# Course Designator and Number (example - ENGL 285) Online Course

Course Title

Semester and Year of Offering

[Note: This document is formatted for ADA accessibility and includes syllabus best practices. 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 Academic Bulletin.]

## Full Course Description

[Enter an extended description of the subject matter of the course. Also include any technical characteristics of the course such as if it is required or an elective, or any requirements for enrollment.]

## Prerequisites

[Enter any prerequisites for the course. If there are none, include a statement that says “There are no prerequisites for this course.”]

## Learning Outcomes

[Enter all learning outcomes for the course. These may be mandated by the department and/or accrediting body. If the course is designated as Carolina Core, be sure to include the correct [Carolina Core Learning Outcomes (http://www.sc.edu/about/offices\_and\_divisions/provost/academicpriorities/undergradstudies/carolinacore/requirements/)](https://sc.edu/about/offices_and_divisions/provost/academicpriorities/undergradstudies/carolinacore/requirements/).

All learning outcomes should be measurable. You may reference [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, see the [CTE Learning Outcomes site (https://www.sc.edu/about/offices\_and\_divisions/cte/teaching\_resources/coursedevelopment/learning\_outcomes/index.php)](https://www.sc.edu/about/offices_and_divisions/cte/teaching_resources/coursedevelopment/learning_outcomes/index.php).]

**Recommended only for 500-600 level courses:** At least one additional learning outcome for graduate credit which must be connected to the additional work product should be included.

Include a notation that all learning outcomes in the course are equivalent to the face-to-face (F2F) version of the course.]

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

All learning outcomes in this course are equivalent to the face-to-face (F2F) version of this course.

## 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. Include a citation for each required reading/material and a notation that all readings/materials comply with copyright/fair use policies. A few samples are below.]

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

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

All course materials comply with copyright/fair use policies.

## Course Requirements

[Include a few brief descriptions of what students should expect from the course format. This may include expectations of an online course versus a face-to-face course, the structure of weekly modules, an overview of expected learning activities, and any standard schedules. Sample language is below.]

### Course Format

This is a fully online course. Online classes are not easier than face-to-face lecture classes. To succeed in an online class, you must be extremely motivated and well organized. You will need to purchase the required textbook listed above by the first day of the course. Other course materials are available via Blackboard (“Bb”). Regular Internet access is essential for successful completion of the course.

The typical class structure will consist of learning modules, which include:

* Short Video/PowerPoint Lectures
* Readings
* Online Discussions
* Exams
* Field Exercises
* Written Exercises

This is an entirely Web-based course. We have no face-to-face class meetings, and you will complete your work asynchronously - which simply means that you will be working on it at different times than your colleagues. You can log into the class to do your work at whatever time is convenient for you as long as you are meeting class deadlines.

It is important to understand that this is not a self-paced class or an independent study. You will have assigned deadlines, and work must be submitted on time and will not be accepted late. You may not save up your assignments to complete in the last weeks or days of the semester. One critical part of this class is regular interaction with other students and with me, your instructor. Each assignment sequence must be completed on schedule – you can't work ahead or get behind and be successful.

### Course Communication

I will be communicating with you regarding grades and assignments. If you need to get in touch with me, the best method is via email. Generally, I will reply to emails within 24 hours and will provide feedback on assignments within 48 hours. You may also post questions pertaining to the course on the Blackboard Discussion Board. These questions will be answered within 24 hours.

If you are having trouble with this course or its material, you should contact me via email to discuss the issues.

Announcements will be posted to this course whenever necessary. If there is any other information I think is important, I will send it to your email address you have in Blackboard. If you primarily use another email account, you should make sure that the Blackboard account is linked to that address. It is your responsibility to ensure that your email accounts work properly in order to receive mail.

Please be sure that the email you check regularly is set in Blackboard:

* Click on the My USC tab along the top of the page in Blackboard
* In the Tools module, click on "Personal Information"
* Click on "Edit Personal Information"
* Scroll down to the listing for Email
* In the box will be listed what Blackboard has as your email address. If you wish to change it, delete the email address in the box and type in the email address you want to use.
* Click on the Submit button at the top or bottom of the page.

