# Department 3333: Course Title

# Credit Hours

Bowling Green State University

Semester/Year/Course Dates

## Instructor Information

Your Name

Your Office Address

Office Phone: (419) 372-xxxx

Email: somebody@bgsu.edu

Office hours:

**Current Face Covering Requirements**

BGSU requires face coverings for everyone, regardless of vaccination status, in indoor public settings on our campuses. This includes classrooms, laboratories, libraries, gathering spaces and areas outside of individual, enclosed spaces like residence hall rooms, individual offices, cubicles, and private workspaces. Face coverings are not required when working alone in a laboratory or classroom, when eating or drinking in a dining facility, or when actively exercising indoors.

Unvaccinated individuals should wear face coverings whenever they are around others on campus, both indoors and outdoors.

BGSU recommends following CDC guidelines when selecting a cloth or disposable face covering. (<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/types-of-masks.html>)

Students may request exemptions from wearing a face covering for an approved reason (e.g., health reasons, inability to affix own mask, etc.) by completing the Facial Covering Exemption Request form. The Office of Accessibility Services will validate requests for exemptions and work with students to identify appropriate solutions (e.g., face shield, remote/online courses).

## Course Description

Short description about the course and the main goal of the course.

## Course Objectives

Short statement about the objectives of the course.

## Learning Outcomes

Short list of the expected learning outcomes that will be achieved upon successful completion of the course. Student learning outcomes are stated from the student’s perspective. Some faculty see them as goals or “promises” that allow the student to visualize what they will be able to know and do upon completion of the course. The learning outcomes often emphasize skills, abilities, and applications, where the list of topics tends to weight content.

## Course Delivery/Instructional Strategies

Explain your teaching methods. What approaches will you be using in the classroom? Will there be group work or projects? Lectures? Out-of-class activities?

### Example:

*This course requires active participation of all students. You will be expected to attend class at regular times and it is important that you follow the attendance/participation guidelines and meet due dates and deadlines for readings, assignments, discussions, quizzes, and exams. Communication will be through announcements posted and emails.*

*Course delivery strategies include reading resources linked to the Internet, brief lectures with assignment instructions; project and process-oriented individual and collaborative projects; use of the discussion board; use of the Internet; and e-mails among students and between individual students and the professor.*

## Required Resources/Texts

* Access to an Internet connection (High Speed).
* A BGSU email account.
* Text (Provide a list of required text).

## Course and Computer Skill Prerequisites

State your expectations of your student’s knowledge, skills, and computer skills. What skills will they need to be successful in your course?

### Example:

*To be successful in this class you should be comfortable using a computer for the following functions:*

* *Using a word processor (changing font, spell check)*
* *Using email for communication*
* *Sending an email attachment*
* *Navigating the Internet*
* *Using an Internet search engine*

## System Requirements

* Computer specifications in Canvas guide [What are the basic computer specifications for Canvas?](https://community.canvaslms.com/docs/DOC-10721) (https://community.canvaslms.com/docs/DOC-10721).
* Browser requirements in Canvas guide [Which browsers does Canvas support?](https://community.canvaslms.com/docs/DOC-10720) (https://community.canvaslms.com/docs/DOC-10720).

## Attendance, Participation, & Interaction Requirements

List the expectations you have for student attendance/participation in your course and what activities you expect on a regular basis. Identify the number of hours students should expect to spend on course work both in and out of class, the activities required, first day of semester attendance requirement, etc. Explain the process you will take if the student is excessively absent.

**Important**, for Title IV federal financial aid purposes, a school must demonstrate that a student participated in a class or was otherwise engaged in an academically related activity. Some examples of acceptable evidence of academic attendance at an academically related activity include:

* Student submission of an academic assignment
* Student submission of an exam
* Documented student participation in an interactive tutorial or computer-assisted instruction
* A posting by the student showing the student’s participation in an online study group that is assigned by the institution
* A posting by the student in a discussion forum show the student’s participation in an online discussion about academic matters
* An email from the student or other documentation showing that the student-initiated contact with a faculty member to ask a question about the academic course subject.

