Sample Course Syllabus - Useful Information [Delete this Page]

**The following template contains sample text. Update these sections to align with your course policies.**

Key Considerations

* List all assignments, readings, and exams, and describe the requirements for successful completion of these activities. Minimize the number of pages in the syllabus; specific details and guidelines about assignments and projects can be provided in prompts distributed through D2L.
* Adopt appropriate textbooks and resources and relate required readings to course goals, learning objectives, activities, and outcomes. Keeping in mind the high cost of textbooks, consider using [open educational resources (OER) or materials](https://libguides.lib.siu.edu/oer).
* Work with your office administrator to list all required materials, resources, and costs posted to the Class Schedule by deadlines (allows students to understand the true cost of a course)
* Post the course outline and syllabus to D2L
* On the first day of class or in a video, walk students through the course outline, expectations, etc. In addition, walk them through your layout and use of D2L in the course. Focus on where they can find items, your use of the calendar, and gradebook.

Learning Outcomes & Course Assessment

In the template below, there is a place for adding the required Program Learning Outcomes (PLOs) and Student Learning Outcomes (SLOs). PLOs are broad statements of what the students are expected to do, know, or value as a result of completing the degree program. While relating to the PLOs, SLOs should specifically define what students can do upon course completion. The SLOs are the basis for designing units and selecting the course materials, activities, assignments, and assessments. Both program and course learning outcomes focus on the results of student learning instead of on teaching or the learning process.

***It is* important*, as a criterion of our accreditation with the Higher Learning Commission, that you provide PLOs and SLOs as well as a brief statement or demonstration (e.g., note which SLOs are associated with assignments or activities) of how the SLOs will be covered and assessed in the course syllabus.***

Accessibility Checklist:

Ensure your course outline and syllabus are compliant with accessibility standards:

* Use Descriptive Hyperlinks (items below are not active URLS, only for description):
  + Descriptive: D2L Course Homepage for CMST 493
  + Not descriptive: https://mycourses.siu.edu/d2l/home/000000
* Use the [built-in Styles tool](https://support.microsoft.com/en-us/office/video-improve-accessibility-with-heading-styles-68f1eeff-6113-410f-8313-b5d382cc3be1) to create headings, sub-headings, etc.
* Add alt text to images
* Avoid using merged cells in tables
* Run the Accessibility Checker and fix issues
* More information: [Make your Word documents accessible to people with disabilities](https://support.microsoft.com/en-us/office/make-your-word-documents-accessible-to-people-with-disabilities-d9bf3683-87ac-47ea-b91a-78dcacb3c66d)

Course Number: Course Title [example, CRS 101: Sample Syllabus]

Credit Hours:

Semester: (for example, Fall 2024)

Course Modality: (In-person, Synchronous/Asynchronous Online, Hyflex)

Direct Link to Course in D2L (MyCourses):

Classroom location: (*Remove If Online*)

Times and days class meets: (*If Applicable*)

**Instructor and Contact Information:** (Required)

Instructor name:

E-mail address:

Office location:

Office phone:

Student engagement policy (required): Consult the FAU CBA and provide a policy consistent with your College’s, School’s, Program’s standards and expectations.

TA/Co-Instructor name: (If Applicable)

E-mail address:

Office location:

Office phone:

Student engagement policy (required): Consult the GAU CBA and provide a policy consistent with your supervisor’s expectations.

**Course Description/ Goals:** (Required)

Include the ***complete catalog course description and course prerequisites***. You can also provide a customized description that gives students a more personal perspective on the course and how being enrolled will benefit them in their studies and after they leave SIU. Consider addressing your students directly, using the second-person pronoun (for example, “In this class, you will…”). Tell students what they will learn by the end of the class, in terms that capture the excitement you have for the course.

**Prerequisites:** (If Applicable)

* CRS #: Title

**Program Learning Outcomes:** (Required)

Upon successful completion of this course, students will be able to:

Consider the following active terms/verbs when crafting direct learning outcomes:

* Explain
* Recognize
* Distinguish
* Identify
* Summarize

Student Learning Outcomes (Course/Unit Objectives) (Required)

Unit I: Fill in the title (if applicable)

1. Fill-in
2. Fill-in

Unit II: Fill in the title (if applicable)

1. Fill-in

Unit III: Fill in the title (if applicable)

1. Fill-in

Explain how the learning outcomes will be assessed in the course and/or connect the SLOs by number to the course activities (e.g., *Assignment 1: Speech [LO1]*)

Course Materials **(Required)**

### Required Texts (Required)

List in the style of your discipline (e.g., MLA/APA/AMA style); you may want to add the abbreviations you use in your calendar of assignments. If you are placing books on reserve in the library, provide information about the Reserve Desk. Please note if an eBook is available to students.

