

Course Syllabus Template

Dear Faculty,

This document is a template for a course syllabus. Before you get started, please review the following important notes about this template:

Arrangement

This template contains both required and recommended sections for your syllabus which can be rearranged, removed, or modified to suit your course design and instructional style. Delete any recommended sections you do not need and modify or augment each section to make it yours. Remember to be consistent in naming items and to be mindful of accessibility issues.

Adding Your Information/Making it Your Own

Look for <<highlighted areas in the text>>. These areas indicate missing or uncommon information; *i.e.*, Information specific to your course that needs to be added, modified, or deleted. If you do not need a highlighted area, delete it. If you change the text, remove the highlight. Be sure to delete any template instructions or references to tools, activities or outcomes that will not be used in your course; that includes this letter.

Accessibility

Using this syllabus template is your first step toward creating an accessible syllabus. You may also want to review the materials available via the [Elearning Accessibility for Instructors](#) information pages. Accessible formatting in this document includes:

- A sans-serif font with consistent linewidths
- Use of formatting styles, especially title, heading(s), normal, and list paragraph
 - A hierarchical order of headings
- Correct table structures for data tables formatted with header rows
- Descriptive text for hyperlinks
- Alternative text for images
- Captions for all video content.

Use the [“Ally” tool in Elearning](#) to assess your document’s accessibility when you are finished.

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« TITLE REQUIRED – Delete this line »
Western Michigan University
« Department or college name here »
« Course Name »
« Semester and Year » Syllabus

Instructor Information « Required »

Instructor: « Your name here »

Office: « Your office location here »

Office Hours: « Your Times & Days here (Note: if online, explain how to access) »

Office Telephone: « XXX-XXX-XXXX »

Email: « enter your email here@wmich.edu » (Preferred)

Communication policies « Recommended »

« Examples follow »

Office Hours

Do not hesitate to send me an email if we need to talk so we can agree on a convenient time for a phone call, video conference, or face-to-face meeting.

Discussion Boards versus Email

If you have a question about course content or mechanics, I encourage you to post it to the Problem Solver discussion forum which can be found in modules throughout the course, or in the Discussions area under the communications tab in our E-learning course. Doing so gives students in the course an opportunity to help one another and allows everyone to benefit from answers to your questions. Of course, don't hesitate to email me directly if your concern is of a personal nature.

Email Response Time

Generally, I will respond to emails within XXX days of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Please include the course ID in the subject line of your email so I will know to attend to it quickly and all emails should come from your wmich.edu account. Additionally, all emails sent from me will go to your wmich.edu account.

Accommodations

Both in compliance with and in the spirit of the Americans with Disabilities Act (ADA), we would like to work with you if you have a disability that will impact the work in this course. If you have a documented disability and wish to discuss reasonable academic accommodations, please contact your instructor in a timely fashion. Accommodations are not retroactive; they begin

after notification. You may also contact the [Office of Disability Services](#) for Students at 269-387-2116.

Course Information <<Required>>

Course Description <<Required>>

<<Include the verbatim course catalog description. Add any additional description to indicate how the course fits within the program, the value added for the students, the content. You may indicate the course format, *e.g.*, large lecture with discussion sections, seminar course, online, hybrid, web-enhanced, interdisciplinary, team-taught, *etc*>>



<<This is an example of a graphical element, formatted with alternate text >>

Prerequisites <<Required>>

<<Enter prerequisite information>>

WMU Essential Studies / General Education Area <<Required if applicable>>

<<Enter if applicable or remove this heading. Note: General Education courses must display the area they fulfill>>

Textbook & Course Materials <<Required>>

Required Books and Materials

<<Per the Higher Education Opportunity Act, please indicate the following information for required and recommended textbooks and supplemental materials: the ISBN, the full title of textbook, author, edition, publisher, copyright date, and where it can be purchased. If a required text is available online, indicate where it can be accessed>>

Required Supplemental Readings

- <<List required supplemental readings and how/where to access them>>

Recommended Texts & Other Readings

- <<List other readings available and how/where to access them>>
- <<Include a general statement such as "Other readings will be made available in Elearning (See Learning Module Content)">>

Technical Course Requirements <<Required if applicable>>

Computer Hardware

- In order to participate in any WMU online course, you should have easy access to a computer less than 5-years old and a high-speed internet connection. You will also need speakers or headphones.
- You are expected to be proficient with installing and using basic computer applications and have a basic understanding of sending and receiving email attachments.
- You may be required to have a webcam or similar equipment for remote class attendance or proctoring, *etc*.

Software

The following media software may be required to access the materials contained in your online course:

- Check your browser setting, we recommend [Google Chrome](#)
- [Google Apps for Education](#)
- [Mediasite](#)
- <<List other tools, resources, and materials needed by the student for success in the course>>

Technical Assistance

If you need technical assistance at any time during the course or need to report a problem with Elearning please contact the [WMU Help Desk](#).