### Module Schedule

All course deadlines are listed in Eastern Time Zone. Blackboard will record all deadlines in this timezone. If you are in a different timezone, plan accordingly.

Each week will begin on a [insert day of week] and will end on [insert day of week].

In order to complete all of the module assignments, you will spend about 9 hours per week on the course material for a total of approximately 145 hours of course-related activities using Blackboard, discussion boards and blogs, and reading and reflecting on the texts. A list of weekly responsibilities/deadlines follows:

* Monday/Tuesday: Read assigned text(s) for week. Watch lecture online.
* Wednesday 5 PM: Blackboard initial post.
* Thursday 5 PM: Blackboard responses.
* Friday midnight: Individual blog post.

## Technology Requirements

[Include any necessary information about technology requirements. Include specific technologies/software/programs that will be used in the course. Sample language is below.]

Online lectures will be provided through Adobe Connect Professional. Therefore, you must have access to the Internet to view/hear lectures. No special software is required.

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

* Access to a working computer that has a current operating system with updates installed, plus speakers or headphones to hear lecture presentations (transcripts provided);
* Reliable Internet access and a USC email account;
* A current Internet browser that is compatible with Blackboard (Google Chrome is the recommended browser for Blackboard);
* Microsoft Word as your word processing program; and
* Reliable data storage for your work, such as a USB drive or Office365 OneDrive cloud storage.

If your computer does not have Microsoft Word, Office 365 ProPlus package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 ProPlus, log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or need help with the software, please contact the [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).

## Minimal Technical Skills Needed

[Include any necessary information about minimal technical skills required for your course. Sample language is below.]

Minimal technical skills are needed in this course. All work in this course must be completed and submitted online through Blackboard. Therefore, you must have consistent and reliable access to a computer and the Internet. The minimal technical skills you have include the ability to:

* Organize and save electronic files;
* Use USC email and attached files;
* Check email and Blackboard daily;
* Download and upload documents;
* Locate information with a browser; and
* Use Blackboard.

## Technical Support

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

If you have problems with your computer, technology, IT-related questions, support, including Blackboard, please contact the Division of Information Technology (DoIT) Service Desk at (803) 777-1800 or 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://www.sc.edu/about/offices\_and\_divisions/university\_technology\_services/support/ctz.php)](https://www.sc.edu/about/offices_and_divisions/university_technology_services/support/ctz.php). The Service Desk is open Monday – Friday from 8:00 AM – 6:00 PM (Eastern Daylight Time). If you are located in the Columbia, SC area, the Thomas Cooper Library at USC has computers for you to use in case you encounter computer issues/problems. If you are not located in the Columbia, SC area, most regional campuses and public libraries have computers for public use.

If you have trouble using MyITLab, contact MyITLab Support:

* [24/7 Dedicated MyITLab Customer Technical Support Team (https://support.pearson.com/getsupport/s/)](http://247pearsoned.custhelp.com/)
* 1-844-292-7016

## 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 those values are calculated for the final grade. You should also include a grading scale that explains how the final score in the course translates to a letter grade. Rubric information and how tests/quizzes are secured (if applicable) should be included.

**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 (assignments, exams, etc.) is secured in Blackboard with a username and password.
* All assignments and exams are due by [insert time] (Eastern Daylight Time) on the day indicated on the course schedule.
* All online quizzes and tests are secured in Blackboard with a password.
* Complete rubrics will be provided in Blackboard.

### Formatting

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

All written assignments are required to be submitted using Microsoft Word.There are no exceptions to this rule. Documents should be proofread to avoid spelling and grammatical mistakes. Additionally, all 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

Five quizzes will be assigned. Each quiz will be based on book chapters and will consist of True/False & Multiple Choice questions. Quizzes will be automatically evaluated. Quiz questions/answers are randomly displayed and drawn from substantial test banks. you will have 3 opportunities to complete quizzes to achieve a higher score. The highest score will be recorded. All quizzes are secured in Blackboard with a password.

