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Course Number (ID)

Course Title

# Course Information

Semester, Year

Meeting Day(s), Time(s)

Class Location

Course Credit Hours

Course Webpage:

# Instructor

*Lead Instructor*

Preferred Pronouns:

Office: Office Location

Phone: Phone Number

Email: Email Address

Office Hours: Time and Location

Instructor's Webpage:

*Teaching Assistant*

Preferred Pronouns:

Office: Office Location

Phone: Phone Number

Email: Email Address

Office Hours: Time and Location

# Course description

*Include a clear description of the course that connects course themes and topics to the discipline. Imagine you have to convince your students to take the course based only on this short description.*

# Prerequisites (if needed)

*List any pre-requisite skills needed or courses students must take before enrolling in this course.*

# Course website

*Describe a course management system and encourage to explore and to become familiar with it. For example:*

Blackboard Learn is our course management system. You can access the course website at <http://mycourses.purdue.edu>. It is strongly suggested that you explore and become familiar not only with the site navigation, but with content and resources available for this course. For example, you will find in the left-hand course menu the items *Student Help* and *Student Success. Student Help* contains information about Blackboard Learn, including tutorials to help you learn about Blackboard Learn functionality, as well as a link to the Purdue Libraries. *Student Success* contains many resources offered through programs at Purdue to help you become successful in your courses, such as tutoring, downloadable resources and more.

# Learning outcomes

*List course learning outcomes (typically 3-5) that state specifically what students will be able to do or know by the end of the course. Outcomes should be written with action verbs and easily measurable, stating your evaluation method for each objective. Consider Bloom’s Taxonomies for cognitive, affective, and psychomotor domains. For example:*

By the end of the course, you will be able to:

1. Identify...
	* Methods of Evaluation: Quizzes, Participation in weekly discussions
2. Demonstrate...
	* Methods of Evaluation: Design of XXX
3. Outline...
	* Methods of Evaluation: Concept Map
4. Develop...
	* Methods of Evaluation: Development of XXX
5. Criticize
	* Methods of Evaluation: Reflection Journal, Peer Evaluation

# Learning resources & texts

*List any required texts and additional materials needed. Use a full citation and state where the texts/materials can be purchased. List alternate ways the students can access the text(s) (e.g., Purdue library, online). For example:*

* Required Textbook: hardcopy or e-textbook
* Additional Readings: The list of additional readings is below, however, as we progress through the course, other resources maybe added. Access to additional readings and online chapters will be through the Blackboard Course Readings Folder and through the XXX Library Resources Link:
* VoiceThread <https://voicethread.com> (Put your first name & first initial of your last name, your Purdue email, create a password).
* WebEx <https://purdue.webex.com/meet/XXX-240/> (Use your Purdue account).

# How to succeed in this course

*Provide information on how students can best succeed in your course. For instance, you might include suggestions about completing assignments or studying for exams. You can also include resource links here. For example:*

If you want to be a successful student:

* Be self-motivated and self-disciplined.
* Be willing to “speak up” if problems arise.
* Be willing and able to commit to 4 to 15 hours per week per course.
* Be able to communicate through writing.
* Be able to meet the minimum requirements for the course.
* Accept critical thinking and decision making as part of the learning process.

In contrast, here are some common behaviors that lead to failing the course.

* Don’t read until the night before the discussion.
* Wait until the last day complete assignments.
* Forget about deadlines.
* Ignore emails from the instructor and/or your peers regarding course activities.
* Don’t get familiar with the grade book and syllabus.

