\*\*\* Syllabus Example \*\*\*

This template provides guidance to faculty in the preparation of course syllabi. Instructors are welcome to use any of the wording from this example. This template presents some specific ideas to improve consistency in communication that students expect, yet general enough for faculty to be able to create individualized course syllabi within the parameters of the course outline of record (COR). See the [Office of Instruction syllabus template](https://www.frc.edu/distanceeducation/students-with-disabilities) for more elements to include in your course syllabus.

# Course Syllabus

*1) CREATING A LEARNING-CENTERED, SYLLABUS WILL ASSIST YOU AND YOUR CLASS WITH GETTING OFF TO A GREAT START. THE “TRADITIONAL” SYLLABUS OFTEN INCLUDES LANGUAGE THAT IS UNAPPROACHABLE AND INTIMIDATING TO STUDENTS. A LEARNING-CENTERED SYLLABUS, IS WARM AND INVITES STUDENTS TO INTERACT WITH THE INSTRUCTOR. USING LANGUAGE THAT IS WELCOMING AND POSITIVE COMMUNICATES THAT THE INSTRUCTOR BELIEVES THE STUDENT CAN SUCCESSFULLY COMPLETE THE COURSE.*

*2) AFTER CUSTOMIZING THIS SYLLABUS FOR YOUR CLASS, MAKE SURE TO CONVERT IT TO AN ACCESSIBLE PDF PRIOR TO UPLOADING IT INTO CANVAS.*

# Course Description

Describe your course here. This does not need to be the official course description from the Course Outline of Records (catalog); make it more student-centered. For example: a) write to your students, not about them; b) catch their attention by asking a question that will excite their curiosity; and c) explain how the knowledge and skills they'll learn in your class will help them now or in the near future.

# Textbooks

List the textbooks and other course supplies, if any, that you will use in your course.

You can purchase your books at the FRC bookstore on campus, or online.

# Learning Outcomes

By the end of this course, you will be able to: (you can copy and paste from the course outline of record from [FRC’s CurriQnet](https://frc.curricunet.com/Account/Logon?ReturnUrl=%2f))

* outcome 1
* outcome 2
* outcome 3

# Instructor Communications

## Contact Info:

* Email: Use the Canvas Inbox to email me. My FRC email address is xxxxx@frc.edu. Expect a response from me within 24 hours. If I am online at the time you email me, I’ll get back to you sooner.
* Phone: 530-283-XXXX
* On-campus office: Room 210, upper campus Main building.

## Office Hours:

* On-campus: Mondays and Thursdays from 3-5 p.m.
* Online: Tuesdays 5-6 p.m. and Sundays 1-2 p.m. in Zoom, which you can access in the Canvas course menu, or you can access the meeting here *(link to your Zoom office hours)*.

## My Role:

I look forward to working closely with you this semester, so I plan to be very active in the class. I will initiate contact by posting announcements at least once a week, participating in class discussions to help you better understand concepts, and providing detailed feedback on big assignments. For discussions, I will participate by posting for the class to see, and this might be my feedback to you. I can also give you private feedback in the Grades area or by email. For other types of assignments (file uploads, quizzes, exams, etc.), you will submit them within Canvas, and you can view feedback for them when checking your grades.

I will try my best to give you a grade and necessary feedback within a week. Make sure you set your Canvas notification setting for Submission Comment (go to Account, click Notifications) to Notify Immediately so you will know when I comment on your submissions. You will give me feedback about the course through surveys that will be available after the midterm and final exam.

Don’t hesitate to initiate contact with me by asking questions. In particular, if you have issues in the class, let me know. If those issues are Canvas-related (e.g. “I forgot my password,” “The Canvas app is not working correctly),” contact either FRC’s IT support or Canvas (nights and weekends). Contact information is listed in the Technical Support section below.

