# Course Syllabus TemplateFULL Course Name

## INTrODUCTION TO COURSE AND INSTRUCTOR

If the course is online, clearly specify as such.

| SYLLABUS FOR COURSE NAME (COURSE NUMBER) |
| --- |
| **Semester** | Program/DepartmentCalifornia State University, Fresno  |
| **Course Name**  | Instructor Name  |
| **Units** | Office Location  |
| **Time** | E-Mail |
| **Location** | Telephone  |
| **Website** | Office Hours  |

 **Course description**: Give a brief description of the course (you can copy from catalog if feasible or adapt from the catalog at http://www.abc.edu/catalog/). In addition, explain how the course fits into the curriculum. Why should a student take the course? Also include course fees, if any. You may wish to include the following statement in this section: *It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a \_\_\_\_unit class, you should expect to study an average of \_\_\_\_ hours outside of class each week*.

**Prerequisites for the course:** This can be found in the catalog description but it is recommended that prerequisites be listed separately to catch student attention.

## Required COURSE Materials

Include **required textbooks** and any **required supplemental academic materials**. Also include **required equipmen**t for activities if your course has an activity component.

## Course Specifics

**Summary/outline of the course:** provide a narrative explanation of the course with more details than the catalog description with **the major topics that are to be covered** in the course.

**Course goals**: Briefly describe what you would like the students to achieve in the course.

**Student Learning Outcomes:** Learning outcomes may tie to your department/program student learning outcome assessment plan (SOAP) as an integrated part of comprehensive student learning in your program/major. Please be sure to consult your SOAP when preparing this section. In general, learning outcomes are competency-based and measurable, in that they describe exactly what the student must do to demonstrate mastery of course material. Use specific language (e.g., analyze, compare, describe, list, formulate, derive) rather than terms such as "know" and "understand" which may have different meanings for students and instructors. For additional information, please refer to the departmental Student Outcomes Assessment Plans.

If your course is a GE, a Service Learning course or a Writing course, learning outcomes should be listed for them separately from learning outcomes for major requirement, such as required writing (5,000 words of writing for a writing class and 2,000 words of writing for upper division GE courses) and service hours, etc. Please refer to these polices for details:

Links: General Education, Service Learning, and Writing (APM 216)

**GE Program ePortfolio Requirement for Students and GE SLO’s on Syllabi:** If your course is a GE Course then indicate, for a minimum of one of your assignments, which specific GE Learning Outcome(s) to which the assignment is aligned. The designated assignment is only required to focus on and measure one GE SLO for the appropriate GE Area but it may cover more than one. Please be sure that if the assignment aligns to more than one GE outcome that you list all of them. For example:

Midterm – GE Area C1 student learning outcome 1 OR Paper 1 – GE Area D3 student learning outcomes 1 and 2 OR Persuasive Speech GE Area A1 student learning outcomes 1 and 2.

**Course requirements/assignments:** In this section, list all required work that makes up the total grade for the course, such as quizzes, exams, homework, paper, service hours, project and presentation, etc. Be sure to specify **if attendance is required,** and how it impacts student grades.

**Instruction for significant assignments:** If your course has a project, a paper or other significant assignments, please give detailed requirements and instructions how to complete them, such as length, fonts and/or number of references that must be used for the project/paper.

**Grading policy:** List how grades are distributed and weighted by assignments to make 100% of the course grade. Your grading policy should include a description on how you calculate grades, if applicable (such as using a grading scale).

Explain exactly how you will calculate the course grades. What will be the point values and weightings for assignments, activities, and examinations? The cut-off points on percent for each grade (e.g. 80-89% is B, etc.)? An optional "Assignment and Examination Schedule" with point values may be an efficient way to transmit some of this information (only an example for your reference):

## Assignment and examination schedule

| **Due Date** | **Assignment** | **Points/Percent** |
| --- | --- | --- |
|   |   |   |
|  |  |  |
|   |  |   |
|  |  |  |
|  |  |  |

You should also provide assignment completion due dates in a table as shown above, or you can ask students to refer to your course calendar if you give due days there.

## Course Policies & Safety Issues

**Clearly state your policies, concerns or prohibitions, if any** (talking in class, cell phones, chewing gum, tobacco, wearing baseball caps, reading newspapers in class or other distracting behavior, tape-recording the lecture, bringing visitors, children or guests, etc.). Are students always expected to work independently, or is collaboration sometimes encouraged? Clearly state when students may and/or may not work together.

**Late work and make-up work policy.** Give your make-up work policy due to student absence. Finally, include your late work policy if that is separate from the make-up work policy, and make clear the requirements for attendance of the final examination and the impact on his/her grade.

**Adding and Dropping Classes:** Students are responsible for understanding the policies and procedures about the adding/dropping of classes, academic renewals, etc. Students can find more information on adding and dropping at http://www.abc.edu/studentaffairs/classschedule/registration/add-drop.html.

**Address safety issues** **if relevant** (labs, hazard materials, shops, field work, etc.).

You may wish to remind students "If you are absent from class, it is your responsibility to check on announcements made while you were away." If you intend to grade on participation or tardiness, be explicit in explaining how you will do so.

