**[YYYXXXX] – [Course Title]**

**Section(s) [x]**

**[term] 20[xx], [course meeting day / time], [course meeting location]**

**Mode of Instruction:**

[Note: The “Mode of Instruction” is optional, but recommended when submitting two different versions of a syllabus for the same course, in order to address differing modes of instruction, such as “Fully online,” “Hybrid,” or “Traditional.” This is most helpful when a course submits a new course request and multiple instructional mode requests simultaneously and has separate syllabi for each mode of instruction.]

Instructor: [name]

Email: [email]

Office: [office location]

Phone: [phone number]

Office Hours (in office, online, or via phone): [office hours]

Teaching Assistant:

Email:

# Course Description

[Note: ***The first paragraph of this section*** is a brief description of the course content, which ***must be 100 words or less*** and will also be used as the University Bulletin course description. ***A separate second paragraph may also include more of a teaching philosophy component***, for example: how the course will benefit the student; the type of Knowledge, Skills and Abilities (KSAs) the course will emphasize; how the course relates to the content, primary concepts and principles of the discipline.]

# Course Objectives

[Note: Please use the introductory first line and then bulleted points for each objective. Objectives should be written in measurable language using Action Words from Bloom’s Taxonomy. Objectives should describe what the student will gain from the course and why they are important to the development of KSAs valued by the discipline or by Liberal-Studies in general. Based on experience, four to seven objectives are recommended (with an understanding that Liberal-Studies courses—because of their role within the curriculum—may have more).

The objectives must be copied verbatim onto the online form. If two different versions of a syllabus are submitted (see Mode of Instruction note, or because multiple sections of the course represent slightly different approaches), the exact same objectives should be used for each syllabus.

The required *Liberal Studies* objectives (competencies) for each distribution area, as well as for E-Series, Scholarship-in-Practice, Multicultural, and OCC requirements, are listed in the table below. (Naturally, all non-relevant objectives should be deleted.) While faculty *may* incorporate these competencies into their own objectives on the syllabus, it is better to simply copy them verbatim; if the provided language is adapted to the course’s own focus, please identify for the purposes of the proposal the LS competency that has been adapted (e.g., “LS Ethics 2”).]

By the end of the course, students will demonstrate the ability to:

* [include appropriate *Liberal Studies* objectives from the table below here]
* [include appropriate *Liberal Studies* objectives from the table below here]
* [include as many specific course/topic-related objectives as desired here]
* [include as many specific course/topic-related objectives as desired here]
* [include as many specific course/topic-related objectives as desired here]
* [include as many specific course/topic-related objectives as desired here]

