

**Course Syllabus**  
[Replace this text with Semester/Term]

[Course Title]  
[Catalog Code and Section Number]

Classes begin **[course start date]** and end on **[course end date]**. The last day to drop this course without a “W” grade is [drop end date].

[**Academic Calendar Directory**](https://academicaffairs.rutgers.edu/academic-calendar-directory)**:** <https://academicaffairs.rutgers.edu/academic-calendar-directory>

You are advised to retain a copy of this syllabus in your personal files for use when applying for future degrees, certifications, or transfer of credit.

# Instructor Information

Instructor: [Your name]

Email: [The email address you wish students to use]

Phone: [Delete line if not applicable]

Office Location: [Delete line if not applicable]

Office Hours: [Days and times/Upon Request/Virtual Office Hours Upon Request]

## Communication:

Throughout the semester, I will communicate with you via either **Canvas Announcements** or your **Rutgers email account**. Please review the following link for [Accessing Rutgers Email](https://canvas.rutgers.edu/documentation/general/accessing-rutgers-email/):

<https://canvas.rutgers.edu/documentation/general/accessing-rutgers-email/>

[Add any other information regarding student communication]

# General Course Description

## Course Description:

[Description according to University catalog]

Prerequisites:[List any course prerequisites or type None]

## Course **Modality**:

This course is delivered **[fully online or on-campus or in a blended/hybrid format]**. To access the companion Canvas course site, please visit [Rutgers Canvas](https://canvas.rutgers.edu/students/) at <https://canvas.rutgers.edu/> and log in using your NetID. For more information about course access and support contact [Canvas Help](https://canvas.rutgers.edu/canvas-help/) at <https://canvas.rutgers.edu/canvas-help/>, via email at [help@canvas.rutgers.edu](mailto:help@canvas.rutgers.edu), or call 877-361-1134.

## Purpose of the Course:

[Tip: Describe why the course exists and how it fits into the larger curriculum. Use this section to discuss “course alignment” – how the course meshes with Rutgers’ overall mission and its relevance to student success on campus and future career goals]

# Materials

## Required Texts:

[Type all required texts and paperbacks, including publisher, edition and ISBN numbers. For online and blended courses, also include software, and software capacity]

## Additional Course Resources:

[List any other readings, media, and/or use the statement below]

A variety of printed and digital content may be provided during the course. Digital content will be found within the **Canvas course site**. There may be additional reading assignments as student interests dictate.

## Technology Requirements:

This course may require that you access online resources in the University’s Canvas site. Please review the following link for [Canvas Student Resources](https://canvas.rutgers.edu/students/) for assistance on getting started in Canvas:

<https://canvas.rutgers.edu/students/>

## Additional Technical Requirements:

Review Rutgers’ [Tech Guides](https://it.rutgers.edu/technology-guide/) at: <https://it.rutgers.edu/technology-guide/>

[Tip: List any other technology applied and technical requirements including software, such as specific MS Office applications (e.g. Word, PowerPoint, Excel), and hardware (e.g. flash drives, headsets, webcams, graphing calculators, etc.) with any purchase specifications]

## Publisher Content and Technology Tools Accessibility Statements:

[Select the accessibility links for the tools you will be using from the [Product Accessibility Statement](https://tlt.rutgers.edu/accessibility-resources-instructors#TLT_vpat) list at <https://tlt.rutgers.edu/accessibility-resources-instructors#TLT_vpat> and include them below.]

# Student Learning Objectives

By fully participating in this course, you should be able to:

1. [Tip: List course objectives with appropriate, descriptive verbs that lend themselves to measurement and progressively seek higher levels of learning. Please contact the [Office of Instructional Design](mailto:oid@docs.rutgers.edu) at [oid@docs.rutgers.edu](mailto:oid@docs.rutgers.edu) if you need assistance completing this section]
2. [Continue list of numbered objectives as needed]

# Teaching Procedures

[Tip: Explain how class time will be used with various teaching methods and modes you plan to apply. The underlying rationale and benefits should be evident]

## Teaching Philosophy:

[Tip: Use this section to describe your beliefs and assumptions about teaching and learning that guide the course. Include values and/or experiences that guide your teaching practice]

## Instructor Responsibilities:

* [List any expectations students should have of you, such as turnaround time for responding to emails and providing feedback on assignments]

# Course Completion Requirements

Your success in this course depends on the following:

* [Tip: List your expectations for student success, such as participation, working in groups, forum postings, and approximate weekly time commitment]

## Discussion Forum Post Requirements:

[Use this section to describe your expectations if you plan to use Canvas discussion posts as part of your instruction. Include the average number of posts students are expected to contribute. A discussion board rubric to guide students’ posts is included in the Assessment Rubrics section at the end of this template]

# Grading

[State any information related to your grading policy. List any assessments with a short description that will affect the student’s grade, such as projects, reports, papers, participation, attendance, etc.]

