

COLLEGE OF SAINT MARY

Course Title (e.g., Introduction to Sociology)

Course Dept. and Number, Section Number (e.g., SOC 101, D1)

Course Syllabus

Semester: (e.g., Fall 2015)

[Click here to see the associated [checklist](#) for this template]

Class Meetings

Indicate the cycle of your class week (e.g. the due dates for this class are on Wednesdays) – when, where, and how it meets (e.g. via WebEx). If a hybrid class, specify this here along with any pertinent details.

Instructor: Name
Office: Location
Office Hours: Specify
(and by appointment)
Office Phone: List
Home Phone: Optional
E-Mail: Specify
LMS Site: [link to your Instructor intro page in the LMS (e.g., Angel)]

General Teaching & Learning Philosophy: In 2-3 sentences, you might consider addressing one or more of the following: “What is your approach to teaching this course? Include your teaching methods here or in another section and a statement regarding your expectations about students’ responsibility for learning and your responsibilities as their instructor.” – Northern Illinois Univ. Syllabus Checklist
(<http://www.niu.edu/facdev/programs/handouts/syllabuschecklist.pdf>). See the [Teaching & Learning Theories](#) checklist for support with this.

GENERAL COURSE INFORMATION

Course Description & General Learning Outcomes

This should be the description of the course and correspond to the description found in the *Academic Catalog*. This description should also include a discussion of how this course ties into CSM’s [Mission](#), the overall general education component (refer to the [CSM Student Learning Outcomes](#)), and the goals of the program that the course is a part of (e.g., Psychology Program, OT, etc.).

Prerequisites

List the prerequisites that students are required to have or will likely need in order to successfully complete the course. As with the Course Materials & Technologies section below, you might consider specifying required and recommended prerequisites. The following are some of the prerequisites that you might address: (see the [Contextual Analyses & Instructional Design](#) checklist for support with these considerations)

- Courses – list ALL courses that are required to either have been successfully completed prior to the beginning of the course or that students need to be enrolled in.
- Skills, Knowledge – these might include specific abilities and competencies that a student will need in the course, such as time management (of special importance for online learners), use of a course specific software package (e.g., Matlab, SSPS, etc.), etc..

Course Learning Objectives

List the learning objectives that the course is designed to help facilitate the achievement of.

These objectives should contain at least the following elements:

- They should be as specific as possible to enable students to clearly understand what will be expected of them and so that they can see the link between desired outcomes, class activities, and measurement (i.e., course grading or assessment).
- They should state which parts of the following sets of goals that they are directly aligned with: CSM Mission, CSM Student Learning Outcomes, and the goals of the program that the course is a part of.

The following are additional suggested guidelines for developing objectives that you might consider: (for more detailed guidelines, see the [Objectives](#) checklist)

- They should be measurable. An objective that states, “Students will learn about education psychology,” is not as measurable as one that reads, “By the end of this course, students will be able to articulate key concepts of the following educational psychology theories with a 90% or better accuracy: Behaviorism, Constructivism, and Information Processing.” Objectives should identify observable behaviors that can be measured via the chosen course assessments. They should include course-specific items, such as are listed in the course description.
- Objectives should be achievable via the selected modules, lessons, and activities that are chosen and designed for the course.
- Objectives should be achievable via the selected instructional materials and technologies (listed below).
- Objectives should be appropriate for each learner’s abilities, diversities and background as well as in line with the instructor’s competencies.
- Objectives should be congruent with the teaching and learning theories that are being used for course design.

Course Materials & Technologies

List ALL of the instructional materials and technologies that will be used or referenced as part of the course.

- Note which items are required and which ones are recommended, supplemental, or optional.
- Note the estimated costs for all required materials and technologies that students will need to purchase. Low or no cost technologies are used wherever possible and are accessible by learners using slow internet connections (e.g., use streamed videos, use the jpeg or gif format for pictures and images, large files are divided into smaller files if possible, etc).
- Wherever possible, provide hyperlinks to these materials if they are web or LMS-based resources.

- All materials and technologies should be appropriately cited and required permissions for their use in the class obtained.

