COURSE # ~ Course Title

**Instructions for Using This Template**

This document was created to promote instructional best practices at Indiana State. It aligns with University Handbook requirements as well as the [Quality Matters Rubric](https://www.qualitymatters.org/qa-resources/rubric-standards/higher-ed-rubric) and recommendations. Please use it as a guide to help shape your syllabi and include all vital information that students need to know to be successful at Indiana State. You will find instructor directions in BLUE in each section**; be sure to remove these BLUE instructions throughout the document when developing your own version.** You will also find several examples in BLACK within this Template; please feel free to rearrange, remove, or change any optional material to best fit your course and teaching style. Be sure to remove references to tools, activities, or outcomes that you do not plan to use in your course. This Syllabus Template also models accessible features (such as styled headings, alt text for images, and hyperlinks that are clear and descriptive rather than a URL); while you can certainly change the style, be sure to [follow accessibility guidelines](https://www.softchalkcloud.com/lesson/serve/xBQZmNDdU6GaS1/html) when generating your own syllabus.

# Instructor

Per the [Indiana State University Policy Library](https://www.indstate.edu/policy-library/faculty-duties-and-responsibilities), all faculty members must post a syllabus in the course learning management system (LMS) that includes “university contact information for the faculty member and the department in which the course is offered” as well as office hours. You should include contact information relevant to your course. For example, if you are teaching online, how will your students access your office hours (e.g. via phone, Zoom, by appointment, etc.)? You may also include a small profile picture under this section.

Instructor:

Phone Number:

Email:

Office Location (or Digital Equivalent):

Office Hours:

Department Contact:

# Course Introduction

Add your course introduction here. If you teach a Foundational Studies course, you must also include a statement defining the FS category, such as “This course is part of the Foundational Studies Program and meets the requirements of the Upper-Division Integrative Electives category.” In addition to citing the catalog description, all courses should clarify the **purpose** of the course in a language that students understand prior to taking this course ([QM 1.2](https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf)). You may want to explain what practical knowledge, skills, and abilities they will take away from this experience, and how it relates to both real-world applications as well as how it connects to other courses within the program. Provide a brief overview of the **structure** of the course so that students have a general understanding of “how the learning process is structured and carried out” ([QM 1.2](https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf)). How is your course content delivered? Online? On campus? Some combination? What can students expect in terms of course delivery methods given social distancing? Do you require any synchronous sessions? How often does class meet? Define terms such as online, hybrid, and asynchronous to clarify for students what these mean in practice. Is the course based on modules or weekly units? When do modules/units start and end? On which days are assignments typically due?

Course:

Section(s):

Credit Hours:

Semester:

Add your course description content here.

# Prerequisites

Add the course and knowledge prerequisites in this section ([QM 1.6](https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf)). Even if there is no specific course(s) that must be taken prior to registering for this course, you might think about a statement related to the basic skills that students are expected to have before participating in the coursework. This can help them better prepare for the demands of the course.

There are no prerequisites for this course. However, before entering this course you are strongly encouraged to have a foundational understanding of the basic structure of academic essays, including how to support your ideas with researched and cited support.

# Learning Objectives

Establish the course goals, objectives, or outcomes here. Be sure to [generate measurable, clear objectives written from the student’s perspective](https://softchalkcloud.com/lesson/serve/qAI3KbREfeFk41/html) ([QM 2.1, 2.3, 2.5](https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf)). Such learning objectives are often determined by your department, accrediting agencies and the [Office of Assessment,](https://www.indstate.edu/assessment/learning-outcomes-library) and/or [Foundational Studies](http://www.indstate.edu/academics/foundational-studies/learning-outcomes-and-objectives/learning-outcomes), although you may be tasked within developing your own.

[Foundational Studies courses](https://www.indstate.edu/academics/fs/syllabus) should also include information explaining what [Foundational Studies requirement](https://www.indstate.edu/academics/foundational-studies/advisors/assessment) the course is meeting, such with a statement like “This course meets the overall goals of the Foundational Studies Program. Successful completion of this course allows learners to meet the learning outcomes of the Upper-Division Integrative Electives category,” as demonstrated below. FS faculty must also include the appropriate category objectives and skills applied requirements and define the assignments that meet each learning goal. You can find them within the Canvas Commons (in the Global Navigation) by searching for #indstatefs. In this area, FS faculty must also define the assignments that meet each learning goal. You may must identify assignments that meet learning objectives and skills applied learning requirements in this area, as demonstrated below, as well as the section entitled Foundational Studies Assignments later in this document.