## Final Course Grade:

Grades in this course are weighted according to the table below.

|  |  |  |
| --- | --- | --- |
| Activity or Major Assignment | Due Date | Points or Grade % |
|  |  |  |
|  |  |  |
|  |  |  |
| Total |  | 100% |

## Grading Scale:

[**Note:** The scale below is the default grading scheme applied in Canvas courses for final grade calculations. Be sure to adjust the scheme (under Canvas Settings option) if you edit this table for your needs. ***Verify that your scheme conforms to any schemes set by your school or department.***]

| Grade | Range |
| --- | --- |
| A | 100 - 95 |
| A- | 90 - 94 |
| B+ | 87 - 89 |
| B | 84 - 86 |
| B- | 80 - 83 |
| C+ | 77 - 79 |
| C | 74 - 76 |
| C- | 70 - 73 |
| D+ | 67 - 69 |
| D | 65 - 66 |
| D- | 61 - 64 |
| F | 60 and Below |

# Academic Policies and Procedures

## Attendance Policy:

[State your attendance policy, including web conference attendance, and any impact on grade level or use the statement provided below]

You are responsible for material covered in any class that you do not attend. If you miss a class, you must contact a classmate or me for the missed information. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

## Submission Policy:

[State your policy for plagiarism review, preferred file type/format]

## Late Work:

[State your policy for submitting work late]

## Coursework Difficulties:

Please discuss any issues that you are having in completing the coursework on time with me. I am available to talk this over with you by appointment.

## Incomplete Policy:

If you are unable to complete the coursework during the semester due to some catastrophic issue, you must contact me immediately to discuss your alternatives.

## Academic Honesty and Plagiarism:

Our purpose in the classroom is to seek the truth; this work requires trust and honesty between teacher and student. If we are not honest about what we know and do not know, our learning will always be impaired. Because our teaching and learning depends on this honest communication, we expect all students to understand what plagiarism is and why it is unacceptable.

Any student considering plagiarism should recognize the consequences and consider alternatives. Students uncertain about what constitutes plagiarism may request help from faculty or from appropriate University services. For information on using sources in writing, see the Identifying and Avoiding Academic Dishonesty section of the [Rutgers Academic Integrity](http://academicintegrity.rutgers.edu/resources-for-students/) web site:

[http://academicintegrity.rutgers.edu/resources-for-students/](http://academicintegrity.rutgers.edu/resources-for-students/" \o "Rutgers Academic Integrity)

# Student Code of Conduct

Students are required to adhere to the [University Student Code of Conduct](http://studentconduct.rutgers.edu/student-conduct-processes/university-code-of-student-conduct/#1495568095620-2f5ce77d-17dd) delineated in the Rutgers Student Affairs website [Student Conduct](http://studentconduct.rutgers.edu/student-conduct-processes/university-code-of-student-conduct/#1495568095620-2f5ce77d-17dd) page:

<http://studentconduct.rutgers.edu/student-conduct-processes/university-code-of-student-conduct/#1495568095620-2f5ce77d-17dd>

# Accommodations

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the [Registration form](https://webapps.rutgers.edu/student-ods/forms/registration) (https://webapps.rutgers.edu/student-ods/forms/registration).

