# Course Designator and Number (example – ENGL 101)

Course Title

Semester and Year of Offering

Class Meeting Days and Times

Number of Credit Hours

*[Note: This document is formatted for ADA accessibility. It includes sample statements for all required syllabus components and other recommended example statements. See* [*ACAF 2.03*](https://www.sc.edu/policies/ppm/acaf203.pdf) *(https://www.sc.edu/policies/ppm/acaf203.pdf) for all required syllabus components. It is recommended that you maintain the heading structure and modify the text for your individual course.]*

Instructor Name and Preferred Title:

Phone:

E-mail:

Office:

Office Hours:

TA Contact Information:

## Academic Bulletin Description

*[Enter the description* ***exactly*** *how it appears in the* [*Undergraduate Academic Bulletin*](https://academicbulletins.sc.edu/undergraduate/) *(https://academicbulletins.sc.edu/undergraduate/).]*

## Full Course Description

*[Enter an extended description of the course content. This description may include additional information about the course such as whether it is a requirement or elective for a major, whether there are any requirements for enrollment, etc.]*

## Prerequisites

*[Enter any prerequisites for the course. If you are unsure of the prerequisites, then please find them in the* [*Undergraduate Academic Bulletin*](https://academicbulletins.sc.edu/undergraduate/) *(https://academicbulletins.sc.edu/undergraduate/). If there are no prerequisites, then include a statement that says “*There are no prerequisites for this course.*”]*

## Learning Outcomes

*[Enter all learning outcomes for the course. Specific learning outcomes are often mandated by the department and/or accrediting body. If the course is designated as Carolina Core, then include the required* [*Carolina Core Learning Outcomes*](https://sc.edu/about/offices_and_divisions/provost/academicpriorities/undergradstudies/carolinacore/requirements/) *(https://sc.edu/about/offices\_and\_divisions/provost/academicpriorities/undergradstudies/carolinacore/requirements/).*

*Learning outcomes describe the measurable skills, abilities, knowledge or values that students should be able to demonstrate as a result of completing a course. They are student-centered rather than teacher-centered, in that they describe what the students will do, not what the instructor will teach. All learning outcomes should be measurable and use action verbs (see* [*Action Words for Bloom’s Taxonomy*](https://miamioh.edu/cte/assessment/writing-student-learning-outcomes/blooms-action-verbs/index.html)(*https://miamioh.edu/cte/assessment/writing-student-learning-outcomes/blooms-action-verbs/index.html).*

*For more on Learning Outcomes, visit the* [*CTE Learning Outcomes site*](https://sc.edu/about/offices_and_divisions/cte/teaching_resources/course_design_development_delivery/learning_outcomes/) *(https://sc.edu/about/offices\_and\_divisions/cte/teaching\_resources/course\_design\_development\_delivery/learning\_outcomes/).]*

After successful completion of this course, you will be able to:

Analyze diverse texts across genres and media.

Apply strategies for close reading and critical analysis.

Create comprehensive writing processes - including invention, planning, drafting, revision, and editing.

Develop effective college-level expository and analytical essays.

Evaluate the reliability and credibility of sources in academic writing.

Discuss course texts and papers in progress.

Develop a writing style appropriate for academic audiences that is clear, effective, and free of major errors.

***[Recommended only for 500-600 level*** *courses: Include at least one additional learning outcome for graduate credit which must be connected to the additional work product.]*

## Course Materials

*[Include any required texts and course materials. Include links when applicable. For all books, include the ISBN number and edition. Differentiate between required and optional textbooks. Materials may be organized in a variety of ways depending on the course. A few samples are below. Include the copyright/fair use policy statement provided below.]*

Lunsford, Andrea A. (2017). *The Everyday Writer*. 6th edition. Bedford/St. Martin’s, ISBN-10: 1319083439

McKenzie, J.F. & Pinger, R.R. (2017). *An Introduction to Community & Public Health* (9th Edition). Burlington, MA: Jones & Bartlett Publishers. ISBN: 1284108414

All course materials comply with copyright/fair use policies.

## Technology Requirements

*[Include any necessary information about technology requirements. Sample language is below.]*

The PowerPoint lecture presentations, assignments, quizzes, and rubrics and links to articles are located on the Blackboard site for the course. To participate in learning activities and complete assignments, you will need daily access to:

* The Internet and a computer which can be used at any time, controlled and configured as required for assignments, for access to resources, and for communication.
* A web browser
	+ macOS™ - Apple Safari, Google Chrome, Mozilla Firefox.
	+ Windows™ - Google Chrome, Microsoft Edge, Mozilla Firefox.
* Blackboard Learning Management System
* Microsoft Word as your word processing program;
* Adobe 11 or DC; and
* Reliable data storage for your work, such as a USB drive or Office365 OneDrive cloud storage.

Microsoft Office 365 is available for free to all students. Students have access to the latest versions of Word, Excel, PowerPoint, OneNote, and much more. You can install Office 365 on up to five compatible devices, including five tablet devices. All work can be saved online in OneDrive so it can be accessed no matter which device is being used. You can use this Office 365 subscription for as long as you are a student at the University of South Carolina. [Download Office 365](https://sc.edu/about/offices_and_divisions/division_of_information_technology/end_user_services/available_technology_resources/information_for_students/index.php).(https://sc.edu/about/offices\_and\_divisions/division\_of\_information\_technology/end\_user\_services/available\_technology\_resources/information\_for\_students/index.php).

