



Sample Course Syllabus

Syllabus Guidelines

Note to Instructors:

The course syllabus forms the basis of a contract between you and your enrolled students. A clearly-worded syllabus is essential for distance students who may not have the ability to check their understanding of your requirements by catching you in the hallway after class. By using this official document to precisely state your expectations for learning and behavior in your course, you will minimize possible confusion and misunderstanding.

The syllabus template offered below is meant not as a static document, but as a beginning point. We encourage you to personalize the template to reflect the uniqueness of your course, your individual approach built upon your experience, incorporating departmental and associated institutional or professional requirements where called for. Feel free to re-state text to accommodate your individual style of presentation.

Two versions of the syllabus are essential for courses facilitated by OSU Extended Campus:

- 1) The “**Sample Course Syllabus**,” also referred to as a generic syllabus, is posted to the Ecampus Schedule of Classes, linked from your course, so that students who are thinking about taking your course will have an overview of the topics, learning objectives, project and exam requirements, learning resources, and “classroom” environment. This version of the course syllabus should not be term-specific, and thus should not include specific dates. Inclusion of dates would require updating the syllabus every term that you teach the course. Instead, we suggest that you indicate timing of topics, exams and due dates for projects by week of the term. For example, “Midterm – Week 5.” We would suggest you consider keeping the length of the Sample Syllabus between two and three pages.

The template for this Sample Course Syllabus is provided below. Please submit this version of the syllabus to Joan.Oakes@oregonstate.edu by email attachment as a Word document; the document will then be converted to PDF format for posting to the Ecampus Schedule of Classes.

Note: Remember to review the Sample Syllabus prior to registration each term to ensure it is current and accurate, and provide updates to Ecampus as needed.

- 2) The “**Detailed Course Syllabus**” is the syllabus you will provide to your enrolled students within Blackboard once they begin their course. In many cases it will be exactly the same as the Sample Course Syllabus with the addition of week-by-week timelines for readings and discussions, and specific due dates for exams and projects. You may also want to include more comprehensive information in this syllabus than you would provide in the Sample Course Syllabus, such as:
 - Reading assignment details;
 - Examination formats: paper vs. computer based in Blackboard, and possible proctoring requirements;
 - Project instructions, including when drafts are due
 - Grading Rubrics
 - Course conduct: academic and behavioral expectations.

NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course Blackboard site for enrolled students and may be more current than this sample syllabus.

If you need assistance posting the Detailed Syllabus to your Blackboard course, please send it to Dianna.Fisher@oregonstate.edu, who will facilitate posting it for you.

The syllabus template we provide below uses the guidelines established by OSU Academic Programs and Curriculum Council as a framework for the required sections, including additional suggested elements:

- **Required sections (in black):** please provide the information to complete each of the minimum required sections marked with * .
- **Optional sections (in blue):**
 - Ecampus has provided optional sections for your **Sample Syllabus** marked with ♦ that may be helpful for you and your students.
 - Additional suggested elements for later use in your **Detailed Syllabus** are marked with ♣.
- Comments/instructions/suggestions intended for instructors only are enclosed in [brackets]. Please delete these from your final copy.

Save your final version of the Sample Course Syllabus as a Word document and send by email attachment to Joan.Oakes@oregonstate.edu for posting. Please contact Joan if you have questions (541-737-9813).

We would like to thank many of our instructors who have given permission to make available to you various wording they have found to be useful and successful. You have their permission to adapt their wording to your use as you see fit. Feel free to delete the optional wording you do not want to use. If you have examples of sample verbiage that you feel other instructors might find useful, please forward your contributions to Joan.Oakes@oregonstate.edu.

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[* - indicates minimum required information]

[♦ - indicates optional sections/text]

[♣ - indicates additional, suggested elements for Detailed Syllabus to post in Blackboard]

* **Subject & Course:**

* **Credits:**

* **Instructor's name:**

* **Instructor's email and/or phone:**

♦ **Link to instructor's on-line bio/website.**

♦ **Teaching Assistant name and contact info:**

♦ **Syllabus effective for term(s):**

* **OSU catalog course description, including pre-requisites/co-requisites:**

* **Course content:** [Concise outline of topics and activities; course timeline by the week of the term, omitting specific dates.]