### Recommended (Optional) Texts or Other Materials

List any material that you believe will support student learning, but that is not required. You may want to include notice of programs such as MS Word, Excel, and PowerPoint if applicable to the course.

**Course Schedule – Assignments, Reading, And Activities** (Required)

Detailed Schedule – a weekly or daily schedule showing required readings, class activities, course withdrawal deadlines, assignment due dates, and exam dates, including any exam scheduled during final exam week. Dates for when the class can be dropped without receiving a “W” and/or a “WF.” The following samples are meant to demonstrate a recommended format.

| Week | Topics | Reading and Activities | Assignments | SLO Measured |
| --- | --- | --- | --- | --- |
| Week 1 Start - End |  |  |  |  |
| Week 2 Start – End |  |  |  |  |
| Week 3 Start – End |  |  |  |  |
| Week 4 Start – End |  |  |  |  |
| Week 5 Start – End |  |  |  |  |
| Week 6 Start – End |  |  |  |  |
| Week 7 Start – End |  |  |  |  |
| Week 8 Start – End |  |  |  |  |
| Week 9 Start – End |  |  |  |  |
| Week 10 Start – End |  |  |  |  |
| Week 11 Start – End |  |  |  |  |
| Week 12 Start – End |  |  |  |  |
| Week 13  Start – End |  |  |  |  |
| Week 14 Start – End |  |  |  |  |
| Week 15 Start – End |  |  |  |  |

Assignment Details, Methods of Evaluation, & Grading Policies (Required)

Faculty should explicitly describe how students will be evaluated and the way grades are determined so that students always know where they stand and do not feel that grading is done arbitrarily. Faculty must treat all students equally in matters of grading, or else open themselves up to grievances*.*

### Description of Course Assignments and Evaluation Criteria (example assignments below)

This should include details about each assignment and assignment type. Provide a detailed outline of your expectations for a successful project, homework assignment, or laboratory activity. If expectations vary over the semester depending on the nature of the project, provide an outline specific to each assignment.

#### Quizzes

Details.

#### Discussions

Details.

#### Papers

Details.

#### Video Assignments/Presentations

Details.

#### Case Studies

Details.

#### Exams

Details.

#### Midterm Grades (Highly Recommended)

Please report midterm grades to provide students with feedback and support, and in keeping with university and/or program policies. You may wish to explain in writing what the student’s midterm grade implies for his/her overall success in the class and include an invitation to consult with you or a TA concerning the grade.

#### Final Exams (highly recommended)

Although the demands of some disciplines may require specific scheduling of end-of-term projects or final exams, in general, final examinations, if they are to be given, should only be administered during the sixteenth week of the semester (eighth week of the summer term). They may not be given earlier. The Registrar sets a schedule, which can be found on the [Registrar’s Website.](http://registrar.siu.edu/calendars/academic.php)

### **Grading Scale (Required)**

Using a list of all graded items in the course (quizzes, exams, homework assignments, portfolios, lab assignments, presentations, group projects, papers, attendance, participation, etc.), identify all of the points and percentages of items required to achieve each letter grade in the course (A, B, C, D, F). The assignment of letter grades is based on the percentage of points earned. The letter grade will correspond with the following percentages achieved. All course requirements must be completed before a grade is assigned.

|  |  |
| --- | --- |
| Letter Grade | Percentage of Points |
| A | nn-nn |
| B | nn-nn |
| C | nn-nn |
| D | nn-nn |
| E | nn-nn |

Note: Information about SIU Grading Scale: [Grading System | Office of the Registrar | SIU](https://registrar.siu.edu/grades/gradingsystem.php)

|  |  |
| --- | --- |
| Assignment Category | Points |
|  | nn |
|  | nn |
|  | nn |
|  | nn |
|  | nn |
|  | nn |
|  | nn |
|  | nn |

Course Policies (Required)

In addition to those below, other policies may be included, such as a policy that collaboration is or is not permitted on homework; a policy regarding calculator usage on exams; penalties for late work; recommended dress for specific field assignments; rules for class discussion; etc.

