2023-24 Syllabus Template Part One:

This Syllabus Template Part One presents your course-specific information in the flow of a typical syllabus. The elements required by the Dean are clearly marked required. Other suggestions included can help you create a student-centered, inclusive syllabus, one that appeals to students and directs their learning in a productive way. These suggestions are based on research, highlighting some of the top evidence-based practices, and created by OTEI with input from campus leaders.

The Dean of Undergraduate Studies and Dean of the Graduate School each send out a class regulations letter at the start of the term that is a complement to this Template Part One. The Syllabus Part Two contains university policy language and student resources, updated annually, and is located on [OTEI’s website](https://www.clemson.edu/otei/teaching-at-clemson.html).

When your syllabus is complete, upload a copy to the Clemson Syllabus Repository [required].

* Having our syllabi publicly available is important not only for our students and peer institutions, but also helps us to be compliant with several SACSCOC accreditation standards. The deadline for syllabi to be placed in the repository is the last add day of each term.

Each syllabus must list four required policies, available in this template.

* Other policies and resources that are very helpful to students are in the Syllabus Template Part Two. You can change that document or add that document as is to the bottom of your syllabus or Canvas site as a separate page or document.

This syllabus template follows these accessibility tips:

What else is in this template?   
Advice on creating a student-centered—also referred to as a learner-centered—syllabus.

Remember that your syllabus is often the ***first impression*** students have of you and your course. Think about how you can create a sense of wonder for your students. Use your syllabus to share what drew you to the field and the types of questions that you hope will inspire and challenge students throughout the course.

For more ideas, see Instructor Resources at the bottom of this document.

# **Course Syllabus**

## Course Title and Course Number:

[Required] Include section number.

### Term:

Include start date and end date, and other major dates from the academic calendar (last day to drop without a W, fall break, etc.). These dates can be entered in the Canvas calendar.

### Class Meeting Time and Place:

[Required] Help students find the building with a map or photo or (for new students) instructions to access “my Clemson”. (In this example, the arrow points to the end of the Watt building, second floor.)

### Time to Wait:

[Required to have a statement by a faculty member of how long students must wait if they are late.]

### Information on Modality:

[Required] Examples - in-person, fully online, hybrid, flipped, synchronous, asynchronous, etc.

### Instructor Name:



Professor Spot

[Required] As applicable, include information for multiple instructors or teaching assistants. Name, email, phone, office, office hours are required for all people responsible for teaching the course section. Add your photo (with “alt text”) for a more inclusive and accessible syllabus! You can even include pronunciation advice.

### **Instructor** Email:

[Required] Consider indicating how quickly students can expect a response to their inquiries.

*Hint: Feel free to adopt/adapt the following statement: I do my best to respond to email inquiries within 24 hours, excluding weekends and university holidays.*

If you respond more quickly to text, you can add a cell phone or app contact (like Discord, MS Teams, Slack, etc.). Be sure to let students know this method will likely be answered sooner than email and/or that it is your preferred method. \*Note: Teams and Slack are used officially by the university. Other apps may not appropriately follow FERPA guidelines. Contact CCIT for more information.

### University Office Phone:

[**Required**; another phone is optional]

### Office Address/Office Number:

[Required] Add a campus map (with “alt text” instructions) to add an inclusive/accessible touch.

### Student Hours:

[Required] Formerly office hours. Can include virtual location (Zoom, Google Hangout, etc.) if holding some office hours online. Holding online office hours helps students access you for help.

*Hint: The new approach, to be more “friendly” and clear with students, is to rename office hours as student hours. You can also frame this time as opportunities to get to know your students better. For example, instead of saying “My office hours are X”, you could state, “During my* scheduled *office hours [or student hours], I look forward to the opportunity to discuss course concepts, assignments, or any other items that you would like to talk about. I design this time to get to know you and welcome you to join me for casual conversations about the course and life in general.”*

## Course Description

[Required] Insert the current catalog description here. If you have a more specific description that is unique to your course section, you may include it here in addition to the catalog description.

## Prerequisites

[Required] List any prerequisites for your course here or state there are no prerequisites for this course.

## Course Overview

Provide a brief sketch of the course goals and the course arc. This is an area where you can personalize the approach to this course (your motivations, intentions, etc.) This is also an area where you can help evoke wonder in your students.

