**University of Oklahoma**

**College**

**Unit**

# Course Number: Course Title

**Semester Year**

**Instructor:** Dr. ××   
**Office**: Building Number  
**Email**: abcd@ou.edu

**Phone**: (405) 325-XXXX  
**Office Hours**: Date, Time, Location

[Every Tuesday at 4:00 p.m. CST or by appointment or Virtual office hours available]

**Learning Management System**: [https://learn.ou.edu](https://learn.ou.edu/)

Other: [Action Center, Course Web Site, Other contact information]  
  
[[See Faculty Handbook 4.25]](https://apps.hr.ou.edu/FacultyHandbook/)

Course Meeting Time and Location:*As listed in oZone. If all online, please write ‘online’.*

Course Prerequisite:*As listed in oZone. If there are not any course prerequisites, please write ‘none’.*

Course Delivery:*Traditon, Online, Blended, Flipped*

Course Description:*In about five sentences, describe**why this course exists, what will be covered, and how it fits into the rest of the field/area’s curriculum. Please reference the Course Description as listed in the Course Catalog and on oZone.*

Course Goals:*What are the general outcomes the course designed to achieve? How will they contribute to the students professionally? Course goals are usually broad and general.*

Learning Outcomes:  
*Learning outcomes are specific and measurable. They specify, at the minimum, what students are expected to* ***know*** *and be able to* ***demonstrate*** *upon successful completion of the course. Think of the kinds of evidence you can collect to assess student learning.*

* *Use* [*Bloom’s taxonomy*](http://www.clemson.edu/assessment/assessmentpractices/referencematerials/documents/Blooms%20Taxonomy%20Action%20Verbs.pdf) *to identify the focus of your learning outcomes, the select appropriate and measurable action verbs such as* ***“compare and contrast,” “evaluate,” “employ,” and “analyze.”***
* *Do not use verbs such as “understand,” “learn” and “know” in your learning objectives because these words are too broad and cannot be measured.*
* *Put learning outcomes under categories if you have a long list of outcomes.*

*Consider including how each Learning Outcome will be assessed.*

## Texts and Materials:

*List all of the text(s), materials, and any software for the course. Be specific as to whether the item is required, recommended, or optional. It is not mandatory to have a required text for your course. Follow the format customary to your discipline.*

*If you have a long list of readings, please use an Appendix at the back of the syllabus.*

[[See Faculty Handbook 4.25.1]](https://apps.hr.ou.edu/FacultyHandbook/)

## Teaching Philosophy:

*Telling students what teaching methods you will use in class and the rationale behind them will help them set realistic expectations. Providing your rationale can decrease student resistance to teaching methods that they may be less familiar and can increase their confidence in the processes in the course.*

## Expectations:

*Consider telling students what you expect them to do, both in class and outside of class. Although some expectations may seem self-evident, you are more likely to have students meet your expectations when you state them explicitly. Students have a better chance of being successful when they know precisely what you expect. Instructors usually include their expectations regarding attendance, class workload, when students should complete the assigned readings, and participation.*

*Consider discussing classroom expectations with the students during the first day of class and having the entire class come up with a set of classroom policies or expectations.*

*In addition to your expectations for the students consider including what they can expect from you. Specifically expectation for responding to e-mails (example: Up to 24 hours on weekdays and 48 hours on weekends) and time to return graded assignments.*

## Learning Activities and Assessment

*Provide a short description of the learning activities and assessments that will be used in the course.*

Assessments\* ( each student must do each of the following)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Assessments\*** *(each student must do each of the following)* | | | | | | | |
| **Learning Outcomes** | **Learning Activities** | **Quiz (every 2 Weeks)** | **Journal or Blogs** | **Online Discussions** | **Reaction Papers (Monthly)** | **Lab Reports** | **Research Paper** | | **Final Exam** |
| **Written Project** | **Presentation** |
| 1 | Reading Journal Articles, Conducting experiments, Group Assignments | **✔** | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| 2 | Group Assignments | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| 3 | Textbook Chapters | ✔ | ✔ |  | ✔ |  | ✔ | ✔ | ✔ |
| 4 | Reading Journal Articles, Textbook chapters, Conducting experiments, Group Assignments | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| 5 | Library Visit, Group Assignments | ✔ |  |  |  |  | ✔ | ✔ | ✔ |
| Maximum Points | | **100** | **100** | **100** | **100** | **100** | **300** | | **200** |