All computers that connect to a university network must have current, up-to-date **antivirus software**. Antivirus software is included with Microsoft Windows; however, it is not included on Macs. If your computer does not have antivirus software, the [Carolina Tech Zone](https://sc.edu/about/offices_and_divisions/division_of_information_technology/end_user_services/available_technology_resources/carolina_tech_zone/) (https://sc.edu/about/offices\_and\_divisions/division\_of\_information\_technology/end\_user\_services/available\_technology\_resources/carolina\_tech\_zone/) can assist you.

If you have further questions or need help with the software, then please contact the Division of Information Technology’s [Service Desk](https://www.sc.edu/about/offices_and_divisions/university_technology_services/support/servicedesk.php) (<https://www.sc.edu/about/offices_and_divisions/university_technology_services/support/servicedesk.php>) (see details below)

### Smartphone Policy *[optional]*

Cellphones should be placed on silent and should be put away in your pocket or bag. If there is a serious need to leave your phone on vibrate (such as a family emergency), please let me know. If you happen to leave the class to accept a phone call, then I will have advance knowledge of the potential emergency.

## Technical Support

*[Include any necessary information about technology support from USC or 3rd party vendors. Sample language is below.]*

If you have questions or problems related to your computer, software, or need technical support (including Blackboard support), please contact the Division of Information Technology (DoIT) Service Desk at (803) 777-1800, submit an online request through the [Self-Service Portal](https://scprod.service-now.com/sp) (https://scprod.service-now.com/sp), or visit the [Carolina Tech Zone](https://sc.edu/about/offices_and_divisions/division_of_information_technology/end_user_services/available_technology_resources/carolina_tech_zone/) (https://sc.edu/about/offices\_and\_divisions/division\_of\_information\_technology/end\_user\_services/available\_technology\_resources/carolina\_tech\_zone/). The Service Desk is open Monday – Friday from 8:00 AM – 6:00 PM (Eastern Time).

If you have computer issues/problems, then there is a computer lab available at the Thomas Cooper Library and in certain campus classroom buildings. If you are not located in the Columbia, SC area, then most regional campuses and public libraries have computers for public use.

## Attendance Policy

*[Resource: View the* [*Interfaith Calendar*](https://www.sc.edu/about/offices_and_divisions/student_affairs/our_experts/our_offices/student_life/spiritual_religious_life/interfaith_calendar/index.php) *(https://www.sc.edu/about/offices\_and\_divisions/student\_affairs/our\_experts/our\_offices/student\_life/spiritual\_religious\_life/interfaith\_calendar/index.php). The Interfaith Calendar showcases religious holy days, observances, and recommended accommodations for students, staff, and faculty.]*

When you miss class, you miss important information. If you are absent, then you are responsible for learning material covered in class. If you have an [excused absence](https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations/#text) (https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations), then you will be permitted to make up coursework or complete an equivalent assignment agreed upon with the instructor.

To arrange excuses for absences that can be anticipated at the start of the term, you should:

* Submit a written request (email is acceptable), no later than the end of the second week of the course, stating the dates of the anticipated absence.
* Explain the reason for the absence. In some cases, documentation may be required. For additional information, please consult the [USC attendance policy](https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations/#text) (https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations).
* Include any request for make-up work.

To arrange excuses for absences that cannot be anticipated at the start of the term, (e.g. legal proceedings, illness, accidents), you should, at the first opportunity, submit a written request (email is acceptable) stating:

* The date(s) of absence
* The reason for absence. In some cases, documentation may be required. For additional information, please consult the [USC attendance policy](https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations/#text).
* Any request for make-up work as soon as reasonably possible after you become aware of the need to be absent.

*[If an instructor intends to assign a grade penalty for absence or a grade for participation the instructor must: inform students in writing how attendance and participation will be measured, particularly as such measurement goes beyond recording students’ mere presence in the classroom for all or part of a class session; maintain current, verifiable records; take care to apply attendance and participation policies consistently and fairly for all students; and recognize that failure to comply could constitute grounds for a grade appeal.*

*Course attendance policies may penalize unexcused absences in a student’s grade only after a student’s unexcused absences exceed a set percentage of the total classes that the student missed without excuse. Once unexcused absences exceed this set percentage, every unexcused absence may accrue a penalty to a student’s grade.*

*For traditional lecture-based, face-to-face classes, the minimum percentage of unexcused absences allowed must be at least 5 percent of total class meeting time. For example, in a traditional, face-to-face 3-credit course, students have a minimum of one allowable unexcused absence for a class meeting two times per week for 75 minutes; students have a minimum of two allowable unexcused absences for a class meeting three times per week for 50 minutes. Students may be penalized for each unexcused absence beyond these minimums.*

*Any instructor assessing a grade penalty for absence must specify in the course syllabus the percentage of allowable unexcused absences (with a minimum of 5% for traditional face-to-face classes) and the penalty to a student’s grade for each unexcused absence in excess of that percentage.*

***Please consult the*** [***USC attendance policy***](https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations/#text) ***for more details about, and exceptions to, the “5% rule” for unexcused absences.]***

## Course Assignments and Grading

*[Include all course assignments and a grading schema. This should include details about each assignment and assignment type, the number of major assignments and course activities which correspond to the course learning outcomes and grading policy, how much value they carry, and how the final score is calculated. Also include a grading scale that explains how the final score in the course translates to a letter grade.*

***Required only for 500-600 level courses****: At least one additional, distinct assignment must be required of graduate students.*

*Sample assignment descriptions and grading scales are below.]*

### General Assignment Information

* All coursework (e.g., assignments, projects) and rubrics are available in Blackboard.
* All assignments are due and all exams administered on the day indicated on the course schedule.
* All online quizzes will be administered in Blackboard.
* All exams will be administered in class.

