Enter Course Name – Abbreviation & Number

**Semester Year Course Syllabus**

**Enter class date & time and room # (e.g. MWF 9:55am – 11:10am in B-004)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Faculty Name:**  **Bio:** Learn more about me in the Instructor Info section of our Blackboard course.  **Office #:** A000 or via Zoom  **Phone:**  **E-mail:** | Remove text and replace above picture with yours |  | Table of Contents  [Course Description 2](#_Toc172209107)  [Prerequisites 3](#_Toc172209108)  [Course Resources 4](#_Toc172209109)  [Required Textbooks & Resources 4](#_Toc172209110)  [Recommended Textbooks & Resources 4](#_Toc172209111)  [Course Expectations 5](#_Toc172209112)  [Attendance 5](#_Toc172209113)  [Class Preparation & Behaviors 6](#_Toc172209114)  [Expectations for Technology Use 7](#_Toc172209115)  [Expectations for Use of Generative Artificial Intelligence (AI) 7](#_Toc172209116)  [Accreditation Standards 8](#_Toc172209117)  [Essential Learning Outcomes 8](#_Toc172209118)  [IDEA Objectives 9](#_Toc172209119)  [Course Schedule 9](#_Toc172209120)  [Grading & Assessment Expectations 11](#_Toc172209121)  [Campus Support, Policies and Procedures 13](#_Toc172209122) |
| **Office Hours:** Enter days and times or by appointment (Use your e-mail address, MS Booking or Calendly)  **Replace this text with your School Name**  **Program:**  **Contact Name:**  **Phone:**  **E-mail:** | |
|  | |  |

Course Description



[Copy and paste the Course Description from Banner (Bulletin) here. Remove these instructions when done. To undo replacement or removal of content, click Undo (Ctrl+Z)].

**Course Objectives or Program Outcomes**

[Click [**here**](https://ueap.sfsu.edu/sites/default/files/assets/docs/student_learning_outcomes.pdf) to learn about course objectives. When done, delete these instructions]

The following course objectives guide the learning in this course.

1. [Replace with Course Objectives].
2. [Replace with Course Objectives].
3. [Replace with Course Objectives].
4. [Replace with Course Objectives].

**Student Learning Outcomes**

[Click [**here**](https://tips.uark.edu/using-blooms-taxonomy/) to learn more about student learning outcomes. When done, delete these instructions]

As a result of active participation in this course, students will:

1. [Replace with Student Learning Outcomes].
2. [Replace with Student Learning Outcomes].
3. [Replace with Student Learning Outcomes].
4. [Replace with Student Learning Outcomes].

**Class Format**

[Use, replace or modify this paragraph to be specific to your course] This class involves interactive lecture with experiential learning including multimedia and computer-based materials and activities. Experiential learning includes large and small group activities, partner activities, simulations, presentations, role playing, educational games, discussion and other adult learning activities. Active learning occurs with class activities, self-study assignments and use of special technology equipment and digital resources.

**Class Structure**

[Use, replace or modify this paragraph] This [choose or modify: online/hybrid/in-person] class will be conducted using technology such as Blackboard, Zoom and [list other third party educational tools]. Specifically, we will use Blackboard to host course documents including the syllabus and conduct class activities such as discussions, assignment submission and taking tests. Zoom will serve as our virtual classroom.

**Course Attribute**

[Please select the course attributes and designations below that apply to your course. Click [here](https://www.stockton.edu/general-studies/gens-course-proposals.html) for more information. Remove these instructions when done]

A **Q1** attribute indicates the primary focus of this course is mathematical thinking.

A **Q2** attribute indicates the focus of this course is mathematics applied to disciplinary or interdisciplinary content.

A **W1** attribute indicates writing is the primary subject of this course.

A **W2** attribute indicates the primary focus of this course is the subject matter with writing as an additional focus of study.

A **R1** attribute indicates the primary focus of this course is on race and racism education.

A **R2** attribute indicates the focus of this course is on race and racism education applied to disciplinary or interdisciplinary content.

An **A** attribute indicates the main focus of this course is on the languages of art, music, architecture, drama, and dance.

An **H** attribute indicates this course will introduce to students the significance of historical times within and across societies’ cultures.

An **I** attribute indicates this course will focus on international, class, gender, ethnicity, and/or race issues.

A **V** attribute indicates this course requires thoughtful consideration of ethics, ethical decision making, and ethical dilemmas.

**General Studies Course Designation**

This **GAH** course introduces students to the arts and humanities.

This **GEN** course recognizes the value in studying knowledge including the process of knowing and communicating knowledge through cognitive and affective learning.

