**WCU SYLLABUS TEMPLATE**

**2014-2015 Academic Year**

**[Course #/Course Title]**

*[Quote, slogan, thought-provoking picture, etc.]*.

[Semester/Year]

[Class location]

[Class Meeting time(s)]

Instructor: [Name] [Office, e-mail, phone]

Office Hours: [scheduled + by appointment? Virtual Office Hours?]

**I. Rationale/Purpose**

[Why does this course exist? How does it fit in with the rest of the field/area’s curriculum? The catalogue description is recommended. Pre-requisites should be clear.]

**II. Course Aims and Objectives:**

* Aims (Recommended)

[Thinking from the prospective students’ point of view, what general outcomes is the course designed to achieve? How will it contribute to them professionally? Optional: Brief statement of teaching philosophy]

* **Specific Learning Objectives**: **(Required)**

*By the end of this course, students will:*

[List as specifically as possible the learning outcomes the course is intended to produce. It is helpful here to think about the kinds of evidence you will need to assess the students’ learning as your objectives should drive your assessment and grading schema.]

* Liberal Studies learning goals (Required for all Liberal Studies syllabi)
	+ Demonstrate the ability to locate, analyze, synthesize, and evaluate information;
	+ Demonstrate the ability to interpret and use numerical, written, oral, and visual data;
	+ Demonstrate the ability to read with comprehension, and to write and speak clearly, coherently, and effectively as well as to adapt modes of communication appropriate to an audience;
	+ Demonstrate the ability to critically analyze arguments;
	+ Demonstrate the ability to recognize behaviors and define choices that affect lifelong well-being;
	+ Demonstrate an understanding of
		- Past human experiences and ability to relate them to the present;
		- Different contemporary cultures and their interrelationships;
		- Issues involving social institutions, interpersonal and group dynamics, human development and behavior, and cultural diversity;
		- Scientific concepts and methods as well as contemporary issues in science and technology;
		- Cultural heritage through its expressions of wisdom, literature and art and their roles in the process of self and social understanding.
* Demonstrate an excitement for and love of learning

**III. Course Materials**

*Course readings:*

* Required text(s): [Where available? Rental or purchase? Price information helpful.]
* Background/supplementary readings. [Where and how available?]

**IV. Faculty Expectations of Students/Course Policies**

**Required Elements:**

* Statement on Accommodations for students with disabilities:

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions.  Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to Disability Services.  All information is confidential.  Please contact the Office of Disability Services for more information at (828) 227-3886.

* Statement on Academic Integrity (including plagiarism):

**Academic Integrity Policy**

"I will practice personal and academic integrity" – WCU Community Creed

Western Carolina University (WCU) strives to achieve the highest standards of scholarship and integrity.  Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. Any violation of the Academic Integrity Policy is a violation of the Code of Student Conduct (see [dsce.wcu.edu](http://www.wcu.edu/student-life/division-of-student-affairs/departments/student-community-ethics/index.asp) for more information).

Violations of the Academic Integrity Policy include:

**Cheating** -Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

**Plagiarism** -Representing the words or ideas of someone else as one’s own in any academic exercise.

**Fabrication** -Creating and/or falsifying information or citation in any academ­ic exercise.

**Facilitation** - Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another to copy information during an examination)

Faculty members have the right to determine the appropriate sanction(s) for violations of the Academic Integrity Policy within their courses, up to and including a final grade of “F” in the course.  Students will be notified, in writing, of any Academic Integrity Policy allegation and have the right to respond to the allegation. The full text of the WCU Academic Integrity Policy, Process, and the Faculty Reporting Form can be found online at: [academicintegrity.wcu.edu](http://academicintegrity.wcu.edu).

Please visit [studysmart.wcu.edu](http://www.wcu.edu/student-life/division-of-student-affairs/departments/student-community-ethics/student-community-ethics-for-students/academic-integrity-policy.asp) for further information.