# Student Communications

* Email: Through the Inbox, you have the ability to email any or all of your classmates.
* Discussions: Aside from the discussion boards to which you will post and reply for assignments, you can use the Student-to-Student Questions area to post questions for your fellow students to answer.
* Netiquette: Since this is a college classroom, I trust that everybody will treat each other with respect. Netiquette is short for “network etiquette” and essentially describes what you should and shouldn’t do while communicating online. Most of it is common sense. If you need more information, you can read [The Core Rules of Netiquette](http://www.albion.com/netiquette/corerules.html). You can also view the [FRC Student Conduct](https://campussuite-storage.s3.amazonaws.com/prod/1558523/0672826e-a84b-11e7-9779-0ae3e1d9783c/2454641/f6d81306-1356-11ed-b870-0a5a622f3927/file/AP-BP_5500_Standards%20of%20Student%20Conduct%2004_21_22.pdf) and [Student Policies site](https://www.frc.edu/studentservices/student-policies).

# Student Commitment

To be successful in this class, make sure to do the following:

* Read the entire syllabus.
* Consistently check email, notifications, and announcements.
* Review the course calendar for due dates, and submit assignments on time.
* Participate in discussions (posts and replies)
* Communicate with your instructor if you have any problems or concerns.

# What Our Course Experience Will Be

My goal is to make this course as welcoming as possible by creating a course environment that supports the diversity of experiences and perspectives that you all bring to the classroom. An academic environment requires that we all demonstrate respect for the intersectional identities of everyone; this includes but is not limited to sex, socioeconomic status, ethnicity, nationality, immigration status, skin color, religion, ability, gender identity, gender expression, chosen name, pronouns, sexual preference, and sexual orientation. In this course, there is no room for racism, sexism, homophobia, transphobia, xenophobia, or any other form of prejudice or discrimination. Every effort will be made to ensure that I provide an equitable classroom where systematically marginalized voices are heard and privileged individuals learn how to be better allies.  I encourage an interactive classroom climate in which all students have an opportunity to learn, ask questions, and receive assistance from me or by fellow students.

If you would like, please message me or talk with me during office hours to let me know if there is anything I can do to make our classroom environment a safe and comfortable place for you. If anything is ever said in our course that makes you feel uncomfortable and/or that shows disrespect for one of your identities, I encourage you to talk with me during office hours or send me a message through the Canvas Inbox so that I can address the situation.

[Support website](https://www.frc.edu/studentservices/student-policies)

* [Support Services](https://www.frc.edu/studentservices/support-services), including [basic needs](https://www.frc.edu/studentservices/basic-needs), and academic supports
* [Making your chosen name and pronouns visible on Canvas and on rosters](https://community.canvaslms.com/t5/Student-Guide/How-do-I-select-personal-pronouns-in-my-user-account-as-a/ta-p/456)
* [LGBTQ+ resources](https://www.frc.edu/asfrc/lgbtq-resource-center)

# Course Schedule

| **Assignment** | **Points** | **Due Date** |
| --- | --- | --- |
| Module 1: Introduction | 50 | Sept. 2 |
| Module 2: Return to Mars | 50 | Sept. 23 |
| Module 3: Return to Pluto | 50 | Oct. 9 |
| Module 4: Return to Sender | 50 | Oct. 18 |
| Midterm | 75 | Oct. 22 |
| Module 5: Return to Jupiter | 50 | Oct. 30 |
| Module 6: Return to Saturn | 50 | Nov. 14 |
| Module 7: Return to Uranus | 50 | Nov. 28 |
| Module 8: Return to Mercury | 50 | Dec. 15 |
| Final Exam | 100 | Dec. 22 |

# Modules

This class is divided into modules, and each module contains various activities. Many of these activities require you to interact with me and your classmates using tools in Canvas. All of the modules will be accessible from the Modules area. Each module lasts approximately two weeks.

# Course Requirements

## Quizzes and Exams

Each module will be worth XX points. There will be a midterm and final exam worth XX points each. *If the course includes a midterm, state which module it is assigned in.* The final will be given after Module 7. Explain what type of exams, if any, (i.e., multiple choice, essay) the students will complete.

