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

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

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 <u>highlight the big picture questions</u> 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,   *ul completion of this course, students will be able to create arguments in response to key questions about*
-                                 Typically, 3-5 course-level learning outcomes are appropriate, as this type of list can be used to capture the overall scop

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:

ion
of the course. (How do I pull content from other classes to solve real-world problems,

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.

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
            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.

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

Description of Graded Components

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

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*

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)

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