# 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. 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:

Phone:

E-mail:

Office:

## 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:

## Required Texts

[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

## 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.]

### 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](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.

### Evaluation and Grading Scale

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).]

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.

### 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/)

## 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.

## 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 | | |