# University logo \*COURSE NAME

\*Course prefix, number, and section | \*Semester, Year | \*# Credits

Augsburg University

## COURSE INFORMATION

Class Meeting Day and Times: \*Day(s) of the Week from \*Time

Class Location: \*Building and room number

Prerequisites, if Any: \*Course prefix, number, and Name

Graduation Skill/Perspective: \*Perspective or Graduation Skill satisfied

## INSTRUCTOR INFORMATION

Instructor: \*Name

Office: \*Building and Room Number

Office Hours: \*Days of the Week from \*Times

Office Telephone: \*Phone number

E-mail: \*Augsburg E-mail address

## COURSE DESCRIPTION

\*Obtain the course description from the department chair or the [Augsburg University Catalog](http://web.augsburg.edu/registrar/catalog/2015-16-Course-Descriptions.pdf).

Welcome to your university course, \*Course Title! This course \*description from the catalog.

## COURSE OBJECTIVES

**\*Obtain these from the department. The objectives are departmentally defined and approved by the Academic Affairs Committee (AAC).** They should list, as specifically as possible, the learning outcomes the course is intended to produce. Think about the kinds of evidence you will need to assess student learning, as your outcomes should drive your assessment and grading schema. Kinds of evidence can be manifested in what students write, say, create, do, and/or think. Wherever possible, use [Bloom’s Taxonomy](http://www.celt.iastate.edu/teaching-resources/effective-practice/revised-blooms-taxonomy/) to guide your choice of verbs.

Here is an example: “Recognize the relevance of historical context as it relates to the creation of films and their meanings”

Augsburg University educates students to be informed citizens, thoughtful stewards, critical thinkers, and responsible leaders. The Augsburg experience is supported by an engaged community that is committed to intentional diversity in its life and work. An Augsburg education is defined by excellence in the liberal arts and professional studies, guided by the faith and values of the Lutheran Church, and shaped by its urban and global settings. The mission of Augsburg will be deliberately investigated in this course.

Upon successful completion of this course students will be able to:

* \*Measurable learning outcome
* \*Another measurable learning outcome

## CORE COMPETENCIES

**\***If applicable. These are competencies tailored to meet a specifically defined graduation skills/perspective that are defined by the institution. In order to have a course designated as meeting a core competencies, the course must be approved as such by AAC. You can obtain information the Core Curriculum from your department chair and online at: <http://www.augsburg.edu/academics/core-curriculum/>. Syllabus statements and learning outcomes for liberal arts foundation (LAF) courses can be found online in the [Moodle Community site for General Education](https://moodle.augsburg.edu/moodlecommunity/course/view.php?id=586).

The Core Curriculum combines liberal arts, major coursework, and Augsburg’s signature courses to prepare students to be leaders and stewards of our ever-changing world. By successfully completing this course, you will have achieved a core competency.

\*Information about the competency and the related learning outcomes.

## TEXTBOOK(S) & COURSE MATERIALS

### Required Text(s)

\*List required course textbooks. Include detail such as full name of textbook, author, edition, ISBN, description (if desired), and 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. You may wish to include a general statement such as “Additional readings will be made available in the course Moodle site.”

### Required Equipment & Technology

\*List required and equipment and techology, if any. Identify specific software needed or additional equipment the student is required to have. You may wish to include a statement about expectations of technology use here as well. For example: “You will be required to use Moodle in the class.”

### Other Supplies and Materials

\*List other supplies and materials and state whether they are required or recommended. Identify other materials or supplies that the student may need to be successful in the course.

## COURSE POLICIES

**\***How is the course structured and how will classes be carried out? What behavioral expectations does the instructor have for the students in class? This is where specifications for attendance, participation, respect for others, etc. should be spelled out to act as a behavioral guide. If the course has multiple formats (like face-to-face and online (hybrid), lab and discussion, group learning projects and/or presentations) these should be explained clearly. The following are SUGGESTIONS. Feel free to adopt/adapt them as you see fit:

* **Attendance & Participation:** Faithful attendance is an absolute requirement for this course. Excessive absences will seriously distract from both your own success, and the class as a whole. In addition to being present, you need to engage with the course content and fellow students. Attendance and participation counts for \_\_\_\_ of your grade in this course.
	+ Here are the behaviors that count:
		- arriving on time and prepared
		- asking questions
		- answering questions
		- making comments (extra points for comments that relate to material in the text, and for sharing relevant experiences)
	+ Here are the value-added behaviors—the ones the put your contributions over the top:
		- responding to something another student says (including answering a question asked by a student)
		- constructively disagreeing with something in the text or said in class by me or another student
	+ Here are behaviors to avoid:
		- coming late and/or leaving early
		- inattentiveness and/or disrupting others’ learning
		- texting or surfing online
		- mocking or belittling something said by another person.
	+ If for any reason you are unable to attend class on a regular basis and/or are experiencing difficulty in either keeping up with or understanding the course workload or course structure, please speak with me immediately. It is your responsibility to come to class and know your obligations for all assignments.
	+ *Important Note:* Arriving late to class or leaving early (more than ten minutes in either case) will count as an absence, unless you have notified me at least 24 hours in advance of the situation, and why your late arrival/early departure is necessary.
* **Academic Integrity:** It is assumed that all students at Augsburg University will conduct themselves ethically and professionally. The following is an excerpt from the [**Augsburg University Academic Honesty Policy**](http://inside.augsburg.edu/studentaffairs/studentguide/academic-honest-policies/)**.** Please review the policy in its entirety online.

