## Course Title

### Instructor and About the Course

#### Contact Information

First Last:

Email:

Office Location:

Office Hours:

#### Instructor Bio

Include biographical instructor information pertinent to the course being taught.

#### Communication

All syllabi should specify the following communication criteria in clear concise language

(Note: This should be:

1. What is your preferred method of contact?

2. Are there additional contact options? (phone during business hours?)

3. When should the student expect a response from the instructor?

4. What should the student do when no response is received within the suggested timeframe?

#### Course description

In most instances the course description should match that used in the official University of Colorado Boulder Course Catalog. Online course descriptions for most courses can be found here: <https://catalog.colorado.edu/>

#### Course Objectives

This section should have measurable course objectives to let students know what they will be able to do at the end of the course. To write the objectives, we strongly encourage using the Bloom’s Taxonomy Action Verb Chart that has been included with the course syllabus template.

At the beginning of the course when students are learning terms and getting familiar will the subject, the objectives can be written using verbs from the level 1 (Knowledge) and level 2 (Comprehension). As student progress through the course and increase their knowledge of the topic, objectives can be more challenging and be written at level 3 (Application), and level 4 (Analysis). As students continue to increase their knowledge of the topic, the objectives should use verbs that are at levels 5 (Synthesis) and level 6 (Evaluation).

Below is an example of measurable objectives using Bloom’s Taxonomy Verbs.

1. Define the basic elements of project reporting. Level 1
2. Explain the importance of each component that comprises a project. Level 2
3. Apply project concepts, factors, and life cycle issues. Level 3
4. Examine and apply various methods used for project selection. Level 4
5. Evaluate, apply and assess project software to manage projects. Level 6

(You can have more than one objective for a level, but the objectives should cover all of the Bloom’s Taxonomy Levels.)

#### Prerequisites

List any previous coursework required to participate and complete this course.

#### Required Texts

List both required and recommended texts including author’s names, edition numbers, and ISBN numbers when available. Also, list any alternative sources for required textbooks in the event that they are not available at the CU Boulder Bookstore.

#### Method of Instruction

Explain how the content will be presented in the online format compared to how it is done in the face-to-face format, and then how you will address any challenges the online format presents.

#### Student Responsibilities and Class Expectations

In this section you should explain the expectations you have from the students in order to successfully complete this coursework. This is necessary to allow the student to approximate the time commitment required for successful completion of the course. The intention is to give students the opportunity to reconsider their course choices based upon the workload required of each course and their own prior commitments and obligations. This information may be included within the course outline or under its own heading following the course description and outcomes. Describe what students can expect from you and what are expecting of them.

### Assignments and Grading

#### Assignments

This section of the syllabus should outline and describe in detail the number of assignments, readings, quizzes, exams, discussions, projects and any other required responsibilities of the students.

#### Submission Policies

It is important to communicate to your students exactly how you expect them to format and submit any assignments. Different instructors have different expectations about how students should submit their work, so you can’t expect the students to rely upon past experience. How students submit assignments should be included and most often assignments are submitted through the Learning Management System assignment tool.

When stating the submission policy, it is also advisable to include information regarding how long students should anticipate it should take for feedback on their submissions.

#### Grading Criteria and Points Breakdown

There are two levels of grading criteria that will interest your students. The syllabus should clearly outline how the student’s final grade will be calculated including points, weights and percentages of all assignments (where applicable). This could be communicated in a simple table providing a brief description on each required assignment including the total points/weight each assignment will have upon the final grade.

Students will also want to know how each individual assignment or responsibility will be assessed and applied towards their final grade. The information regarding specific grading criteria for each assignment does not have to be documented in your syllabus, but should be provided to the student as part of the assignment description. Where feasible the use of a grading rubric is highly recommended.

#### Grading Scale

Grades will be assigned as follows:

| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 94-100 | 90-93 | 87-89 | 83-86 | 80-82 | 77-79 | 73-76 | 70-72 | 67-69 | 63-66 | 60-62 | <60 |

Note: This is the default grading scheme in Canvas. If you use a different grade distribution, you will need to setup a custom grading scheme.

### Course and University Policies

#### Specific Course Policies

Use this space to add all your policies specific to your course, for instance the use of textbooks during test or requiring the completion of assignments on third party platforms (e.g. Cengage MindTap or Pearson MyLab)

#### Course Plagiarism Policy

Include details on your own plagiarism policy for this course. [Review the campus options and requirements for reporting plagiarism.](http://www.colorado.edu/policies/academic-integrity-policy)

#### Inclusivity

Check with your department for an inclusivity statement, if your department does not have an existing statement or does not required one, you can create your own or remove this section from your syllabus.

#### Netiquette

Example Netiquette Policy – adapt to meet the requirements of your course.

All students should be aware that their behavior impacts other people, even online. I hope that we will all strive to develop a positive and supportive environment and will be courteous to fellow students and your instructor. Due to the nature of the online environment, there are some things to remember.

1. Always think before you write. In other words, without the use of nonverbals with your message, your message can be misinterpreted. So please think twice before you hit submit.
2. Keep it relevant. There are places to chat and post for fun everyday stuff. Do not stray from the discussion in the assigned questions.
3. Never use all caps. This is the equivalent of yelling in the online world. It is not fun to read. Only use capital letters when appropriate.
4. Make sure that you are using appropriate grammar and structure. In other words, I don’t want to see anyone writing “R U” instead of “are you”. There are people in the class that may not understand this type of abbreviation, not to mention it does nothing to help expand your writing and vocabulary skills. Emoticons are fine as long as they are appropriate. A smile ☺ is welcome, anything offensive is not.
5. Treat people the same as you would face-to-face. In other words, it is easy to hide behind the computer. In some cases, it empowers people to treat others in ways they would not in person. Remember there is a person behind the name on your screen. Treat all with dignity and respect and you can expect that in return.
6. Respect the time of others. This class is going to require you to work in groups. Learn to respect the time of others in your group and your experience will be much better. Always remember that you are not the only person with a busy schedule, be flexible. Do not procrastinate! You may be one that works best with the pressures of the deadline looming on you, but others may not be that way. The same is true for the reverse. The key to a successful group is organization, communication and a willingness to do what it takes to get it done.

Website: <http://www.albion.com/netiquette/corerules.html>

Compiled by Melissa Landin, Instructor, Dept. of Communication, Inver Hills Community College, mlandin@inverhills.edu

#### University Policies

Your Instructional Designer will link the University Polices under the CU Resources Page (also provided by your ID) to your syllabus once is complete in Canvas.

#### Course Outline or Schedule

The course outline should be as detailed as possible and should present the student with information regarding the sequence and timeline of course topics and assignments. Term-based courses often use a calendar format with specific due dates to present this information.

\*\*It is recommended to provide a detailed outline/schedule as a separate document/page\*\*