| distribution area | competency |
| --- | --- |
| Quantitative and Logical Thinking | * analyze problems drawn from real-world scenarios by interpreting and evaluating data and applying appropriate mathematical, statistical, logical, and/or computational models or principles, using appropriate technology, and explaining the results.
 |
| English Composition | * convey ideas in clear, coherent, grammatically correct prose adapted to their particular purpose, occasion, and audience. They will understand that writing is a process involving practice, revision, and editing.
* analyze and interpret complex literature and representations of meaning in a variety of formats.
 |
| Social Sciences / History | * critically examine, interpret, and explain how personal, political, cultural, economic, and social experiences and/or structures shape the past and/or the present.
* employ appropriate social scientific and/or historical methods and technology in the selection and appraisal of data, and use these data to assess causal arguments, and analyze assertions and evidence.
 |
| Cultural Practice and Humanities | * compare and interpret a variety of intellectual and/or artistic works within their cultural milieu(x).
* compare, interpret, and create or model cultural artifacts that function as widely varied reflections of human perspectives and/or practices.
 |
| Ethics and Social Responsibility | * identify, comprehend, and resolve ethical problems and their ramifications in a thorough and responsible manner; and evaluate ethical positions.
* recognize and evaluate the historical and/or cultural contexts that shape ethical perspectives.
* articulate views on the nature of social responsibility and its importance.
 |
| Natural Sciences (non-lab courses; combined courses must include both sets of NS competencies) | * think critically and cogently about causal relationships with scientific reasoning.
* assess previous experimentation and published scientific results.
* critically examine and evaluate scientific observation, hypothesis or model construction.
* articulate a variety of issues created by the complex interactions among science, technology, and society.
* use scientific perspectives to evaluate contemporary problems facing society.
 |
| Natural Sciences (lab courses; combined courses must include both sets of NS competencies) | * explain the process of scientific reasoning and apply scientific principles inside and outside of the laboratory or field setting.
* systematically evaluate evidence for accuracy, limitations, and relevance, and identify alternative interpretations of evidence.
* design and conduct experiments to make observations and test hypotheses, as well as to analyze and interpret data using quantitative and appropriate technological tools.
 |
| Scholarship in Practice | * select, critically evaluate, and apply relevant areas of scholarship to produce an original analysis, project, creative work, performance, or other scholarly work that reflects a body of knowledge relevant to the course.
* articulate the process of producing a work, from initial plan, to critique, revision, and completion.
* critique existing applications of scholarship in order to learn from past success and failures.
 |
| E-Series | * analyze and synthesize information from within and across disciplines to: examine existing questions and problems from a variety of perspectives, formulate novel questions and ideas, and explain these questions and ideas in written and oral formats.
* think creatively and flexibly by envisaging new approaches to real-world scenarios or questions.
* learn, think, and solve problems independently and in teams, as is required to engage in the life-long consideration of, and the fostering of cooperative solutions to, complex problems.
 |
| Cross-Cultural Diversity (X) | * recognize and analyze differences between individuals and groups of people; identify and explain the potential benefits and/or conflicts arising from human differences within the current national and/or international landscape.
* examine and compare a variety of perspectives in the global community; distinguish one's own cultural patterns; and respond flexibly to multiple worldviews.
 |
| Diversity in Western Culture (Y) | * recognize and analyze differences between individuals and groups of people; identify and explain the potential benefits and/or conflicts arising from human differences within the current national and/or international landscape.
* investigate the diversity of human experience within Western culture, considering, for example, age, culture, disability, ethnicity, gender, language, race, religion, sexual orientation, and social class, and appreciate the contributions of different social groups.
 |
| Oral Communication Competency | * generate, develop, organize, and convey original ideas orally, using language, presentation skills, and/or other media (for example, digital texts, images, and graphs) to present those ideas clearly, confidently, and in a manner appropriate to different audiences and specific communication situations.
 |

# Course Materials

[Note: List in this section all texts and other materials such as: Instructional Technologies; Required Readings/Texts; Suggested Readings/Texts; Course Packs; Other Materials.

**Concerning Required Readings:** Unless a specific text is required, it is recommended to state, “Readings as assigned and posted to the course website” or similar wording, and to briefly describe the nature of those readings.]

# Course Assignments and Evaluation

[Note: A brief but clear description of each type of assignment. The format of this section is flexible (bulleted point format not required), but each assignment type should be clearly labeled and separated from other types (e.g., “Assignments” vs. “Projects” vs. “Papers” vs. “Exams” etc.). In light of the subsequent “Grade Calculation” section, an indication of how many points or the percentage each assignment is worth may be included here or may be saved until the “Grade Calculation” section.]

## Assignments

* Assignment 1
* Assignment 2…

## Projects

* Project 1
* Project 2…

# Grading

## Grade Calculation

[Note: Include an overview of points or percentage per assignment (only one or the other is required).]

### Assignments [e.g., 30% *or* 40 pts]

Assignment 1 [30% *or* 10 pts]

Assignment 2 [30% *or* 10 pts]

Assignment 3 [40% *or* 20 pts]

### Projects [30%]

### Participation [10%]

[Important note regarding “Participation” grades: how participation is evaluated should be clearly stated under “Course Assignments and Evaluation”. If points/percentages are earned or deducted for attendance, this should be clearly articulated. If the evaluation is purely on attendance, then the instructor should ensure that any attendance penalties cannot exceed the percentage or number of points devoted to “participation” or “attendance.” That is, if attendance-based participation is 5% of the grade, there cannot also be penalty of 5% per unexcused absence, since that could potentially result in a deduction much larger than the indicated 5%; under these conditions, a purely penalty-based system provides a more consistent message.]

### Exams [30%]

## Attendance

[Note: Each syllabus must indicate how unexcused absences will affect grades, if they will.]

