

# Course Prefix & Number: Course Title

Credit hours

Term and year

Delivery Mode (Fully Online or Blended, including meeting locations as appropriate)

 **Instructor:** First Last

 **Office:** Building and Room Number

 **Office Hours:** Monday and Thursday 9 to 11 am

 **Phone:**  217-206-xxxx

 **Email:**  xxx@uis.edu

 **Fax:** 217-206-xxxx

## Course Description (required on all syllabi)

Enter course description here.

## Course Objectives (required on all syllabi)

Upon completion of the course, students will:

* Measurable Course Objective 1
* Measurable Course Objective 2
* Measurable Course Objective 3

## Learning Outcomes (optional; College of Business & Management requires this)

## Prerequisites (optional)

## Course Expectations or Teaching Philosophy

(recommended on all syllabi; sample wording below, please change as you see fit)

Students will use the internet to access the Blackboard course site. The course has a modular structure, which is easily navigable. The course materials contain required readings (no book to purchase), videos and other materials, and weekly discussion questions and projects.

Instructions and due dates for activities and assignments are clearly articulated so students know what is expected of them and can easily stay on track. Due dates of weekly assignments are staggered throughout the week (see the course calendar) in order to give students time to read and comment on their classmates' work before the next module begins. The course design is based on principles of collaborative learning and active participation.

By registering for this online course, students commit to self-motivated study, participation in online course activities, and the submission of all assignments on time. Furthermore, they commit to accessing the course Web site and checking email at least four times a week and to devoting at least as much time to this online course as to a comparable traditional class on campus. For example, for a three (3) credit hour course offered during a 16-week semester, students would have to commit a minimum of 9 hours per week on readings, class assignments, discussions, etc.

## UIS Academic Integrity Policy (recommended on all syllabi)

I support the UIS policy on Academic Integrity, which states, in part: “Academic integrity is at the heart of the university’s commitment to academic excellence. The UIS community strives to communicate and support clear standards of integrity, so that undergraduate and graduate students can internalize those standards and carry them forward in their personal and professional lives. Living a life with integrity prepares students to assume leadership roles in their communities as well as in their chosen profession. Alumni can be proud of their education and the larger society will benefit from the University’s contribution to the development of ethical leaders. Violations of academic integrity demean the violator, degrade the learning process, deflate the meaning of grades, discredit the accomplishments of past and present students, and tarnish the reputation of the university for all its members.”

Academic sanctions range from a warning to expulsion from the university, depending on the severity of your violation and your history of violations. Whatever the sanction, I will file a report of academic dishonesty to the Office of the Provost.

You are responsible for understanding and complying with the [UIS Academic Integrity Policy](http://www.uis.edu/academicintegrity).

Academic dishonesty in an online learning environment may include the following scenarios:

* Having a tutor or friend complete a portion of your assignments
* Having a reviewer make extensive revisions to an assignment
* Copying work submitted by another student to a public class meeting
* Using information from online information services without proper citation
* Posting any work as your own that has been written by another author(s)

## Early Alert Participation (If applicable)

This course participates in the Starfish Early Alert System, an early intervention system designed to enable academic success, student persistence, and graduation. When an instructor observes student behaviors or concerns that may impede academic success, the instructor may raise an alert flag that 1) notifies the student of the concern, 2) requests an individual contact to discuss the issue, and 3) in most cases, also refers the student to the academic advisor. If you receive an email notification of an early alert, it is your responsibility to contact the instructor as soon as possible to discuss the issue. The purpose of the contact is to determine the severity of the issue, accurately assess its potential impact on your academic success, and to plan actions to prevent negative consequences and enable academic success. For more information about the Early Alert system, contact your academic advisor.

## Academic Accommodations (required on all syllabi)

If you are a student with a documented temporary or ongoing disability in need of academic accommodations, please contact the Office of Disability Services at 217-206-6666.

Disabilities may include, but are not limited to: Psychological, Health, Learning, Sensory, Mobility, ADHD, TBI and Autism Spectrum Disorder.  In some cases, accommodations are also available for shorter term disabling conditions such as severe medical situations.  Accommodations are based upon underlying medical and cognitive conditions and may include, but are not limited to: extended time for tests and quizzes, distraction free environment for tests and quizzes, a note taker, interpreter and FM devices.