### Example:

*Attendance is essential for maintaining the best learning environment. Learning occurs in relationship not only between student and course materials, but, just as importantly, peer to peer, professor to student, and student to professor.*

*It is your responsibility to actively participate in each course. You are expected to participate in this course by asking questions, answering questions, and participating in class activities and discussions. Activities will be designed and focus on appropriate issues as related to the current course topic. This class demands that you are self-motivated and self-disciplined. You are responsible to keep up with the schedule, assignments, and exams*.

## Evaluation Techniques/Learning Outcomes Assessment

In addition to providing the methods for evaluating the students (i.e., calculating grades), a syllabus indicates how each of the student learning outcomes are assessed within the course (e.g., applying validated rubric to e-Portfolio artifacts; creating table of specifications/content analysis for quizzes and exams; identifying validated rubric for papers, projects; administering standardized instrument).

Demonstrate how you plan to assess student-learning outcomes in the course. This will be your plan for assessing achievement of each of the student learning outcomes that links outcomes, learning activities, and assessment practices.

### Example:

* **Quizzes/Tests:** List which learning outcomes will be assessed. Explain the types of questions you will use, how long student will have to take the quiz or test. Go over you late policy for missing a quiz or going over in time. If you are using online testing, explain your plan for technical difficulties.
* **In-Class Assignment:** List which learning outcomes will be assessed using in-class assignments. Go over your rubrics and set your expectations of what will be acceptable for credit.
* **Papers:** List which learning outcomes will be assessed. Explain your grading criteria, late work policy, and provide a grading rubric of your expectations.
* **Other:** You could also mention blogs, case studies, short essay questions, group work, and projects.

## Grading

Explain how students will earn their grade and how it will be calculated. If participation is used in grade evaluation, show how it will be factored into the student grade. Also, include a grading scale.

**Important**, please be aware that, grades and other confidential material should not be sent by email. Use the tools in your online course to exchange confidential information.

## Submitting Assignments

Explain how and where you want assignments submitted. Make clear to the students whether the assignments will be turned in during class or through Canvas. If you plan on using both methods, be sure to include which assignments will be turned in during class time and which will be submitted through Canvas. Have a back-up plan for submitting assignments if Canvas is down. Include any specifications for the format of the assignment. Also include where students will locate their graded and returned assignments.

### Example:

*Most assignments will be turned in during class time. There will be a few assignments throughout the semester where you will be required to submit them through the assignment item in Canvas. I have marked how each assignment should be submitted in the Course Agenda section of this syllabus. The assignments you turn in during class will be returned to you once it has been graded. The assignments you submit through Cavnas will be returned to the same location.*

*If you are unable to gain access into the online class to turn in your assignment, please send it by email to youremail@bgsu.edu. I will only accept assignments by email during emergency situations*.

## Make-Up And Late Assignment/Exam Policy

Be specific. When is an assignment is late? What time is considered late? What can and cannot be made up? How long do students have before they must complete the make-up?

### Example:

*All weekly assignments are due by Sunday at 11:59 pm. Labs may be turned in late, but are subject to a 20% reduction provided that they are submitted within 5 days following the due date. Any work submitted after the 5-day grace period, will not receive any credit.*

*All assignments and exams must be submitted by the class meeting time on the date they are due. Late assignments and exams will not be accepted. There is no partial credit given on late assignments; late assignments will result in “0” points.*

## Classroom Conduct

Include a statement with your expectations for student conduct in the classroom. What do you consider to be proper etiquette for your class, list your expectations for staying on topic in discussions, and other course conduct expectations.

### Example:

*Students are expected to display tolerance for others’ views within class, on discussion boards, and through emails. Comments and language should be respectful and appropriate for a college community. All comments should also follow acceptable grammar and spelling.*

*As you can see, your participation grade is a significant part of your final grade. You must participate thoughtfully in class if you wish to pass. Meaningful participation means that you are participating thoughtfully, responding to questions or asking questions in class that show you understand the course material.*

## Communication with the Instructor

Let students know when and how to expect communication from you. Do you send weekly emails? Is special information placed in the announcements section? What response time should they expect on emails? When should they expect papers graded and returned? Do you have special instructions for the subject line of emails students send to you?

