# Course Designator and Number (example – ENGL 101)

Course Title

Semester and Year of Offering

Class Meetings

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 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 is 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. 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, 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:

## 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.]

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.

## Technology Requirements

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

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).

## Minimum Technical Skills Needed

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

Minimum 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 minimum 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://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 are located in the Columbia, SC area, the Thomas Cooper Library at UofSC 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.

## Course Assignments and Grading

[Include all course assignments and a grading schema. This should include details about each assignment and assignment type, 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. 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 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

Be prepared to respond briefly in writing to short-answer questions on the assigned material frequently during the semester. If you are keeping up with the reading, the quizzes will be an excellent way to bolster your course grade. However, if you miss class or are tardy when the quiz is given, you cannot make it up later. 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 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 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](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: The Pass-Fail grading option is an option that can be selected by students 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, your syllabus must indicate the minimum grade (points, percentage) required for a “pass”.]

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 | 20% |
| Total | 100% |

Discussion Board (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

## 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.]

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.

[UofSC graduate bulletin](https://academicbulletins.sc.edu/graduate/policies-regulations/graduate-academic-regulations/) (https://academicbulletins.sc.edu/graduate/policies-regulations/graduate-academic-regulations/)

### 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, 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), you will be permitted to make up coursework or complete an equivalent assignment agreed upon with me.

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

* Submit a request in writing (email is acceptable) stating the dates of the anticipated absence no later than the end of the second week of the course.
* Explain the reason for absence. In some cases, documentation may be required. Please [consult the policy](https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations/#text) (https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations) for additional information.
* 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 or illness), you should, at the first opportunity, submit in writing a request stating:

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

Since this course meets three times a week for 50 minutes, you are allowed two unexcused absences. Your grade will be lowered by one letter for each unexcused absence after two unexcused absences.

### Late Work/Make-up Policy

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 significant point deduction. 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

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) (http://www.sa.sc.edu/creed)
* [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/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

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 is the norm for those who participate in my class.

### Laptop/Smartphone Policy

The use of laptops and smartphones is allowed only when it is required for course assignments. Please place your laptop under your seat during class. 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, I will have advanced knowledge of the potential emergency.

### Incomplete Grades

You may assigned an 'I' (Incomplete) grade if you are unable to complete some portion of the assigned course work because of an unanticipated illness, accident, work-related responsibility, family hardship, or verified learning disability. An Incomplete grade is not intended to give you additional time to complete course assignments or extra credit unless 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 regards 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 into the topic or explore a related or relevant additional concept. Literature discussions will utilize small group discussions followed by classroom presentation and discussion.

### 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.edu/study/colleges_schools/cic/faculty-staff/moscowitz_david.php)*]*

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

### 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).

## Academic Success

### 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 (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.

### Student Success Center

In partnership with UofSC 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](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 throughout the semester, 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. Student Success Center services are offered to all UofSC 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.

SSC services are offered to all UofSC undergraduates at no additional cost. You are invited to call the Student Success Hotline at (803) 777-1000, visit the [SSC website](http://www.sc.edu/success) (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 UofSC student needing assistance with a writing project at any stage of development. The main Writing Center is in Byrnes 703.

### University Library Resources

[University Libraries Resources](file:///C:\Users\haynesa\Dropbox\CTE%20-%20Misc\Syllabus%20Updates\Syllabus%20Updates%202021\sc.edu\libraries) (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, please [Ask a Librarian](about:blank)!  [Assistance is available at sc.edu/libraries/ask](about:blank).
* 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.

### Blackboard and Technology

[Blackboard and Technology](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/)

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.

### 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, please reach out to any of our mental health resources. Counseling & Psychiatry offers individual and group counseling and psychiatric services. You can schedule an appointment at (803) 777-5223 or on MyHealthSpace. You can also call after-hours for crisis counseling. Wellness Coaching can help you improve in areas related to emotional and physical wellbeing, such as sleep, resiliency, balanced eating and more. Wellness Coaching appointments can be made by calling 803-777-6518 or on MyHealthSpace. You can also access virtual self-help modules via [Therapy Assistance Online (TAO)](https://us.taoconnect.org/register) (https://us.taoconnect.org/register). Most of these services are offered at no cost as they are covered by the University Health Services tuition fee. For all available mental health resources, check out [University Health Services Mental Health](https://sc.edu/about/offices_and_divisions/student_health_services/mental-health/index.php) (https://sc.edu/about/offices\_and\_divisions/health\_services/mental-health/index.php).

### Interpersonal Violence

Interpersonal violence - including sexual harassment, relationship violence, sexual assault, and stalking - is prohibited at UofSC. Faculty, staff, and administrators encourage anyone experiencing interpersonal violence to speak with someone, so they can get the necessary support and UofSC 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 [Stop Interpersonal Violence](http://www.sc.edu/stopsexualassault) (http://www.sc.edu/stopsexualassault) 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/about/initiatives/safety/stop\_sexual\_assault/contacts/index.php). If you want to make a formal report, you can [report here](https://cm.maxient.com/reportingform.php?UnivofSouthCarolinaEOP&layout_id=6) (https://cm.maxient.com/reportingform.php?UnivofSouthCarolinaEOP&layout\_id=6) or contact the institution’s Title IX Coordinator, or one of the Deputy Title IX Coordinators listed on the Stop Sexual Assault website. You can also file a police report by contacting USC Police at 803-777-4215.

## 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 | | |