Below are some of the materials and technologies that your course might have and factors to consider when using them:

Required Materials: [these might include one or more of the following]

- Textbooks – include full bibliographic reference (following the citation format that the course requires for students), including the ISBN and estimated costs. *Example:* Mursell, Gordon, Ed. *The Story of Christian Spirituality: Two Thousand Years from East to West*. Oxford: Lion Hudson Publishing, 2001. (ISBN: 9780745936413); \$42.
- Articles – include full citations, how students can obtain them, and any estimated costs for these.
- Course Packs – include full citations, how students can obtain them, and any estimated costs for these.
- Electronic Reserves– include full citations, how students can obtain them, and any estimated costs for these.
- Websites – list websites that students will need to access during the course. Be sure that these sites are accessible to students with slow internet connections and ADA needs (visual, auditory, etc. impairments).
- Third Party User Accounts – specify any user accounts that students will be required to create and use during the course. *Examples include:* Twitter, Textbook software, Socrative, etc.

Supplemental/Optional Materials:

- These might include one or more of the kinds of materials listed above.
- You might also include a brief description for why each of these supplemental resources is recommended.

The following are additional suggested guidelines for choosing course materials and technologies that you might consider: (for more detailed guidelines, see the [Content, Tools, & Technologies](#) checklist)

- Materials and technologies directly support the pursuit of objectives and materials and technologies that are not directly related to the objectives are minimized.
- A variety of materials and technologies is utilized and they are able to be directly and adequately engaged via the chosen course pedagogies, strategies, and activities.
- Engagement with the selected materials and technologies is able to be evaluated via the chosen assessment systems.
- Materials and technologies are up to date with the current trends and knowledge in the discipline and are compliant with appropriate policies and formats (e.g., ADA, etc.).
- Materials and technologies are congruent with the teaching and learning theories that are being used for course design (e.g., the materials and technologies are able to be engaged in ways that lead to the kinds of deeper learning that is depicted by these theories).
- Materials and technologies are appropriate for the instructor’s as well as each learner’s abilities, diversities, and background and are locally available for use in the course.

- No more than 2-3 new technologies are introduced to learners to use in the course unless specified otherwise by the objectives (such as for a survey class on discipline-specific technologies).

Student Evaluation and Grading

In this section, the syllabus should inform the student about the graded activities in the class which will be used to evaluate progress towards the listed outcomes above. If participating in class or discussions is an important part of the grade, for instance, stipulate how that participation will be graded. You should also explain what constitutes participation that receives higher grades.

- List the general categories of graded activities and assessments that will be the basis for student grades in the course (e.g., Class participation, discussion boards, quizzes and exams, final paper, etc.). Click here to see guidelines for choosing [course pedagogies, strategies, and activities](#).
- Explain what will generally be expected of students for each of these categories.
- Discuss and/or provide links to sample or general evaluation criteria (e.g., rubrics, checklists, etc.) for each of these categories.
- The weighting of each category in relation to the overall course grade (in points or percentages) is provided.

The following is an example of this section:

1. **Class Attendance & Participation:** It is because so much of our learning will come via classroom discussions (in both small and large groups) and exercises that attendance is mandatory. Participation includes, but is not limited to: sharing, asking questions, listening to the questions/comments of others, and actively engaging in class activities. The rubric for this participation will be distributed and discussed in our first class. Such participation is intended to address and assess all five of the objectives listed above.
2. **Quizzes:** Each week, discussion/reading questions will be available on Angel. These questions are intended to focus your reading and stimulate class discussions. There will be scheduled quizzes administered throughout the semester, in addition to pop-quizzes. All questions for these will be taken directly from the reading/discussion questions as well as from our lectures and in-class discussions. Questions will comprise true/false, multiple choice, and multiple select questions. These exams are primarily intended to assess objectives 1, 2, 3, and 4 above.
3. **Site-Visit & Research Paper (10 pages minimum):** You will be expected to visit a culture/tradition other than your own. *Approval of this visit from the instructor is required prior to attending it.* You will then research an influential individual from this other culture/tradition and write a paper based on both your site-visit experiences and your research. Guidelines for this paper will be provided and discussed in class. This paper is primarily intended to address and assess objectives 1, 2 and 3 above.