### Example:

*Announcements will be posted frequently on the announcement page or communicated via e-mail. You should check the announcement page and your e-mail regularly in order to access course related announcements.*

*I will be checking e-mail regularly in order to access communications from students and will typically respond to communications within 24-48 hours. However, any communication sent after 5:00 pm on Friday through Sunday may not receive a response from me until the following Monday.*

## Course Agenda/Content

Include a general or detailed schedule of assignments and exams. This can be done here in the syllabus or on a separate course agenda that is referred to in the syllabus. Using modules in your course agenda within Canvas and including deadlines and due dates for assignments will help to keep students on track. This section will be used to describe the learning activities and instructional strategies to be used to assist students in achieving the learning outcomes.

### Example:

#### Module 1

**Required Readings**

* Textbook
* Websites
* Journals

**Lecture Materials**

* PowerPoint presentations (with or without audio narration)
* Video lecture
* Audio lecture
* Word documents
* PDF documents

**Discussion Questions**

Post discussion questions here that relate to the required readings or lecture materials.

**Assignments**

Post assignments here that enforce and assess mastery of the materials covered in the module. Example Assignments might include:

* Case study (i.e. turn in paper and/or discuss the case at the discussion board)
* 3 - 10 page paper on module topic
* Quiz over the materials
* Journal

You can also create a table to display your course agenda or content. If you use a table, it’s important that you make sure that it is accessible.

Refer to the [NCDAE Cheatsheets](http://ncdae.org/resources/cheatsheets/#msword) (http://ncdae.org/resources/cheatsheets/#msword) page for assistance on how to create an accessible table in Microsoft Word.

#### Example of a Course Agenda

| **Week** | **Topics/Lessons** | **Activities** | **Assignments** | **Assignment Due Dates** |
| --- | --- | --- | --- | --- |
| Week 1 | Introduction | Read chapters 1 & 3 of the text book. | Discussion board on questions from chapter 1 & 3. | [insert day, month, and time] |

**Sample Statement about Intellectual Property**

*My lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials, are protected by U.S. copyright law and by University policy. I am the exclusive owner of the copyright in those materials I create. You may take notes and make copies of course materials for your own use. You may also share those materials with another student who is registered and enrolled in this course, a tutor, students currently enrolled in the* *same course but with a different instructor, or other related circumstances where the purpose of sharing material is to advance your learning or that of your peer students at BGSU.*

*You may not reproduce, distribute or display (post/upload) lecture notes or recordings or course materials in any other way — whether or not a fee is charged — without my express written consent. You also may not allow others to do so.*

*If you do so, you may be subject to student conduct proceedings under the BGSU Code of Student Conduct.*

*Similarly, you own the copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course web site, I will ask for your written permission.*

## Learning Support Services and Resources

The following are examples of important services and resources for your students. Some students may not be aware of these resources so listing them may be very beneficial for them.

### Tech Help

Information Technology Services (ITS) offers students technical support. Whether you have a question or issue with your computer, or need help getting your devices connected to the campus wireless, ITS is here to help! Visit the service desk in 110 Hayes Hall, chat online and view self-help guides at [www.bgsu.edu/its](http://www.bgsu.edu/its), or call us at 419-372-0999.

### Learning Commons

The Learning Commons provides free tutoring services to all BGSU students and is located on the 1st floor of Jerome Library. The Learning Commons provides “one-stop-shop” academic support in the areas of Academic Coaching, Supplemental Instruction, Writing Consultations, Math/Stats Tutoring, subject groups and individual assistance. For more information, visit [The Learning Commons](https://www.bgsu.edu/learning-commons.html) (https://www.bgsu.edu/learning-commons.html) website or contact them by phone at 419-372-2823. For assistance with the writing process, visit their [Writing](https://www.bgsu.edu/learning-commons/writing.html) (https://www.bgsu.edu/learning-commons/writing.html) page.

### The Collab Lab

Students looking for more in depth assistance with computer technology needed for a class project can contact [The Collab Lab](https://www.bgsu.edu/library/collab-lab.html) (https://www.bgsu.edu/library/collab-lab.html) by phone at (419) 372-9277 or by email at [collab-lab@lists.bgsu.edu](mailto:collab-lab@lists.bgsu.edu).

