# Course Designator and Number (example – ENGL 101)

Course Title

[Note: This document is formatted for ADA accessibility. *Example text* is provided within required and recommended sections; please modify the example text to conform to your specific course. Delete the optional sections that are not applicable and populate required sections with accurate information for your course.]

**Instructor Contact Information**

Instructor Name and Preferred Title:

Phone:

E-mail:

Office:

Office Hours:

GTA Name and Preferred Title:

GTA Contact information:

GTA Office:

GTA Office Hours:

**Class Time and Location**

Class Time:

Class Location:

## Semester: (example—Fall 2024)

[Start and ends dates for the course must be designated if the course timeframe falls outside traditional Fall, Spring, and Summer semesters.]

## Course Hours and Instructional Methods:

[Insert number of credit hours assigned to the course including explanation of instructional time expected for out-of-class student work per credit (see <https://policy.ku.edu/registrar/credit-hour>).

[Please provide the course instructional mode that is published in the [Schedule of Classes](https://classes.ku.edu/), with context such as in-person class, hybrid classroom class, hybrid online class, online class (see [Instruction Mode Help Sheet](https://kslegislature.gov/li_2022/b2021_22/committees/ctte_h_apprprtns_1/documents/testimony/20210311_16.pdf)), lecture only, lecture and lab combination, seminar, studio, small-group activities or group projects, experiential or service-learning, in-class discussion, web-delivered content or assessment, etc. If a proctored or online exam is given for an online course, the due date and any cost to the student shall be noted.]

## Course Description

[Enter the description exactly how it appears in the [Academic Catalog](https://catalog.ku.edu/). Additional information may be added (as needed) to supplement the course description from the catalog.]

## Full Course Description (optional)

[Enter an extended description of the subject matter of the course. Also include any technical characteristics of the course such as if it is required or an elective, or any requirements for enrollment.]

## Prerequisites (optional)

[Enter any prerequisites for the course. If there are none, include a statement that says “There is no prerequisites for this course.”]

## Learning Outcomes

[Course learning outcomes describe what the instructor plans to cover in the course. These may be mandated by the department and/or accrediting body and should be related to the Course Catalog description and the scheduled topics. Visit the [Center for Teaching Excellence](https://cte.ku.edu/teaching-resources) for resources about developing course-level learning outcomes.

For all KULC [KU Core 34 Curriculum-](https://policy.ku.edu/provost/core-curriculum)certified courses, the syllabus must clearly state that status and must articulate the KU Core 34 learning goal covered in the course and certified through the University Core Curriculum Committee (UCCC).]

*Example text:*

*After successful completion of this course, you will be able to:*

1. *Discuss how specific illness characteristics and treatments impact Health Related Quality of Life (QoL),*
2. *Explain how socio-ecological systems impact and are impacted by health and health behaviors,*
3. *Evaluate and apply peer-reviewed research to health-related concerns,*
4. *Apply empirically derived conceptual models of health promotion to a range of health behaviors, and,*
5. *Articulate how mental health professionals integrate with other health care professionals in a range of medical settings.*

## Course Materials

[Include any required texts and course materials. Include links when applicable. For all books, include the ISBN number and edition. Differentiate between required and optional textbooks. Materials may be organized in a variety of ways depending on the course.]

[If special tools or supplies are required, such as graphing calculators, etc., indicated their availability, e.g., must be purchased, obtained for library reserve, class handouts, etc.)

## Technology Requirements (Optional)

[Include any necessary information about technology requirements. Sample language is below.]

*Example text*

*The PowerPoint lecture presentations, links to articles, assignments, quizzes, and rubrics are located on the Canvas site for the course. To participate in learning activities and complete assignments, you will need:*

* *Access to a working computer that has a current operating system with updates installed, plus speakers or headphones to hear lecture presentations (transcripts provided);*
* *Reliable Internet access and a KU email account;*
* *A current Internet browser that is compatible with Canvas (Google Chrome is the recommended browser for Canvas);*
* *Microsoft Word as your word processing program; and*
* *Reliable data storage for your work, such as a USB drive or Office365 OneDrive cloud storage.*

*If your computer does not have Microsoft Word, Office 365, you can download Microsoft Office at no cost by logging into*[*Office 365*](https://office365.ku.edu/)*with their KU Online ID.*

## Minimum Technical Skills Needed (optional)

[Include any necessary information about minimum technical skills required for your course. Sample language is below.]

