

JOHN CARROLL UNIVERSITY MODEL SYLLABUS

DEPT/PROGRAM course number.section number: COURSE TITLE

Semester/Year

Instructor:

Office location:

Office Hours: at least 6 hours per week for full-time faculty

Telephone:

Email:

Class Meeting Days, Times

Place:

Communications Policy:

(e.g., read your email daily ...)

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. In particular, there should be clear statements of goals expressed as student outcomes:

- What will the student learn?
- What will the student be able to do?
- What new understandings will the student be able to demonstrate?
- What attitudes will change through completion of this course?

There should also be an explanation of how the course connects with major or minor requirements, University core requirements, and JCU's learning outcomes.

If this part is done well, your syllabus can be a very effective part of an assessment activity.

III. Course Expectations:

Describe as specifically and clearly as possible:

1. Texts and/or other materials

2. Evaluated activities: required papers, projects, 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. You might also emphasize the positive reasons for academic honesty – for example that it promotes the development of good research and scholarship skills.

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, 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 and 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 2013-2015 [Undergraduate Bulletin](#), pp. 110-112. The following possible language is from the Community Standards section of the Dean of Students Website (<http://sites.jcu.edu/deanofstudents/pages/community-standards/academic-honesty/>).

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.

All work submitted for evaluation in a course, including tests, term papers, and computer programs, must represent only the work of the student unless indicated otherwise.

Material taken from the work of others must be acknowledged. Materials submitted to fulfill requirements in one course may not be submitted in another course without prior approval of the instructor(s).

Concerns about the propriety of obtaining outside assistance and acknowledging sources should be addressed to the instructor of the course before the work commences and as necessary as the work proceeds.

Policy on Mutual Respect:

This possible language is from the Dean of Students website (<http://sites.jcu.edu/deanofstudents/pages/community-standards/hate-free-policy/>) and (<http://sites.jcu.edu/bias/>):

John Carroll University is committed to fostering ethical and moral values that are consistent with Jesuit and Catholic traditions. Among the central values of the University are the inherent dignities of every individual as well as the right of each person to hold and to express his or her viewpoint. When these views conflict it is the obligation of members of the community to respect other perspectives.

The University welcomes students, faculty, staff, and visitors from diverse backgrounds and it works to ensure that they will find the University environment free of discriminatory conduct. It is unacceptable and a violation of University policy to harass, abuse, or discriminate against any person because of age, race, gender, ethnicity, sexual orientation, religion, or disability.

Stop Bias:

As a member of the JCU community, you have an obligation to take an active role in fostering an appreciation for diversity and inclusion and sending the message that bias-related acts will not be tolerated.

Please report incidents of bias, whether intentional or unintentional, against any person on the basis of an actual or perceived aspect of their identity, including actions that occur in classrooms, to the Bias Response Team.

The Bias Incident Reporting Form is accessible at <http://sites.jcu.edu/bias/>.

Questions about bias can be directed to any member of the Bias Response Team: Terry Mills, Assistant Provost for Diversity and Chief Diversity Officer (tmills@jcu.edu); Danielle Carter, Director, Center for Student Diversity & Inclusion, 216.397.1505; and Bud Stuppy, Director of Human Resources, 216.397.1905.

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.