### Formatting

*[Include information regarding the formatting guidelines for your assignments. Sample language is below.]*

All written assignments must be submitted using Microsoft Word.There are no exceptions to this rule. Documents should be proofread to avoid spelling and grammatical mistakes. Written assignments will be evaluated based on “quality” and not simply “quantity.” In addition, all written assignments should adhere to the following guidelines:

* Spacing: one and a half;
* Font: either Tahoma or Arial in 12 point (size);
* Title of assignment centered on first page, followed by student name in next line;
* Documentation for all references and quotations using APA style; and
* Accurate spelling and grammar.

### Quizzes

Be prepared frequently during the semester to respond briefly in writing to short-answer questions on the assigned material. If you keep up with the required readings, then quizzes will be an excellent way for you to bolster your course grade. There will be no make-ups for missed quizzes. Familiarize yourself thoroughly with the titles of the selected readings, the authors, the main characters, and the major turning points in the plot. Be sure to look up the definitions for words that you do not understand.

### Response Paper

An important goal of education in the Humanities is to develop the capacity for independent, analytical, interpretive thought, especially in response to complex readings that involve a purposeful manipulation of language. Your Response Paper enables you to build these important skills as you confront the author’s narrative artistry in one of our selected readings. Submit a brief paper (2-3 pages) in Blackboard that responds in some way to one of our novels, stories, histories, or autobiographies. In it, you should reflect on some particular aspect of the work that stands out in your mind as especially memorable, striking, or exceptionally well-written. Try to analyze the literal and symbolic wording of the passage and to work through the individual elements of the scene that make you feel the way you do: the setting, the events that form the plot, the age and appearance of the characters, the dialog, the imagery, or the narrative stance – just to name a few.

### Graduate Student Assignment

Additional graduate student assignment: Graduate students will analyze the current literature and develop a 3 to 5-page literature review on a topic provided by the instructor. This literature review must be word processed in 12-point Arial font and have appropriate APA style formatting. Additional instructions and a complete rubric are provided in Blackboard.

### Final Exam

*[Note from the* [*Faculty Manual*](https://www.sc.edu/about/offices_and_divisions/provost/policiesandprocedures/facultymanuals/index.php) *(http:/www.sc.edu/policies/facman/Faculty\_Advisory\_Housekeeping.pdf): Each semester, faculty members shall give final examinations, including laboratory examinations, in accordance with the published schedule and shall not deviate from it without prior approval from their dean. All deviations shall be reported to the registrar by the dean.*

*In any course or laboratory that meets weekly, no quiz, test, or examination shall be given during the last class session before the regular examination period. In any course or laboratory that meets two or three times a week, no quiz, test, or examination shall be given during the last two class sessions before the regular examination period. In any course or laboratory that meets more than three times a week, no quiz, test, or examination shall be given during the last three sessions before the regular examination period.]*

The final exam will consist of True/False, Multiple-Choice and Short Answer questions. The final exam is comprehensive. Exam questions are from substantial test banks.

### Evaluation and Grading Scale

*[Note: In some cases, students may select the Pass-Fail grading option for a course. If students select this option, performance in the course does not affect their grade point average. If Pass-Fail is an option for your course, then your syllabus must indicate the minimum grade (points, percentage) required for a “pass”.*

*Include a grading policy that is clearly stated and includes the grading scale, weights of each graded assignment, and explanation of how grades (A-F) will be assigned.*

*﻿****Required only for 500-600 level courses****: Courses at the Mixed/Advanced Undergraduate/Entry Level Graduate Courses (500/600-level) must include separate grading schemes for undergraduate and graduate credit and one or more assignments for graduate credit that are clearly differentiated from undergraduate assignments. Please provide a separate evaluation and grading scale for graduate students if both 500/600-level courses.*

*A variety of examples are below.]*

All grades will be posted on Blackboard. You are strongly encouraged to check your scores in Blackboard regularly. A final letter grade will be assigned based on percentages.

| Assignment Weights | Percent |
| --- | --- |
| Class Participation | 20% |
| Quizzes  | 20% |
| Critical Essay | 20% |
| Response Paper | 10% |
| Midterm Exam | 10% |
| Final Exam | 20% |
| Total | 100% |

**Grading Scale**

89.5% - 100% = A

84.5% - 89.4% = B+

79.5% - 84.4% = B

74.5% - 79.4% = C+

69.5% - 74.4% = C

64.5% - 69.4% = D+

59.5% - 64.4% = D

0% - 59.4% = F

*[OR]*

Discussion Board (10 @ 10 points each) - 100 points

Quizzes (5 @ 20 points each) - 100 points

Analysis Paper (1 @ 150 points) - 150 points

Hands-on Project (1 @ 400 points) - 400 points

Final Exam (1 @ 250 points) - 250 points

**Total Points - 1000 points**

**Grading Scale**

90-100% = 900 – 1000 points = A

80-89% = 800 – 899 points = B

70-79% = 700 – 799 points = C

60-69% = 600 – 699 points = D

Below 60% = 0 – 599 points = F

*[OR]*

**Evaluation Information for Undergraduate Students:**

Discussion Board: 20%

Quizzes: 15%

Response Paper: 10%

Hand-on Projects: 30%

Final Exam: 25%

90-100% = A

85-89% = B

75-84% = C

65-74% = D

Below 65% = F

**Evaluation Information for Graduate Students:**

Graduate level students will complete an additional research project (described previously with other major assignments) resulting in a comprehensive presentation based on a well-developed literature review. The grading scale for graduate level students differs from the undergraduate grading scale and is as follows:

Discussion Board: 20%

Quizzes: 10%

Hands-on Projects: 30%

Research Projects: 20%

Final Exam: 20%

90-100% = A

85-89% = B

75-84% = C

65-74% = D

Below 65% = F

### Late Work/Make-up Policy

*[Instructors have full discretion to set their own policy regarding the late acceptance of course work missed due to an unexcused absence; this policy should be specified in the course syllabus.]*

Makeup assignments and exams will be given without penalty if you have an [excused absence](https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations). Unexcused absences from assignments and exams will result in a zero on the assessment. You are allowed to make up one assignment without penalty one time this semester. Review the course schedule for all assignment due dates.

