Instructor: Phone:

Office: Email:

Office Hours: [List if fixed; If not fixed, indicate how students can arrange to meet you]

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## Description:

[official catalog description only – exactly as written]

### Additional Course Description:

[If you wish to describe the course in further detail]

## Prerequisite / Co-requisite: [only those listed in official catalog, otherwise “None” – other helpful information about how to prepare for the course should be included in the “Additional Course Description” section above.]

## Audience:

## Credits:

[Enter the number of credits for the course]

[If this is a variable credit course, explain difference in work per credit]

## Course Fees and/or Costs

## Enter any applicable course fees or additional costs beyond tuition that the

## student should expect to incur. Note whether fees/costs are funded or the responsibility of the student.

## Learning Objectives:

**After taking this course, the students will be able to:**

[Objectives are usually stated, using action verbs, as knowledge, skills, and/or attitudes. They should be demonstrable and measurable. Each objective should be associated with one or more activities, assignments, tests/exams, and/or events in the course. Please make every effort to use this language in expressing your learning objectives. See the Faculty Center for Teaching and Learning at <http://facultycenter.ischool.syr.edu/teaching-2/syllabi/required-statement/> ] NOTE: learning objectives must be written in behavioral/measureable terms (e.g., describe, create, perform – NOT understand, think) and align with course activities and assessments/tests. For definitions and examples of acceptable learning objective format follow this link: <http://universitysenate.syr.edu/curricula/courses-proc/syllabus/#learning_objectives_definition> Remember, learning objectives are NOT activities (e.g., read an article, perform an experiment.) they are the learning results of such activities, e.g, describe a theory, perform a skill, argue different perspectives.

## Bibliography/ Texts / Supplies – Required:

## Bibliography/ Texts / Supplies– Additional:

[Recommended readings, recommended textbooks, additional helpful items for the course]

## Course Requirements and Expectations:

[Enter required activities and projects and how each relates to the learning outcomes listed for the course – each activity or project should reference at least one learning objective. Double-numbered ugrad/grad courses must specify a distinction in coursework/assignments and grading for grad and undergrad.]

## Grading:

[Enter grading scheme - Percent value of how each assignment is counted and weighed is required, along with Percentage &/or points you will require for students to earn A, A-, B+, etc.

For Undergraduate courses, you must specify percentages or points for how students would earn A,A-,B+,B,B-,C+,C,C-,D,D-,F

For Graduate courses, you must specify percentages or points for how students would earn A,A-,B+,B,B-,C+,C,C-,F

In the case of jointly held grad/undergrad courses, you need to clarify the differences for both grad and undergrad grading.

## University Attendance Policy

Attendance in classes is expected in all courses at Syracuse University. Students are expected to arrive on campus in time to attend the first meeting of all classes for which they are registered. Students who do not attend classes starting with the first scheduled meeting may be academically withdrawn as not making progress toward degree by failure to attend. Instructors set course-specific policies for absences from scheduled class meetings in their syllabi.

It is a federal requirement that students who do not attend or cease to attend a class to be reported at the time of determination by the faculty. Students should also review the university’s religious observance policy and make the required arrangements at the beginning of each semester.

## Course Specific Policies on attendance, late work, make up work, examinations if outside normal class time, etc.:

[Enter your particular policies for these items here – adjust the section title above as needed and use additional sub-headers to separate items in order to make them easy to identify.]

## How to Succeed in This Course

Please note that this is a highly recommended section to add to your syllabus. We are not placing an actual example statement as this should be written to match how your learners can succeed in your course. Peggy Takach is available to assist.

[Enter any additional information about the course that will be needed for students]

## Syracuse University Policies:

## Students should review the University’s policies regarding: Diversity and Disability <https://www.syracuse.edu/life/accessibilitydiversity/>; the Religious Observances Notification and Policy <http://supolicies.syr.edu/studs/religious_observance.htm>; and Orange SUccess - <http://orangesuccess.syr.edu/getting-started-2/>.

## Disability-Related Accommodations

Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. If you believe that you need academic adjustments (accommodations) for a disability, please contact the Office of Disability Services (ODS), visit the ODS website– http://disabilityservices.syr.edu, located in Room 309 of 804 University Avenue, or call (315) 443-4498 or TDD: (315) 443-1371 for an appointment to discuss your needs and the process for requesting academic adjustments. ODS is responsible for coordinating disability-related academic adjustments and will issue students with documented Disabilities Accommodation Authorization Letters, as appropriate. Since academic adjustments may require early planning and generally are not provided retroactively, please contact ODS as soon as possible. Our goal at the iSchool is to create learning environments that are useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment or achievement, please meet with me to discuss additional strategies beyond official accommodations that may be helpful to your success.