This **GIS** course transcends specialization and offers a perspective on self, knowledge, and the human condition.

This **GNM** course shares the nature and processes of science.

This **GSS** course promotes understanding human behavior and interactions in the social sciences.

Prerequisites



[Complete applicable details. Delete entire section if not applicable to course. Remove instructions when done] This course is open only to [add as appropriate] majors. Successful completion of [add as appropriate] courses is required. It is strongly recommended that you possess the following skills [add requirements such as using Microsoft Office or other appropriate prerequisite skills]. If you are uncertain about whether you have the recommended skills, you should contact the course faculty. I will suggest resources that may assist you in learning or reviewing skills needed for this course. If you determine that the prerequisite skills are difficult to master, you may consider other learning opportunities to develop the necessary skills and register for this course in a future term.

Course Resources



## Required Textbooks & Resources

The following materials are required for this course. If you anticipate financial difficulty obtaining the required course materials for this course, speak with the Office of the Dean of Students (contact information found in the Campus Support section at the end of this syllabus).

* [add textbooks and other required materials. Include name of publication, required/acceptable edition, author/editor, publisher and ISBN. If material is difficult to locate, include instructions on obtaining the materials. Consider using [open education resources](https://library.stockton.edu/oer/resources) to alleviate financial burden and offer access to updated digital resources]

## Recommended Textbooks & Resources

The following materials are recommended for this course. If you anticipate financial difficulty obtaining the required course materials for this course, speak with the Office of the Dean of Students (contact information found in the Campus Support section at the end of this syllabus).

* [provide details for recommended materials. Include brief description explaining why material is recommended]

**Richard E. Bjork Library**

Stockton’s Richard E. Bjork Library, temporarily located in the C/D Atrium, is important for student success in this course. In addition to books, reference materials, periodicals, newspapers, microfilms, media, computer software, archival materials, and government documents, the library provides a Learning Commons, group study spaces, computers, printers, and scanners, and research support. Access to many library resources is available at the library [website](https://library.stockton.edu/welcome). Librarians are available to assist students in person, by email, and via a library chat feature on the website.

**Course Technology**

[Use, replace or modify. Consider equity and accessibility issues when selecting technology to use in the course] We will use Blackboard [add other technology requirements like clickers, software, publisher material] in this course. It is important to follow all instructions related to the use of course technology. [include if using equipment not owned by students: We are expected to consider safety, take care of and clean equipment, and return equipment after use. Immediately report damaged/broken equipment to faculty].

We may use mobile devices (phones, tablets, netbooks) or laptop computers for class activities. Use of these devices will typically occur in partner or small group activities. If you do not own or cannot bring a device to use in class, it will not impede your learning. Please do not specifically purchase a device for this purpose.

Course Expectations



## Attendance

[Use, replace or modify]Attending and participating in our class sessions is necessary for learning course content. It is important for you to contribute to our learning community. Being ready and on time for class is an important professional skill and courtesy to others. This syllabus provides you with information needed to be prepared for class.

If you are ill, report your absence by email to the course faculty. A student who tests positive for COVID is required to quarantine (not attend class for a specified period which is currently 5 days).  If you are ill for an extended period, contact course faculty to make arrangements for missed course work and review Stockton’s [leave of absence policy](https://www.stockton.edu/policy-procedure/documents/procedures/2020.pdf). You may contact [Stockton Cares](https://www.stockton.edu/dean-of-students/) if an illness may impact course completion.

If you need to miss class for religious observance or a University excused event, please email your course faculty [faculty e-mail address goes here] at least 1 week prior to the absence.

It is your responsibility to ask classmates for materials missed due to lateness or an absence. Please refer to Stockton’s [course attendance procedure](https://stockton.edu/policy-procedure/documents/procedures/2030.pdf). You must inform the course faculty in writing (email) of the absence and make plans to meet course requirements. In the event of an emergency or long-term absence that prevents you from completing work, contact course faculty by email or using faculty contact information provided in this syllabus.

Describe your course’s attendance and make up policy. If you permit Zoom attendance during illness, provide that information.

Please note that course faculty are required to take attendance and report course attendance, learn more about [enrollment verification](https://stockton.edu/financial-aid/enrollment-verification.html).

