exact words and citing a source other than where the material was obtained. (For example, using a secondary source which cites the original material, but citing only the primary material. This misrepresents the nature of the scholarship involved in creating the paper. If you have not read an original publication, do not cite it in your references as if you have!)
- using wording that is very similar to that of the original source, but passing it off as one's own.

The last item is probably the most common problem in student writing. It is still plagiarism if the student uses an author's key phrases or sentences in a way that implies they are his/her own, even if s/he cites the source. When in doubt about how to cite correctly, please contact your instructor.

STUDENT EVALUATIONS

Students' comments about their experiences in a course can be very valuable, especially when most of the class completes an evaluation and a more complete picture of the course can emerge. Those of you who have been in the department for several years recall that we used to do student evaluations on paper. At that time the procedure was that the instructor gave the students 15 or 20 minutes at the end of a class period and left the room while students filled out their pen and paper evaluations. This meant that about 99% of students responded because all the students present on that day participated. When the university transitioned to on-line evaluations the response rate plummeted and often only a 3rd of a class will respond. In an effort to raise the response rate and get more representative feedback, the department recommends that you allocate 15-20 min. at the end of one of the last class sessions to the on-line evaluations.

You will need to plan ahead and either ask all students to bring in their laptops or tablets that day (many of you ask them to do this for specific projects/activities), or reserve one of the MLL Languages Labs (Merrick 201 or 205) in advance and take your class to the lab at that time. You can see the labs' availability and find instructions on how to reserve a lab here:

http://www.as.miami.edu/labs/resources/video_library/gcalendar.php

In either case (in class with students' laptops/tablets or in the lab) it is important that you make it clear that this time is set aside for the online evaluations and that you **leave the room** after getting them set up. You cannot be in the room while the students are completing their evaluation of your course.

Each semester on **the opening date for student evaluations, which is typically the Monday of the last week of classes**, students receive a message from the university's testing and evaluation center inviting them to complete evaluations of their courses. Students can access the on-line evaluation system via the link provided in that e-mail, or via Blackboard.

We encourage you to set aside class time for the evaluations in all of your courses in order to raise the response rate and have a more representative set of opinions make it into your file.

Website Resources

The following resources can be found on the MLL Website:

<https://mll.as.miami.edu/resources/index.html>

Faculty Resources

AY 18

- [AY18 Orientation Packet](#)
- [AY18 Syllabi Material](#)
- [Field Trip Release Form](#)
 - A) This pertains to mandatory excursions or excursions considered integral to the course: an instructor must participate in any such outing and all participating students must complete the form.
 - B) In contrast, if it's a spontaneous event (e.g., you announce to your class that an event is taking place at X cultural center this weekend in case any of them are interested in going), no form is needed because it's not an organized outing.
- [Policy for International Travel Form](#)
- [Tax Exempt Certificate](#)

Lecturer Resources

- [College Policies for Teaching & Scholarships](#)
(Please note: all requests and materials should be sent electronically to Rose-Kettie Glemaud at rglemaud@miami.edu)
- [Electronic Travel & Business Expense Reimbursement Policy](#)
- [Lecturers Application for MLL Travel Funding](#)
- [Policy for International Travel Form](#)
- [UM Travel Management Site](#)