Grade Weighting of These Categories:

Class Attendance & Participation	30%
Quizzes	40%
Site-Visit & Research Paper	30%

The following are additional suggested guidelines for developing assessments that you might consider: (for more detailed guidelines, see the [Assessments](#) checklist)

- Assessments directly evaluate the objectives in the course and this feedback should help the learner to not only know where they are in relation to these objectives but also how they continue to improve. Assessments and how they are implemented should be constructive in nature rather than punitive or deconstructive (i.e., their primary purpose and use should be to support and facilitate learning and development rather than to merely point out mistakes and errors).
- Multiple and varied types of assessments (formal and informal) are provided to measure competency and progress, particularly in relation to course level objectives.
- Wherever possible, pre- and post-assessments are used to help the instructor to know how prepare and deliver course content, assess the effectiveness of course components, etc. Where appropriate, anonymous feedback from learners in relation to course content (objectives, content and materials, tools and technologies, etc.) is gathered to help improve the course.
- When appropriate, pre-developed and validated assessments are utilized (e.g., National standards, rubrics that are common to the discipline or institution, etc.). Wherever possible, assessments mimic real-world applications of course content and materials so that a more accurate assessment of content and skills is realized.
- Assessments utilize the materials, technologies, and activities that have been chosen for the course.
- Where appropriate, self-check, self-assessments, and peer-assessments are used to help learners better gauge their own progress in relation to objectives.
- Assessments are appropriate for the instructor’s as well as each learner’s abilities, diversities, and backgrounds and are able to be adequately implemented in the local context.

Course Grading Scale

List the grading scale that will be used in the class. This is particularly important at CSM because different programs utilize different grading scales.

The following is an example of a grading scale:

98-100	A+	83-84	B-	72-73	D
94-97	A	80-82	C+	70-71	D-
91-93	A-	78-79	C	69 and below	F
89-90	B+	76-77	C -		
85-88	B	74-75	D+		

COURSE CALENDAR/SCHEDULE

In this section, provide a detailed schedule for the entire course. This schedule should help students to better know what to expect in the course, plan out their own academic calendars, and to be more prepared for major due dates. For hybrid courses, the calendar is essential for knowing which course components will take place face-to-face and in online formats.

As a result, the following are suggested guidelines for developing this calendar that you might consider (for more detailed guidelines on developing modules/units, see the [Module/Unit Elements](#) checklist, and click here to learn more about general [course organization guidelines](#)). You might also consider providing students with a sheet so that they can track their progress throughout the class (click here for a sample [Student Progress Tracking Sheet](#)).

- List the dates for each session/module of the course. For face-to-face sessions, these would be the dates that the class will meet together. For online sessions/modules, these might be the range of dates that students are to be working on each module/unit (e.g., Aug. 21st to Aug. 28th).
- If it is a hybrid course, then the online and face-to-face components should be clearly delineated for learners.
- List the main topics that will be covered by each module, unit, and/or session.
- Include lists of all required assignments that will need to be completed for each session, module, and/or unit.
- Include due dates for all required assignments and assessments.
- Include estimated number of hours to complete each course element.

The following are two examples of how the course calendar/schedule might be presented in the syllabus:

Example #1: A Table Format

The following is an example of a table format from an online course. The instructor has provided detailed lists of what will be expected from students for each module, due dates/days for the required assignments, and the estimated times that students might expect when completing each assignment as well as the each module.

Dates	Modules	Assignments
Wednesday Morning, Jan. 15 th Thru Monday Night, Jan. 20 th (6 days)	<u>START HERE!</u> Course Introduction & Overview (2-3 hours)	1) VIDEO - Course Intro/Overview (80 minutes) 2) READ - Syllabus (20 minutes) 3) QUIZ - Over the Syllabus 4) READ – Find your Home Learning Group (LG) – Click Here to see the list (1 minute) 5) VIDEO – Introduction Instructions (14 minutes) 6) TEGRITY RECORDING - Record Your Introduction for Your Home LG on Tegrity (5 minutes max. please) – DUE BY FRIDAY NIGHT (or Post your Introduction) 7) VIDEO - Watch Your Home LG Member's Introductions (15-20 minutes) 8) POST - One Message for Each of Your Home LG Members (10 Minutes) 9) VIDEO - Overview of the Grading Rubrics for this Class (34 minutes)