*Hint: For example: “The goal for this course is that* ***we*** *will learn…” or “This (topic) is crucial to developing a better world (more detail here of course).” “By the end of the course we will understand and be able to present (details on the concluding project and goals).”*

Take advantage of this section and use student-centered, welcoming language to share what makes your course great. This section moves beyond the course catalog description and really highlights the key topics in the course.

## Value Statement

Suggested for a more student-centered approach! Use this space to articulate the value of the course for your students. How do you explain the value of this course? You might consider answering questions such as, how is this useful and relevant to students? How does it help them achieve their goals? This statement provides students with a rationale that is positive and inspiring.

Just like the Course Description, the Value Statement can help students see the relevance of the course. Even if it is a required course, students can start to see why it is important and how they will benefit from taking the course.

## Learning Objectives / Outcomes

[Required] After completing this course, you will be able to:

* List your COURSE objectives/outcomes here. These are [short statements using action words](https://www.clemson.edu/otei/resources/intro-to-blooms-taxonomy-002.pdf) such as describe, examine, recognize, illustrate, apply, construct, develop, use, analyze, correlate, evaluate, distinguish, predict, create, design, integrate, produce, etc., based on Bloom’s educational taxonomy.
* DEPARTMENT / PROGRAM LEARNING OUTCOMES: Many programs ask certain classes to include sets of programmatic outcomes. Check with your department head.
* GENERAL EDUCATION STUDENT LEARNING OUTCOMES: If the course you are teaching is part of the General Education curriculum, the syllabus must include the specific General Education student learning outcome(s), as stated in [the current Undergraduate Catalog.](https://catalog.clemson.edu/index.php)

Ensure that your [outcomes are measurable](http://www.clemson.edu/otei/documents/Blooms-Verbs.pdf) and that your course assignments should align with these outcomes. For assistance with writing learning outcomes, contact OTEI and visit [OTEI's website](http://www.clemson.edu/otei/resource-page.html) for resources or to schedule a consultation service.

## Required Materials

[Required] Replace this text with a list of materials that students will need to successfully complete your course. Use text and mark images with Alt Text. This list includes textbooks as well as equipment (computer, webcam, microphone, etc.), software (a word processing program, PowerPoint, Excel, etc.), and other materials (remote proctoring codes, notebooks, links to online resources etc.).

[Required, per federal policy] The titles of all textbooks and whether they are required or recommended must be submitted in advance to the [campus bookstore website](http://www.clemson.edu/campus-life/campus-services/book-store/services.html). If no text is assigned, indicate that on the form. (Students are not required to purchase textbooks from the campus bookstore, but instructors are required to submit the information to the bookstore.)

*Hint: Consider Open Education Resources (OER) that are free for students and represent diverse content. Check out* [*OER information*](https://www.clemson.edu/online/oer/index.html) *at Clemson Libraries.*

## Learning Environment

This section sets the tone for the type of learning environment you want to create for you and your students. It can include information such as:

1. Class environment (methods of instruction, role of the student, role of the faculty member—such as expectations you can have of each other, like being on time)
2. Types of collaboration they can expect, incorporation of peer-to-peer teaching and learning, uses of demonstration for tools and projects, types of activities or performance tasks they can expect in labs or lectures

*Hint: This is an opportunity to really set the stage for an inclusive learning environment. Reframe how you approach these topics, avoid negative (must) language, and use positive language such as:*

* *Participation provides unique opportunities to learn from your peers and myself. Therefore, attendance in class is important. Your voice is key to this course.*
* *The course exams are scheduled and in your course outline. In fairness to all students, please make sure you have these dates/times noted in your calendar. If you have to miss an exam, it is critical that you communicate with me as soon as possible to let me know. Make-up exams will be considered on a case-by-case basis.*

Describe the learning environment for the student—both in- and outside- of class – so that students understand your expectations and reasons for the course structure. Transparency goes a long way in building trust with your students.

## How to Be Successful in this Course

This section could include several general guidelines, e.g., estimated amount of time to spend on preparation, assignments, participation in class discussion, use of supplemental teaching materials, to more sophisticated rubrics related to student performance on various evaluation measures (e.g., exams, assignments, projects). One part can be the shared responsibilities (which you can discuss and amend, with students!)