## Academic Integrity

*[Please tailor this statement to the specific objectives of your course/college and the goals of your profession. The hope of the* [*Office of Student Conduct and Academic Integrity*](https://sc.edu/about/offices_and_divisions/student_conduct_and_academic_integrity/) *(OSCAI) (https://www.sa.sc.edu/academicintegrity/) is for courses to spark intellectual curiosity and promote critical thinking, and the customization of this statement can reflect that in your own words.]*

As a partner in your learning, it is important to both of us that any assignment submission is a pure reflection of your work and understanding. Suspicions of alleged violations of Cheating –

defined as “unauthorized assistance in connection with any academic work” and/or Falsification, which includes “Misrepresenting or misleading others with respect to academic work or misrepresenting facts for an academic advantage” – will be referred to the Office of Academic Integrity.

You are expected to practice the highest possible standards of academic integrity. Any deviation from this expectation will result in a minimum academic penalty of your failing the assignment and will result in additional disciplinary measures. This includes improper citation of sources, using another student's work, and any other form of academic misrepresentation.

The first tenet of the Carolinian Creed is, "I will practice personal and academic integrity."

Below are some websites for you to visit to learn more about University policies:

* [Carolinian Creed](https://sc.edu/about/offices_and_divisions/student_affairs/our_initiatives/involvement_and_leadership/carolinian_creed/index.php) (https://sc.edu/about/offices\_and\_divisions/student\_affairs/our\_initiatives/involvement\_and\_leadership/carolinian\_creed/index.php)
* [Academic Responsibility](https://www.sc.edu/policies/ppm/staf625.pdf) (http://www.sc.edu/policies/staf625.pdf)
* [Office of Student Conduct and Academic Integrity](https://www.sa.sc.edu/academicintegrity/) (https://www.sa.sc.edu/academicintegrity/)
* [Information Security Policy and Standards](https://sc.edu/about/offices_and_divisions/division_of_information_technology/security/policy/index.php) (https://sc.edu/about/offices\_and\_divisions/division\_of\_information\_technology/security/policy/index.php)

**Plagiarism *[optional]***

Using the words or ideas of another as if they were one’s own is a serious form of academic dishonesty. If another person’s complete sentence, syntax, key words, or the specific or unique ideas and information are used, one must give that person credit through proper citation.

### Generative Artificial Intelligence (GenAI) Policy *[optional]*

*[This resource is an adaptation of “[ChatGPT and Generative AI Tools: Sample Syllabus Policy Statements](https://ctl.utexas.edu/chatgpt-and-generative-ai-tools-sample-syllabus-policy-statements)” by UT Austin’s*[*Center for Teaching and Learning*](https://ctl.utexas.edu/chatgpt-and-generative-ai-tools-sample-syllabus-policy-statements) *and is used under a*[*CC BY-NC-SA 4.0 license*](https://creativecommons.org/licenses/by-nc-sa/4.0/)*. Changes include rewriting some of the passages and adding original material.*

*Regarding the potential use of generative AI tools, no changes in university policy are required. It is already a violation of policy for students to represent work they did not do as their own, and work generated by an AI system that is not credited to that system falls under that policy.*

***At present, the CTE recommends that USC faculty and instructors decide whether or not these tools fit within their pedagogical aims and clearly state their course policies in a designated section of their syllabi****. If adopted, students should learn how to use AI text generators (i.e., ChatGPT) and other AI tools to expand rather than impede their developing abilities as writers, coders, creators, and thinkers. Ensuring equitable access to these tools is essential, as are fair grading policies and student evaluation for both those who do and do not use AI tools in their courses.*

*Sample language for various GenAI policies is below. Each section contains several possible ways of framing the instructor’s intent. Due to the nuance of generative AI, the categories do not stand alone, so you may find areas of overlap. To that end, these statements are intended to spur your own thinking, and so you are welcome to use, edit, or adapt any of the selections below for your own purposes.]*

#### No use of generative AI tools permitted *[optional]*

*[Sample statements]*

* This course assumes that work submitted by students – all process work, drafts, brainstorming artifacts, final works – will be generated by the students themselves, working individually or in groups as directed by class assignment instructions. This policy indicates the following constitute violations of academic honesty: a student has another person/entity do the work of any substantive portion of a graded assignment for them, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or using generative AI tools (such as ChatGPT).

*[OR]*

* In this course, every element of class assignments must be fully prepared by the student.  The use of generative AI tools for any part of your work will be treated as plagiarism. If you have questions, please contact me.

*[OR]*

* All assignments should be fully prepared by the student. Developing strong competencies in the skills associated with this course, from student-based brainstorming to project development, will prepare you for success in your degree pathway and, ultimately, a competitive career. Therefore, the use of generative AI tools to complete any aspect of assignments for this course is not permitted and will be treated as plagiarism. If you have questions about what constitutes a violation of this statement, please contact me.

