*[WCU SYLLABUS TEMPLATE]*

*[Version 11.20.23]*

*[Instructions:]*

*[All text in colored, italicized, and bracketed is for your information only and is* ***deleted*** *from your final student.]*

*]General Instructions are in purple italicized font and bracketed [ ].*

*Required material is preceded by "REQUIRED” in red, italicized font and is bracketed [ ] .*

*Motivational and/or inclusive language or other suggestions are preceded by “Suggestion” in green italicized font and are bracketed [ ]. ]*

*[Consider viewing the CFC Student-Centered Checklist if you are seeking to include more motivational or inclusive verbiage in your syllabus.* [*https://affiliate.wcu.edu/cfc/learner-centered-syllabus-checklist/*](https://affiliate.wcu.edu/cfc/learner-centered-syllabus-checklist/) *]*

*[For more assistance:* [*http://www.wcu.edu/learn/faculty/coulter-faculty-commons/teaching-and-learning/syllabus-resources.aspx*](http://www.wcu.edu/learn/faculty/coulter-faculty-commons/teaching-and-learning/syllabus-resources.aspx)*]*

*[You can create your syllabus in Word and then copy and paste it to the Canvas Syllabus page in your course shell. When you open your Canvas shell, you will see this:]*



*[Looking for REQUIRED MATERIALS only?: Here is the link to* [*“continually updated WCU required syllabus content.”*](https://www.wcu.edu/learn/faculty/coulter-faculty-commons/teaching-and-learning/syllabus-additional.aspx) *]*



College of *[enter College]*

Department of *[enter department]*

Course Number and Title *[enter course number and title]*

Semester/Year / Class location / Class Meeting day(s) & time(s)

Course mode *[face-to-face, hybrid, online]*

*[Suggestion: Quote, slogan, thought-provoking picture, etc.]*

INSTRUCTOR INFORMATION

Instructor: *[name]*

# 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:**

# Phone Contacts:

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

# Course Support Personnel:

*[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 OUTCOMES

# Aims:

*[Suggestion: 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.]*

# REQUIRED Student Learning Outcomes:

*[Suggestion: Instead of using the phrase “student learning outcomes,” have you considered more student-centered phrase such as “What will I learn?”]*

By the end of this course, students will:

*[Suggestion: student centered learning tip: use “you” instead of “student.”*

* Outcome 1
* Outcome 2
* Outcome 3
* Outcome 4
* Outcome 5

*[Suggestion: Use active verbs. We recommend using* [*Dee Fink’s Taxonomy of Significant learning verbs*](https://intentionalcollegeteaching.org/wp-content/uploads/2021/05/fink-taxonomy-verb-list.pdf)*. It is helpful here to think about the kinds of evidence you will need to assess the students’ learning as your outcomes should drive your assessment and grading. It is typical to have 3-5 outcomes for a 3-credit hour class.]*

# *[REQUIRED if your course is part of the Liberal Studies Program]*

# *[Please delete in your course is not part of the Liberal Studies Program]*

# Liberal Studies Learning Objectives and Outcomes: *[Please consult the* [*Liberal Studies Assessment*](https://www.wcu.edu/learn/academic-enrichment/liberal-studies-program/assessment.aspx) *page for more information.]*

This course satisfies the *[ex: P3 Perspective]* requirement of the Liberal Studies Program. *[note that a different P number may need to be listed…depending on which outcomes you choose]*

**Liberal Studies Committee**: **Student Learning Outcomes**

**Objective: Inquiry**

*Outcome #1*: Students will formulate focused questions and hypotheses that address appropriately the topic at hand, as well as identify and explain a method of inquiry.

**Objective: Information Literacy**

*Outcome #2*: Students will identify appropriate information sources and evaluate critically the credibility of those sources for relevance, legitimacy, and bias.

**Objective: Critical Thinking**

*Outcome #3*: Students will evaluate evidence, context, and multiple perspectives as a means of analyzing complex issues.

**Objective: Problem Solving**

*Outcome #4:* Students will apply appropriate disciplinary methodologies to answer questions and propose solutions to problems within the human and natural worlds.

**Objective: Means of Expression**

*Outcome #5*: Students will craft written and/or oral communication demonstrating organization, clarity, logic, and skill for various audiences.

**Objective: Awareness of Self**

*Outcome #6*: Students will recognize behaviors and define choices that affect their lifelong well-being.

**Objective: Awareness of Impact**

*Outcome #7*: Students will evaluate the impact of their own and others’ actions on the human and natural worlds.

**Objective: Diversity**

*Outcome #8*: Students will acknowledge and understand the concept of diversity and demonstrate the ability to critically analyze dimensions and perspectives of diversity.

**Objective: Equity**

*Outcome #9*: Students will acknowledge and understand the concept of equity and demonstrate the ability to address structural inequities at the social, institutional, and/or individual levels.

**Objective: Inclusion**

*Outcome #10*: Students will acknowledge and understand the concept of inclusion and will demonstrate the ability to address issues of inclusive participatory environment.