### Discussion Boards

Special topics will be posted on Blackboard weekly. You will read posted materials and engage in the discussion boards set up in Blackboard. You will utilize readings and information that you collect from various online sources to inform your discussion. Respect and critical thinking will guide these discussions.

Discussion board posts are a significant part of this course. Students are required to post answers to instructor-posted questions each Thurs. by 5:00 p.m. and post comments to two peers by the following Tuesday by 5:00 p.m. A full discussion board rubric is provided in Blackboard.

### Projects

Two hands-on projects will be assigned. Hands-on projects will be based on multiple book chapters & Project Alert software will be utilized to complete the projects. You may only complete each hands-on project one time. Complete rubrics will be provided in Blackboard.

### 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 allows 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) through 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 3-5 page literature review on a topic provided by me. This literature review must be word processed in 12 point Arial font and have appropriate APA style formatting. Additional instructions and a complete rubric is provided in Blackboard.

### Final Exam

[Note from the [Faculty Manual (http://www.sc.edu/policies/facman/Faculty\_Advisory\_Housekeeping.pdf)](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/answers are randomly displayed and drawn from substantial test banks. The exam is secured in Blackboard with a password.

### Evaluation and Grading Scale

[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**: Different requirements for undergraduate versus graduate credit should be clearly identified in two distinct grading scales.]

All grades will be posted on Blackboard. You are strongly encouraged to check you 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 | 20% |
| Total | 100% |

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

Quizzes (5 @ 20 points each) - 100 points

Analysis Paper (1 @ 100 points) -150 points

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

Final Exam (1 @ 250 points) - 250 points

**Total Points - 1000 points**

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

#### 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

Evaluation Information for Undergraduate Students:

Discussion Board: 20%

Quizzes: 25%

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

## Academic Success

Successful online learners:

1. Do not procrastinate;
2. Are open to sharing professional experiences online;
3. Enhance online discussions;
4. Have good written communication skills;
5. Use proactive communication;
6. Are self-motivated and self-disciplined;
7. Have a commitment to learning;
8. Have critical thinking and decision-making skills;
9. Believe quality learning can take place in an online environment; and
10. Have good time management skills.

### Disability Services

[Student Disability Resource Center (http://www.sa.sc.edu/sds/)](http://www.sa.sc.edu/sds/): The Student Disability Resource Center (SDRC) empowers students to manage challenges and limitations imposed by disabilities. Students with disabilities are encouraged to contact me to discuss the logistics of any accommodations needed to fulfill course requirements (within the first week of the semester). In order to receive reasonable accommodations from me, you must be registered with the Student Disability Resource Center (1523 Greene Street, LeConte Room 112A, Columbia, SC 29208, 803-777-6142). Any student with a documented disability should contact the SDRC to make arrangements for appropriate accommodations.

### Student Success Center

In partnership with USC faculty, the Student Success Center (SSC) offers a number of programs to assist you in better understanding your course material and to aid you on 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 (www.sc.edu/success)](http://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 SSC via Success Connect, an online referral system, regarding your progress in the course. If contacted by the SSC, please schedule a Success Consultation. Success Connect referrals are not punitive and any information shared by me is confidential and subject to FERPA regulations.

SSC services are offered to all USC undergraduates at no additional cost. You are invited to call the Student Success Hotline at (803) 777-1000, visit the [SSC website (www.sc.edu/success)](http://www.sc.edu/success), or stop by the SSC in the Thomas Cooper Library on the Mezzanine Level to check schedules and make appointments.

### Writing Center

[Writing Center (http://artsandsciences.sc.edu/write/university-writing-center)](http://artsandsciences.sc.edu/write/university-writing-center)

This course has many of writing assignments. The 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.

### Library Resources

[Library Resources (http://library.sc.edu)](http://library.sc.edu/)

The university library has great resources for finding out how to cite materials in your projects. 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 format.

### Blackboard and Technology

[Blackboard and Technology (https://sc.edu/about/offices\_and\_divisions/division\_of\_information\_technology/end\_user\_services/available\_technology\_resources/)](https://sc.edu/about/offices_and_divisions/division_of_information_technology/end_user_services/available_technology_resources/)

As a student in this course, you have access to support from the Division of Information Technology (DoIT) for Blackboard and computer issues. The service desk can be reached at 803-777-1800.