### Inclusive Excellence and Disability Support Services (Highly Recommended)

SIU contains people from all walks of life. Learning from and working with people who differ from you is an important part of your education in this class, as well as essential preparation for any career. SIU is committed to providing an inclusive and accessible experience for all students. Please inform me about specific accommodations you may have or need at the start of the course. You can also reach out to the [Office of Access and Accommodations](https://access.siu.edu/) if needed.

### Attendance Policy (Required)

Research indicates that students who attend class are more likely to be successful. Faculty should specify their attendance policies. If applicable, include the number of unexcused absences allowed, acceptable excuses, tardiness policy, and the effect of absences and/or tardiness on a student’s final grade. If there is a point at which missing a specific number of classes results in a failing grade, this should be explicitly noted on the syllabus. Also, it is recommended that the University Policy on Accommodating Religious Students (Undergraduate Catalog, chapter 7) be mentioned or included on a syllabus.

***Preparation* for class means reading the assigned readings & reviewing all information required for that week. *Attendance* in an online course means logging into D2L regularly and *participating* in all activities that are posted in the course.**

### Religious Holidays (Required)

Faculty should outline their policies for missed classes due to religious observance.

A **sample** text is as follows:

Students who wish to observe their religious holidays shall notify the faculty member by the tenth day of the semester of the date when they will be absent unless the religious holiday is observed on or before the tenth day of the semester. In such cases, the student shall notify the faculty member at least five days in advance of the date when he/she will be absent. The faculty member shall make every reasonable effort to honor the request, not penalize the student for missing the class, and if an examination or project is due during the absence, give the student an exam or assignment equivalent to the one completed by those students in attendance.

### Policy for Missed or Late Work (Required)

Faculty should clearly communicate the consequences of late or missing assignments, as well as the policy for missed examinations.

Below is an **example** of a policy from the [Eberly Center](https://www.cmu.edu/teaching/designteach/syllabus/checklist/lateworkpolicy.html):

*Due dates for every assignment are provided on the course syllabus and course schedule (and posted in D2L). Unless otherwise stated, assignments are due on those days. However, I recognize that sometimes “life happens.” In these instances, you may use your allotted two flex days. These days allow you to submit an assignment up to two days late without penalty. You can use these days for any assignment and for any reason. You do not need to provide me with a reason: simply email me and tell me how many of your flex days you would like to use.*

*Once you’ve exhausted your flex days, then point deductions will occur for any assignment submitted after the deadline. An assignment submitted within 24 hours of the due date will only be eligible for 80% of the maximum number of points allotted. Assignments submitted more than 24 hours after the due date will not be accepted. If you experience extenuating circumstances (e.g., you are hospitalized) that prohibit you from submitting your assignments on time, please let me know. I will evaluate these instances on a case-by-case basis.*

### Campus Network or D2L Outage (Recommended)

When access to D2L is not available for an extended period (greater than one entire evening – 6 pm till 11 pm) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by midnight).

## Electronic Communication **(Highly Recommended)**

Indicate if you have rules or preferences regarding e-mails. For instance, you may promise to reply within a certain number of hours, not accept work that is e-mailed, or be available at certain times for online synchronous conferencing. If you are using a learning management system such as D2L, you may wish to explain what it offers the student and how to use it. Please reference the [official SIU Student Email Policy](http://policies.siu.edu/policies/email.htm), if needed.

The following language is a **sample** of best practices and can be modified to fit your approach.

*This course uses a “three before me” policy regarding student-to-faculty communications. When questions arise during this class, please remember to check these three sources for an answer before asking me to reply to your individual questions:*

1. *Course syllabus*
2. *Announcements in D2L*
3. *The “Water Cooler” discussion board*

*This policy will help you in potentially identifying answers before I can get back to you and it also helps your instructor from answering similar questions or concerns multiple times.*

*If you cannot find an answer to your question, please first post your question to the “Water Cooler” discussion board. Here your question can be answered to the benefit of all students by either your fellow students who know the answer to your question or the instructor. You are encouraged to answer questions from other students in the discussion forum when you know the answer to a question to help provide timely assistance.*

*If you have questions of a personal nature such as relating to a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, you are welcome to contact me via email or phone. My preference is that you try to email me first. I will usually respond to email and phone messages from 8 am to 5 pm on weekdays, please allow 24 hours for me to respond.*

*If you have a question about the technology being used* *in the course, please contact the Help Desk for assistance (contact information is listed below).*

## Student Courtesy Policy **(Optional but Highly Recommended)**

Here you can explain the kind of courteous behavior you expect in your classroom, including rules about talking in class, consuming food or drinks in the classroom, cell phone use, and whether you allow personal computers or other recording devices in the classroom.