## Class Preparation & Behaviors

[Use, replace or modify] Your preparation for class discussion and participation in activities is extremely important for you and your peers. Here are some ground rules:

* **Be prepared for class.** Complete assigned readings, self-study activities, and other tasks as indicated in the syllabus. Arrive on time for class and bring required materials.
* **Be engaged.** Learning is not a spectator sport. This course requires your active participation. Participation is crucial to your success. The more engaged you are in the learning process, the more you will get out of this course. Active participation includes being prepared to discuss readings, assignments, and concepts, engaging yourself in classroom and out of classroom activities and discussion, and demonstrating your best effort in formal and informal assignments.
* **Respect others**. Our class sessions and assignments are safe places to explore [add course concepts]. We will consider the impact of [add info relevant to course]. To maintain a safe place for exploring multiple perspectives, respect for fellow students is mandatory, especially if you disagree. Respectful and engaged participation is [graded and observed during class].
* **Classroom culture**: Stockton University promotes inclusive student success. As a learning community, all students are expected to contribute to an atmosphere that is safe, respectful, and open to diverse perspectives. We will show courtesy and respect for each other and treat each other with kindness and compassion. Comments that degrade or ridicule another, whether based on individual or cultural differences, are unacceptable. We seek to include everyone in the class and not exclude anyone. We admit when we are wrong and learn from our mistakes. Our classroom is an environment that celebrates multiple ideas and points of view. We listen to others with an open mind even if we do not agree; we consider what we may learn from others. We credit the work of others and do not claim it falsely as our own. Disrespectful language, behaviors, or attitudes may result in the course faculty removing disruptive students from class and taking other appropriate actions in alignment with [Campus Conduct Code policy](https://stockton.edu/policy-procedure/documents/policies/I-55.pdf).
* **Inclusivity.** It is the responsibility of your course faculty to provide course materials and learning activities that are respectful of diversity, such that students from diverse backgrounds and perspectives are welcomed, safe, and respected in this course. No person shall be discriminated against because of race, ethnicity, color, age, religion, creed, gender, gender identity, sexuality, disability, nationality, culture, genetic information, socioeconomic status, marital status, veteran’s status, or political belief or affiliation and equal opportunity and access to facilities shall be available to all. To learn more, view Student [Policy](https://stockton.edu/policy-procedure/documents/policies/I-120.pdf) and [Procedure](https://stockton.edu/policy-procedure/documents/procedures/1200.pdf) Prohibiting Discrimination and Harassment in the Academic/Education Environment.
* **Student feedback.** You will be asked to provide ongoing feedback about your experience in this course.  Your feedback is very important and appreciated.
* **Be engaged!** This course explores [add relevant course information]. There is a lot to learn in this class and much more to learn throughout your academic career. Learning is a lifelong process. Make the most of it and enjoy the learning experience!
* **Trigger warning**. [delete or modify to be specific to your course] At times, we will be discussing content and historical events that may be disturbing, even traumatizing, to some students. If upon review of the syllabus and course materials, you identify class session topics that may be traumatizing, kindly reach out to the course faculty to discuss your concerns prior to the specific class session(s). Likewise, if you want to discuss your personal reactions to course material with the course faculty, such conversations are welcome. If you need to leave the classroom during a challenging discussion for a short time or the rest of the class session, you may do so without academic penalty. You will, however, be responsible for any material you miss including obtaining notes from another student or discuss the situation with the course faculty.
* **Attendance at events**. [delete or modify to be specific to your course] At times this semester, you will be attending special events on campus including performances, speaker events, and workshops. While attending events, respectful behavior is expected and includes avoiding personal conversations and paying attention to the speaker/performers during the event. Cell phones and other devices are to be turned off or silenced and put away for the duration of the event. Students are expected to stay for the entire event unless arrangements are made in advance with the course faculty.

## Expectations for Technology Use

[Use, replace or modify. Consider equity and accessibility issues when establishing expectations] Technology is an essential part of our learning experience. However, when used inappropriately, technology may hinder learning. If sharing your computer screen during a scheduled Zoom session, only display information pertaining to the course content. You may not share Zoom session information with anyone who is not a member of this course. Inappropriate use of technology can be distracting to your peers, causing negative effects on the learning experience. Respect for your peers and faculty is expected. The same behaviors and expectations in our classroom also apply to online interactions. [if required for your course be explicit in providing netiquette guidelines] You should be familiar with Stockton’s [Acceptable Usage Standards of Computing and Communication Technology](https://stockton.edu/policy-procedure/documents/procedures/4200.pdf).

Technology may not be used to record class material without prior approval of the faculty or your peers. Recorded video or audio may be permitted for personal use of a specific student with appropriate accommodations and may not be shared in any public manner. Materials recorded for personal use are to be deleted at the end of the semester unless written permission is provided by the faculty.

## Expectations for Use of Generative Artificial Intelligence (AI)

Select one of the three options below that fits your course plans and modify appropriately to meet your course needs.