*Example text*

*Minimum technical skills are needed in this course. All work in this course must be completed and submitted online through Canvas. Therefore, you must have consistent and reliable access to a computer and the Internet. The minimum technical skills you have include the ability to:*

* *Organize and save electronic files;*
* *Use KU email and attached files;*
* *Check email and Canvas daily;*
* *Download and upload documents;*
* *Locate information with a browser; and*
* *Use Canvas.*

## Technical Support (optional)

[Include any necessary information about technology support from KU or 3rd party vendors. Sample language is below.]

*Example text*

*If you have problems with your computer, technology, IT-related questions, support, including Canvas, please contact KU IT at* *itcsc@ku.edu**, (785) 864-8080, or Room 201 in Anschutz Library for in-person assistance.*

## Course Assignments and Requirements

[Include all course assignments, including extra-curricular activities, such as fieldtrips, clinical encounters, simulation activities (<https://policy.ku.edu/provost/field-trips>). Sample assignment descriptions are below provided. Insert any specialty accreditation requirements if applicable.]

### General Assignment Information

*Example text*

* *All coursework (assignments, exams, etc.) is secured in Canvas with a username and password.*
* *All assignments and exams are on the day indicated on the course schedule.*
* *All online quizzes and tests are secured in Canvas with a password.*
* *Complete rubrics will be provided in Canvas.*

### Formatting (Optional)

[Include information regarding the formatting guidelines for your assignments. Sample language is below.]

*Example text*

*All written assignments are required to be submitted using Microsoft Word.**There are no exceptions to this rule. Documents should be proofread to avoid spelling and grammatical mistakes. Additionally, all written assignments will be evaluated based on “quality” and not simply “quantity.” In addition, all written assignments should adhere to the following guidelines:*

* *Spacing: one and a half;*
* *Font: either Tahoma or Arial in 12 point (size);*
* *Title of assignment centered on first page, followed by student name in next line;*
* *Documentation for all references and quotations using APA style; and*
* *Accurate spelling and grammar.*

### Quizzes (Optional)

*Example text*

*Be prepared to respond briefly in writing to short-answer questions on the assigned material frequently during the semester. If you are keeping up with the reading, the quizzes will be an excellent way to bolster your course grade. However, if you miss class or are tardy when the quiz is given, you cannot make it up later. Familiarize yourself thoroughly with the titles of the selected readings, the authors, the main characters, and the major turning points in the plot. Be sure to look up the definitions for words you do not understand.*

### Response Paper (Optional)

*Example text*

*An important goal of education in the Humanities is to develop the capacity for independent, analytical, interpretive thought, especially in response to complex readings that involve a purposeful manipulation of language. Your Response Paper allows you to build these important skills as you confront the author’s narrative artistry in one of our selected readings. Submit a brief paper (2-3 pages) through Canvas that responds in some way to one of our novels, stories, histories, or autobiographies. In it, you should reflect on some particular aspect of the work that stands out in your mind as especially memorable, striking, or exceptionally well-written. Try to analyze the literal and symbolic wording of the passage and to work through the individual elements of the scene that make you feel the way you do: the setting, the events that form the plot, the age and appearance of the characters, the dialog, the imagery, or the narrative stance —just to name a few.*

### Graduate Student Assignment (Optional)

*Example text*

*Additional graduate student assignment: Graduate students will analyze the current literature and develop a 3-5 page literature review on a topic provided by me. This literature review must be word processed in 12-point Arial font and have appropriate APA style formatting. Additional instructions and a complete rubric are provided in Canvas.*

### Evaluation Criteria and Grading Scale

[Adhere to USRR II, Section 3. Include a statement that a course evaluation will be available to students through an end-of-semester Student Survey of Teaching, if applicable. The following statement may be used: ]

**Student Survey of Teaching**

[Syllabus must note that a course evaluation will be available to students, if applicable.]

