Your Class Title
And subtitle

DEPT-###
3 Credits; Prerequisites

COURSE DESCRIPTION

(General) Content of the course and how it fits into the broader curriculum; What questions will this course ask? What big ideas will it pursue? What's unique about your version/section of this course? What's your approach or lens on the content?

COURSE GOALS

- *Broad statement about the projected learning outcome*
- *Example: Students will learn to assess their choices as writers*
- *Check out the Learning Assessment Cycle on iTeachU*
- *_*

STUDENT LEARNING OUTCOMES

- *Specific statements about what students will be able to do at the end of the course*
- *Example: Students will be able to discuss differences in research approaches*
- *An explanation of outcomes*
- *_*

INSTRUCTOR INFORMATION

Your name
Office:
Virtual Office: Hangout link
Office hours:

Email + Phone number
A brief statement about your availability to students. Is it best to reach you over email? Can they google-chat with you via their @alaska.edu

account? Are you available and happy to meet with students outside of office hours?

CLASS MEETINGS

Location: Virtual link or in-person

Days/times of meetings

COURSE READINGS/MATERIALS

Course textbook title, author, edition/publisher, ISBN. Supplementary readings (indicate whether required or recommended) and any supplies required, including subscription to a particular publication or tool.

Consider linking here to your course schedule, particularly if you are posting readings there.

TECHNICAL REQUIREMENTS FOR COURSE

(optional, but strongly suggested) Describe the technical requirements for the course, especially if you are using technology beyond the basics of Blackboard.

Example: You'll need regular access to a computer and the Internet to access our course materials. Please spend some time familiarizing yourself with our course website/Blackboard. You will need to be able to download and upload documents, watch and create videos.

eCampus students can get technical help here.

INSTRUCTIONAL METHODS

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

This could be a statement of pedagogy. Why do you use the methods you do?

"I love America more than any other country in the world and, exactly for this reason, I insist on the right to criticize her."
- James Baldwin

COURSE POLICIES

A general statement about your expectations of both the rights and responsibilities of anyone participating in the class (students, instructors, visitors, etc.). Follow with specific policies as listed below.

Example: The policies that guide this class are rooted in an expectation of RESPECT. Our classroom is an experimental space: we're all learning, and this requires that we ask questions, try out new ideas, take risks, FAIL, and come to new insights individually and together. You are encouraged to experiment with your ideas, with your writing, and with your citizenship as part of our classroom community. You are expected, also, to offer patience, attention, and respect to your classmates as they test new ideas.

Attendance & Tardiness

If this is an online course without synchronous meetings, you may revise this to discuss student "presence" in your course with links to discussion boards, etc.

Academic Integrity

Example: Your academic honesty is assumed, which means that I expect all of your submitted work to have come from your brain and your hand. If you've submitted the work of someone else, in whole or in part and without proper citation, I will not accept the assignment. Within academic communities, plagiarism represents a serious breach of trust and can carry severe consequences, including disciplinary action. With that in mind, we'll go over the proper ways of summarizing, paraphrasing, quoting, and citing your materials so you can avoid pilfering information, even accidentally.

Late Work & Revision

Consider the difference between formative and summative assessment.

As you develop your policy, keep yourself in mind: Can you respond to students and give feedback on this schedule?

Instructor Response Time

(optional, but strongly suggested) Outline how much time for returning a direct contact such as email (generally, right away or within 24 hours) and how much time for returning graded material (best within 48 hours after assignment due date but no longer than a week).
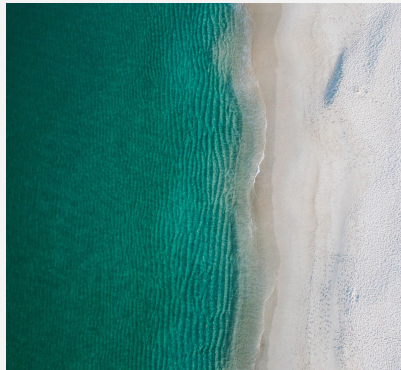
SUPPORT SERVICES

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

UAF eCampus Student Services

Student Services helps students with registration and course schedules, provides information about lessons and student records, assists with the examination process, and answers general questions. Our Academic Advisor can help students communicate with instructors, locate helpful resources, and maximize their distance learning experience. Contact the UAF eCampus Student Services staff at 907.455.2060 or toll free 1.800.277.8060 or contact staff directly – for directory listing see: http://ecampus.uaf.edu/contact

Office of Information Technology Help Desk

Go to http://www.alaska.edu/oit/ to see about current network outages and news.
Reach the Help Desk at:
- e-mail helpdesk@alaska.edu
- fax: 907.450.8312
- phone: 450.8300 (in the Fairbanks area) or

1.800.478.8226 (outside of Fairbanks)

UAF Writing Center
The writing center offers writing tutoring to students, staff, faculty and the wider community in any discipline, 6 days/ week. They also offer phone tutorials.