You should make it clear if you allow the use of audio/video recording of course lectures and the general guidelines for usage of electronic devices (Note: *federal and state laws on student disability supersede your class policy on access to lecture/material*).

You may want to include a statement describing appropriate behavior in your classroom, especially if your course includes student discussion of sensitive issues. The University Policy on Disruptive Classroom Behavior (APM 419) is well worth reading and can be found in the Class Schedule and the Academic Policy Manual. In addition to defining disruptive behavior and detailing formal procedures for dealing with it, the policy contains a useful description of the learning environment. If you wish to use the SafeAssign.com plagiarism detection service, your syllabus must give students the opportunity to opt out of the service, as SafeAssign.com maintains submitted materials in its database and copyright issues have arisen:

**Plagiarism Detection:** The campus subscribes to Turnitin and the SafeAssign plagiarism prevention service through Blackboard, and you will need to submit written assignments to Turnitin/SafeAssign. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin/SafeAssign Originality Reports **WILL/WILL NOT\* be available for your viewing.**

***\*FACULTY: Please choose for your course WILL or WILL NOT* be available for your viewing*.***

## University Policies and services

The syllabus must note the university **Policy on Students with Disabilities, the University Honor Code, the Policy on Cheating and Plagiarism**, a **statement on copyright**, and the **university computer requirement** University policies can be included in the syllabus by reference to statements in the University Catalog and Class Schedule. For example, you might state: "For information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations)." You may also direct students to the online required syllabus policy statement page (http://www.abc.edu/academics/documents/RequiredSyllabusPolicyStatements\_001.doc)

Below are statements that provide more than just the reference. In all instances, it is recommended that specific examples of what you consider to be cheating and plagiarism be included in **your course policy section**.

**Students with Disabilities:** Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

**Honor Code:** “Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

1. understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
2. neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
3. take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.” If you are going to use this statement, include it here.

**Cheating and Plagiarism:** Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

**Computers:** "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

**Disruptive Classroom Behavior:**"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

**Copyright Policy:** Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its Copyright Web Page http://www.abc.edu/home/about/copyright.html

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**For free tutoring on campus, contact the Learning Center** (http://abc.edu/studentaffairs/lrc) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052.

**Our campus has developed Support Net**

(http://abc.edu/studentaffairs/lrc/supportnet) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by Support Net to succeed in your course.

## Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances.

## Course Calendar

The calendar should include projected dates, topics covered, deadlines, and/or periods of time for readings, field trips, projects, exam dates (including the date and time of the final exam) and assignment due dates. The following statement is suggested to footnote the calendar: “*The course schedule is subject to change in the event of extenuating circumstances.”*

If you plan to give your exam online or not to meet in class on the final exam day, please explicitly inform students in your syllabus. You also need to address a memo to that effect to your department chair and dean.

## Tentative Course Schedule

Following are schedules showing class meeting dates for Spring 2019 for Monday-Wednesday-Friday courses, Tuesday-Thursday courses, and Monday-Wednesday courses.

**Tentative Course Schedule**

**Spring 2019**

**(Monday, Wednesday, Friday Courses)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Date** | **Topic** | **Reading Assignment** |
| 1 | Fri., Jan 18 |  |  |
|  | Mon., Jan 21 | HOLIDAY – Martin Luther King Jr. Day |  |
| 2 | Wed., Jan 23 |  |  |
| 3 | Fri., Jan 25 |  |  |
| 4 | Mon., Jan 28 |  |  |
| 5 | Wed., Jan 30 |  |  |
| 6 | Fri., Feb 1 |  |  |
| 7 | Mon., Feb 4 |  |  |
| 8 | Wed., Feb 6 |  |  |
| 9 | Fri., Feb 8 |  |  |
| 10 | Mon., Feb 11 |  |  |
| 11 | Wed., Feb 13 |  |  |
| 12 | Fri., Feb 15 |  |  |
|  | Mon., Feb 18 | HOLIDAY - Presidents’ Day |  |
| 13 | Wed., Feb 20 |  |  |
| 14 | Fri., Feb 22 |  |  |
| 15 | Mon., Feb 25 |  |  |
| 16 | Wed., Feb 27 |  |  |
| 17 | Fri., March 1 |  |  |
| 18 | Mon., March 4 |  |  |
| 19 | Wed., March 6 |  |  |
| 20 | Fri., March 8 |  |  |
| 21 | Mon., March 11 |  |  |
| 22 | Wed., March 13 |  |  |
| 23 | Fri., March 15 |  |  |
| 24 | Mon., March 18 |  |  |
| 25 | Wed., March 20 |  |  |
| 26 | Fri., March 22 |  |  |
| 27 | Mon., March 25 |  |  |
| 28 | Wed., March 27 |  |  |
| 29 | Fri., March 29 |  |  |
|  | Mon., April 1 | HOLIDAY – Cesar Chavez |  |
| 30 | Wed., April 3 |  |  |
| 31 | Fri., April 5 |  |  |
| 32 | Mon., April 8 |  |  |
| 33 | Wed., April 10 |  |  |
| 34 | Fri., April 12 |  |  |
|  | Mon., April 15 | SPRING RECESS |  |
|  | Wed., April 17 | SPRING RECESS |  |
|  | Fri., April 19 | SPRING RECESS |  |
| 35 | Mon., April 22 |  |  |
| 36 | Wed., April 24 |  |  |
| 37 | Fri., April 26 |  |  |
| 38 | Mon., April 29 |  |  |
| 39 | Wed., May 1 |  |  |
| 40 | Fri., May 3 |  |  |
| 41 | Mon., May 6 |  |  |
| 42 | Wed., May 8 | Last Day of Instruction |  |
| **Finals Week** | **Days** | **Dates** |
| Final Exam Preparation & Faculty Consultation Days: | Thursday and Friday | May 9 – 10 |
| Final Semester Examinations | Monday – Thursday | May 13 – 16 |
| Final Exam in this course |  |  |