Back-Up Plan If Something Goes Wrong

If you find that some part of our online course is not working, please follow these steps until the issue is resolved:

- Don't panic! We will solve the problem and make adjustments.
- First check to see if you have missed an availability date. Some course items may only be available during a certain window of time.
- Try checking the Problem Solver discussion to see if any of your classmates are experiencing the same issue.
- Check to see if I have posted any announcements in the course News on the course homepage or emailed the class.
- If you still have difficulties, contact the help desk at 269.387.HELP (4357), help.desk@wmich.edu, or <http://www.wmich.edu/helpdesk/>. They will attempt to identify the problem and route your concern for the quickest resolution. They will contact me if necessary.
- Send me an email with the course number and issue name in the subject line and a description of the issue in the body **before the due date** of an assignment.
- There is a D2L "Live Chat" icon on your Elearning homepage for assistance.
- **Do not automatically email your assignments** if technology is not working. I can adjust the course in various ways to accommodate an issue. You will be able to complete the course requirements.
- Continue to watch for email or postings in the News widget on the course homepage for adjustments to the normal course procedures.

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check ELearning for corrections or updates to the syllabus. Any changes will be clearly noted in course announcements or through Webmail email.

Technical Course Structure <<Recommended if applicable>>

This Elearning course will be delivered <<entirely online, partially online, with some components available online>> through the course management system D2L Brightspace. You will use your BroncoNetID account to login to the course from the [Elearning login page](#). You will need a strong internet connection to access this course.

The course is organized into topics of instruction <<by week, called learning modules>> as outlined in the course schedule and noted by due dates in the Elearning course. Each learning module is listed by its main topic and may contain required readings, videos, mini-lectures, discussions, assignments, or collaborative group work.

Discussion Forums & Topics

The Discussions tool provides an area for collaboration and communication, allowing learners to post, read and reply to messages on different topics, share thoughts about course materials, ask questions, share files and work with peers. You can find course discussions in the module content area, as well as in the discussion tool.

You will find the following discussion topics in the course site:

- **Introductions:** You will use this discussion to introduce yourself to your classmates. Introduction discussion instructions will be posted in Elearning.
- **Problem Solver:** Use this discussion to check if your classmates can help you with any difficulties, you may be experiencing in your course. Topics of a personal nature should be addressed by emailing your instructor directly.
- **Student Lounge:** Use this forum to celebrate your personal accomplishments, encourage each other, post inspirational quotes, etc.

Dropbox

Students use the Dropbox tool to upload and submit assignments to submissions folders in Elearning, eliminating the need to email or physically submit their work to instructors. Unless indicated otherwise in the learning modules, you will submit assignments using the Dropbox tool. The due dates in Dropbox match the due dates in the schedule.

You can find Dropbox Assessments in the module content area, as well as in the Dropbox Assessment tool.

Quizzes

The quiz tool is used to take fully online quizzes and exams. In some cases, the quiz will be graded automatically, and you will receive feedback and a grade immediately. In other cases, some questions will have to be graded before you will receive a score – for instance, if there is an essay or short answer question.

You can find Quizzes in the module content area, as well as in the Quiz tool.

Note: Additional assistance for these tools can be found on the [Elearning Student Tutorials](#) page.

Synchronous Sessions

In addition to the learning activities noted above, I will also hold synchronous sessions at dates and times that are noted in the Elearning course shell. More information will become available as the course progresses.

Student Learning Outcomes <<Required>>

<<Sample learning objectives:

- Identify the appropriate type of long-term care based on categories of patient needs.
- Use energy principles to determine the stress states of structures comprised of one-dimensional elements (beams, columns, and rods).
- Solve geometric problems concerning planes using vectors.

Here is a link to [Bloom's revised taxonomy](#) for additional assistance>>

Program Objectives <<Recommended>

<<If you have program objectives (your department may use the term outcome) applicable to this course, list them here>>

Course Objectives <<Recommended>>

<<State the primary course level learning objectives (your department may use the term outcome), including knowledge, skills, and competencies to be achieved. Inform the students how the course contributes to their learning. Use concrete verbs (e.g., identify, compare, appraise, estimate, predict) to articulate student learning outcomes and make them observable and measurable. The learning objectives guide the design of assessments and in- and out-of-class activities. A bulleted list is a good way to display these objectives, as shown below>>

Course Calendar <<Required>>

<<List the sequencing of content areas, respective readings, schedule of course activities for the entire semester. State dates, times when all academic requirements in the course need to be completed, submitted. Indicate dates for formative and summative student feedback, note drop- add dates, official holidays, breaks, and dates you will be away from campus>>

