**COURSE SYLLABUS
Last Revised:**

**(8-18-20XX for Brightspace)**

**NOTE TO INSTRUCTORS:**

Information in bracketed *italics* is to help you, the instructor, understand each section.
***You will need to change all information in italics to match your course.***

Information in regular text (non-italics)is official university policy, suggested language, and other reliable information (such as phone numbers) that we suggest you do not change.

**Step 1:** Change all text in italics to match the details of your class.

**Step 2:** Delete the text up to and including this step.

**Step 3:** Save your syllabus (PDF is easiest for students to open) using a standard name for the course.

**If you are creating a master course** that someone else will be teaching, also include a Word version of the syllabus in the Instructor Resources folder of the course. This will allow the other instructor(s) to easily add the correct contact information.

Tip: If you use the same file name every semester, it will be easier to replace the file in Brightspace because the file path will stay the same. When you upload a new file, Brightspace will ask if you want to replace the old file. For example, instead of naming your file something like:

*Fall2017\_Syllabus*

You might simply choose this:

*401course\_Syllabus*

**What’s new in this version?**

* *Changed Springboard to Brightspace*
* *Added information on Brightspace Pulse App*

*You can always find the latest version of this Sample Syllabus here.*

he University of Akron

College of <xxx>

Course Number ####:### (# credits)

Course Name

|  |  |  |  |
| --- | --- | --- | --- |
| **Instructor:** | *First Name Last Name* | **Year/Term:**  | *Semester* #### |
| **Office:** | *Building* #### | **Phone:** | ###-###-#### |
| **Email:** | *Your email* | **Office Hours:** | *Your office hours EST* |
| **For hybrid or blended courses: include information on meeting times and location/s** |

# Course Information

## Description

*[Include your official course description as written in the course catalogue.]*

Prerequisites

*[Include any prerequisites for your course as well as assumed knowledge such as technical proficiency, familiarity with professional best practices (such as citation styles, etc.), and any other knowledge your students need to begin your course successfully. If there are no prerequisites to the course, you should state that as well.]*

## Course Overview

*[Include a description of this course as you specifically teach it. It is important to briefly discuss how online components* ***relate*** *to the face-to-face class (if applicable). It is also important to note how learning online (if applicable) is different from learning face-to-face. For example:*

*This is a hybrid course that will meet 50% online and 50% face-to-face. You will have numerous opportunities to participate in class discussions; however, all assignments will be submitted online via Brightspace. You may also be required to participate in online discussion forums.* *Rubrics and/or specific grading criteria will also be posted in Brightspace. You need to locate and understand all instructions, follow through on all assignments, and stay on track with due dates. It is very important for you to log into Brightspace each day to find the latest updates for class.]*

*[For Curriculum Review only: The proposed enrollment for the online course is xx-yy students].*

*This course is supported by The University of Akron’s learning management system called Brightspace. If you are new to Brightspace, you can view the Student Brightspace Training in the Course Orientation module in our online classroom.*

## Course Objectives

*[Include a list of course learning objectives that your students will achieve with successful completion of your course. Remember that good learning objectives are objectives that are measurable. Select this link to download a helpful list of action verbs.*

*Example:*

*At the end of this course, successful students will be able to:*

1. *Describe the 3 main characteristics of a well-written syllabus.*
2. *Evaluate differing methodologies to select the best viable path for student achievement.*
3. *Summarize key components of learning-centered syllabi.]*

## *R*equired Texts and Materials

*[Include complete bibliographical information for required texts.]*

## Additional Resources

*[Include any additional resources, such as optional/enrichment reading, helpful web sites, links to professional organizations, and any other information that might enrich your student’s understanding of your content. We would suggest you also put information about tutoring and accessibility here, rather than tucking it on the last page where people might not see it.]*

## Instructor Contact and Reply Policy

*[Outline your preferred method of communication. Do you want them to contact you first through a “virtual office” discussion board for general questions, etc.? What turn around time would you like to offer your students? 24 hour response to e-mails and message boards is typical for a weekday, and 48 hours for a weekend or over a holiday. You should also mention how long it should take to return an assignment to them. This will help establish realistic expectations upfront.]*

In the unlikely event that you are unable to reach your instructor based on the guidelines outlined using the above contact and expected response time, please contact the department chair for this course via email at [deptchairemail@uakron.edu] or via phone at [330.972.XXXX].

