Online Course Syllabus Template

The syllabus should include a statement of course objectives and requirements, a description of the grading system, tentative examination schedule, as appropriate to the course, and a clear attendance policy.

It is suggested that you include other information included in this template to best serve your students and to create a better learning environment.

Along with a syllabus, it is recommended that you send a welcome email to your class one to two weeks before the start date. Your welcome email should be written in a warm and welcoming tone. In the email you should introduce yourself to your students and guide them to your course in D2L so they can read the syllabus and become more familiar with your course. A template welcome message can be found on the [UWSP Online Faculty Resources](#) page.

Instructions for using this Course Syllabus Template

- The syllabus is broken into discrete sections, which can be rearranged, removed, or modified to best fit your course and teaching style.
- The syllabus includes references to, and instructions for accessing, the various tools included in Desire2Learn that are *commonly used by instructors*.
- Adjust descriptions of activities and outcomes to fit your course.
    - Look for **purple text** used as a placeholder, to indicate information needed, text you should change, or notes. *Be sure to delete these notes before finalizing your syllabus and change the text color to black.*
    - Be sure to remove references to tools, activities, or outcomes that you do not plan to use in your course.
    - The syllabus includes some common language to describe campus policies and services to serve as a guideline for you. *Be sure to read these sections and change language to fit your course needs.*

Addendums

In addition to this syllabus template, the following addendums are available to include in your syllabus or to make available somewhere in your D2L course environment **if they are appropriate for your course**:

- **Overview of Online Course Activities:** Provides simple instructions on the use of D2L activities in your course. Links to more detailed information and support documents.

- **Online Communication Guidelines:** Includes expectations for using technology tools such as discussion, e-mail, and chat for communication.

- **Discussion Board Guidelines:** Sample guidelines and grading rubric to support the use of online discussion activities in your course.

- **Technical Support Contact Information:** Information regarding support available for students using technology such as D2L.

- **Campus Resources to Support Student Learning:** SAC State programs and resources that are available to assist students during their academic studies.

Make Your Syllabus Accessible

Using this syllabus template is your first step toward creating an accessible syllabus. You may also want to attend a workshop on Creating Accessible Materials. For more information visit the TEC:hub or the CCIT.

Delete these first two pages from your finished syllabus before distribution.

Course Name Semester **Syllabus**

Department/College

Part 1: Course Information

Instructor Information

Instructor: Name
Office: Location
Office Hours: Times & Days *(Note: if online, explain how to access)*
Virtual Office Hours: *(Note: if online, explain how to access)*
Office Telephone: Phone Number
E-mail: E-mail address *(Note: specify your preferred contact)*

Course Information

Enter catalog description.

Credits: number of credits

Prerequisite

- Enter prerequisite information.

GEP Area if Applicable

- Enter if applicable or remove this heading. Note: General Education Program courses should display the area they fulfill.

Textbook & Course Materials

Required Text

- List required course textbooks. Include detail such as full name of textbook, author, edition, ISBN, description (if desired), and if it is a text rental or where it can be purchased. If a required text is available online, indicate where it can be accessed.

Recommended Texts & Other Readings

- List other readings available and how/where to access them.
- Include a general statement such as Other readings will be made available in the University Library eReserves.

Course Requirements

- Minimum recommended computer and internet configurations for online courses can be found here.
- List other tools, resources, and materials needed by the student for success in the course.

Course Structure

This course will be delivered entirely online through the course management system D2L. You will use your UWSP account to login to the course from the D2L Login Page. If you have not activated your UWSP account, please visit the Manage Your Account page to do so.

In D2L, you will access online lessons, course materials, and resources. At designated times throughout the semester, we will participate in a blend of self-paced and group-paced activities using D2L and/or alternative Internet-based technologies. Activities will consist of chat, blogs, discussion forums, email, journaling, blogging, wikis, and web posting. *Add and remove listed activities as appropriate to your course.*

D2L Access

This course will be delivered partially/fully online through a course management system called D2L.

To access this course on D2L you will need access to the Internet and a supported Web browser (Internet Explorer, Chrome, Firefox, Safari). To ensure that you are using the recommended personal computer configurations, please refer to the D2L settings link.

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with D2L you can:

- Visit with a Student Technology Tutor
- Seek assistance from the HELP Desk

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check D2L for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.

Part 2: Course Learning Outcomes

List the primary learning objectives for this course. Use action verbs to describe what students and you will accomplish through this course. A bulleted list is a good way to display these objectives as shown below:

- Objective
- Objective
- Objective

Below are some examples of well-written learning objectives.

- Students will be able to read, interpret, and analyze common reference maps
- Students will be able to apply critical thinking skills to offer a solution to a real-world problem (GEP)
- Students can create narratives about the past based on primary source documents
- Students can explain the relationship between genetics and disease risk
- Students can choreograph a dance reflecting a specific dance style

You will meet the outcomes listed above through a combination of the following activities in this course:

Provide instructions to students on how they are expected to meet the learning outcomes for the course. For example: Will most outcomes be met through examination? Or through participation? Or through projects?

