**UMPI Syllabus Template**

***(8/25/2018) Most Recent***

Instructions for using this Course Syllabus Template

* The syllabus is broken into discrete sections, each of which can be modified to best fit your individual course and teaching style.
* In order to keep the syllabus accessible, the general format (headings, paragraphs, etc.) should be maintained.
* The syllabus includes some common language to describe instructional and curricular material as well as campus policies and services. Required components are always listed first, followed by optional suggestions and examples.
* The syllabus assumes student access to Blackboard course pages, which have been created for all UMPI courses, both live and online.
* Adjust descriptions of activities and outcomes to fit your course.
	+ Look for green text, used as a placeholder, to indicate information needed, text you should alter, or notes. *Be sure to delete notes before finalizing your syllabus and change the text from green*.
	+ Be sure to remove optional references that you do not plan to use in your course.
	+ Text boxes are included for formatting purposes; simply delete them if you do not wish them to appear in your syllabus.
	+ For uniformity, third person language is used throughout this template (“the student”). Please modify such language to best meet your personal teaching style and needs.

**Delete this page from your finished syllabus before distribution.**

Name of Course

Discipline Designator # (ENG 101)

Semester and Year

Faculty Name

# A. Overview

## Course Description

* Enter course description
* Enter prerequisite information

Faculty member office hours, office room number, phone numbers, email contact information

Class meeting dates and times; class and lab room numbers

# B. Required Text(s) and other Resources

* Author, title, and publication date
* Where can the text be found (Bookstore, used, CIL, online)
* Blackboard Information ([www.bb.courses.maine.edu](http://www.courses.maine.edu/))
* Additional required material(s) (Lab materials? Technology access/use?)

# C. Additional Readings (Optional)

Additional Required or Optional Readings

Means of Accessing Additional Readings (i.e., Blackboard, online, bookstore)

Cost: Purchase or Free Access (public domain, faculty developed, etc.

# D. Course Outcomes/ Program Outcomes/ General Education Outcomes

## GLOs associated with course

● List all General Education Learning Outcomes (GLOs) associated with the course

## PLOs associated with course

● List all Program Learning Outcomes (PLOs) associated with the course

## CLOs

● List course learning outcomes (CLOs)

● Where in the course are they learned and how will they be assessed?

# E. Assessment/ Grading

Explain how students will be graded in this proficiency-based course.

Provide information about when work is due, late work, and retakes and reassessments.

Provide information on how students can determine their standing in each of the course / program standards and where applicable rubrics are located.

Provide information on how evidence of course proficiencies (learning outcomes) become calculated as a final grade in the course.

## UMPI Final Course Grade Policy Document

REVISED 8-1-18

|  |  |
| --- | --- |
| Proficiency Achievement | Course Letter Grade |
| Advanced Course Proficiency* Student has submitted evidence of exceptional performance of critical knowledge and skill levels, including those identified in all course outcomes
* Earned by students who meet with conspicuous excellence every demand that can fairly be made by the course
 | A+ |
| A |
| A- |
| Course Proficiency* Student has submitted evidence of meeting expectations of critical knowledge and skills identified in critical and supplemental course outcomes
* Earned by students who add to the fundamental proficiency through evidence of attainment in categories such as the following: organization, accuracy, originality, understanding, insight.
 | B+ |
| B |
| B- |
| Fundamental Course Proficiency* Student has submitted evidence of meeting the minimum expectations identified in critical course outcomes
* Earned by students who submit evidence of limited experience in basic knowledge and skills associated with course outcomes
 | C+ |
| C |
| C- |
| Failed to demonstrate fundamental proficiency within the course | F |
| Not Proficient* Student earned additional time to demonstrate proficiency in a critical course outcome(s)
 | NP |
| Passed* Student met minimal expectations of course outcomes
 | P |
| Incomplete | I |
| Student stopped attending, recorded as an F | L |
| Withdrawal | W |

# F. Teaching and Learning (blue terms reference UMPI Academic Commitments Statement)

Click here for [Examples and ideas for how to complete section F:](#_hkvjg85rjes7)

## How I teach (suggested categories for explaining this listed below):

* Philosophy of learning statement
* Modes of delivery
* Differentiation (intention to address students’ needs & interests while also establishing a pace that moves everyone through the essential content and skills)
* Formative assessments (frequency)

## How I will be engaging you in learning (suggested/sample categories for explaining this listed below):

* Behavioral expectations for this course in general
* Pacing
* Voice and Choice
* Homework v. classwork
* Discussions and in-class challenges
* Projects
* Etc.

## Clinical or Field experiences: (state which, if any, are mandatory)

## Course content note: (at faculty discretion)

A course content note, which may be more applicable to some courses more than others, is a general statement alerting students to the fact that some material may cause distress due to subject matter. While it may be virtually impossible to know which content may cause distress for students, faculty may consider whether such a statement would be prudent.

