

# Course Name Syllabus

Semester Year

Classroom:

Meeting times

## Professor

Optional: Insert a professional picture of yourself

**Your name**

Office Hours:

Office location:

Phone:

Email:

## Table of Contents

[Course Description………………………………………………………………………………..2](#_Toc10451792)

[Student Learning Outcomes 2](#_Toc10451794)

[Materials 2](#_Toc10451795)

[Class policies 3](#_Toc10451796)

[Major Assignments 4](#_Toc10451797)

[Plagiarism/Academic Integrity 4](#_Toc10451798)

[Grading 5](#_Toc10451799)

[Instruction Format 6](#_Toc10451800)

[My Teaching Philosophy 6](#_Toc10451801)

[Important MVCC Statements 6](file:///%5C%5Cmvhawk%5Cusers%5Cjireland%5CToolkits%5CSyllabus%20templates%5CSyllabus%20template_some%20info.docx#_Toc10451802)

[Weekly Calendar 7](#_Toc10451803)

## Course Description

*[Enter course description here.]*

Credits:

Pre-requisites:

## Student Learning Outcomes

*[Consider doing a graphic mapping of major course topics.]*

 Upon completion of the course, students will be able to accomplish the following:

1. *List course outcomes as provided in the course outline.*

##  Materials

**Required Textbook(s)**

Optional: Insert a picture of the cover of the textbook

* *Publication information of any required textbooks – note if it is available on reserve in the library. Place a photo of the cover to the right tagged with alt text.*

**Other Required Materials**

* *List any other required materials (No. 2 pencil, ruler, journal, earbuds, 3-ring binder, etc.)*

**Course Site**

* *Is your course on Brightspace? Explain here if there are required readings or discussion boards online.*

**Slide Presentations**

* *Do you provide accessible copies of slideshow presentations? Are they available online?*

**Related Websites**

Students find the following websites helpful as supplemental learning tools.

[*List here any additional educational online resources that will help students understand the subject matter. Consider Khan Academy, TED Talks, or educational YouTube videos. Encourage students to share resources that have helped them. Does the library have a LibGuide for your subject area? You can also list links to the library’s online databases.]*

## Class policies

*[Enter your class-specific policies here. The following headings are an example of topics you may want to cover.]*

* **Attendance & Participation**
* **Cell Phones**
* **Food and Beverages**
* **Late Work**
* **Classroom Behavior**
* **Children in class –** see <https://studentlife.oregonstate.edu/childcare/family-friendly-syllabi-examples> for some family-friendly syllabi language
* **Instructor responsibilities** *(You have obligations to your students. Put in writing your commitment to them. An example of what you may want to say is below.)*
* I will provide access and timely feedback on your work to enhance the learning experience.
* I will be on-time and prepared to teach for every class session.
* I will be available for student conferences during regular office hours (*days and times*), or by appointment in [*building, room*]*.*
* I am obligated to report scholastic dishonesty to [*your appropriate dean*].
* I will maintain a respectful, productive, inclusive, and thought-provoking learning environment.

## Major Assignments

|  |  |
| --- | --- |
| **Assignment** | **Due Date** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

 *[Consider giving an overview of each major assignment to give the student a broad picture of what the assignment will entail. Things to include: how the assignment ties in with course outcomes, why it is relevant, method of submission, length of paper or presentation, portion of their final grade, a timeframe that a full description and grading guidelines of the assignment will be provided, and anything else a student should know about upcoming assignments at the beginning of the semester.]*

## Instruction Format

*Will your course be a combination of lecture, dialog, collaborative writing projects, or group critiquing? Give students an idea how they will be instructed. This is a place you can stress the importance of participation and attendance.*

## My Teaching Philosophy

*Consider writing a statement about your teaching philosophy. How do you prefer to teach? What can students expect from you? Encourage students to come to you with problems with the course.*

## Generative Artificial Intelligence

*[Consider having a policy in your syllabus outlining your thoughts are about using generative AI. Are there acceptable uses or not? Below is an example, but more examples can be found at* [*https://mvcc.libguides.com/AI\_faculty/policies*](https://mvcc.libguides.com/AI_faculty/policies)*.]*

Technologies that use generative pre-trained transformers (GPT) can be helpful to you as a student when used properly. I encourage you to be familiar with these tools, but to use them with caution for this class. You are expected to bear in mind the points outlined in the Plagiarism/Academic Integrity section if you choose to use generative AI tools.

**Acceptable uses of generative AI tools in this class include:**

* Brainstorming ideas and refining your thoughts
* Drafting an outline to organize your thoughts

**Unacceptable uses of generative AI tools in this class include:**

* Impersonating you in classroom contexts (e.g., generating content that you post in Brightspace)
* Writing entire sentences, paragraphs, or papers to submit as assignments
* Relying solely on AI as an information source for any assignment

The creative process is an important part of your learning. Writing can be a difficult task, but once accomplished is very rewarding. Creating will reinforce the concepts you learn in this course, help you find your voice, and allow you to express yourself. AI tools can help you create but should not be used as a substitute for what can only come from you.

## Plagiarism/Academic Integrity

*[MVCC requires a common academic integrity statement – see the MVCC statement section later in the syllabus. However, many faculty have another section discussing what plagiarism is and their procedures for handling incidents of plagiarism.]*

Academic honesty is expected in all work done for this class.  Submitting the same work in more than one course without the permission of the involved instructors, copying the work of other students, using published work without proper citation, or otherwise attempting to receive academic credit for work that is not your own are all serious offenses. Academic dishonesty may result in penalties including, but not limited to, lower grades, expulsion from the class or from the college.

