

# Course Number and Title, Term and Year

University of Tennessee, Martin

*NOTE: For universal accessibility, always use the “Styles” feature in Word to differentiate headings and normal text. This was already done in this syllabus template, so you can just fill in the text specific to your course.*

## Basic Information:

**Course Section:** [Insert subject, course number, section number]

**Course Title:** [Insert course title]

**Meeting Time and Place:** [Insert meeting and place]

**Course Credit Hours:** [Insert course credit hours]

**Textbooks and Other Required Materials:** [List pertinent information about text and supplemental materials. Also, any important information such as additional fees associated with the course such as background checks, travel, proctoring of exams, uniforms, etc.]

## Faculty Contact Information:

[This section includes office hours, office location, phone number, email address, instructor web page URL and it may include any other contact instructions.]

## Course Information:

**Course Description/Information:**

[Insert the course description and prerequisites and co-requisites]

## Course Resources:

[This section includes information about course Blackboard Site, and any type of research / reference materials or technology (i.e., Blackboard, Google Apps, Library Resources) the student will need to use for the classroom]

## Student Learning Outcomes/Objectives:

[Written as what students will be expected to do at the end of the course; all SLOs are measurable and align with course evaluation / grading methods; SLOs may include cognitive, behavioral, affective and metacognitive outcomes.]

## Course Communications:

[This section details how you will communicate with students. How quickly they can expect a response to email. Who to contact for technical issues: Contact UTM Help Desk at <http://www.utm.edu/helpdesk/>]

## Course Requirements/Expectations:

### Course Requirements, Assessments, and Evaluations:

[This section includes class attendance and tardiness policy, evaluation methods and grading system, i.e., points, percentages, rubrics, tests, quizzes, weighting, curve, or UTM grading distribution information, grade appeals to instructor, etc.; it may also include the policy for incompletes and withdrawals.]

### Major Assignments and Exams (names and due dates)

- Exams and quizzes (how many, what kind, dates, final exam period, missed exams/makeup exams policies, etc.);
- Assignments/problem sets/projects/reports/research papers (general info, assessment criteria, format, policy for late or missed assignments);
- Triggers (regarding course content that might be upsetting to students)
- Other assignments (e.g., posting comments to discussion board)

Where possible, build in flexibility to give students choices (e.g. in assignment types or topics) and where students turn in assignments (e.g. online and in class).

*NOTE: For accessibility, use the table feature in Word to create a table. Repeat headings at top and create a new table for each week or class session. (link to fix table reading order issues <https://www.youtube.com/watch?v=DAup3SUXa5o> )*

Table Example 1:

Unit	Instructor Activities	Student Activities
Unit 1: Dates and Learning outcomes	Instructor activities “I do” (e.g. class activity, materials) (Formative assessment method, e.g. feedback)	Student activities “You do” (e.g. homework, independent work, group work) (Formative and Summative assessments)

Table Example 2:

Week 1 June 3	Topics	Project Timeline
Synchronous class meeting	Instructor Introductions Student Introductions Go over syllabus Project Assignments Working with your Client Project Planning Requirements	By June 10: - Meet with client (online, by phone, in person) - Begin developing your project plan to include: project overview description, problem statement, timeline for development, ideas for tools needs for development/development platform, potential issues, any costs...

## University Policies:

[This required section includes information about discrimination, scholastic dishonesty, cheating, and plagiarism policies (e.g., honor statement, consequences, examples, etc.).]

### Academic Integrity:

The University of Tennessee at Martin has chosen as its primary objective quality undergraduate education. Commitment to this objective must include an obligation by all members of the University

community to promote and protect the highest standards of integrity in study, research, instruction and evaluation. Dishonesty or unethical behavior does not belong at an institution dedicated to the promotion of knowledge and learning. Integrity of the academic process requires fair and impartial evaluation by faculty and honest academic conduct by students. Specific integrity attributes can be found:

[http://www.utm.edu/departments/conduct/new\\_academic\\_integrity.php](http://www.utm.edu/departments/conduct/new_academic_integrity.php)

### **Standard of Conduct:**

When persons enroll in The University of Tennessee at Martin, they retain the rights and duties of a citizen. Additionally, they must assume the duties and observe the regulations imposed by the University community. Specific conduct attributes can be found:

