

Syllabus

Course Syllabus

Course Title/Term **Sample Syllabus: CUOL 4004**

Version: 4 / Last Revised 9.22.05

Also, list any prerequisites for the course

Instructor Info

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Office: 810 CU Building
Office Hours: Variable -- Call First
Phone: 303 556-2275



Add a bio section to tell students a little bit about your background, qualifications and credentials. Also, consider adding a little bit of personal information!

Example

David Thomas has taught at UCD for 4 years. His areas of interest and research is critical videogame theory. He has two kids, a dog and a cat.

Course Overview

Summarize course objectives, major assignments and any other information that would be helpful for students to know up front. Also, place a date or course revision number in this section to help you keep track of printed versions of the syllabus. You may also use this section to spell out your teaching or learning philosophy.

Course Objectives

List specific learning outcomes for the course. Try to state the objectives in measurable objectives. Not: Learn about American History Better: Identify key historical figures from American history and explain their significance.

Example

Students taking this class, at course completion should:

- Recognize and understand key concepts in planning.
 - Identify some of the important limitations and opportunities of digital media in the planning and design process.
 - Generate ideas on how planning should occur in both the real world and in virtual places.
-

Communication with the Instructor

Key points to cover:

- Preferred mode of communication. Remember, online students tend to prefer email!
- Provide email and phone contacts. If you are on campus, provide office hours.
- Set expectation on email turnaround time.
- Finally, make clear that communication with the instructor is a responsibility of the student.

Example

I do not have regular on campus office hours. However, I am available regularly during the week via phone and email. I can do face-to-face meetings on campus. Simply get in touch with me to schedule.

Please note, address email to class@buzzcut.com. By sending it to this address, my mail filters will place your emails in a designated spot so I can ensure the fastest response!

As a general policy, I will respond to phone calls and emails within 24 hours.

Typically, I can respond to emails within in a hour.

Face-to-face meetings can be scheduled by calling or emailing. You may call my number at any point. I work variable hours in my office, so there is no predictable time to reach me. Typically, I am in my office from 9 am –5 pm M-F.

Because this is an online course, it is up to each student to be sure to address questions, comments and concerns to me in a timely manner. Likewise, I will work to quickly answer your questions and ensure you have the information you need to be successful in this course!

All students are responsible for keeping all contact information up to date with the University. University policy is that email is the preferred form of contact. If you do not update your email address, you will be missing important information from the College.

Attendance/Work Completion Policy

In a classroom settings, students depend on the regularity of the class meetings to structure their time and course workload. Online, students must take much more responsibility in terms of taking the time to complete course work and in getting work in on time. You need to communicate clearly to the students your expectations about the amount of time they will need to spend to succeed in your class, and about the timing of how you handle student work.

Some key points:

- Establish a course pattern. Having assignments due on the same day each week helps the students plan their course time.
- Spell out late work policies

Example

Because this is an online class with no required meetings, you are free to complete the work on your own schedule. However, **work is due by Friday the week it is assigned, unless otherwise noted.**

You should expect to spend between 4-6 hours per week on this course. This includes the time you will need to complete the readings, as well as any quiz or dicussion work that week. **Do not expect to succeed in this course if you do not allocate 4-6 hours a week for this class!**

Late work is accepted entirely at the discretion of the instructor. Any work accepted late will be graded down a minimum of one full grade. In most cases, only partial points will be given for late work.

Completing assignments on time is critical to your success in the course!

Generally, the current week and the upcoming week will be available in the system. However, you should complete all of the work from one week before advancing to topics in the next week.

In the case that you will not be able to complete work the week it will be due, please contact the instructor to see if other arrangements are possible.

Course Outline

Provide a clear and consistent course outline in the syllabus. It is important to communicate to the students that online courses still require weekly work!

- Be sure to include dates. This allows the student to easily scan for potential schedule conflicts. Remember, some students are expecting to "work around" other events during the semester (work, travel, etc).
- Keep syllabus outline up to date with changes.

