UWF 4042   Creating Syllabi for Courses at UWF   Fall 2018
Instructor: Dr. Claudia Stanny Class Meets: 10:00 AM – 10:50 AM Mondays

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Consultations by appointment

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Web site for sample syllabus and guidelines on writing student learning outcomes:
http://uwf.edu/offices/cutla/supporting-pages/syllabus-construction/

Office Hours

Provide a schedule of days and times when you will be available in your office.
Check with your chair about departmental policies and expectations about the number of office hours you should schedule.

Required Texts:

O'Brien, J. G., Millis, B. J., & Cohen, M. W. (2008). *The course syllabus: A learning-centered approach (2nd ed.).* San Francisco: Jossey-Bass. ISBN 978-0-470-19761-5

Stanny, C. J. (2015). *Syllabus construction.* Center for University Teaching, Learning, and Assessment, University of West Florida. [resource updated August 2018]
http://uwf.edu/offices/cutla/supporting-pages/syllabus-construction/

Svinicki, M., & McKeachie, W. J. (Eds.) (2013). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers (14th ed.).* Belmont, CA: Wadsworth/Cengage. ISBN-13: 978-1-133-93679-4

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. Copy and paste the catalog description for your course from the online catalog (http://catalog.uwf.edu/).

Description of Course Topics

The basic elements of a well-crafted syllabus will be discussed. Topics include the required and recommended elements of a course syllabus, including identification of specific language about University policies that are expected to appear in course syllabi. We will describe recognized best practices for organizing a learning-centered course and clearly communicating instructor expectations for the course on the course syllabus.

Student Learning Outcomes

Faculty who successfully complete this course should be able to:

> Create a complete and well-documented 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.
>
> Upload the course syllabus to Classmate and the FACS data base by the end of the first week of classes.

Software and technology skills expected or strategies for success in this course

Identify special skills with technology or software required to complete assigned work in the class. Describe study strategies that promote successful learning in your course. Some instructors encourage students to form study groups or use publisher-sponsored web sites with free study resources.

Class Projects and Assignments

Describe any course assignments or sections of exams that will be used to determine the final grade in the course. Tell students if any of these will be used as data for program-level assessments. This information helps students understand how the course contributes to the learning goals for the program and their development as professionals in the discipline.

If you have a grading key or rubric that describes your expectations and criteria for superior, average, and acceptable work, mention the rubric on the syllabus. Some instructors include short rubrics and grading keys in the syllabus. Many instructors provide information on the syllabus about where students will find the rubric (posted on a faculty web site, in eLearning, or distributed as a handout when the assignment is made).

You can evaluate your syllabus in two ways. The **Rubric for Self-Evaluation of a Syllabus,** posted on the CUTLA web site, enables you to evaluate the degree to which your syllabus included elements required by UWF policy (Part I) and the number of "best practices" for a learning-centered course you describe on your syllabus (Part II). A new rubric, **Rubric for a Transparent, Learning-Focused Syllabus**, evaluates how well your syllabus communicates a learning-centered approach to teaching and communicates expectations to students.

Attendance Policy

Describe your policy on course attendance. If class participation is a component of the course grade, this section is essential. **If your course satisfies a General Education requirement, the syllabus must state that attendance is mandatory** (based on University policy implemented in Fall 2015).

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. If you expect students to work in groups, describe your expectations for individual contributions to group work. Describe the boundaries for collaboration among group members on individual written assignments related to the group work.

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 such as travel to participate in athletic competitions, academic and student activities travel to attend a conference or to participate in debates or other academic competitions.

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.

Information about proctored exams. For online courses and any course in which a major exam (e.g., midterm or final exams) will be administered in eLearning, describe course policy regarding proctored exams. Include information on the course syllabus to identify specific exam dates, times, and procedures for taking the exams and the projected costs to the student associated with taking proctored exams (e.g., costs associated with using ProctorU for secure exam proctoring). Instructors must also post information about the use of proctored exams for students in Classmate, the online course registration system.

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.