*Example Text:*

*You will have multiple opportunities to provide feedback on your experience in this course. Suggestions and constructive criticism are encouraged throughout the course and may be particularly valuable early in the semester. To that end, I will use mid-semester surveys and/or reflection assignments to gather input on what is working well and what could be improved. You will also be asked to complete an end-of-semester, online Student Survey of Teaching, which could inform modifications to this course (and other courses that I teach) in the future.*

**Grading**

[Syllabus must include the course evaluation criteria and grading scale.]

*Example text*

*All grades will be posted on Canvas. You are strongly encouraged to check your scores in Canvas regularly. A final letter grade will be assigned based on percentages.*

| *Assignment Weights* | *Percent* |
| --- | --- |
| *Class Participation* | *20%* |
| *Quizzes*  | *20%* |
| *Critical Essay* | *20%* |
| *Response Paper* | *10%* |
| *Midterm Exam* | *10%* |
| *Final* | *20%* |
| *Total* | *100%* |

*Discussion Board (10 @ 10 points each) - 100 points*

*Quizzes (5 @ 20 points each) - 100 points*

*Analysis Paper (1 @ 100 points) -150 points*

*Hands-on Project (1 @ 400 points) - 400 points*

*Final Exam (1 @ 250 points) - 250 points*

***Total Points - 1000 points***

*90-100% = 900 – 1000 points = A*

*80-89% = 800 – 899 points = B*

*70-79% = 700 – 799 points = C*

*60-69% = 600 – 699 points = D*

*Below 60% = 0 – 599 points = F*

**Grading Scale**

*89.5% - 100% = A*

*84.5% - 89.4% = B+*

*79.5% - 84.4% = B*

*74.5% - 79.4% = C+*

*69.5% - 74.4% = C*

*64.5% - 69.4% = D+*

*59.5% - 64.4% = D*

*0% - 59.4% = F*

### Incomplete Grades

You may assigned an 'I' (Incomplete) grade if you are unable to complete some portion of the assigned course work because of an unanticipated illness, accident, work-related responsibility, family hardship, or verified learning disability. An Incomplete grade is not intended to give you additional time to complete course assignments or extra credit unless there is indication that the specified circumstances prevented you from completing course assignments on time.

### Attendance Policy

[Reference or use the [University Excused Absences](https://policy.ku.edu/governance/USRR#art2sect1) policy (USRR 2.2.1).]

### Late Work/Make-up Policy (Optional)

[Provide course requirements for late work or missed work.]

*Example Text*

*Makeup assignments and exams will be given without penalty if you have an* [*excused absence*](https://policy.ku.edu/governance/USRR#art2sect1)*. Unexcused absences from assignments and exams will result in a significant point deduction. You are allowed to make up one assignment without penalty one time this semester. Review the course schedule for all assignment due dates.*

### Class Behavioral Expectations (Optional)

[Please provide guidance on what is expected in the classroom, virtual discussions, groupwork, etc.].

*Example text*

*Professionalism will be expected at all times. Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement. Courtesy and kindness is the norm for those who participate in my class.*

### Academic Integrity (Optional)

[Please tailor this statement to the specific objectives of your course/college and the goals of your profession. Instructors are encouraged to clearly communicate their expectations related to academic misconduct, plagiarism, and the use of external assistance or work (i.e., group work, non-KU tutoring, artificial intelligence).]

### IRISE Culture Charter (Optional)

[A link to the IRISE Culture Charter could potentially replace the above two statements].

*Example text*

*Our class operates as a learning community grounded in the University of Kansas's IRISE culture charter: Integrity, Responsibility, Innovation, Stewardship, and Excellence. Adopted in Fall 2023, these core values guide how we engage with course material, interact with one another, and approach our academic work together, providing a foundation for our classroom culture. You can learn more about them* [*here*](https://provost.ku.edu/irise-culture-charter)*.*

## **Subject to Change Statement** (Optional)

[Instructors are encouraged to provide a statement describing whether and how the syllabus or calendar might change, including how the instructor will communicate changes to students and document such modifications.]