**Tentative Course Schedule**

**Spring 2019**

**(Tuesday, Thursday Courses)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Date** | **Topic** | **Reading Assignment** |
| 1 | Thurs., Jan 17 |  |  |
| 2 | Tues., Jan 22 |  |  |
| 3 | Thurs., Jan 24 |  |  |
| 4 | Tues., Jan 29 |  |  |
| 5 | Thurs., Jan 31 |  |  |
| 6 | Tues., Feb 5 |  |  |
| 7 | Thurs., Feb 7 |  |  |
| 8 | Tues., Feb 12 |  |  |
| 9 | Thurs., Feb 14 |  |  |
| 10 | Tues., Feb 19 |  |  |
| 11 | Thurs., Feb 21 |  |  |
| 12 | Tues., Feb 26 |  |  |
| 13 | Thurs., Feb 28 |  |  |
| 14 | Tues., Mar 5 |  |  |
| 15 | Thurs., Mar 7 |  |  |
| 16 | Tues., Mar 12 |  |  |
| 17 | Thurs., Mar 14 |  |  |
| 18 | Tues., Mar 19 |  |  |
| 19 | Thurs., Mar 21 |  |  |
| 20 | Tues., Mar 26 |  |  |
| 21 | Thurs., Mar 28 |  |  |
| 22 | Tues., Apr 2  |  |  |
| 23 | Thurs., Apr 4 |  |  |
| 24 | Tues., Apr 9 |  |  |
| 25 | Thurs., Apr 11 |  |  |
|  | Tues., Apr 16 | SPRING RECESS |  |
|  | Thurs., Apr 18 | SPRING RECESS |  |
| 26 | Tues., Apr 23 |  |  |
| 27 | Thurs., Apr 25 |  |  |
| 28 | Tues., Apr 30 |  |  |
| 29 | Thurs., May 2 |  |  |
| 30 | Tues., May 7 | Last Day of Instruction |  |
| **Finals week** | **Days** | **Dates** |
| Final Exam Preparation & Faculty Consultation Days:  | Thursday and Friday  | May 9 – 10 |
| Final Semester Examinations  | Monday – Thursday  | May 13 – 16  |
| Final Exam in this course  |  |  |

**Tentative Course Schedule**

**Spring 2019**

**(Monday, Wednesday Courses)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Date** | **Topic** | **Reading Assignment** |
|  | Mon., Jan 21 | HOLIDAY – Martin Luther King Jr. Day |  |
| 1 | Wed., Jan 23 |  |  |
| 2 | Mon., Jan 28 |  |  |
| 3 | Wed., Jan 30 |  |  |
| 4 | Mon., Feb 4 |  |  |
| 5 | Wed., Feb 6 |  |  |
| 6 | Mon., Feb 11 |  |  |
| 7 | Wed., Feb 13 |  |  |
|  | Mon., Feb 18 | HOLIDAY – Presidents’ Day |  |
| 8 | Wed., Feb 20 |  |  |
| 9 | Mon., Feb 25 |  |  |
| 10 | Wed., Feb 27 |  |  |
| 11 | Mon., March 4 |  |  |
| 12 | Wed., March 6 |  |  |
| 13 | Mon., March 11 |  |  |
| 14 | Wed., March 13 |  |  |
| 15 | Mon., March 18 |  |  |
| 16 | Wed., March 20 |  |  |
| 17 | Mon., March 25 |  |  |
| 18 | Wed., March 27 |  |  |
|  | Mon., April 1 | HOLIDAY – Cesar Chavez Day  |  |
| 19 | Wed., April 3 |  |  |
| 20 | Mon., April 8 |  |  |
| 21 | Wed., April 10 |  |  |
|  | Mon., April 15 | SPRING RECESS |  |
|  | Wed., April 17 | SPRING RECESS |  |
| 22 | Mon., April 22 |  |  |
| 23 | Wed., April 24 |  |  |
| 24 | Mon., April 29 |  |  |
| 25 | Wed., May 1 |  |  |
| 26 | Mon., May 6 |  |  |
| 27 | Wed., May 8 | Last Day of Instruction |  |
| **Finals Week** | **Days** | **Dates** |
| Final Exam Preparation & Faculty Consultation Days:  | Thursday and Friday  | May 9 – 10 |
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