<http://www.utm.edu/departments/conduct/conduct.php>

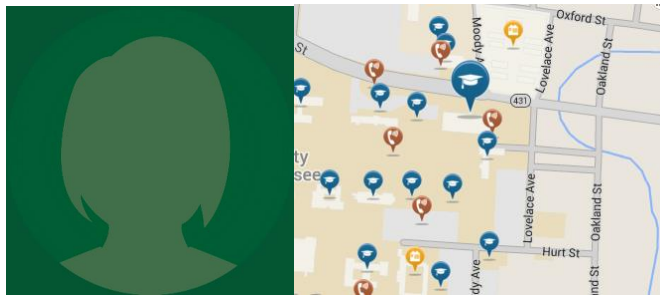
### **Disability Services:**

The University of Tennessee provides reasonable accommodations (academic adjustments and auxiliary aids) to ensure equal access to educational content and university programs for students with disabilities. Students who are approved for accommodations are responsible for requesting accommodation letters be sent to faculty each semester. The Office of Disability Services is located at 206-209 Clement Hall. Contact information: 731.881.7605 or [DisabilityServices@utm.edu](mailto:DisabilityServices@utm.edu).

---

## **Other Content Headings that might you might find helpful for your syllabus:**

*NOTE: For universal accessibility, if you insert a photo of yourself and a map of your office location, be sure to click on those images and add "alt text" to describe both the photo and the map (right click and select "Format Picture").*



### **Course Outline/Assignments/Units of Instruction/Clinic Schedule:**

[This section typically includes a table or list with the tentative calendar, topics, and assignments, dates for exams and due dates, special events, etc.] This is highly recommended but this section may also refer students to a dynamic document, a calendar or other page on Blackboard course site, or be posted as a graphic. Major dates for assignments should not be changed or students should be given reasonable advanced notice.] [You can also include important dates in the academic calendar either here or added to your site's Blackboard calendar (e.g. last day to add classes, academic closings and breaks, last day to drop a course with "WD," last day to drop a course without "F" and last day of classes and final exam days.)]

### **Programmatic Outcomes / Department Goals:**

[The learning outcomes may include programmatic outcomes; this section may also mention the mission of the program or program goals.]

### **Value Proposition:**

[The instructor's statement regarding the value (worth) of this course. This statement makes explicit for the student the value of learning in this course.]

### **Your Role in Improving Teaching and Learning Through Course Assessment:**

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

### **Learning Environment:**

[This section provides students with the instructor's vision of what take place in the class. It includes information about the methods of instruction, the role of the student, the role of the faculty member, what will take place in class, out of class, the tools for learning, etc. This section provides an opportunity to present the notion of shared responsibility for learning. A useful table with examples is provided below:

#### Student's Responsibility

- Be prepared for all classes
- Be respectful of others
- Actively contribute to the learning activities in class
- Abide by the UT Honor Code

#### Instructor's Responsibility

- Be prepared for all classes
- Evaluate all fairly and equally
- Be respectful of all students
- Create and facilitate meaningful learning activities

Behave according to University codes of conduct

### **Required Equipment:**

[This section includes any required equipment, such as a certain type of computer, headset with a microphone, etc.]

### **How to Be Successful In This Course:**

[This could span from general guidelines (e.g., estimated amount of time to spend on preparation, assignments, participation in class discussion, use of supplemental teaching materials, etc.) to more sophisticated rubrics related to student performance on various evaluation measures (e.g., exams, assignments, projects.)

### **Course Feedback:**

[This section may include methods of feedback to faculty member that will be used, such as formative feedback mechanisms during the semester.]

## **Key Campus Resources For Students:**

- [Undergraduate & Graduate Catalog](#): (Listing of academic programs, courses, and policies)
- [Important Dates](#): (add/drop, payments)
- [Student Success Center](#): (Academic support resources)
- [Student Health and Counseling Services](#): (Mental and physical health services)
- [Library](#): (Access to library resources, databases, course reserves, and services)
- [Career Services](#): (Career counseling and resources; Vault job search system)

The instructor reserves the right to revise, alter or amend this syllabus as necessary. Students will be notified in writing / email of any such changes.