# *University wordmark*

Course Syllabus Template

[Course Title, Term]

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| Instructor: | Instructor Name | Term: | Semester, Year |
| Office: | Office Number | Class Meeting Days: | Days |
| Phone: | Phone for Office | Class Meeting Hours: | Time |
| E-Mail: | Instructor E-mail | Class Location: | Building and room |
| Website: | Instructor’s personal website, if applicable | Lab Location: | Building and room |
| Office Hours: | Date and time |  |  |
|  | | | |

# Course Information

## University Course Catalog Description

*Paste the description from* [*the online catalog*](https://catalog.csustan.edu/content.php?catoid=12&navoid=548)

## Course Overview

Provide a short description of the course. Also, you can include the departmental description, and your personal description of the course.

## Course Prerequisites/Requirements

What do you expect your students to know coming into this course? Include skills, and course pre-requisites. For an online course, this section would include any technology requirements.

## Required Texts and Materials

Full text citations of all required materials

Guidelines for achieving desired level of understanding

Required library/library-accessible resources can be described here

## Supplementary (Optional) Texts and Materials

Full text citations of any supplementary materials

## Course Learning Outcomes

What will they know, what will they be able to do, what will they value, what will they create as they progress through the course? This can be under bullets, listing, outlines, as detailed as you would like. Outcomes should be specific rather than general, speaking to skills and performance rather than knowledge. Outcomes should also be clearly measurable. Often, outcomes use the phrasing “by the end of this course, students will be able to… *The approved course outcomes are on file with the Office of Academic Programs and all course syllabi should be on file with the department for review.*

Course outcomes should, ideally, reference program learning outcomes.

Example from Management Accounting:

Course learning outcomes (CLOs) have been mapped to applicable program learning outcomes (PLOs) below. The \_\_\_\_\_\_\_\_\_\_\_program outcomes emphasize team building (PLO 1), ethical decision making (PLO 2), applying global perspective (PLO 3), the development and application of communication and critical thinking skills (PLO 3), and analytical and problem-solving skills (PLO 5).

## Course Learning Outcomes

* + - * Recognize managerial accounting problems from a global perspective (PLO 3).
      * Apply problem solving, critical thinking, and communication skills that are necessary for communicating accounting information (PLO 4).
      * Practice how to work collaboratively in groups (PLO 1)
      * Investigate the nature of the management control process and the use of accounting information in that process.

## Course Assignments and Grading

Provide brief descriptions for the course assignments here. It is suggested that assignments are also aligned with the course learning outcomes. Include information about due dates and assignment weights/points. Specify grading policy including how grades are determined, what grades are possible, whether extra credit is available, what the penalty is for late or missed work, and what constitutes a passing grade for the course. Include the date of the final exam/s. If you grade on participation, indicators on how participations will be assessed should be included.

### Course Assignments

Example:

*Stanislaus First-Year Seminar Outcomes Mapped to Assessable Activity/Assignment*

Students successfully completing the First-Year Seminar will be able to:

|  |  |
| --- | --- |
| **Student Learning Outcome** | **Activity/ Assignment** |
| *Academic Planning* | |
| Describe and reflect on societal rationales for supporting college education. | Reading Response |
| Assess and articulate their own personal motivations for attending college. | Educational Autobiography |
| Demonstrate an understanding of catalog requirements. | Individual Educational Plan |
| *Student Success Skills* | |
| Identify and apply college level success skills. | Syllabi Review/Faculty Interview |
| Identify information needs, use the University library to locate and retrieve relevant sources, and evaluate the appropriateness and reliability of information. | Library Tutorial; Library Research Project |
| Analyze their use of time in relation to their goals. | Journal Entries |
| *University Resources* | |
| Locate and use services available throughout the university. | Campus Services Quiz; Journal Entry |
| *Community Service/Service Learning* | |
| Describe and demonstrate principles of responsible citizenship within and beyond the campus community. | Service Learning Opportunity; Reading Response |
| Recognize the significance of community involvement and assess their own experience. | Service Learning Opportunity; Journal Entry |

### Course Grading

Provide a listing of assessment and their weighting in the semester total. In addition to (or even in lieu of) tests, consider exploring “authentic” assessments, which as based as closely as possible to real world experiences.