Dates	Modules	Assignments
Tuesday Morning, Jan. 21 st Thru Monday Night, Jan. 27 th (7 days)	Module 1 General Introduction to Religion (3-4 hours)	1) POST – Initial Reflections on Religion/Spirituality/Faith (30 minutes) – DUE BY TUESDAY NIGHT 2) READ - Ch. 1, the Following Sections: What is Religion? (pp. 2-10); Patterns Among Religions (pp. 10-16); Why Study the Major Religious Traditions (pp. 23-25) (1 hour; about 16 pages total) 3) QUIZ - Over Ch. 1 Reading (20 minutes) 4) VIDEO - Creating and Posting Your "What is Religion/Spirituality/Faith?" Outline (13 minutes) 5) OUTLINE DROP BOX - Create & Post Your Initial "What is Religion/Spirituality/Faith?" Outline (1 hour) 6) VIDEO - Choosing Which Religious Traditions (RTs) to Explore and Posting it to Your Home Learning Groups (LG) Wiki page (13 minutes) 7) WIKI - Post Your Order of RTs Here (5 minutes)
Tuesday Morning, Jan. 28 th Thru Wednesday Night, Feb. 5 th (9 days)	Module 2, Part A Religious Tradition #1 - Exploration (4-7 hours)	1) POST - Initial Self-Location & Reflections for the Religious Tradition (RT) That You Have Chosen (30 minutes) – DUE BY TUESDAY NIGHT 2) READ - Reading, Note Taking, & Quiz Preparation Directions.docx (5 minutes) 3) READ - Read and Take Notes on the Chapter in Our Textbook (by Malloy) on the RT that You have Chosen for this Module (3-6 hours) 4) QUIZ - Click Here to Choose and Take the Quiz for the RT you have chosen (20 minutes) 5) VIDEO - Exploring Religion/Spirituality/Faith Concepts 6) OUTLINE DROP BOX - Update and Post your "What is Religion/Spirituality/Faith?" Outline (15 minutes)

Example #2: A Sequential Format

The following is an example of a bulleted sequential format for a hybrid course. Here, the instructor has provided the dates for face-to-face versus online sessions as well as listed the topics and assignments/assessments that are associated with each segment of the course.

January 12: Introductions, Course Syllabus – FACE-TO-FACE

- Introductions
- Overview of course syllabus, requirements, text, etc.

January 14 to January 18: Foundational Themes – ONLINE (3.5 hours)

- View selections from “Mercy and Justice Shall Meet” about worldwide ministries of the Sisters of Mercy (links provided on Angel) (1 hour)
- “Building a House” Experiential Learning Online Activity (DUE: January 16) (2 hours)
- Basic Theological Terms Video Lecture & Activities (20 minutes)
- Theology Pre-Assessment for students taking first theology course (DUE: January 18) (10 minutes)

- Discussion Board Pre-class Assessment: How are faith, service and justice connected for you? (DUE: January 18) (1 hour)

January 19: Class Meets in Mercy Hall Meeting Room – FACE-TO-FACE

- Sr. Rita, “Undocumented Immigrants in the County Correctional Center”
- Read: <http://www.detentionwatchnetwork.org/aboutdetention>
- Prepare at least one question by studying Detention Watch’s website prior to class. Post this question to the discussion board. (DUE: At the start of class)(1 hour)

January 20 to January 28: What is Theology? Who is God? – ONLINE (3.5 hours)

- Sr. Rita Discussion Board (DUE: January 21) (1 hour)
- Reading Assignment: (1 hour)
 - Introduction, pp. 1-6
 - Chapter 1 Exploring the Mystery of God in Relationships, pp. 7-22
- Quiz #1 (DUE: January 26) (30 minutes)
- Discussion Board Questions: (DUE: January 28) (1 hour)
 - What does it mean to say that God is a mystery? (Chapter 1)
 - Why is naming God “Love” the least inadequate way to name God? (Chapter 1)

COURSE POLICIES & EXPECTATIONS

CSM’s Declaration of Open Discourse

The syllabus should include the following statement as part of the expectations for the course. These expectations are not only in-line with CSM’s Mission but also the Student Learning Outcomes for our University.