*[Enter Department and Program Outcomes if required]*

COURSE MATERIALS

# Required Textbook/Materials:

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

# Background/supplemental readings:

*[Describe how readings should be accessed.]*

# 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]*

# 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 other students will need.]*

# Accessing Media:

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

**Course Navigation:**

*[Enter how the course is organized (ex: 8 modules), what is included (readings, videos, etc.) and other information that helps students understand how the course works (ex: due dates at certain times, etc.).*

**GRADING**

*[Indicate your grading scale and describe your grading criteria (a narrative description of what constitutes exemplary/satisfactory/unsatisfactory work). WCU uses a +/- grading system for undergraduate courses. (Please refer to* [*WCU Faculty Handbook*](https://www.wcu.edu/learn/office-of-the-provost/resources-for-faculty-and-staff.aspx) *5.12 or the WCU Academic Catalog for further guidance.)  Indicate points and weight for assignments and method of assessment. It is a good idea to indicate how the grading/assessment meets learning outcomes stated above. Add rows as needed.]*

*[Suggestion: replace the table with a colorful pie chart or include both]*

|  |  |  |  |
| --- | --- | --- | --- |
| **Module/Week/Date** | **Assignment** | **Points/Weight** | **Connected to Outcome Number…** |
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*[Describe each assignment from the table above in greater detail here.]*

*[Suggestion: Consider adding purpose of the assignments, linking the purpose to the learning outcomes.]*

**The grading scale is as follows:**

|  |  |
| --- | --- |
| **Grade** | **Interpretation** |
| A+ | Excellent |
| A | Excellent |
| A- |  |
| B+ |  |
| B | Good |
| B- |  |
| C+ |  |
| C | Satisfactory |
| C- |  |
| D+ |  |
| D | Poor |
| D- |  |
| F | Failure |
| WF | Withdrew/Failing |

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.

Other Grades:

I Incomplete

IP In Progress

S Satisfactory

U Unsatisfactory

W Withdrawal

AU Audit

NC No Credit

# *[REQUIRED]* Academic Calendar

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.aspx>

***[REQUIRED]***Final exam schedule will be posted here: <https://www.wcu.edu/learn/academic-services/registrars-office/>

**Important Dates Summary:**

*[8 week course dates can be found at the bottom of all PDF versions of current academic calendars (right menu on* [*Academic Calendar site*](https://www.wcu.edu/learn/academic-calendar.aspx)*]*

Residence Halls Open – Jan. 11, 2024 (tentative)

Orientation – Jan. 11 & 12, 2024
Martin Luther King Holiday - Monday, Jan. 15, 2024

First Day of Classes – Tuesday, Jan. 16, 2024

Census Date – Monday, January 29, 2024
Fifth Week Grades Due- Monday, Feb. 19, 2024

Advising Day – Tuesday, Feb. 20, 2024

Spring Break – Mar. 4-8, 2024
Last Day to drop with a “W” – Friday, Mar. 22, 2024

No classes – Wed. – Fri., Mar. 27-29, 2024
Last Day of Classes – Friday, May 3, 2024
Final Exams – Saturday – Friday, May 4-10, 2024

Commencement (graduate) – Friday, May 10, 2024

Commencement (undergraduate) - Saturday, May 11, 2024

All Grades Due by 10:00 AM on Monday, May 13, 2024

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:

*[Enter your expectations for the learning environment].*

*[Suggested statement: 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, we respect the rights of others and aim to minimize avoidable distractions such as: non-academic technology use, coming in late, sleeping, off-topic discussions, doing other homework, 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.)]*

*[Suggestion: consider an attendance policy that includes a certain number of ‘no-questions asked’ flexible absences to address those instances in which students’ circumstances are forcing them to make difficult decisions. If the student doesn’t use the flexible absences, is there something you would like to do about that?]*

# 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 Canvas)?]*

# 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?]*

*[Insert your statement about AI here. WCU does not at this time have an official AI statement. Here is a link to* [*suggested statements*](https://affiliate.wcu.edu/cfc/resources/a-i-chatbots-faq/)*.]*

**Expectations of Instructor Response Time to Emails, Grading, and Feedback:**

*[ei. I check email first thing in the morning and once in the late afternoon. My intention is to respond a quickly as possible but do not check email most evenings or Saturday. I will check email Sunday evening. I log into the course’s Canvas 3 times a day M-F and once Sunday evening. I strive to provide feedback and scores on assignments and assessment within 48 hours. I will post an announcement if it will be longer.]*

# Expectations for Submitting Required Work:

# Technology:

We will be using these following platforms in this course:

*[here is a sample of what you might include in this section.*

*Canvas – announcements, grades and feedback, content presentation, resources, assignments and assessments. \*\*Set your notifications in Canvas so you are alerted when certain activities occur. See* [*https://community.canvaslms.com/t5/Student-Guide/How-do-I-manage-my-Canvas-notification-settings-as-a-student/ta-p/434*](https://community.canvaslms.com/t5/Student-Guide/How-do-I-manage-my-Canvas-notification-settings-as-a-student/ta-p/434)

*Respondus Lockdown Browser – used during quizzes and exams. See instructions on how to use Lockdown Browser.* [*https://web.respondus.com/student-help/*](https://web.respondus.com/student-help/)

*Panopto – record and or upload your students video presentations. Click on the Panopto link in the left menu of the course and navigate to* [*https://wcu.hosted.panopto.com/Panopto/Pages/Home.aspx*](https://wcu.hosted.panopto.com/Panopto/Pages/Home.aspx) *]*

# Syllabus Updates

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 outcomes 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 Canvas.

# Course Evaluation:

*[Note about online course evaluations.]*

**Tips for Success** (Advice from previous students)

*[Suggestion: Share strategies for students to be successful in this course. Place in the syllabus where you think it would be most useful.]*

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[REQUIRED] INSTITUTIONAL POLICIES

*[Visit the most recent updated policies and academic student support that are required elements of the syllabus. Either provide this link* [*https://www.wcu.edu/learn/faculty/coulter-faculty-commons/teaching-and-learning/syllabus-additional.aspx*](https://www.wcu.edu/learn/faculty/coulter-faculty-commons/teaching-and-learning/syllabus-additional.aspx) *and/or copy and paste into your syllabus every semester to ensure you have the most up to date information.]*