This course meets the overall goals of the Foundational Studies program. Successful completion of this course allows students to meet the needs of the learning outcomes of the [*DEFINE FOUNDATIONAL STUDIES CATEGORY HERE*] category.

* Use a thematic approach to a particular topic or issue that integrates multiple ways of knowing. [Final Essay]

# Commitment to Career Readiness

You might consider adding this optional statement (from the Career Center) to your Syllabus as a commitment to [Goal 2, Initiative 1 of the University’s Strategic Plan](http://irt2.indstate.edu/cms7/sp16/index.cfm/goal-2/overview/).

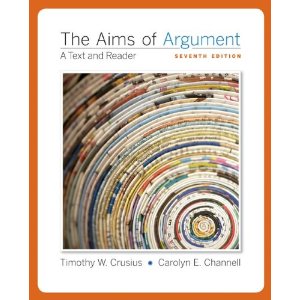
The administration, faculty, and staff at Indiana State University believe that in addition to educating students in academic content, it is important to prepare them to be professional and competent employees in the job market. We are committed to incorporating the [eight career competencies](https://www.indstate.edu/sites/default/files/media/career-center/pdfs/career-readiness-handout-final_2019.pdf) outlined by the National Association of Colleges and Employers (NACE) as being necessary to success in the job search and workplace. Many of these eight career readiness competencies will be taught and integrated into your classroom learning:

Critical Thinking/Problem Solving, Oral/Written Communications, Teamwork/Collaboration, Digital Technology Application, Leadership, Professionalism/Work Ethic, Career Management, Global/Intercultural Fluency.

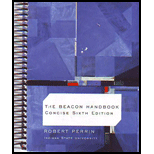
For additional assistance with your career development and preparation, please visit [the Career Center’s website](https://www.indstate.edu/career-center).

# Textbooks and Course Materials

Add your required and recommended textbooks here ([QM 4.4, 4.5](https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf)), per the [Indiana State University Policy 310](https://www.indstate.edu/policy-library/faculty-duties-and-responsibilities). Be sure to clarify which are required and which are optional ([QM 4.6](https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf)). Provide a full citation for each text, including the ISBN number, as a model for your students ([QM 4.3](https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf)). You may also provide a statement, such as the one below, which explains how/where to purchase the textbooks. This is especially important if you require students to purchase an online package with the textbook ([QM 6.3](https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf)). If this course requires students to register for and purchase digital content or an access code, please provide the direct link of the source and the package options students may purchase. If the book is freely available through the library or another site, mention it here as well.

**Required:**

Crusius, Timothy, and Carolyn Channell, editors. *The Aims of Argument: A Text and Reader*. 7th ed., McGraw-Hill, 2011. (ISBN 9780077343798)

**Recommended:**

Perrin, Robert. *The Beacon Handbook*. Concise 6th ed., Cengage Learning, 2011. (ISBN 9781133444831)

You can order your books from the [Indiana State University Barnes and Noble bookstore](https://indiana-state.bncollege.com/shop/indiana-state/home). Please be sure to check the ISBN carefully when purchasing your textbooks. It is imperative that you order the correct edition, as other editions may not have all the same materials and articles.

# Technology Support and Requirements

Here you will describe how to access the required technologies for the course ([QM 1.5](https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf)), link to the privacy and accessibility statements for each required technology ([QM 6.5, 8.2](https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf)), and identify the minimum technical skills expected of your students ([QM 1.7](https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf)). Indiana State Online provides a webpage with basic technology information, links to the privacy and accessibility statements for some common technologies, and basic technical skills (as linked below), BUT you will need to specify any additional technologies or technical skills required by your course. Be sure to also include a statement on how students can get help with their technology-related issues ([QM 7.1](https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf)).

If you teach a [Foundational Studies course](https://www.indstate.edu/academics/fs/syllabus), you will also need to include one of [four laptop requirement statements](https://www.indstate.edu/sites/default/files/media/Documents/PDF/fs-sycamoreStandard.pdf) identified below.

## Foundational Studies Laptop Usage

If you teach a FS course, CHOOSE ONE OF THE FOLLOWING FS STATEMENTS:

### Laptop Required for Course: Regular Usage

For the purposes of this course, it will be assumed that you are in compliance with the mandatory laptop policy of the University. You will be expected to bring your laptop and be ready to use it for every class period. Usage of the laptop must conform to the provisions of this course as laid out in this syllabus as well as the Code of Student Conduct.

### Laptop Required for Course: Irregular Usage

For the purposes of this course, it will be assumed that you are in compliance with the mandatory laptop policy of the University. You will be expected to bring your laptop and be ready to use it for those class periods noted on the syllabus. Usage of the laptop must conform to the provisions of this course as laid out in this syllabus as well as the Code of Student Conduct.

