

# COURSE SYLLABUS TEMPLATE

## FULL COURSE NAME

### INTRODUCTION TO COURSE AND INSTRUCTOR

If the course is online, hybrid, or blended, clearly specify as such.

SYLLABUS FOR COURSE NAME (COURSE NUMBER)	
Semester FALL 2018	Program/Department California State University, Fresno
Course Name	Instructor Name
Units	Office Location
Time	E-Mail
Location	Telephone
Website	Office Hours

**Course description:** Give a brief description of the course (you can copy from catalog if feasible or adapt from the catalog at <http://www.fresnostate.edu/catalog/>). In addition, explain how the course fits into the curriculum. Why should a student take the course? Also include course fees, if any. You may wish to include the following statement in this section: *It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a \_\_\_ unit class, you should expect to study an average of \_\_\_ hours outside of class each week.*

**Prerequisites for the course:** This can be found in the catalog description but it is recommended that prerequisites be listed separately to catch student attention.

### REQUIRED COURSE MATERIALS

Include **required textbooks** and any **required supplemental academic materials**. Also include **required equipment** for activities if your course has an activity component and any travel requirements of the course.

### COURSE SPECIFICS

**Course goals:** Briefly describe what you would like the students to achieve in the course.

**Student Learning Outcomes:** Learning outcomes may tie to your department/program Student Outcomes Assessment Plan (SOAP) as an integrated part of comprehensive

student learning in your program/major. Please be sure to consult your SOAP when preparing this section. In general, learning outcomes are competency-based and measurable, in that they describe exactly what the student must do to demonstrate mastery of course material. Use specific language (e.g., analyze, compare, describe, list, formulate, derive) rather than terms such as "know" and "understand" which may have different meanings for students and instructors. For additional information, please refer to the departmental SOAP.

If your course is a General Education (GE) course, a Service Learning course, or a Writing course, learning outcomes should be listed for them separately (e.g., required writing of 5,000 words of writing for a writing class and 2,000 words of writing for upper division GE courses, requirement for service hours, etc). Please refer to these policies for details:

Links: [General Education](#), [Service Learning](#), and [Writing \(APM 216\)](#)

**GE Program ePortfolio Requirement for Students and GE SLOs on Syllabi:** If your course is a GE course then indicate, for a minimum of one of your assignments, to which specific GE Learning Outcome(s) the assignment is aligned. The designated assignment is only required to focus on and measure one GE SLO for the appropriate GE Area but it may cover more than one. Please be sure that if the assignment aligns to more than one GE outcome, that you list all of them. For example:

Midterm – GE Area C1 student learning outcome 1 OR Paper 1 – GE Area D3 student learning outcomes 1 and 2 OR Persuasive Speech GE Area A1 Student Learning Outcomes 1 and 2.

**Course requirements/assignments:** In this section, list all required work that makes up the total grade for the course, such as quizzes, exams, homework, paper, service hours, project and presentation, etc. Be sure to specify **if attendance and/or participation is required** and how it impacts student grades.

**Instructions for significant assignments:** If your course has a project, a paper, or other significant assignment, please give detailed requirements and instructions on how to complete them, such as length, fonts and/or number of references that must be used for the project/paper.

**Grading policy:** List how grades are distributed and weighted by assignments to make 100% of the course grade. Your grading policy should include a description of how you calculate grades, if applicable (such as using a grading scale).

Explain exactly how you will calculate the course grades. What will be the point values and weightings for assignments, activities, and examinations? What will be the cut-off points on percent for each grade (e.g., 80-89% is B, etc.)? An optional "Assignment and Examination Schedule" with point values may be an efficient way to transmit some of this information (this is only an example for your reference):

### **Assignment and Examination Schedule**

Due Date	Assignment	Points/Percent

You should also provide assignment completion due dates in a table as shown above, or you can ask students to refer to your course calendar if you give due days there.

### **COURSE POLICIES & SAFETY ISSUES**

**Clearly state your policies, concerns or prohibitions, if any** (e.g., talking in class, cell phones, chewing gum, tobacco, wearing baseball caps, reading newspapers in class or other distracting behavior, tape-recording the lecture, bringing visitors, children or guests, etc.). Are students always expected to work independently, or is collaboration sometimes encouraged? Clearly state when students may or may not work together.