# Learning in the Online Environment

## Etiquette

Online etiquette, sometimes called Netiquette, takes special attention because it lacks the visual cues that we rely on to give meaning to communication.

1. **Avoid language that may come across as strong or offensive.** Language can be easily misinterpreted in written communication. If a point must be stressed, review the statement to make sure that no one would be offended; then post the statement. Humor and sarcasm may easily be misinterpreted, so try to be as matter-of-fact and professional as possible.
2. **Keep writing to a point and stay on topic**. Online courses require a lot of reading. When writing, keep sentences focused and brief so that readers do not get lost in wordy paragraphs and miss the point of the statement.
3. **Read first, write later.** It is important to read all posts or comments before personally commenting to prevent repeating commentary or asking questions that have already been answered.
4. **Review, review, then send.** There’s no taking back a comment that has already been sent, so it is important to double-check all writing to make sure that it clearly conveys the exact intended message.
5. **An online classroom is still a classroom.** Though the courses may be online, appropriate classroom behavior is still mandatory. Respect for fellow classmates and the instructor is as important online as it is in the classroom.
6. **The language of the Internet.** Do not write using all capital letters, because it will appear as shouting. Also, the use of emoticons can be helpful to convey nonverbal feelings (example: :-) or :-( ), but avoid overusing them.
7. **Consider the privacy of others.** Ask permission prior to giving out a classmate's email address or other information.
8. **No inappropriate material.** Do not forward virus warnings, chain letters, jokes, etc. to classmates or instructors. The sharing of pornographic or insensitive material is forbidden.

## Required Technologies and Technology Skills

You must have access to a computer capable of handling Brightspace (including uploading papers, streaming listening excerpts, and taking quizzes).

*[Instructors, if you have additional requirements add them here.]*

To succeed in this course, you should be able to:

1. Use a mouse or keyboard to navigate online content.
2. Type information for coursework.
3. Create documents, spreadsheets, and presentations.
4. Open, minimize, and close computer applications.
5. Participate in online discussion boards.
6. Participate in online chat rooms.
7. Identify, open, and create common file formats such as .doc or .docx, .pdf, and .txt.
8. Use appropriate plug-ins when required.

 *[Any additional technical requirements can be listed here, including use of WebEx: http://bit.ly/1NfUIuC]*

Evaluation and Assessment

Grading Scale
*[Below is the Grading Scale that is the default scale used in Brightspace. You may replace this with your own scale if desired.]*

|  |  |
| --- | --- |
| 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 | 63-66% |
| D- | 60-62% |
| F | BELOW 60% |

Breakdown of Final Grade
*[Include a description of how their final grade will be calculated. It will ultimately be easier to manage an online grade book if you have your categories of assignments total up to 100%. Brightspace does allow you to offer extra credit without throwing off the total points possible for the class. If the points available for a particular grade category does NOT match the percentage you are awarding to that category due to differential weighting of categories, you may want to delete either the “Points” or the “Percentage” column in the table below.]*

| **Description** | **Points** | **Percentage of Final Grade** |
| --- | --- | --- |
| Activities | ## | 10% |
| Quizzes | ## | 15% |
| Papers | ## | 20% |
| Exams | ## | 30% |
| Projects | ## | 25% |
| **TOTAL** | **###** | **100%** |

Assessments
 *[Include a description of how they will be assessed.]*

## Assuring Integrity in Test-taking (Proctors)

Exams in this class will be proctored. You have the option to take exams at the University of Akron’s **Computer-Based Testing Center or a branch campus by appointment**. Alternatively, you must download Respondus Monitor before taking an online assessment. Select this link for more information on Respondus Monitor, including directions on how to download and install it on the computer you will be using. Otherwise, it will be your responsibility to obtain an acceptable proctor. The Consortium of College Testing Centers (CCTC) is a free referral service provided by the **National College Testing Association** (NCTA). It is your responsibility to secure proctor approval in advance of the first proctored exam. Check the course calendar for exam dates.