**Examples of potential language of course content notes can be found on last page.**

# G. Where to Get Help

## The Center for Innovative Learning (CIL)

The CIL is designed to support students and promote premier scholastic achievement and lifelong learning for the campus community. It contains the Tutoring and Writing Center, Computer Services, Library, Student Support Services, group work space, and quiet study space. The Counseling Center is located in Emerson Annex.

[For more information, including most recent hours, please visit our library homepage](https://www.umpi.edu/library/).

## Academic Update System

The Academic Update process is designed to help students evaluate their academic progress in the course, identify resources, and get the support they need to succeed. An Academic Update Form may be used by the instructor at any point throughout the course and will be sent to the student and the University’s Academic Support Services team.

## Tutoring and Writing Support

Subject area tutoring and writing assistance is available to all students for all UMPI courses via professional and peer tutors, individually and in small groups. For more information or to schedule a tutoring appointment, contact Anne Chase, Tutor Coordinator, at 207-768-9461, **catherine.a.chase@maine.edu**, or visit her on the 1st floor of the CIL. Students can also go to [**https://umpi.mywconline.com**](https://umpi.mywconline.com/) to register and schedule an appointment on either the writing center or subject area tutoring schedule.

## Student Blackboard Help (Remove, if not using Blackboard)

Blackboard, the University’s online learning platform, is accessible through the UMPI portal, [**http://my.umpi.edu**](http://my.umpi.edu/) or at [**www.bb.courses.maine.edu**](http://www.bb.courses.maine.edu/). For questions, tips, and help with Blackboard visit,<https://en-us.help.blackboard.com/Learn/Student> or contact Computer Services in the CIL or at 207-768-9626.

## Other information

University policies, procedures, academic guidelines, etc. can be found in the Student Handbook and Course Catalogue, available on the University website.

Optional:

* Online helpful references for the course
* “Flipped” or archived course materials
* Classmate / peer support structures
* Additional resources

# H. Course Policies

## Course Attendance Policy

Enter specific attendance policy here.

## University Attendance Policy

Individual faculty members determine the attendance policy for each course. However, all students are expected to arrive punctually and to attend all classes. If possible, any necessary absences should be discussed with the instructor beforehand. Behavior that detracts from the learning environment-including excessive absences or extensive periods of not logging into the class or posting to discussion boards, may result in sanctions including Student Conduct Code violations and/or grades of F or L being assigned.

## University Excused Class Absence Policy

The University recognizes that educational experiences extend beyond the classroom and campus and that participation in sanctioned co-curricular activities is an important component of a student’s university education. A sanctioned university event or activity shall be one in which a student represents the university to external constituencies in academic, extra-, or co- curricular activities. Faculty members are asked to provide students participating in sanctioned activities or absences with reasonable accommodations for classes, examinations, projects, and other assessments that are missed because of these occurrences. Accommodations may include comparable alternative evaluation methods and/or opportunities for evaluation at other times within a reasonable time period prior to or after the absence.

## Academic Integrity Policy

The academic community of UMPI recognizes that adherence to high principles of academic integrity is vital to the academic function of the University. Academic integrity is based upon honesty. All students of the University are expected to be honest in their academic endeavors. Any breach of academic honesty should be regarded as a serious offense by all members of the academic community. The entire academic community shares the responsibility for establishing and maintaining standards of academic integrity. Each student has an obligation to know and understand those standards and expectations. All students, faculty, and staff are expected to help to maintain academic integrity at the University by refusing to participate in, or tolerate, any dishonesty.

A student who is found to be in violation of academic integrity will be subject to appropriate sanctions. Sanctions will be determined in accordance with the *Procedures for Student Violations of Academic Integrity* as found in the Student Handbook.

## Right to Accommodations for Individuals with Disabilities

The University is committed to providing a learning environment that promotes educational opportunities for all students, including those with disabilities. Students needing accommodations should contact the Director of Student Support Services, Mary Kate Barbosa at 207-768-9613, with current and complete documentation.

## Sex Discrimination, Sexual Harassment, Sexual Assault, Relationship Violence, Stalking and Retaliation Policy

The University is committed to providing a safe environment which promotes the dignity and worth of each member of the community. In complying with the letter and spirit of applicable laws and in pursuing its own goals of diversity, the University does not discriminate on the basis of sex in employment, education, and all other programs and activities. For this reason, the University will not tolerate sex discrimination, sexual harassment, sexual assault, dating violence, domestic violence, stalking, or retaliation in any form. All conduct of this nature is considered a violation of this policy.

The University will respond promptly and effectively to complaints and reports of violations of this policy. In responding to all complaints and reports, the University will act to ensure the safety of students, guests, and employees while complying with state and federal laws and provisions of applicable collective bargaining agreements and employee handbooks.

