# Course Syllabus Template

*Revised: July 2020. Amended Feb 2022*

## Instructions for using this Course Syllabus Template

* The syllabus is broken into discrete sections, which can be rearranged, removed, or modified to best fit your course and teaching style.

Adjust descriptions of activities and outcomes to fit your course.

* + Look for ***green, italicized*** *text* used as a placeholder, to indicate information needed, text you should change, or notes. Be sure to delete these notes before finalizing your syllabus and change the style to normal, which will change your text color to black, and remove italicized formatting.
	+ Be sure to remove references to tools, activities, or outcomes that you do not plan to use in your course.
	+ The syllabus includes some common language to describe campus policies and services to serve as a guideline for you. Be sure to read these sections and change language to fit your course needs.
	+ Don’t forget to rename this document to something more appropriate for your course
	+ \*Information on Artificial Intelligence is included in the policy section of this template. It is encouraged to include your course practices in use of AI in additional areas of the syllabus where you see appropriate.\*

**Delete this page from your finished syllabus before distribution**

Department/College

Course Name

Semester Syllabus

## Part 1: Course Information

### Instructor Information

Instructor: Name

Office: Location

Office Hours: Times & Days (Note: if online, explain how to access)

Office Telephone: Phone Number

E-mail: E-mail address (Note: specify your preferred contact)

### *Graduate Teaching Assistant*

*Instructor: Name*

*Office: Location*

*Office Hours: Times & Days (Note: if online explain how to access)*

*Office Telephone: Phone Number*

*E-mail: E-mail address (Note: specify your preferred contact)*

### Course Description

*Enter course description here. Must be consistent with the university-approved course description as found in the MSU Description of Courses catalog.*

### Prerequisite

*Enter prerequisite information here, if applicable.*

### Textbook & Course Materials

* *List required course textbooks here. Include detail such as full name of textbook, author, edition, ISBN, description (if desired), and where it can be purchased. If a required text is available online, indicate where it can be accessed.*

### Recommended Texts & Other Readings

* *How and where to expect to access other readings throughout the course.*

### Course Requirements

* Internet connection (DSL, LAN, or cable connection desirable)
* Access to *Desire2Learn (D2L), or other delivery platform.*
* *Any other tools, resources, and materials needed by the student for the course.*

### Course Structure

This course will be delivered online through the course management system and you will need your MSU NetID to login to the course from the *D2L homepage* (*http://d2l.msu.edu*).

In *D2L*, you will access online lessons, course materials, and additional resources. Activities may consist of readings, discussion forums, email, journaling, wikis, and other online activities. *Add and remove listed activities as appropriate to your course.*

### Technical Assistance

If you need technical assistance at any time during the course or to report a problem you can:

* Visit the [MSU Libraries Discovery Services Site](https://www.lib.msu.edu/dls/) (https://lib.msu.edu/dls/)
* Visit the [Desire2Learn Help Site](http://help.d2l.msu.edu/) (<https://help.d2l.msu.edu/>)
* Visit the MSU IT Help & Support Site (<https://tech.msu.edu/support/help/>), call (517) 432-6200 or toll free (844) 678-6200, or email ithelp@msu.edu

### Resource Center for Persons with Disabilities (RCPD)

To make an appointment with a specialist, contact (517) 353-9642 or TTY: (517) 355-1293

* RCPD Get Started Info: <https://www.rcpd.msu.edu/get-started>

## Part 2: Course Objectives and Learning Outcomes

The primary learning objectives for this course are:

*List the primary learning objectives for this course here.*

* *Objective*
* *Objective*
* *Objective*

**Learning outcomes:**

By successfully completing this course, you should be able to

* SLO 1
* SLO 2
* SLO 3

You will meet the objectives listed above through a combination of the following activities in this course:

*Provide instructions to students on how they are expected to meet the learning objectives for the course here. For example: Will most objectives be met through examination? Or through participation? Or through projects?*

* *Attend …*
* *Complete …*
* *Participate …*

## Part 3: Course Outline/Schedule

Important Note: Refer to the course calendar for specific meeting dates and times. Activity and assignment details will be explained in detail within each week's corresponding learning module. If you have any questions, please contact your instructor.

* Week 01: ***Topic here***
	+ *Details here …*
* Week 02: ***Topic here***
	+ *Details here …*
* Week 03: ***Topic here***
	+ *Details here …*
* Week 04: ***Topic here***
	+ *Details here …*
* Week 05: ***Topic here***
	+ *Details here …*

The table below describes the weekly activates including week, topic, readings, activities, and due date. The first column describes the week. The second column describes the topic. The third column describes the readings. The fourth column describes the activities. The fifth column describes the due date.

| ***Week*** | ***Date*** | ***Topic*** | ***Readings*** | ***Activities*** | *Due Date* |
| --- | --- | --- | --- | --- | --- |
| Week 1 | *January …* |  |  |  |  |
| Week 2 |  |  |  |  |  |
| Week 3 |  |  |  |  |  |
| Week 4 |  |  |  |  |  |

***Note about calendar/schedule.*** *While it is important to clearly indicate the schedule for your course, there are many places where you may do this. You may include a topic outline/schedule (like the examples shown above) in your syllabus, make a separate link to a schedule document in your course, or use the D2L calendar tool. Regardless of which you choose, be consistent, and keep your calendar up-to-date to help students follow along, reduce confusion, and emphasize time on task*

## Part 4: Grading Policy

### Graded Course Activities

The table below describes the graded course activities including points and activity description. The first column includes the points possible, and the second column includes a description for each activity.

| ***Points***  | ***Description*** |
| --- | --- |
| # | *Item 1 (List all activities, tests, etc. that will determine the students’ final grade)*  |
| # | *Item 2* |
| 100 | Total Points Possible |

### Late Work Policy

*Explain your policy here clearly to the student.*

**Artificial Intelligence Policy**

Include a statement on your AI policies for individual assignments/assessments.

