# Course Syllabus

## Course Number and Name

### Course Information

**Course:** Number and Name

**Number of Credits:**

**Delivery Mode:** Face to face, hybrid, or online

**Course Schedule:** Semester, Dates, Times

### Faculty

Faculty member name(s); Contact information: Office Address, phone, email

### Course Description

Include the academic catalog description here.

### Course Outcomes

1. *Statement for each course outcome*
2. *Course outcomes should be stated as, “Upon completion of this course students will…”*
3. *Outcome statements typically begin with an action verb*
4. *Typically, 5-7 course outcomes are appropriate*

### General Education Outcomes

This course supports students’ achievement of the following general education outcomes:

1. *Include the language for each general education learning outcome supported by the course*

### Program Outcomes

This course supports students’ achievement of the following program outcomes:

1. *Include the program outcomes here supported by this course*

### Required Textbooks and Materials

Include the citations for the required textbooks and materials, software, course packets, etc.

### Course Assessments

Include descriptions of the course assignments and how they are linked to the course outcomes.

For instance…

*Example: Capstone Project*

*The individual capstone paper is the culmination of your learning in this course. It is recommended that you develop the concept/outline of your capstone project by the fourth week of class to allow you ample time to consult with the faculty on your concept (Course Outcomes: 1, 2, 3, 5)*

### Grading Scale

Include a grading scale that reflects how letter grades will be assigned.

For example,

|  |  |  |
| --- | --- | --- |
| *Letter Grade* | *Percent* | *Points* |
| *A* | *95 - 100* | *142 -150* |
| *A-* | *91 - 94* | *136 -141* |
| *B+* | *87 - 90* | *130 -135* |
| *B* | *82 - 86* | *123 -129* |
| *B-* | *77 - 81* | *115 -122* |

### Additional Meeting Times

Include any additional meeting times required of students, or optional times for faculty member accessibility such as office hours, study tables.

### Statement on the Expectation of Work

Include a statement on the expectation on how students will engage with you through direct instruction and for how long. See the *Policy on Academic Credit* in the [Faculty Manual](https://www.wittenberg.edu/administration/provost/faculty-manual) for examples of direct instruction. If this is an online course (synchronous or asynchronous) see the inventory of [*Equivalencies for Direct Instruction*](https://www.wittenberg.edu/sites/default/files/media/provost/Equivalencies-for-Direct-Instruction-2023.pdf). To give the students a sense of the number of hours of direct instruction they can expect see the [*Guidelines on Direct Instructional Minutes*](https://www.wittenberg.edu/sites/default/files/media/provost/Guidelines-Direct-Instructional-Minutes-2023.pdf).

### Time Commitment

Additionally, include a statement on the expectation of the amount of time a student might engage in work outside of the class, or outside the direct instruction activities. For example,

“*In this course, students should expect to spend at least twice as much time out of class doing work for each course as they spend in class*.”

### Course Outline, Schedule, and Due Dates

For example,

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Dates  | Concepts | Assignments  | Due Dates | Points |
| Week/ Module 1: | *Include objectives for this lesson. Aligned with specific course outcomes.**What additional direct instruction activities will students be expected to participate in?* | *How should students prepare for this lesson? Readings, exercises?* | *What are the due dates for the assignments for this lesson* | *How many points are associated with the assignments due this week?* |
| Week/ Module 2: |  |  |  |  |
| Week/ Module 3: |  |  |  |  |

### Course Policies

1. *Use of genAI: Each course instructor should have a syllabus statement that includes one of the three approaches listed below. If individual course assignments’ use expectations deviate from the syllabus statement, the instructor should inform the students appropriately. The course instructor should define and provide examples of what they believe constitutes use of advanced genAI tools within their course and discipline contexts.*
	1. *Prohibit all use of advanced genAI tools.*
	2. *Allow use of advanced genAI tools only with explicit and prior instructor permission. Choose this option if you are open to students using genAI tools for assignments only with prior permission. Use both your syllabus and assignment instructions to educate students when, how, and define what tools of which you permit use. Using your discipline’s guidelines (e.g., MLA, APA), help students understand how you expect citations of their use and whether you expect them to describe, or provide evidence of, the prompt provided and answers given by the genAI tool.*
	3. *Allow use of advanced genAI tools requiring explicit citation and acknowledgment. Choose this option if you are open to students using genAI tools at any time in your course requiring they describe and cite how the tools were used. Using your discipline’s guidelines (e.g., MLA, APA), help students understand how you expect citations of their use and whether you expect them to describe, or provide evidence of, the prompt provided and answers given by the genAI tool.*

### Course Policies, continued

1. *What specific course policies do you have as a faculty member? Some possible expectations could be related to:*
	1. *Using APA format*
	2. *Faculty feedback on assignments*
2. *Other information here could include University resources: tutoring, use of the Math Workshop and Writing Center.*
3. *How students should submit their assignments: online in Moodle, hard copy, etc.?*
4. *Etiquette related to online communication whether in Moodle discussion boards, email, etc.*
5. *Anything else?*

### Guidelines for Success

What other information would benefit the student or convey institutional policy? Some topics are included here:

* Moodle
* Technical Assistance
* Communication (E-mail & Course Messages)

### Diversity, Equity, and Inclusion Statement

### Ethics and Integrity

Faculty may include any statements relevant to the ethical standards to which they intend to hold students accountable. You may also use a statement such as:

*Integrity is the basis of trust. Your academic honor code binds you as students, which creates a similar environment of honesty. All academic work submitted at Wittenberg will carry the honor statement: “I affirm that my work upholds the highest standards of honesty and academic integrity at Wittenberg, and that I have neither given nor received any unauthorized assistance.”*

### Accessibility and Providing Equal Access

Your learning in this course is important to me. I invite you to talk with me about ways to ensure your full participation in and access to this course. Please be aware that Wittenberg is committed to providing reasonable accommodations for students with disabilities. If you are a person with a disability, you need to [register with Accessibility Services](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcm.maxient.com%2Freportingform.php%3FWittenbergUniv%26layout_id%3D15&data=05%7C02%7CSBroz%40wittenberg.edu%7Cfef7d79f58de4c05b68b08ddd5250cb0%7Ca6acd3dccdc44f03b27750c90323ac3d%7C1%7C0%7C638901077274440773%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=AfDkgUJA%2FPFP8npXHfUXh7YfZG%2FbXSl%2FjUdjgjJOLPY%3D&reserved=0) to receive academic accommodations.After you complete the registration process with Accessibility Services, please provide me with your academic accommodation memo so we may arrange a time to talk about your learning needs. Notification at the start of the term is essential to ensure timely facilitation of services as accommodations are not retroactive. If you have questions or would like more information about services for students with disabilities, please contact the Accessibility Services.

**Accessibility Services**

Location: COMPASS, Thomas Library

Email: accessibilityservices@wittenberg.edu

Phone: 937-327-7870

### Syllabus Change Statement

Course instructors reserve the right to adjust this syllabus and content to meet the needs of students and to address course outcomes. In the event of substantive changes, students will be notified via an announcement in class or in Moodle.