

# Course Name Syllabus

Semester Year

Classroom:

Meeting times

## Professor



**Your name**

Office Hours:

Office location:

Phone:

Email:

*[A picture of you will help students recognize you around campus.]*

## Course Description

*[Enter course description here.]*

Credits:

Pre-requisites:

## Student Learning Outcomes

*[Break up outcomes by topic to help students see the structure of course material. For example, a learning outcome topic for an English class could be writing technique or citation formulation. An example of a learning outcome topic for a math class could be ratios or algebraic functions. More than one learning outcome can fall under the same topic. For visual learners, consider doing a graphic mapping of topics and/or outcomes. There is one example of a mapping provided below.]*

The following outcomes will be connected directly to the assignments on a weekly basis.

1. *Enter SLOs*

##  Materials

****Required Textbook(s)**

* *Citation of any required textbooks – note if it is available on reserve in the library. For online texts, explain how the student can obtain it (purchased online code, Blackboard, OER link, etc.) Place a photo of the cover to the right tagged with alt text.*

**Other Required Materials**

* *List any other required materials (external hard drive, journal, 3-ring binder, etc.)*

**Website**

* *Is your course on Blackboard? Explain if there are required readings or discussion boards online.*

**Slide Presentations**

* *Do you provide accessible copies of slideshow presentations? Are they online?*

**Related Websites**

Students find the following websites helpful as supplemental learning tools.

[*List here any additional educational online resources that will help students understand the subject matter. Consider Khan Academy, TED Talks, or supplemental videos. Encourage students to share resources that have helped them. Does the library have a LibGuide for your subject area? You can also list links to the library’s online databases.]*

## Class policies

*[Enter your class-specific policies here. The following headings are an example of topics you may want to cover.]*

* **Homework –** Every week **y**ou should expect to spend 3-6 hours of work outside of class time for this course on required readings, discussion forums, notes, and other assignments. This is aligned with typical academic standards (two hours of outside class work for every credit hour).
* **Attendance & Participation**
* **Mobile Devices in the Classroom**
* **Food and Beverages**
* **Submission Guidelines -** Plan on submitting assignments on time. Time management is an essential skill to be successful. Part of my role is to help you be successful in this course but also develop essential skills to be successful outside of college. Every assignment has a due date or deadline for submission. You are expected to submit assignments and do required readings on or before the assigned due date. Working due dates are outlined in the [Major Assignments](#_Major_Assignments) section and [Weekly Calendar](#_Weekly_Calendar) in this syllabus. However, I reserve the right to alter these due dates depending on the pace of class and snow days. Don’t worry, changed due dates always work in your favor! I realize time management is challenging, and deadlines may not be met. I do accept late submissions with a penalty. Papers submitted after the deadline will receive a 5% grade point reduction for each day following the due date. Don’t want a penalty? Here are the steps: (1) Talk to me and identify your problem; (2) Propose a fair solution; (3) Negotiate.
* **Classroom Behavior**
* **Children in class –** *see* [*https://studentlife.oregonstate.edu/childcare/family-friendly-syllabi-examples*](https://studentlife.oregonstate.edu/childcare/family-friendly-syllabi-examples) *for some family-friendly syllabi language*
* **Instructor responsibilities** *(You have obligations to your students. Put in writing your commitment to them. An example of what you may want to say is below.)*
* I will provide access and timely feedback on your work to enhance the learning experience.
* I will be on-time and prepared to teach for every class session.
* I will be available for student conferences during regular office hours (*days and times*), or by appointment in [*building, room*]*.*
* I am obligated to report scholastic dishonesty to [*appropriate dean*].
* I will maintain a respectful, productive, inclusive, and thought-provoking learning environment.