*Syllabus statement example:*

|  |  |
| --- | --- |
| Your Responsibility as a Student   * Be prepared for all classes * Be respectful of others * Actively contribute to the learning activities in class * Abide by the University Academic Integrity Policy | My Responsibility as an Instructor   * Be prepared for all classes * Evaluate all fairly and equally * Be respectful of all students * Create and facilitate meaningful learning activities * Behave according to university codes of conduct |

## **Your Well-being is Important**

As a student you may experience a range of personal issues that can impede learning, such as strained relationships, increased anxiety, alcohol/drug concerns, feeling down, sadness, difficulty concentrating, lack of motivation, or other issues. These mental health concerns may impact your academic performance or your participation in daily activities. It is veryimportant that you ask for help when you are struggling. Please reach out to me or to Clemson’s [mental health services](https://www.clemson.edu/campus-life/student-health/caps/) to guide you to resources that will help.

*(A Clemson Faculty member created this example statement, in support of our students)*

## **Topical Outline**

[Required] This can be a list of topics from the textbook (if applicable) or a list of course content topics and dates for each topic. **You can incorporate an alignment with Canvas modules and student learning objectives/outcomes** (see chart below).

|  |  |  |
| --- | --- | --- |
| Topic / Module | Learning Outcomes | Assessments |
|  |  |  |
|  |  |  |
|  |  |  |

## Major Assessment/Grading Activities

[Required] Your assessment instructions provide students with a rationale and, whenever possible, with an ***authentic (meaningful and real) task***. Pace and scaffold your assignments (i.e., the tasks to completing assessments are transparently clear to students and build on each other) throughout the course, and **at least one is** scheduled early in the semester—all of which supports effective student learning.

Including the weight for each exam (including final exam), paper, report, discussion, participation, or other assessment activity is required in the syllabus.

For undergraduate courses that also offer 6000 level graduate credit, clearly indicate the additional requirements as required in Clemson academic policy.

**The following table may be useful to you for your syllabus, or you can use the topics outline above:**

### Major Assessment Activities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment | Weight/Points | Due Date | Short Description | Link to Learning Outcome(s) |
| **Required: list major assignments, due dates and weight, including the final exam.** |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Hint: Create Canvas assignments and use the Gradebook so students can see expectations and grading criteria and have due dates integrated into their Canvas calendars. Using all these Canvas features creates a more inclusive, accessible course for your students.

## Course Feedback

Giving students feedback is considered one of the TOP 10 methods of effective student learning. Feedback can be both formative (informal, non-graded) and summative (graded). In this section of your syllabus, add an overview of your feedback techniques. For ideas on feedback, see the OTEI [webpage on assessment resources](https://www.clemson.edu/otei/resources/assessments-test-assignment-design.html).). Examples include online or paper surveys called Classroom Assessment Techniques.

*Sample syllabus language:   
Included below is a brief overview of all methods I will use to gather your feedback regarding the course, including formative (informal) feedback tools:  
(List feedback methods here!)*

In the Canvas Commons, OTEI includes survey tools you can copy and use in your course, including feedback surveys. Navigate the Canvas menu to find the Commons and search #OTEI.

## **Grading System**

[Required] Provide your students with grading information. The following table may be useful to you for your syllabus, as you provide the point ranges/percentages associated with each letter grade.

|  |  |
| --- | --- |
| Letter | Points/Percentages |
| A |  |
| B |  |
| C |  |
| D |  |
| F |  |

You may give grades of A, B, C, D, F, I, P, NP and W, in accordance with academic regulations. For more information on this grading system and what each grade means, please see [*the “Grading System” section of the Undergraduate Catalog*](https://catalog.clemson.edu/content.php?catoid=33&navoid=1028#grading-system).

### Grading Policies

[Required] Outline your grading policies, including whether you round up or not, the anticipated turnaround time on graded work, etc. Consult the Deans’ class regulations letters on fair grading procedures and approach your department /college for more information. [The OTEI website](https://www.clemson.edu/otei/resource-page.html) also has resources available.

### Late Work

Include your late work policy. Be very specific about whether you accept late work and any penalties that students might accrue for turning work in past the due date.

*Hint: Approach grading and late work policies with a pedagogy of kindness. Recognize that students have multiple things that need their attention and/or that life happens. Have policies that offer flexibility when possible.*

## Absences

[Required]As per Clemson academic policy, course instructors may use *reasonable* academic penalties which reflect the importance of work missed due to unexcused absences, since absence from class is detrimental to the learning process. Course instructors who penalize students for unexcused absences must state attendance requirements as related to the grading, on the course syllabus and keep accurate attendance records. See the Academic Regulations section of the current Undergraduate catalog or the Policies and Procedures of the Graduate catalog, both located at the [Course Catalog home page](https://catalog.clemson.edu/).