You may wish to remind students "If you are absent from class, it is your responsibility to check on announcements made while you were away." If you intend to grade on participation or tardiness, be explicit in explaining how you will do so.

You should make it clear if you allow the use of audio/video recording of course lectures and the general guidelines for usage of electronic devices (Note: *federal and state laws on student disability supersede your class policy on access to lecture/material*).

You may want to include a statement describing appropriate behavior in your classroom, especially if your course includes student discussion of sensitive issues. The University Policy on Disruptive Classroom Behavior ([APM 419](#)) is well worth reading and can be found in the Class Schedule and the Academic Policy Manual. In addition to defining disruptive behavior and detailing formal procedures for dealing with it, the policy contains a useful description of the learning environment.

**Late work and make-up work policy.** Give your make-up work policy due to student absence. Finally, include your late work policy if that is separate from the make-up work policy, and make clear the requirements for attendance at the final examination and the impact on the student's grade.

**Address safety issues if relevant.** (labs, hazardous materials, shops, field work, etc.).

**Plagiarism Detection:** The campus subscribes to Turnitin and the SafeAssign plagiarism prevention service through Blackboard, and you will need to submit written assignments to Turnitin/SafeAssign. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin/SafeAssign Originality Reports **WILL/WILL NOT**\* be available for your viewing.

**\*FACULTY: Please choose for your course WILL or WILL NOT be available for your viewing.**

## **UNIVERSITY POLICIES AND SERVICES**

The following University Polices and Services can be found at [\(link to Policy Page will be inserted\)](#):

- Adding and Dropping Classes
- Students with Disabilities
- Honor Code
- Cheating and Plagiarism
- Computers
- Disruptive Classroom Behavior
- Copyright Policy
- Learning Center Information
- Student Health and Counseling Center
- Writing Center
- Title IX

## **SUBJECT TO CHANGE STATEMENT**

This syllabus and schedule are subject to change in the event of extenuating circumstances.

## **COURSE CALENDAR**

The calendar should include projected dates, topics covered, deadlines, and/or periods of time for readings, field trips, projects, exam dates (including the date and time of the final exam) and assignment due dates. The following statement is suggested to footnote the calendar: *“The course schedule is subject to change in the event of extenuating circumstances.”*

If you plan to give your exam online or not to meet in class on the final exam day, please explicitly inform students in your syllabus. You also need to address a memo to that effect to your department chair and dean.

**TENTATIVE COURSE SCHEDULE** (may be given as a separate document)

Following are schedules showing class meeting dates for Fall 2018 for Monday-Wednesday courses, Monday-Wednesday-Friday courses, and Tuesday-Thursday courses.

**Tentative Course Schedule  
Fall 2018  
(Monday, Wednesday, Friday Courses)**

	<b>Date</b>	<b>Topic</b>	<b>Reading Assignment</b>
1	Fri., Aug 24		
2	Mon., Aug 27		
3	Wed., Aug 29		
4	Fri., Aug 31		
	Mon., Sept 3	HOLIDAY – Labor Day	
5	Wed., Sept 5		
6	Fri., Sept 7		
7	Mon., Sept 10		
8	Wed., Sept 12		
9	Fri., Sept 14		
10	Mon., Sept 17		
11	Wed., Sept 19		
12	Fri., Sept 21		
13	Mon., Sept 24		
14	Wed., Sept 26		
15	Fri., Sept 28		
16	Mon., Oct 1		

17	Wed., Oct 3		
18	Fri., Oct 5		
19	Mon., Oct 8		
20	Wed., Oct 10		
21	Fri., Oct 12		
22	Mon., Oct 15		
23	Wed., Oct 17		
24	Fri., Oct 19		
25	Mon., Oct 22		
26	Wed., Oct 24		
27	Fri., Oct 26		
28	Mon., Oct 29		
29	Wed., Oct 31		
30	Fri., Nov 2		
31	Mon., Nov 5		
32	Wed., Nov 7		
33	Fri., Nov 9		
	Mon., Nov 12	HOLIDAY – Veteran’s Day	
34	Wed., Nov 14		
35	Fri., Nov 16		
36	Mon., Nov 19		
	Wed., Nov 21	Thanksgiving Break	
	Fri., Nov 23	Thanksgiving Break	
37	Mon., Nov 26		
38	Wed., Nov 28		
39	Fri., Nov 30		