"A university is a community of learners whose relationship relies on trust. Honesty is necessary for functioning of the Augsburg University community and dishonesty is, therefore, abhorred and prohibited.

One example of how trust is destroyed by a particular form of dishonesty is found in plagiarism and its effects. In its 1990 'Statement of Plagiarism,' the American Association of University Professors (AAUP) Committee B on Professional Ethics notes that one form of academic dishonesty, plagiarism, 'is theft of a special kind [in which] a fraud is committed upon the audience that believes those ideas and words originated with the deceiver. Plagiarism is not limited to the academic community but has, perhaps, its most pernicious effect in that setting. It is the antithesis of the honest labor that characterizes true scholarship and without which mutual trust and respect among scholars is impossible.'

...Penalties imposed by the professor may include a 'zero' or failing grade on the assignment or examination which involved the dishonesty, other academic penalties as outlined in the syllabus for the course or other statement of policies distributed by the professor, forced withdrawal from the course, or failure in the course."

* **Accommodation and Adaptation:** Augsburg University is committed to providing an environment where all students have the opportunity to equally participate in the academic experience, including students with disabilities. Students with disabilities have rights as determined by federal and state laws which require institutions to provide reasonable accommodations for the student's disability in order to afford an equal opportunity to participate in the university's programs, courses, and activities. Contact **The Center for Learning and Adaptive Student Services (CLASS), Augsburg University, 2211 Riverside Avenue CB#57, Minneapolis, MN (612) 330-1053 class@augsburg.edu or** [**www.augsburg.edu/classprogram**](http://www.augsburg.edu/classprogram) **for more information.** If you qualify under the criteria for any disability, special accommodations will be made to assist you in every way possible.
* **Non-Discrimination Statement:** Augsburg recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all races, ethnicities, gender expressions and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from Augsburg’s community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

## ASSIGNMENTS

**\***What assignments (names and brief descriptions—including due dates and percentage of final grade) will be required?

|  |  |  |
| --- | --- | --- |
| **Description** | **Due Date** | **Percentage or Points** |
| Item 1 (List all activities, tests, etc. that will determine the students’ final grade) | Day/month | # |
| Item 2 | Day/month | # |
| Item 3 | Day/month | # |
| Total Points Possible |   | 100 |

## EVALUATION & GRADING

\*Provide a clear explanation of how student work will be assessed. Include a statement about the timeframe of when to look for grades.

[**Example:** Your grades will be posted on Moodle (click on “Grades” in the “Administration” block in our course.) Typically grades will be posted \_\_\_ days following the completion of an activity.]

Below are the Augsburg University grade scales for undergraduate and graduate work with the default recommended percentages to evaluate individual assignments

**[Example:** Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:]

|  |
| --- |
| **AUGSBURG UNIVERSITY GRADE SCALE** |
| **Grade** | **Grade Points** | **Percentage** | **Explanation** |
| A | 4.0 | 93-100 | Excellent |
| A- | 3.67 | 90-92.99 |   |
| B+ | 3.33 | 87-89.99 |  |
| B | 3.00 | 83-86.99 |  Undergraduate: GoodGraduate: Satisfactory |
| B- | 2.67 | 80-82.99 |  |
| C+ | 2.33 | 77-79.99 |   |
| C | 2.00 | 73-76.99 | Undergraduate only: Satisfactory |
| C- | 1.67 | 70-72.99 |   |
| D+ | 1.33 | 67-69.99 |  |
| D | 1.00 | 63-66.99 | Poor |
| D- | .67 | 60-62.99 |  |
| F | 0.00 | 0-59.99 | Failure |
| P | 0.00 |  | Pass\* |
| N | 0.00 |  | No Pass |
| \*The letter grade equivalent for a “P” grade is a C-/70 or higher for undergraduate courses and a B/83 or higher for graduate courses. |

 **Late Work Policy: \*Example:** Be sure to pay close attention to deadlines—there will be no makeup assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

## Course Schedule

**\*Note about calendar/schedule.** It is important to clearly indicate the schedule for your course. You may include an outline schedule (or the alternative method—a table schedule) in your syllabus (see the examples that follow). However, since this is something students will need to check frequently throughout the course, it is recommended that you [create a separate Moodle page](http://go.augsburg.edu/moodlepage) with this information (see the page in the [Moodle Template](http://moodle.augsburg.edu/moodle2014/mod/page/view.php?id=110544) under “Important Course Information” titled “Course Schedule” intended as a template for this). Using a Moodle page will help you keep your calendar up-to-date (in the event of schedule changes) and reduce confusion for students. Also, the Moodle autolinking feature means that any time you refer to the name of a Moodle activity (and assignment or forum) in the Course Schedule page, a hyperlink will be automatically created.

### OUTLINE SCHEDULE

* **Week 01: \*Topic**
	+ \*Details …
* **Week 02: \*Topic**
	+ \*Details …
* **Week 03: \*Topic**
	+ \*Details …
* **Week 04: \*Topic**
	+ \*Details …

### TABLE SCHEDULE: (an alternative to the outline method)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Topic** | **Readings** | **Activities** | **Due Date** |
| 1 |   |   |   |   |
| 2 |   |   |   |   |
| 3 |   |   |   |   |
| 4 |   |   |   |   |

**Download this template from:** [**http://bit.ly/AugSyll**](http://bit.ly/AugSyll)