### Counseling Services

[Counseling 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): The University offers counseling and crisis services as well as outreach services, self-help, and frequently asked questions.

## Course Policies and Procedures

[Include any course or university policies that students need to be aware of. This is where you set expectations for student behavior as learners and as people. It is up to your discretion to decide which policies are included. It is strongly suggested to include policies regarding academic integrity and late submission. Other policies may include student conduct, incomplete grades, withdrawal without penalty, confidentiality, or course communication. You may also choose to include any resources available through the university that promote student success, such as student disability resources, academic support, and student services. Sample policy categories and language are below.]

### Attendance Policy

Success in this course is dependent on your active participation throughout the course. You are expected to log into Blackboard several times a week and complete course assignments. Even if your work is completed, you still need to login to ensure that you have seen all announcements, etc. It is your responsibility to checking updates related to the course.

### 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 (http://www.sa.sc.edu/creed)](http://www.sa.sc.edu/creed)

[Academic Responsibility (http://www.sc.edu/policies/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/universitypolicy/)](https://sc.edu/about/offices_and_divisions/division_of_information_technology/security/policy/universitypolicy/)

#### Plagiarism

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.

### Class Conduct/Netiquette

Professionalism will be expected at all times, but most especially with your interactions online. 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 is the norm for those who participate in my class.

Our discussion board is a way for you to share your ideas and learning with your colleagues in this class. We do this as colleagues in learning, and the Discussion Board is meant to be a safe and respectful environment for us to conduct these discussions.

Some Netiquette Rules:

* Treat one another with respect. It will be expected that we will not attack one another personally for holding different opinions.
* Do not use all CAPITAL LETTERS in emails or discussion board postings. This is considered "shouting" and is seen as impolite or aggressive.
* Begin emails with a proper salutation (Examples: Dr. Name; Ms. Name; Hello Professor Name; Good afternoon Mr. Name). Starting an email without a salutation or a simple "Hey" is not appropriate.
* When sending an email, please include a detailed subject line. Additionally, make sure you reference the course number (Ex. ENGL 287) in the message and sign the mail with your name.
* Use proper grammar, spelling, punctuation, and capitalization. Text messaging language is not acceptable.
* Use good taste when communicating. Profanity should be avoided.
* Re-Read, think, and edit your message before you click "Send/Submit/Post."

Please remember when posting to be respectful and courteous to your colleagues, and limit your posts to discussions of this course and its assignments.

### Late Work/Make-up Policy

No late or make-up work is accepted. All assignments, quizzes, and exams are due by the deadline as posted on the course schedule.

Please plan accordingly, and complete these assignments in advance of their deadlines to ensure any unanticipated circumstances do not result in a missed assignment. User error does not qualify you for any kind of makeup or retake opportunity.

Completing and submitting the assignments or quizzes responses by the due date is the sole responsibility of you. If you receive an incomplete score because of failure to submit the assignment or test by the due date, then your score for that assignment will be recorded as "zero."

You will be allowed to access the assignments an unlimited number of times until the due date/time, and take quizzes one time each on or before the due date/time as indicated on the course calendar. If you are concerned about missing a deadline, you may want to do any of the following:

* Post your assignment the day before the deadline; or
* Begin quizzes as soon as they are made available online.

Late quizzes will be accepted if the following two requirements are met:

1. You must contact me in advance of the exam’s deadline to make arrangements for its completion.
2. You must complete the exam within the week following its due date.

Late assignments and quizzes will be subject to the following penalty: 10% will be deducted from your grade for the first day late, and an additional 5% will be deducted on each subsequent day.

Be Careful:The clock on your computer may be different than the clock in Blackboard. If the clock is different by one second, you will be locked out of the assignment or quiz. Plan accordingly. I recommend that you submit your assignments, quizzes, and exams well before deadline.

### Incomplete Grades

Incompletes will be granted only in accordance with university policy.