*[Note to Instructors: If you are allowing students the option of taking an exam in the Computer-Based Testing Center on main campus, you MUST let them know your students are coming by filling out the questionnaire at the bottom of this page:* ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

# Course Policies

## Participation

As a college student, you most likely have multiple roles and commitments to juggle. In addition to being a student, you may be an employee, a parent, a community leader, or a caregiver to a family member. If you are a full-time student, you are working to learn a wide variety of new skills and to meet the expectations for multiple courses. Online courses make it possible to manage your learning around these other roles, but you must carefully plan your education to make this work.

You are expected to participate in this course as follows:

* You must review all course content posted to the Content tab in Brightspace unless that content is clearly labeled as optional.
* You must login to this course at least 3 times per week throughout the week to check for new content and new discussion posts. Additional access may be required in order to meet course due dates and to complete all required learning activities.
* You must read all Announcements items posted on the course home page.
* You must read all posts to the course discussion in Brightspace. You are responsible for all information posted to the course discussions.
* You are responsible for completing and submitting all assignments to the course drop box before the due date. You are responsible for clearly labeling your papers so I can identify your submission. For example, use your first and last name in the filename along with the assignment number. You are also responsible for submitting files in a format that I am able to open such as .doc, .docx, .pdf, .ppt, pptx, or .txt. Note that the University provides a Google Apps account to all students, and you can use Google Apps to create files in these file types.
* You are responsible for maintaining copies of your work and verifying that your Assignments submission has been received. You will receive an email confirmation when you submit assignments. You will be also able to track your submissions in Brightspace.
* You are responsible for completing all quizzes and exams before the due date.
* Technical challenges are not an acceptable excuse for missing deadlines. You must ensure that you have access to a working computer at all times. Please do not wait until the deadline to submit assignments. If you do experience any technical issues, please contact the I.T. Help Desk and ensure that the issue is tracked though the Footprints ticketing system.

If you have any questions or concerns about any of the assignments or your performance, please contact me immediately. Do not wait until the assignment is due or until your performance cannot be rectified.

## Attendance Policy

*[In an online course, you must decide on how you define “Attendance”. For reporting purposes, you must be able to determine the “Last Date of Attendance.” It is recommended that you have a statement like the following to help students understand how we are defining this:]*

Logging into an online class without active participation is NOT considered attendance in an online course. Responsible attendance means that you will plan your schedule so that you can meet course participation requirements and manage your time so that you can complete your assignments on or before the date they are due. The tentative course calendar will be posted in Brightspace. If the calendar needs to be changed for any reason during the course, written notice will be provided. Examples of active participation might include submitting an assignment, participating in a student-student class discussion, or interaction with faculty by phone, email or in person. For reporting purposes, your attendance will be recorded as the last time you actively participated.

## Other Policies (if applicable)

*[Policies could include late work, extra credit, experiential or service learning, or other policies unique to the class. For a Quality Matters review, a late work policy is required. This is a good place to include the specifics of your course. When does your “week” begin? Are all assignments due Sunday at 11:59PM EST, are due dates staggered throughout the week, are students required to post assignments to the Discussion board as well as the Assignments, etc. Also, in an online course, remember that your students may be in a different time zone than you, so it is advisable to mention “EST or Eastern Standard Time” on any time-related activities.]*

# University Resources and Student Services

Student services staff members are consistently on hand to guide, advise, and assist you. A comprehensive website with detailed contact information is available from the “Student Services” tab in your online course. I encourage you to make yourself aware of all student services, especially those listed below.

## Accessibility

Pursuant to University policy #33-59-20-01 subsection C, The University of Akron recognizes its responsibility for creating an institutional atmosphere in which students with disabilities have the opportunity to be successful. Any student who feels he/she may need an accommodation based on the impact of a disability should contact the Office of Accessibility at 330-972-7928 (v), 330-972-5764 (tdd) or access@abc.edu. The office is located in Simmons Hall Room 105.

## Brightspace Apps

Brightspace offers two apps for students to complement your online courses. The Brightspace Pulse app is an app for your smartphone that makes it easier for you to stay on top of due dates, course announcements, grades and content updates. The Brightspace Binder app is for your tablet devices and allows you to download course materials to view offline and annotate with your own notes.

## Technical Support

If you have technical questions or require technical assistance, we encourage you to review the variety of methods for obtaining support. You can contact the I.T. Help Desk directly at 330-972-6888 or support@uakron.edu.