40	Mon., Dec 3		
41	Wed., Dec 5		
42	Fri., Dec 7		
43	Mon., Dec 10		
44	Wed., Dec 12	Last Day of Instruction	
<b>Finals week</b>			<b>Days</b>
Final Exam Preparation & Faculty Consultation Days:			Thursday and Friday
Final Semester Examinations			Monday – Thursday
Final Exam in this course			
			<b>Dates</b>
			Dec 13 – 14
			Dec 17 – 20

**Tentative Course Schedule  
Fall 2018  
(Tuesday, Thursday Courses)**

	<b>Date</b>	<b>Topic</b>	<b>Reading Assignment</b>
1	Thurs., Aug 23		
2	Tues., Aug 28		
3	Thurs., Aug 30		
4	Tues., Sept 4		
5	Thurs., Sept 6		
6	Tues., Sept 11		
7	Thurs., Sept 13		
8	Tues., Sept 18		
9	Thurs., Sept 20		
10	Tues., Sept 25		
11	Thurs., Sept 27		
12	Tues., Oct 2		
13	Thurs., Oct 4		

14	Tues., Oct 9		
15	Thurs., Oct 11		
16	Tues., Oct 16		
17	Thurs., Oct 18		
18	Tues., Oct 23		
19	Thurs., Oct 25		
20	Tues., Oct 30		
21	Thurs., Nov 1		
22	Tues., Nov 6		
23	Thurs., Nov 8		
24	Tues., Nov 13		
25	Thurs., Nov 15		
26	Tues., Nov 20		
	Thurs., Nov 22	Thanksgiving Break	
27	Tues., Nov 27		
28	Thurs., Nov 29		
29	Tues., Dec 4		
30	Thurs., Dec 6		
31	Tues., Dec 11	Last Day of Instruction	
<b>Finals week</b>			<b>Days</b>
Final Exam Preparation & Faculty Consultation Days:			Thursday and Friday
Final Semester Examinations			Monday – Thursday
Final Exam in this course			
			<b>Dates</b>
			Dec 13 – 14
			Dec 17 – 20



**Tentative Course Schedule  
Fall 2018  
(Monday, Wednesday Courses)**

	<b>Date</b>	<b>Topic</b>	<b>Reading Assignment</b>
1	Mon., Aug 27		
2	Wed., Aug 29		
	Mon., Sept 3	HOLIDAY – Labor Day	
3	Wed., Sept 5		
4	Mon., Sept 10		
5	Wed., Sept 12		
6	Mon., Sept 17		
7	Wed., Sept 19		
8	Mon., Sept 24		
9	Wed., Sept 26		
10	Mon., Oct 1		
11	Wed., Oct 3		
12	Mon., Oct 8		
13	Wed., Oct 10		
14	Mon., Oct 15		
15	Wed., Oct 17		
16	Mon., Oct 22		
17	Wed., Oct 24		
18	Mon., Oct 29		
19	Wed., Oct 31		
20	Mon., Nov 5		
21	Wed., Nov 7		
	Mon., Nov 12	HOLIDAY – Veteran’s Day	

22	Wed., Nov 14		
23	Mon., Nov 19		
	Wed., Nov 21	Thanksgiving Break	
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25	Wed., Nov 28		
26	Mon., Dec 3		
27	Wed., Dec 5		
28	Mon., Dec 10		
29	Wed., Dec 12	Last Day of Instruction	
<b>Finals week</b>			
			<b>Days</b>
			<b>Dates</b>
Final Exam Preparation & Faculty Consultation Days:			Thursday and Friday
Final Semester Examinations			Monday – Thursday
Final Exam in this course			Dec 13 – 14
			Dec 17 – 20