### Instructional Methods

[Include a few brief descriptions of what students should expect in regards to your instructional methods. This may include your lecture format, group work, presentation, and the use of instructional technologies. Sample language is below.]

The course will be taught using multiple instructional methods. These methods will include lecture videos, YouTube videos, group projects and video 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 review an article from the primary literature that either illustrates current research into the topic or explore a related or relevant additional concept. Literature discussions will utilize small group discussions on Blackboard followed by online presentations.

### Diversity and Inclusion

[Include a brief diversity and inclusion statement. Sample language is below.]

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.

#### *Accessibility, Disability, and Triggers [credit to* [*Dr. David Moscowitz*](https://sc.academia.edu/DavidMoscowitz)*]*

I am committed to ensuring course **accessibility**for all students. If you have a documented **disability**and expect reasonable accommodation to complete course requirements, *please notify me at least one week before accommodation is needed*. Please also provide [SDRC](https://sc.edu/about/offices_and_divisions/student_disability_resource_center/) (https://sc.edu/about/offices\_and\_divisions/student\_disability\_resource\_center/) documentation to me before requesting accommodation. Likewise, if you are aware of cognitive or emotional **triggers**that could disrupt your intellectual or mental health, please let me know so that I can be aware in terms of course content.

#### *Diversity, Ethics, and the Carolinian Creed [credit to* [*Dr. David Moscowitz*](https://sc.academia.edu/DavidMoscowitz)*]*

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** (www.sa.sc.edu/creed)](http://www.sa.sc.edu/creed): “I will discourage bigotry, while striving to learn from differences in people, ideas and opinions.” Likewise, the Student Code of Conduct ([STAF 6.26 (http://www.sc.edu/policies/ppm/staf626.pdf)](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.academia.edu/DavidMoscowitz)*]*

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 sexual harassment or assault.

#### *Values [credit to* [*Dr. David Moscowitz*](https://sc.academia.edu/DavidMoscowitz)*]*

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.

### 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 and treat you as I would like to be treated.

### Copyright/Fair Use Statement

[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).

## Course Schedule

[Include a detailed course schedule that tells students how the course is organized, what they will need to do, when it will be due and approximately how long each task will take them. A full semester fall or spring course typically consists of 14 week long modules. This organization can make it fairly easy to convert the course to other length formats.

Courses submitted to the Committee on Instructional Development (InDev) should follow the [Distributed Education Delivery (DED) Syllabus Checklist for DED Approval https://sc.edu/about/offices\_and\_divisions/faculty\_senate/committees/instructional-development/index.php)](https://sc.edu/about/offices_and_divisions/faculty_senate/committees/instructional-development/index.php).

The language below pertains to courses that are submitted to InDev.

**Required only for courses that are fully or primarily asynchronous**: Course schedule includes a tally showing the total number of student “learning minutes” per activity within each module/unit, showing a total minimum of 2100 “learning minutes” per credit hour (6300 learning minutes for a 3-credit hour course).

\*Learning Minutes (LM)

NOTE: The final exam period may not count as “learning minutes.” The tally of minutes is based on the time it would take an average student to complete the activity.

You may choose to remove the learning minutes prior to distributing the syllabus to students. The tally of minutes is provided for committee review purposes only. A few sample modules are below.]