In the spirit of intellectual inquiry, College of Saint Mary is committed to the exchange of diverse ideas and viewpoints. In this environment, honest discourse is valued; demeaning remarks are not tolerated. Each member of the campus community is encouraged to recognize the basis of her or his own assumptions and perspectives, acknowledge the assumptions and perspectives of others, and promote understanding and respectful dissent.

Privacy & Confidentiality Statements

The syllabus should include clear expectations and guidelines related to confidentiality and privacy in the course. Students need to know that the personal information that they share in the course will be protected in an appropriate manner. Such protection needs to be afforded not only in relation to course activities but also via the technologies that students are required to use in the course. For instance, instructors need to think twice before requiring students to post private information on a public social networking site such as Twitter, Facebook, etc. These statements should therefore help students to be more aware of the dangers as well as their rights.

A nugget for the course homepage as well as the resources section of the Learning Management System (LMS) (e.g., Angel, Blackboard, etc.) has been developed and contains the following general information related to privacy and confidentiality statements. However, it is considered good practice to provide this information and their associated links in multiple places in the

course including the syllabus. As a result, the text from this nugget has been included here as an example of the kinds of information that might be included in your syllabus:

Your information is private and confidential and CSM is committed to maintaining this. Visit our [Notice and Disclosure](#) as well as the [Privacy & Terms of Use](#) websites to learn more. In addition, this course is housed on a Learning Management System known as Angel, which is owned by Blackboard. Click here to read the [Blackboard Privacy Statement](#). In addition, this course may use a lecture capture software known as Tegrity and you can click here to read [Tegrity's Privacy Policy](#). Finally, there are general confidentiality expectations and additional privacy policies that this course may have. Click here to read the general [Confidentiality & Privacy Statement](#) and be sure to read the course syllabus and check with your instructor for more specific information related to your course.

The following is an example of a course-specific policy related to confidentiality:

Due to the generally personal and intimate nature of the activities/ assignments that we will be engaging in this class, there is a strict policy of confidentiality. This means that all personal information that is shared by others in small and large groups, in papers, discussion boards, and in presentations is not to be shared outside of the course in any way without the permission of the person. Violation of this policy may result in the student being dropped from the class and possibly further administrative disciplinary and legal action being taken.

Course “Decorum”

Different divisions and programs at the College of Saint Mary have specific expectations in terms of behaviors in the classroom. Below is an example of these guidelines from the Division of Arts & Sciences. Be sure to refer to your specific division and/or program for additional and/or alternative expectations. In addition, even though the guidelines below are articulated for face-to-face classes, many of the expectations can also apply to online interactions.

The following is an example of a statement of course decorum from CSM’s Division of Arts & Sciences:

All students are expected to show consideration for others in the class and not disrupt the learning environment (as is spelled out in the CSM Student Code of Conduct). Below is a list of expectations for students. Students who violate these expectations in a way that is disruptive to the class will be subject to the actions spelled out in the Division of Arts and Sciences Policy on Disruptive Behavior in the Classroom.

1. Remember that you are not alone in the classroom; your demeanor affects others.
2. Arrive early enough to be in your seat and settled at the time that class is scheduled to begin.
3. If you are late, go quietly to your seat; do not expect your instructor to repeat information that has already been covered; do not ask the people around you what you missed.
4. Arrive prepared for the class. All reading and homework assignments should be completed before going to class.

5. Do not discuss the class material, your plans for later, or anything else with those around you. Your attention should be focused on the instructor or presenter; unless you have been instructed to participate in a small group discussion.
6. When participating in class discussions or asking questions about class materials, be sure to choose your words carefully – avoid offensive or inappropriate language in class.
7. If you have a question about class material or assignments ask the instructor rather than those around you. If your question is about material that is not directly related to the material being covered that day, save it for the end of class.
8. Always turn your cell phone off before class begins, and remember to use other technology (e.g., computers) during class appropriately. Note that individual instructors may have specific policies about the consequences for use of inappropriate technology such as text-messaging or listening to MP3 players during class. (If, under extreme circumstances, you must have your cell phone on, inform your instructor before class begins and leave the room to answer.)
9. Focus on the materials for the class you are in. If you do not intend to pay attention in class, you should not go. Attendance is a mental as well as physical requirement.
10. If you have a question about a grade, a missed class or other personal issues, wait until class is dismissed to discuss them with the instructor.