# Student Support Services

## Academic Services:

* For academic support visit [Rutgers Academics Student Support](https://www.rutgers.edu/academics/student-support) at <https://www.rutgers.edu/academics/student-support>
* Any student can obtain tutoring and other help at the [Learning Centers](https://rlc.rutgers.edu/) on each campus. Check the website at <https://rlc.rutgers.edu/>
* For coaching help with writing skills and assignments visit the [Writing Coaching](https://rlc.rutgers.edu/student-services/writing-coaching) webpage at <https://rlc.rutgers.edu/student-services/writing-coaching>
* Many library resources are available online. Assistance is available through phone, email, and chat. For information, check the [Rutgers Libraries](https://www.libraries.rutgers.edu/) website at <https://www.libraries.rutgers.edu/>

## Rutgers Student Health Services:

[Rutgers Student Health Services](http://health.rutgers.edu/) is dedicated to health for the whole student body, mind and spirit. It accomplishes this through a staff of qualified clinicians and support staff. Services are available at several locations throughout the New Brunswick-Piscataway area. For more information visit: <http://health.rutgers.edu/>

## Veteran Services:

Rutgers is proud to support veterans. If you are a veteran of the armed forces, please visit the [Office of Veteran and Military Programs and Services](https://veterans.rutgers.edu/) website for more information: <https://veterans.rutgers.edu/>

# Topics Schedule

[Tip: For Summer courses, “Week” can be replaced with “Class” and the schedule can be shortened to reflect the number of classes]

## Week 1: [Begin date or date range]

| Category | Description |
| --- | --- |
| Meeting | [Indicate whether this week will be held only Online (asynchronously) or the date and time for any synchronous virtual web conferencing meeting. Delete row if not applicable] |
| Core Topic(s) | * Getting Started |
| Learning Objectives | At the end of this week you will be able to: |
| Readings/Media |  |
| Assignments Due |  |

## Week 2: [Begin date or date range]

| Category | Description |
| --- | --- |
| Meeting | [Indicate whether this week will be held only Online (asynchronously) or the date and time for any synchronous virtual web conferencing meeting. Delete row if not applicable] |
| Core Topic(s) | * Getting Started |
| Learning Objectives | At the end of this week you will be able to: |
| Readings/Media |  |
| Assignments Due |  |

## Week 3: [Begin date or date range]

| Category | Description |
| --- | --- |
| Meeting | [Indicate whether this week will be held only Online (asynchronously) or the date and time for any synchronous virtual web conferencing meeting. Delete row if not applicable] |
| Core Topic(s) | * Getting Started |
| Learning Objectives | At the end of this week you will be able to: |
| Readings/Media |  |
| Assignments Due |  |

## Week 4: [Begin date or date range]

| Category | Description |
| --- | --- |
| Meeting | [Indicate whether this week will be held only Online (asynchronously) or the date and time for any synchronous virtual web conferencing meeting. Delete row if not applicable] |
| Core Topic(s) | * Getting Started |
| Learning Objectives | At the end of this week you will be able to: |
| Readings/Media |  |
| Assignments Due |  |

## Week 5: [Begin date or date range]

| Category | Description |
| --- | --- |
| Meeting | [Indicate whether this week will be held only Online (asynchronously) or the date and time for any synchronous virtual web conferencing meeting. Delete row if not applicable] |
| Core Topic(s) | * Getting Started |
| Learning Objectives | At the end of this week you will be able to: |
| Readings/Media |  |
| Assignments Due |  |

## Week 6: [Begin date or date range]

| Category | Description |
| --- | --- |
| Meeting | [Indicate whether this week will be held only Online (asynchronously) or the date and time for any synchronous virtual web conferencing meeting. Delete row if not applicable] |
| Core Topic(s) | * Getting Started |
| Learning Objectives | At the end of this week you will be able to: |
| Readings/Media |  |
| Assignments Due |  |

## Week 7: [Begin date or date range]

| Category | Description |
| --- | --- |
| Meeting | [Indicate whether this week will be held only Online (asynchronously) or the date and time for any synchronous virtual web conferencing meeting. Delete row if not applicable] |
| Core Topic(s) | * Getting Started |
| Learning Objectives | At the end of this week you will be able to: |
| Readings/Media |  |
| Assignments Due |  |

## Week 8: [Begin date or date range]

| Category | Description |
| --- | --- |
| Meeting | [Indicate whether this week will be held only Online (asynchronously) or the date and time for any synchronous virtual web conferencing meeting. Delete row if not applicable] |
| Core Topic(s) | * Getting Started |
| Learning Objectives | At the end of this week you will be able to: |
| Readings/Media |  |
| Assignments Due |  |