# Instructor’s face-to-face office hours

*Include a clear description of your availability for students visiting your office.:*

# Instructor’s online hours

*Include a clear description of your availability for email communication. Examples:*

I will be available via email and will respond as soon as I am available (generally within 24-48) hours. For the online discussions, I will check in at least 3 times per week. Keep in mind that it is not possible for me to respond to every single posting every week (nor is it pedagogically appropriate), but I will be sure to respond to a variety of postings and students each week and attempt to assure equality in terms of responses to students. Furthermore, there is a specific discussion forum that you can use to ensure that you have my attention – to ask questions or to call my attention to a particular discussion you are engaged in that you would like me to take a look at. If you feel you are being neglected in any way, please contact me. When emailing me, please place in the subject line the course number/section and the topic of the email (i.e. XXX 240 – Assignment 2 Question). This will help me tremendously in locating your emails quicker when I scan the hundreds of emails that seem to make it into my box each day.\*

# Assignments (Course requirements)

*Identify the assignments students need to complete as part of the course. Include the date assignments are due and the number of points each assignment is worth. For example:*

You will have a number of individual projects throughout the semester. Details on these assignments, along with rubrics to guide evaluation, and guidelines on discussion participation and evaluation will be posted on the course website.

|  |  |  |
| --- | --- | --- |
| **Assignments** | **Due** | **Points** |
| ParticipationIndividual Reflection PaperProject 1Project 2Project 3 | OngoingXXXXXXXX | 2010202030 |
| **Total** |  | **100** |

* Participation (20 points; ongoing). A running dialog about course topics will be maintained via the Blackboard discussion forums...
* Individual Reflection Paper (10 points; due XX). This assignment relates to learning objective 2. In pairs, you will provide feedback...
* Project 1 (20 points; due XX)...
* Project 2 (20 points; due XX)...
* Project 3 (30 points; due XX)...

# Policies

*Consider including specific policies for (1) addressing student questions via emails, (2) students arriving late/leaving early, (3) use of cell phones/computers in class, (4) technology issues, and/or (5) class participation/preparedness.*

# Grading scale

*Indicate the numerical ranges for each letter grade. You might also want to include information on whether late assignments will be accepted and any grading penalties for late assignments.*

A+ 97 - 100% of points

A 94 - 96% of points

A- 90 - 93% of points

B+ 87 - 89% of points

B 84 - 86% of points

B- 80 - 83% of points

C+ 77 - 79% of points

C 74 - 76% of points

C- 70 - 73% of points

D+ 67 - 69% of points

D 64 - 66% of points

D- 60 - 63% of points

# Incompletes

*Share how incomplete grades will be handled. For example:*

A grade of Incomplete (I) will be given only in unusual circumstances. To receive an “I” grade, a written request must be submitted prior to XX and approved by the instructor. Requests are accepted for consideration but in no way ensure that an incomplete grade will be granted. The request must describe the circumstances, along with a proposed timeline for completing the course work. You will be required to fill out and sign an “Incomplete Contract” form that will be turned in with the course grades. Any requests made after the course is completed will not be considered for an incomplete grade.

# Academic Dishonesty

*Share your personal policy regarding academic dishonesty for your course. You may also want to include the University policy for academic dishonesty (below):*

Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, University Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]

Please review the following resource page on plagiarism: <http://www.education.purdue.edu/discovery/research_integrity.html>.

You may also want to refer students to Purdue's student guide for academic integrity:

<https://www.purdue.edu/odos/academic-integrity>

The Purdue Honor Pledge:

“As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue"

# Copyright materials

*You may include your personal policy on using copyrighted materials and how students may use materials from your course. You may also want to reference the University Regulations on these policies listed below.*

Students are expected, within the context of the Regulations Governing Student Conduct and other applicable University policies, to act responsibly and ethically by applying the appropriate exception under the Copyright Act to the use of copyrighted works in their activities and studies. The University does not assume legal responsibility for violations of copyright law by students who are not employees of the University.

A Copyrightable Work created by any person subject to this policy primarily to express and preserve scholarship as evidence of academic advancement or academic accomplishment. Such works may include, but are not limited to, scholarly publications, journal articles, research bulletins, monographs, books, plays, poems, musical compositions and other works of artistic imagination, and works of students created in the course of their education, such as exams, projects, theses or dissertations, papers and articles.

