**WCU SAMPLE SYLLABUS**

**Version 8.7.18**

**Fall 2018**

**Red – Required section**

**Purple – Advice for Instructor related content**

## 

## College of [enter College]

## Department of [enter department]

## Course Number and Title

[Quote, slogan, thought-provoking picture, etc.].

[Semester/Year]

[Class location]

[Class Meeting day(s) & time(s)]

Instructor Information

Instructor:

Campus Office/Office hours:

[Omit if you teach remotely or do not have a campus office. Remote office hour information can be added here as well.]

email:

[Include electronic mail preferences.]

Phone Contacts:

[Enter office phone number. You may want to enter department office contact information for students to use in case of an emergency.]

Course Support:

[If you might have a Teaching Assistant or other support for learning such as identification of the librarian assigned to the subject area for the course. Change the title for this topic, as appropriate.]

**Course Aims and Objectives**

* Aims:

[Thinking from the prospective students’ point of view, what general outcomes is the course designed to achieve? How will it contribute to them professionally? Optional: Brief statement of teaching philosophy.]

* Specific Learning Objectives (Required):

By the end of this course, students will:



Advice: [Using active verbs, list as specifically as possible the learning outcomes the course is intended to produce. It is helpful here to think about the kinds of evidence you will need to assess the students’ learning as your objectives should drive your assessment and grading. Your goal should be 3-5 outcomes for a normal 3-credit hour class. For more assistance: http://www.wcu.edu/learn/faculty/coulter-faculty-commons/teaching-and-learning/syllabus-resources.aspx]

* Liberal Studies Learning Goals (Required if your course is part of the Liberal Studies Program):

Choose **no more** than three of the following outcomes for your course. Please be sure to choose the most relevant outcomes for the content you teach. If you have questions, contact Jen Schiff, Director of Liberal Studies Assessment at [jsschiff@wcu.edu](mailto:jsschiff@wcu.edu)Information about COREcourses Learning Goals mapping [can be found on this website](https://www.wcu.edu/learn/academic-enrichment/liberal-studies-program/assessment.aspx).

### **This course satisfies the [e.g. P3 Perspective] requirement of the Liberal Studies Program.** [P3 is only an example. Please insert the name of the Liberal Studies category in which you teach.]

* + Demonstrate the ability to locate, analyze, synthesize, and evaluate information;
  + Demonstrate the ability to interpret and use numerical, written, oral, and visual data;
  + Demonstrate the ability to read with comprehension, and to write and speak clearly, coherently, and effectively as well as to adapt modes of communication appropriate to an audience;
  + Demonstrate the ability to critically analyze arguments;
  + Demonstrate the ability to recognize behaviors and define choices that affect lifelong well-being;
  + Demonstrate an understanding of
    - Past human experiences and ability to relate them to the present;
    - Different contemporary cultures and their interrelationships;
    - Issues involving social institutions, interpersonal and group dynamics, human development and behavior, and cultural diversity;
    - Scientific concepts and methods as well as contemporary issues in science and technology;
    - Cultural heritage through its expressions of wisdom, literature and art and their roles in the process of self and social understanding.
  + Demonstrate an excitement for and love of learning

### **Please note that student work from this class may be used for assessment of the Liberal Studies program.**

**Course Materials**

Required:

[Enter required materials. Enter book titles in appropriate citation style, adding ISBN*s,* include price when possible*.* Detail if part of the Rental book program. If using Library Reserve, add reserve call numbers.]

Technology:

[Note if students will need to use technology to complete coursework. If technology will be used during regular class sessions, announce what type of technology will be needed and when]

Background/supplemental readings:

[Describe how readings should be accessed.]

Additional, Materials, Equipment or Skills:

[List any additional materials such as lab or safety equipment, art supplies, calculators, computers, drafting materials, MS Word, Excel, or others students will need.]

Accessible Media:

[Describe how to access the media you are using in the course.]

**Grading: (Required)**

[You should indicate your grading scale and relative weight/points of all major assignments, and primary methods of assessment. It is a good idea to indicate how the grading/assessment meets the course objectives / SLOs / outcomes stated above. Listing the outcome number from above assists students in seeing how specific actions match student learning outcomes. If more rows are needed: using Word, select the bottom row, click layout on the ribbon at the top of the screen, then you will see the insert below button.]

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| Module/Week/Date | Assignment | Points/Weight | Outcome |
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Other Grades:

I Incomplete

IP In Progress

S Satisfactory

U Unsatisfactory

W Withdrawal

AU Audit

NC No Credit

Grade/Quality Points

Per Semester Hour:

A+ 4.0

A 4.0

A– 3.67

B+ 3.33

B 3.0

B– 2.67

C+ 2.33

C 2.0

C– 1.67

D+ 1.33

D 1.0

D– 0.67

F 0.0

The grades of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F indicate gradations in quality from Excellent to Failure. Please note that a C- grade is less than satisfactory and may not meet particular program and/or course requirements.