♦ **Blackboard** — This course will be delivered via Blackboard, your online learning community, where you will interact with your classmates and with me. Within the course Blackboard site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects. To preview how an online course works, visit the [Ecampus Course Demo](#). For technical assistance, Blackboard and otherwise, see <http://ecampus.oregonstate.edu/services/technical-help.htm>.

* **Measurable student learning outcomes:** [What will students learn in your course and how will you verify this learning? See [Student Learning Outcomes](#) for a definition and instructions.]

* **Bacc Core / Slash Course / WIC:** [If your course is Bacc Core or WIC, you should explain what students will learn in your course related to the Bacc Core / WIC requirement it fulfills.]

Baccalaureate Core: <http://oregonstate.edu/ap/curriculum/baccore.html>

Successful completion of this course partially fulfills OSU's Baccalaureate

Core course requirements in the [*Skills; Perspectives; Difference, Power and Discrimination; Synthesis*] category under [subcategory].

[Please be specific as to exactly how the activities and assignments in your course meet these requirements.]

Slash Courses: http://oregonstate.edu/ap/curriculum/policies/S_slash.html

For 4XX/5XX courses, you must list appropriate distinctions in outcomes between the 4XX undergraduate and 5XX graduate versions of the course.

Writing Intensive Course (WIC): <http://wic.oregonstate.edu/>

Explain how your course fulfills WIC guidelines.

Use student writing as a significant approach to learning that involves

- regular and frequent opportunities to write, including both graded and ungraded writing (at least 5,000 words)
- a paper (at least 2,000 words) that addresses a controversial question requiring integration of information from more than one source
- a significant part of the overall course grade based on evaluation of writing

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* **Learning resources:** [Textbooks, lab kits, streaming media, course packets, etc.]

NOTE to prospective students: Please check with the OSU Bookstore for up-to-date DVD, course packet, and textbook information for the term you enroll (<http://www.osubookstore.com/> or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

* **Evaluation of student performance:** [How will the learning outcomes will be measured (exams, projects, discussions, etc)? What is your grading scale?]

♦ [Optional text, if requiring proctored exams:]

This course requires that you take #__ exams under the supervision of an approved proctor. Proctoring guidelines and registration for proctored exams are available online through the Ecampus [testing and proctoring website](#). It is important to submit your proctoring request as early as possible to avoid delays.

♦ **Course Policies:** [Suggested wording is offered below for course policies on participation, missed or late exams and assignments, makeup work, etc. Many were provided by experienced Ecampus faculty; feel free to edit or delete, or add your own as you wish.]

♦ **Exam Policies** — Preparing makeup exams requires a significant effort on the part of the instructor. Consequently, makeup exams will not routinely be given. Makeup exams will be given only for missed exams excused in advance by the instructor. For missed exams that can be anticipated ahead of exam time, advance permission from the instructor to miss the exam will be necessary. Excused absences will not be given for airline reservations, routine illness (colds, flu, stomach aches), or other common ailments. Excused absences will generally not be given after the absence has occurred, except under very unusual circumstances. Regrades of exams will be performed when there is an error and the student requests it. All requests for regrading must be made within 3 class days of the day the exam is returned. After that period of time, grades will be fixed and will not be changed. (BB 450 Instructor: Kevin Ahern)

♦ **Incompletes** — Take this course only if you plan to finish it in a timely manner (during this term). I assign an "I" or incomplete only when there is a strong and compelling case for doing so (e.g., health reasons, military commitment). I will not consider assigning an incomplete unless the individual has completed over 50% of the course tasks (e.g., papers 1 and 2, and the midterm). Please note that students receiving incompletes are subject to assignment weight reduction (and consequently may not be eligible for A or A- grades) because some of their work will be submitted late. (NR and RNG Instructor: Bob Ehrhart)

♦ **Incompletes** — I give Incomplete (I) grades only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), **and** if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don't wait until the end of the term; let me know right away. (WS 599 Instructor: Janet Lockhart)

* **Statement Regarding Students with Disabilities:**

Accommodations are collaborative efforts between students, faculty and [Services for Students with Disabilities \(SSD\)](#). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD immediately at 541-737-4098.