You may want to refer students to the University Regulations on policies:

<http://www.purdue.edu/policies/academic-research-affairs/ia3.html>

# Attendance

*You need to write your personal policy for students missing class and the consequences. Address what the student should do if a class is missed. You may also want to include the Purdue policy for attendance:*

Students are expected to be present for every meeting of the classes in which they are enrolled. Only the instructor can excuse a student from a course requirement or responsibility. When conflicts or absences can be anticipated, such as for many University sponsored activities and religious observations, the student should inform the instructor of the situation as far in advance as possible…For unanticipated or emergency absences when advance notification to an instructor is not possible, the student should contact the instructor as soon as possible by email, or by contacting the main office that offers the course. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor’s department because of circumstances beyond the student’s control, and in cases of bereavement, the student or the student’s representative should contact the Office of the Dean of Students.

The link to the complete policy and implications can be found at: <http://www.purdue.edu/studentregulations/regulations_procedures/classes.html>

# Missed or late work

*Include your policy on late or missed assignments (e.g., homework, labs, exams). Define clear expectations and consequences. Also include your policy on making-up missed assignments (e.g., homework, tests, labs).*

# Grief absence policy for students

*Below is the University’s Grief Absence Policy for Students:*

Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS). GAPS Policy: Students will be excused for funeral leave and given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments in the event of the death of a member of the student’s family.

See the University’s website for additional information: <http://www.purdue.edu/studentregulations/regulations_procedures/classes.html>

# Violent behavior policy

*Below is Purdue’s policy prohibiting violent behavior. You may want to include some info from Purdue's violent behavior policy:*

Purdue University is committed to providing a safe and secure campus environment for members of the university community. Purdue strives to create an educational environment for students and a work environment for employees that promote educational and career goals. Violent Behavior impedes such goals. Therefore, Violent Behavior is prohibited in or on any University Facility or while participating in any university activity.

See the University’s website for additional information:

<http://www.purdue.edu/policies/facilities-safety/iva3.html>

# Emergency Statement

*Address what the student should do in emergency situations. Define procedures for communicating with the students and submitting assignments. For example:*

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor’s control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructors or TAs via email or phone. You are expected to read your @purdue.edu email on a frequent basis.

# Accessibility and Accommodations

*You may want to include your personal policy on nondiscrimination. Below is Purdue’s policy statement for nondiscrimination.*

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.

# Nondiscrimination statement

*Address Purdue policy and your personal policy for supporting students with disabilities. For example:*

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

Purdue University views, evaluates, and treats all persons in any University related activity or circumstance in which they may be involved, solely as individuals on the basis of their own personal abilities, qualifications, and other relevant characteristics.

Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in Purdue’s Equal Opportunity, Equal Access and Affirmative Action policy which provides specific contractual rights and remedies. Additionally, the University promotes the full realization of equal employment opportunity for women, minorities, persons with disabilities and veterans through its affirmative action program.

Any question of interpretation regarding this Nondiscrimination Policy Statement shall be referred to the [Vice President for Ethics and Compliance](http://www.purdue.edu/ethics/) for final determination.

You may want to refer students to Purdue’s nondiscrimination statement: <http://www.purdue.edu/purdue/ea_eou_statement.html>

# Course Schedule

*Provide an outline of the content of the course with dates for readings, assignments, midterms, quizzes, exams, etc. Be clear about the topics that will be covered each day in the course and what the students should do in advance of week. For example:*

|  |  |  |
| --- | --- | --- |
| **Week** | **Topic & Readings** | **Assignments** |
| Week 1 |  |  |
| Week 2 |  |  |
| Week 3 |  |  |
| Week 4 |  |  |
| Week 5 |  |  |

*\* Schedule and assignments subject to change. Any changes will be posted in Blackboard*

# Course Evaluation

*Indicate how students can evaluate the course. For example:*

During the last two weeks of the course, you will be provided with an opportunity to evaluate this course and your instructor. Purdue now uses an online course evaluation system. You will receive an official email from evaluation administrators with a link to the online evaluation site. You will have up to two weeks to complete this evaluation. Your participation is an integral part of this course, and your feedback is vital to improving education at Purdue University. I strongly urge you to participate in the evaluation system.

# Disclaimer

*This syllabus is subject to change.*