Example:

|  |  |
| --- | --- |
| Assessment | Percent of Final Grade |
| e.g., Essay 1 | 20% |
| e.g., Midterm | 15% |
| e.g., Group Project | 15% |
| e.g., Essay 2 | 30% |
| e.g., Final Exam | 20% |
|  | 100% |

Insert grading scale (with plus/minus scaling, if applicable) here. We have provided templates for your grading scale, including one for plus/minus grading, and the general grading scale. Feel free to use either one of these, adjusted for your own grading scale, if different:

| Grading Scale (%) | | |
| --- | --- | --- |
| 94-100 |  | A |
| 90-93 |  | A- |
| 87-89 |  | B+ |
| 84-86 |  | B |
| 80-83 |  | B- |
| 77-79 |  | C+ |
| 74-76 |  | C |
| 70-73 |  | C- |
| 67-69 |  | D+ |
| 64-66 |  | D |
| 60-63 |  | D- |
| 0 - 59 |  | F |

| Grading Scale (%) | | |
| --- | --- | --- |
| 90-100 |  | A |
| 80 - 89 |  | B |
| 70 - 79 |  | C |
| 60 - 69 |  | D |
| 0 - 59 |  | F |

Or

OR

# Course

## Late Work Policy

*Offer specifics about your policy on late work.*

Example:

There are no make-ups for in-class writing, quizzes, the midterm, or the final exam. Essays turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 days late. Essays will not be accepted if overdue by more than seven days.

## Extra Credit Policy

*Offer specifics about your policy on extra credit.*

Example:

There is only one extra credit assignment: building a wiki of course content (see "course wiki " below for details). If extra credit is granted, the additional points are added to the "First Midterm" portion of the semester grade. You cannot earn higher than 100% on the "First Midterm" portion of the grade; any points over 100% are not counted.

## Grades of "Incomplete"

*\*\*\*Offer specifics about your policy on incomplete grades\*\*\**

[From the University Catalog](https://catalog.csustan.edu/content.php?catoid=12&navoid=541&returnto=search#inco_work) –

An incomplete signifies (1) that a portion of required coursework has not been completed and evaluated in the prescribed time period due to unforeseen but fully justified reasons beyond the student’s control, and (2) that there is still a possibility of earning credit. It is the responsibility of the student to bring pertinent information to the attention of the instructor and to determine from the instructor the remaining course requirements which must be satisfied to remove the Incomplete. The conditions for removal of the Incomplete shall be put in writing by the instructor and given to the student, with a copy placed on file with the department chair. A final grade will be assigned when the work agreed upon has been completed and evaluated.

Any Incomplete must be made up within the time limit set by the instructor; in any case, no more than one calendar year following the end of the term in which the Incomplete was assigned. An incomplete should never be used to (1) give a failing student an opportunity to redo unsatisfactory work or complete additional work; or (2) give a student more time to complete his/her work when the reasons for the delay have been within his/her control. This limitation prevails whether or not the student maintains continuous enrollment. Failure to complete the assigned work will result in an incomplete reverting to a grade of NC for grading options 1 and 2, and to a grade of IC for grading option 3. (See the Academic Standards section of this catalog and the Schedule of Classes Informational Guide for grading options.)

In cases of prolonged illness or any emergency which necessitates an extension of time to complete the course, the student may petition through the academic department where the course was offered. Students may not be permitted to graduate until all Incompletes are removed or evaluated as “IC” grades. Students are not to reregister in courses in which they have an Incomplete.

# Course Policies: Technology and Media

**Email**: Describe how it will be used, who will communicate with whom, who answers technology questions, expected response time, will you check it on weekends, etc.

**Online Courses**: If your course is offered online, describe how you will use the learning management system (Moodle, Blackboard, etc.) in the course, how often students should expect to login, how team activities will be organized, due dates, policies on late participation, etc. This section should include an explanation of wikis, blogs, or other tools that will be utilized in the course.

**Turinitin.com**: If you are using this plagiarism-detection service, it is recommended that you clearly state so on the syllabus.

Example:

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with millions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author’s work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>. Essays are due at turnitin.com the same day as in class.

**Laptop Usage**: Describe your policies for using laptops throughout your course. Whether you dislike the use of laptops during your lecture, or whether you encourage using a laptop during discussion, feel free to state it here.

**Classroom Devices**: Describe your policies for using calculators, tape recorders, other audio & technology devices for your course. University policy is as follows:

Audio or video recording (or any other form of recording) of classes is not permitted unless expressly allowed by the faculty member as indicated in the course syllabus or as a special accommodation for students who are currently registered with the Disability Resource Services Program and are approved for this accommodation.

Recordings allowed as special accommodations are for the personal use of the DRS-approved student and may only be distributed to other persons who have been approved by the DRS program. Faculty may require the student sign an Audio/Video Recording Agreement, which they may keep for their records. For more information, refer to the [Faculty Policy on Student Recording of Classes](http://www.csustan.edu/facultyhandbook/Publications/Polices/FacultyPolicyStudentRecordingClasses.pdf).

# Course Policies: Attendance and Plagiarism

## Attendance Policy

Offer specifics about your expectations for attendance. How many absences are acceptable/expected? Will students get points for attendance? You may also describe expectation of courtesy here. See the University’s [Class Attendance Policy](http://www.csustan.edu/facultyhandbook/Publications/Polices/Student/ClassAttendance.pdf) for more information.