For courses that prohibit generative AI use: Generative artificial intelligence (AI) programs, such as ChatGPT, may not be used for any work or assignments required in this course. The use of generative AI programs defeats the writing requirements and critical thinking skills that are vital to achieving our learning outcomes. Submission of partial or complete work from generative AI programs is not permitted and will be treated as plagiarism as defined in Stockton’s [Student Academic Honesty Procedure](https://www.stockton.edu/policy-procedure/documents/procedures/2005.pdf) and handled in accordance with the Procedure.

For courses that permit limited generative AI use: Generative artificial intelligence (AI) programs, such as ChatGPT, may be used in this course to [faculty to select appropriate use by adding or deleting from this list or listing specific course assignments/activities: brainstorm or learn more about a topic, revise your work, draft an outline or organize thoughts, check grammar, improve writing style, add other uses] with appropriate citation complying with Stockton’s Student Academic Honesty Procedure. You are responsible for fact checking statements composed by generative AI models and respecting intellectual property. Generative AI may not be used for [faculty to select inappropriate use by adding or deleting from this list or listing specific course assignments/activities: composing discussion posts or in class responses that you are instructed to write, completing assignments, writing papers or portions of papers for class assignments]. If you are uncertain about the appropriate use of generative AI in this course, you are encouraged to contact your instructor for clarification. Inappropriate use of generative AI programs is not permitted and will be treated as plagiarism as defined in Stockton’s Student Academic Honesty Procedure and handled in accordance with the Procedure.

For courses that embrace generative AI use: This course encourages the use of generative artificial intelligence (AI) programs, such as ChatGPT. The use of generative AI programs aligns with the following course learning outcomes [faculty insert learning outcomes aligned to use of generative AI]. When using generative AI programs you must respect intellectual property, engage in fact checking, and use appropriate citation methods. The use of generative AI programs without proper attribution violates Stockton’s Student Academic Honesty Procedure.

Accreditation Standards



[If required, insert accreditation standards]

Essential Learning Outcomes



Stockton University’s Essential Learning Outcomes (ELOs) are ten competencies that students are expected to develop as a result of a Stockton education. The following ELOs are addressed in this course:

[Remove ELOs not addressed by the course. Delete instructions when done]

* **Adapting to Change**. The ability to successfully engage and navigate new or unfamiliar circumstances or create opportunities.
* **Communication Skills**. The ability to create and share ideas and knowledge effectively with diverse audiences and in various formats.
* **Creativity and Innovation**. The ability to generate ideas, take risks, and recognize opportunities in problem-solving, relationships, or self-expression
* **Critical Thinking**. The ability to formulate an effective, balanced perspective on an issue or topic.
* **Ethical Reasoning**. The ability to consider alternative viewpoints and potential consequences.
* **Global Awareness**. The ability to appreciate diversity and cultural interconnectedness.
* **Information Literacy and Research Skills**. The ability to locate, evaluate, analyze, and use information to solve problems or produce an argument.
* **Program Competence**. The ability to use and integrate concepts, theories, and principles in one’s major field of study in a masterful way.
* **Quantitative Reasoning**. The ability to understand and work confidently with numbers and mathematical concepts
* **Teamwork and Collaboration**. The ability to join with others to achieve a common goal.

IDEA Objectives



The Individual Development and Educational Assessment (IDEA) or Small Class Surveys (SCI) is used to assess student perceptions of their learning experience at the end of each course. This course addresses the following IDEA objectives:

[Retain essential and important objectives for this course. Delete other objectives. Remove instructions when done]

* Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
* Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
* Learning to apply course material (to improve thinking, problem solving, and decisions)
* Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
* Acquiring skills in working with others as a member of a team
* Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
* Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
* Developing skill in expressing oneself orally or in writing
* Learning how to find, evaluate, and use resources to explore a topic in depth
* Developing ethical reasoning and/or ethical decision making
* Learning to analyze and critically evaluate ideas, arguments, and points of view
* Learning to apply knowledge and skills to benefit others or serve the public good.
* Learning appropriate methods for collecting, analyzing, and interpreting numerical information