### Laptop Not Required for Course: Usage Permitted

While there will be no assignments or examinations for which the laptop will be used, your use of a laptop is generally permitted as long as usage remains within the bounds of the Code of Student Conduct and conforms to the provisions of this course as laid out in this syllabus. There may be periods when laptop usage is forbidden, and if that occurs, failure to comply with this direction will be viewed as a violation of the Code of Student Conduct.

### Laptop Usage Forbidden

While the University has chosen to require laptops of its students, the University also recognizes and respects the right of faculty to conduct their classes as they deem appropriate. In this course, no laptop may be used in class. Failure to comply with this direction will be viewed as a violation of the Code of Student Conduct.

## Tech Support

You can access **Canvas Tech Support** through the HELP button in the Canvas global navigation. Start with the Search Canvas Guides for quick tutorials on various Canvas features. Within this menu you will also find Chat with Canvas Support (Student) and the Canvas Support Hotline, both great resources to get your questions about Canvas answered.

For other technology support, please contact the Office of Information Technology ([it-help@indstate.edu](mailto:it-help@indstate.edu) or 812-237-2910).

## Tech Requirements

For this course, you will need access to a reliable computer with high-speed internet access. You can check your internet speed using the instructions on the [Testing Your Home Network](https://indstate.teamdynamix.com/TDClient/1851/Portal/KB/ArticleDet?ID=102344) page. Your computer should also meet [Indiana State’s Laptop MINIMUM Hardware Specifications](https://indstate.teamdynamix.com/TDClient/KB/ArticleDet?ID=71665).

It is the responsibility of all students to have equipment sufficient to participate in all their classes. All students must have a computer/tablet with audio and video capability. If synchronous meetings are used, students will follow the appropriate instructions of their faculty regarding the muting (or unmuting) of audio and video as they would in any classroom setting.

For additional technology requirements, computer skills, recommended software, privacy policies, accessibility statements, and free software information, please visit [Indiana State Technology Support and Requirements](https://www.indstate.edu/online/resources/students/technology-requirements).

**For this course you will also need:**

* Webcam (often built into your laptop; otherwise can be purchased online at numerous retailers for $10-20)
* Noise-Cancelling Headset (can be purchased online at numerous retailers for around $20)
* Video recording program (available free of charge, as described in [recommended software](http://www.indstate.edu/online/resources/students/technology-requirements))

In order to fully engage learners in course discourse, this course utilizes web conferencing software, including **Zoom**. Please be sure to [activate your Indiana State Zoom account,](https://indstate.teamdynamix.com/TDClient/1851/Portal/KB/ArticleDet?ID=107534) have the [Zoom client installed on your computer](https://support.zoom.us/hc/en-us/articles/360034967471-Quick-start-guide-for-new-users#h_e678acaf-3d2c-4afd-8411-ea60b6ec5f10), and [familiarize yourself with how to use the tool](https://support.zoom.us/hc/en-us/articles/360034967471-Quick-start-guide-for-new-users). Below are some tips for participating in a Zoom session:

* Join the meeting early and test your microphone, speaker, and camera settings.
* Use a noise-cancelling headset with microphone or earbuds for the best auditory experience.
* Keep speakers away from microphones to avoid feedback, if you do not have a headset or earbuds.
* Do not join a meeting from multiple devices.

In order to keep an accurate record of course attendance and participation and to provide accessible content to all learners, all live online sessions will be recorded. By attending digital classes, you are giving consent to be recorded. Class recordings are for educational use only and should only be viewed by the participants enrolled in this course and/or attending the live sessions.

# Course Policies

Use this space to identify all course-related policies, such as participation, time commitment, late work, assignment submission, and etiquette expectations ([QM 1.3, 1.4, 5.4](https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf)). Attendance expectations are also required by [Indiana State Policy.](https://www.indstate.edu/policy-library/faculty-duties-and-responsibilities) If you are teaching online, you should also consider the [Indiana State Distance Education Guidelines](https://www.indstate.edu/sites/default/files/media/Documents/PDF/ISU%20Online/deguidelines.pdf) when developing your course policies. Examples of course policies are provided below. Feel free to customize them to fit your course needs, especially #4 and 5. [Foundational Studies courses](https://www.indstate.edu/academics/fs/syllabus) must include, when appropriate, information about the required citation style.

The sixth policy (Be Present) is required University language for a COVID-19 attendance policy for on-campus courses.