## Academic Support

The University of Akron provides both on ground and online help with writing and other content areas. More information is available on the Student Services tab in Brightspace.

### Onsite Tutoring in Writing: The Writing Commons, Writing Lab, and Writing Center

The University of Akron provides free tutoring in writing to currently enrolled students at two main campus locations as well as Wayne College.

### Onsite Tutoring in Other Content Areas

The University of Akron provides free tutoring in many subject areas on main campus and at Wayne College.

### eTutoring

The University of Akron also offers online tutoring, called eTutoring, which is provided through the Ohio eTutoring Collaborative. Students at The University of Akron have access to online tutoring in Writing, Accounting, Chemistry, Math (through Calculus II), and Statistics. The Online Writing Lab allows you to submit a draft of your paper to a tutor, ask for specific feedback, and receive your work back with a tutor’s comments in approximately 24 to 48 hours. You may submit up to three drafts per paper. eChat will allow you to meet with a tutor in one-on-one tutoring sessions via a fully interactive, virtual online environment. Offline questions will allow you to leave a specific question for an eTutor, who will respond within 48 hours (but usually sooner). Select this link to learn more about eTutoring services.

University Libraries: Academic Integrity
It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from your instructor if necessary. The University of Akron, University Libraries web site is an excellent source to help you, the student, understand plagiarism and how to avoid it. Select this link to learn more about how to avoid plagiarism.

Examples of academic dishonesty include, but are not limited to:

* Submission of an assignment as the student's original work that is entirely or partly the work of another person.
* Failure to appropriately cite references from published or unpublished works or print/non-print materials.
* Unauthorized copying of an assignment in computer programming, or the unauthorized examination or view of the computer, specifically during examinations.
* Possession and/or unauthorized use of tests, notes, books, calculators or formulas stored in calculators not authorized by the instructor during an examination.
* Providing and/or receiving information from another student other than the instructor, by any verbal or written means.
* Observing or assisting another student's work, when not part of a group activity.
* Violation of the procedures prescribed by the professor to protect the integrity of the examination.
* Cooperation with a person involved in academic misconduct.
* Submitting the same assignment in two different classes.
* Uploading course documents to a crowd-sourcing site where other students can download them, or sharing course documents in any other way.

If a faculty member suspects that a student has violated the Academic Misconduct provision in the Code of Student Conduct, the faculty member will follow the procedure outlined in Section J of the Code of Student Conduct. More information is available at the website of the Department of Student Conduct and Community Standards.

# University Policies

Department of Student Conduct and Community Standards
Students at The University of Akron are an essential part of the academic community, and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity, and achieving success toward educational objectives, requires high standards of academic integrity. The Code of Student Conduct applies to all undergraduate and graduate students at The University of Akron.

## **Sexual Harassment Statement**

The University of Akron is committed to providing an environment free of all forms of discrimination, including sexual violence and sexual harassment. This includes instances of attempted and/or completed sexual assault, domestic and dating violence, gender-based stalking, and sexual harassment.  If you (or someone you know) has experienced or experiences sexual violence or sexual harassment, know that you are not alone. Help is available, regardless of when the violence or harassment occurred, and even if the person who did this is not a student, faculty or staff member.

Confidential help is available. If you wish to speak to a professional, in confidence, please contact:

* Rape Crisis Center – www.abc.org – 24 Hour Hotline: 877-906-RAPE Office Located in the Student Recreation and Wellness Center 246 and the office number is: 330-972-6328
* University Counseling and Testing Center – uakron.edu/counseling 330-972-7082
* University Health Services – abc.edu/healthservices 330-972-7808

Please know the majority of other University of Akron employees, including faculty members, are considered to be “responsible employees” under the law and are required to report sexual harassment and sexual violence. If you tell me about a situation, I will be required to report it to the Title IX Coordinator and possibly the police.  You will still have options about how your case will be handled, including whether or not you wish to pursue a law enforcement or complaint process. You have a range of options available and we want to ensure you have access to the resources you need.

Additional information, resources, support and the University of Akron protocols for responding to sexual violence are available at uakron.edu/Title-IX.