<<**NOTE:** Syllabi are subject to change if announced>>

Grading <<Required>>

Teaching Methods and Evaluations <<Recommended>>

<<Describe the nature of instructional activities that will occur in the course, such as types of assignments, tests, exams, papers, projects, homework, quizzes, exhibits, presentations that students will complete and indicate how they help students achieve the intended learning outcomes. Indicate how interactions will be facilitated, such as teamwork, debates, interactive lecture, online discussions, blogs, and use of clickers. Outline the nature of interactions and students' responsibility in their learning: student-led discussions, presentations, peer feedback, self-assessment. Note whether you will collect student feedback for instructional enhancement purposes>>

Graded Course Activities, Assignments and Assessments <<Required>>

<<Include any descriptive text. Grade Items Examples follow>>

Points-Based Grade items

<<This is an example Table. The top row must be formatted to "repeat header row across multiple pages>>

Assignment 1	100
Assignment 2	200
Total Points Possible	300

Weighted Categories

<<Categories and weights are examples. Please replace with your own>>

- **Assignments: 25%**
 - Assignment Name
 - Assignment Name

- **Discussions/Participation: 10%**
 - Discussion Name
 - Discussion Name
- **Quizzes: 10%**
 - Quiz Name
 - Quiz Name
- **Project/Presentation: 25%**
- **Exam/Final Paper/Project: 30%**
 - Midterm Exam/Paper/Project
 - Final Exam/Paper/Project
- **Total: 100%**

Weighted Grade Details

<<As noted above the grade is calculated by a weighted system as opposed to total points. This means that each category holds a weight and each assignment within a category can be weighted lower or higher depending on the complexity of the task. Here is a link to a more detailed break-down of assignments weighted within each category>>

Grading Policy <<Recommended>>

<<State instructor grading policy. Note how final grade is calculated (templates below) and outline grade distribution. Set forth when/how students will receive feedback on their work and reasonable expectations about returning graded work. Set forth instructor policy regarding attendance, missed assignments, late work, extra credit, and posting to online discussions. Outline instructor policy regarding participation in webinars, field trips or other activities that are scheduled in addition to/in place of regularly scheduled class meetings>>

Visit the Dropbox, Discussion, and Quizzes links in Elearning for details about each assignment listed below. (See the [Technical Course Structure](#) section for more information about accessing tools and activities).

Late Work Policy <<Recommended>>

Be sure to pay close attention to deadlines—there will be no make-up assignments, quizzes, or late work accepted without a serious and compelling reason and instructor approval.

<<Choose the structure below that best fits your grading policy>>

Grading Scale <<Recommended>>

<<Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

OR

Final grades assigned for this course are percentage based and assigned as follows:>>

<<The scale below is the suggested University Scale. Change the percentage values to match your expectations. If you have a points-based course, do the math to figure out the percentage of points that equals an A, BA, and so on to fill in the fields below>>

A	94-100
BA	88-93
B	84-87
CB	77-83
C	74-76
DC	67-73
D	64-66
E	0

Important note: For more information about grading at WMU, visit the academic policies and grading section of the [University catalog](#).

Viewing Grades in Elearning <<Recommended>>

Graded activities will be posted in Elearning. Click on the Grades link on the top navigation to view your scored assignment or assessment as well as associated feedback. See the [Technical Course Structure](#) section for more information.

<<Include a statement about the timeframe of when to look for grades. Example: Your instructor will typically update grades within one week of the assignment being due>>

Course Policies <<Required>>

Participation <<Recommended>>

Online, hybrid, and web-enhanced courses require your active participation. Here are some tips for success:

- In discussions, you learn from one another by posing questions, justifying your comments, and providing multiple perspectives. When you prepare for discussions through thoughtful reflection, you contribute to your own successful learning experience as well as to the experience of your peers.
- Log in to the course frequently (at least several times per week for long semesters and daily for summer sessions) and check the news widget on the course homepage. This will keep you apprised of any course updates, progress in discussions, assignment information, and messages requiring immediate attention.
- Be aware of and keep up with the Course Schedule.
- Participate in team activities to the best of your ability. How well your team does—and how well you do—depends on all the team members working cooperatively.

<<Enter specific information regarding participation policy here: If you monitor, track, and/or score student participation, explain how you will keep track>>

Build Rapport <<Recommended>>

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Class Conduct and Civility <<Recommended>>

Students are expected to contribute to the learning environment by respectfully interacting with their colleagues and professor regardless of any difference of opinion. When students voice opinions with which you do not agree, feel free to voice your opinion in a polite and civil manner. This approach can help us enhance the free flow of ideas. Students must not interfere with the learning of their colleagues. Use proper etiquette. Typing in all capital letters is considered shouting in an online environment. Rude or belittling statements made to other students in discussions are clearly unacceptable.