### Notification of Absence

The **Notification of Absence module in Canvas** allows students to quickly notify instructors (via an email) of an absence from class and provides for the following categories: court attendance, death of immediate family member, illness, illness of family member, injury, military duty, religious observance, scheduled surgery, university function, unscheduled hospitalization, other anticipated absence, or other unanticipated absence.

The notification form requires a brief explanation, dates and times. Based on the dates and times indicated, instructors are automatically selected, but students may decide which instructors will receive the notification. This does not serve as an “excuse” from class. It is a request for an excused absence and students are encouraged to discuss the absence with instructors, as the instructor is the only person who can excuse an absence. If students are unable to report the absence by computer, they may reach the Office of Advocacy and Success. Students with excessive absences who need academic or medical assistance can also contact the Office of Advocacy and Success.

## Inclement Weather or Emergency

Regularly scheduled exams and assignments may need to be adjusted based on unforeseen circumstances. The Faculty Senate Scholastic Policies Committee suggests the following policy, which you may copy into your syllabus:

*Any exam that was scheduled at the time of a class cancellation due to inclement weather will be given at the next class meeting unless I contact you otherwise. Any assignments due at the time of a class cancellation due to inclement weather will be due at the next class meeting unless I contact you. And any extension or postponement of assignments or exams must be granted by me via email or Canvas within 24 hours of the weather-related cancellation.*

# Standard Academic Policies

For standard academic policy language and up-to-date student resources, see the University Policy and Student Support Syllabus Part 2. These four policies, however, are required:

An accessibility statement, the Title IX statement, the Academic Integrity statement, and the emergency preparedness statement is required in the syllabus.

## Academic Integrity

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

All infractions of academic dishonesty by undergraduates must be reported to Undergraduate Studies for resolution through that office. In cases of plagiarism instructors may use the Plagiarism Resolution Form.

## *Additionally, for undergraduate classes:*

Plagiarism, which includes the intentional or unintentional copying of language, structure, or ideas of another and attributing the work to one’s own efforts. Graded works generated by artificial intelligence or ghostwritten (either paid or free) are expressly forbidden.

See the [Undergraduate Academic Integrity Policy](https://www.clemson.edu/academics/integrity/) website for additional information and [the current catalogue](https://catalog.clemson.edu/index.php?catoid=33) for the policy.   
  
For graduate students, see the current [Graduate School Handbook](https://www.clemson.edu/graduate/students/policies-procedures/index.html) for all policies and procedures. 

## Accessibility

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the instructor know and are encouraged to [request accommodations](https://www.clemson.edu/academics/studentaccess/register.html) through SAS (Student Accessibility Services) as soon as possible. To request accommodations through SAS, please see this link: (<https://www.clemson.edu/academics/studentaccess/register.html>). You can also reach out to SAS with questions by calling 864-656-6848, visiting SAS at the ASC Suite 239, or stopping by the office as a drop-in appointment.

## The Clemson University Title IX Statement Regarding Non-Discrimination

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran’s status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This [Title IX policy](http://www.clemson.edu/campus-life/campus-services/access/title-ix/) is located on the Access and Equity website. Ms. Alesia Smith is the Clemson University Title IX Coordinator, and the Assistant Vice President of Equity Compliance. Her office is located at 223 Brackett Hall, 864-656-3181 and her email address is [alesias@clemson.edu](mailto:alesias@clemson.edu). Remember, email is not a fully secured method of communication and should not be used to discuss Title IX issues.

Clemson University aspires to create a diverse community that welcomes people of different races, cultures, ages, genders, sexual orientation, religions, socioeconomic levels, political perspectives, abilities, opinions, values and experiences.

## Emergency Preparation

Emergency procedures have been posted in all buildings and on all elevators. Students should be reminded to review these procedures for their own safety. All students and employees should be familiar with guidelines from [Clemson University Public Safety](https://www.clemson.edu/cusafety/index.html).