Students who have made a request for an academic accommodation that has been reviewed and approved by the ODS will receive an accommodation letter which should be provided by the student to the instructor as soon as possible, preferably in the first week of class.

## Library Resources

Get help at your library!  You can access library resources, databases, and helpful research guides from [Brookens Library](http://library.uis.edu/).

For in-depth help, please contact one of our librarians directly via email or schedule a one-on-one research consultation conducted in-person, over the phone, or online.

[View full list of librarians by subject](https://libguides.uis.edu/librarians).

## Required Reading(s) (If applicable)

## UIS Resources (If applicable)

[University of Illinois at Springfield](http://www.uis.edu/)

[[Information Technology Services (ITS)](http://www.uis.edu/)](http://www.uis.edu/its) [(Blackboard and other technology support for students)](http://www.uis.edu/)

[University Webmail](http://webmail.uis.edu)

[Blackboard](http://bb.uis.edu/)

[The Learning Hub](http://www.uis.edu/thelearninghub/)

[Documentation Style Guides](http://www.uis.edu/thelearninghub/writing/handouts/#Helpful) (from The Learning Hub)

[Brookens Library](http://library.uis.edu/)

[The Career Development Center](http://www.uis.edu/career/)

## Course Requirements (Required on all syllabi; sample wording below, please change as you see fit)

1. Use **UIS email and Blackboard** for communicating with the instructor and peers.
2. Complete **all assigned readings** covered in the materials.
3. **Access the course materials and complete assignments** within the guidelines as established in the course calendar.
4. **Visit and contribute to the course website (Blackboard) at least three times weekly.**
5. **Adhere to assignment deadlines**, which are firm unless a student is given special permission by the instructor. Late submissions are subject to partial or no credit.
6. **Contact the instructor immediately** if special circumstances cause interruption of course activities.
7. **Keep backup copies** of all of work.
8. **Submit only original work**. Any form of **plagiarism** is strictly prohibited, as required by University policy. Violation of this rule will result in "no credit" for an assignment or "no credit" for the course and may result in dismissal from the program.

## Course Communication (recommended on all syllabi; sample wording below, please change as you see fit)

Please contact the instructor via email or the discussion board if you have questions at any time. Online chat sessions or telephone consultations can be arranged. Specific details about communication within our course follow.

### Announcements

The Announcements, linked our course menu, serve as a way for me to make announcements within our online learning environment. Announcements may also email to student’s UIS email addresses.

### Discussion Forum

The discussion forum is the heart of our online course. It is where you will submit many of your assignments, and where you will discuss your work with your classmates. All forums are visible to all members of the course. Therefore, whatever is posted can be seen by everyone in the course. If you want to send a private message, use email.

The most important component to successful online discussion is student participation, as if it were a discussion in the classroom. Student attendance – even virtual attendance – and participation in class discussions are important to the success of any class. Since this course is conducted online, active participation by all class members is essential for generating meaningful discussions related to course material.

Grading interaction and discussion can be difficult at times. Generally, there are no right or wrong answers **as long as they are thoughtful, well-researched (supported), and relevant**. Your entries should be substantive and relevant to the material in each assignment. Responses to entries of fellow students that help clarify or synthesize other students' ideas fulfill the requirements of the grading rubric, as they indicate that you have read and thought about what other students are saying. Disagreements with another student should be stated clearly, yet politely, in a manner that does not offend another person. When confronted with conflict, initiating an immediate resolution and apologies for personal contribution to the situation is required.

### Email

Students may also use email to communicate with the instructor and one another about matters they wish to be kept private. Please copy the instructor on all communications using email.

### Telephone

The telephone is still sometimes the most effective mode for troubleshooting problems related to the course. The instructor’s phone number and other contact information are included in this document.

### Netiquette

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. The following [tips for interacting online](https://www.livinginternet.com/i/ia_nq.htm) in e-mail and/or Discussion Board messages are adapted from guidelines originally compiled by Chuq Von Rospach and Gene Spafford.