Registration Policies

### **Withdrawal Policy**

A student may drop a course through the 14th calendar day of a semester or proportionately equivalent dates during other sessions: a "drop" will not appear on your transcript, as the class simply "disappears." After the 14th calendar day period, students may withdraw from a course through MyAkron until the 49th calendar day of a semester or proportionally equivalent dates during other sessions: a "WD" will appear on your transcript. A *withdrawal may affect your financial aid, eligibility for on-campus employment and eligibility for insurance, so speak with your advisor for details*. Questions regarding registration can be addressed by the Office of the Registrar, 330-972-5400. Read more about the official University Withdrawal Policy.

### Incompletes

Incompletes indicate that the student has completed passing work but that some part of the work is, for good and acceptable reason, not complete at the end of the term. Failure to make up the omitted work satisfactorily by the end of the following term, not including summer sessions, converts the "I" to an "F." When the work is satisfactorily completed within the allotted time the "I" is converted to the grade that the student has earned.

# Course Calendar / Topic Breakdown

It is very helpful for your students to have a breakdown of how your topics are going to be covered. Whether you like to teach your course on a weekly basis, by module, by unit, by chapter, or topic… detailing out what is required in a clear and concise way will help ensure that your students stay on track. This is also a great opportunity to show your students how your topics / assignments align to the course learning objectives. Brightspace can utilize something called “Release Conditions” to unlock content for students automatically. These conditions could be anything from a calendar date to a minimum achievement score. For example, a student must pass the Week 1 Quiz with at least a 70% before they can see Week 2. Ask DDS to assist you with this setup if you’re interested.

*[If you are submitting this syllabus as a part of a Curriculum Proposal, this particular Course Calendar / Outline must be submitted in a separate document. Copy / Paste this section into a separate document when you are ready to submit your proposal.]*

| **Week / Date** | **Topic** | **Assignments / Readings / Tasks** |
| --- | --- | --- |
| 1 | Introduction and Overview of the Course | 1. Read Chapters 1 through 3
2. Complete Learning Activity #1
 |
| 2 | Metacognition: The Science of How People LearnCourse Learning Objective #1 | 1. Read Bloom’s Taxonomy
2. Watch YouTube video on Learning Styles
3. Complete Quiz #1
 |
| 3 | Creating a Learning Centered SyllabusCourse Learning Objective #2 & #3 | 1. Respond to Discussion #1
2. Meet with your group and decide on topic
3. Read Chapters 4 and 5 and respond to discussion questions.
 |
| 4 | Gamification:Increasing Student EngagementCourse Learning Objective #1 | 1. Read Article on Gamifying the Classroom
2. Submit Paper #1 to the Assignments
3. Complete Quiz #2
 |
| 5 | Edutainment:Addressing various learning stylesCourse Learning Objective #3 | 1. Review for Midterm Exam
2. Read Chapters 6 through 8
3. Respond to Discussion #2
 |
| 6 | Midterm ExamCourse Learning Objective #2 | 1. Access and Complete Midterm exam online. Must complete and submit the midterm **BEFORE 5:00PM** on Friday.
 |

*[It is also recommended that you tell students that dates / topics may be subject to change due to class cancellations / delays. Example:*

*Note: The above schedule is intended to serve as a general outline and it is subject to change. Topics are tentative and may need to be modified during the semester. Homework and Project Assignments, Quizzes and Test dates will be announced in advance.]*

# Course Bibliography

*[In certain colleges, the Bibliography is almost always a part of the syllabus. However, it is more for academic evaluation of the course content (why specific topics are taught within the course) and justification of the strategies being used (why are you using reflective learning, group work, discussion, etc.).  Students would not be expected to read the source documents found here, but certainly could if they desired to do so.  For example, if you were teaching a course on Instructional Design, the bibliography would include foundational readings for the what is covered in the specific course.  It could also include background information related to the various activities that are assigned in the course.  So, for example, if there were assignments for self-reflection, an article on self-reflection as an effective learning strategy might be included in the Bibliography.*

*Syllabus bibliographies are sometimes used to verify the “foundation / scope” of a specific course when students want to transfer credits to/from another institution.  The “accepting” institution may request the syllabus of the course to evaluate if the course is similar to one they offer, and therefore would recognize the credit hours.*

*Note, you should also stick with the citation style that is most common in your field. APA, MLA, etc…]*