

SAMPLE SYLLABUS

UWF 4042 Creating Syllabi for Courses at UWF

Instructor: Dr. Claudia Stanny

Class Meets: 9:00 AM – 9:50 AM Monday, Wednesday, Friday
Room 214 / BLDG 53

Office: CUTLA, Room 210 / BLDG 53

Phone: 857-6355

E-mail: cstanny@uwf.edu

Web Site for Sample Syllabus and Advice on SLOs: <http://uwf.edu/cutla/frs-syllabus.cfm>

Office Hours: Days and times

(Check with your department chair about departmental policies and expectations about the number of office hours.)

Required Text:

McKeachie, W. J., & Svinicki, M. (Eds.) (2006). *Teaching tips: Strategies, research, and theory for college and university teachers*. Boston: Houghton Mifflin.
ISBN 0-618-51556-9

COURSE CATALOG DESCRIPTION

Prerequisite: UWF 1010

If this was a syllabus for a real course, the catalog copy for the course would be entered here. You can copy and paste the catalog description for your course from the online catalog (<http://uwf.edu/catalog/title.htm>).

Description of Course Topics

The basic elements of effective syllabus construction are presented. Topics include the required and recommended elements of a course syllabus, including specific language about University policies. The value of a well-constructed syllabus for organizing a course and providing students with clear and explicit understanding of instructor expectations will be addressed.

Student Learning Outcomes

Faculty who successfully complete this course should be able to:

Construct a syllabus for a course that includes all elements required by the University of West Florida.

Write student learning outcomes (SLOs) for a course that describe measurable student behaviors and work products that effectively reflect student learning goals for the course.

Write student learning outcomes that are meaningfully connected to the student learning outcomes for programs that require completion of this course.

Create a calendar of events for the course that includes approximate dates for discussion of course material, deadlines for assignments and exams, and other important dates that are relevant to the course.

Describe the benefits of a clear and detailed syllabus for effective course management and communication of instructor expectations.

UNIVERSITY POLICY ON ACADEMIC CONDUCT

Honesty in our academic work is vital, and we will not knowingly act in ways which erode that integrity. Accordingly, we pledge not to cheat, nor to tolerate cheating, nor to plagiarize the work of others. (UWF Student Life Handbook).

Academic dishonesty is a serious offense and will be taken seriously. Please refer to the UWF Student Life Handbook for a list of behaviors that fall under the definition of academic misconduct. The handbook also outlines the penalties for academic misconduct and the due process procedures that must be followed. (Links to the Student Life Handbook and the UWF Academic Conduct Statement are posted on the UWF web site at: http://www.uwf.edu/cas/resources_other.cfm.)

Additional Information on Plagiarism

Your writing is your intellectual property. Guard it carefully. Do not leave copies of your work on computers that are in common use. You could find yourself in the unpleasant position of trying to prove that you are the true author of this work. Save preliminary drafts of your work, reading notes, data collection sheets, and copies of library sources you make while researching your paper. You may be asked to produce these if questions of authorship arise. Make back-up copies to protect your work from computer failures.

Plagiarism is a serious violation of academic standards and will be punished severely. Students who plagiarize will fail the course and will be referred to the Dean for academic dishonesty. Some students are surprised to learn that they plagiarized themselves when they inappropriately used work produced for one course in another course. If you are unsure, ask your instructor for guidance. See the UWF Student Life Handbook for the University policy on academic conduct and plagiarism and the consequences for students who engage in academic misconduct. (A link to the UWF Plagiarism Policy is posted on the UWF web site at: http://www.uwf.edu/cas/resources_other.cfm.)

(These paragraphs were taken from a handout that describes the writing style, required elements of the laboratory report, and other details related to the preparation of a written report of student research projects for the Experimental Psychology Laboratory. You have my permission to borrow this language for your syllabus if it is useful.)

ASSISTANCE FOR STUDENTS WITH SPECIAL NEEDS

Students with special needs who require specific accommodations for examinations or other course activities should contact the Student Disability Resource Center (SDRC) (web address: <http://www.uwf.edu/SDRC>, telephone: 474-2387). SDRC will provide the student with a letter for the instructor that will specify recommended accommodations for individual students.

WEATHER EMERGENCY INFORMATION

In the case of severe weather or other emergency, the campus might be closed and classes cancelled. Official closures and delays are announced on the UWF website and broadcast on WUWF-FM.

Weather Emergency Information

- WUWF-FM (88.1MHz) is the official information source for the university. Any pertinent information regarding closings, cancellations, and the re-opening of campus will be broadcast.
- In the event that hurricane preparation procedures are initiated, the [UWF Home Web Page](#) and [Argus](#) will both provide current information regarding hurricane preparation procedures, the status of classes and the closing of the university.