**(Refer students to the Student Handbook for information about the process)**

* Attendance Policy

Recommended Elements:

* Statement on late and/or makeup assignments
* Statement of required attendance outside of class time (field trips, etc.)
* Statement of expectations for participation
* Statement encouraging students to participate in on-line course evaluations (CoursEval) with dates
	+ For Fall 2013:
	+ For Spring 2014:

Optional:

* Statement about the Writing and Learning Commons (WaLC):
	+ The [Writing and Learning Commons](http://walc.wcu.edu/) (WaLC),**located in BELK 207**, provides free [small-group course tutoring](http://www.wcu.edu/academics/campus-academic-resources/writing-and-learning-commons-walc/course-tutoring-and-academic-skills/course-tutoring-faqs.asp), one-on-one [writing tutoring](http://www.wcu.edu/academics/campus-academic-resources/writing-and-learning-commons-walc/writing-support/writing-appointments.asp), and online [writing](http://www.wcu.edu/academics/campus-academic-resources/writing-and-learning-commons-walc/writing-support/index.asp) and [learning](http://www.wcu.edu/academics/campus-academic-resources/writing-and-learning-commons-walc/course-tutoring-and-academic-skills/academic-strategies/index.asp) resources for all students. To schedule tutoring appointments, log in to TutorTrac from the WaLC homepage (<http://walc.wcu.edu/>) or call 828-227-2274. All tutoring sessions take place in the WaLC or in designated classrooms on campus. Distance students and students taking classes at Biltmore Park are encouraged to use [Smarthinking](http://www.wcu.edu/academics/edoutreach/distance-online-programs/student-resources/services-for-distance-students.asp) and WaLC’s online resources.

	The [Mathematics Tutoring Center](http://mathlab.wcu.edu/)in 455 Stillwell provides drop-in tutoring for math and computer science. Students who need help with software, technology, or [eBriefcase](http://ebriefcase.wcu.edu/) support should visit [ClassTIPS](http://classtips.wcu.edu/) on the ground floor of Hunter Library in the [Technology Commons](http://www.wcu.edu/academics/campus-academic-resources/it/get-help/technology-commons/index.asp). Class TIPS provides support to students via one-on-one appointments, walk-ups, workshops, and online tutorials.
* Guidelines for classroom behavior (use of cell phones, netiquette, etc.)
* Statement of use of special programs or services (GoToMeeting, etc.)
* Inclement weather policy
* Statement regarding use of Blackboard or other programs

**V. Grading Procedures:**

***Required:*** [You should indicate your grading scale, relative weight and brief description of all major assignments, and primary methods of assessment. A statement should be included indicating how the grading/assessment meets the course objectives stated above.]

|  |  |  |
| --- | --- | --- |
|  | ***Percentage of Grade*** ***Or number of points*** | *Student’s score* |
| **Mid-Term Examination** |  |  |
| **Research Project (8-10 pages)** |  |  |
| **Book Reviews (10% each)** |  |  |
| **Participation/Daily Quizzes****(15 grades, the lowest four will be dropped;****no make-ups)** |  |  |
| **Final Examination** |  |  |
|  | **100%** |   |

Letter grades will be assigned according to the following:

**Grading and Quality Point System\***

**Grade Interpretation Quality Points per Grade Interpretation Quality Points per**

 **Semester Hour Semester Hour**

A+ Excellent 4.0 I Incomplete [ -- ]

A Excellent 4.0 IP In Progress [ -- ]

A- 3.67 S Satisfactory [ -- ]

B+ 3.33 U Unsatisfactory [ -- ]

B Good 3.0 W Withdrawal [ -- ]

B- 2.67 AU Audit [ -- ]

C+ 2.33 NC No Credit [ -- ]

C Satisfactory 2.0

C- 1.67

D+ 1.33

D Poor 1.0

D- .67

F Failure 0

\* See Graduate Catalog for the graduate level grading system.

The grades of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F indicate gradations in quality from Excellent to Failure. Please note that a C- grade is less than satisfactory and may not meet particular program and/or course requirements.

Composition-Condition Marks. A student whose written work in any course fails to meet acceptable standards will be assigned a composition-condition (CC) mark by the instructor on the final grade report. All undergraduates who receive two CC grades prior to the semester in which they complete 110 hours at Western Carolina University are so notified by the registrar and are required to pass English 300 or English 401 before they will be eligible for graduation. This course must be taken within two semesters of receiving the second CC and must be passed with a grade of C (2.0) or better.

Students must be familiar with the class attendance, withdrawal, and drop-add policies and procedures.

**VIII. Tentative Course Schedule**

*May change to accommodate guest presenters & student needs*

TBD

[Special thanks to Cornell University’s Center for Teaching Excellence for providing parts of this template. See <http://www.cte.cornell.edu/> for more information]