NOTE TO FACULTY: Detail your makeup policy below, if you are going to allow makeup EXAMS OR QUIZZES. Also, have a policy for when students claim that they were midway through an exam when they had a technical glitch that prevented them from finishing. For example, you can tell students that if you GIVE tHEM ANOTHER attempt, they WILL NEED to complete the entire exam from the beginning. You can give them the option of coming to campus to complete the exam. if their exams have a time limit and what the CONSEQUENCES might be if they exceed the limit.

Also, let students know the DATE (OR RANGE OF DATES) FOR THE FINAL EXAM.

## Assignments and Discussions

Throughout the course, you will be asked to complete several assignments, some of which are postings to Discussions, or other assignments submitted in Canvas. Unless otherwise noted in the assignment, your grade will be based on specific criteria. That grading criteria, called rubrics, will be attached to the assignments and used to assess your learning.

CONSIDER PROVIDING EXAMPLES OF STUDENT SUBMISSIONS FOR SPECIFIC ASSIGNMENTS. THESE SERVE AS MODELS SO STUDENT CAN GAUGE HOW THEY ARE DOING. PUT YOUR MODEL ASSIGNMENTS NEXT TO THOSE ASSIGNMENTS IN THE MODULES.

# Grading

Learning happens over time, and I encourage you to strive for improvement. Your assignment points in the course are recorded in the **Canvas grade-book**.

|  |  |
| --- | --- |
| **A = 95-100%** | **C+ = 76-79.9%** |
| **A- = 90-94.9%** | **C = 70-75.9%** |
| **B+ = 86-89.9%** | **D+ = 66-69.9%** |
| **B = 83-85.9%** | **D = 60-65.9%** |
| **B- = 80-82.9%** | **F = 0-60%** |

## Academic Integrity

Adherence to the highest standard of academic integrity is of utmost importance to maintaining optimal teaching and learning at FRC. Students agree not to cheat, plagiarize, commit fraud or deceit, or copy, release, sell, or distribute instructional materials without permission. Students also agree not to solicit or assist another to do any act, which would subject another to expulsion, suspension, probation, or other sanction, including assignment submissions generated by artificial intelligence, unless allowed by the instructor.

All members of the college community are committed to hold one another accountable for maintaining high quality of instruction and for the acquisition of knowledge for the purpose of certificate and degree attainment, transfer to a four-year college or university, workforce preparation, and lifelong learning.

* FRC’s [Academic Integrity policy](https://campussuite-storage.s3.amazonaws.com/prod/1558523/0672826e-a84b-11e7-9779-0ae3e1d9783c/1781604/25a40b54-5c63-11e8-9be4-0a950f9e4678/file/AcademicIntegrity.pdf).
* [Student Code of Conduct policy.](https://campussuite-storage.s3.amazonaws.com/prod/1558523/0672826e-a84b-11e7-9779-0ae3e1d9783c/2454641/f6d81306-1356-11ed-b870-0a5a622f3927/file/AP-BP_5500_Standards%20of%20Student%20Conduct%2004_21_22.pdf)

## Online Tutoring

The [Instructional Resource Center (IRC)](https://www.frc.edu/irc/index) provides resources including computer access, instruction, guidance, and tutoring sessions (both drop-in and regularly scheduled) to help students succeed. In-person and online tutoring through Zoom is available.

NetTutor is a free online tutoring service available to FRC student through Canvas. You can also click the NetTutor link in the course menu of this class to connect with a live tutor.

The above information, along with all of the support services offered by FRC, can also be accessed from the Online Student Resources Hub inside Canvas. To get to the hub, click its link in the global navigation menu on the far left.

## Software for this Class

Chrome is the preferred browser for Canvas. However, make sure you have multiple browsers installed because if something doesn't work in one browser, it should work in the other. Stay away from Internet Explorer.