1. **Be Responsible:** My goal is for you to excel in this class and to develop the skills necessary to succeed in your chosen career. However, **you have the major responsibility for doing well**. You are expected to study carefully all reading materials and the feedback returned to you and to participate in group and class activities. You are also encouraged to ask questions and or/schedule individual appointments with me if you have any questions.
2. **Be Active:** Participate! This is an active community of learners; passively completing the course materials is not enough to ensure success in this course. You are therefore expected to **log into the course at least three times a week** and **check your Indiana State email at least every other day** (via [Webmail](https://outlook.office.com/) or via Outlook) in order to stay current with course updates. Additionally, responding to discussion boards, feedback, communications, and other coursework on time will help ensure the best possible outcomes.
3. **Be Committed:** Time-management is crucial in all courses. Regardless of your course format, you should prepare to commit several hours each week for attending class or watching lectures, reading, participating in discussions, studying, and completing assignments. Use the table below, which is based on the guidelines by the [U.S. Department of Education](https://www2.ed.gov/about/offices/list/ous/international/usnei/us/credits.doc), to help you plan accordingly:

**Minimum Engagement Hours Required Per Week**

|  |  |  |  |
| --- | --- | --- | --- |
| Term | 1 Credit Hour | 2 Credit Hours | 3 Credit Hours |
| 3 Weeks | 16 | 32 | 48 |
| 4 Weeks | 12 | 24 | 36 |
| 5 Weeks | 10 | 19 | 30 |
| 7 Weeks | 7 | 14 | 20.5 |
| 8 Weeks | 6 | 12 | 18 |
| 10 Weeks | 5 | 10 | 14.5 |
| 11 Weeks | 4.5 | 9 | 13 |
| 16 Weeks | 3 | 6 | 9 |

1. **Be Credible**: Follow the required **formatting** for all coursework:
   1. **Submit** all work using Microsoft Word (downloadable from [Indiana State](http://downloads.indstate.edu/)).
   2. Use **APA 7th Edition Style** formatting and citations. For more information on APA, please refer to [Purdue's OWL](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html).
   3. **Save** all documents as the following: LastName\_AssignmentName\_Draft#. For example, Smith\_ArguetoInquire\_2.
2. **Be Prompt:** Turn in all work on time. Work turned in after the posted due date and time is considered late. **Late work on projects and class activities will be penalized** **10% for each late day** (including turning it in one minute past the deadline, on weekends, and on holidays). After four days, late work will no longer be accepted for credit. Due to the nature of online assessments, all quizzes and tests will only be available for three days and make-up/late work is not permitted on these types of assessments. Extensions for papers are granted only in exceptional circumstances and must be made in advance. The decision to accept a late paper is at my discretion. It is always possible to submit an assignment before the due date. Always make backup copies of your work in the event of a computer problem, as technical issues are not a valid excuse for late work.
3. **Be Present:** Students are expected to adhere to course attendance policies, as stated in the course syllabus. Documented COVID-related absences will be treated like any other serious medical issue. Following University policy, students with a documented, serious medical issue must contact the Office of the Dean of Students for assistance. The Office of the Dean of Students will supply documentation for faculty. Students with a documented serious medical issue should not be penalized and will be given a reasonable chance to complete exams or assignments. Once notification is made, faculty will make reasonable efforts to accommodate the student’s absence and will communicate that accommodation directly to the student. Please note that faculty are not required to accommodate a serious medical issue with virtual content options, like streaming or recorded lectures. To avoid the potential of missing significant class time, students are strongly encouraged to receive the COVID vaccination that has been made available on campus. For more information about the vaccines or to find a vaccination site, go to: [ourshot.in.gov](https://www.coronavirus.in.gov/vaccine/). The [ISU Health Center](https://www.indstate.edu/health-center) also administers COVID-19 vaccines by appointment.

Students should contact the [Office of the Dean of Students](https://www.indstate.edu/student-affairs/dean) with questions by calling 812-237-3829.

The information provided in this section of the syllabus is subject to modification based on guidance by public health authorities. Changes to Covid-related policies or updated information will, as always, be posted on the ISU website and communicated in multiple ways.

1. **Be Kind: Be courteous and respectful** to your classmates and your instructor(s) through considerate **etiquette**. In this course, you are expected to comply with the [Sycamore Standard](https://www.indstate.edu/code-of-student-conduct/appendix-b), which emphasizes respect, dignity, and integrity. In this course, that includes (but is not limited to):
   * Maintaining a formal, respectful, civil, professional tone with all course communications to all course participants, including but not limited to journals, discussion boards, wikis, and emails.
   * Using Standard American English for all projects, posts, and emails. This means no text-speak.
   * Avoiding derogatory language, obscenity, and hate speech.
   * Avoiding the use of CAPS in writing, as this indicates shouting.