*[OR]*

* This course assumes that work submitted for a grade by students – all process work, drafts, brainstorming artifacts, final works – will be generated by the students themselves, working individually or in groups as directed by class assignment instructions. This policy indicates the following constitute violations of academic honesty: a student has another person/entity do the work of any substantive portion of a graded assignment for them, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or using generative AI tools (such as ChatGPT).

#### Generative AI is permitted in specific contexts and with acknowledgment *[optional]*

*[Sample statements]*

* The emergence of generative AI tools (such as ChatGPT and DALL-E) has sparked interest among many students in our discipline. The use of these tools for brainstorming ideas, exploring possible responses to questions or problems, and creative engagement with the materials may be useful for you as you craft responses to class assignments. While there is no substitute for working directly with your instructor, the potential for generative AI tools to provide automatic feedback, assistive technology and language assistance is clearly developing. Please feel free to reach out to me well in advance of the due date of assignments for which you may be using generative AI tools and I will be happy to discuss what is acceptable.

*[OR]*

* In this course, students shall give credit to AI tools whenever used, even if only to generate ideas rather than usable text or illustrations. When using AI tools on assignments, add an appendix showing (a) the entire exchange, highlighting the most relevant sections; (b) a description of precisely which AI tools were used (e.g. ChatGPT private subscription version or DALL-E free version), (c) an explanation of how the AI tools were used (e.g. to generate ideas, turns of phrase, elements of text, long stretches of text, lines of argument, pieces of evidence, maps of the conceptual territory, illustrations of key concepts, etc.); (d) an account of why AI tools were used (e.g. to save time, to surmount writer’s block, to stimulate thinking, to handle mounting stress, to clarify prose, to translate text, to experiment for fun, etc.). Students shall not use AI tools during in-class examinations, or assignments unless explicitly permitted and instructed. Overall, AI tools should be used wisely and reflectively with an aim to deepen understanding of subject matter.

*[OR]*

* It is a violation of university policy to misrepresent work that you submit or exchange with your instructor by characterizing it as your own, such as submitting responses to assignments that do not acknowledge the use of generative AI tools. Please feel free to reach out to me with any questions you may have about the use of generative AI tools before submitting any content that has been substantially informed by these tools.

*[OR]*

* In this course, we may use generative AI tools (such as ChatGPT) to examine the ways in which these kinds of tools may inform our exploration of the topics of the class. You will be informed as to when and how these tools will be used, along with guidance for attribution if/as needed. Any use of generative AI tools outside of these parameters constitutes plagiarism and will be treated as such.

*[OR]*

* Understanding how and when to use generative AI tools (such as ChatGPT, DALL-E) is quickly emerging as an important skill for future professions. To that end, you are welcome to use generative AI tools in this class as long as it aligns with the learning outcomes or goals associated with assignments. You are fully responsible for the information you submit based on a generative AI query (such that it does not violate academic honesty standards, intellectual property laws, or standards of non-public research you are conducting through coursework). Your use of generative AI tools must be properly documented and cited for any work submitted in this course.

*[OR]*

* To ensure all students have an equal opportunity to succeed and to preserve the integrity of the course, students are not permitted to submit text that is generated by artificial intelligence (AI) systems such as ChatGPT, Bing Chat, Claude, Google Bard, or any other automated assistance for any classwork or assessments. This includes using AI to generate answers to assignments, exams, or projects, or using AI to complete any other course-related tasks. Using AI in this way undermines your ability to develop critical thinking, writing, or research skills that are essential for this course and your academic success. Students may use AI as part of their research and preparation for assignments, or as a text editor, but text that is submitted must be written by the student. For example, students may use AI to generate ideas, questions, or summaries that they then revise, expand, or cite properly. Students should also be aware of the potential benefits and limitations of using AI as a tool for learning and research. AI systems can provide helpful information or suggestions, but they are not always reliable or accurate. Students should critically evaluate the sources, methods, and outputs of AI systems. Violations of this policy will be treated as academic misconduct. If you have any questions about this policy or if you are unsure whether a particular use of AI is acceptable, please do not hesitate to ask for clarification.

#### Students are encouraged to use generative AI tools in coursework *[optional]*

*[Sample statements]*

* The use of generative AI is encouraged with certain tasks and with attribution: You can choose to use AI tools to help brainstorm assignments or projects or to revise existing work you have written. When you submit your assignment, I expect you to clearly attribute what text was generated by the AI tool (e.g., AI-generated text appears in a different colored font, quoted directly in the text, or use an in-text parenthetical citation).

*[OR]*

* Designers commonly use AI-content generation tools in their work. In this course, using AI-content generation tools is permitted and will be a normal and regular part of our creative process when it is used according to the below criteria. In this course, neglecting to follow these requirements may be considered academic dishonesty. (1) For each assignment, you are required to include a paragraph that explains what AI content- generation tool you used, the dates you used it, and the prompts you used to generate the content according to the MLA style guide. (2) During critique, it is important to describe the precedents you used and how any source content was transformed. When showing or presenting images or other content you generated using an AI-tool, cite that image or content following the MLA style guide. If you need help referencing your creative work, contact me to collaborate.

*[OR]*

* Students are invited to use AI platforms to help prepare for assignments and projects (e.g., to help with brainstorming or to see what a completed essay might look like). I also welcome you to use AI tools to help revise and edit your work (e.g., to help identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or to simply fix citations). When submitting work, students must clearly identify any writing, text, or media generated by AI. This can be done in a variety of ways. In this course, parts of essays generated by AI should appear in a different colored font, and the relationship between those sections and student contributions should be discussed in cover letters that accompany the essay submission.