Emergency plans for the University of West Florida related to inclement weather are available on the following UWF web pages:

Information about hurricane preparedness plans is available on the UWF web site: <http://uwfemergency.org/hurricaneprep.cfm>

Information about other emergency procedures is available on the UWF web site: <http://uwfemergency.org/>

EXAMS AND GRADING

This section should describe the number and type of exams scheduled for the course. This is a good place to outline your policies regarding missed exams, make-up exams, requests to take an exam early, policies regarding exams dates that conflict with approved University functions (travel to participate in athletic competitions, academic and student activities travel (conference attendance, participation in debates or other academic competitions, student government conferences, etc.).

Evaluation procedures for class assignments, projects, and participation should be described. If grades depend on a combination of exams and other assignments or class participation, describe how these will be combined to determine the final course grade.

Describe specific policies regarding the acceptance of late work; permission to make up a missed exam; procedures to request extensions of deadlines or arrange alternate exam dates when conflicts arise with official University functions (e.g., travel for athletes, debate teams, etc.) in this section.

Example:

Exams will be administered on the dates indicated in the schedule of readings and exams. Make-up exams will be permitted *only* in case of *serious illness* (that is, one that requires consultation with a physician). Should you miss an exam due to serious illness, you *must contact me no later than the first class meeting following the exam*. Make-up exams must be taken within **one week** of the exam date. You must bring documentation for your absence on the regular exam date. Only one make-up exam will be permitted per student during the term. Students will not be allowed to answer the bonus question when making up an exam.

Students who receive prior approval to miss an exam for a *University approved function* will be permitted to make up the exam, but *must* make arrangements to do so *before the exam date*. These exams must also be taken within one week of the exam date.

There will be **three (3) exams**. Each exam will contain approximately 50 multiple choice questions based on material from lectures and readings. These exams are one-hour exams that will test material covered in the interval following the last exam. An optional short essay question (the bonus question) will be included on each exam. Students who answer the bonus question can earn up to 5 additional percentage points on their exam. These points are added to the percent score computed for the exam. ***Only students who take the exam at the scheduled time will be allowed to answer the bonus question.***

Final grades will be based on the combination of exam grades and the grade for the in-class written assignments. Scores will be weighted as follows:

| | |
|---------------------------|---|
| Class exams (3) | 90% for average of exam scores (30% per exam) |
| Written Assignments (D2L) | 10% |

Letter grades will be assigned as follows:

| | | | |
|---------------|-----|-------------|-----|
| 93% or better | A | 77% to 79% | C + |
| 90% to 92% | A - | 73% to 76% | C |
| 87% to 89% | B + | 70% to 72% | C - |
| 83% to 86% | B | 60% to 69% | D |
| 80% to 82% | B - | 50% or less | F |

Attendance Policy

Describe your policy on course attendance. If class participation is a component of the course grade, this section is essential.

Classroom Behavior

Describe your expectations for student behavior in your class. This is your opportunity to set the tone for student interaction during the term. Describe your expectations for respectful behavior here. Do cell phones interrupt your train of thought? Tell students to turn their cell phones off here. Are you worried about students using electronic communication devices to cheat on exams? Establish your rules for keeping these items out of the classroom or in a non-functional mode during exams. Is it OK for students to eat in your class?

Sample Calendar of Events for a Spring Term Course

| Schedule of Lecture Topics, Assigned Readings, and Exams | | |
|---|---|--|
| Date | Lecture Topics / Exam / Assignment | Assigned Reading |
| Week 1* | Overview | Syllabus, Handout |
| Week 2 | Creating a Syllabus | McKeachie, Chapter 2 CUTLA Web Site |
| Week 3 | Topic | Reading |
| Jan 11 | Syllabus Assignment Due | |
| Jan 18 | Martin Luther King Holiday | |
| Jan 20 | Peer Review of Syllabus | In-class group activity |
| Feb 5** | Last Day to Drop Course with an automatic “W” and partial refund | Check your grades in this course before this date! |
| Week 4 | Topic for Week | Relevant Reading |
| Week 5 | EXAM 1 | |
| Week 6 | Topic for Week | Relevant Reading |
| Week 7 | Topic for Week | Relevant Reading |
| Week 8 | Topic for Week | Relevant Reading |
| Week 9 | Topic for Week | Relevant Reading |
| Week 10 | EXAM 2 | |
| | Spring Break Week March 8 – March 12 | |
| Week 11 | Topic for Week | Relevant Reading |
| March 24 | Last Day to Drop Course with an automatic “W” | Check your grades in this course before this date! |
| Week 12 | Topic for Week | Relevant Reading |
| Week 13 | Topic for Week | Relevant Reading |
| Week 14 | Topic for Week | Relevant Reading |
| Due Date | Course Term Project Due | |
| Week 15 | Topic for Week | Relevant Reading |
| Finals Week | Date and Time of Final Exam | |

* The calendar frequently provides dates instead of week numbers in a printed syllabus. The Academic Technology Center suggests that you plan your calendar for D2L courses in terms of weeks and/or modules and create a separate schedule of due dates that can be more easily revised from term to term.

** It is helpful to provide reminders to students of critical University deadlines. Try to ensure that students have reliable feedback about the quality of their performance before these deadlines.

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