Consider applying these [Examples of Good Netiquette](http://www.cybersmile.org/advice-help/category/examples-of-good-netiquette) to your online communications throughout the course. The [Indiana State Code of Student Conduct](https://www.indstate.edu/code-of-student-conduct/) grants instructors authority to maintain classroom discipline, including asking disruptive students to leave the classroom, and this includes the digital classroom.

**Zoom Engagement:** Whether we meet in person, on Zoom, or in other digital formats, we are in a professional community. As professionals, we are expected to:

* show up on time,
* be prepared for our collective work,
* be appropriately attired, and
* try to limit distractions in our individual workplaces.

As members of a community, please consider the effects of your actions on your colleagues in digital spaces, just as you would in a physical classroom:

* keep your video on,
* mute yourself when not speaking, and
* focus your attention on the speaker.

Please let me know if you are having difficulties interacting in Zoom and if there are reasons you cannot follow the above guidelines.

# Communication Policies

Establish expectations regarding when and how students can communicate with you, such as the example polies below, which you should modify to fit your needs. Some students may have unrealistic expectations and imagine that instructors are available at all times of the day. These types of policies can also help you further establish professional and etiquette expectations. You might, for example, include information about how to structure an email and when they can expect a response from you ([QM 1.3, 5.3](https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf)).

Please use the following guidelines when communicating with me:

* As per the [Indiana State University Policy Library](https://www.indstate.edu/policy-library/email-official-communication-students), emails should be sent **using your Indiana State email account**. Student emails that are sent using non-ISU accounts may be misdirected to a junk folder and will not be opened.
* Before emailing or calling me, please **consult the Syllabus, the course site, textbook, announcements, FAQ discussion board, and other available resources.** You will find many answers among the sources provided.
* Your questions are very important to me. I am here, after all, to support your learning journey. However, please understand that I am not on-call 24/7. I will **answer emails within 2 business days**; inquiries are not likely to be answered during the weekend or on holidays. Please do not expect me to return your email at 10 p.m.; just because you work late, does not mean that I will be available then.
* **ALL emails must contain the following information**:
  1. SUBJECT LINE: Class – Topic (e.g. ENG 305 – Paper #4 Citations)
  2. BODY OF EMAIL:
     + BEGINNING: A formal, professional, appropriate salutation (e.g. Dear Dr. Hughes,)
     + BODY: A brief introduction to your concern, question, or situation as well as a clear request regarding the purpose of your communication; be sure to adhere to etiquette expectations (as described above)
     + ENDING: A formal, respectful, appropriate closure and signature (Sincerely, With Kind Regards, etc. as well as your name)
* The easiest and most efficient way to get ahold of me is email; however, if you choose to call, **voicemails** to my office phone will be returned within 2 business days. I am not available to take phone calls after 4:30 p.m. Eastern.

# Getting Help

In this optional section, you may want to explain how you make yourself available to your students, as in the examples below. Do you offer office hours by appointment? How do students initiate a meeting with you? When can they expect you to be available? Through what technology (phone, Zoom, Skype, etc.) will you host the meeting? Are there other resources students can use to get assistance with coursework, such as Indiana State Tutoring Services or the Math Lab or Writing Center ([QM 7.3](https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf))?

Your progress is important to me. This course is heavy in writing. Academic composition can be difficult. This course will indeed challenge you, but you aren’t in it alone! I’m here to help! Please feel free to contact me via Skype for Business or set up an individual phone or Zoom appointment by emailing me a request.

## Writing Center

You are also strongly encouraged to **take advantage of Indiana State’s** [**Writing Center**](https://www.indstate.edu/isu-writing-center)**.** The **Writing Center** is available to assist all registered ISU students with any area of reading or writing for any class. They can also help with personal projects like short stories or personal statements. They offer one-on-one consultations, drop-in services, and distance assistance, as well as group study tables. Currently, all students are encouraged to take advantage of online consultations, which are being offered via Zoom. All services are free of charge. Students can make appointments by calling (812) 237-2989 or by using the link on the [Writing Center website](https://www.indstate.edu/isu-writing-center). Please prepare for your appointment by bringing your textbook, relevant notes and materials, and a printed copy of the writing you have attempted so far.

## Math Lab

The [**Math Lab**](https://www.indstate.edu/cas/mathcs/math-tutoring-lab) provides free tutoring for students enrolled in lower-division math or quantitative literacy courses through on-campus and virtual meetings. By providing a judgement-free environment, students can build their confidence and view learning math as positive and rewarding. The Math Lab is located in Root Hall, room A009. For information on the supported courses and available hours, please refer to the [Math Lab’s website](https://www.indstate.edu/cas/mathcs/math-tutoring-lab). If you have any questions, email [ISU-MathLab@indstate.edu](mailto:ISU-MathLab@indstate.edu) or call (812) 237-2130.