## Final Grades

[Note: An indicator of points or percentage needed to reach a certain letter grade should be included. Below is a sample *Point Based Grading Scale;* if you choose to stray from it, be aware that you will need to clearly explain that you have done so within the course syllabus.]

|  |  |  |  |
| --- | --- | --- | --- |
| A | 93 – 100 | C | 73 – 76 |
| A- | 90 – 92 | C- | 70 – 72 |
| B+ | 87 – 89 | D+ | 67 – 69 |
| B | 83 – 86 | D | 63 – 66 |
| B- | 80 – 82 | D- | 60 – 62 |
| C+ | 77 – 79 | F | 0 – 59 |

[Note: Faculty member should include the following minimum grade requirement statements, as appropriate:

|  |  |
| --- | --- |
| requirement | minimum grade statement |
| Quantitative and Logical Thinking | In order to fulfill the State of Florida’s College mathematics and computation requirement the student must earn a “C” or better in the course. |
| College-level Writing Requirement(includes English and *all* E-Series courses) | To demonstrate college-level writing competency as required by the State of Florida, the student must earn a “C” (2.0) or higher in the course, and earn at least a “C” average on the required writing assignments. If the student does not earn a “C” average or better on the required writing assignments, the student will not earn an overall grade of “C” or better in the course, no matter how well the student performs in the remaining portion of the course. |

There are further specific required minimum grade statements for courses fulfilling Oral Communication Competency, Computer Competency, and Upper-Division Writing requirements; these may be found on the Liberal Studies website: <http://liberalstudies.fsu.edu/Faculty_Syllabi.html>.]

# Course Schedule

[Note: A 15-week (plus finals) overview of topics must be included (skeletal is fine). This list of topics is meant to be representative and can be adjusted as necessary from semester to semester as long as the objectives and basic assignment requirements do not change. Faculty are encouraged—***but not required***—to include specific information about assignments, as well as weekly dates, and holidays/other benchmarking dates (such as spring break).]

| **Week** | **Topics to be Covered** |
| --- | --- |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |
| 7 |  |
| 8 |  |
| 9 |  |
| 10 |  |
| 11 |  |
| 12 |  |
| 13 |  |
| 14 |  |
| 15 |  |

# University Policies

## University Attendance Policy

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

## Academic Honor Policy

The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “…be honest and truthful and…[to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>.)

## Americans with Disabilities Act

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the: Student Disability Resource Center 874 Traditions Way 108 Student Services Building Florida State University Tallahassee, FL 32306-4167 (850) 644-9566 (voice) (850) 644-8504 (TDD) sdrc@admin.fsu.edu <http://www.disabilitycenter.fsu.edu/>

## [recommended statement] Free Tutoring from FSU

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services’ comprehensive list of on-campus tutoring options at <http://ace.fsu.edu/tutoring> or tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

# Liberal Studies for the 21st Century

The *Liberal Studies for the 21st Century* Program at Florida State University builds an educational foundation that will enable FSU graduates to thrive both intellectually and materially and to support themselves, their families, and their communities through a broad and critical engagement with the world in which they live and work. Liberal Studies thus offers a transformative experience. This course has been approved as meeting the **Liberal Studies** requirements for **[LS distribution area]** and thus is designed to help you become [objective]. [additional statements, as appropriate]

[Note: Faculty member should fill in the appropriate *Liberal Studies* distribution area and the corresponding objective as appropriate:

|  |  |
| --- | --- |
| LS distribution area | objective |
| Quantitative and Logical Thinking | a critical analyzer of quantitative and logical claims. |
| English Composition | a clear, creative, and convincing communicator, as well as a critical reader. |
| Social Sciences | a critical appraiser of the theories of the social sciences and the facts that support them. |
| History | a critical appraiser of the historical theories and the facts that support them. |
| Humanities and Cultural Practice | a thoughtful patron of and participant in cultural practice. |
| Ethics and Social Responsibility | an ethically engaged and socially responsible citizen. |
| Natural Sciences | a critical appraiser of the theories of the natural sciences and the facts that support them. |

Faculty member should include the following additional statements, as appropriate:

|  |
| --- |
| additional statements, as appropriate |
| This course has also been approved as meeting the requirements for the E-Series and thus is designed to help you become an interdisciplinary and flexible thinker; a lifelong learner; and a team builder. |
| This course has also been approved as meeting the requirements for Scholarship in Practice and thus is designed to help you become a flexible thinker, a productive member of society, and an independent learner. |
| This course has also been approved as meeting the requirements for the Diversity in Western Experience requirements and thus is designed to help you become a culturally conscious participant in a global community. |
| This course has also been approved as meeting the requirements for the Cross-Cultural Studies requirement and thus is designed to help you become a culturally conscious participant in a global community. |
| This course has been approved as meeting the Oral Communication Competency requirements and thus is designed to help you become a clear, creative, and convincing oral communicator. |
| This course has been approved as [*meeting* OR *part of a group of courses that meets*] the Upper-Division Writing requirement and thus is designed to help you become a clear, creative, and convincing communicator within your discipline. |

#  [recommended statement] Syllabus Change Policy

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.