JOHN CARROLL UNIVERSITY MODEL SYLLABUS

DEPT/PROGRAM course number-section number: COURSE TITLE

Semester/Year

Instructor: Class Meeting Days, Times:
Office location: Class Location:
Office Hours: at least 6 hours per week for full-time faculty   Communications Policy:
Telephone: (e.g., read your email daily …)
Email:

I. Course Description:

This is an overview description, but with more detail than the Undergraduate Bulletin. The course description provides a "next level" of detail. For example, if the catalog says "… 19th century authors such as …", the syllabus course description should be more specific.

If this is an iteration of a Special Topics or other course whose topic, focus, or approach varies by semester, the course description should indicate how this semester's course relates to the Bulletin description.

II. Goals/Objectives/Learning Outcomes:

This part of the syllabus should provide a rationale for the course in the context of a student's overall JCU education.

There should be <u>clear statements of the learning goals for the course</u>. Learning goals are general statements that explain what students should know, be able to do, or value by the end of the course. These goals may be further explained by objectives that specify what students will demonstrate in the context of achieving these goals.

There should also be an explanation of <u>how the course connects</u> with major or minor requirements, University core requirements, and JCU's nine institutional academic learning goals. These connections may be illustrated by showing how course goals align with institutional or program goals. Include and explanation of how the goals and outcomes will be assessed.

III. Course Expectations:

Describe as specifically and clearly as possible:
1. Texts and/or other materials
2. Evaluated activities: required papers, projects, experiments, tests, quizzes, performances, and other assignments; including the nature of the final exam (e.g., whether comprehensive or not)
3. Expectations for attendance
4. Expectations for class participation and behavior (e.g., "complete assigned readings before class," "We are a community of learners …" - behavioral expectations)

5. Your plagiarism/academic dishonesty policy: Be very clear about your expectations of students and what they can expect if found to have violated the policy.

IV. Grading:

A very clear and precise statement of your grading policy, including grading formulas, deadlines. For example,
1. Tests:
   - Number
   - Percent of grade
   - Format (e.g., multiple choice, essay …)
2. Grading Policies
   - Attendance as part of grade
   - Makeup work
   - Late work
3. Grading Rubric
4. Written Work Guidelines (e.g., typed, double-spaced, 12 pt font)
5. Choices, Options, Extra Credit?

V. Resources:

Here, you can call attention to special resources that you expect students to use – why, when, and how. For example, the Writing Center, Computer Labs, Learning Commons, various Library resources, the Center for Career Services, any discipline-specific tutorials, websites, study guides, etc.

VI. Course Calendar/Topic Outline:

A detailed, day-by-day, or week-by-week schedule of course and class activities. Minimally, this section should include all important due dates, dates of examinations, dates of field trips, dates of guest speakers, etc.

VII.   Additional Policies:

This is where you should include important college-wide policies not already referenced in earlier sections. These include:

1.   Policy on Documentation and Accommodation of Disabilities:

In accordance with federal law, if you have a documented disability (learning, psychological, sensory, physical, or medical) you may be eligible to request accommodations from the Office of Services for Students with Disabilities (SSD). To make a request for accommodations, please contact SSD Director Allison West at (216) 397-4967 or visit the SSD office, located in Room 7A, on the garden (lower) level of the Administration Building. Please keep in mind that accommodations are not retroactive so it is best to register with SSD at the beginning of each semester. Only those accommodations approved by SSD will be recognized by your instructors. Please contact SSD if you have further questions.

2.   Policy on Academic Honesty (if not in "course expectations," above):

For the full JCU policy on academic honesty, please refer students to the 2015-2017 <u>Undergraduate Bulletin</u>.

Academic honesty, expected of every student, is essential to the process of education and to upholding high ethical standards. Cheating, including plagiarism, inappropriate use of technology, or any other kind of unethical behavior, may subject the student to severe academic penalties, including dismissal.

3. Policy on Mutual Respect:

Please consult the Office for Institutional Diversity and Inclusion for the current syllabus statement on Discrimination, Sexual Harassment and Bias: http://sites.jcu.edu/diversity.

For more information about University policies and community standards for appropriate conduct, please refer to the Dean of Students web page at http://sites.jcu.edu/deanofstudents.

VIII.   Other/Additional

This section might be used to reinforce certain key points in the syllabus or add a "subject to change" note about any syllabus contents that you may feel necessary.