Attendance & Participation Policies

Attendance policy for the course should be clearly stated. Include information about make-up policies for missed assignments. That is, clearly state what students should do, are allowed to do, or are not allowed to do when they miss an exam, quiz, written/discussion assignment, etc.

Also include statements regarding participation expectations for the course. This should include what “participation” looks like in the class, links to any assessment criteria that will be used to grade participation, where participation is expected, etc.

The following is an example of an attendance & participation policy:

It is because so much of our learning will come via classroom discussions (in both small and large groups) and exercises that attendance is mandatory. Participation includes, but is not limited to: sharing, asking questions, listening to the questions/comments of others, and actively engaging in class activities and spiritual practices. If a student cannot attend class or must leave class early, she should call or email the instructor before class as a courtesy, otherwise the absence will be considered “Unexcused.” All unexcused absences or missing more than 3 classes (unless an exemption is granted) will decrease the student’s final grade by as much as 3% per absence. Too many absences may also result in the student being dropped from the class. If a student is absent from a class, for any reason at all, they are responsible for watching Tegrity (if available) and obtaining notes/feedback from their classmates as to what was covered. The student must then write a 2-page (double-spaced) summary of what was covered in the class that they missed in order for it to be counted as excused. This summary is due within one week after the date of the absence.

Writing Policy

Most courses have specific policies related to the citations and format of all submitted written text. These guidelines should clearly state what is expected from students in these areas. If different expectations apply to different assignments, then you might note this in this section and refer students to each assignment for clear directions.

The following is an example of a writing policy:

This course is writing intensive. This means that you will be expected to submit numerous written assignments throughout the course in the form of discussion boards, in-class activities, and research papers. If you need help with writing, please let your instructor know and/or visit the [Achievement Center website](#) for more information on how to receive the academic help that you need. You can also submit your coursework to an online writing tutor support service known as "*SmartThinking*." Click here to visit [SmartThinking's website](#). The following are the expectations related to ALL written materials in this course:

- There is an expectation that writing will be on a college level, therefore, composition, grammar, and punctuation are factors in the grading.
- All papers must be typed, double-spaced, 12 point font, with 1” (one-inch) margins.
- Papers and assignments must be submitted via the appropriate Drop Box in Angel unless other instructions are provided or an exception is given by the instructor.
- All written assignments must follow APA formatting.

Plagiarism & CSM’s Policy for Academic Dishonesty

A clear statement related to academic dishonesty and plagiarism should be included in the syllabus. Not all students are aware of what plagiarism and academic dishonesty are or even that they may be violating these academic ethical standards. As a result, this statement should not only clearly dictate the consequences of violation are but, more importantly, define these for students in ways that they can clearly understand and apply to their coursework.

The following is a standard statement that has been adopted by our university:

Academic dishonesty is a serious offense. It is a form of theft and will be treated as such. In keeping with its mission, College of Saint Mary seeks to prepare its students to be knowledgeable, forthright and honest. It expects academic honesty from all its members. Academic honesty includes adherence to guidelines established by the instructor in a given course and prohibits, among other things, plagiarism, cheating, tampering with the work of other students or knowingly furnishing false information.

Plagiarism is the representation of another person's words or ideas as if they were one's own. Examples of plagiarism include submitting a paper in one's own name that was written by someone else and including in a paper sentences or ideas taken from a source without giving credit to that source. Cheating is giving or receiving information or using materials in exams, assignments, and projects when it is not allowed. Examples of cheating include copying from another person during an exam and submitting a laboratory or practicum report based on data not obtained by the student in the manner

indicated by the instructor. Collusion is working together with another person in the preparation of work that the instructor expects to be accomplished by the student alone.

The following procedure will be followed upon discovery of academic dishonesty:

- Penalties for academic dishonesty will be imposed by the instructor and may include a grade of "F" on the work in question or for the entire course.
- The instructor will fill out the Academic Dishonesty Form and send a copy to the student and to the student's advisor for inclusion in the student's file.
- Upon receipt of one or more Academic Dishonesty Forms for the same student, the Registrar shall report the violation(s) to the Vice President for Academic Affairs. The Vice President for Academic Affairs may expel a student for repeated instances of academic dishonesty or upon the recommendation of the student's program director.