# Grades

This section should define how grades will be earned and calculated, as per the [Indiana State University Policy Library](https://www.indstate.edu/policy-library/faculty-duties-and-responsibilities). As in the example below, not only should you include the grading scale used, but more importantly, you should identify and briefly describe all major tasks and include information regarding the weights or point value of each as well as when students can expect to receive grades and feedback. Note that there is not a single mandated grading schema for the entire university. Check with your department and program for specific parameters that may be enforced. You might also identify which course objectives (COS) align with each task in the course. Feel free to modify the language and scale below to fit your specific needs. (Note: The [Indiana State Policy](https://www.indstate.edu/policy-library/faculty-duties-and-responsibilities) specifies that instructors should take no longer than two weeks for grading and that all grades must be posted within the LMS course site, and if longer is needed on particular assignments, an explanation must be provided in the Syllabus; [QM 3.2, 5.3](https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf)). If you are teaching in an accelerated term, such as an 8-week course, consider reducing the turnaround time for grades and feedback to accommodate the quicker timeline for learners.)

If you are teaching a [Foundational Studies course](https://www.indstate.edu/academics/fs/syllabus), you should also explain how the assigned work will help learners to meet the program goals and specific Foundational Studies objectives/category; you must do so here and within the Learning Objectives area above.

Your success is important to me, and I will do my best to support you in your learning journey. However, keep in mind that *you* have the major responsibility for your learning, which means you *earn* the grade you receive based on your performance. While grades are non-negotiable, if you spot a discrepancy in Grades, please inform me as soon as possible.

The following scale will be used to determine grades in this course:

A+ 97-100% C+ 77-79%

A 94-96% C 74-76%

A- 90-93% C- 70-73%

B+ 87-89% D+ 67-69%

B 84-86 % D 64-66%

B- 80-83% D- 60-63%

F 0-59%

The work you do this semester will be weighted as follows:

| **Grading Category** | **Weight** |
| --- | --- |
| **Deep Learning Activities [CO1, CO3]**  Throughout the course you will engage in discussion boards and interactive lessons designed to get you thinking critically about writing. | 25% |
| **Reflective Journals [CO2]**  Each week you will write a reflective journal detailing your writing journey. | 15% |
| **Paper #1 [CO1, CO4, CO5]**  A 2-3 page descriptive essay on the topic of your choice. This grading category includes all steps in the writing process for Paper #1. | 15% |
| **Paper #2 [CO1, CO5, CO6]**  A 4-6 page narrative essay on the topic of your choice. This grading category includes all steps in the writing process for Paper #2. | 20% |
| **Paper #3 [CO1, CO3, CO6]**  A 6-8 page persuasive essay on the topic of your choice. This grading category includes all steps in the writing process for Paper #3. | 25% |

You can expect to receive grades (and feedback) on each task within 2 weeks of the due date. Many of the smaller practice steps will receive feedback within just a few days, before the next step in the process is due; however, heftier, more complex assignments may take much longer to grade. You can also set up your [Canvas](https://community.canvaslms.com/t5/Student-Guide/How-do-I-set-my-Canvas-notification-preferences-as-a-student/ta-p/434) notifications so that you are emailed as soon as your instructor has updated a grade. To guide your learning, I will also periodically participate in our discussions and other collaborative tasks. Be sure to check for my feedback throughout the semester.

### Foundational Studies Assignments

This section is required for Foundational Studies courses. Please list each assignment that meets a specific FS Learning Objective or Skills Applied Learning Requirement, designate the outcome, and provide the assignment prompt to students. Here is an example.

* Final Essay (LO1, LO2, SALR 2, 3, 5)
  + For the final paper, students will write an 8-10 pages research paper on a topic approved by the instructor. Here are the guidelines for the assignment....

# Academic Integrity

All courses are encouraged and [Foundational Studies courses](https://www.indstate.edu/academics/fs/syllabus) are required to include in their syllabus the instructor’s personal policy on Academic Integrity as well as links to institutional policies and the Student Code of Conduct and information regarding the repercussions students will face if the engage in academic dishonesty ([QM 1.4](https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf)). However, it’s also just best practice to do so, even if you do not teach Foundational Studies. Below are several examples. Feel free to customize the example of your choice to fit the needs of your course.