Communication Skills <<Recommended>>

All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use appropriate language that is respectful of others, and include sufficient references to support their thesis and ideas in the paper.

Time Commitment <<Recommended>>

Online, hybrid, and web-enhanced courses are just as time intensive as traditional courses. In fact, many students claim that online courses require more time and commitment. As you begin this course, you would be wise to schedule 8 or more hours per week for studying materials and completing assignments.

Falling behind in this course is particularly problematic because the concepts we cover are cumulative. This means that not becoming proficient with information and objectives presented and assessed in a particular week can lead to low scores for that week as well as in subsequent weeks.

Understand When You May Drop This Course <<Recommended>>

It is the student's responsibility to understand when they need to consider dropping a course. Refer to the [WMU Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if [insert condition here]. All incomplete course assignments must be completed within [insert timeframe here].

Inform Your Instructor of Any Accommodations Needed <<Recommended>>

If you have a documented disability and verification from the Disability Services for Students (DSS), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to DSS and meet with a DSS counselor to request special accommodation before classes start.

DSS is located in Woodlawn Place at 2210 Wilbur (across from Rood Hall and behind Fetzer Center) They can be contacted by phone at (269) 387-2116 (Voice) (269) 387-0633 (Fax).

Commit to Integrity <<Recommended>>

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and integrity in your behavior in and out of the classroom. Learn more about university policies in the [University Policies](#) section of the syllabus.

Note: Course policies are subject to change. It is the student's responsibility to check ELearning for corrections or updates to the syllabus. Any changes will be posted in ELearning.

University Policies <<Recommended>>

Academic Integrity <<Recommended>>

Students are responsible for making themselves aware of and understanding the University policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. The academic policies addressing Student Rights and Responsibilities can be found in the Undergraduate Catalog at [Undergraduate Student Rights and Responsibilities](#) and the Graduate Catalog at [Graduate Student Rights and Responsibilities](#). If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s) and if you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

Students and instructors are responsible for making themselves aware of and abiding by the Western Michigan University Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures related to prohibited sexual misconduct under Title IX, the Clery Act and the Violence Against Women Act (VAWA) and Campus Safe. Under this policy, responsible employees (including instructors) are required to report claims of sexual misconduct to the Title IX Coordinator or designee (located in the Office of Institutional Equity). Responsible employees are not confidential resources. For a complete list of resources and more information about the policy see www.wmich.edu/sexualmisconduct.

In addition, students are encouraged to access the Code of Conduct, as well as resources and general academic policies on such issues as diversity, religious observance, student disabilities, and civility:
Office of Student Conduct www.wmich.edu/conduct
University Relations Office <http://www.wmich.edu/policies/religious-observances-policy>
Disability Services for Students www.wmich.edu/disabilityservices
Civility http://wmich.edu/sites/default/files/attachments/u370/2016/Civility%20stmt.7-27-16_0.pdf

COViD-19 policies <<Recommended>>

Due to the COVID-19 Pandemic, and consistent with the State of Michigan* requirements, WMU safety requirements are in place to minimize exposure to the Western Michigan University community. These guidelines apply to all in-person or hybrid classes held either inside or outside a WMU building. These guidelines are in place to ensure the safety of all students, faculty, and staff during the pandemic. Noncompliance is a violation of the class requirements and the Student Code of Honor (<https://wmich.edu/conduct/expectations-students>).

*For current State of Michigan Executive orders, see: https://www.michigan.gov/whitmer/0,9309,7-387-90499_90705---,00.html

**For WMU COVID-19 information, see: <https://wmich.edu/covid-19>

Student Affairs <<Recommended>>

Student mental health and personal well-being are important parts of the academic experience and success in any course. We all experience stress and difficult events. Students experience stressors that may include academic pressure and challenges with relationships, emotional health, physical health, alcohol or other drugs, identities, finances, food insecurities. Taking care of yourself throughout the term and seeking help is a courageous thing to do for yourself and those who care about you. If the source of your stress is academic, please contact your instructor or your academic advisor so that solutions can be found. WMU offers many options to help with concerns you may be experiencing. You can find the best resources for YOU at Western (<https://wmich.edu/you>) and connect to the well-being services and programs at [Sindecuse Health Center](#), [Counseling Services](#), [Health Promotion and Education](#), and the [Student Recreation Center](#)."

WMU Closure Policy <<Recommended>>

As soon as a decision is made about closing a campus, the decision is publicized through:

- The WMU home page at wmich.edu
- The WMU Alert system
- Area radio and television stations
- The WMU emergency information phone line at (269) 387-1001.

The University community is encouraged to frequently check the [WMU home page](#) for updates. Refer to the [WMU closure policy](#) for additional details.

Any changes to the syllabus due to closure will be announced by the instructor.