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| --- | --- | --- | --- | --- |
| **Course Number: Course Title**  Department Name  College Name, Weber State University  **COURSE SYLLABUS** | | | | |
|  | | |
|  |  |  |  | |
| Instructor: | Instructor Name | Term: | Spring 2009 | |
| Office: | Office Number | Class Meeting Days: | Days | |
| Phone: | Phone for Office | Class Meeting Hours: | Time | |
| E-Mail: | Instructor Email | Class Location: | Building and room | |
| Website: | Instructor’s personal website, if applicable | Lab Location: | Building and room | |
| Office Hours: | Date and time |  |  | |
|  | | | | |

# Welcome!

If desired, address your students directly with a statement of welcome or a call to learning.

# University Course Catalog Description

Paste the description from the online catalog

# Course Overview

Short description of the course. Also, you can include the departmental description, and your personal description of the course.

# Course Prerequisites

What do you expect your students to know coming into this course? Include skills, and course pre-requisites

# Course Credits

List number of course credits

# Required Texts and Materials

Full text citations of all required materials

Guidelines for achieving desired level of understanding

Required library/library-accessible resources can be described here

# Supplementary (Optional) Texts and Materials

Full text citations of any supplementary materials

# Course Objectives

What will they know, what will they be able to do, what will they value, what will they create as they progress through the course? This can be under bullets, listing, outlines, as detailed as you would like. Objectives should be specific rather than general, speaking to skills and performance rather than knowledge. Objectives should also be clearly measurable. Often, objectives use the phrasing “by the end of this course, students will be able to…”

Example:

|  |  |  |  |
| --- | --- | --- | --- |
| Professional Standards | Course Objective | Evidence | Grading |
| Standard 2: Plan curriculum and design instruction to enhance student learning | 1. Design and articulate instruction based on the Utah Core Curriculum standards  2. Select instructional goals based on student achievement data and knowledge of students | * Unpacking the Standards * Unit Overview * TWS Objectives * TWS Contextual Factors | 30% |
| Standard 3: Engage and support all students in learning | 3. Use research-based instructional strategies to enhance student learning of content  4. Reflect on teaching and learning | * Lesson Plans * TWS Design for Instruction * TWS Instructional Decision-Making * TWS Reflection * Reflection Journal | 30% |
| Standard 4: Assess and evaluate student learning | 5. Assess learning goals based on Utah Core Curriculum standards  6. Use multiple sources of formal and information assessment to verify student learning  7. Communicate feedback on learning progress to students and parents/guardians | * Alignment Assignment * Summative Assessment * Rubric * TWS Assessment Plan * TWS Analysis of Student Learning * Disclosure Statement/ Grading Plan | 30% |
| Standard 5: Demonstrate professionalism | 8. Maintain professional demeanor and appearance | * Attendance * Peer Teaching * Disclosure Statement | 10% |

# Basis for Final Grade

Provide a listing of assessments and their weighting in the semester total. In addition to (or even in lieu of) tests, consider exploring “authentic” assessments, which are based as closely as possible to real world experiences.

|  |  |
| --- | --- |
| Assessment | Percent of Final Grade |
| e.g., Essay 1 | 20% |
| e.g., Midterm | 15% |
| e.g., Group Project | 15% |
| e.g., Essay 2 | 30% |
| e.g., Final Exam | 20% |
|  | 100% |

Insert grading scale (with plus/minus scaling, if applicable) here. We have provided templates for your grading scale, including one for plus/minus grading, and the general grading scale. Feel free to use either one of these, adjusted for your own grading scale, if different:

| Grading Scale (%) | | |
| --- | --- | --- |
| 90-100 |  | A |
| 80 - 89 |  | B |
| 70 - 79 |  | C |
| 60 - 69 |  | D |
| 0 - 59 |  | F |

Or

| Grading Scale (%) | | |
| --- | --- | --- |
| 94-100 |  | A |
| 90-93 |  | A- |
| 87-89 |  | B+ |
| 84-86 |  | B |
| 80-83 |  | B- |
| 77-79 |  | C+ |
| 74-76 |  | C |
| 70-73 |  | C- |
| 67-69 |  | D+ |
| 64-66 |  | D |
| 60-63 |  | D- |
| 0 - 59 |  | F |

# Grade Dissemination

Explain how students will learn of their grades from assignments and assessments.