- Attend …
- Complete …
- Participate …

Part 3: Topic Outline/Schedule

Important Note: Refer to the D2L course calendar for specific meeting dates and times. Activity and assignment details will be explained in detail within each week's corresponding learning module. If you have any questions, please contact your instructor.

- **Week 01: Topic**
  - o Details ...
- **Week 02: Topic**
  - o Details ...
- **Week 03: Topic**
  - o Details ...
- **Week 04: Topic**
  - o Details ...
- **Week 05: Topic**
  - o Details ...

ALTERNATE FORMAT:

Week	Topic	Readings	Activities	Due Date
1				
2				
3				
4				

Note about calendar/schedule. While it is important to clearly indicate the schedule for your course, there are many places where you may do this. You may include a topic outline/schedule (like the examples shown above) in your syllabus, make a separate link to a schedule document in your D2L course, or use the D2L calendar tool. Regardless of which you choose, be consistent, and keep your calendar up-to-date to help students follow along, reduce confusion, and emphasize time on task. A Google Doc linked inside D2L is an easy method for updating the course calendar with changes displayed instantly on D2L.

Part 4: Grading Policy

Graded Course Activities

Visit the **Assignments** link in D2L for details about each assignment listed below. Click on **Assessments** to access quizzes and exams. (See Part 4 for more information about accessing tools and activities).

Points	Description
#	Item 1 (List all activities, tests, etc. that will determine the students' final grade)
#	Item 2
100	Total Points Possible

Late Work Policy

Example: Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

Viewing Grades in D2L

Points you receive for graded activities will be posted to the D2L Grade Book. Click on the Grades link to view your points.

Include a statement about the timeframe of when to look for grades. **Example:** Your instructor will update the online grades each time a grading session has been complete—typically X days following the completion of an activity. You will see a visual indication of new grades posted on your D2L home page under the link to this course.

Letter Grade Assignment

Include an explanation between the relationship of points earned and final letter grade. **Example:** Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	87-89%
B	83-86%

B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	60-66%
F	0-59%

Part 5: Course Policies

Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:
- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

Shea, V. (1994). Netiquette. Albion.com. Retrieved from: http://www.albion.com/netiquette/book/.

Participation

Students are expected to participate in all online activities as listed on the course calendar. *Enter specific points regarding attendance policy here.*

If you monitor, track, and/or score student participation, explain how you will keep track and how often students should be accessing the course. If appropriate, mention that you will be using D2L tracking tool, discussions, chat sessions, and group work, to monitor their participation in the course.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Complete Assignments

All assignments for this course will be submitted electronically through D2L unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect the student's grade.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP Academic Calendar for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if [insert condition here]. All incomplete course assignments must be completed within [insert timeframe here].

Inform Your Instructor of Any Accommodations Needed

If you have a documented disability and verification from the Disability and Assistive Technology Center and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

The Disability and Assistive Technology Center is located in 609 Learning Resource Center and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at datctr@uwsp.edu

Statement of Policy
UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

*If modifications are required due to a disability, please inform the
instructor and contact the Disability and Assistive Technology Center in
609 LRC, or (715) 346-3365.*

Commit to Integrity

As a student in this course (and at this university) you are expected to
maintain high degrees of professionalism, commitment to active
learning and participation in this class and also integrity in your
behavior in and out of the classroom.

UWSP Academic Honesty Policy & Procedures

Student Academic Disciplinary Procedures
UWSP 14.01 Statement of principles
The board of regents, administrators, faculty, academic staff and
students of the university of Wisconsin system believe that academic
honesty and integrity are fundamental to the mission of higher
education and of the university of Wisconsin system. The university
has a responsibility to promote academic honesty and integrity and to
develop procedures to deal effectively with instances of academic
dishonesty. Students are responsible for the honest completion and
representation of their work, for the appropriate citation of sources,
and for respect of others' academic endeavors. Students who violate
these standards must be confronted and must accept the
consequences of their actions.
UWSP 14.03 Academic misconduct subject to disciplinary action.
(1) Academic misconduct is an act in which a student:
   (a) Seeks to claim credit for the work or efforts of another without
   authorization or citation;
   (b) Uses unauthorized materials or fabricated data in any academic
   exercise;
   (c) Forges or falsifies academic documents or records;
   (d) Intentionally impedes or damages the academic work of
others;
   (e) Engages in conduct aimed at making false representation of a
   student's academic performance; or
   (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to:
cheating on an examination; collaborating with others in work to be
presented, contrary to the stated rules of the course; submitting a
paper or assignment as one's own work when a part or all of the paper
or assignment is the work of another; submitting a paper or
assignment that contains ideas or research of others without
appropriately identifying the sources of those ideas; stealing

examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Religious Beliefs

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.