\* *The quality of all written assignments and presentation should be evaluated using a rubric.*

*It is important to provide information on the deadlines for any learning activities. Including a table with all of the due dates can help students plan out their semester. This can also be included in the calendar feature of the learning management system.*

## Final Grade:

*It is important to be specific about your grading system. Avoid long paragraphs; use headings, numbers, and bullets to chunk information.*

*Clarify whether your system is point based, weighted, percentage, letter based, and whether there will be any adjustment to the final grade, either linear or Gaussian distribution (curved). Be specific about the cutoff for each letter grade and whether these are predetermined or may be adjusted.*

## Additional Support for Learning

*As appropriate, list additional services that the students in your course might wish to use to support their learning.( Action Tutoring, Action Center, Writing Center…)*

Course Policies*In this section, spell out what are your expectations for late work, attendance, and other course specific policies.*

### Make-up Policy

*In this section, you should clearly state a make-up policy that is in agreement with the relevant statements in the Faculty Handbook.* [[See Faculty Handbook 4.7, 4.9, 4.10, and 4. 11]](https://apps.hr.ou.edu/FacultyHandbook/)

### **Absences**

*In this section, you should clearly state an attendance policy that is in agreement with the relevant statements in the Faculty Handbook.* [[See Faculty Handbook 4.19]](https://apps.hr.ou.edu/FacultyHandbook/)

**Other Policies:** Civility, Emergency Contact, Late Assignments

## University Policies

*In this section, include the mandatory University policies. (Examples are provided below.)*

### Academic Integrity

*There is not specific language for the Academic Integrity policy to be included in the syllabus. It is good to become familiar with the policy and describe it in your own words.* [[See Faculty Handbook 13]](https://apps.hr.ou.edu/FacultyHandbook/)

Cheating is strictly prohibited at the University of Oklahoma, because it devalues the degree you are working hard to get. As a member of the OU community it is your responsibility to protect your educational investment by knowing and following the rules. For specific definitions on what constitutes cheating, review the Student’s Guide to Academic Integrity at <http://integrity.ou.edu/students_guide.html>.

To be successful in this class, all work on exams and quizzes must be yours and yours alone. You may not receive outside help. On examinations and quizzes you will never be permitted to use your notes, textbooks, calculators, or any other study aids. Should you see someone else engaging in this behavior, I encourage you to report it to myself or directly to the Office of Academic Integrity Programs. That student is devaluing not only their degree, but yours, too. Be aware that it is my professional obligation to report academic misconduct, which I will not hesitate to do. Sanctions for academic misconduct can include expulsion from the University and an F in this course, so don’t cheat. It’s simply not worth it.

### Religious Observance

It is the policy of the University to excuse the absences of students that result from religious observances and to reschedule examinations and additional required classwork that may fall on religious holidays, without penalty.

[[See Faculty Handbook 3.15.2]](https://apps.hr.ou.edu/FacultyHandbook/)

### Reasonable Accommodation Policy

*There is not specific language for the Reasonable Accommodation policy to be included in the syllabus. It is good to become familiar with the policy and describe it in your own words. Including the link to Disability Resources Center is encourage,* [*http://www.ou.edu/drc/home.html*](http://www.ou.edu/drc/home.html)*.* [[See Faculty Handbook 5.4]](https://apps.hr.ou.edu/FacultyHandbook/)

Students requiring academic accommodation should contact the Disability Resource Center for assistance at (405) 325-3852 or TDD: (405) 325-4173. For more information please see the Disability Resource Center website <http://www.ou.edu/drc/home.html> Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.

### Title IX Resources and Reporting Requirement

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on call 24/7. To learn more or to report an incident, please contact the Sexual Misconduct Office at 405-325-2215 (8 to 5, M-F) or OU Advocates at 405-615-0013 (24/7). Also, please be advised that a professor/GA/TA is required to report instances of sexual harassment, sexual assault, or discrimination to the Sexual Misconduct Office. For more information, please see <http://www.ou.edu/eoo>.

### Adjustments for Pregnancy/Childbirth Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact your professor or the Disability Resource Center at 405/325-3852 as soon as possible. Please see http://www.ou.edu/eoo/faqs/pregnancy-faqs.html for answers to commonly asked questions.

## Tentative Schedule

| **Date(s)** | **Unit** | **Topics or Activities** | **Learning Outcomes Addressed** | **Assignments, Exams, or Readings** |
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