Example

Date/Topic	Course Outline	Notes
Week 1 (Aug 23rd) Framing the Issue	Course technology tests What is Digital Media? Intro 2 <i>New Media Reader</i> (NMR)	
Week 2 (Aug 28) Understanding Computers	The fundamentals of computing Chapter 1-3 <i>The Pattern on the Stone</i> (TPOS)	
Week 3 (Sept 4) Understanding Computers, continued	Chapter 4-6 TPOTS	
Week 4 (Sept 11) Understanding computers, the potential	Chapter 7-9 TPOTS	
Week 5 (Sept 18) The Computer as Information Machine Artificial Intelligence	<i>As We May Think</i> Vannevar Bush (1945) <i>Computing Machinery and Intelligence</i> Alan Turing (1950)	Colossus, First all electronic calculating machine built (1943) End of WWII (1945)
Week 6 (Sept 25) People and Computers The Birth of Cybernetics	<i>Men, Machines and The World</i> About Norbert Wiener (1954) <i>Man-Computer Symbiosis</i> J.C.R. Licklider (1960)	Sputnik Launched (1957)
Week 7 (Oct 2) Expression	<i>Garden of Forking Paths</i> Jorge Luis Borges (1941) <i>"Happenings" In the New York Scene</i> Allan Kaprow (1961) <i>The Cut-Up Method of Brion Gysin</i> William Burroughs (1963) A Hundred Thousand Billion Poems Raymond Queneau/Oulipo (1961) Cybernated Art Nam June Paik (1966)	
Week 8 (Oct 9th) Midterm		

Important Dates

Your college or department may have a requirement to advertise key dates. Use this section to spell out these dates.

- Use this section to note any special policies regarding work over Thanksgiving or Spring breaks.

Example

Students are responsible for knowing all academic dates for each semester they are enrolled. Please see the Registrar's website for the full academic calendar.

August 27 CAM Convocation (required for all CAM majors)

August 27 Waitlists dropped.

August 30 First day to add to a full course by obtaining the faculty signature on a Schedule Adjustment Form (must submit form to the Service Center in NC 1001)

September 2 Last day to ADD on-line. **If your name is not on the official class roster, you are not in the class.**

September 3 Last day to DROP on-line. **If you are still on the roster, you may receive an "F" on your transcript.** You must use a schedule adjustment form to Drop after this date.

September 6 Labor Day, no classes

September 8 Census Date: Last day to Add/Drop, Request No Credit, Pass/Fail. **If you are not on the official class roster you are not registered for the class. After this date, you must petition the Associate Dean to Add or Drop a class by using the CAM petition form.**

September 8 Graduation Cards are due (late cards will not be accepted and you then must submit for Spring Graduation)

October 1 Scholarship Applications are due

November 21-27 Fall Break: Offices open, but no classes are held.

December 13-18 Finals Week

December 18 Commencement

IMPORTANT: Work each week is due by midnight on Friday. Each new week starts on the following Saturday and runs through Friday.

Etiquette and Conduct

Classroom conduct has been socialized through years of schooling. Often, students need clear guidelines and reminders that online, there is still a proper way to act.

- Point out that tone of writing and content of written correspondence is important.
- Make clear that writing quality is critical during the course, and not just in assigned work.
- Your college or department may require specific code of conduct terminology.

Example

An online class requires a significant amount of writing –through emails, assignments and discussion groups. You should remember that your written comments to others, whether in private emails or public discussion groups, should reflect the same sort of courtesy you would use in spoken communication. This includes strict avoidance of sexist, racist or other derogatory language. Also, keep in mind that in written communication it is very difficult at times to determine tone. A playful jab verbally can be read as a harsh criticism in an email.

You are responsible for the content of your writing. Please be aware that you have

the responsibility to keep your communication civil, friendly and professional.

Code of Conduct

As a University of Colorado at Denver student (or taking a UCD class) you are expected to abide by the University of Colorado at Denver Student Code of Conduct.

The following is a link for the University of Colorado at Denver Student Code of Conduct: <http://carbon.cudenver.edu/public/studlife/01pages/Codeofconduct.html>

Department Grading Standards

Your department or college may have specific terminology for grading standards you need to use. Regardless, providing an over-arching grading policy is always a good idea.

Example

The following grading standards apply across all multimedia and fine arts courses in the College of Arts and Media:

Grades for assignments, projects and the course will reflect student performance in the following criteria:

"A" is for exceptionally excellent work; clearly better than very good and reflecting special research, aesthetics, theory, design, innovation, excellence, abilities and effort. Excellent quiz and test scores. Perfect attendance.

"A-" is for very good, reflecting strong performance on all course requirements and for making regular and important contributions to the course. Work shows extra research, aesthetics, and application of theory, design to projects. Work displays exceptional attention to detail. Attendance is extremely good – perhaps missing only one class all semester.

