**[NXX NYYY] – [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.]

For the following, in a course request, enter "To Be Announced" for the fields:

Instructor: [name]

Email: [email]

Office: [office location]

Phone: [phone number]

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

Teaching Assistant(s):

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. Based on experience, four to seven objectives are recommended (some courses may have more).

The objectives must be copied verbatim onto the online request 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.

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

* [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]

# Course Materials

[Note: List in this section all texts and other materials such as: Instructional Technologies; Required Readings/Texts; Suggested Readings/Texts; 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 use another option, 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 |

# Course Schedule

[Note: A 15-week (note finals week is typically week 16) 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 (Required by Faculty Senate)

# 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 written 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>

# Academic Success

Your academic success is a top priority for Florida State University. University resources to help you succeed include tutoring centers, computer labs, counseling and health services, and services for designated groups, such as veterans and students with disabilities. The following information is not exhaustive, so please check with your advisor or the Dean of Students office to learn more.

# Americans With Disabilities Act

Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodations for all persons with disabilities in a manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course. To receive academic accommodations, a student: (1) must register with and provide documentation to the Office of Accessibility Services (OAS); (2) must provide a letter from OAS to the instructor indicating the need for accommodation and what type; and, (3) should communicate with the instructor, as needed, to discuss recommended accommodations. A request for a meeting may be initiated by the student or the instructor. Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided. 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:

Office of Accessibility Services

874 Traditions Way

108 Student Services Building

Florida State University Tallahassee, FL 32306-4167 (850) 644-9566 (voice) (850) 644-8504 (TDD) oas@fsu.edu

<https://dsst.fsu.edu/oas>

# Confidential campus resources

Various centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

|  |  |  |
| --- | --- | --- |
| Victim Advocate Program  | University Counseling Center,  | University Health Services  |
| University Center A,  | Askew Student Life Center,  | Health and Wellness Center,  |
| Room 4100, (850) 644-7161,  | 2ndFloor,  | (850) 644-6230  |
| Available 24/7/365,  | 942 Learning Way  | https://uhs.fsu.edu/  |
| Office Hours: M-F 8-5  | (850) 644-8255  |   |
| https://dsst.fsu.edu/vap  | https://counseling.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.

# [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.