A student penalized for academic dishonesty has the right to appeal a judgment the student believes to be in error. In making this appeal, the student should follow the steps outlined in the Academic Appeals Board procedure. A copy of this procedure may be obtained from the Office of the Vice President for Academic Affairs.

Submission Times

Clearly state what your expectations are in terms of when assignments must be submitted by. This is particularly important for online modules, units, and/or sessions of a course that do not meet at a specified time. However, this is also important for face-to-face sessions as well so that students know when their assignments are due (e.g., at the beginning of class, the end, etc.).

The following an example of a submission time policy for a course:

Unless otherwise indicated, all student work in the course is due by 11:55 a.m. of the assigned day. Please be aware that the IT Department at College of Saint Mary is staffed on campus from 7:30 a.m. until 5:30 p.m. Monday through Friday. We highly recommend you plan your weekly schedule for completing coursework so that you can address any technical issues you encounter to IT during these hours. If you experience technical problems outside of the regular hours, IT staff will respond within at least 12 hours of your request, hopefully sooner.

Late Work Policy

Provide a statement that clearly describes to student what the expectations are for late work. This statement might include penalties for late work, time durations associated with late, etc.

The following an example of a late work policy for a course:

All late papers/assignments will be reduced by 10% per day that it is late, up to three days (after which you will receive a zero for the grade). Missed quizzes/exams can be made up outside of class by making an appointment with me to take a make-up quiz. All quizzes/exams must be made up within one week after it was administered, after which you will receive a zero for the quiz/exam.

Instructor Feedback/Response & Posting of Grades Policies

Provide a statement that explains to students what they can expect in terms of your response times to their assignment submissions, emails, grading, etc. As it relates to emails, CSM’s policy is that instructors respond to student emails within 48 business hours. For assignment and exam feedback, educational literature generally reports that students benefit from feedback that is provided sooner than later so it is recommended that this be provided within a few days of assignment submission.

The following is an example of such a policy:

I will reply to your correspondence (including emails) within 24-48 hours, post quiz and discussion board grades within 48 hours, and will post test and paper grades within 3 business days of their due dates. All grades will be posted in the LMS gradebook. Students will receive an email notification when grades have been posted for the class. Please note that these timeframes including working hours Monday through Friday, not weekends. If I receive an email after 5 p.m. on Friday, I will reply by 5 p.m. on Monday. My responses may be sooner than those outlined above, but these are the deadlines I set for myself that you can expect. If I plan to be at a conference or other off-campus event where I will not have access to email for more than a day, I will let you know.

Computers, Cell Phones, and Other Technology Use in the Course

General guidelines related to the use of technologies in face-to-face and online course sessions are clearly stated. These statements dictate what are acceptable and unacceptable uses of technology in the course, particularly in relation to face-to-face and synchronous online sessions (e.g., when using WebEx). These statements should be stated such that students know when they are in compliance with these expectations and when they are not.

The following is an example of a technology usage statement for a course:

Always turn off or silence your cell phone ringer before the session begins, and remember to use all technologies (e.g., computers, tablets, smart phone, etc.) during class appropriately. This means using the technology to support your learning during the session such as for taking notes, accessing material posted on the Learning Management System (e.g., Angel, Blackboard, etc.), or other classroom-related needs. Numerous educational research studies have and continue to show that using technology for non-class related activities during active class sessions (as well as while doing homework, projects, and studying) can have a strong and negative impact on not only your own learning but also on those around you. If, under extreme circumstances, you must have your cell phone on, inform the instructor before the session begins and leave the session to answer the call/text if need be.

ACADEMIC SUPPORT RESOURCES

A nugget for the course homepage as well as the resources section of the Learning Management System (LMS) (e.g., Angel, Blackboard, etc.) has been developed and contains the following information. However, it is considered good practice to provide this information and their associated links in multiple places in the course including the syllabus. As a result, the text from this nugget has been included here as an example of the kinds of information that might be included in your syllabus.

Tutoring & SmartThinking Support

CSM has an Achievement Center on campus with tutors who are ready “*to support students in the development of skills necessary to be efficient and effective learners.*” Please visit the [Achievement Center website](#) for more information on how to receive the academic help that you need. You can also submit your coursework to an online writing tutor support service known as “*SmartThinking.*” Click here to visit [SmarThinking's website](#).