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

UNIVERSITY POLICY ON ACADEMIC CONDUCT

> The University of West Florida is dedicated to the highest principles and standards of academic integrity. An academic violation by a student can negatively impact a class, program and/or college in ways that are unique to each discipline. . . . Academic integrity is closely related to professional ethics and requires that students honestly acknowledge their use of the ideas, words, and written work produced by any other individual, institution or source. Failure to acknowledge properly the use of another's intellectual output constitutes a form of academic misconduct. (UWF Academic Misconduct Code, UWF Student Planner and Handbook 2011-2012, p. 38)

Academic dishonesty is a serious offense and will be taken seriously. Please refer to the UWF Student 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.

The Student Code of Conduct as wells as information about Academic Conduct is posted at the following URL (Dean of Students Office):

https://uwf.edu/academic-engagement-and-student-affairs/departments/dean-of-students/office-of-student-rights-and-responsibilities/student-code-of-academic-conduct/

Additional Information on Plagiarism

Your writing is your intellectual property. Guard it carefully. 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.

I reserve the right to submit written assignments to the Turnitin service or use other methods to evaluate the originality of the work submitted. I will remove personal identifiers from any electronic files I submit to the Turnitin database for evaluation.

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 Planner and Handbook and the Student Code of Conduct for information about the University policy on academic conduct and plagiarism and the consequences for students who engage in academic misconduct.

ADVICE AND RESOURCES TO HELP STUDENTS SUCCEED AT UWF
STUDY STRATEGIES FOR THIS COURSE

Describe specific strategies and resources that will help students learn the content and skills described in the course learning outcomes. If you use a rubric to evaluate student work, post the rubric in eLearning and explain that students can improve the quality of their essays (and improve their grade) if they use the rubric to self-evaluate and edit their work before they submit an assignment. Describe the importance of practice and the role of homework for practicing problem-solving skills discussed in the course.

MANAGING STRESS

At the University of West Florid, we recognize that to learn, thrive, and flourish, you may need a little assistance. Please take advantage of the free resources here on campus. If you experience a health concern, contact Student Health Services at (850) 474-2172. If you experience a mental health or substance use concern contact Counseling and Psychological Services at 850-474-2420. In a mental health emergency, students can reach a counselor on call 24 hours a day by calling 850-474-2420 and following the prompts.

ASSISTANCE REPORTING DISCRIMINATION

The University of West Florida faculty members are committed to supporting students and upholding the University's non-discrimination and harassment policies. Under Title IX, discrimination and harassment based upon sex or gender (including sexual violence and sexual misconduct) are prohibited. If you experience an incident of sex/gender-based discrimination or harassment, you do not have to go through the experience alone. Know that while you may talk to a faculty member, understand that as a "Responsible Employee" of the University the faculty are required to notify the University's Title IX Coordinator so that support services can be provided to you. If you would like to speak with someone confidentially, you may schedule an appointment with the UWF's Counseling and Psychological Services at (850) 474-2420. This service is free for students. Faculty can also help direct you, or you may refer to UWF's Equity and Diversity office for additional resources.

ASSISTANCE FOR STUDENTS WITH SPECIAL NEEDS

The University of West Florida supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, such as time-limited exams, inaccessible web content, or the use of non-captioned videos and podcasts, reasonable accommodations can be arranged. Prior to receiving accommodations, you must register with Student Accessibility Resources (SAR). Appropriate academic accommodations will be determined based on the documented needs of the individual. For information regarding the registration process, e-mail sar@uwf.edu or call 850.474.2387.

VETERANS SERVICES

The **UWF Military & Veterans Resource Center (MVRC)** serves as a leading campus advocate for military and veterans students, working to ensure the needs of these individuals are met through coordinating with multiple university offices and services. The center provides assistance with the following: GI Bill ® education benefits, active duty tuition assistance, out of state fee waiver, tutoring, paper reading, counseling, disability accommodations, coordinating academic advising and referral to state /federal resources and services. The MVRC is located in Bldg. 38. For more information on MVRC services, call 474-2550 or visit http://uwf.edu/militaryveterans.

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 MyUWF 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://uwf.edu/offices/environmental-health-safety/weather-resources/hurricane-and-tropicalstormpreparedness/

Information about other emergency procedures is available on the UWF web site: http://uwf.edu/offices/environmental-health-safety/emergency-plans-procedures/emergencyoperationsand-procedures/

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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Document Revised October, 2015