## Major Assignments

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| --- | --- |
| **Assignment** | **Due Date** |
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 *Consider giving an overview of each major assignment to give the student a broad picture of what the assignment will entail. Things to include: how the assignment ties in with course outcomes, why it is relevant, method of submission, length of paper or presentation, portion of their final grade, a timeframe that a full description and grading guidelines of the assignment will be provided, and anything else a student should know about upcoming assignments at the beginning of the semester.*

## Plagiarism/Academic Integrity

Academic honesty and integrity is expected in all work done for this class.  Submitting the same work in more than one course without the permission of the involved instructors, copying the work of other students, using published work (Internet material is considered published work) without proper citation or otherwise attempting to receive academic credit for work that is not your own are all serious offenses. Academic dishonesty may result in penalties including, but not limited to lower grades, expulsion from the class or expulsion from the college.

The intent of this course is for students to think and to implement lifelong learning and not to cut and paste the work of others. Any form of cheating will not be tolerated. Your work will be analyzed for content originality and must represent your own words or ideas. Information that is directly quoted from source material must be set off with quotation marks and cited appropriately.

\***Plagiarism is** the act of stating or implying *that another person's work is your own.* You commit plagiarism if you:

1. Submit a paper to be graded or reviewed that you have not written on your own.
2. Copy answers or text from another classmate and submit it as your own.
3. Quote or paraphrase from another paper without crediting the original author.
4. Cite data without crediting the original source.
5. Propose another author's idea as if it were your own.
6. Fabricate references or using incorrect references.
7. Submit someone else's presentation, spreadsheet, or other file with only minor alterations.

**This is not a definitive list**--any action in which you misleadingly imply that someone else's work is your own can constitute plagiarism.

## Grading

*Instead of just listing how the final grade is calculated, create a pie chart visualizing the importance of assignments and participation. If participation is part of the student’s grade, explain how you will be measuring participation. Pie charts can be created in Microsoft Word under the Insert Tab and Chart button. Below is an example.*

 Grading scale:

 90% - 100% A

 80% - 89% B

 70% - 79% C

 60% - 69% D

 Below 60% F

 Essays – 40% Oral Presentation – 10%

Research Paper- 15% Participation & In-Class Assignments – 15%

Journal – 10% Reaction Papers – 10%

**Instruction Format**

*Will your course be a combination of lecture, dialog, collaborative writing projects, or group critique? Give students an idea how they will be instructed. This is a place you can stress the importance of participation and attendance.*

## My Teaching Philosophy

*Although not mandatory, consider writing a statement about your teaching philosophy. How do you prefer to teach? What can students expect from you? Encourage students to come to you with problems with the course.*

# **Where to go for HELP**

*Help direct your students to resources that can help them academically and non-academically. Make your list of support services discipline specific. Below are some examples.*

* **Tech support**:The Student Technology Help Desk located in the Learning Commons (WH129; phone 315-792-5501) can help with email, Blackboard, or campus computer login. There is also an IT Help Desk in the Academic Building room 155, 315-731-5711 for more serious IT issues.
* **Tutoring support**: The Learning Commons has writing consultants and content specialists to help support students be successful in coursework. I highly encourage you to take advantage of this service. All tutors, with the exception of math tutors, require an appointment. Appointments run for 30 minutes. You can make an appointment online at [mvcc.edu/learning-commons](https://www.mvcc.edu/learning-commons/index.php).
* **Mental health counseling:** Your mental health can affect your academic goals. If you are struggling and need someone to talk to, please don’t hesitate to reach out for help. Check out the Counseling Center’s services at [mvcc.edu/counseling](https://www.mvcc.edu/counseling/) or call 315-792-5326 (Utica) or 315-334-7709 (Rome) for an appointment. The Counseling Center is located in the Health Center AC104.
* **Student Support Advisors:** Student Support Advisors (SSA) are available to help guide you to be successful in reaching your academic goals. Note that your SSA is not the same person as your faculty advisor. Find out who your SSA is at [mvcc.edu/advisement](https://www.mvcc.edu/advisement/index.php)
* **College Community Connection (C3)**: C3 can offer assistance for a variety of non-academic issues, such as childcare, bus passes, temporary housing, food assistance, and more. The C3 office and food pantry are located within the Learning Commons (WH129).
* **Research and Citation Assistance**: You will be expected to conduct college-level research in this class which means you will need to use the library. Librarians can help you with locating quality sources and citing them ethically. Librarians are available on either campus library, the Utica Learning Commons, or online by chat at [mvcc.libguides.com/about/AskUs](https://mvcc.libguides.com/about/AskUs)

