COURSE SYLLABUS OUTLINE

Course Title and Number:
Semester and Year:
*Course with Special Designation: Writing Intensive; Multicultural; International; Capstone Course

Text Information: Required Text(s):
*Recommended Materials: (attach list if necessary)
*Additional Study Aids:

*Computer Requirements:

Instructor: Name:
Office:
Office Hours:
Phone/E-mail:

Course Description; Credits; Prerequisites:

*General Education Core Desired Learner Outcomes/Objectives: WAC, International Studies, Multicultural Diversity, Computer Competency/Information Literacy, Capstone Experience

Desired Learner Outcomes/Objectives:
Evaluation/Measurement/Assessment of Learner Outcomes:
Grading Policy:
Plagiarism Policy/Academic Honesty/Academic Integrity:
Policy statement on major projects, examinations and other assignments (due dates, make-ups):
Attendance Policy: Inclement Weather Policy:
*Statement Concerning Learning Disabled Students:
*Course Philosophy and Themes to be developed:
Course Outline/Daily/Weekly Schedule:

*Optional
Syllabus Explanation

The Marshall University Catalog requires that a syllabus be distributed to each of your students within the first two weeks (or three days of summer terms) of the beginning of the term. “The syllabus is probably the most important document in the educational process! Development of the course syllabus requires considerable work initially and perhaps less time in subsequent updates. It is the official document of the course. The syllabus is the document that should be shared with students, filed as a permanent contribution to the instructional archives of the campus, and is the legal document in the event litigation may arise due to student complaints or concerns. The following are important components for developing new courses. You may use this checklist as a guide.” – Univ. Of Minn–Crookston

EXPLANATION:

The order of the course syllabus is arbitrary. The general information about the class should be first followed by the daily schedule. The course syllabus does not have to be given out all at once, but should be in the hands of the student by the end of the second week of classes for regular terms or the third day for summer terms.

Course Title and Number:
Semester and Year:
(This should be obvious)
*Course with Special Designation: Writing Intensive; Multicultural; International; Capstone Course
(Courses with Marshall Plan special designation should be so indicated.)

Text Information: Required Text(s):
*Recommended Materials: (attach list if necessary)
*Additional Study Aids:
(You should include this information so that students will know which text(s) is/are required and which texts are optional. If supplementary materials are required, please make sure that the students are aware of these at the beginning of the class.)

Computer Requirements:
(Does the course have a computer requirement? Are students encouraged or required to use the campus computer system? Do students need to have an e-mail address? Is there a portion of the grade that is dependent upon the use of computers? What supplies are needed, i.e., high/double density disk 3.5” disk formatted, carrying case, etc.)

Instructor: Name:
Office:
Office Hours:
Phone/E-mail:
(Please indicate the above. Please indicate the manner in which a student may make an appointment to see you when you don’t have office hours. It’s amazing how many students don’t even know the name of their instructor. Make sure that you have (and hold) the number of office hours required by your department/division/college listed. Some students will need to get in touch with you outside of class. Your phone, voice mail and e-mail are important communication venues with your students, make sure you use them to their fullest extent.

Course Description; Credits; Prerequisites:
(Copy this from the appropriate catalogue.)
*General Education Core Desired Learner Outcomes/Objectives:
   (If this course meets one or more the requirements of the Marshall Plan, please list which outcome(s) are being met from the list of objectives of the core area (WAC, International Studies, Multicultural Diversity, Computer Competency/Information Literacy, Capstone Experience)

Desired Learner Outcomes/Objectives:
   (Indicate the desired learner outcomes/objectives in relation to the course, program objectives, and general education requirement outcomes, if a gen-ed course. In other words, what do you want the students to know or be able to do when they have finished the course.)

Evaluation/Measurement/Assessment of Learner Outcomes:
   (Detail the course requirements, i.e., exams, quizzes, presentations, projects, papers, field trips, and any other requirements. Discuss the content, format, and relationship of each requirement, including examinations, to the course objectives. In other words, how and why are these requirements necessary for this class. You should always attempt to have more than one type of evaluation method for your class. Also, explain how you will evaluate the requirements. What bearing does the assignment have on the educational experience and/or grading? If class participation is factored in, explain how you will evaluate it. Be as specific as you can.)

Grading Policy:
   (This section is extremely important. A full explanation of the grading policy informs the student as to how the grades are determined. How do you grade the students? Do you grade using the point system? How are grades determined? How many points are required for the “A” “B” “C” “D” “F”? Do you give “A” “B” with pluses and minuses? How are those grades figured? Be up-front with your students, they deserve to know. Also, the student should be made aware of his/her grade at various times during the course. A student should know his/her grade throughout the course and not be totally surprised at the final grade.)

Plagiarism Policy/Academic Honesty/Academic Integrity:
   (Be as specific as you can concerning your policy on Plagiarism, Academic Honesty, and Academic Integrity. Inform students of penalties and actions which may be taken.)

Policy statement on major projects, examinations and other assignments (due dates, make-ups):
   (Be as specific as you can about due dates and the attendant rewards and penalties for not adhering to them. If you give rewards and/or penalties, be fair to all. Make sure that if there are exceptions to the rules that all are aware of these exceptions. The University has a period of time at the end of the semester called DEAD WEEK. If you wish to have papers or projects due during this time, now is the appropriate place to identify these requirements. The students will know when the projects are due and can, if they so choose, plan ahead.)

Attendance Policy: Inclement Weather Policy:
   (The University catalog requires that the attendance policy be stated in the course syllabus. Students often have been surprised when they are penalized for missing classes. The University has set procedures for inclement weather. Please make sure that students are aware of what a 2- hour delay means.)

*Course Philosophy and Themes to be developed:
   (What is the philosophical underpinning of this particular course or section of a multi-sectioned course? What themes will be relevant in terms of the learner outcomes? How will the course content be merged with the learner outcomes? This section provides the link between the learner outcomes and teaching outline. This section may also give you an opportunity to describe your own teaching philosophy.)

Course Outline/Daily/Weekly Schedule:
   (If at all possible, give a tentative daily/weekly schedule of activities for your class. You also should include specific dates of University policy deadlines, i.e., drop dates, last day to withdraw from a class, withdrawal
*Optional, but these should be included. UAC feels that the Course Philosophy and Theme section is essential if you are taking a particular slant to the material you are sharing with your students. Oftentimes the objectives are somewhat generic and the specific content and philosophy used to meet those objectives is more specific or more specialized to a particular instructor. While the course objectives are determined by the department, the manner in which the instructor presents the material is totally unique. So if at all possible, utilize these particular sections.