* **Expectations for Student Conduct:**

Student conduct is governed by the university's policies, as explained in the [Office of Student Conduct: information and regulations](#).

♣ [Ecampus strongly recommends that you explicitly state your policies on academic honesty and classroom civility. Please consider adapting appropriate suggestions below.]

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In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity and respect. Disruption of teaching, administration, research, and other institutional activities is prohibited by [Oregon Administrative Rule 576-015-0015 \(1\) and \(2\)](#) and is subject to sanctions under university policies, [OSU Office of Student Conduct](#).

♣ **Academic Integrity** — Students are expected to comply with all regulations pertaining to academic honesty, defined as: *An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.* For further information, visit [Avoiding Academic Dishonesty](#), or contact the office of Student Conduct and Mediation at 541-737-3656.

♣ **Conduct in this online classroom** — Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the [university's regulations regarding civility](#). Students will be expected to treat all others with the same respect as they would want afforded themselves. Disrespectful behavior to others (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors in the course (such as persistent and unreasonable demands for time and attention both in and out of the classroom) is unacceptable and can result in sanctions as defined by Oregon Administrative Rules [Division 015 Student Conduct Regulations](#).
(Adapted from statements provided by Becky Warner, SOC)

♣ **Communications:**

♣ **Ground Rules for Online Communication & Participation:**

- *Online threaded discussions* are public messages, and all writings in this area will be viewable by the entire class or assigned group members. If you prefer that only the instructor sees your communication, send it to me by email, and be sure to identify yourself and the class.
- Posting of personal contact information is discouraged (e.g. telephone numbers, address, personal website address).
- *Online Instructor Response Policy:* I will check email frequently and will respond to course-related questions within 24 hours.
- *Observation of "Netiquette":* All your online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism. Here are a couple of references that discuss
 - writing online: <http://goto.intwg.com/>
 - netiquette: <http://www.albion.com/netiquette/corerules.html>.
- Please check the Announcements area and the course syllabus before you ask general course "housekeeping" questions (i.e. how do I submit assignment 3?). If you don't see your answer there, then please contact me.

(Adapted from Jean Mandernach, PSY)

♣ **Guidelines for a productive and effective online classroom**

- The discussion board is your space to interact with your colleagues related to current topics or responses to your colleague's statements. It is expected that each student will participate in a mature and respectful fashion.
- Participate actively in the discussions, having completed the readings and thought about the issues.
- Pay close attention to what your classmates write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments.
- Think through and reread your comments before you post them.
- Assume the best of others in the class and expect the best from them.
- Value the diversity of the class. Recognize and value the experiences, abilities, and knowledge each person brings to class.

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- Disagree with ideas, but do not make personal attacks. Do not demean or embarrass others. Do not make sexist, racist, homophobic, or victim-blaming comments at all.
- Be open to be challenged or confronted on your ideas or prejudices.

(Adapted from a statement provided by Susan Shaw, WS)

◆ Student Assistance:

◆ **Contacting the instructor** — [Describe how and when students should contact you. Some instructors have office hours, which can be problematic for distance students depending upon their location and work schedules; most instructors prefer email or postings to discussion boards, depending upon the type of question.]

◆ **Technical Assistance** — If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the [OSU Computer Helpdesk](#) online.

♣ Tutoring —

- **Writing:** OSU offers a range of resources to assist you in becoming a better academic writer. Specifically, you are encouraged utilize the [OSU Online Writing Lab](#) and/or the online tutoring service available free through [Smarthinking](#); both of these services are valuable resources to improve your writing and adherence to APA style. (PSY470 Instructor: Jean Mandernach)
- **Other Tutoring:** [Please refer to availability of online tutoring subjects, free to Ecampus students, as described in the [tutoring](#) section of the Ecampus website.]

♣ **Course Evaluation:** [Some instructors provide a discussion board for ongoing student comments and suggestions during the term. Often they choose to allow anonymous posts. Soliciting input from students about the course during the term is valued by students and gives instructors the opportunity to deal with problems while the current batch of students can still benefit.]

♣ **OSU Student Evaluation of Teaching** — Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions by Ecampus. You will login to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

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