\***Plagiarism is** the act of stating or implying *that another person's work is your own.* You commit plagiarism if you:

1. Submit a paper to be graded or reviewed that you have not written on your own.
2. Copy answers or text from another classmate and submit it as your own.
3. Quote or paraphrase from another paper without crediting the original author.
4. Cite data without crediting the original source.
5. Propose another author's idea as if it were your own.
6. Fabricate references or using incorrect references.
7. Submit someone else's presentation, spreadsheet, or other file with only minor alterations.

**This is not a definitive list**--any action in which you misleadingly imply that someone else's work is your own can constitute plagiarism.

## Grading

*Instead of just listing how the final grade is calculated, create a pie chart visualizing the importance of assignments and participation. Pie charts can be created in Microsoft Word under the Insert Tab and Chart button. Below is an example.*

**Grade Average**

 A 92-100

 B+ 87-91

 B 82-86

 C+ 77-81

 C 70-76

 D+ 65-69

 D 60-64

 F Below 60

Essays – 40% Oral Presentation – 10%

Research Paper- 15% Participation & In-Class Assignments – 15%

Journal – 10% Reaction Papers – 10%

## MVCC Statements

* **Academic Integrity**

[Academic integrity](https://www.mvcc.edu/student-handbook/academics/academic-integrity-policy.php) demonstrates respect for intellectual work. It is the foundation of intellectual inquiry and facilitates honesty and the free exchange of ideas for the purpose of growth, which are essential for learning. Therefore, academic honesty and integrity is expected in all work done for this class. Refer to the [Student Handbook](https://www.mvcc.edu/student-handbook/academics/academic-integrity-policy.php) for full information about academic integrity, including plagiarism, cheating, duplicate submission of work, collusion, and lying. Academic dishonesty may result in penalties including, but not limited to, lower grades, expulsion from the class, or expulsion from the College.

* **Self-Identification Statement for Students with Disabilities**

I would appreciate hearing from anyone in the class who has any special needs (e.g., physical, learning, mental health, vision, hearing, etc.) which may require accommodation. Please send an email or see me during my office hours so that we can discuss your needs. Before services can begin, you must also contact the Office of Accessibility Resources, 315-792-5644, in Room 129A-E of Wilcox Hall on the Utica Campus. (For classes on the Rome Campus, students should be referred to the Student Services Office, PC130, 315-334-7744). Staff members will review your documentation, determine your eligibility for accommodations, and decide what those accommodations will be. Students are required to present an accommodation plan each semester — even if they have had the instructor for a previous course. Uncaptioned educational DVDs and/or other uncaptioned audio-visual materials may be shown in this class. Anyone with a hearing disability should discuss this with me online or during office hours.

* **Sustainability**

Mohawk Valley Community College is committed to the development and implementation of a comprehensive sustainability plan. To that end, we are asking students, faculty, and staff to actively participate in energy conservation measures and proper recycling on campus. The green bins in every classroom are intended for all recyclables; they can take paper, plastic, metal, and glass. Containers should be clean\* and empty. Any materials that cannot be recycled should be placed in garbage cans. It is also important to turn off lights and computers when leaving a room. Together, we can make an impact on conserving our resources. Remember to reduce, reuse and recycle!

\*Clean means free of food residue, so pudding and yogurt containers should be rinsed. Drink bottles need to be empty but do not need to be rinsed.

* **Classroom & Civility**

Mohawk Valley Community College is committed to civility in and out of the classroom. MVCC believes everyone has the right to an environment that creates the safe opportunity for educational, professional, and social development. MVCC recognizes its responsibility to model and encourage a culture of civil behavior.

* **Title IX**

Title IX states that no person in the United States shall be subject to sex discrimination, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. Sex discrimination includes sex-based harassment in the form of quid pro quo harassment, hostile environment harassment, sexual assault, dating violence, domestic violence, stalking, and discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

[Find more information here.](https://www.mvcc.edu/title-ix/index.php)

## Weekly Calendar

*[Below is an example of a weekly calendar for a course that meets twice a week. It is very important that you give students a clear idea of what is due when and what topics will be discussed each day. For each class day, explain what they should read before class and what they should be ready to turn in that day under the Assignments Due section. The more detailed a calendar you provide, the fewer questions you will receive from students about what is due when, and what they missed during an absence.]*

|  |
| --- |
| **Week 1** |
| Class Date: |  |
| Content/Topics: | Introduction to the course, syllabus review |
| Course Outcomes: |  |
| Assignments Due: |  |
| **Week 2** |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes |  |
| Assignments Due: |  |
| **Week: 3** |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| **Week: 4** |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Week: 5 |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| **Week: 6** |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Week: 7 |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| **Week: 8** |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Week: 9 |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Week: 10 |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Week: 11 |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Week: 12 |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Week: 13 |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Week: 14 |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |
| Class Date: |  |
| Content/Topics: |  |
| Course Outcomes: |  |
| Assignments Due: |  |

\*Disclaimer: The above schedule is subject to change, in the event of extenuating circumstances, or at the discretion of the instructor. The instructor reserves the right to alter any element of this syllabus including course content and policies that govern how the classroom operates.