Course Schedule



|  |  |  |  |
| --- | --- | --- | --- |
| Week | Complete Before Class | Class Topics | Activities and Assignments |
| **1** | [add activities to be completed prior to class including assigned readings, homework, and other activities] | *[List topics to be covered in class]*  *[add the student learning outcome number(s) from the syllabus that are met or related to the class topics]* | [provide information about activities and assignments that are due or completed after class] |
| **2** |  | *[add student learning outcome number(s)]* |  |
| **3** |  | *[add student learning outcome number(s)]* |  |
| **4** |  | *[add student learning outcome number(s)]* |  |
| **5** |  | *[add student learning outcome number(s)]* |  |
| **6** |  | *[add student learning outcome number(s)]* |  |
| **7** |  | *[add student learning outcome number(s)]* |  |
| **8** |  | *[add student learning outcome number(s)]* |  |
| **9** |  | *[add student learning outcome number(s)]* |  |
| **10** |  | *[add student learning outcome number(s)]* |  |
| **11** |  | *[add student learning outcome number(s)]* |  |
| **12** |  | *[add student learning outcome number(s)]* |  |
| **13** |  | *[add student learning outcome number(s)]* |  |
| **14** |  | *[add student learning outcome number(s)]* |  |
| **15** |  | *[add student learning outcome number(s)]* |  |
| **16** |  | *[add student learning outcome number(s)]* |  |

Grading & Assessment Expectations



[Use, replace or modify] For each four-credit course, students should expect to complete 8 hours of work outside of the classroom for readings, studying, and completing assignments. The purpose of learning activities and assignments is to prepare, practice, reinforce, or apply acquired skills and knowledge. Completing this work assists students in fully benefiting from the learning opportunities provided by this course. The faculty teaching this course makes every effort to design activities and assignments that are meaningful and significant to the learning experience. Students are expected to develop good time management/organizational skills, effective study skills and complete assignments in a manner responsive to the instructions provided to enhance learning of course content.

**Course Grading Criteria**

[Use, replace or modify to align with grading in your course or program. Remove this sentence when finished]

94-100 A 90-93 A- 87-89 B+ 84-86 B 80-83 B-

77-79 C+ 74-76 C 70-73 C- 64-69 D 0-63 F

**Course Assessment**

[Revise this statement and add additional policies] The following course assignments, activities, and exams result in the final grade students earn in this course. Kindly review detailed assignment instructions and grading criteria (rubrics) provided on Blackboard in the Assignments folder. Instructions for exams are provided during class two weeks prior to the exam. It is the student’s responsibility to seek clarification if assignment instructions or expectations are unclear. It is an effective strategy to seek clarification in the assignment guidelines and then from peers before seeking faculty assistance.

[Add all graded course assignments and exams to the table. Remove examples provided and this sentence. Reference/list student learning outcomes for each assignment]

|  |  |  |
| --- | --- | --- |
| Name of Assignment/Graded Activity/Exam | Explanation (overview of assignment) | Percentage of final grade |
| (Example) Midterm Exam  *Meets SLOs 1-3* | This multiple choice and short essay exam will cover content from weeks 1-6. | 20% of final grade |
| Research Paper  *Meets SLOs 2-5* | This 10-page paper … | 30% of grade |
|  |  |  |
|  |  |  |
|  |  |  |

**Assignments:** [Use, replace or modify] Kindly refer to detailed assignment guidelines provided on Blackboard. It is expected that written assignments will be clear, concise, grammatically correct and reflect University level work responsive to the directions provided.

* Online submission requires documents to be in Word format (.docx or .rtf). Students may download MS Office 365 at no cost at <https://its.stockton.edu>.
* Submitted video files must be in mp4 format.
* Use MLA/APA format when indicated in the assignment guidelines.
* Editing and reviewing of one's own work is expected.
* Seek tutoring support as needed in advance of deadlines.
* Use available resources demonstrating appropriate information literacy.
* Plagiarism in any form is not acceptable.

**Exams**: [Revise this statement and add additional policies] Please make every effort to take the class exam on the scheduled class day. In the event of an anticipated absence, provide as much advance notification as possible to your course faculty to develop a plan for taking the exam. For an unexpected absence, contact your course faculty by email as soon as possible. Typically, after an unexpected absence, a student takes an alternate make-up exam within one week of the scheduled exam.

**Testing Using Respondus:** [Use, replace or modify] This course requires students to have a webcam, microphone and the [Respondus Lock Down Browser](https://stockton.edu/blackboard-tutorial/instructor-tutorials/respondus-lockdown-getting-started.html) to complete specific course assessments such as exams, tests, or quizzes. Audio and video information during the assessment period may be recorded for security purposes. Note: downloading the Respondus Lock Down Browser and providing consent to record your assessment session will be required to take exams in this course. If you need assistance contact the [ITS help desk](https://stockton.edu/information-technology/index.html).

Campus Support, Policies and Procedures



Click the link below for information about campus support, academic honesty, acceptable use of technology, accessibility and accommodation, health safety, continuity planning, academic policies and calendar.

<https://www.stockton.edu/ctld/student-syllabus-policies-and-resources.html>