Library

The CSM Library is ready to support you with all of your learning needs. Please visit the [Library's website](#) to learn more.

ADA Services

If you have a certifiable learning and/or physical disability and require special accommodations, please email the Achievement Center at ada@csm.edu, or visit the [CSM ADA website](#). Considerable lead-time is required for accommodations, so it is important that your request is received in the Achievement Center ADA office as early in the semester as possible. Please note that your request will be handled confidentially.

Online Learner Readiness Assessments & Support (if applicable)

Are you an online learner? Are you ready for online learning? Visit [MERLOT's website](#) for a list of resources that can help to assess and support your online learning experience.

Technical Support Services

Having technical difficulties? CSM's IT Department is ready to assist you. Call (402) 399-5300 or email pchelp@csm.edu. The Help Desk is staffed on campus from 7:30 a.m. until 5:30 p.m. Monday through Friday and is located on the northeast corner of the second floor of the Walsh Building just outside of the Room 236 Computer Lab. We highly recommend you plan your weekly schedule for completing coursework so that you can address any technical issues you encounter to IT during these hours. If you experience technical problems outside of the regular hours, IT staff will respond within at least 12 hours of your request, hopefully sooner. Visit the [CSM IT Support website](#) for more information.

STUDENT SUPPORT RESOURCES

A nugget for the course homepage as well as the resources section of the Learning Management System (LMS) (e.g., Angel, Blackboard, etc.) has been developed and contains the following information. However, it is considered good practice to provide this information and their associated links in multiple places in the course including the syllabus. As a result, the text from this nugget has been included here as an example of the kinds of information that might be included in your syllabus.

As stated in its [Mission](#), CSM also provides a number of resources to support you in the holistic development of your “*mind, body, and spirit.*” Below are some of these additional resources that you might consider as you journey through this course as well as through your academic career:

Health & Wellness Programs

Attending to our health and wellness is important. Click here to learn more about [CSM's Health & Wellness Programs](#). Services include access to a fitness center, free mental health counseling, and other health services.

Career Services

CSM also offers career counseling services. Click here to learn more about [CSM's Career Services](#).

Financial Aid Support

Paying for school is becoming increasingly difficult. Click here to visit [CSM's Financial Aid website](#) to find the economic support that you need.

Student Life, Organizations, & Campus Ministry

Looking to get involved in campus activities, even from far away? Click here to visit the [Student Life](#) and [Campus Ministry](#) websites to stay connected.

ACCEPTANCE OF THE TERMS OF THIS SYLLABUS

Include a statement that indicates that students accept the terms and conditions of the syllabus and agree to abide by its contents. By the end of the syllabus, students should know the full extent of what will be expected of them in order to successfully complete the course. While it is not technically a legal contract, it is recommended that instructors and students treat it as one (http://provost.hamptonu.edu/cte/legally_sound_syllabi.cfm, <http://unitedstatesjurisprudence.com/uploads/Is%20a%20Syllabus%20a%20Contract.doc>). As a result, the syllabus should be thorough and clearly articulated but also viewed as an evolving document. However, institutional faculty handbooks and student catalogs are viewed by courts as being contractually binding, so the syllabus must comply with these. So, for instance, the course description should match the description that is provided in the student catalog.

In order to construct a “legally sound” syllabus, Hampton University (http://provost.hamptonu.edu/cte/legally_sound_syllabi.cfm) recommends that the following elements be included in the syllabus, all of which are covered by this syllabus template:

- State succinctly the objectives of the course.
- List the required resources needed for the course (e.g., textbooks, articles, software accounts, etc.).
- List dates major projects are to be submitted.
- List dates for tests and examinations.
- Summarize the major topics to be covered.
- Enumerate the expectations of students, including attendance, make-up and honor code policies.
- State the criteria for grading students' performance.

The following is an example of such a binding statement:

Continued registration in the course indicates acceptance of the terms of this syllabus. The procedures and schedule are subject to change by the instructor in the event of extenuating circumstances.

For more information and to see the references used to develop this template, click here to view the [Course Design & Development Guidelines](#).