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

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 the [Committee on Curricula & Courses curriculum changes guidelines](https://sc.edu/about/offices_and_divisions/faculty_senate/committees/curricula-course/index.php) (https://sc.edu/about/offices\_and\_divisions/faculty\_senate/committees/curricula-course/index.php) for all required syllabus components for blended courses. 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. 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/).]

**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:

## 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 the blended course, the structure of weekly modules, an overview of expected learning activities, and any standard schedules. Sample language is below.]

### Blended Course Format

This course is being offered as a blended course. Much of the work in this course will occur online in Blackboard. Online activities and in-class activities are designed to build on each other. Active participation in the online activities and completion of all coursework is required in this course. In Blackboard, you will interact with course content, me and your classmates in a variety of online activities. I suggest setting aside days and times for completing the online course activities.

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

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

This course will meet face-to-face one time per week (Thursdays). The typical activities in the face-to-face classroom will include interacting with guest speakers, engaging with me and your classmates in question and answer sessions, discussing major concepts, practicing difficult key concepts and completing exams.

### 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 72 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. It is your responsibility to ensure that your email account works properly in order to receive email.

Below is how you check your email address in Blackboard:

* Access blackboard.sc.edu
* Click your name on the main Blackboard navigation panel on the left
* Review your email address. By default, Blackboard uses your university-issued email address

Your email address in Blackboard coincides with your preferred university email. If you are unsure of your preferred email, [check your account](file:///C%3A%5CUsers%5Chaynesa%5CDownloads%5Cmyaccount.sc.edu) (myaccount.sc.edu). For more information on setting your preferred university email, please see the [How To Change Your Primary University Email Address](https://scprod.service-now.com/sp?id=kb_article_view&sysparm_article=KB0011464) (https://scprod.service-now.com/sp?id=kb\_article\_view&sysparm\_article=KB0011464) Knowledge Base article.

## 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 through Ensemble, YouTube and Vimeo will be provided in Blackboard. Therefore, you must have access to the Internet to view/hear lectures. No special software is required.

The lecture presentations, links to articles, assignments, quizzes, and rubrics are located on Blackboard. 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;
* 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. Most course work will be completed and submitted in 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 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.

## 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

* Most coursework (assignments, quizzes, etc.) is secured in Blackboard with a username and password. Exams will be administered in class.
* All assignments are due by [insert time] (Eastern Daylight Time) on the day indicated on the course schedule.
* All online quizzes are secured in Blackboard with a password.
* Complete rubrics for assignments 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 Thursday 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](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/answers are randomly displayed and drawn from substantial test banks. The exam is secured in Blackboard with a password.

### 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”.]

[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.

A variety of examples are below.]

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 learners in a blended course:

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 (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 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](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 USC undergraduates at no additional cost. Please call 803-777-1000, visit www.sc.edu/success, or come to the Student Success Center in the Thomas Cooper Library (Mezzanine Level) to check schedules and make appointments.

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](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 USC 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%3A%5CUsers%5Chaynesa%5CDropbox%5CCTE%20-%20Misc%5CSyllabus%20Updates%5CSyllabus%20Updates%202021%5Csc.edu%5Clibraries) (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!  Assistance is available at sc.edu/libraries/ask.
* Remember that if you use anything that is not your own writing or media (quotes from books, articles, interviews, websites, movies – everything) you must cite the source in MLA (or other appropriate and approved) format.

### 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.  Most of these services are offered at no cost as they are covered by the Student Health Services tuition fee.  For all available mental health resources, check out [Student Health Services Mental Health](https://www.sc.edu/about/offices_and_divisions/health_services/mental-health/index.php) (https://www.sc.edu/about/offices\_and\_divisions/health\_services/mental-health/index.php) and the quick reference list below.

* Wellness Coaching can help you improve in areas related to emotional and physical wellbeing (e.g., sleep, resiliency, balanced eating and more) – schedule an appointment at (803) 777-6518 or on [MyHealthSpace](https://myhealthspace.ushs.sc.edu/) (https://myhealthspace.ushs.sc.edu/login\_dualauthentication.aspx)
* Access virtual self-help modules via [Therapy Assistance Online (TAO)](https://us.taoconnect.org/register) (https://us.taoconnect.org/register) **–** see [TAO registration instructions](https://www.sc.edu/about/offices_and_divisions/health_services/medical-services/counseling-and-psychiatry/online-support/index.php) (https://www.sc.edu/about/offices\_and\_divisions/health\_services/medical-services/counseling-and-psychiatry/online-support/index.php).
* Access additional articles and videos on health and wellness topics on the Wellness Hub, [thriveatcarolina.com](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fthriveatcarolina.com%2F&data=05%7C01%7CHAYNESA%40email.sc.edu%7Ceb8e5c9a94524b3097b108db19a78828%7C4b2a4b19d135420e8bb2b1cd238998cc%7C0%7C0%7C638131979554022883%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=I0SfLRCIHF8DDa1VX%2FlkKtvqgkLpAeV8PuVellQt75k%3D&reserved=0), or by downloading the [CampusWell](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.campuswell.com%2F&data=05%7C01%7CHAYNESA%40email.sc.edu%7Ceb8e5c9a94524b3097b108db19a78828%7C4b2a4b19d135420e8bb2b1cd238998cc%7C0%7C0%7C638131979554022883%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=hnEVoEicnaYGpQFFGEcHNDlNEPBnNb50GXX5XzZQ2EY%3D&reserved=0) (https://www.campuswell.com/) app and searching for University of South Carolina.
* Counseling & Psychiatry offers individual and group counseling and psychiatric services – schedule an appointment at (803) 777-5223 or on [MyHealthSpace](https://myhealthspace.ushs.sc.edu/) (https://myhealthspace.ushs.sc.edu/login\_dualauthentication.aspx).
* Access the 24-hr Mental Health Support Line at (833) 664-2854.
* Access an anonymous [mental health screening program](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.uscscreening.org%2Fwelcome.cfm%3Faccess%3Dwebsite&data=05%7C01%7CHAYNESA%40email.sc.edu%7Ceb8e5c9a94524b3097b108db19a78828%7C4b2a4b19d135420e8bb2b1cd238998cc%7C0%7C0%7C638131979554022883%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=t%2BVtDkixHiZ1XKGXlcq6Moq2gW8DPeF9txQ1l3j%2FTFE%3D&reserved=0) (https://www.uscscreening.org/welcome.cfm?access=website).