"B+" is for finishing all the course requirements and doing a very good job on each of them or doing a good job on some of them and an exceptionally job on a few of them. Student exemplifies attention to detail and going beyond the assignment guidelines to display initiative and creativity on all assignments. Attendance is extremely good

"B" is for completing all course requirements in an extremely consistent manner that displays inspired creative work and a continued desire to improve and push ones abilities to the next level. A student has at least redone one assignment to those ends. Attendance is very good. Good quiz and test scores. Simply completing all the assignments is not sufficient to earn an "A", "A-", "B+", "B" in the course

"B-" is for slightly above standard performance on all course requirements. Student shows potential and some effort but has not pushed their execution and ability to the next level.

"C" is for completing all course requirements without special distinction in terms of creativity, aesthetics, theory, execution or presentation. Attendance was fair.

"D" and lower are for poor performance and generally means that the student is not progressing well in their course

Grading Scale

Grading in eCollege is usually done using points and represented in percentages. Establishing a percent-based grading scale helps students understand their current grade achievement.

Example

Final grades will be assigned on the following scale (based on points achieved divided by total possible points):

- A = 90 -100%
- B = 80-90%
- C = 70-80%
- D = 60-70%
- F > 60%

Grades on a break point (such as 90%) will be assigned a letter grade at the instructor's discretion based on an evaluation of overall class performance.

Students can view their current grade inside side the course gradebook (see menu above).

Assessment

Criteria Spell out how you will assess performance in class. In general, a points-based grading rubric works well in the eCollege system.

Example

Your final grade will be determined as a percentage of total points earned divided by total available points.

Grading Area	Points
Mid-Term discussion (class participation through middle of semester)	100
Final discussion (class participation through last half of the class)	150
Report One	75
Report Two	75
Report Three	100
Paper One	100
Final Project Group Grade	150
Final Project Individual Grade (Report)	200
TOTAL POINTS	1000

Extra credit may be made available to the class at the instructor's discretion.

Technical Requirements

The technology required to take an online course is the responsibility of the student. Make this clear in the syllabus and plan to work out issues the first week of the semester.

Example

Students are responsible for maintaining or accessing a computer system capable of participating in all aspects of this course. This includes, but is not limited to, running the eCollege software, running the Tegrity streaming lectures, Real One player and Web browsing.

At this point, a Windows PC is required to access all of the course material. If you use a Macintosh or other system, you will need to find access to a PC to view the streaming course lectures. The other course content, including reading guides, quizzes and discussions should work fine without a PC.

While a broadband connection to the Internet is not required for this course *it is highly recommended that you access the course with a DSL or cable modem* Most of the materials for this course are available online. Many of these materials are large streaming media files. Access of this course over a dial-up connection may require significant waiting periods for download.

If for any reason you are having technical difficulties that are limiting or preventing your full participation in the class, please notify the instructor immediately! I will work with you to ensure that your online learning experience is not hampered by technical issues.

IW/IF Policy

Reiterate IW/IF policies. Although they are the same for online classes, it is a good practice to remind your students of the policy. Your college or department may have specific language or requirements for posting IW/IF policies.

Example

According to college policy, in order to receive an IF or IW the following five items must have been completed or approved:

- Student must have completed at least 75% of the course with a passing grade and there must be compelling extraordinary verifiable circumstances beyond the student's control which made the completion of the course impossible.
- Student must submit a copy of the syllabus and verification of reason (e.g., doctor's note, letter the dean explaining situation, etc.).
- Form must be signed by faculty and have attached documents before being submitted to the Associate Dean.
- Paperwork must be processed and approved by the dean before grades are assigned.
- Student has one academic year to complete the work as noted by the instructor.

Submission of Assignments

How do students get their work to you? Make this clear.

Example

Unless otherwise stated, all assignments should be submitted through the tools provided in the eCollege interface.

Academic Honesty

You might want to title this section "academic honesty" and take the high road. At the least, have a clear cheating policy that is a part of your course contract with the student.

Some key points to cover:

- Define plagiarism and cheating. For example, "Even though this is an online course, you are expected to take tests alone, without the support of other students. Calling another student on the phone for answers to a question is cheating!"
- Explain how cheating hurts learning. Explain why learning is important.

- Advertise use of anti-cheating tools. Do you use Goggle? Turnitin.com? Let them know.
- Remind students that academic honesty is everyone's responsibility--report instances of cheating.
- Make consequences of cheating clear.

Example

You are expected to do you own work. All work submitted should include citations or other indications when other's work is included with your own. Representation of other's work as your own is considered cheating. This includes plagiarism, work purchased from "paper mills" and sharing of test answers.

