

## University of South Alabama Course Syllabus Template

This template includes the minimum requirements for a course syllabus. Individual colleges/schools may have different requirements and/or organizational structure for course syllabi items based on their accreditation needs and/or college/school requirements.

*Note:* Items in **red** are required; items in **blue** are recommended; items in **green** are student-centered suggestions.

### Course Information

**Term**

**Subject, Number, Section Number, Course Title**

**Course Format: No web component, Web-enhanced, Blended, or Online** [You may wish to add a description of the format, e.g., “This course will contain in-person and zoom classes.” or “*This course will include in-person meetings with Canvas assignments due prior to the class.*”]

**Class days and time**

Lab/discussion/studio times and locations (if applicable)

**Building/Room number**

For cross-listed courses, include information for both courses: subjects, course numbers, and sections.

For dual-listed courses (400/500 level courses), separate syllabi must be created.

### Instructor Information

**Name**

**Telephone number**

**E-mail address**

**Office hours or means of instructor availability for out-of-class consultations with students** (e.g., Virtual (Zoom) Drop-In Hour: Mondays 2-3pm; Thursday 10-11am and individual Zoom Meetings by email appointments – Link Available in our Canvas site)

**Office address**

About you:

- You may wish to include a picture of yourself here (and/or on your “Meet the Instructor” page in Canvas.
- You may also wish to include a statement of how you are looking forward to seeing the students succeed in this course, how you care about the students’ success.

### Instructor Message of Welcome

*[Sample Language: We are excited to be your instructors and can't wait to get to know you. Throughout the semester, we will be talking about your academic goals, your career plans, and strategies that will help you be successful. We hope that you will view us as part of your success team. In addition to exploring research-based learning strategies with you, we are here to help you plan for success, problem-solve as needed, celebrate wins and share disappointments. Our official office hours are listed above, and we are more than happy to find a different day and time to meet if these do not work well for your schedule. We believe that it's really important for us to talk outside of class so please connect with one or both of us before or after class, stop by our offices (or make an appointment), and e-mail! ]*

## **Course Description**

Use course description found in current Undergraduate and Graduate Bulletin or, if a new course, the proposed course description. However, what appears in your syllabus may also go beyond the original description, to highlight the big picture questions that will be considered in this course, to focus on *what* the students will be learning, and the value of the course beyond the classroom.

When describing your course, you will want to avoid content-specific terms that students who have not completed the course may not understand, while simultaneously highlighting what is compelling and meaningful about the course. Your goal is to share information while also helping students see the value of the course they are about to take. Plus, you can use this space to share your enthusiasm for the topic too!

## **Student Learning Outcomes**

List the course-level learning outcomes of the course

For dual-listed courses, the learning objectives and assessments should reflect the student level.

Course-level learning outcomes clearly articulate the skills and knowledge students will gain after successfully completing your course. Outcomes should be student-focused, action-oriented, measurable and precise. They should also align with the course assessments and reflect the overall purpose of the course and promote high-order thinking and challenging concepts. For example, *“Upon successful completion of this course, students will be able to create arguments in response to key questions about U.S. history since 1865.”* Typically, 3-5 course-level learning outcomes are appropriate, as this type of list can be used to capture the overall scope of your course without becoming overwhelming and difficult to process (for students).

## Course Pre-requisites / Co-requisites

Indicate skills and/or course prerequisites/co-requisites

A clever name for this section might be: How will this course help you succeed? In the description, you could include:

- Questions that the students will be able to answer upon successful completion of the course. (How do I use math to ....?)
- Skills, knowledge, and beliefs that the students may gain upon successful completion of the course. (How do I pull content from other classes to solve real-world problems, like....?)
- Course Credit:
- Placement in Curriculum:
- Prerequisite or Requisite:
- Concurrent:
- Core requisite:

## Course Materials

List textbook(s), any other instructional materials and technology requirements for the course.