Students must be familiar with the class attendance, withdrawal, and drop-add policies and procedures.

**Faculty Expectations of Students/Course Policies**

### Civil Discourse at Western Carolina:

Consistent with WCU’s core values and our campus creed, the WCU community accepts the freedoms and responsibilities of our shared community.  WCU encourages all to clearly express their own views while at the same time seeking to understand the varieties of style, identity, and opinion that are held in any diverse community.  In order for us to sustain a learning environment that promotes and values freedom of expression, we have a shared charge to accept personal responsibility for our actions, reactions, and speech, while seeking to learn from the actions, reactions, and speech of others.

Classroom Expectations:

The shared learning space of the college classroom is built on respect for each other and each other’s learning. Learning together means our actions can intentionally and unintentionally distract others from their learning goals. As responsible learners who respect the rights of others and vow to minimize avoidable distractions such as: non-academic technology use, coming in late, sleeping, off-topic discussions, doing other homework, eating, etc.

Attendance:

[Describe expectations for attendance in your course, including how it can positively/negatively impact a student’s grade, required attendance outside of class time (field trips, service projects, etc.)]

Timely Submissions:

[Explain policies for late work, missing homework, missed deadlines, make-up opportunities, how to request extensions for assignments or report illnesses that cause delays, delayed grades, and any issues related to timely completion of course activities.]

Expectations for Submitting Required Work:

[Describe expectations for submitting required work—generally when are assignments due (before class, by midnight) and how will they be submitted (paper, via blackboard)?]

Technology:

[Include guidelines on technology usage, any specific technology skills or abilities necessary for successful completion of the course. Will certain technology be banned? Will technology be allowed always or sometimes? Will some technology be encouraged or required?]

SafeAssign Tool:

All written work submitted for this class is eligible for submission to the SafeAssign tool at the instructor’s discretion.

**Student Resources**

Writing and Learning Commons (WaLC):

The Writing and Learning Commons (WaLC), located**in BELK 207**, provides free [course tutoring,](https://www.wcu.edu/learn/academic-success/tutoring-services/services-resources/course-tutoring.aspx)

[writing tutoring](https://www.wcu.edu/learn/academic-success/tutoring-services/services-resources/writing-support/index.aspx), [academic skills consultations](https://www.wcu.edu/learn/academic-success/tutoring-services/services-resources/academic-skills-consultations.aspx), [international student consultations](https://www.wcu.edu/learn/academic-success/tutoring-services/services-resources/international-student-consultations.aspx), and online writing and learning resources for all students. To view schedules and make appointments for any of these services, visit [tutoring.wcu.edu](http://tutoring.wcu.edu/) or call 828-227-2274.

Tutoring for Distance Students:

For distance students (including students at Biltmore Park) who cannot attend tutoring sessions in the Writing and Learning Commons (WaLC) or the WCU Math Tutoring Center, tutoring support is available through Brainfuse HelpNow: <https://www.wcu.edu/apply/distance-online-programs/current-students/tutoring-support.aspx>

Math Tutoring Center:

The [Mathematics Tutoring Center](http://mathlab.wcu.edu/) (MTC) in Stillwell 455 provides drop-in tutoring for math courses and math-related content across the curriculum, workshops on study skills specific to math courses, and graduate and professional exam preparation resources. Tutoring is available on a drop-in basis, MTWR 9:00am-9:00pm and Friday 9:00am-5:00pm. For more information, please visit <http://mtc.wcu.edu/> or contact us at 828–227–3830.

Hunter Library:

Hunter Library provides students with access to group and individual study spaces and to thousands of information resources: print and electronic books, newspapers, and scholarly journal articles.

These resources can be searched online and often accessed there (<http://www.wcu.edu/hunter-library>) or library staff and subject specialists skilled in their specific disciplines can be contacted via the library’s research guides (<http://researchguides.wcu.edu/>).

Blackboard Support:

The learning management system for this class is Blackboard and can be found at <http://wcu.blackboard.com> **NOTE:** *Blackboard will be unavailable for one day in May and one day in December each year for required system upgrade. Check the Academic Calendar for specific date as well the Blackboard login and Home pages.*

Additional help with Blackboard can be found at [tc.wcu.edu](http://tc.wcu.edu/), (828) 227-7487 or by visiting the Technology Commons located on the ground floor of the Hunter Library.

Academic Toolbox:

The Academic Toolbox is available in all WCU courses via the course Blackboard site. It can be found in the left-hand side column. The Academic Toolbox contains information and contact information for nearly all of the resources needed by WCU students, including but not limited to: technology assistance, academic services, student support, co-curricular programs and university policies.

