**Course Name Semester Syllabus**

**Department/College**

# Part 1: Course Information

## Instructor Information

**Instructor:** Name **Office:** Location

**Office Hours:** Times & Days *(Note: if online, explain how to access)*

**Virtual Office Hours:** *(Note: if online, explain how to access)*

**Office Telephone:** Phone Number

**E-mail:** E-mail address *(Note: specify your preferred contact)*

Consider adding an alternate method of communication in case of an emergency.

## Course Information

Enter catalog description.

**Credits:** number of credits

**Prerequisite**

* Enter prerequisite information.

## Textbook & Course Materials

**Required Text**

* List required course textbooks. Include detail such as full name of textbook, author, edition, ISBN, description (if desired), and if it is a text rental or where it can be purchased. If a required text is available online, indicate where it can be accessed.

**Recommended Texts & Other Readings**

* List other readings available and how/where to access them.
* Include a general statement such as Other readings will be made available in the University Library eReserves.

## Course Requirements

* Minimum recommended computer and internet configurations for online courses.
* List other tools, resources, and materials needed by the student for success in the course.
* **Course Structure**

This course will be delivered entirely online through the course management system

*Add and remove listed activities as appropriate to your course.*

## LMS Access

This course will be delivered partially/fully online through a course management system.

To access this course, you will need access to the Internet and a supported Web browser (Internet Explorer, Chrome, Firefox, Safari). To ensure that you are using the recommended personal computer configurations, please refer to the university’s LMS settings

## Technical Assistance

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

* Visit with a
* Seek assistance from

**Important Note:** This syllabus, along with course assignments and due dates, are subject to change. It is the student’s responsibility to check the LMS for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.

# Part 2: Course Learning Outcomes

List the primary learning objectives for this course. Use action verbs to describe what students and you will accomplish through this course. A bulleted list is a good way to display these objectives as shown below:

* Objective ● Objective ● Objective

Below are some examples of well-written learning objectives.

* Students will be able to read, interpret, and analyze common reference maps
* Students will be able to apply critical thinking skills to offer a solution to a real-world problem (GEP)
* Students can create narratives about the past based on primary source documents
* Students can explain the relationship between genetics and disease risk
* Students can choreograph a dance reflecting a specific dance style

You will meet the outcomes listed above through a combination of the following activities in this course:

Provide instructions to students on how they are expected to meet the learning outcomes for the course. For example: Will most outcomes be met through examination? Or through participation? Or through projects?

* Attend …
* Complete …
* Participate …

# Part 3: Topic Outline/Schedule

**Important Note:**

* **Week 01: Topic** o Details …
* **Week 02: Topic** o Details …
* **Week 03: Topic** o Details …
* **Week 04: Topic** o Details …
* **Week 05: Topic** o Details …

**ALTERNATE FORMAT:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Topic** | **Readings** | **Activities** | **Due Date** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |

**Note about calendar/schedule.** While it is important to clearly indicate the schedule for your course, there are many places where you may do this. You may include a topic outline/schedule (like the examples shown above) in your syllabus, make a separate link to a schedule document in your LMS course, or use the LMS calendar tool. Regardless of which you choose, be consistent, and keep your calendar up-to-date to help students follow along, reduce confusion, and emphasize time on task. A Google Doc linked inside the LMS is an easy method for updating the course calendar with changes displayed instantly.

# Part 4: Grading Policy

## Graded Course Activities

|  |  |
| --- | --- |
| **Points** | **Description** |
| # | Item 1 (List all activities, tests, etc. that will determine the students’ final grade) |
| # | Item 2 |
| 100 | Total Points Possible |

**Late Work Policy**

**Example:** Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

**Viewing Grades on the LMS**

Include a statement about the timeframe of when to look for grades. **Example:** Your instructor will update the online grades each time a grading session has been complete—typically X days following the completion of an activity.

## Letter Grade Assignment

Include an explanation between the relationship of points earned and final letter grade. **Example:** Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

|  |  |
| --- | --- |
| **Letter Grade** | **Percentage** |
| A | 93-100% |
| A- | 90-92% |
| B+ | 87-89% |
| B | 83-86% |

|  |  |
| --- | --- |
| B- | 80-82% |
| C+ | 77-79% |
| C | 73-76% |
| C- | 70-72% |
| D+ | 67-69% |
| D | 60-66% |
| F | 0-59% |

# Part 5: Course Policies

## Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

* Do not dominate any discussion.
* Give other students the opportunity to join in the discussion.
* Do not use offensive language. Present ideas appropriately.
* Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
* Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
* Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
* Never make fun of someone’s ability to read or write.
* Share tips with other students.
* Keep an “open-mind” and be willing to express even your minority opinion. Minority opinions have to be respected.
* Think and edit before you push the “Send” button.
* Do not hesitate to ask for feedback. ● Using humor is acceptable

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt\_0310.htm

Shea, V. (1994). Netiquette. Albion.com. Retrieved from:

http://www.albion.com/netiquette/book/.

## Participation

Students are expected to participate in all online activities as listed on the course calendar. *Enter specific points regarding attendance policy here.*

If you monitor, track, and/or score student participation, explain how you will keep track and how often students should be accessing the course.

## Build Rapport

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

## Complete Assignments

**All assignments for this course will be submitted electronically through the LMS unless otherwise instructed.** Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be

given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect the student’s grade.

## Understand When You May Drop This Course

It is the student’s responsibility to understand when they need to consider unenrolling from a course. Refer to the Academic Calendar for dates and deadlines for registration.

**Incomplete Policy**

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if [insert condition here]. All incomplete course assignments must be completed within [insert timeframe here].

## Inform Your Instructor of Any Accommodations Needed

The Disability and Assistive Technology Center is located ….

**Statement of Policy**

## Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

**Westminster Academic Honesty Policy & Procedures**

**Student Academic Disciplinary Procedures**

## Religious Beliefs

## Veterans Support

## Library and Tutoring Center Support