### University Libraries

The University Libraries supports the teaching, learning and research mission of BGSU by advancing scholarship and creativity through collections and user-centered services that connect faculty and students to high quality information resources. For more information, visit the [University Libraries](https://www.bgsu.edu/library.html) (https://www.bgsu.edu/library.html) website. To reserve a study space or to make an appointment, visit their [Ask Us](https://www.bgsu.edu/library/ask-us.html) (https://www.bgsu.edu/library/ask-us.html) page.

## Optional Policy Statements

You may want to include various policy statements such as academic honesty, disabilities, etc.

### Student Code Of Conduct

As an enrolled student at Bowling Green State University, you have agreed to abide by the Student Code of Conduct as outlined in the Student Handbook. You should familiarize yourself with the Code, which was established to foster the scholarly and civic development of the university's students in a safe and secure learning environment, and to protect the people, properties and processes that support the university and its missions. Students who violate faculty expectations as outlined in the syllabus may be subject to the Code of Conduct. If you have questions, please do not hesitate to contact the Office of the Dean of Students at 419-372-2843.

* View the [Student Handbook](https://www.bgsu.edu/student-handbook.html) (https://www.bgsu.edu/student-handbook.html).
* View the Academic Honesty Policy and the Code of Student Conduct on the [Codes of Conduct](https://www.bgsu.edu/student-handbook/code-of-conduct.html) (https://www.bgsu.edu/student-handbook/code-of-conduct.html) web page.
* View the policies and procedures related to student life and student organizations on the [Policies & Procedures](https://www.bgsu.edu/student-handbook/policies-and-procedures.html) (https://www.bgsu.edu/student-handbook/policies-and-procedures.html) web page.

### Title IX

Bowling Green State University (BGSU) is committed to providing a safe learning environment for all students that is free of all forms of discrimination and harassment. Sexual misconduct and relationship violence in any form are antithetical to the university’s mission and core values, violate university policies, and may also violate federal and state law. Faculty members are considered “Mandatory Reporters” and are required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator. If you or someone you know has been impacted by sexual harassment, sexual assault, dating or domestic violence, or stalking, please visit the [Title IX webpage](https://www.bgsu.edu/bgsucares/title-ix.html)(https://www.bgsu.edu/bgsucares/title-ix.html) to access information about university support and resources.

### Disabilities

If you have a documented disability which might require modifications in a particular assignment, please contact me at least a week prior to the assignment’s due date to assist you with its realignment. The [Accessibility Services](https://www.bgsu.edu/accessibility-services.html) (https://www.bgsu.edu/accessibility-services.html) office is to help provide equal access and reasonable accommodations to students with disabilities attending BGSU. Students wishing to discuss their eligibility for such accommodations are encouraged to contact the office at (419) 372-8495 or email at [access@bgsu.edu](mailto:access@bgsu.edu).

### Religious Holidays

It is the policy of the University to make every reasonable effort allowing students to observe their religious holidays without academic penalty. In such cases, it is the obligation of the student to provide the instructor with reasonable notice of the dates of religious holidays on which he or she will be absent. Absence from classes or examinations for religious reasons does not relieve the student of responsibility for completing required work missed. Following the necessary notification, the student should consult with the instructor to determine what appropriate alternative opportunity will be provided, allowing the student to fully complete his or her academic responsibilities.

### Student veteran-friendly campus

BGSU educators recognize student veterans’ rights when entering and exiting the university system. If you are a student veteran, please communicate with your instructor so reasonable accommodations can be made for absence when drilling or being called to active duty. Refer to the [Veterans](https://www.bgsu.edu/nontraditional-and-military-students/veterans.html) (https://www.bgsu.edu/nontraditional-and-military-students/veterans.html) web page on the BGSU website.

### University Closure

In most cases, the University will not close for winter conditions unless the Wood County Sheriff’s Department declares a Level 3 emergency. Once the decision is made to delay, cancel or close, individuals will be notified through AlertBG, email, the BGSU homepage, BGSU social media channels and the news media (see the [Emergency Cancellation Delay and Closing Policy and Procedures](https://www.bgsu.edu/content/dam/BGSU/general-counsel/documents/Emergency-Cancellation-Delay-and-Closing-Policy.pdf) document for a list of radio and television stations).