Example:

Graded tests and materials in this course will be returned individually only by request. You can access your scores at any time using "myUCF Grades" in the portal. Please note that scores returned mid-semester are unofficial grades. If you need help accessing myUCF Grades, see the online tutorial: <https://myucfgrades.ucf.edu/help/>.

Second Example:

Graded tests and materials in this course will be returned individually only by request. You can access your scores at any time using the Grade Book function of Webcourses. Please note that scores returned mid-semester are unofficial grades.

# Course Policies: Grades

**Late Work Policy**: Offer specifics about your policy on late work.

Example:

There are no make-ups for in-class writing, quizzes, the midterm, or the final exam. Essays turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 days late. Essays will not be accepted if overdue by more than seven days.

**Extra Credit Policy**: Offer specifics about your policy on extra credit.

Example:

There is only one extra credit assignment: building a wiki of course content (see "course wiki " below for details). If extra credit is granted, the additional points are added to the "First Midterm" portion of the semester grade. You cannot earn higher than 100% on the "First Midterm" portion of the grade; any points over 100% are not counted.

**Grades of "Incomplete"**: Offer specifics about your policy on incomplete grades.

Example:

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

**Rewrite Policy**: Offer specifics about your policy on rewrites.

Example:

Rewrites are entirely optional; however, only the formal essay may be rewritten for a revised grade. Note that an alternate grading rubric will be used for the rewrite, featuring an additional column that evaluates the changes made specifically.

**Essay Commentary Policy**: Offer specifics about your policy on essays.

Example:

Commentary on essays will be delivered in written format, at the end of the essay. However, upon request, an alternate delivery method can be used. If desired, instructor comments will be made verbally and delivered to the student as an mp3 through Webcourses. This approach yields far fewer written comments, but much more commentary in general is delivered, due to the speed and specificity of speech. Those requesting mp3 feedback must state so when the essay is turned in.

**Group Work Policy**: Offer specifics about your policy on group work.

Example:

Everyone must take part in a group project. All members of a group will receive the same score; that is, the project is assessed and everyone receives this score. However, that number is only 90% of your grade for this project. The final 10% is individual, and refers to your teamwork. Every person in the group will provide the instructor with a suggested grade for every other member of the group, and the instructor will assign a grade that is informed by those suggestions. Also, everyone must take part in a group essay (see essay assignments below). The grading criteria are the same as the group project. Once formed, groups cannot be altered or switched, except for reasons of extended hospitalization.

# Course Policies: Technology and Media

**Email**: how it will be used, who will communicate with whom, who answers technology questions, expected response time, will you check it on weekends, etc.

**Webcourses**: If your course includes Webcourses, describe how you will use it in the course, how often students should expect to login, how team activities will be organized, due dates, policies on late participation, etc

**Laptop Usage**: Describe your policies for using laptops throughout your course. Whether you dislike the use of laptops during your lecture, or whether you encourage using a laptop during discussion, feel free to state it here.

**Classroom Devices**: Describe your policies for using calculators, tape recorders, other audio & technology devices for your course

**Classroom Response Clickers**: If your course includes the use of student response devices, provide specifics about the usage and how to get started.

Example:

We will be using e-instruction in class on a regular basis. You will need to purchase a CPS pad (commonly called a “clicker”) from the bookstore or computer store and bring it with you to every class session. It would be wise to bring extra batteries as well, as we will be using the pads in activities that count for class points. The purchase of a CPS pad is NOT optional; it will be used as an integral part of this course. I will provide a short demonstration of how to use CPS in class. Note:  Students should purchase ONLY ONE “CLICKER” because the same unit can be used in every class that chooses to use the CPS system. After you purchase your clicker, you must register your clicker online for this class. It is imperative that every student register their unit no later than the first week of class. Instructions for the registration process can be found on the handout. Purchase your clicker at the Computer Store. Note: the Bookstore may also stock these, but they may try to sell you one of the other clickers, either a competing system or an older version of the desired system. Make sure you buy the clicker that looks like the image above.