**Academic Calendar (Required)**

This includes dates for all breaks, university closures, final exams, etc.  The academic calendar can be found at <http://www.wcu.edu/learn/academic-calendar.asp>

**Final Exam**  **(Required)**

The university final exam schedule can be found at

<http://www.wcu.edu/learn/academic-services/registrars-office/>

Course Evaluation:

[Note about online course evaluations.]

Tips for Success (Advice from previous students)

[Share strategies for students to be successful in this course.]

Syllabus Updates

[Add a note on updates, such as the statement below.]

This syllabus, along with its course schedule, is based on the most recent information about the course content and schedule planned for this course. Its content is subject to revision as needed to adapt to new knowledge or unanticipated events. Updates will remain focused on achieving the course objectives and students will receive notification of such changes. Students will be notified of changes and are responsible for attending to such changes or modifications as distributed by the instructor or posted to Blackboard.

Mentoring and Persistence to Success (MAPS)

Mentoring and Persistence to Success (MAPS) provides support to students who are first-generation (neither parent has a four-year degree), low-income, financially independent (emancipated youth, homeless or without consistent residence, or aged out of foster care), or those who have participated in the Academic Success Program (ASP) or Catamount Gap.  For those who enroll, MAPS provides a variety of services, including academic advising, mentoring, and personal and social coaching. You may contact MAPS at (828) 227-7127 or email [maps@wcu.edu](mailto:maps@wcu.edu) for more information. MAPS is located in 205 Killian Annex.

Institutional Policies

**Course Recording and Broadcasting:**

Students may make visual or audio recordings (Recording) of any class related content, using any approved recording device (e.g., smart phone, computer, digital recorder, etc.) upon the prior permission of the instructor and subject to the following restriction(s).  The Recording, along with the video capture of visible course materials (e.g., visible PowerPoint slides and/or visible lecture notes), shall be limited to the student’s personal, course related, educational use and shall be subject to all applicable copyright laws and institutional policies.  The student may not transfer, transmit, or otherwise disseminate the Recording to any third party, including classmates, without the permission of the instructor.  Any violation of these restrictions, or any other restriction verbally communicated by the instructor, may subject the student to the provisions of the WCU Academic Integrity Policy, the WCU Code of Student Conduct or both.

*Meetings of this course may be broadcast and/or recorded.* Broadcasting and recording are intended to complement the classroom experience. Instructors may broadcast and/or record courses for pedagogical use, student reference, to meet the accommodation needs of students with a documented disability, or any other reason deemed appropriate by WCU and/or the instructor. Course recordings will be available to students registered for the course pursuant to applicable university policy.  All broadcasts and recordings are limited to personal, course related, educational use and may not be transmitted, transferred, distributed, sold, or posted on social media outlets without the written permission of the instructor. Unauthorized transmission, transfer, distribution, sale or posting of the broadcast and/or recording for any purpose other than the student's personal, course related, educational use is not permitted. Students are expected to follow appropriate university policies and maintain the security of passwords used to access recorded materials.

In the event that broadcasting and/or recording is not a course requirement (such as recording a class meeting for research purposes), prior to any appearance on a recording, the instructor shall receive formal, written permission of any and all identifiable students who may appear in the recording, pursuant to applicable university policy.  If requested the instructor shall provide a classroom area where students who do not wish to be recorded may be located.

**Accommodations for Students with Disabilities**: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to the Office of Accessibility Resources. Please contact the Office of Accessibility Resources, 135 Killian Annex (next to the One Stop), (828) 227-3886 or by email at [accessibility@wcu.edu](mailto:accessibility@wcu.edu). Website: <http://accessibility.wcu.edu/>

**Academic Integrity Policy and Reporting Process: (Required)**

This policy addresses academic integrity violations of undergraduate and graduate students. Graduate students should read inside the parenthesis below to identify the appropriate entities in charge of that step of the process.

Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct and will follow the same conduct process (see ArticleVII.B.1.a.). If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the Department of Student Community Ethics (DSCE).

General:

This policy addresses academic integrity violations of undergraduate and graduate students. Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity.  Any violation of this policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community.

Instructors have the right to determine the appropriate academic sanctions for violations of the Academic Integrity Policy within their courses, up to and including a final grade of “F” in the course in which the violation occurs.

Definitions:

Cheating – Using, or attempting to use, unauthorized materials, information, or study aids in any academic exercise.

Fabrication – Creating and/or falsifying information or citation in any academic exercise.

Plagiarism – Representing the words or ideas of someone else as one’s own in any academic exercise.

Facilitation – Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another person to copy information during an examination).

Undergraduate and Graduate Academic Integrity Process:

Additional information is available on the Student Success website under Student Community Ethics: <http://www.wcu.edu/experience/dean-of-students/academic-integrity.aspx>