#### *****Note on Citation of AI Tools***** *[optional]*

*[When thinking about your options, we urge instructors to explore these tools and think carefully about how to cite content from them as well as the role of citation in student work (i.e., brainstorming possibilities, developing arguments from sources, aligning AI tool output and authorship, etc.).* *Remind students that these tools cannot be used to create content that could be private (i.e., used for research purposes) or as their intellectual property. The following most commonly used style guides should be useful in crafting language for your syllabi and assignments:*

* [*How to cite generative AI output (MLA)*](https://style.mla.org/citing-generative-ai/)

*(https://style.mla.org/citing-generative-ai/)*

* [*How to cite generative AI output (APA)*](https://apastyle.apa.org/blog/how-to-cite-chatgpt)

*(https://apastyle.apa.org/blog/how-to-cite-chatgpt)*

* [*How to cite generative AI output (Chicago)*](https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html)

*(https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html) ]*

## Class Conduct

Professionalism will be expected at all times. Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement. Courtesy and kindness are the norm for those who participate in my class.

## Academic Success

### Disability Services

The [Student Disability Resource Center](http://www.sa.sc.edu/sds/) (SDRC) (http://www.sa.sc.edu/sds/) empowers students to manage challenges and limitations imposed by disabilities.  In order to receive reasonable accommodations from me, you must be registered with the Student Disability Resource Center (1705 College Street, Close-Hipp Suite 102, Columbia, SC 29208, 803-777-6142). Any student with a documented disability should contact the SDRC to make arrangements for appropriate accommodations. Once registered, students with disabilities are encouraged to contact me (within the first week of the semester) to discuss the logistics of any accommodations needed to fulfill course requirements.

### Student Success Center *[optional]*

In partnership with USC faculty, the [Student Success Center](https://sc.edu/about/offices_and_divisions/student_success_center/index.php) (SSC) (https://sc.edu/about/offices\_and\_divisions/student\_success\_center/index.php) offers a number of programs to help you better understand your course material and to support your path to success. SSC programs are facilitated by professional staff, graduate students, and trained undergraduate peer leaders who have previously excelled in their courses. Resources available to you in this course may include:

* **Peer Tutoring:** You can make a one-on-one appointment with a [Peer Tutor](http://www.sc.edu/success) (www.sc.edu/success). Drop-in Tutoring and Online Tutoring may also be available for this course. Visit their website for a full schedule of times, locations, and courses.
* **Supplemental Instruction (SI):** SI Leaders are assigned to specific sections of courses and hold three weekly study sessions. Sessions focus on the most difficult content being covered in class. The SI Session schedule is posted through the SSC website each week and will also be communicated in class by the SI Leader.
* **Peer Writing:** Improve your college-level writing skills by bringing writing assignments from any of your classes to a Peer Writing Tutor. Similar to Tutoring, you can visit the website to make an appointment, and to view the full schedule of available drop-in hours and locations.
* **Success Consultations:** In Success Consultations, SSC staff assist you in developing study skills, setting goals, and connecting to a variety of campus resources. Throughout the semester, I may communicate with the Student Success Center regarding your progress, which indicates your instructor is concerned about your progress in this course. If contacted by the Student Success Center, please schedule a Success Consultation right away. Referrals are not punitive, and any information shared by your professor is confidential and subject to FERPA privacy laws. Student Success Center services are offered to all USC undergraduates at no additional cost. Please call 803-777-1000, visit www.sc.edu/success, or come to the Student Success Center in the Thomas Cooper Library (Mezzanine Level) to check schedules and make appointments.

### Writing Center *[optional]*

This course has many writing assignments. The University [Writing Center](http://artsandsciences.sc.edu/write/university-writing-center) (http://artsandsciences.sc.edu/write/university-writing-center) is an important resource you should use! It's open to help any USC student needing assistance with a writing project at any stage of development. The main Writing Center is in Byrnes 703.

### University Library Resources *[optional]*

[University Libraries Resources](https://sc.edu/about/offices_and_divisions/university_libraries/index.php) (sc.edu/libraries)

* University Libraries has access to books, articles, subject specific resources, citation help, and more. If you are not sure where to start, assistance is available at [Ask a Librarian!](http://sc.edu/libraries/ask) (https://sc.edu/libraries/ask).
* Remember that if you use anything that is not your own writing or media (quotes from books, articles, interviews, websites, movies – everything) you must cite the source in MLA (or other appropriate and approved) format.

### Counseling Services

The University offers [Counseling and crisis services](https://sc.edu/about/offices_and_divisions/student_health_services/medical-services/counseling-and-psychiatry/index.php) (https://sc.edu/about/offices\_and\_divisions/student\_health\_services/medical-services/counseling-and-psychiatry/index.php) as well as outreach services, self-help, and frequently asked questions.

### Mental Health

If stress is impacting you or getting in the way of your ability to do your schoolwork, maintain relationships, eat, sleep, or enjoy yourself, then please reach out to any of USC’s mental health resources.  Most of these services are offered at no cost as they are covered by the Student Health Services tuition fee.  For all available mental health resources, check out [Student Health Services Mental Health](https://www.sc.edu/about/offices_and_divisions/health_services/mental-health/index.php) (https://www.sc.edu/about/offices\_and\_divisions/health\_services/mental-health/index.php) and the quick reference list below.