## 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.

[USC 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.]

Please look ahead in the course schedule section of the syllabus to determine if you need to miss class for an [excusable reason](https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations/) (https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations/) and notify me by week two of the course. If you have an excused absence, you will be permitted to make up coursework. Everyone is permitted one unexcused absence without the deduction of points from the participation grade. If you do not use the unexcused absence, 10 extra credit points will be added to your participation grade.

### Academic Integrity

[\*\*Please tailor this statement to the specific objectives of your course/college and the goals of your profession. The hope of the Office of Academic Integrity (OAI) is for courses to spark intellectual curiosity and promote critical thinking, and the customization of this statement can reflect that in your own words.]

As a partner in your learning, it is important to both of us that any assignment submission is a pure reflection of your work and understanding. The introduction of artificial intelligence options to complete academic work jeopardizes my ability to evaluate your understanding of our course content and robs you of the ability to master the subject matter.

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

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/Netiquette

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.

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 101) 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.

### 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.

### 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.

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

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

Late assignments 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. A grade of ‘I’ (Incomplete) may be assigned 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, and the use of instructional technologies. Sample language is below.]

The course will be taught using multiple instructional methods. These methods will include in class question and answer sessions, online 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.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 (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 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

[Insert your course schedule below. Note when activities will take place online or in class (face-to-face). Below is an example.]

| **Modules** | **Topic** | **Assignment/Activity****(Online)** | **Assignment/Activity** **(Face-to-Face[F2F])** | **Due Date** |
| --- | --- | --- | --- | --- |
| **Start Here/****Course Introduction Module:**[Insert Dates for the week]F2F Meeting on [Insert Class Meeting Date] | Course Introduction | * Review “Start Here” section of Blackboard
* Read the syllabus
* Complete the syllabus quiz
* Read Industry News (review Society for Human Resource Management & National Retail Federation websites)
* Complete the course introduction discussion board
 | * Participate in question and answer session
 | [Insert Due Date(s)] |
| **Module 1:**[Insert Dates for the week]F2F Meeting on [Insert Class Meeting Date] | Overview of Organizational Development | * Read Chapter 1
* View lecture videos
* Listen to podcast
* Complete reflection paper
* Complete quiz
 | * Participate in guest lecture session
 | [Insert Due Date(s)] |
| **Module 2:**[Insert Dates for the week]F2F Meeting on [Insert Class Meeting Date] | Communicating Effectively | * View lecture videos
* Read chapter 2
* Read case study
* Complete blog
 | * Participate in question and answer session
* Practice elevator speech
 | [Insert Due Date(s)] |
| **Module 3:** [Insert Dates for the week]F2F Meeting on [Insert Class Meeting Date] | Depicting Data Visually | * Read chapter 3
* View lecture videos
* Complete simulation activity
* Complete grader activity
 | * Complete group assignment
* Participate in question and answer session
 | [Insert Due Date(s)] |
| **Module 4:**[Insert Dates for the week]F2F Meeting on [Insert Class Meeting Date] | Second Wave of Feminist Movement | * Read chapter 4
* View lecture videos
* Read “The Story of Margaret Welch”
* Watch online video “Race: The Power of Illusion”
 | * Participate in exam review session
* Complete Exam #1
 | [Insert Due Date(s)] |
| **Module 5:**[Insert Dates for the week]F2F Meeting on [Insert Class Meeting Date] |  |  |  | [Insert Due Date(s)] |
| **Module 6:**[Insert Dates for the week]F2F Meeting on [Insert Class Meeting Date] |  |  |  | [Insert Due Date(s)] |
| **Module 7:**[Insert Dates for the week]F2F Meeting on [Insert Class Meeting Date] |  |  |  | [Insert Due Date(s)] |
| **Module 8:**[Insert Dates for the week]F2F Meeting on [Insert Class Meeting Date] |  |  |  | [Insert Due Date(s)] |
| **Module 9:**[Insert Dates for the week]F2F Meeting on [Insert Class Meeting Date] |  |  |  | [Insert Due Date(s)] |
| **Module 10:**[Insert Dates for the week]F2F Meeting on [Insert Class Meeting Date] |  |  |  | [Insert Due Date(s)] |
| **Module 11:**[Insert Dates for the week]F2F Meeting on [Insert Class Meeting Date] |  |  |  | [Insert Due Date(s)] |
| **Module 12:**[Insert Dates for the week]F2F Meeting on [Insert Class Meeting Date] |  |  |  | [Insert Due Date(s)] |
| **Module 13:** [Insert Dates for the week]F2F Meeting on [Insert Class Meeting Date] |  |  |  | [Insert Due Date(s)] |
| **Module 14:**[Insert Dates for the week]F2F Meeting on [Insert Class Meeting Date] |  |  |  | [Insert Due Date(s)] |
| **Final Exam:**[Insert Date] |  |  |  | [Insert Due Date(s)] |