If the instructor suspects cheating he may, at his discretion, provide an alternate or make-up assignment.

In the case that a student submits works with inconsistencies in answers--such as correctly identifying a person on a multiple choice question and misidentifying the person in an essay question--the instructor may deduct points for both questions. This course of action will be taken when the instructor determines that the student has provided a correct answer that was not based on their knowledge of the material.

The instructor may make use of anti-cheating services to ensure that submitted work is original.

Finally, cheating diminishes the value of your learning. If you find yourself struggling in this course, please contact the instructor!

Other Policies

This section covers any miscellaneous items.

- Consider adding a disclaimer that the course is subject to change. In some cases, students assume that the structure of an online course translates to an inflexible curriculum.
- Use this section to share any other departmental or college policies.
- Do you need to add course prerequisites?

Example

The subject matter and order of course events are subject to change at the instructor's prerogative.

It is College of Arts & Media policy that all materials created by a student for this course must adhere to proper and correct applications of spelling, punctuation and grammar. Deviations from these expectations can result in student work being rejected for evaluation and/or grading.

You must not produce inflammatory, profane, plagiarized or otherwise inappropriate material for this class. Failure to comply with this policy will result in an "F" for the semester and immediate dismissal from class. You may also face other repercussions from the College of Arts & Media and the University of Colorado. When in doubt, ask the instructor.

Textbook(s)

The eCollege system provides a template for listing course texts. Alternatively, you may place the course text information in the INTRODUCTORY TEXT field (as it is here). This allows you to add an image next to the book.

- Placing an image next to the course text helps students identify the correct book and edition. You can usually find a book cover on the publisher's site or on Amazon.

Example

Required

The Pattern on the Stone cover **The Pattern on the Stone : The Simple Ideas That Make Computers Work**

by Daniel Hillis



New Media Reader **The New Media Reader**, by Noah Wardrip-Fruin (Editor), Nick Montfort (Editor)



Optional

Digital Art by Christine Paul



Succeeding Online

This section is another reminder to the student that they must take the lead in completing the course. It provides several tips for doing well in an online course. It is important to have this in the syllabus as a part of the contract with the student.

Example

Learning online is both a great educational opportunity and challenge. Although you can better schedule your course time around your needs, you also must take a greater responsibility for managing your time and getting work done. Not having to travel to campus is a great advantage (and saves on parking!) but you will find that not having a class means you have to do more written work since you cannot receive grades for class participation or attendance.

This course is structured with work every week and graded assignments due most weeks. The best way to succeed in this environment is to plan on doing weekly work to stay on top of the course load, and don't fall behind. I suggest you schedule 25-30 hours of time in your week to handle the course work. This equates to roughly 3 hours of "in-class" time and 1-3 hours of homework times a 15 week typical course schedule divided into the summer semester 5 week

schedule.

Students who fall behind may find it very difficult to catch up. The best approach is to schedule the time and keep up with work. Saving study and assignment completion until Sunday evening is not typically the most successful approach.

Online classes promise to provide an excellent educational opportunity. But the ultimate success of the course sits on your shoulders.

**Disability
Services
Information**

This notification, or one similar, is required by campus policy. Additionally, since it is difficult, if not impossible, to determine whether a student might benefit from disability services, advertise this office up front.

Example

To ensure disability-related concerns are properly addressed, students with disabilities who require assistance to participate in this class should contact the Office of Disability Resources and Services, 177 Arts Building at 303.556.3450 to request accommodation.

UCDHSC is committed to provide reasonable accommodation and access to students with disabilities. In order to be eligible for accommodation, students must be officially registered with the Auraria Disability Services Office (DSO). The DSO staff works in an advisory capacity with students and faculty to develop reasonable instructional accommodations at the beginning of the semester to ensure full participation in academic programs.

It is the responsibility of the student, not the instructor, to contact the DSO!

**Family
Educational
Rights and
Privacy Act
(FERPA)**

Student privacy is easy to manage in the eCollege system.

- Use the system to manage grades and graded work.
- When possible, have students submit work through the system (dropbox). When work is not electronic, use departmental offices or other secure method for handling work.

Following is boilerplate text covering FERPA.

FERPA was created to protect the privacy rights of the students.

Due to the privacy restrictions, you will need to refer to your syllabus for each class for specific information regarding the collection and the return of student work.

For more information on FERPA please go to: <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