## Important MVCC Statements

* **Office of Accessibility Resources**

 I would appreciate hearing from anyone in the class who has any type of disability (e.g., physical, learning, mental health, vision, hearing, etc.) which may require some special accommodation. Please see me during my office hours so that we can discuss your needs. Before services can begin, you must also contact the Office of Accessibility Resources, 315-792-5644, in Room 129E of Wilcox Hall on the Utica Campus. (For classes on the Rome Campus, students should be referred to the Student Services Office, PC 102G, 315-334-7744).Staff members will review your documentation, determine your eligibility for accommodations, and decide what those accommodations will be.

* **Sustainability**

Mohawk Valley Community College is committed to development and implementation of a comprehensive sustainability plan. To that end, we are beginning by asking students, faculty, and staff to actively participate in energy conservation measures and proper recycling on campus. The Green Bins in every classroom are intended for all recyclables. They can take Paper, Plastic, Metal and Glass. Containers should be clean\* and empty. Any materials that cannot be recycled should be place in garbage cans. It is also important to turn off lights and computers when leaving a room. Together we can make an impact on conserving our resources. Remember to reduce, reuse and recycle! \*Clean means free of food residue, so pudding and yogurt containers should be rinsed. Drink bottles need to be empty but do not need to be rinsed.

* **Classroom & Civility**

Mohawk Valley Community College is committed to civility in and out of the classroom. MVCC believes everyone has the right to an environment that creates the safe opportunity for educational, professional, and social development. MVCC recognizes its responsibility to model and encourage a culture of civil behavior.

* **Title IX**

Title IX states that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.  Protections also extend to sexual harassment and sexual assault or violence that impairs or interferes with access to equitable educational and employment opportunities*.*  For more information, please visit the Title IX website at <http://www.mvcc.edu/title-ix>

* **DGV**

Several years ago, MVCC initiated a program titled “Diversity-Global View” (DGV), which gave each of our graduates a chance to participate in educational experiences designed to increase awareness of intercultural perspectives.  Our goal in doing so was to enhance our students’ understanding of the realities faced by individuals as a result of their race, ethnicity, cultural background, gender, sexual orientation, socioeconomic status, academic abilities and interests, age, religious beliefs, and physical ability. To that end, all graduates who matriculated into programs in fall 2008 or more recently, or who have changed their major since 2008, are now required to complete the DGV components associated with the degree or certificate program in which they are enrolled. For more information please visit <https://www.mvcc.edu/dgv>

*[Below is an example of a weekly calendar for a course that meets twice a week. It is very important that you give students a clear idea of what is due when and what topics will be discussed each day. For each class day, explain what pages of a textbook or article they should read before class and what they should be ready to turn in that day under the Assignments Due section. The more detailed a calendar you provide, the less questions you will receive from students about what is due when, and what they missed during an absence.]*

## Weekly Calendar

|  |
| --- |
| **Week 1** |
| Class Date: |  |
| Content/Topics: | Introduction to the course, syllabus review |
| Course Outcomes: |  |
| Assignments Due: |  |
| **Week 2** |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes |  |
| Assignments Due: |  |
| **Week: 3** |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| **Week: 4** |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Week: 5 |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| **Week: 6** |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Week: 7 |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| **Week: 8** |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Week: 9 |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Week: 10 |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Week: 11 |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Week: 12 |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Week: 13 |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Week: 14 |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |

\*Disclaimer: The above schedule is subject to change, in the event of extenuating circumstances, or at the discretion of the instructor. The instructor reserves the right to alter any element of this syllabus including course content and policies that govern how the classroom operates.