## Academic Conduct Policy

There will be zero‐tolerance for plagiarism/cheating. Plagiarism and/or cheating will result in a 0.0 for the class. For further information, please see the CSU Stanislaus catalog for [Student Code of Conduct](http://catalog.csustan.edu/content.php?catoid=3&navoid=115#stud_cond).

# Resources

## University Library

You may consider inserting the name, email address, and other relevant information of your liaison for students with library research questions here. The Library offers face-to-face sessions as well as online tutorials and [research guides](http://libguides.csustan.edu/?b=s).

## Disability Resource Services

Offer specifics about the CSU Stanislaus policy on disability resource services.

Example:

## If you have a disability for which you are or may be requesting accommodations, you are encouraged to contact me and Disability Resource Services (DRS) at (209) 664-3159 or via the contact options on the [DRS website](http://www.csustan.edu/DRS/contactus.html) - - as soon as possible. Drawing upon Universal Design concepts, every effort has been made to make this course accessible to students with disabilities and supportive of students with a variety of learning styles and preferences, but please let me know right away if you have difficulty engaging with the course.

## University Writing Center

You may wish to include information about the Writing Center.

Example:

The Writing Center offers free individual and small group tutoring to students from all disciplines and at all levels of proficiency. Dedicated to encouraging dialogue among writers and helping students become successful writers, the Writing Center provides a supportive, judgment-free atmosphere in which tutors share strategies and experiences at each stage of the writing process. Graduate and undergraduate tutors are evolving writers who, through experience and training, continue to develop their abilities as tutors and writers.

[Writing Center website](http://www.csustan.edu/writingcenter/)

Phone: (209) 667-3465

Email: [writingcenter@csustan.edu](mailto:writingcenter@csustan.edu)

# Course Schedule

## Important Dates to Remember

Add a short statement that describes that all the dates and assignments are tentative and can be changed at the discretion of the professor. Dates to remember are included in the [official class schedule](https://www.csustan.edu/class-schedule).

Example:

Last Day to Add/Drop Classes: Fri, Jan 11th 20xx

Grade Forgiveness Deadline: Fri, Jan 11th 20xx

Mid – Term Examination: Tue, Feb 26th 20xx

Withdrawal Deadline: Fri, Feb 29th 20xx

Spring Break: Mon, April 09th – Fri, April 13th 20xx

Final Examination: Tues, April 22nd 20xx

## Tentative Course Schedule

### Schedule Changes

Consider including a note regarding the possibility of modifications/changes to the syllabus. Indicate how these changes will be communicated.

### Asynchronous and Synchronous Meetings

If your course is a hybrid or being taught fully online, clearly indicate when students will be required to meet face-to-face or in real time. Also indicate when each course week begins and ends (e.g., Monday – Sunday, Sunday to Friday, etc.)

Example –Course Schedule (Traditional class)

| **Date** | **Finish This Homework Before Class** | **Topics to be Discussed in Class** |
| --- | --- | --- |
| **1/9** | First day of class; no homework is due | List the main learning objectives or topics covered during this class period.  Example:  Overview of Fluid Dynamics  Fluid Properties  Fluid Properties, Pressure |
| **1/16** | List readings or homework assignments that are to be finished BEFORE students arrive at this class period. It may also useful to include reminders about due dates for important assessments.  Example:  Read Chapter 1 (Textbook pp. 36-73) Read Manometers handout ([pdf](file:///Users/../Documents%20and%20Settings/kevinyee/Desktop/link.pdf)) Listen to audio recording #1 ([mp3](http://www.mp3.com)) Browse website [www.wingtheory.com](http://www.wingtheory.com)  Homework #1 is due in class on 1/16 | Example:  Turn in HW #1  Manometers, Fluid Statics  Fluid Statics |
| **1/18** | **Holiday (No Class)** |  |
| **1/20** | Example:  Read Chapter 2 (Textbook pp. 74-92) Answer problems #13-36 at chapter’s end Find three entries in Fluidex Abstracts Database Homework #2 is due in class on 3/14 | Example:  Turn in HW #2  Forces on Curved Bodies  Eueler’s Equation  Bernoulli’s Equation |
|  | (continue with this pattern for the remainder of the term) |  |
| **4/23 Wed.** |  | **Final Exam, 7:00pm-10:00pm** *bring raspberry ScanTron* |

\* Note: The Schedule is subject to revision

## Template Resources:

This template has been adapted from the following resources:

* [San Jose State University Accessible Syllabus Template](http://www.sjsu.edu/cfd/docs/accessible_syllabustemplate-rev.doc). Accessed 11/28/11
* [University of Central Florida, Syllabus Template](http://www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/Syllabus/templates/index.php). Accessed 11/23/11