| Module & Topic | Assignments to Read & View | Assignments to be Completed | Due Dates  (Assignments are due by [insert time]) | Time on Task |
| --- | --- | --- | --- | --- |
| Start Here Module   * Course Introduction | Review “Start Here” section in Blackboard |  |  | 45 LM |
| Read the syllabus |  |  | 30 LM |
| Read the “Course Introduction” & view the “Welcome” video |  |  | 45 LM |
| Read Industry News (review SHRM & NRF websites) |  |  | 30 LM |
|  | Optional Self-Check | Wed., XX/XX | ---- |
|  | Student Background | Thurs., XX/XX | 45 LM |
| Read and review emails, announcements, and “Questions about the Course” Forum feedback. |  |  | 30 LM |
| Start Here Module Total Minutes (Undergraduate & Graduate Students): | | | | 225 LM |
| Module #1   * Overview of Organizational Development | Read Cummings & Worley “Ch. 1: General Introduction to Organization Development” (pp. 1-38) |  |  | 90 LM |
| View PowerPoint Lecture #1A |  |  | 60 LM |
| Read Cummings & Worley “Ch. 2: The Nature of Planned Change” (pp. 39-77) |  |  | 90 LM |
| View PowerPoint Lecture #1B |  |  | 60 LM |
| Read Industry News (review SHRM & NRF websites) |  |  | 30 LM |
|  | Optional Self-Check | Wed., XX/XX | ---- |
|  | Discussion Forum Initial Post #1 | Thurs., XX/XX | 60 LM |
|  | Discussion Forum Responsive Post #1 | Sun., XX/XX | 60 LM |
|  | Topic Assignment #1 | Sun., XX/XX | 120 LM |
|  | Personnel-Related Blog Post #1 | Sun., XX/XX | 90 LM |
| Read and review emails, announcements, and “Questions about the Course” Forum feedback. |  |  | 30 LM |
| Module #1 Total Minutes (Undergraduate & Graduate Students): | | | | 690 LM |
| Total Minutes of Work Required for Semester (Excluding Finals Week) | | | | 6,300 LM |

[**Required only for courses that are fully or primarily synchronous:** Course schedule includes a tally showing a total of 700 synchronous “student-to instructor contact minutes” per credit hour (2100 minutes for a 3-credit hour course).

\*Student-to-Instructor Contact Minutes (S2I-CM)

NOTE: The tally of minutes is based on the time it would take an average students to complete the activity and tally of minutes is provided for committee review purposes only and does not need to be provided to students in the final syllabus.]

| Module & Topic | Assignments to Read & View | Assignments to be Completed | Due Dates  (Assignments are due by [insert time]) | Time on Task |
| --- | --- | --- | --- | --- |
| Module 1: Start Here!   * Introduction Module | Review “Start Here” section in Blackboard |  |  | 45 LM |
| Read the syllabus |  |  | 30 LM |
| Read the “Course Introduction” & view the “Welcome” video |  |  | S2I – 45 CM |
| Read Industry News (review SHRM & NRF websites) |  |  | 30 LM |
| Synchronous Class Meeting |  | Tues., XX/XX | S2I – 180 CM |
|  | Optional Self-Check | Wed., XX/XX | ---- |
|  | Student Background | Thurs., XX/XX | 45 LM |
|  | Discussion Board Introduction with Instructor Responses | Fri., XX/XX | S2I – 45 LM |
| Read and review emails, announcements, and “Questions about the Course” Forum feedback. |  |  | 30 LM |
| Start Here Module Total Student to Instructor Contact Minutes (Undergraduate & Graduate Students): | | | | 225 CM |
| Module 2: Chapter 1   * Organization Development | Read Cummings & Worley “Ch. 1: General Introduction to Organization Development” (pp. 1-38) |  |  | 90 LM |
| View PowerPoint Lecture #1A |  |  | S2I - 60 CM |
| Read Cummings & Worley “Ch. 2: The Nature of Planned Change” (pp. 39-77) |  |  | 90 LM |
| View PowerPoint Lecture #1B |  |  | S2I - 60 CM |
| Read Industry News (review SHRM & NRF websites) |  |  | 30 LM |
| Synchronous Class Meeting |  | Tues., XX/XX | S2I – 180 CM |
|  | Optional Self-Check | Wed., XX/XX | ---- |
|  | Discussion Forum Initial Post #1 | Thurs., XX/XX | S2I - 60 CM |
|  | Discussion Forum Responsive Post #1 | Sun., XX/XX | S2I - 60 CM |
|  | Topic Assignment #1 | Sun., XX/XX | 120 LM |
|  | Personnel-Related Blog Post #1 | Sun., XX/XX | 90 LM |
| Read and review emails, announcements, and “Questions about the Course” Forum feedback. |  |  | 30 LM |
| Module 2 Start Here Module Total Student to Instructor Contact Minutes (Undergraduate & Graduate Students): | | | | 420 CM |
| Total Student to Instructor Contact Minutes: | | | | 2,100 CM |