* Wellness Coaching can help you improve in areas related to emotional and physical well-being (e.g., sleep, resiliency, balanced eating and more) – schedule an appointment at (803) 777-6518 or on [MyHealthSpace](https://myhealthspace.ushs.sc.edu/) (https://myhealthspace.ushs.sc.edu/login\_dualauthentication.aspx)
* Access virtual self-help modules via [Therapy Assistance Online (TAO)](https://us.taoconnect.org/register) (https://us.taoconnect.org/register)–see [TAO registration instructions](https://www.sc.edu/about/offices_and_divisions/health_services/medical-services/counseling-and-psychiatry/online-support/index.php) (https://www.sc.edu/about/offices\_and\_divisions/health\_services/medical-services/counseling-and-psychiatry/online-support/index.php).
* Access additional articles and videos on health and wellness topics on the Wellness Hub, [thriveatcarolina.com](https://thriveatcarolina.com/), or by downloading the [CampusWell](https://www.campuswell.com/) (https://www.campuswell.com/) app and searching for University of South Carolina.
* Counseling & Psychiatry offers individual and group counseling and psychiatric services – schedule an appointment at (803) 777-5223 or on [MyHealthSpace](https://myhealthspace.ushs.sc.edu/) (https://myhealthspace.ushs.sc.edu/login\_dualauthentication.aspx).
* Access the 24-hr Mental Health Support Line at (833) 664-2854.
* Access an anonymous [mental health screening program](https://www.uscscreening.org/welcome.cfm?access=website) (https://www.uscscreening.org/welcome.cfm?access=website).

### Interpersonal Violence

Interpersonal violence - including sexual harassment, relationship violence, sexual assault, and stalking - is prohibited at USC. Faculty, staff, and administrators encourage anyone experiencing interpersonal violence to speak with someone, so they can get the necessary support and USC can respond appropriately. If you or someone you know has been or is currently impacted by interpersonal violence, you can find the appropriate resources at the [Sexual Assault and Violence Intervention & Prevention](http://www.sc.edu/stopsexualassault) (SAVIP) (https://sc.edu/safety/interpersonal-violence/index.php) website.

As faculty, I must report all incidents of interpersonal violence and sexual misconduct, and thus cannot guarantee confidentiality. Please know that you can seek [confidential resources](https://sc.edu/about/initiatives/safety/stop_sexual_assault/contacts/index.php) (https://sc.edu/safety/interpersonal-violence/index.php). If you want to make a formal report, you can [report here](https://cm.maxient.com/reportingform.php?UnivofSouthCarolina&layout_id=25) (https://cm.maxient.com/reportingform.php?UnivofSouthCarolina&layout\_id=25) or contact the institution’s Title IX Coordinator, or one of the Deputy Title IX Coordinators listed on the SAVIP website. You can also file a police report by contacting USC Police at 803-777-4215.

### Diversity and Inclusion *[optional]*

The university is committed to a campus environment that is inclusive, safe, and respectful for all persons, and one that fully embraces the Carolinian Creed. To that end, all course activities will be conducted in an atmosphere of friendly participation and interaction among colleagues, recognizing and appreciating the unique experiences, background, and point of view each student brings. You are expected at all times to apply the highest academic standards to this course and to treat others with dignity and respect.

#### Diversity, Ethics, and the Carolinian Creed *[credit to* [*Dr. David Moscowitz*](https://sc.edu/study/colleges_schools/cic/faculty-staff/moscowitz_david.php)*]*

This course works to foster a climate free of harassment and discrimination, and it values the contributions of all forms of **diversity**. The decision to enter university and pursue advanced study is a choice that entails commitment to personal **ethics**expressed in the [Carolinian Creed](https://sc.edu/about/offices_and_divisions/student_affairs/our_initiatives/involvement_and_leadership/carolinian_creed/index.php) (https://sc.edu/about/offices\_and\_divisions/student\_affairs/our\_initiatives/involvement\_and\_leadership/carolinian\_creed/index.php): “I will discourage bigotry, while striving to learn from differences in people, ideas and opinions.” Likewise, the [Student Code of Conduct](http://www.sc.edu/policies/ppm/staf626.pdf) (STAF 6.26: http://www.sc.edu/policies/ppm/staf626.pdf) stresses, “The University of South Carolina strives to maintain an educational community that fosters the development of students who are ethical, civil and responsible persons.”

#### Title IX and Gendered Pronouns *[credit to* [*Dr. David Moscowitz*](https://sc.edu/study/colleges_schools/cic/faculty-staff/moscowitz_david.php)*]*

This course affirms equality and respect for all gendered identities and expressions. Please don’t hesitate to correct me regarding your preferred gender pronoun and/or name if different from what is indicated on the official class roster. Likewise, I am committed to nurturing an environment free from discrimination and harassment. Consistent with Title IX policy, please be aware that I as a responsible employee am obligated to report information that you provide to me about a situation involving discrimination, sexual harassment, or assault.

#### Values *[credit to* [*Dr. David Moscowitz*](https://sc.edu/study/colleges_schools/cic/faculty-staff/moscowitz_david.php)*]*

Two core values, inquiry and civility, govern our class. **Inquiry**demands that we all cultivate an open forum for exchange and substantiation of ideas. Strive to be creative, to take risks, and to challenge our conventional wisdom when you see the opportunity. **Civility**supports our inquiry by demanding ultimate respect for the voice, rights, and safety of others. Threatening or disruptive conduct may result in course and/or university dismissal. Civility also presumes basic *courtesy*: please be well-rested, on time, and prepared for class, which includes time for a restroom stop *before*(not during) class and silencing all personal devices.