## Academic Success

[At a minimum please provide the Student Resources Page on the Academic Success Website-- <https://academicsuccess.ku.edu/student-resources-0>. Alternatively, create a tab in Canvas that includes all policies and refer students to the tab here.]

*Example text*

*In addition to any polices and resources noted above, the* [*KU Academic Success Student Resources*](https://academicsuccess.ku.edu/student-resources-0) *website provides links to KU Policies and Resources pertaining to academic misconduct, grading polices, harassment and discrimination, diversity and inclusion, mandatory reporting, equal opportunity and affirmative action, and student rights and responsibilities. Please visit the site to familiarize yourself with these policies and resources. If you have questions or concerns about any of these policies, statements, or resources, please let me know, or contact Student Affairs directly.*

[You can also include each policy or resource individually--both required and recommended policies are listed below with their respective URLs —and provide additional context as appropriate for your discipline, course, or teaching philosophy]

**Student Resources**

* University Academic Support Centers
	+ <https://access.ku.edu/> Required
* Counseling and Educational Support Services Recommended
	+ - *Counseling and Psychological Services* ([http://caps.ku.edu/)](http://caps.ku.edu/%29The)
		- *The KU Writing Center* (<https://writing.ku.edu/>)
* Religious observances Recommended
	+ <https://diversity.ku.edu/religious-observances>

**University Policies**

* Academic Misconduct Required
	+ <https://policy.ku.edu/governance/USRR#art2sect7>
* Change of Grade Required
	+ <https://policy.ku.edu/registrar/grade-change>;
	+ <https://policy.ku.edu/governance/USRR#art2sect3>
* Commercial Note-Taking Required
	+ <https://policy.ku.edu/provost/commercial-note-taking>
* Mandatory Reporting (Title IX/Civil Rights) Required
	+ <https://policy.ku.edu/civil-rights/mandatory-reporting>
* Nondiscrimination, Equal Opportunity, and Affirmative Action Required
	+ <https://policy.ku.edu/IOA/nondiscrimination>
* Sexual Harassment Required
	+ <https://policy.ku.edu/civil-rights/sexual-harassment>
* Student Rights and Responsibilities Required
	+ <https://policy.ku.edu/student-affairs/student-code>
* Racial and Ethnic Harassment Policy Required
	+ <https://policy.ku.edu/civil-rights/racial-ethnic-harassment-policy>
* Commitment to Integrity and Ethical Conduct Recommended
	+ <https://policy.ku.edu/Chancellor/statement-commitment-integrity-and-ethical-conduct>
* KBOR Statement on Free Expression Recommended
	+ <https://publicaffairs.ku.edu/freedom-of-expression>
* Weapons, Including Firearms Recommended
	+ <https://policy.ku.edu/university-kansas-policy-weapons-including-firearms-effective-july-1-2017>

## Course Schedule

[Please provide a detailed list of assignments, readings, exams, quizzes, etc. in logical units in a weekly/daily schedule, including assignment due dates and exam dates. Can be appended as a separate calendar].

| **Week** | **Date** | **Topic** | **Assignment** | **Due Today** |
| --- | --- | --- | --- | --- |
| First Day of Classes [insert date] |
| **1** |  |  |  |  |
| **2** |  |  |  |  |
| **3** |  | Labor Day—No Classes Monday  |  |  |
| **4** |  |  |  |  |
| **5** |  |  |  |  |
| **6** |  |  |  |  |
| **7** |  |  |  |  |
| **8** |  |  |  |  |
| **9** |  | Fall Break-No classes M/T |  |  |
| **10** |  |  |  |  |
| **11** |  |  |  |  |
| **12** |  |  |  |  |
| **13** |  | Thanksgiving—No class W, Th, F |  |  |
| **14** |  |  |  |  |
| **15** |  | Last Week of Classes |  |  |
| **16** |  | Finals Week |  |  |