For more information:<http://www.maine.edu/about-the-system/board-of-trustees/policy-manual/section402/>

# I. Schedule of Instructional Units, Assignments, and Assessments

(Note: faculty should modify this suggested scheduling format to meet the course’s individual needs)

|  |  |  |  |
| --- | --- | --- | --- |
| **Date/Day** | **Concept/Topic/Event** | **Preparation for** | **Assignment / Assessment** |
|   |   |   |   |
|   |   |   |   |

# APPENDIX

## Examples and ideas for how to complete sections E and F:

### How I teach:

Philosophy of learning statement (plausible examples below)

* “I believe you learn become a teacher by practicing the preparation and delivery of instruction. I build my course around your acquisition and application of these core skills.”
* “Archaeologists apply elements of history, science, human behavior, and ethics; which is why this course needs to be interdisciplinary”
* “You learn best when you are working more and listening less”
* “Writers become writers by writing. A lot. They must write when they are inspired and when they are not.”
* “I approach courses as a partnership that requires my knowledge and guidance, paired with your personal interests and skills.”
* Students learn from peers as well as their faculty.”

Modes of delivery, relative proportions (plausible examples below)

* The course is built around a balance of content delivery (mostly lecture but with some short film clips and other media) with extended group projects
* Homework is typically a short assignment that tells me about your readiness for bigger projects or summative assessments. I will give you feedback on homework, but not a grade.
* My homework is your “ticket to the dance” for a summative assessment.
* Labs are every Thursday; your attendance is mandatory

Sample Language for Course Content Notes:

Example #1: At times this semester we will be discussing historical events that may be disturbing, even traumatizing, to some students. If you ever feel the need to step outside during one of these discussions, either for a short time or for the rest of the class session, you may always do so without academic penalty. (You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please make arrangements to get notes from another student or see me individually.)

If you ever wish to discuss your personal reactions to this material, either with the class or with me afterwards, I welcome such discussion as an appropriate part of our coursework.

*Johnston, A. (2015, August 25). Syllabus Trigger Warnings: A How-To, And Some Reflections, One Year Along [Web log post]. Retrieved September 19, 2016, from https://studentactivism.net/2015/08/25/trigger-warnings-for-syllabi-a-how-to-one-year-along/*

Example #2: This course focuses on issues of deep social injustice and the strategies used by oppressed groups to resist subjugation. It is impossible to explore these issues without also considering the tools of oppression—including instances of physical, verbal, emotional, and social violence. These are stories of trauma, and engaging with them may be distressing or painful. I will do my best to provide advance warning when we will be reading, watching, or discussing stories of trauma. If you anticipate needing additional accommodations—or if at any time in the semester you find yourself needing additional accommodations—in order to engage effectively with course materials, please let me know. Additionally, we will spend a good deal of time this semester discussing issues of deep social injustice— including racism, sexism, heterosexism, and transphobia. Some of what we read or view in class could well leave you feeling guilty, uncomfortable, anxious, and sad. These are normal and healthy responses to exploring social injustice, and I will do my best to build a community in which these feelings can be discussed honestly and openly if necessary.

*WGSS Curriculum Committee. (Spring 2016). Requirements, Suggestions, & Resources for Required, Core & Cross-Listed Women’s, Gender & Sexuality Studies Courses [Syllabus}. Wooster, OH: College of Wooster.*

Differentiation (intention to address your needs & interests while also establishing a pace that moves us through the essential content and skills)

* As I learn about students’ interests and skills, I may group and regroup students. This allows everyone to learn the content of the course when they may be at different points of progress.
* I will set and monitor the pace of class so that we can “cover” the necessary content. But I also acknowledge that students need more time, different materials, and sometimes a few options in order to access the knowledge and skills the course provides.

Formative assessments will be frequent so you and I can monitor your learning.

* Not all of these will be graded.

## Examples: How I will be engaging you in learning:

● Group work ← → independent work

● Pacing

● Voice and Choice

● Homework v. classwork

● Discussions and in-class challenges

● Long-term projects

● Your Independence ← → Guidance and Monitoring by me

● Using Google Drive for sharing your drafts with classmates and with me

## Grading Examples (from Section E):

**MAT- 117**

CO #1: 30% of final grade

CO #2: 20% of final grade

CO #3: 40% of final grade

CO #4: 10% of final grade

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Evdnce** | **PRB****Set****#1** | **PRB Set #2** | **GP****WK#1** | **APP.****PROB.#1** | **EXM****#1** | **GP WK # 2** | **PRB Set #3** | **Final Exam** | **Average/****Weighted Average** |
| CO #1 | 4 | 4 | 0 | 3 | 3 | 3 | 3 | 3 | 2.88 | **0.86** |
| CO #2 | n/a | n/a | 0 | n/a | 3 | 2 | 3 | 2 | 2 | **0.4** |
| CO #3 | 4 | 4 | 0 | 4 | 4 | 3 | 3 | 3 | 3.1 | **1.24** |
| CO #4 | 2 | 4 | 0 | n/a | n/a | 4 | 2 | n/a | 2.4 | **0.24** |

**Final Score: 2.74**

**Final Letter Grade: C**

Framework: In this model, an instructor uses 1-4 scores for all evidence related to 5 course outcomes.

“Humanities 101”