* Remember that the person receiving your message is someone like you, someone who deserves and appreciates courtesy and respect.
* Be brief; succinct, thoughtful messages have the greatest impact.
* Your messages reflect on YOU; take time to make sure that you are proud of their form and content.
* Use descriptive subject headings in e-mail messages.
* Think about your audience and the relevance of your messages.
* Be careful with humor and sarcasm; without the voice inflections and body language of face-to-face communication, Internet messages can be easily misinterpreted.
* When making follow-up comments, summarize the parts of the message to which you are responding.
* Avoid repeating what has already been said; needless repetition is ineffective communication.
* Cite appropriate references whenever using someone else’s ideas, thoughts, or words.

### Peer Feedback

This course is designed along the principles of synergy and collaborative learning. Therefore, it is important that all students understand how to provide quality feedback to their peers. Here are a few tips for providing, positive, constructive, and useful feedback to peers:

* Be empathetic and remember that this environment is a safe place for making mistakes.
* Use nonjudgmental language and phrases that do not attack an individual. One way of doing this is to ask the individual to discuss his/her process for making the final decision he/she made.
* Use specific questions, examples, and research as a way of making your point.
* Make your feedback useful by providing suggestions that the individual can understand and use to improve her/his work

### Instructor Feedback

As your instructor, I am committed to providing a quality learning experience through thoughtful planning, implementation, and assessment of course activities. I am also committed to being readily available to students throughout the semester by returning e-mails and phone calls within 24 to 48 hours and to returning graded course work with feedback within 7 days of each assignment's due date. Within our Discussion Board, it is the instructor's job to initiate thoughtful, on-topic discussions, encourage student-to-student communication, and mediate when necessary. Therefore, it is not the instructor's responsibility to respond to every post, but encourage students to take ownership of the learning process by responding to each other.

## Assignments or Methods of Evaluation (Required on all syllabi; may include descriptions of major assignments)

The College of Business and Management requires that assignments be linked to learning outcomes.

## Grading Rubrics for Assignments (recommended on all syllabi)

## Grading (Required on all syllabi; sample tables and wording below for your modification)

### Final grade break down

| Assignment/Category | Points or Percentage |
| --- | --- |
| Tests | 40% |
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### Grading Scale

| Percent Range | Letter Grade |
| --- | --- |
| 100-93 | A |
| 92-90 | A- |
| 89-87 | B+ |
| 86-83 | B |
| 82-80 | B- |
| 79-77 | C+ |
| 76-73 | C |
| 72-70 | C- |
| 69-67 | D+ |
| 66-63 | D |
| 62-60 | D- |
| 59 and below | F |

### Late Work

Professional adults often have more free time on weekends, and I have taken that into consideration in organizing the course. However, students unable to complete an assignment by the scheduled deadline should notify the instructor prior to the assignment's due date. Better yet, prepare the assignment early and post it. This will give classmates a head start in reading and responding to your work. See the course calendar to get an overview of when assignments are due.

Late work, except for quizzes which cannot be made up, will be accepted within 5 days of the due date. A penalty will be applied for late submissions. Work submitted more than 5 days late will not be graded unless arrangements were made with the instructor prior to the original due date. If an emergency arises, please contact your instructor.

### Incompletes

Incompletes generally will be given if a significant portion of the assignments has been completed, but not enough to qualify for a passing grade; incompletes are subject to approval by the instructor.

## Course Calendar

| Week/Topic | Assignments/Due Dates |
| --- | --- |
| 1. Topic
 | Readings Assessments with due dates/times |
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## Hyperlinked URLs

UIS Academic Integrity Policy may be found online at http://www.uis.edu/academicintegrity

View full list of librarians by subject may be found at https://libguides.uis.edu/librarians.

University of Illinois at Springfield may be found online at http://www.uis.edu/

Information Technology Services (ITS) (Blackboard and other technology support for students) may be found online at http://www.uis.edu/informationtechnologyservices/

University Webmail may be found online at https://webmail.uis.edu/owa/auth/logon.aspx?replaceCurrent=1&url=https%3a%2f%2fwebmail.uis.edu%2fowa%2f

Blackboard may be found online at https://bb.uis.edu/

The Learning Hub may be found online at http://www.uis.edu/cas/thelearninghub/

Documentation Style Guides (from The Learning Hub) may be found online at http://www.uis.edu/cas/thelearninghub/writing/handouts/#Helpful

Brookens Library may be found online at https://library.uis.edu/

The Career Development Center may be found online at http://www.uis.edu/career/

Tips for interacting online may be found online at https://www.livinginternet.com/i/ia\_nq.htm

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