List required and recommended texts and materials here (e.g. textbooks, lab supplies, field equipment, etc.). Include required lab and/or technology fees, as well as where students can purchase their materials. If other tools (e.g., Top Hat, clickers, or calculators) will be used in your class, include that information here as well.

## Technology Requirement

This section is where you can share technology how-to guides for the tools used in the course. For example, Canvas will be used daily in this course (all course content in addition, but not limited to discussions, grades, and all course announcements. If you have questions about how to access elements within Canvas, please follow [this guide](#). This section is also where you can explain how to handle technical issues, how much of one tool will be used (e.g., *We will use AutoCAD for every homework assignment. While we will discuss how to use this tool in class, you may find this student how-to guide useful.*).

## Course Topical Outline / Course Schedule

Schedule of events with dates for class meeting/topic. Include readings, due dates for other assignments such as quizzes, exams, presentations, papers, etc. and the date/time of the final exam.

Your syllabus must include a topical outline for your course. It is also good practice to include something more like a detailed schedule for your course – including things

like the topics and units covered in your courses, dates for homework or reading assignments, official school breaks, holidays or other dates when the class will not meet, and so on. The chart below is an example of a course schedule in grid form, which is a good way to present the information for easy access by students.

Date	General Topic	Notes (e.g., assigned reading/chapter pages, due dates, etc.)

## Important Dates

Last day to add/change to audit

Last day to drop a course (state audit policy) Holidays

## Learning Activities & Assessments

Number and type of examinations

Policy on make-up examinations

Course assignments, if any

Penalty, if any, for academic misconduct

Instructors and students are expected to follow the Student Academic Conduct policy, which is summarized in the Additional Academic Course Policies section of the Canvas course page. The Policy includes a range of recommended penalties in the event of a finding of misconduct. However, if you intend to assign a specific penalty for academic misconduct, that should be stated here on your syllabus.

Penalty, if any, for late work

How final grade is determined

List each item that contributes to the final grade; give percent or number of points that each item contributes to final grade

Grading Scale

List the percent or the number of points needed to receive A, B, C, D, F.

Extra credit, if offered

Use a table or pie chart to identify each item (or type of item) that contributes to a student's grade – such as papers, homework sets, tests, attendance, and so on. Include information about due dates (or timing) and contribution of each item (or type of item) to

the final grade. This should provide students with an accessible summary of what will be expected of them during the semester, and how this will translate into their grade at the end of the semester.

<b>Assignment</b>	<b>Grading/Points</b>	<b>Percentage</b>
Assignment	10	2%
Discussions	50	8%
Papers	300	50%
Quizzes	40	7%
Exams	200	33%
<b>Total points</b>	<b>600</b>	<b>100%</b>

## Description of Graded Components

Include here a brief description of each assessment that counts towards a student's final grade. These descriptions should contain enough information to help students see what type and amount of work will be required of them in this course, giving them some idea of what it will take to be successful in this course. If attendance/participation will contribute to their final grade, include information about how that will be tracked and assessed as well. With each description you should also include information about re-submission opportunities, as applicable. You may consider:

- What forms of formative assessment will you use? How and how often will you offer feedback?
- Will the students work in groups? How will the formative assessment activities be assessed?
- **How/Are the learning activities aligned with the learning objectives?**
- How are the learning activities and assessment scaffolded? What practice activities will you provide prior to higher stakes assessments?
- How will your learning activities take into account diversity, equity, and inclusion? What inclusive and learner-centered teaching practices will you apply?

## Course Expectations

As you write this section of your syllabus, take care to use language that emphasizes your students' role in this process, and aim for a tone that communicates both authority and approachability. What are your course expectations? What do you expect of the students? For example, *I expect you to enter this class with curiosity and open minds. I expect respect for one another. I expect you to complete your pre-class assignments. I*

*expect that all assignments will be your original work and that you adhere to academic integrity.*

If you are including attendance policies, try to include the rationale or motivation behind the policy, what students need to do in extenuating circumstances, and what the consequences will be if they fail to live up to the expectations laid out in the policy. Finally, your policy should represent something that you are comfortable implementing consistently throughout your course.