Clemson University is committed to providing a safe campus environment for students, faculty, staff, and visitors. As members of the community, we encourage you to take the following actions to be better prepared in case of an emergency:

1. Familiarize yourself with all possible exits, safer locations, and other key information on the emergency evacuation maps in this building, and those that you visit regularly.
2. Make a plan for how you would Run, Hide, and Fight in case of an [active threat](https://www.clemson.edu/cusafety/emergency-management/be-prepared/hazard-specific.html#active-threat) in this building, and those that you visit regularly. For example:
   1. Run – what are all the possible exits in this building, and the routes to them?
   2. Hide – what are the potential hiding locations in this room and building that are out of sight of doors and windows, how do you lock the door(s), how would you barricade the door(s) and windows, where do you turn off the lights?
   3. Fight – What tools are available in this room and building, should you have to fight?
3. Ensure you are signed up for [emergency alerts](https://www.clemson.edu/cusafety/emergency-management/services/emergency-notification.html). Alerts are only sent when there is a potential threat to safety, a major disruption to campus services, and once-monthly tests.
4. Download the [Rave Guardian app](https://www.clemson.edu/cusafety/cupd/rave-guardian/)) to your phone. (<https://www.clemson.edu/cusafety/cupd/rave-guardian/>)
5. Learn what you can do to [prepare yourself](https://www.clemson.edu/cusafety/emergency-management/be-prepared/hazard-specific.html) for the hazards that affect our locations. (<http://www.clemson.edu/cusafety/EmergencyManagement/>)

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Instructor Resources

## Tools

Date Generator. McDonald, C. Rice University. <http://wcaleb.rice.edu/syllabusmaker/generic/>.

Workload Estimator. Wake Forest Center for Advancement of Teaching. <https://cat.wfu.edu/resources/tools/workload/>

Open Syllabus Explorer. An international research site with searchable syllabi and informative blog. <https://opensyllabus.org/>

Syllabus Guide, Reflection Sheet, and a Quick Guide to Using Bloom’s Taxonomy are all on our Course Design page (OTEI): <https://www.clemson.edu/otei/resources/course-design.html>

## Selected Sources

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Spangler, S. (2021). Syllabus Solutions: Examining Your Syllabi for Evidence of True Student-Centeredness. *Faculty Focus*. September 10. <https://www.facultyfocus.com/articles/course-design-ideas/syllabus-solutions-examining-your-syllabi-for-evidence-of-true-student-centeredness>

Kaplan, J. (2021). How to Read a College Syllabus - And Strategize for How to Best Approach the Course. *Youtube*. Jul 6. <https://www.youtube.com/watch?v=mQ_Xmc_Urxw>   
\*This or a similar video aimed at college students can be a resource we offer to students.

Laist, R. (2022). Prevent Student Errors with a Self-Paced Syllabus Quiz. Faculty Focus. June 24. <https://www.facultyfocus.com/articles/course-design-ideas/prevent-student-errors-with-a-self-paced-syllabus-quiz/> \*Contains sample questions for a syllabus quiz.

Dr. Sara Fulmer shares her insights as well as several visuals on preparing a learner-centered syllabus in [Weekly Digest #64: Preparing a Learning-Focused Syllabus](https://www.google.com/url?q=https%3A%2F%2Fwww.learningscientists.org%2Fblog%2F2017%2F6%2F18%2Fweekly-digest-64&sa=D&sntz=1&usg=AOvVaw0zk8kf9u64LuzqH_t2ITES). The visual below from her article shows simple ways to shift our language to a more learner-centered environment. (Note: this engaging visual includes full “alt text”.)

Content versus Learner Centered Syllabus in a table with three columns: Column one is the subject.  Column 2 is the content centered syllabus. Column 3 is the learning centered syllabus. Row 1: written from point of view of / the Teacher ("I will, You will") /  the Students/Community ("we will, You will).
Row 2: Main focus / Content to be covered  / How to I earn effectively in the course
Row 3: Key questions answered / What will happen in this course and when? /  Why is this course relevant and
answered and how can students be successful?
Row 4: Tone / Can range from dry-boring to punitive-controlling /  Positive, encouraging, inviting, engaging
Row 5: Learning is / Teacher-directed / Partnership between teachers and students
Row 6: Motivators Employed / Grades, punishment / Meaningfulness, curiosity, student autonomy, community
Created by Sara M. Fulmer
Information adapted from Cullen & Harris (2009) and Palmer, Wheeler, & Aneece (2016)