Here is an **example** from one SIU instructor’s syllabus:

***The classroom is a shared space where consideration and compassion for others are not negotiable****. These are* *a must! To learn the interpersonal and professional skills offered in the course requires that, as with a sport or any instrument, we practice them daily. A positive attitude, a willingness to listen and learn, and an embrace of differences as well as similarities.*

### Incomplete as a Course Grade (Required)

The following text is taken from the [*Undergraduate Catalog*](http://registrar.siu.edu/catalog/undergraduatecatalog.php)*,* Grading, and Scholastic Regulations section:

*An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student’s grade point average.*

The Incomplete policy for graduate courses, taken from the [*Graduate Catalog*](http://gradschool.siu.edu/about-us/grad-catalog/), is as follows:

*An INC grade should be assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. INC is not included in grade-point computation. An INC must be changed to a completed grade within one year from the close of the term in which the course was taken or graduation, whichever comes first. Should the student fail to complete the course within the time period designated, that is, one year from the close of the term in which the course was taken or graduation, whichever comes first, the Incomplete will be converted to a grade of F and the grade will be computed in the student’s grade point average. To complete the work from the original registration, a student should not register for the course again but should complete the work for the original registration if the original registration is within the normal time limits established for the degree. A contract for an INC grade must be established between the instructor and student at the time the INC grade is assigned. An extension may be granted if the request for the extension is made within the first year and approved by the Dean of the Graduate School and the Provost*.

### Course Mobile Technology Policy (Recommended, If Applicable)

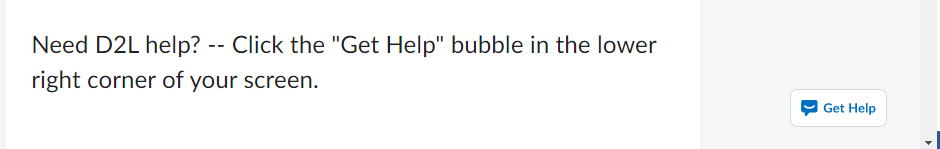
Include a statement indicating whether and how students may use laptops, iPads, netbooks, e-Readers, smartphones, etc. during your class. Please note that technology must be fully charged for class or if charging outlets are easily accessible.

### Technical Support (Required)

If having D2L Issues- you can always access the help desk:

**Phone:  618-453-5155**  
**Email:**[salukitech@siu.edu](mailto:mycourses@siu.edu)

Alternatively, you can look for the **Self-Help** button at the bottom right of the D2L **My Home** menu.



You can also list outside links to tech support for any outside programs you may use in your course.

**Academic Integrity Policy** (Required)

Information on SIU’s Academic Integrity Policy can be found in the *[Morris Library Guide on Plagiarism](https://saluki-my.sharepoint.com/personal/leticia_velasquez_siu_edu/Documents/ID Share folder/Website Documents/Morris Library Guide on Plagiarism)* and the [*SIU Student Conduct Code*](http://srr.siu.edu/student_conduct_code/).

**Use of Artificial Intelligence in This Course** (Highly Recommended)

Faculty can draft their own policies regarding AI. We highly recommend thinking about the following questions as you draft your policy (borrowed from [Stanford](https://teachingcommons.stanford.edu/teaching-guides/artificial-intelligence-teaching-guide/creating-your-course-policy-ai)):

* What is the policy and what tools does it apply to specifically?
* When does it apply? What conditions or contexts allow or preclude the use of AI?
* What processes and consequences result from non-compliance?
* What rationale and reasoning guide this policy?
* How do you provide support to students in relation to this policy?
* How does the policy show support for student well-being?

As much as possible, use inclusive language. [Stanford has created a useful module and guide for their faculty and other U.S. colleges and universities](https://teachingcommons.stanford.edu/teaching-guides/artificial-intelligence-teaching-guide/creating-your-course-policy-ai).

More guides and resources: [Artificial Intelligence | Center For Teaching Excellence | SIU](https://cte.siu.edu/instructional_support/ai_teaching.php)

Provost Syllabus Attachment (Required)

Information on important SIU dates and student services can be found on the [Provost’s website](https://pvcaa.siu.edu/forms/) within the current semester’s syllabus attachment. This is also located in a widget in MyCourses (D2L) and course page homes within D2L.