## Week 9: [Begin date or date range]

| Category | Description |
| --- | --- |
| Meeting | [Indicate whether this week will be held only Online (asynchronously) or the date and time for any synchronous virtual web conferencing meeting. Delete row if not applicable] |
| Core Topic(s) | * Getting Started |
| Learning Objectives | At the end of this week you will be able to: |
| Readings/Media |  |
| Assignments Due |  |

## Week 10: [Begin date or date range]

| Category | Description |
| --- | --- |
| Meeting | [Indicate whether this week will be held only Online (asynchronously) or the date and time for any synchronous virtual web conferencing meeting. Delete row if not applicable] |
| Core Topic(s) | * Getting Started |
| Learning Objectives | At the end of this week you will be able to: |
| Readings/Media |  |
| Assignments Due |  |

## Week 11: [Begin date or date range]

| Category | Description |
| --- | --- |
| Meeting | [Indicate whether this week will be held only Online (asynchronously) or the date and time for any synchronous virtual web conferencing meeting. Delete row if not applicable] |
| Core Topic(s) | * Getting Started |
| Learning Objectives | At the end of this week you will be able to: |
| Readings/Media |  |
| Assignments Due |  |

## Week 12: [Begin date or date range]

| Category | Description |
| --- | --- |
| Meeting | [Indicate whether this week will be held only Online (asynchronously) or the date and time for any synchronous virtual web conferencing meeting. Delete row if not applicable] |
| Core Topic(s) | * Getting Started |
| Learning Objectives | At the end of this week you will be able to: |
| Readings/Media |  |
| Assignments Due |  |

## Week 13: [Begin date or date range]

| Category | Description |
| --- | --- |
| Meeting | [Indicate whether this week will be held only Online (asynchronously) or the date and time for any synchronous virtual web conferencing meeting. Delete row if not applicable] |
| Core Topic(s) | * Getting Started |
| Learning Objectives | At the end of this week you will be able to: |
| Readings/Media |  |
| Assignments Due |  |

## Week 14: [Begin date or date range]

| Category | Description |
| --- | --- |
| Meeting | [Indicate whether this week will be held only Online (asynchronously) or the date and time for any synchronous virtual web conferencing meeting. Delete row if not applicable] |
| Core Topic(s) | * Getting Started |
| Learning Objectives | At the end of this week you will be able to: |
| Readings/Media |  |
| Assignments Due |  |

## Week 15: [Begin date or date range]

| Category | Description |
| --- | --- |
| Meeting | [Indicate whether this week will be held only Online (asynchronously) or the date and time for any synchronous virtual web conferencing meeting. Delete row if not applicable] |
| Core Topic(s) | * Getting Started |
| Learning Objectives | At the end of this week you will be able to: |
| Readings/Media |  |
| Assignments Due |  |

# Assessment Rubrics

[Insert any assessment rubric tables related to major assignments here. For example, discussion forum posts, final project or presentation rubrics.]

## Discussion Rubric

Guideline for Grading Discussions

| Criteria | Outstanding (3) | Proficient (2) | Basic (1) | Below Expectations (0) |
| --- | --- | --- | --- | --- |
| **Critical Thinking** | * Substantive content * Full of thought, insight, and analysis | * Substantial information * Thought, insight, and analysis has taken place | * Generally competent * Information is thin and commonplace | * Rudimentary and superficial * No analysis or insight is displayed |
| **Connections** | Clear connections:   * To previous or current threads * To real-life situations | * New ideas or connections * Lack depth and/or detail | * Limited, if any connections * Vague generalities | * No connections are made * Off topic |
| **Uniqueness** | * New ideas * New connections * Made with depth and detail | * New ideas or connections * Lack depth and/or detail | * Few, if any new ideas or connections * Rehash or summarize other postings | * No new ideas * “I agree with…” statement |
| **Timeliness** | * All required postings * Early in discussion * Throughout the discussion | * All required postings * Some not in time for others to read and respond | * All required postings * Most at the last minute without allowing for response time | * Some, or all, required postings missing |
| **Stylistics** | * Few grammatical or stylistic errors | * Several grammatical or stylistic errors | * Obvious grammatical or stylistic errors * Errors interfere with content | * Obvious grammatical or stylistic errors * Understanding impossible |

[Middle Tennessee State University Model](http://www.mtsu.edu/ltanditc/docs/Discussion_Board_Rubrics.pdf)

# References

[Tip: List all resources applied in the creation of this course in either APA or MLA format]