**Course Blog**: If your course includes a blog, provide specifics about its location and usage.

Example:

Your participation grade depends upon your communication in class sessions and online. In addition to message boards in Webcourses, you may also communicate via 'comments' on the course blog, where the instructor will post news items and provocative questions related to our content. The URL for our course blog is <http://chemistryclass-UCF.blogspot.com>, or you may access the blog via RSS.

**Course Wiki**: If your course includes a student-created wiki, provide specifics about its location and usage.

Example:

If you choose to participate in the Extra Credit activity, you must help the class build a 'knowledge base' or communal notes about our course content. Think of this as a repository of all the class information, the kind of thing you could study from. This will be housed on a 'wiki', or a webpage that any of you can update.

# Course Policies: Student Expectations

**Disability Access**: Offer specifics about the UCF policy on disability access.

Example:

Weber State University is committed to providing accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Any student requiring accommodations or services due to a disability must contact Student Services with Disabilities (SSD) in Room 181 of the Student Services Center (or Room 221 at the Davis Campus). SSD can also arrange to provide course materials (including this syllabus) in alternative formats upon request.

**Attendance Policy**: Offer specifics about your expectations for attendance. How many absences are acceptable/expected? Will students get points for attendance? What is the policy for students who become incapacitated by a highly contagious virus, such as the flu (see <http://www.weber.edu/flu/syllabussuggestions.html> You may also describe expectation of courtesy here. Also explain the policy for the course in the event of an extended campus closure, such as continuing it online.

**Professionalism Policy**: Offer specifics about your policy on professionalism or late arrivals.

Example:

Per university policy and classroom etiquette; mobile phones, iPods, *etc*. **must be silenced** during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc*., and have been warned may suffer a reduction in their final class grade.

**Academic Conduct Policy**: Offer specifics about your policy on cheating or plagiarism.

Example:

Academic dishonesty in any form will not be tolerated. A professional standard of performance in class is expected. Failure to maintain WSU academic ethics/honesty including the avoidance of cheating, plagiarism, collusion, and falsification could result in failing the course and may result in hearings held and/or sanctions being imposed. Additional information can be obtained at

<http://library.weber.edu/il/shaun/plagiarism/plagiarism.htm>

**University Writing Center**: Offer information about the Writing Center.

Example:

The Writing Center is a free resource for WSU students. At the writing center, a trained writing consultant will work individually with you on anything you're writing, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit http://www.weber.edu/WritingCenter

# Schedule

|  |  |  |
| --- | --- | --- |
| **Date** | **Finish This Homework Before Class** | **Topics to be Discussed in Class** |
| **1/9** | First day of class; no homework is due | List the main learning objectives or topics covered during this class period.  Example:  Overview of Fluid Dynamics  Fluid Properties  Fluid Properties, Pressure |
| **1/16** | List readings or homework assignments that are to be finished BEFORE students arrive at this class period. It may also useful to include reminders about due dates for important assessments.  Example:  Read Chapter 1 (Textbook pp. 36-73) Read Manometers handout ([pdf](link.pdf" \t "_blank)) Listen to audio recording #1 ([mp3](http://www.mp3.com)) Browse website [www.wingtheory.com](http://www.wingtheory.com)  Homework #1 is due in class on 1/16 | Example:  Turn in HW #1  Manometers, Fluid Statics  Fluid Statics |
| **1/18** | **Holiday (No Class)** |  |
| **1/20** | Example:  Read Chapter 2 (Textbook pp. 74-92) Answer problems #13-36 at chapter’s end Find three entries in Fluidex Abstracts Database Homework #2 is due in class on 3/14 | Example:  Turn in HW #2  Forces on Curved Bodies  Eueler’s Equation  Bernoulli’s Equation |
|  | (continue with this pattern for the remainder of the term) |  |
| **4/23 Wed.** |  | **Final Exam, 7:00pm-10:00pm** *bring raspberry ScanTron* |

\* Note: The Schedule is subject to revision