Academic integrity is a core value of our community of learners. Every member of the academic community (students, faculty, and staff) is expected to maintain high standards of integrity in all facets of work and study. Academic dishonesty is not tolerated at Indiana State. The penalties can be severe and include: failing the assignment, failing the course, and referral to Student Conduct and Integrity to face formal conduct charges. Per [Indiana State guidelines](https://www.indstate.edu/sites/default/files/media/Documents/PDF/academic-integrity-2012-FacultyGuide-AcademicIntegrity.pdf), students found in violation may be suspended or expelled and can have a permanent notation affixed to their official transcript indicating that an academic integrity violation occurred. Students are urged to discuss questions regarding academic integrity with instructors, advisors, or with the academic deans.

In this course, you will be turning in papers through Turnitin, an online tool that assists in discovering plagiarism. **If you commit any form of academic dishonesty in this class,** the case will be reported to the [Office of Student Conduct and Integrity](https://www.indstate.edu/student-conduct). Depending on what the recommendations are from that Office, you may fail the paper or the course or have other sanctions imposed.

The [*Student Guide to Academic Integrity*](https://www.indstate.edu/sites/default/files/media/Documents/PDF/academic-integrity-2012-StudentGuide-AcademicIntegrity.pdf) describes appropriate academic conduct in research, writing, assessment, and ethics. The following behaviors are *some* **examples of academic dishonesty**:

* Cheating (e.g. use of cheat sheets, unauthorized material, resources, or people etc.)
* Obtaining a copy of a test before it is given
* Taking an exam for another student or having someone else take an exam for you
* Working together with other individuals without the consent of the instructor to complete course work, such as exams, projects, and papers
* Copying (with or without another person's knowledge) and claiming it as one's own work
* Doing assignments for someone else
* “Recycling a Paper”: Submitting the same or modified paper or project you completed for a different course for this course without the consent of the instructor (multiple submissions)
* Paying someone to write a paper to submit under one's own name or writing a paper for someone else
* Paraphrasing a source without citing the source
* Copying and pasting text from a source without quotations and citation of source
* Including items on a list of references that were not used
* Using in-text citations for sources not used in the paper
* Forging or altering an official document

More specifically, the [*ISU Code of Student Conduct*](https://www.indstate.edu/code-of-student-conduct) defines plagiarism as follows:

Plagiarism is intentionally or carelessly presenting the work of another as one’s own. It includes submitting an assignment purporting to be the student’s original work which has wholly or in part been created by another. It also includes the presentation of the work, ideas, representations, or words of another without customary and proper acknowledgement of sources. Students must consult instructors for clarification in any situation in which documentation is an issue. Students will be considered to have plagiarized whenever their work is improperly cited. ([Policy 2.2](https://www.indstate.edu/code-of-student-conduct/academic-policies/defining-misconduct))

Check the [Course Policies](#_Course_Policies) to confirm the citation style used in this course. Generally, the following principles apply to academic integrity:

1. All **quotes**, **summaries**, **paraphrases**, and facts must have two types of documentation. The first is a **parenthetical or in-text citation** inserted in the text where the referenced content appears. The second is a **bibliographic entry** on a page at the end of the paper.
2. Anything **cited word-for-word** is a quote and must appear in **quotation marks**. The citation for a quotation must also include **page numbers** (when available).

A great resource to help you avoid plagiarism is the [*Plagiarism Tutorial*](http://libguides.indstate.edu/c.php?g=555955&p=4296876) offered by Indiana State's Cunningham Memorial Library.

# Accessibility

You must include information about how students with disabilities can access certain course features. You will also want to design your course in a way that adheres to [ADA](http://www.ada.gov/) and [Section 508](https://www.access-board.gov/ict/) requirements and considers [Universal Design](http://www.washington.edu/doit/CUDE/ude_onlinetut.html). The statements below are mandated by the institution and should not be changed ([QM 7.2](https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf)).

Indiana State University recognizes that students with disabilities may have special needs that must be met to give them equal access to college programs and facilities. If you need course adaptations or accommodations because of a disability, please contact us as soon as possible in a confidential setting either after class or in my office. All conversations regarding your disability will be kept in strict confidence. Indiana State’s [Accessibility Resources Office](https://www.indstate.edu/services/student-success/cfss/student-support-services/disability-student-services) coordinates services for students with disabilities: documentation of a disability needs to be on file in that office before any accommodations can be provided. The Accessibility Resources Office is located on the lower level of Normal Hall in the Center for Student Success. They can be contacted at 812-237-2700 or [isu-dss@indstate.edu](mailto:isu-dss@indstate.edu). Appointments to discuss accommodations with the Accessibility Resources Office staff are encouraged.