## Academic Integrity Policy

Syracuse University’s Academic Integrity Policy reflects the high value that we, as a university community, place on honesty in academic work. The policy defines our expectations for academic honesty and holds students accountable for the integrity of all work they submit. Students should understand that it is their responsibility to learn about course-specific expectations, as well as about university-wide academic integrity expectations. The policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same work in more than one class without receiving written authorization in advance from both instructors. Under the policy, students found in violation are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered as described in the Violation and Sanction Classification Rubric. SU students are required to read an online summary of the University’s academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice. For more information about the policy, see <http://class.syr.edu/academic-integrity/policy/>.

[Enter any other course-specific expectations, consistent with the Academic Integrity Policy, here.]

[Faculty and instructors wishing to exercise their option to levy grade sanctions up to and including course failure for any violation level should inform students of this intent by including a statement to this effect in their syllabus. Suggested language appears below.]

The Violation and Sanction Classification Rubric establishes recommended guidelines for the

determination of grade penalties by faculty and instructors, while also giving them discretion to select the grade penalty they believe most suitable, including course failure, regardless of violation level. Any established violation in this course may result in course failure regardless of violation level.

[OPTIONAL POLICY STATEMENTS FOR THE ACADEMIC INTEGRITY SECTION –

If you intend to use Turnitin, one of the following statements should appear in the syllabus depending upon how the noted conditions apply to your course:]

[1A –Use the following statement only if you intend to use Turnitin automatically through Blackboard/Online submission procedures:]

### Course Specific Policy on the Use of Turnitin

This class will use the plagiarism detection and prevention system Turnitin. You will have the option to submit your papers to Turnitin to check that all sources you use have been properly acknowledged and cited before you submit the paper to me. I will also submit all papers you write for this class to Turnitin, which compares submitted documents against documents on the Internet and against student papers submitted to Turnitin at SU and at other colleges and universities. I will take your knowledge of the subject matter of this course and your writing level and style into account in interpreting the originality report. Keep in mind that all papers you submit for this class will become part of the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers.

[1B – Substitute the following statement instead of 1A only if you intend to submit their assignments to Turnitin yourself outside of the automated assignment submission procedures available through Blackboard:]

### Course Specific Policy on the Use of Turnitin

This class will use the plagiarism detection and prevention system Turnitin. I will submit all papers you write for this class to Turnitin, which compares submitted documents against documents on the Internet and against student papers submitted to Turnitin at SU and at other colleges and universities. I will take your knowledge of the subject matter of this course and your writing level and style into account in interpreting the originality report. Keep in mind that all papers you submit for this class will become part of the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers.  I will provide you a consent statement to sign, date and return to me that will state the following:

“By signing below, I give permission for the submission of all work I turn in for *[COURSE NAME]* to the plagiarism detection and prevention system Turnitin, which compares submitted documents against documents on the Internet and against student papers submitted to Turnitin at SU and at other colleges and universities. I understand that all assignments submitted for this class will become part of the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers.”

## Educational Use of Student Work

[2 - The following optional general statement covers any condition in which you may use submitted student academic work for educational purposes, either this semester or in the future:]

Student work prepared for University courses in any media may be used for educational purposes, if the course syllabus makes clear that such use may occur. You grant permission to have your work used in this manner by registering for, and by continuing to be enrolled in, courses where such use of student work is announced in the course syllabus.

[insert one or more of the additional statements 2A, 2B, and/or 2C below as they each may apply to your course situation:]

[2A – Add the following Statement only if you intend to use submitted student academic work for educational purposes during the current semester:]

I intend to use academic work that you complete this semester for educational purposes in this course during this semester. Your registration and continued enrollment constitute your permission.

[2B – Add the following Statement to #2 or #2A above only if you intend to use submitted student academic work for educational purposes during future semesters:]

I intend to use academic work that you complete this semester in subsequent semesters for educational purposes. Before using your work for that purpose, I will either get your written permission or render the work anonymous by removing all your personal identification.

[2C – Add the following Statement to #2 or #2A or #2B above only if you are teaching a course in which students will complete a capstone project required for the degree:]

As a generally accepted practice, honors theses, graduate theses, graduate research projects, dissertations, or other capstone projects submitted in partial fulfillment of degree requirements are placed in the library, University Archives, or department for public reference.