Here are links to popular browsers:

* [Get Chrome](http://www.google.com/chrome)
* [Get Firefox](http://www.mozilla.com/firefox/all.html)

In order to view documents and certain multimedia on the Web, you need specific browser plug-ins. The most popular plug-ins are Acrobat Reader and Flash and are typically built into your web browser. If you do need to download these free plug-ins, click the links below.

* [Get Acrobat Reader](http://www.adobe.com/products/acrobat/readstep2.html)
* [Get Flash player](http://www.macromedia.com/shockwave/download/index.cgi?P1_Prod_Version=ShockwaveFlash)

Microsoft 365 is available to all FRC students, and you can access MS Word, PPT, Excel, and more from your FRC email page.

FOR ANY OTHER OPTIONAL OR REQUIRED SOFTWARE, LIST IT HERE AND ADD LINKS TO PAGES WHERE STUDENTS CAN DOWNLOAD IT. IF THE SOFTWARE WILL COST STUDENT MONEY, INCLUDE THE COST.

## Dates to Know

Make sure you are familiar with all of the important dates on the [FRC Academic Calendar.](https://www.frc.edu/about/calendar/monthly/2024/01)

* XXXXX XX: last day to add or drop a course with no “W” (means no grade-of-record).
* XXXXX XX: last day to withdraw with a “W”.
* XXXXX XX: Final exam.

## Students with Disabilities

FRC has a wonderful Disability Support Program for Students (DSPS) office. FRC is committed to providing reasonable services and accommodations for all persons with disabilities. If you are a student who had an IEP or a 504 Plan in high school, or if you suspect that you have a learning or other disability that may have some impact on your work in this course and for which assistance would be helpful, please contact the DSPS office so accommodations can be arranged: 530-283-0202 Ext. 255, fax 530-283-9497, or email [sdimick@frc.edu](mailto:sdimick@frc.edu) to schedule an appointment. Once you have been granted academic accommodations, the DSPS office will contact me. If you have any concerns, please feel free to also contact me to discuss arrangements.

If you are injured during the semester and are unable to come to class, please contact the DSPS office immediate to receive accommodations. See Disabilities Support Program for Students at <https://www.frc.edu/dsps/index>

Within Canvas is a Microsoft application called Immersive Reader that makes digital course content more accessible to all students. For more information about Immersive Reader and other accessibility tips, visit the [Distance Education resources page](https://www.frc.edu/distanceeducation/students-with-disabilities).

## Safety Resources on Campus

PLEASE NOTE THAT THIS SECTION SHOULD BE CUSTOMIZED FOR EACH INDIVIDUAL COURSE BASED ON THE NEEDS OF THE CLASS.

If you need to come on campus for any reason, please familiarize yourself with the safety instructions available in each classroom. In addition, check out the following resources:

* [Campus Regulations](https://www.frc.edu/studentservices/student-policies)
* [Student Safety](https://www.frc.edu/studentservices/student-safety)
* [FRC Alert System, REGROUP notifications](https://www.frc.edu/safety/emergencynotification)
* Lost and Found: Located in the campus Print Center (upper campus), Building 200.

## Copyright

Materials used in connection with this course might be subject to copyright protection. You can use them for this class only until the end of the semester. Learn more about copyright at the [U.S. Copyright Office web site](http://lcweb.loc.gov/copyright).

# Additional Resources

In the event that you choose to write or speak about having survived sexualized violence, including rape, sexual assault, dating violence, domestic violence, or stalking and specify that this violence occurred while you were an FRC student, federal and state education laws require that, as your instructor, I notify the Vice President of Student Services, Carlie McCarthy. She will contact you to let you know about accommodations and support services at FRC and possibilities for holding accountable the person who harmed you.

If you do not want the Vice President of Student Services notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and discuss options for holding the perpetrator accountable.

* Kara Gately, counselor, ext. 234 or ext. 205
* Monica Potter - Extended Opportunity Program & Services Counselor, Ext. 354
* Plumas County Intervention and Resource Center 530-283-5515 or 1-877-332-2754
* Plumas District Hospital Emergency Room 530-283-7111
* Plumas County Mental Health 530-283-6307