Once a faculty member is notified by the Accessibility Resources Office that a student is qualified to receive academic accommodations, a faculty member is obligated to provide or allow a [reasonable classroom accommodation under ADA](https://www.indstate.edu/policy-library/americans-disabilities-policy).

# Statement on Discrimination, SEXUAL Harassment, and Sexual Misconduct

[This statement](https://www.indstate.edu/sites/default/files/media/statement-for-syllabi.pdf) is highly recommended as part of the It’s on Blue campaign ([QM 1.4](https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf)).

Indiana State University [Policy 923](https://www.indstate.edu/policy-library/non-discrimination-and-anti-harassment) strictly prohibits discrimination on the basis of: age, disability, genetic information, national origin, pregnancy, race/color, religion, sex, gender identity or expression, sexual orientation, veteran status, or any other class protected by federal and state statutes in ISU programs and activities or that interferes with the educational or workplace environment.

Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex, including sexual harassment. Sexual harassment includes quid pro quo harassment, unwelcome verbal or physical conduct, sexual assault, dating violence, domestic violence, and stalking.

If you witness or experience any forms of the above discrimination, you may report to:

Office: Equal Opportunity & Title IX; (812) 237-8954; Rankin Hall, Room 426

Email: [ISU-equalopportunity-titleix@mail.indstate.edu](mailto:ISU-equalopportunity-titleix@mail.indstate.edu)

Online: [Policy 923 Non-Discrimination and Harassment Report Form](https://cm.maxient.com/reportingform.php?IndianaStateUniv&layout_id=10)

Disclosures made to the following confidential campus resources will not be reported to the Office of Equal Opportunity and Title IX:

ISU Student Counseling Center: (812) 237-3939; Gillum Hall, 2nd Floor

Victim Advocate: (812) 237-3829; HMSU 7th Floor

UAP Clinic/ISU Health Center: (812) 237-3883; 567 N. 5th Street

# Sycamores Care

This statement is highly recommended.

Sycamores Care about you! [Sycamores Care](https://www.indstate.edu/student-affairs/sycamores-care) is a campus-wide program that cares for students and helps students overcome obstacles. The Office of the Dean of Students collaborates with all Indiana State University departments to create a caring culture at Indiana State. Family members, fellow students, faculty, staff, and employers can make a referral to Sycamores Care. Anonymous referrals are accepted & students may refer themselves too. You can make a referral through the [**Sycamores Care Referral Form**](https://cm.maxient.com/reportingform.php?IndianaStateUniv&layout_id=3), emailing [ISU-DeanOfStudents@mail.indstate.edu](mailto:ISU-DeanOfStudents@mail.indstate.edu), or by calling 812-237-3829**.**

# Academic Freedom

If you are teaching a [Foundational Studies course](https://www.indstate.edu/academics/fs/syllabus), you are required to include a statement describing the central tenets of academic freedom and how these relate to the course, such as in the example statement below. Please modify the final paragraph as you see fit. According to the [University Policy Library 310](https://www.indstate.edu/policy-library/faculty-duties-and-responsibilities), Indiana State subscribes to AAUP guidelines for academic freedom; thus the reference to the association in the example statement.

Indiana State subscribes to the [American Association of University Professors’ guidelines for academic freedom](https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure) and faculty duties and responsibilities as described on their website:

* + - 1. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
      2. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
      3. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

# Teaching Philosophy

Some faculty may choose to include their teaching philosophy within their Syllabus or course site to give students insight into who they are as an educator. This can help prepare students for the teaching methods that will be used throughout the course.

# Institution Add/Drop Dates (Refund Schedule)

You may choose to include the Add/Drop Dates, which can be found on the [ORR](http://www.indstate.edu/registrar) website. Including these dates will help students choose their best course of action when deciding whether to add or drop a course. It is especially recommended for summer semester courses because of their varied start and end dates. NOTE that the example below is from a FORMER semester; **you will need to update the dates**.

|  |  |
| --- | --- |
| Term Dates | 8/20/19 to 12/13/19 |
| Last Day to Add | August 26 |
| Last Day for 100% Refund | August 26 |
| Last Day for 75% Refund | September 2 |
| Last Day for 50% Refund | September 9 |
| Last Day for 25% Refund | September 16 |
| Last Day to Drop No Grade | August 26 |
| Last Day to Drop or Withdraw | November 4 |

# Disclaimer

You are advised to include a statement on the Syllabus indicating that you should a situation warrant a change, the Syllabus and Schedule may change. For example:

In order to meet your and other student and course needs, I reserve the right to make changes to the syllabus, schedule, course content, assignments, and course delivery techniques. All changes will be communicated to students as soon as possible via course announcements.