## **Communication and Feedback Policy**

Provide students with details about course-related communications (e.g., email, course website, etc.) and include any specific email policies. State policies for communications related to assignments and assessments, including time-frame for providing feedback or results of graded work.

### **Communication Preferences**

Insert a statement here regarding the best way to communicate with you, along with any specific preferences you have for these communications.

## **Class Attendance Policy**

Record of attendance needed to assign an F\* grade. Include the following:

Never attending this class, or stopping attendance before the end of the term, may result in the assignment of an F\* grade. A grade of F\* could affect your financial aid eligibility. Attendance in this context refers to attendance or participation in an academically-related activity, such as attending the class, participating in online activities for the class, taking exams, or submitting assignments.

For online or blended courses, state your expectations regarding online participation.

### **Policy on late arrivals.**

You may wish to review the 'Attendance and Absences Policy', in the Undergraduate Academic Policies and Procedures section of the Undergraduate and Graduate Bulletin for attendance and absences policy.

## **Testing**

Include information about USA-approved proctoring options for online or blended courses as applicable. State whether exams will be proctored on-campus or off campus and describe options.

Include any additional student charges associated with establishing student identification and exam proctoring.

## **Academic Support and Additional Academic Course Policies**

Direct students to click on Syllabus tool in their Canvas course page (which is automatically included in every Canvas course site) or to click the following link to view USA policies on Course Evaluation, Academic Supports, Counseling and Testing

Services, Academic Disruption and Class Demeanor, Changes in Course Requirements, Student Academic Conduct Policy, Students with Disabilities, USAonline, and Operational Disruptions.

<https://www.southalabama.edu/departments/academicaffairs/resources/policies/additionalacademiccoursepolicies.pdf>

**Add any additional policies here:**

### **Extensions, Late Assignments, and Missed Exams**

Please be as clear as possible about your rules and the consequences for your students if they do not follow them. We want students to focus their efforts appropriately and also make it easy for you to be consistent throughout the course.

### **University Counseling and Testing**

We all experience stressful and difficult events as a normal part of life. As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. The University Counseling and Testing Center is here to help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling 251-460-7051 or visiting [southalabama.edu/departments/counseling](https://www.southalabama.edu/departments/counseling). Help is always available.

### **Inclement Weather & Other Closures**

Insert a statement here about how students should proceed when unexpected events lead to the cancellation of class. As you articulate your policy, remember that circumstances can affect students differently. For example, what if the power is out and students cannot access Canvas or email.

### **Naming Files**

Develop and share an assignment plan. Include your expectations for how you will collect assignments. For example, to organize assignment submissions, ask students to label each assignment with their last name (e.g. *Essay1\_Jones.doc*). You may also require a type of assignment submission, such as doc. or pdf. Be clear about where the assignments should be uploaded, but also allow for flexibility for students who may be working from a mobile device.

### **Collaboration and Group Work**

In this section, you provide the guidelines for what counts as appropriate collaboration. For example, In this course, you will have two group projects. All sections of this project will require collaboration. You are also welcome to collaborate on your weekly check-in assignments. However, you must work alone for all homework, quizzes, and tests.

There are a variety of additional policies you might include in your syllabus, depending on your specific context and approach to your course. For example, many instructors include at least one of the following policies explicitly on their syllabus:

- accommodations for religious observances
- food and drink in the classroom

- guidelines for discussion
- lab safety protocol
- preparation for guest speakers
- re-grading and re-submission
- recording class activities

### **Additional Information**

- Course style (e.g., you might add a statement to help students understand how to most effectively engage in the active learning opportunities you have infused throughout your course)
- Diversity & Inclusion
- Links to relevant campus resources
- Expectations of instructor for students
- Expectations of students for you and for each other
- Your teaching philosophy or teaching approach
- Your personal tips for success in this course