### Viewing Grades

*Include a statement about the timeframe of when students can expect grades here, and how they will be able to access them. Perhaps via grades in D2L for example.*

### Grade Point Assignment (Grading Scale)

*Note: This table is subject to change based on how your unit’s grading scale is structured, e.g. using a numerical grade. Also be sure that the percentages assigned are what you use in your unit.*

The table below describes the relationships between grade point, percent, and performance. The first column identifies the grade point. The second column describes the percentage associated with that grade point. The third column describes the performance represented by that grade point and percentage.

|  |  |  |
| --- | --- | --- |
| ***Grade Point***  | ***Percentage***  | ***Performance***  |
| 4.0  | ≥90%  | Excellent Work  |
| 3.5  | 85% to 89%  | Above average  |
| 3.0  | 80% to 84%  | Good Work  |
| 2.5  | 75% to 79%  | Mostly Good Work  |
| 2.0  | 70% to 74%  | Average work  |
| 1.5  | 65% to 69%  | Below average work  |
| 1.0  | 60% to 64%  | Poor work  |
| 0.0  | ≤59%  | Failing work |

## Part 5: Course Policies

**Diversity Equity and Inclusiveness**

Diversity, Equity and Inclusion are important, interdependent components of everyday life in the College of Agriculture and Natural Resources (CANR) and are critical to our pursuit of academic excellence. Our aim is to foster a culture where every member of CANR feels valued, supported and inspired to achieve individual and common goals with an uncommon will. This includes providing opportunity and access for all people across differences of race, age, color, ethnicity, gender, sexual orientation, gender identity, gender expression, religion, national origin, migratory status, disability / abilities, political affiliation, veteran status and socioeconomic background. (See the full CANR statement: <https://www.canr.msu.edu/news/canr-statement-on-diversity-equity-and-inclusion>)

### Commit to Integrity: Academic Honesty

Article 2.3.3 of the [Academic Freedom Report](http://splife.studentlife.msu.edu/academic-freedom-for-students-at-michigan-state-university) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the (insert name of unit offering course) adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See [Spartan Life: Student Handbook and Resource Guide](http://splife.studentlife.msu.edu/) and/or the MSU Web site: [www.msu.edu](http://www.msu.edu/).)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also the [Academic Integrity](https://www.msu.edu/~ombud/academic-integrity/index.html) webpage.)

**Use of Artificial Intelligence (AI)**

We are living in an exciting time when artificial intelligence can help us create new things, such as text, images, music, or code, from existing data and models. This is called generative AI, and it has many possibilities for improving our education. We can use it to enhance our learning, spark our creativity, and try new ways of teaching and testing.

Michigan State University does not have a blanket policy for use of AI in courses. As an instructor, you should inform your students to your course policy.

CANR Resources for AI

### Inform Your Instructor of Any Accommodations Needed

From the Resource Center for Persons with Disabilities (RCPD): Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.

### Participation and Engagement

During all classes, the instructor expects students to be fully engaged and prepared to discuss reading assignments. Students are encouraged to ask questions of the instructor, guest speakers, and their peers.

Active participation includes, but is not limited to, the following behaviors:

1. Asking and answering questions of the instructors, peers, or guest speakers
2. Bringing forth new ideas, information, or perspectives to academic conversations
3. Discussing your readings and reflections with instructors and peers
4. Meeting with the instructors to discuss your interests, assignments, or project
5. Questioning information presented and discussed
6. Participating in small group discussions and activities
7. Assuming responsibility for personal behavior and learning

While working on group projects, students should be mindful of other students in their group; therefore, it is important for all participants to exercise:

• Respect for themselves, each other

• Openness and a positive attitude toward new ideas and other’s ideas

• Flexibility and tolerance of ambiguity

• Good communications amongst themselves.

*Attendance policy: Enter specific points regarding attendance policy here.*

*If you monitor, track, and/or score student participation, explain how you will keep track and how often students should be accessing the course. If appropriate, mention that you will be using D2L tracking tool, discussions, chat sessions, and group work, to monitor their participation in the course.*

*Technology use: If you use any special technology e.g. clickers, Tophat etc, please add instructions here.*

### Complete Assignments

Assignments for this course will be submitted electronically through *D2L* unless otherwise instructed**.** Assignments must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect the student’s grade.

PART 6: GENERAL COLLEGE AND UNIVERSITY POLICIES

All other general college and university policies applicable to this course are available at <https://www.canr.msu.edu/academics/courses/policies> . Please review these policies.

Topics covered in these general policies include:

* Students with disabilities, Resource Center for Persons with Disabilities (RCPD) and accommodations
* Student rights under the family educational rights and privacy act (FERPA)
	+ Student release authorization form
* Religious holiday policies
* Grief absence policies
* Students in distress policies
* MSU student athlete policies
* Course add-drop policies
* Honors options
* Course Management system policies
* Final exam policy and attendance
* Grade dispute policies
* Academic honesty and integrity, plagiarism, and disciplinary procedures
* Disruptive behavior
* Harassment and discrimination policies
* RVSM University reporting protocols
* Limits to confidentiality
* Social media policy
* Web accessibility policies
* MSU Code of Teaching Responsibility
* SIRS
* Commercialization of lecture notes
* University Learning Goals