[The following statements on Discrimination or Harassment is optional and may be included in the syllabus at the discretion of the instructor: ]

## Discrimination or Harassment

The University does not discriminate and prohibits harassment or discrimination related to any protected category including creed, ethnicity, citizenship, sexual orientation, national origin, sex, gender, pregnancy, disability, marital status, age, race, color, veteran status, military status, religion, sexual orientation, domestic violence status, genetic information, gender identity, gender expression or perceived gender.

Any complaint of discrimination or harassment related to any of these protected bases should be reported to Sheila Johnson-Willis, the University’s Chief Equal Opportunity & Title IX Officer. She is responsible for coordinating compliance efforts under various laws including Titles VI, VII, IX and Section 504 of the Rehabilitation Act. She can be contacted at Equal Opportunity, Inclusion, and Resolution Services, 005 Steele Hall, Syracuse University, Syracuse, NY 13244-1120; by email: titleix@syr.edu; or by telephone: 315-443-0211.

[The following additional statement on sexual violence/harassment is also optional and may be included in the syllabus at the discretion of the instructor: ]

Federal and state law, and University policy prohibit discrimination and harassment based on sex or gender (including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If a student has been harassed or assaulted, they can obtain confidential counseling support, 24-hours a day, 7 days a week, from the Sexual and Relationship Violence Response Team at the Counseling Center (315-443-4715, 200 Walnut Place, Syracuse, New York 13244-5040). Incidents of sexual violence or harassment can be reported non-confidentially to the University’s Title IX Officer (Sheila Johnson Willis, 315-443-0211, titleix@syr.edu, 005 Steele Hall). Reports to law enforcement can be made to the University’s Department of Public Safety (315-443-2224, 005 Sims Hall), the Syracuse Police Department (511 South State Street, Syracuse, New York, 911 in case of emergency or 315-435-3016 to speak with the Abused Persons Unit), or the State Police (844-845-7269). I will seek to keep information you share with me private to the greatest extent possible, but as a professor I have mandatory reporting responsibilities to share information regarding sexual misconduct, harassment, and crimes I learn about to help make our campus a safer place for all.

[The following statement must be included in a syllabus for a class in which MS-LIS/School Media students will be enrolled:]

## School Library Media Program Assessment

The School Library Media Program is accredited by the Council for the Accreditation of Educator Preparation (CAEP) through the Syracuse University School of Education. As a part of that accreditation, the School Library Media Program must assess student performance on the

competencies that correlate to program outcomes. The competencies which are assessed are

identical to the items on your Competency Checklist. As a part of School Library Media Program planning, course-embedded assessments have been aligned with student competencies. For CAEP reporting, each faculty member with competency-based,

course-embedded assessments is asked to rate (1=Ineffective, 2=Developing, 3=Effective or

4=Highly Effective) candidates’ performance on the respective competencies. This is the same rating scale students use when completing the competency checklist. Scoring is conducted for key assignments and not all assignments for a course.

What this means for you:

Your individual score is NOT a grade and it is part of an aggregate report. If a student is performing at an Ineffective or Developing level, a comment is submitted with the score, which is also aggregated. Individual scores and comments are not associated with specific student names.

[The following statement regarding course evaluations is encouraged, but is optional:]

Course evaluations:

There will be an end of course evaluation for you to complete this term. This evaluation will be conducted online and is entirely anonymous. You will receive a notification from the Syracuse University Office of Institutional Research & Assessment (OIRA) department in your email account with the evaluation website link and your passcode. Please take the time and fill out this evaluation as your feedback and support of this assessment effort is very much appreciated. The school carefully reviews ratings and comments that you submit, and these factor into decisions about course, program and instructor development.

[Insert here any additional information you wish to communicate regarding other types of course evaluations that you may do during the course.]

## Use of Blackboard

This course involves the use of Syracuse University’s Blackboard system as an online tool. The environment is composed of a number of elements that will help you be successful in both your current coursework and your lifelong learning opportunities. To access Blackboard, go to the following URL: <http://blackboard.syr.edu> Use your Syracuse University NetID & Password to log into Blackboard. This specific course will appear in your course list.

To search for answers to your Blackboard questions, visit the Answers self-help knowledge base at <https://answers.syr.edu/display/blackboard01/Blackboard>. If you have problems logging in or need assistance with Blackboard, contact the ITS Service Center at: help@syr.edu or 315.443.2677. The Syracuse University Blackboard support team will assist you.

## Course Schedule: Week/ lecture, topic for the week/lecture, and required readings are in the columns below.

| Week/Lecture | Topic | Required Reading and Assignment |
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