CTC Learning Center
The Learning Center offers tutoring in writing and math. For hours of operation and information about online tutoring for writing, check their website.

UAF Math Lab
The math lab offers tutoring to students at all levels.

UAF Library
The Rasmusen Library reference help desk is available to assist students with library research and other questions.

Disabilities Services

The **UAF Office of Disability Services** operates in conjunction with UAF eCampus. Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services.

If you believe you are eligible, please visit their web site (http://www.uaf.edu/disability/) or contact a student affairs staff person at your local campus. You can also contact Disability Services on the Fairbanks campus by phone, 907.474.5655, or by e-mail (uaf-disabilityservices@alaska.edu)

Include a table to show how students' grades will be calculated

Activity/Assignment	% grade	Due Date
Participation (attendance, online discussion, peer review)	20%	ongoing
Micro-writing assignments (6 throughout semester)	30%	ongoing
Major Project 1 (including outline, first draft, and peer review)	25%	October 15
Group Capstone Project (including plan, memos, presentation)	25%	December 10

EVALUATION POLICIES

Specify how students will be evaluated, what factors will be included, their relative value, whether and which evaluation elements are proctored, and how they will be tabulated into grades (on a curve, absolute scores, etc.)

See eCampus's Syllabus Template for optional language about NB/I/W grades

Consider how you are assessing and weighing assessments of your students with assessment mapping.

How to check your grade:

To check your grades for assignments and find comments from your instructor, click on the My Grades link in the sidebar menu. All the assignments and their due dates are listed. If your instructor has left comments, there will be a Comments link. Click on this link to view comments.

If the score is for a test or quiz, click on the check mark or your score to see results and feedback.

If the score is for an assignment, the title of the assignment is a link and by clicking this link you'll be taken to your submission, grade and comments.

If you see a green exclamation point, your assignment has not been graded yet.

EFFORT AND STUDENT INVOLVEMENT

(optional) Illustration of where student effort goes by percentage of effort into four categories. These categories will demonstrate how the 3 hours of lecture and 6 hours of non-lecture in a face to face course translate into 9 hours of work in an online course, meeting the requirement of 9 hours of work

per week for a 3 credit course. This calculation covers the entire course. (3 credits = 130 hours or 3 hours/cr; lab=3 hour lab/1 cr) ex: Students should look forward to an average of 12 hours per week for this four credit course. This section DOES NOT have to be included in the student's syllabus, instructor discretion.

1. **INSTRUCTION** *(things like lectures, readings, teacher-student conferences)*
2. **INDIVIDUAL RESEARCH** *individual research for papers, projects)*
3. **ASSIGNMENTS** *(actual projects and assessments)*
4. **COLLABORATION** *(discussion, groups projects, blog commenting)*

EXAMPLE
> **Instruction**: Lecture/Readings 35%
> **Individual Research**: Final project 10%
> **Assignments**: Quizzes, Homework, Blog posts 35%
> **Collaboration**: Discussion Board, Blog comments 20%

EXPECTATION OF STUDENT EFFORT

(optional, but strongly suggested) (expected number of hours per week a student should be prepared to spend, etc.)
Example: Students should expect to spend 10-12 hours per week on this class. If circumstances arise that cause you to need extra time on any assignment(s), e-mail me. Extensions may be granted, but your instructor expects to be informed in advance if you are not able to submit your assignment on time. Students are expected to maintain a working backup plan to be implemented in the event of a computer malfunction or an interruption of their normal Internet

TITLE IX PROTECTION

(optional, but strongly suggested)

University of Alaska Board of Regents have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident.

Your choices for reporting include:
1. You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043;
2. You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
3. You may file a criminal complaint by contacting the University Police Department at 474-7721.

COURSE SCHEDULE

It's important to give students an overview of the course and your plan from the start. Use a calendar-style schedule ([template here](#)) or a list ([template here](#)). Append it to the end of your syllabus or keep it as a separate document.

I look forward to working with you this semester.