Accessibility Fundamentals 0100 Syllabus

Summer 2022

Western Michigan University

WMUx

Instructor Information (Add Headings)

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

Office Hours (and heading levels explained)

Level 1 is the highest or main level of heading, Level 2 is a subheading of Level 1, Level 3 is a subheading of Level 2, and so on through Levels 4 and 5. The number of headings to use in a paper depends on the length and complexity of the work.

Adding Emphasis in headings: Add the title to the Document Properties, the document then starts at H1.

Every paper begins with an introduction. However, in APA Style, the heading "Introduction" is not used, because what comes at the beginning of the paper is assumed to be the introduction. The first heading comes at Level 1.

Email Response Time

Generally, I will respond to emails within 2-3 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.

Textbook & Course Materials

Required Books and Materials

Adler, B. (20141988). Outwitting squirrels: 101 cunning stratagems to reduce dramatically the egregious misappropriation of seed from your birdfeeder by squirrels (Third edition.). Chicago Review Press.

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)"

Program and Course Objectives

Program Objectives

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

Course Objectives (unordered list)

- 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

Sample learning objectives: (ordered list)

Identify the appropriate type of long-term care based on categories of patient needs.

1. Use energy principles to determine the stress states of structures comprised of one-dimensional elements (beams, columns, and rods).
2. Solve geometric problems concerning planes using vectors.
3. Here is a link to Bloom's revised taxonomy for additional assistance

Graded Course Activities, Assignments and Assessments

Grading Policy (Color contrast Checker)

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.

Points Based Grading (Tables)

Assignment Name	Points
Assignment 1	10
Paper 1	20
Quiz 1	20
Assignment 2	10
Paper 2	20
Final exam	20
Total Points	100

https://www.levelaccess.com/color-contrast-checker/

Color Contrast Checker