My perspective is that we never cease being students of this world, so I believe that attentive, reflective people always have something to learn from others. Good discussions can be energetic and passionate but are neither abusive nor offensive. Vibrant, vigorous inquiry derives from discussions that:

* challenge, defend, and apply different ideas, theories, perspectives, and skills,
* extend a body of knowledge into different arenas and applications, and
* result in a synergy that compels us to seek resolution to these discussions.

## Other Course Policies and Procedures *[optional]*

*[Include any course or university policies of which students should be aware. For example, you may set expectations for student behavior as learners and as people. It is up to your discretion to decide which policies to include. It is strongly suggested to include policies regarding student conduct, incomplete grades, instruction methods, expectations of the instructor, withdrawal without penalty, confidentiality, or course communication. You may also choose to include any additional resources available through the university that promote student success. Sample policy categories and language are below.]*

The [Undergraduate Studies Bulletin](https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations/) (https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations/) is the official document of record concerning undergraduate academic programs and regulations.

All graduate students are subject to the academic policies, regulations, and academic standards of both The Graduate School and the department, school and/or college in which enrolled ([USC graduate bulletin](https://academicbulletins.sc.edu/graduate/policies-regulations/graduate-academic-regulations/), https://academicbulletins.sc.edu/graduate/policies-regulations/graduate-academic-regulations/)

### Incomplete Grades

You may be assigned an 'I' (Incomplete) grade if you are unable to complete a significant portion of the assigned course work because of an unanticipated illness, accident, work-related responsibility, family hardship, or verified learning disability. An Incomplete grade gives you additional time to complete course assignments ONLY IF there is indication that the specified circumstances prevented you from completing course assignments on time.

### Instructional Methods

*[Include a few brief descriptions of what students should expect in regard to your instructional methods. This may include your lecture format, group work, presentation, the use of instructional technology and the use of the Blackboard Learning Management system. Sample language is below.]*

The course will be taught using multiple instructional methods. These methods will include lecture, group projects and oral presentations with an associated critical discussion. Typically, course topics will be introduced via a 2-3 lecture format incorporating interpretive discussions. Directly following the lecture presentation, you will receive an article from the primary literature that either illustrates current research on the topic or explores a related or relevant additional concept. Literature discussions will utilize small group discussions followed by classroom presentation and discussion.

### Expectations of the Instructor

*[Include expectations that students should have of you as the instructor of the course. Sample language is below.]*

I am expected to facilitate learning, answer questions appropriately, be fair and objective in grading, provide timely and useful feedback on assignments, maintain adequate office hours, and treat you as I would like to be treated.

### Copyright/Fair Use

*[Include a copyright/fair use statement. Sample language is below.]*

I will cite and/or reference any materials that I use in this course that I do not create. You, as students, are expected to not distribute any of these materials, resources, quizzes, tests, homework assignments, etc. (whether graded or ungraded).

*[Additional example syllabus statements are provided on the CTE’s* [*website*](https://sc.edu/about/offices_and_divisions/cte/teaching_resources/syllabus_templates/syllabus_statement_examples/index.php)[*https://sc.edu/about/offices\_and\_divisions/cte/teaching\_resources/syllabus\_templates/syllabus\_statement\_examples/index.php*](https://sc.edu/about/offices_and_divisions/cte/teaching_resources/syllabus_templates/syllabus_statement_examples/index.php)*.]*

## Course Schedule

*[Insert your weekly schedule below. The schedule below is structured for a fall semester. Refer to the* [*CTE’s Course Templates page*](https://sc.edu/about/offices_and_divisions/cte/teaching_resources/syllabus_templates/index.php) *(https://sc.edu/about/offices\_and\_divisions/cte/teaching\_resources/syllabus\_templates/index.php) for up-to-date course schedule templates. You can copy and paste the updated template into your syllabus.]*

| **Day** | **Date** | **Topic** | **Assignment** | **Due Today** |
| --- | --- | --- | --- | --- |
| First Day of Classes [insert date] |
| **1** |  |  |  |  |
| **2** |  |  |  |  |
| Last day to change/drop a course without a grade of “W” being recorded |
|  |  | Labor Day Holiday – No Classes  |
| **3** |  |  |  |  |
| **4** |  |  |  |  |
| **5** |  |  |  |  |
| Graduation Application Deadline for Columbia campus |
| **6** |  |  |  |  |
| **7** |  |  |  |  |
| **8** |  |  |  |  |
| **9** |  |  |  |  |
| **10** |  |  |  |  |
| **11** |  |  |  |  |
| **12** |  |  |  |  |
| **13** |  |  |  |  |
| **14** |  |  |  |  |
| Last day to drop or withdraw without a grade of “WF” being recorded - Semester Midpoint |
| **15** |  |  |  |  |
|  |  | Fall Break – No Classes |
|  |  | Fall Break – No Classes |
| **16** |  |  |  |  |
| **17** |  |  |  |  |
| **18** |  |  |  |  |
| **19** |  |  |  |  |
| **20** |  |  |  |  |
| **21** |  |  |  |  |
| **22** |  |  |  |  |
| **23** |  |  |  |  |
| **36** |  |  |  |  |
|  |  | Thanksgiving Break – No Classes |
|  |  | Thanksgiving Break – No Classes |
|  |  | Thanksgiving Break – No Classes |
| **37** |  |  |  |  |
| **38** |  |  |  |  |
| **39** |  |  |  |  |
| **40** |  |  |  |  |
| **41** |  |  |  |  |
| **42** |  | Last day of Class |
|  |  | Reading Day |
|  |  | Final Exams |